

# Analysis of Linguistic Features and Speech Acts in Report Card Comments

Heherson Castro Tolentino

*Philippine Science High-Cagayan Valley Campus/University Of The Cordilleras, Baguio City*  
*Hehersontolentino@Gmail.Com*

## Article Info

Volume 82

Page Number: 7394 - 7406

Publication Issue:

January-February 2020

## Abstract

This study examined the linguistic features of selected report card comments written by teacher-advisers of Philippine Science High School- Cagayan Valley Campus. Specifically, this is an inquiry as to how comments on report cards are written with emphasis on the prevailing sentence structures, use of pronouns, and mechanics which include punctuations, spelling, capitalization and grammar. This study utilized both quantitative and qualitative data to describe and analyze the present state of writing comments on report cards. Findings of this research revealed that most comments were written using compound sentence structure. Combined structures were also evident and use of fragment was observed as well. In terms of the use of pronoun majority were written in the second person point of view with notable undefined perspective. For errors in grammar, notable was the use of prepositions and pronoun-antecedent agreement. In terms of punctuations, the incorrect use of commas was the most rampant. Apparently, the written comments were compliant in terms of spelling. As report cards are given to parents, comments should be counter-checked by other school authorities, and they should consider giving orientation and write-shop to faculty-advisers. Because there were varied writing styles on report card comments, list of acceptable comments should be compiled to facilitate the giving of feedback and comments of students' performance in school.

## Article History

Article Received: 18 May 2019

Revised: 14 July 2019

Accepted: 22 December 2019

Publication: 03 February 2020

**Keywords:** report cards, comments, sentence structure, mechanics

## Chapter 1

### THE PROBLEM

#### Background of the Study

“When parents read the comment can they see their child?”

“When students read the comment can they see themselves?”

Effective teacher-parent-student communication is necessary and vital to student success. It is therefore imperative that teachers should develop a considerable range of practices and strategies to effectively communicate with parents and students. One of the best ways of informing parents and students is through the comments provided on report cards.

According to Aidman, Gates, and Sims (2002) as cited in an article entitled “Grades and Reports Cards”, report cards can convey a multitude of varying information. Ideally, “report cards would communicate student achievement; provide information about a student’s progress toward exit-level standards, be easy to read and interpret by students and parents, and instructors; provide an accurate description of a student’s learning; register student growth over a predetermined period of time; be formatted in such a way that a student’s attendance, any special services received, promotion, and grade levels are easily discernable; and include a key or accompanying sheet that clearly explains key skills and a description in detail of performance expectations for grade-level skills and concepts in all content areas.”

To support the foregoing statements, report cards should provide, personalized, clear, precise, and meaningful report card comments that are essential for informing students and their parents or legal guardians about what their children or ward have learned, their strengths as learners and the next step for improvement (Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication, 2010). Further, what teachers have written on the report cards should provide descriptive feedback that indicates to parents whether their children are on track and are progressing appropriately. For students who do not perform well, the descriptive feedback serves as the “red flag” representing the need for extra support and intervention.

For some parents, they consider report cards as the most important document that they receive from the school since the report cards’ content affect how they form their opinion of the school’s concern for their children. This may be the reason why comments should convey a synopsis of a student’s performance in all areas.

Philippine Science High School- Cagayan Valley Campus, as one of the 16 regional campuses of the Philippine Science High School System under the Department of Science and Technology, is perpetually engaged in giving feedback to parents and guardians regarding their children and/or wards performance in school. Despite its attempt to disseminate information in a clear and concise way, some parents and students react about the brief comments which do not capture the progress and needs of the students. On the other hand, teacher-advisers who are in-charge of writing the comments admit that they find difficulty writing concise yet comprehensive comments and trying to find the right words to make poor performance appear positive and acceptable to both parents and students. This maybe because the comments have not been explored in terms of its structure and content and that if they faithfully convey the message of the writers or are clearly understood by the parents and students. This is especially of interest not only because the organization deals with students

considered to be cream of the crops or “skolarngbayan” but because they also experience challenges and have special needs which need to be addressed. In addition, report cards are considered to be official document sent out to parents; therefore, there is a need to make sure that comments are error-free both in content and mechanics. In order to address the above issues, an empirical study of the comments on report cards as to linguistic features and speech acts is therefore imperative. Moreover, if the researcher’s library work is accurate this study appears to be pioneering in the region if not in the country.

When approved, this study hopes to recommend framework/ guidelines and generic templates in writing comments on report cards. Further, it is hoped that the study would benefit the following group of people:

**Administrators** by identifying the best practices in writing comments on report cards that can be showcased for emulation by the rest of the agency’s constituent units and by strengthening the relationship between and among the administrators, teachers, parents and students especially in the area of writing comments on report cards towards establishing framework/guidelines aimed at standardizing format and style;

**Teachers and advisers** by determining the specific strengths and weaknesses of writing comments on report cards, the information that will be gathered from the results will help identify areas needing improvement in the existing practice of writing comments on report cards, thus, serving as stimulus for capacity building initiatives on how to write effective comments that would reflect the achievements and areas needing improvements of the students;

**Parents** by knowing the progress and challenges of their children, they would be able to closely monitor their performance and avoid unsatisfactory marks both in subjects and behavioral rating with the help of the teachers;

**Students** by realizing the importance comments on report cards in their quest to

improve areas needing improvement and develop further competencies needed in the real world.

### **Theoretical Framework**

This study adheres to some theories that support and substantiate the objectives of the study. Specifically it banks on: Discourse Analysis, Genre Analysis, and Speech Acts.

#### **Discourse Analysis**

Discourse analysis is based on the understanding that there is much more going on when people communicate than simply the transfer of information. To conduct discourse analysis, a researcher generally selects text - which connotes a wide range of possible data sources including transcripts of recorded interviews, movie scripts, advertisement, or a company's internal documents. It usually selects texts that are complete as possible. Dijk (1997) comments that in discourse studies, "analysts...want to include some other essential components such as who uses language, how, why and when". Analysis of discourse focuses on aspects that go beyond the syntax of language, the analysis of the context where it is being used, the grammatical structures that are employed as well as the stylistic structures, the interactional characteristics and the presentation performance. Dijk (1997) explains that discourse has three main dimensions: 1) language use; 2) the communication of beliefs; and 3) interaction in social situation.

#### **Genre Analysis**

Genre analysis, on the other hand, investigates communication among people. Its primary characteristic is that it avoids a formalized way to describe communication, highlighting rather informal interaction patterns found in well-established groups of people. As cited by Antunes et al. (2006), genre analysis has interested people studying organizational interaction, as it provides clues about how organizations structure their work. Organizations adopt and modify genres to suit their coordination and collaboration needs (Yoshioka & Herman, 2000). Moreover, genre is a template for action

enacted within a community to accomplish a socially recognized purpose. This has two implications: First, concerns the introduction of a new property of genre, community ownership, meaning the conventions of form, contents and purpose reflect the recurrent practices of a community and not individual or opportunistic motivations; Second, genres may now be applied to the organizational context. An organizational communication genre is, then, a typified communicative action invoked in response to a recurrent situation within an organization (Yates & Orlikowski 1992).

#### **Speech Act Theory**

The basic unit of communication is speech act. Speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning from what is said. The theory of speech acts, however, is especially concerned with those acts that are not completely covered under one or more of the major divisions of grammar—phonetics, phonology, morphology, syntax, semantics—or under some general theory of actions.

According to Austin's theory (1962), what we say has three kinds of meaning: propositional meaning which is the literal meaning of what is said; the illocutionary meaning which speaks of the social function of what is said; and the perlocutionary meaning which is the effect of what is said. The study on the organizational patterns and linguistic features of the comments on report cards at PSHS-CVC reconstructs and discusses three different approaches to the study of speech acts: 1) the intentionalist approach, according to which most illocutionary acts are to be analyzed as utterances made; 2) the institutionalist approach, which is based on the idea of illocutions as institutional acts constituted by systems of collectively accepted rules; and 3) the interactionalist approach, the main tenet of which is that performing illocutionary acts consists in making conventional moves in accordance with patterns of social interaction.

All of the above frameworks will hopefully contribute in providing the right

direction and rubric for assessing the strengths and areas needing improvement in the practice of writing comments on report cards at Philippine Science High School- Cagayan Valley Campus.

### Conceptual Framework

To some extent, this paper is a study on the current state of writing comments on report cards at Philippine Science High School-Cagayan

Valley Campus. Based on the researcher's initial survey, a number of report cards fell short of features of a "good" comment. Hence, there is a need to pursue this study not only to identify the areas needing improvement but also to serve as stimulus for the organization to formulate intervention initiatives that could enhance the current state of writing comments on report cards. The diagram on the next page captures this aim:

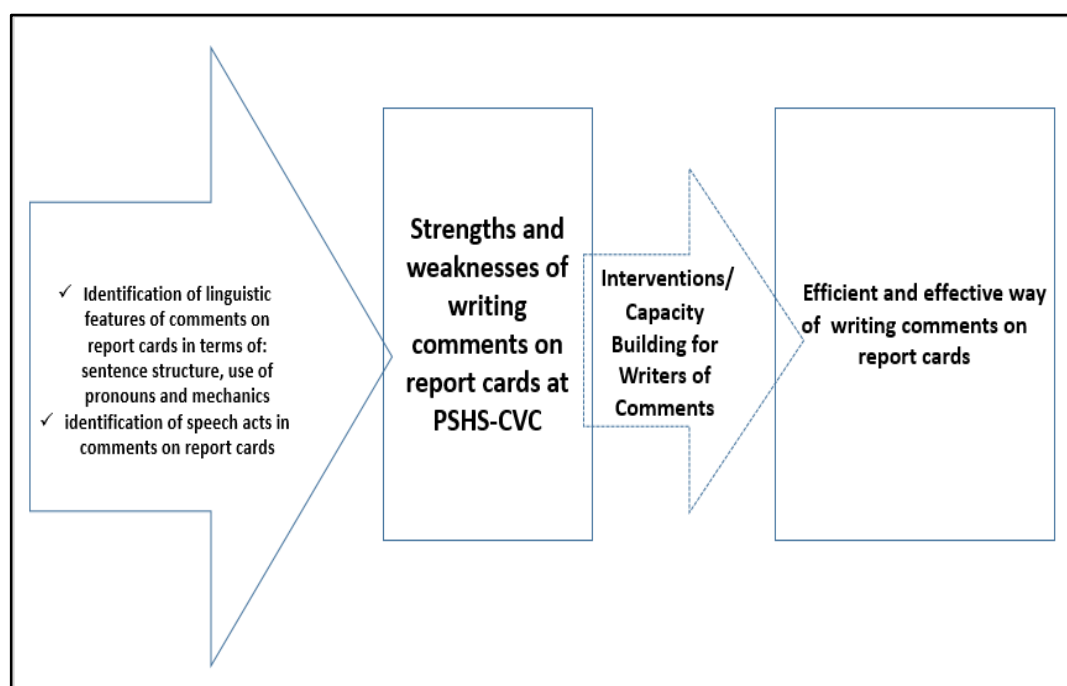


Figure 1: Analytical framework of the study

The comments on the report cards were analyzed based on their linguistic features in terms of sentence structure, use of pronouns, language, mechanics, and speech acts. The comments' strengths and weaknesses in terms of their linguistic features were emphasized to determine the areas needing improvement to conduct interventions and capacity building to writers towards an efficient and effective writing of comments on report cards at Philippine Science High School- Cagayan Valley Campus.

### Definition of Terms

To give the readers a better comprehension of the study, the following terms are defined operationally.

**Comments** are written remarks on the report card of each student reflecting their strengths and areas needing improvement. These are prepared by teacher-advisers and signed by the Campus Directors.

**Report cards** are documents prepared by the teacher-advisers which contain both the quantitative and qualitative remarks reflecting the progress and challenges of each student. They are being given to the parents and students every quarter. These are the documents being studied in this research.

**Philippine Science High School- Cagayan Valley Campus** is one of the 16 regional campuses of the Philippine Science High School System in Region 2. It is operating under



the supervision of the Department of Science and Technology which prepares students to become leaders and professionals in the fields of Science, Technology, Engineering, and Mathematics. It is headed by a Campus Director and three division chiefs (Curriculum and Instruction, Student Services, Finance and Administration). There are three sections for each level; and there are 6 grade levels: grades 7-12.

**Linguistic features refer** to linguistic elements contained in the written comments. This study surveys the use of sentence structure, voice of the verb, use of pronouns, language, and mechanics.

**Sentence structure** refers to the number of independent and dependent clauses in the sentences. The sentence may be simple, compound, complex or compound -complex. A sentence is simple if it contains only one independent clause. It is a compound sentence if it has two or more independent clauses. A complex sentence has one independent clause and one or more dependent clauses. A sentence is considered compound-complex if it has two or more independent clauses and one or more dependent clauses.

**Use of pronouns** may be in first, second, or third person point of view. If the comment is directed to the student, it uses the second person point of view. If it is directed to the parent, it uses the third person point of view.

**Language** refers to formal or informal. A formal language adheres to the standard or prescriptive rules while an informal language refers to the use of non-standard words therefore adhering to descriptive rules.

**Mechanics refers** to the style of writing. In this study, mechanics refers to punctuations, spelling, capitalization, and grammar.

## Statement of the Problems

On the whole, this study examined the linguistic features of written comments on report cards, at Philippine Science High School-Cagayan Valley Campus. Specifically, it answered the following:

1. What linguistic features of written comments on report cards prevailed in terms of the following?
  - a) Sentence Structure
  - b) Use of pronoun
  - c) Mechanics
2. What speech acts were reflected in the written comments on the report cards?

## Chapter 2

### DESIGN AND METHODOLOGY

#### Research Design

This study is basically descriptive in design. It utilized both quantitative and qualitative data to describe and analyze the present state of writing comments on report cards at Philippine Science High School-Cagayan Valley Campus.

#### Locale of the Study

This study was conducted at Philippine Science High School-Cagayan Valley Campus, one of the 16 regional campuses of the Philippine Science High School System which is located at Brgy. Masoc, Bayombong, 3700 Nueva Vizcaya.

#### Corpus of the Study

The study only analyzed 176 randomly selected written comments on the report cards from grades 7-12 for the first quarter of the school year 2018-2019.

#### Data Gathering Procedure

The figure on the next page presents the procedure followed in gathering the data needed in this study.

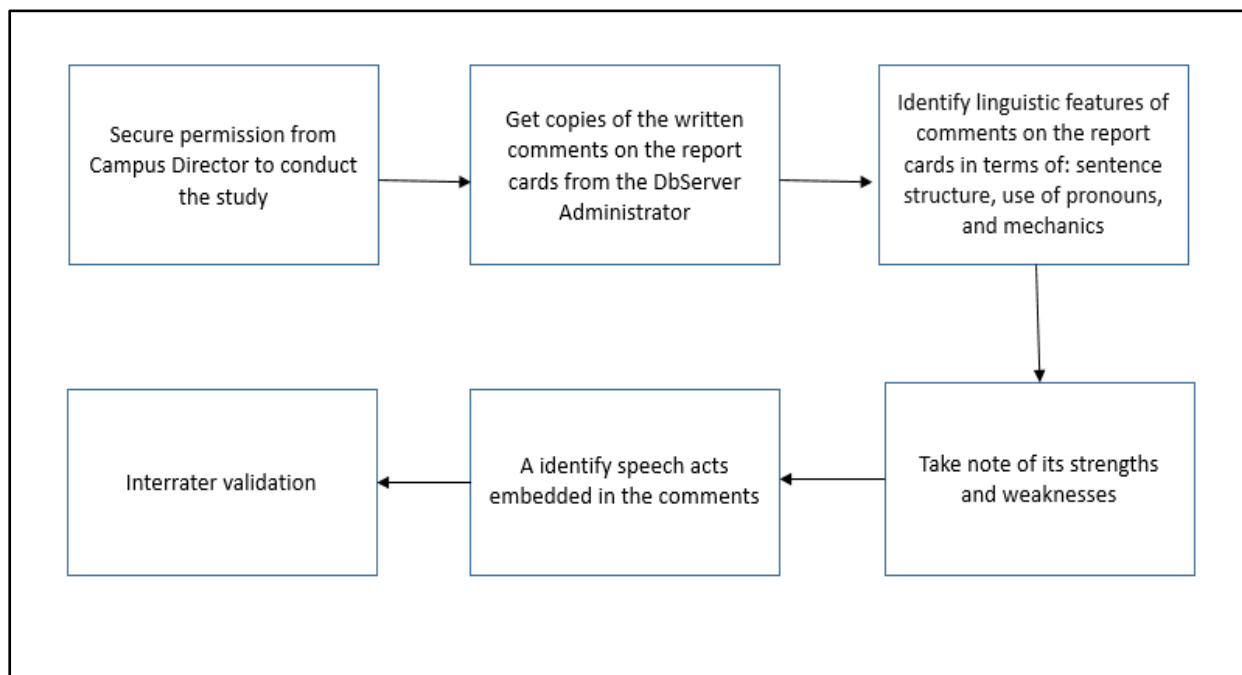


Figure 2. Data gathering procedure

The initial step in gathering data was to secure the approval of the Campus Director to conduct the study. Next, the researcher got copies of the written comments on report cards of the grades 7-12 for the school year 2018-2019 from the DbServer Administrator. Each of the randomly selected comment was examined as to the linguistic features in terms of: 1) Number of sentences and/or fragments to identify sentence structure; 2) Use of pronoun; 3) mechanics in terms of its punctuations, spelling, capitalization, and grammar; and 5) speech acts. Interrater validation was also conducted to ensure that the analysis carried out for each comment was valid and accurate.

### Data Analysis

This study employed both quantitative and qualitative analysis. Quantitative analysis primarily consisted of determining the frequency and percentage of the different quantifiable variables mentioned in the previous pages.

To get the percentage rating of the quantifiable variables, the formula below was used.

$$\frac{\text{Frequency}}{\text{Total Number}} \times 100$$

For the use of pronoun and mechanics, number of errors was counted. Speech acts was also analyzed.

To validate the researcher's rating of the efficiency of the comments, the help of "interraters" was sought.

Further, qualitative discussion of the memos' strengths and areas needing improvement was incorporated to substantiate the quantitative part. Moreover, samples of strengths and weakness were included for reinforcement

### Chapter 3

## RESULTS AND DISCUSSION

### Section 1: Linguistic features of comments on report cards

According to Smith (2018) in her article entitled "10 Tips for Writing Report Card Comments, having an adequate time for proofreading is very important. Even if the

ultimate responsibility to proofread lies with the Coordinator or Principal, it is the teachers' responsibility to deliver report cards that are as error-free as possible because the quality of work reflects on the teachers and their level of care.

The table below shows the existing state of writing comments at PSHS-CVC with respect to different linguistic features.

### Sentence Structure

Table 1: Prevailing Sentence Structures in Written Comments

Structure	Frequency	Percentage
Simple	18	10.23
Compound	71	40.34
Complex	3	1.7
Compound-Complex	31	17.61
Fragment	11	6.25
Simple with Fragment	12	6.82
Compound with Fragment	16	9.1
Complex with Fragment	0	0
Compound-Complex with Fragment	14	7.95

Reporting Student Learning: Guidelines for Effective Teacher-Parent-Student Communication (2010) emphasizes that report cards should provide, personalized, clear, precise, and meaningful report card comments. If report cards should be clear and precise, then sentences should be used to carry complete meaning. The current state of writing comments employs variety of sentence structure; however, fragments were evident which carry incomplete meaning.

Sample sentences under each structure are the following:

#### Simple

- *He is responsible and friendly. He helps others.*
- *Devote more time in your studies.*

#### Compound

- *He is commended for showing exemplary discipline in class; however, he needs to be more active in class discussion.*
- *He is commended for having shown diligence in his studies, but he needs more to be active in class discussion.*

#### Complex

- *If we take care of the moments, the years will take care of themselves.*  
- Maria Edgeworth

#### Compound-Complex

- *Faith moves mountains, but you have to keep pushing while you are praying.* - Mason Cooley

#### Fragments

- *A little more time in your studies and aim higher.*
- *Uses instincts to deal with academic matters independently and in a positive way.*

#### Simple with Fragment

- *Success is within your reach. Congratulations for making it to the Director's list!*

#### Compound with Fragment

- *Ip is a very good student, and he knows how to deal with his academics. More effort and focus potential DL! God bless!*

### Compound-Complex with Fragment

- *You are very quiet in class, and I know you can do more for the next quarter. More focus to your studies!*

### **Use of pronoun**

Pronouns take the place of nouns. They give the readers a clearer picture of the context as to who is speaking (first person), who is spoken to (second person), who is being spoken about (third person).

Table 2: Use of Pronouns

Pronoun	Frequency	Percentage
First Person	0	0
Second Person	88	50
Third Person	41	23.3
Combination	44	25
Undefined	3	1.7

The table above shows that majority of the comments are directed to the learners or students while only about 23% of the comments were addressed to the parents or guardians. It was also evident that some of the comments have “shifts” from one person to another and less than 2% of the comments have undefined use of pronoun.

According to Smith (2018), “you are writing for the parents”. In addition, it was also emphasized that teachers are dealing with parents, so they must find ways to make comments sensitive as possible. Questions such as: Is my child doing well?; Where is improvement needed?; and How does it compare with my child’s last report? Are things that need to be considered in writing comments. Therefore it is suggested that the third person point of view should be used when writing comments.

### Second Person Point of View

- *You are very silent in class, hope to hear more from you. In terms of*

*academics, you are performing well. Just do you best in all of your subjects.*

- *To succeed, you need to take the gut feeling in what you believe and act on it with all your heart. You rank 11 in class! Do more; hope to see you on the Director’s List.*

### Third Person Point of View

- *RizyLae (Ryla) shows positive attitude towards her studies. She is learning to communicate his ideas in class. She is gaining self-confidence and has a great attitude towards learning. She is advised to put more effort and allot more concentration on her studies-Potential DL. She is a very pleasant student, and is working well with others.*

### Mixed Point of View

- *She is responsible. Aim higher and I am positive you can do it.*
- *I know you could bloom some more with a little confidence in yourself. Improve your study habits for the remaining quarters. God bless!*

### Undefined

*Never regret. If it's good, it's wonderful. If it's bad, it's experience. - Victoria Holt*

### **Mechanics**

Since report cards are sent to parents, it is therefore expected that comments are error-free as much as possible (Smith, 2018).

### **Grammar**

Table 3: Errors on Grammar

Grammar Errors	Frequency	Percentage
Use of prepositions	6	3.4



Pronoun- antecedent Agreement	3	1.7
-------------------------------------	---	-----

The table above shows that in terms of grammar, only two areas were noted: Use of prepositions and pronoun-antecedent agreement. Sample of these errors are the following:

### Use of Prepositions

- Congratulations for making it on the DL. A strong positive mental attitude will create more miracles than any wonder drug. -Patricia Neal
- Improve your red mark in your card by doing good in your studies. Never fail to submit requirements and review well. Good luck for the next quarter.

For the first example, “on” should be changed with “to” while in the second example, “in” should be changed with “on”.

### Pronoun-Antecedent Agreement

- Sunshine is a good, active and sweet student. I feel that he or she would excel once she gains a better understanding of concentration and focus. She has always been behaving well in class. Putting efforts comprehending the lessons during class hours may not be enough. She is encouraged to really make time to consult, if not the teacher, her classmates who could help him cope with the lessons especially in Integrated Science. Never stop striving for excellence. You are appreciated Sunshine! God bless :)
- Isabelle is trying very well to improve her concentration skills and has shown growth this quarter, though she is still playful and still needs to work out his study habits.

She can be social and restless, but finishes his tasks on time. Isabelle is encouraged to advance more on her IntegSci subject, and must learn to share and listen to others thoughts and opinions. She is advised to be not easily distracted by other classmates, and be more focus on her studies. Go for Excellence Isabelle! God bless.

For the first example, Sunshine is a female, the antecedent; therefore only the pronoun she should be used; for the second example, Isabelle is the antecedent, also a female, so “her” should be used not his.

### Punctuations

Table 4: Errors on Use of Punctuations

Punctuation	Frequency	Percentage
Comma	24	13.64
Semi-colon	8	4.55
Apostrophe	3	1.7

The table shows the number of errors committed in terms of punctuations. It could be gleaned that there is about 20% error in terms of the correct use of punctuation. Examples are the following:

### Comma

- I know you are doing well in your academics particularly mathematics but your achievement will not just stop there, continue doing your work and polish whatever to be polished.
- You are very kind in class and I really appreciate it! Congratulations for a good start! God bless!

In the first example, there should be a comma before the coordinating conjunction “but”

since it links two independent clauses. Same is true with the second example.

### Semi-colon

- He has shown interest in learning new **lessons, however** he needs to stay more focused with his studies. He is also advised to use his free time wisely.

Most common error with semi colon is the use of the conjunctive adverb “however”. If it joins two independent clauses in one sentence then a semi- colon must be written before the conjunctive adverb however followed by a comma.

### **Spelling**

For spelling, only two words were observed to have been misspelled. The word “responsible” which is supposed to be “responsible” and the word “ot” instead of “it”. These maybe considered typographical since comments were encoded. Nonetheless, it should still adhere to Smith (2018) that cards should be error-free as much as possible.

### **Capitalization**

For capitalization, there was no error observed.

## **Section 2: Counts of Speech Acts**

Table 5: Speech Acts Used

Family	Frequency
Assertive	14
Directive	29
Expressive	34
Commissive	0
Declaration	0
Assertive and Directive	48
Expressive and Directive	29
Expressive and Assertive	22

The table above shows the speech acts prevalent in the memos. Notable among the speech acts is a combination of assertive and directive which has 48 counts followed by expressive with 50 counts. Directive and combination of directive and expressive registered both 29 counts, combination of expressive and assertive has 22 counts, and assertive has 14 counts. There were no statements falling under declaration and commissive.

Assertive includes statements, descriptions, assertions, predictions, speculations. Expressive refers to the expressions of the speaker’s psychological state about something. On the other hand, directives denote requests, commands and suggestions. Examples are the following:

### Assertive:

- Avoiding the phrase, “I don’t have time” will soon help you to realize that you do have the time needed for just about anything you choose to accomplish in life. -Bo Bennett
- Doing your best at this moment puts you in the best place for the next moment. - Oprah Winfrey

### Expressive:

- Congratulations! Kudos for being a DL and ranking 4th in the class

### Directives:

- Devote more time in your studies and pass all requirements in your different subjects.
- Aim higher and you can do it by devoting more time in your studies.

According to Creating Strong Report Card Comments: A Handbook for Elementary Teachers, a comment on the report card should provide additional information about the students’ level of achievement. It should also provide parents a picture of what the students have accomplished over the course of the term and the

areas they need to continue to work on in the future. With this, it is noted that teachers should utilize a number of statements which would represent varied speech acts as well. Samples of these include:

**Expressive and Directive:**

- Lance is a great boy. He is highly acknowledged for his good behavior and standing in the class—a potential DL. He also has the potential of becoming a good leader. He is versatile and assertive. His perseverance and determination to learn and reach his aspirations is very admirable and inspiring! Keep doing good Lance! Never get tired on upholding excellence! You are appreciated! God bless

**Assertive and Directive:**

- Stephen a kind and silent boy inside the classroom. He is encouraged to participate more in his class. He was struggling in IntegSci at the beginning of the period, but has improved his overall performance in this subject area. Never get tired on upholding excellence! You are appreciated Axcel! God bless!

**Expressive and Assertive:**

- Sunshine is a good, active and sweet student. I feel that he or she would excel once she gains a better understanding of concentration and focus. She has always been behaving well in class. Putting efforts comprehending the lessons during class hours may not be enough. She is encouraged to really make time to consult, if not the teacher, her classmates who could help him cope with the lessons especially in Integrated Science. Never stop striving for excellence.

You are appreciated Sunshine! God bless !

The above examples adhere to the basic premise that written comments do not only focus on one side but both on sides of the coin ensuring that the more positive traits are highlighted.

Looking at the speech acts present, the corpus of study has adhered to Witek (2013) whose research focused on different approaches to the study of

speech acts: 1) the intentionalist approach, according to which most illocutionary acts are to be analyzed as utterances; 2) the institutionalist approach which is based on the idea of illocutions as institutional acts constituted by systems of collectively accepted rules, and 3) the interactionalist approach, the main tenet of which is that performing illocutionary acts consists in making conventional moves in accordance with patterns of social interaction. It is claimed that each of the discussed approaches presupposes a different account of the nature and structure of illocutionary acts.

## **Chapter IV**

### **SUMMARY. CONCLUSION AND RECOMMENDATION**

#### **Summary**

The study was conducted to examine the linguistic features and speech acts present in written comments on report cards, at Philippine Science High School-Cagayan Valley.

The main tool used in the study were 176 randomly selected written comment on the report cards of the students for the school year 2018-2019.

The data were analyzed using both quantitative and qualitative analysis. Quantitative analysis primarily consisted of determining the frequency and percentage of the different linguistic features and speech acts present in the written comments. The analysis also was checked and verified by an interrater to ensure reliability of the analysis conducted.

Using the figures and data gathered from the memoranda, it was found that:

1. Sentences structures range from simple to compound to complex to compound-complex. Fragments were also evident in a number of comments.

2. Majority of the comments were in the second person point of view. It was also evident that there were shifts in the use of pronouns.

3. For mechanics, in terms of grammar, only two problems were noted: use of preposition and pronoun-antecedent agreement. Use of prepositions obtained more errors. With regard punctuation, it was found out that majority of the errors were on the use of comma and semi-colon. Errors in using comma were more evident. In terms of spelling, only two were identified.

4. There was no problem encountered with regard capitalization.

5. For the speech acts, majority were combination of two acts. The most prevalent was the combination of assertive and directive. No speech act under commissive and declaration was found.

## Conclusion

From the study conducted, the following conclusions were drawn:

1. The written comments employ varied sentence structures.
2. Majority of the comments do not adhere to the prescribed point of view since majority were directed to the learners/students.
3. There is a need to reinforce rules on the use of punctuations. pronoun-antecedent agreement and punctuations.
4. Adherence to capitalization rules was commendable since no error was found.
- 5, The speech acts used were compliant to the prescribed format since majority have combined at least two speech acts.

## Recommendations

From the conclusions made, the following recommendations are offered:

1. The written comments should be counter checked by other school authorities to ensure that comments carry meaning and are effective.
2. Consider giving orientation to teacher-advisers to ensure that prescribed format are followed.
3. Conduct training or workshop that would enhance the syntactical competencies of teachers to ensure they avoid grammatically incorrect sentences.
4. Come up with a list of acceptable comments to facilitate the writing of comments.

## REFERENCES

- [1] Antunes, P., Costa, C.J, Pino, J.A (2006). The use of genre analysis in the design of electronic meeting systems.*IR Information research*.11 (3).Retrieved from: <http://InformationR.net/ir/11-3/paper251.html>]
- [2] Burke, M &Vannest T. (2008). Behavioral-Progress Monitoring Using the Electronic Daily Behavioral Report Card (e-DBRC) System.Preventing School Failure. Vol. 53, No. 2
- [3] Dijk, V. (1997). Chapter two: literature review. Retrieved from: [https://catarina.udlap.mx/u\\_dl\\_a/tales/documento/s/lio/...r.../capitulo2.pdf](https://catarina.udlap.mx/u_dl_a/tales/documento/s/lio/...r.../capitulo2.pdf)
- [4] Fisher, Andrew (2010). Speech-act theory as a new way of conceptualizing the 'student experience'.*Studies in Higher Education*. Vol. 35, No. 5
- [5] Luzon, M.J (2005). Genre Analysis in Technical Communication.*IEEE Transactions on Professional Communication*, Vol. 48, No. 3.
- [6] Munoz, M. &Guskey, T. (n.d). Standards-based Grading and reporting will improve education. Retrieved from: <http://www.enotes.com/researchstarters/grades-report-cards>
- [7] Qadir, A &Riloff, E (2011).Classifying Sentences as Speech Acts in Message Board Posts.

- Conference on Empirical Methods in Natural Language Processing (EMNLP-2011).
- [8] Smith, Alyson (2018). 10 Tips on How to Write a Report Card. Retrieved from:  
<https://www.teachstarter.com/blog/10-tips-for-writing-report-card-comments/>
- [9] 'Sterile and technical': the problem with primary school report cards. Retrieved from:  
<https://www.smh.com.au/national/nsw/sterile-and-technical-the-problem-with-primary-school-report-cards-20181116-p50gl5.html>
- [10] What do report Cards Really Mean? Retrieved from:  
<https://www.impactteachers.com/writing-reports/teacher-tips>
- [11] Witek, Maciej (2013). Three Approaches to the Study of Speech Acts. The Philosophical Review 100 (2): 297- 300.