

Using Substitution and Ellipsis in Sentences Among PSU College Students

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Abstract - *This study aimed to determine and analyze the capability of using substitution and ellipsis in sentences of the 36 sophomore AB English Language students of PSU-Urdaneta Campus. This study specifically aimed to describe the profile of the respondents in terms of the type of high school graduated from, final grades in English 103, and most preferred English reading material. Also, this study aimed to find the level of capability of the respondents in using substitution and ellipsis along nominal, verbal, and causal. Moreover, it aimed to find the frequency and percentage distribution of the scores of the respondents in using substitution and ellipsis when grouped according to their profile variables. This study employed the descriptive method of research. Further, a questionnaire was used as the data gathering instrument with frequency counts and percentage distribution utilized as tools. The results indicated that the majority of the respondents graduated from public schools, dictionary as the most preferred English reading material, and majority got the grades of 2.5 with a descriptive rating of fair in the subject English 103 (Writing in the Discipline). It is also found that the level of capability in using substitution and ellipsis in sentences is average in substitution and ellipsis. Among the three categories in substitution, clausal received the highest percentage of passers. In the frequency distribution of the scores in using substitution and ellipsis when grouped according to their profile variables, high capability dominates in each profile variable in substitution. However, in the ellipsis, average capability dominates in each profile variable. Therefore, it is recommended that more enrichment activities in writing specifically in substitution and ellipsis should be undertaken to raise students' knowledge of cohesive devices and could assist the students in producing high-quality both academic and non-academic writing.*

Keywords – *Capability, Ellipsis, Substitution*

INTRODUCTION

In this modern era, to communicate clearly using the English language gives an edge to a person over others in any field. It is necessary that we improve not only our fluency and comprehension of the language but also economize the use while still maintaining clear communication. Thus, the students should be equipped with both oral and written skills to achieve better performance in the various areas of learning.

Nowadays, we rarely speak, or even write, in complete sentences that are considered to be the ideal structure of language in general. Language is, in fact, made of gaps since the speakers of one language operate within the context in which omitted or replaced parts of linguistic structures are understood even though they are not expressed.

It is important that our listeners and readers need to understand the connections between linguistic parts of a text. The elements of a text must be tied together into a coherent whole. It must be semantically

unified. The unity of a text can be achieved by a number of semantic and lexicogrammatical means., among which the most important is cohesion.

Cohesion is a complex relation to describe. It is one of the important elements in creating a discourse that communicates effectively and naturally. Cohesion makes the discourse coherent allowing it to make sense by using cohesive devices that help the reader associate previous words or phrases with subsequent ones (Shen, 2013). One of these devices is substitution and ellipsis.

Substitution and ellipsis imply the same relationship between the parts of the text. Substitution is a replacement of one item by another. Ellipsis, on the other hand, refers to the case of absence of a word, a phrase, or a clause whose meaning is understood. In other words, the ellipsis is simply defined as substitution by zero.

Enriching students' understanding of scientific vocabulary, a primary step in reinforcing non-science context, will be of vital importance in reading, for no one can understand what he reads if he does not understand the meaning of words.

In spoken and written English, substitution and ellipsis are used as cohesive devices, which help specific linguistic structures to be expressed more economically while maintaining their clarity, coherence, comprehensiveness, and also to persuade the continuity of the thoughts and ideas. These devices include mainly those linguistic structures that enable avoidance of repetition, either by choosing alternative words, or phrases, or by the complete omission of words, phrases, or clauses.

It is noteworthy that without having a good command of linguistic ties, one can never construct a cohesive discourse. Using substitution and ellipsis as linguistic ties makes the text more cohesive and understandable.

Thus, this research talks about the capability of using substitution and ellipsis in sentences among sophomore students with the following formulated objectives: (1) To determine the profile of the respondents in terms of type of high school graduated from, most preferred English reading material, and final grade in Writing in the discipline subject ; (2) To determine the capability of the students in using substitution and ellipsis in sentences along nominal, verbal, and clausal; (3) To determine the level of capability of the students in using ellipsis along nominal, verbal, and clausal; and (4) to determine the frequency distribution of the scores in using substitution and ellipsis when grouped according to their profile variable.

METHODOLOGY

Descriptive method of research was used in this study. This method was most appropriate for the study because it is concerned with the description of data and characteristics of a population. Moreover, it is used to collect demographic data about people's behavior, interests, perceptions, practices, etc.

RESULTS AND DISCUSSIONS

Profile of the Respondents

On the high school graduated from, the respondents were graduates of public high schools. As regards the most preferred reading materials, the respondents preferred a dictionary. Furthermore, on the Final grade in English, 11 or 30.55% of the respondents got a grade of 2.25 with a descriptive rating of good, and 13 respondents or 36.11% got a grade of 2.25 with a descriptive rating of fair.

Level of Capability in Using Substitution and Ellipsis in Sentences

The data revealed that the item where most of the respondents got a correct answer is item numbers 21 and 25, which both an example of causal substitution. The respondents are aware of how to properly use the substitute so and not. On the other hand, the item where the least of the respondents got the correct answer is item no. 5, which is a verbal substitution, wherein only 9 or 25% of the respondents got the answer correctly. The respondents had difficulty on when to collocate the substitute do with so, it, and the same.

On the respondents’ level of capability in using ellipsis in sentences, the item where most of the respondents got a correct answer is item no. 8 wherein 32 (88.89%) of the respondents got the answer correctly. On the other hand, the item where the least of the respondents got a correct answer is item 18 wherein only 2 (5.56%) of the respondents got the answer correctly. It can be noted that both items are examples of nominal ellipsis. Thus, the findings revealed that there are still some instances or when wherein the respondents are confused about when to substitute and omit a word or phrase.

Respondents’ Overall Level of Capability in Using Substitution and Ellipsis in Sentences

In substitution, 4 or 11.11% of the respondents obtained scores that are in between 21-25 which indicates that the level of capability is very high.

Scores	Frequency	Percentage	Descriptive Rating
21-25	4	11.11	Very High Capability
16-20	15	41.67	High Capability
11-15	16	44.44	Average Capability
6-10	1	2.78	Low Capability
0-5	0	0	Very Low Capability

Frequency Distribution of the Scores in Using Substitution and Ellipsis When Grouped According to the Profile Variables

The score of the respondents in using substitution and ellipsis when grouped according to their profile variables

In line with the type of high school graduated, most of the respondents, or 14 (48.3%) who graduated from public high schools have high capability in using substitution. The findings show that substitution has been taught in public high schools.

In terms of the most preferred English reading materials, the respondents who chose a dictionary got an equal frequency, which was 7 (50%), and had a high and average capability in using substitution. This shows that reading dictionaries can learn substitution.

In relation to the final grade in English 103, 7 or 53.8% or the majority of the respondents who got grades of 2.50 had a high capability in using substitution. This means that the respondents who got grades of 2.50 understood the substitution when it was discussed during their class in English 103.

Thus, under substitution, the descriptive equivalent of high capability dominated in each profile variable.

CONCLUSIONS

Based on the foregoing summary of findings, the following conclusions are deemed appropriate:

1. The sophomore AB English Language students mostly finished their secondary education in public schools. With respect to reading materials, the respondents who prefer the dictionary dominated. In line with the final grade in the subject English 103, most of the respondents get high fair performances.

2. The sophomore students are having difficulty in using substitution and ellipsis in sentences.

3. The sophomore students are good in terms of using nominal substitution. However, they are good in terms of using nominal and clausal ellipsis.

4. The sophomore students' profile variables contribute in using substitution. However, in ellipsis, their profile variables somehow help them in using ellipsis.

RECOMMENDATIONS

In the light of the findings and evidences presents in the study, the following recommendations are highly proposed:

1. More enrichment activities in writing specifically on using substitution and ellipsis should be undertaken to raise students' knowledge on cohesive devices and could assist the students in producing high quality for both academic and non-academic writing. The students should also consider reading other types of English materials so as to further enhance their capability in creating economical yet coherent and comprehensive writing.

2. English instructors of writing should give more attention to the teaching of substitution and ellipsis in class.

3. Similar studies may be conducted among college students in different but other closely related disciplines in order to ascertain the extent to which the findings of the present can be generalized.

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