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Editorial

Spicer Adventist University Research Article Journal publishes high-quality and original research studies and book reviews of various branches of studies. We are happy to present to you the following articles:

The article titled “Critical Evaluation of The Last Generation Theology (LGT) of (L) ML Andreason Through the Lens of The Scriptures and The Writings of Ellen G. White” is about Andreason who was the leading and most influential Adventist theologian in the 1930s and 1940s. His major contribution to Adventist theology is the Last Generation Theology (LGT), according to which there will be a group of faithful last-generation believers just before the Second Coming of Jesus who will live a perfectly sinless life and vindicate the character of God. Though Andreason’s theology reveals many grains of truth, it fails in some major aspects, such as its insistence on the sinless perfection of the saints and its role in vindicating God’s character. Therefore, Andreason’s LGT cannot be accepted in its entirety.

The next article takes us to “Using ChatGPT in the Classroom” which is one of the latest tools the teachers could utilize while teaching (to some it may be new or an eye opener). The author has explained its uses in the classroom—discussing its opportunities, limitations, and ethical aspects.

The research article, “Empowering and Fostering the ESL Teachers of a Private English Language Institute in the Philippines: A Case Study” is about the importance of empowerment for the employees in an organization to be successful. This article is a case study; therefore, its purpose is to find out how administrators foster and empower the ESL teachers of Adventist Higher Education in the Philippines.

Next, we have a research article on language learning focusing on the two language skills- reading and writing of the multicultural learners in Silang, in the Philippines. Teaching reading and writing to the second language learners is a real challenge for the English language teachers. Such learners require a lot of clear explanations and activities to practice. The researcher has discussed the various problems the students experience while learning.

Happy reading

Editor in Chief
Dr. E. Talang-Rao

A Critical Evaluation of The Last Generation Theology (LGT) of (L) ML Andreassen Through the Lens of The Scriptures and The Writings of Ellen G. White

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Abstract

Milian Lauritz Andreassen (1876-1962) was the leading and most influential Adventist theologian in the 1930s and 1940s. His foremost contribution to Adventist theology is the Last Generation Theology (LGT), according to which there will be a group of faithful last-generation believers just before the Second Coming of Jesus who will live a perfectly sinless life and vindicate the character of God. Andreassen died in 1962, but his theology is well and alive. It has been a point of controversy and debate among Adventist theologians. The main purpose of the study is to review whether Andreassen's LGT is in accordance with the Scriptures and the writings of Ellen White. The study reveals that Andreassen's theology has many grains of truth thus, cannot be dismissed as completely incorrect and irrelevant. However, it fails in some major aspects, such as its insistence on the sinless perfection of the saints and their role in vindicating God's character. Scriptures and the Spirit of Prophecy portray relative perfection in the earthly life of a believer until glorification rather than absolute perfection. Thus, Andreassen's LGT cannot be accepted in its entirety.

Keywords: Last Generation Theology, Atonement, Saints, Sanctuary, Time of Trouble, Spirit of Prophecy, Second Coming, Sinlessness, Great Controversy, Christian perfection

Introduction

Milian Lauritz Andreassen (1876-1962) was the leading and most influential Adventist theologian in the 1930s and 1940s. His foremost contribution to Adventist theology is the Last Generation Theology (LGT), according to which there will be a group of faithful last-generation believers just before the Second Advent of Jesus who will live a perfectly sinless life. Through these people, God will demonstrate the truth that His law can be perfectly kept and that one can live without sin. It is also through these saints that God will stand vindicated, and Satan defeated. This theology "took Adventism by storm. It became the denomination's dominant (but not exclusive) theology of the 1940s and 1950s" (Knight 2000, 149).

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Andreasen died in 1962, but his theology is well and alive. As a matter of fact, it has been a point of controversy and debate among Adventist theologians to this day. While some prominent Adventist scholars and organizations support and propagate his views, many have expressed their disagreement.¹ In September 1956, Donald Grey Barnhouse published an article in *Eternity* magazine entitled “Are Seventh-day Adventists Christians?” in which he “publicly relegated” Andreasen and his theology to the “lunatic fringe” of Adventism (Knight 2000, 169). On the other hand, Andreasen severely criticized the church leadership for the publication of *Questions on Doctrine* (QOD, 1957). He felt that QOD was a “sellout by the Adventist leadership to the evangelicals and a betrayal of historic Adventism.”² (Knight 2000, 167).

According to George Knight, one is compelled to react to Andreasen’s theology in two contrasting ways (2000, 144). There can be no neutrality. One either agrees or disagrees with him. The main purpose of the study is to review whether Andreasen’s Last Generation Theology is in accordance with the Scriptures and the writings of Ellen White.³ It focuses on the main or critical issues of Andreasen’s theology with special emphasis on Christian perfection.

Andreasen’s Last Generation Theology

Andreasen had fully developed his LGT by the time he published the first edition of his book *The Sanctuary Service* in 1937. Interrelated doctrines include the Great Controversy, Christ’s human nature, sanctuary, atonement, sanctification, and the saints in time of trouble. In order to have a better understanding of his theology, it is necessary to briefly discuss these doctrines.

The Great Controversy

Andreasen’s LGT is centered on the Great Controversy theme of Ellen White. Satan has accused God of injustice, saying that He expects His creatures to keep the law, an impossible task, and then punishes them. God is on trial. Satan is the accuser, and God is the accused. God will use the last generation of faithful believers to show the universe that His actions are just. The centrality of the controversial theme can be clearly seen in his words. He writes,

The matter of greatest importance in the universe is not the salvation of men, important as that may seem. The most important thing is the clearing of God’s name from the false accusations made by Satan. The controversy is drawing to a close. God is preparing His people for the last great conflict. Satan is also getting ready. The issue is before us and will be decided in the lives of God’s people. God is depending upon us as He did upon Job (1947, 320).

Just as Satan challenged God regarding Job, he is once again throwing that same challenge to God, saying that the saints are being faithful because of “mercenary motives.” If God gives him free access to tempt them, he could easily prove their false faithfulness. In order to refute Satan’s charges and to show that their service stems from loyalty and gratitude, God grants Satan the freedom to test them to the “utmost.” Further, God wants to use the saints to refute Satan’s charges that He is unjust and arbitrary in requiring His people to keep His law when it cannot be kept (Andreasen 1947, 317). Andreasen points out that this will be Satan’s last chance

against God. He will think that “it is now or never” (317).

Atonement

Andreasen believes that the atonement of Jesus Christ was not completed at the cross. However, he does not mean to propose that Christ’s work on the cross was not completed. He asserts that Christ will never die again. He writes, “The cross is vital, the cross is central. Christ finished His earthly work there. But then He ascended to heaven to continue His work of redemption in the sanctuary above. This work is now going on and will continue until the end. Whoever limits Christ’s work to the cross limits the atonement” (Anderson 1948, 437).

Andreasen divides the atonement into three phases. In the first phase, Christ met sin and conquered it by living a perfectly sinless life as a man. The second phase began in Gethsemane and climaxed in Golgotha, where Jesus bore the sins of human beings and annulled them. In the third phase, Christ demonstrated that man could live the same life He lived through divine aid. This phase also “includes His session at the right hand of God, His high priestly ministry, and the final exhibition of His saints in their last struggle with Satan, and their glorious victory” (1948, 59-60). He claims that the third phase is “now in progress in the sanctuary above and in the church below” and that Christ is “now eliminating and destroying sin in His saints on earth. This is part of the cleansing of the true sanctuary” (Andreasen 1948, 59-60).

Sanctuary

Andreasen connects the eliminating and destroying of sin in the lives of saints on earth with the work on the Day of Atonement. On that day, every Israelite was expected to confess his sins. In the process, the entire camp of Israel was cleansed from all sins. Andreasen asserts that the world is living in the great antitypical day of cleansing the sanctuary when every believer must confess his sins and be cleansed of all iniquities. To him, “the cleansing of the sanctuary in heaven is dependent upon the cleansing of God’s people on earth” (1947, 321). Thus, he believes in a “dual or parallel cleansing of the sanctuary on the antitypical Day of Atonement” (Knight 2000, 145). While Christ cleanses the sanctuary in heaven, saints on earth should cleanse their soul temple.

Sanctification: Sinless Perfection

The cleansing of the saints is theologically called sanctification, which Andreasen defines as a “separation from sin” and “deliverance from its power and victory over it” (1947, 300). Forgiveness is “a means to neutralize the effect of sin” while sanctification is a “restoration of power for complete victory” (1947, 300). When the work of sanctification is completed in a person, he or she will be righteous with the original image of God restored in him. According to him, “to make an end of sins,” in Daniel 9:24, “means more than merely to forgive sins. It means the complete eradication of sin from life. It means sanctification, the uprooting of every evil, a life completely controlled by the Holy Spirit” (1947, 300). He believes that to be sanctified day after day meant that an individual will become victorious over one sin after another and when he has been able to overcome “pride, ambition, love of the world-over all evil,” he is ready to be translated to heaven. He is now a finished product, a perfectly sinless being. Through such a person, God demonstrates the

work He can do with human beings⁴ (1947, 302). Thus, to Andreasen, sanctification is an absolute, not relative, perfection.

The Humanity of Christ as our Example

Andreasen believes that Christ's successful spiritual life is an example for human beings. "Christ on earth gave a demonstration of what God can do when humanity is fully yielded to Him" (1948, 54). Through His victory, He showed to the world that man could "resist sin" and overcome every temptation of Satan (1948, 55). And it is in the last generation, the 1,44,000, that the final demonstration will be made. He feels that if Christ had not made it possible for a man to attain perfection, he would have failed. He further says that on the cross, Christ "had demonstrated in His life the possibility of keeping the law" (1947, 309-310).

The Saints in the Time of Trouble

Andreasen teaches that the saints of God will go through a time of trouble⁵, which he compares to the time of Jacob's trouble. During this time, Satan will do his utmost to tempt them so as to make them sin, and "if he should succeed, he would gain an important point," and God would have lost the great conflict (1947, 315). Now, just as Job was tried, God's last generation will be tried. Neither God nor Satan was satisfied with the trial of Job because it involved only one man, Job. So, the test will involve a much larger group of believers in the last days. Instead of choosing a few men of outstanding character and ability to prove his point, He is going to choose the weakest of the weak. "It is for this reason that God has reserved His greatest demonstration for the last generation. This generation bears the results of accumulated sins. If any are weak, they are. If any suffer from inherited tendencies, they do. If any have an excuse because of a weakness of any kind, they have. If these can keep the commandments, there is no excuse for anyone in any other generation not doing so also" (1947, 312).

During this time, God will permit Satan to tempt His people to the utmost. There will be a withdrawal of the Spirit of God from the earth and the removal of the protection of earthly governments. Worst still, "to make the demonstration complete" God "hides himself" (1947, 317). The sanctuary will be closed, and its services terminated. They will be severely tortured and persecuted. They are given a little taste of the experiences of Christ as they "seemingly" fight their battles alone against Satan. However, just as He did not permit Satan to take Job's life, He will not permit him to take their lives, although they would be ready to die for their faith instead of sinning (1947, 317-318).

Andreasen does not imply that God has abandoned His people completely. He will send His angels to watch over them and protect them from their enemies. He will also provide them food and "grace and power for holy living" (1947, 317-318). Finally, the saints will come out of the great tribulation that has passed the test, blameless and holy. Thus, Satan will be utterly defeated through their righteous lives, and God will be vindicated. "When Satan issues his challenge, 'where are they that keep the commandments of God? No one can keep them,' God will quietly answer, 'Here are they that keep the commandments of God, and the faith of Jesus'" (Andreasen 1951, 190-191).

Thus, through these saints, "God gives the final demonstration that men can keep the law of God and that they can live without sinning;" "under the most adverse circumstances. He has disproved Satan's assertion that He is unjust in demanding

that men—keep His law. God is vindicated. Satan is defeated. The controversy is ended” (Andreasen 1943, 312-313). God’s people will not realize Satan’s challenge and how much God depends on them. It could be said that “if they fail, Satan wins and God loses... It is the final and decisive battle between Christ and Satan. Christ has already overcome Satan, but now He overcomes through His saints” (Andreasen 1951, 191).

Examining Andreasen’s LGT

Andreasen’s LGT created “a major split among the denomination’s members and thought leaders” beginning in the 1940s. Andreasen’s LGT is a distinct theological package, which is either sound or unsound (Knight 2000). The evaluation of his theology needs to be done according to the Scriptures and the Spirit of Prophecy as it is based on these two sources.

The Role of the Saints in the Great Controversy

Andreasen’s great controversy concept is similar to that of the Spirit of Prophecy. Ellen White points out that at the very beginning of the Great Controversy, Satan had declared that God’s Law cannot be obeyed. That it was not right on the part of God to ask human beings to keep the law when it could not be kept. When man broke God’s law, Satan rejoiced and pointed out that man could not keep God’s law and thus would not be saved (White 2006: 136).

Andreasen believes that in the Great Controversy, God, in order to show His justice, will use the faithful as a kind of demonstration to Satan and the universe. Now, the Bible does not explicitly state such a teaching. Though it may not be the sole purpose of God, there are some evidences that it is a part of God’s plan. For instance, Paul says, “For the anxious longing of the creation waits eagerly for the revealing of the sons of God” (Rom 8:19, NASB); and that the kingdom of Satan will be crushed by Christ through the church (Rom 16:20). He again writes, “For it seems to me that God has put us apostles on display at the end of the procession, like men condemned to die in the arena. We have been made a spectacle to the whole universe, to angels as well as to men” (1 Cor. 4:9, NIV). Through the church, God desires to manifest to the rulers and the authorities in heavenly places of the wisdom of God (Eph. 3:10). John in Revelation points out that God has a group of faithful people who “keep the commandments of God, and the faith of Jesus” (Rev 14:12).

According to Ellen White, Satan has accused God, saying that He cannot forgive the saints because they have committed many sins. And if He forgives them and yet destroys him and his angels, it would be an injustice on His part. To prove Satan wrong and to show that the saints have confessed their sins and have been forgiven, God “permits him to try them to the uttermost” (White 1939, 618). She also points out that God has His people who are “to be the depositories of His holy law and to vindicate His character before the world,” a “distinct people, a church on earth, second to none, but superior to all in their facilities to teach the truth, to vindicate the law of God” (White 1962, 58). They are to manifest His glory through their lives and character. She teaches that the saints will play a part in vindicating God’s character. However, we do not find any statement where she claims that the vindication of God’s character depends on the faithfulness of the saints.

The Sanctuary and Dual Cleansing

Leviticus 16:29-31 describes the ceremonial service to be carried out on the Day of Atonement. On this day, while the High Priest cleansed the sanctuary from all the sins of the people, the people themselves were to be cleansed from all their sins. So, there clearly existed a dual cleansing—of the sanctuary and the people. Andreasen's point is that today we are living in the antitypical Day of Atonement, where there is a cleansing of the sanctuary in heaven by Christ with a corresponding cleansing of God's faithful people from their sins on earth.

Apart from the cleansing process mentioned in connection with the sanctuary service, the Bible talks of the spiritual cleansing of God's people. In Ephesians 5:25-27, Paul writes, "Christ also loved the church and gave Himself up for her, so that He might sanctify her, having cleansed her by the washing of water with the word, that He might present to Himself the church in all her glory, having no spot or wrinkle or any such thing; but that she could be holy and blameless" (NASB). John calls God's faithful people as a bride clothed in "fine linen, bright and clean; for the fine linen is the righteous acts of the saints" (Rev 19:7-8).

The dual cleansing idea of Andreasen is also reflected in the writings of Ellen White. She says that the cleansing work on earth corresponds with the cleansing of the sanctuary in heaven by Jesus. She expresses this idea by saying, "There must be a purifying of the soul here upon the earth in harmony with Christ's cleansing of the sanctuary in heaven" (White 1982, 344). Further, she asserts, "Christ is cleansing the heavenly sanctuary from the sins of the people, and it is the work of all who are laborers together with God to be cleansing the sanctuary of the soul from everything that is offensive to Him" (White 1976, 249).

Sinless Perfection

Andreasen believes in the possibility of a sinless perfection of God's people during times of trouble. However, it is not clear whether he also believes that the same perfection is possible for humanity through all generations. Whatever the case, it is not possible to dichotomize the perfection of the last generation from the rest of the generations of humanity. God cannot have two standards. He judges everyone with the same standard (John 5:29; 2 Cor. 5:10). The same spiritual blessing and empowerment are available to all generations of people, for it is the same Spirit who empowers (1 Cor. 12:4-11). So, God's people of all times, from Adam to the living at Christ's second coming can exhibit the same perfection made possible through Christ. Now, to Andreasen, perfection is absolute.⁶

The Bible on Christian Perfection

There are numerous texts which appear absolute in regard to perfection. In Matt 5:48, considered the most controversial and difficult text, Jesus said, "Be ye therefore perfect, even as your Father which is in heaven is perfect." "Until we all attain to the unity of the faith, and of the knowledge of the Son of God, to a mature man, to the measure of the stature which belongs to the fullness of Christ" (Eph. 4:13); "Now may the God of peace Himself sanctify you entirely; and may your spirit and soul and body be preserved complete, without blame at the coming of our Lord Jesus Christ" (1 Thess. 2:3); "And let endurance have its perfect result, so that you may be perfect and complete, lacking in nothing" (Jam 1:4); God desires that we be holy as He is (1 Pet

1:16). When the Bible calls for perfection is that a call for sinless perfection?

Word Meanings

The Hebrew word for perfect or perfection is *tam* or *tamim* which means “complete,” “right,” “peaceful,” “sound,” “wholesome,” “blameless,” and signifies “wholeness and perfect peace;” but always in a relative sense when used of man” (Horn 1979). The Greek *teleios* means “obedience, wholeness, and maturity,” “complete,” “perfect,” “full grown,” “fully developed,” “having attained its purpose” (Horn 1979). Thus, “a victim which is fit for a sacrifice to God, that is a victim which is without blemish, is *teleios*. A man who has reached his full-grown stature is *teleios* in contradistinction to a half-grown lad”⁷ (Barclay 1975, 177).

Thus, the word used in Matthew 5:48 is *teleios* and does not mean an “absolute perfection identical to that of God” (Shelton 2001, 902-906). Literally, it means “one who has reached the goal,” or “complete” (Nichol 1980, 341). Here, it means that man should strive to be like God as he was created in God’s image (Gen 1:26). And if he can fulfill that goal by loving others just as God loves mankind, he is *teleios*. Barclay comments, “The one thing which makes us like God is the love which never ceases to care for men, no matter what men do to it. We realize our manhood, we enter upon Christian perfection when we learn to forgive as God forgives and to love as God loves” (1975, 178).

No Sinless Human Being

The Bible clearly points out that there is none who does not sin (1 Kgs 8:46). Solomon echoes this sentiment, “Who can say, ‘I have cleansed my heart, I am pure from my sin?’” (Pro 20:9); “Indeed, there is not a righteous man on earth who continually does good and who never sins” (Eccl 7:20). Isaiah agrees, “But we are all as an unclean thing, and all our righteousness are as filthy rags” (Isa 64:6). Apostle Paul shares the same view. He writes, “There is none righteous, not even one” (Rom 3:10), and cries out, “I am carnal, sold under sin... O wretched man that I am! Who shall deliver me from the body of this death?” (Rom 7:14, 24). John makes a similar statement. “If we say that we have no sin, we are deceiving ourselves and the truth is not in us... we make Him a liar and His word is not in us” (1 John 1:8-10).

Paul speaks of a constant spiritual struggle within a person as long as he lives. He says, “For I know that nothing good dwells in me, but the doing of the good is not. For the good that I want, I do not do, but I practice the very evil that I do not want” (Rom 7:18-19).⁸ Jesus points out that the spirit is willing, but the flesh is weak (Matt 26:41).

Even Saints constantly need confession and forgiveness of their sins. Job confessed his sins (Job 9:20). So did David (Ps 32:5) and Daniel (Dan 9:16). John particularly said that if a believer sins, we have an “Advocate with the ‘Father, Jesus Christ the righteous’” (1John 2:1). One cannot but agree with Millard Erickson who points out that until Christ comes, it will be necessary for us to pray the Lord’s Prayer “forgive us our sins as we forgive those who sin against us” (Erickson 1998, 986). The fact that even saints need to continually confess their sins throughout their lifetime clearly indicates that sinless perfection is untenable in this lifetime.

The saints in the Bible, who were men and women of faith, had no absolute perfection. The Bible says that Noah was perfect and blameless. However, he became drunk and cursed his own son (Gen 9:21, 24, 25). King “Asa’s heart was perfect with the Lord all his days.” But in the later part of his life, he committed evil against God

(2 Chr 16:7-10). Job, whom the Bible says was perfect and blameless, confessed, “If I say, I am perfect, it shall also prove me perverse” (Job 1:1, 8; 2:3; 9:20). His weakness was revealed by adversity (Job 40:2-5; 42:2-6).

Perfection is Dynamic and Progressive

Paul expressed that he had not attained perfection yet but that it was his goal. He said, “Not that I have already obtained it or have already become perfect, but I press on so that I may lay hold of that for which I was laid hold of by Christ Jesus” (Phil 3:12). In his epistle to the Ephesians, Paul encouraged the believers to “become mature, attaining to the whole measure of the fullness of Christ” (Eph 4:13). It is clear that Paul’s desire was for the believers in Ephesus to strive for spiritual maturity as Christ was. This conveys the idea of constant spiritual progress. About the issue, LaRondelle (1998) comments, “The Apostolic concept of Christian sanctification is dynamic and progressive, constantly growing in the knowledge of God, and ‘in the grace and knowledge of our Lord and Savior Jesus Christ’” (74). So, clearly, biblical perfection is dynamic and progressive.

Sinless Perfection only at Second Advent of Christ

Sinless perfection can be attained only at the coming of Jesus when the mortal body of man will be changed into an immortal body, and the image of God will be fully restored in man (1 Cor 15:51-55; 1 Cor 13:9-10). Until then, a person who is considered perfect before glorification is “one who has reached the degree of development expected of him at any given time. He is a mature Christian fully dedicated to the Lord, who, though he still has weaknesses to overcome, presses onward toward the mark of God’s high calling in Christ Jesus” (Horn 1979). Thus, sinless perfection is possible only post-Second Advent of Christ.

The Spirit of Prophecy on Christian Perfection

Ellen White considers perfection synonymous with sanctification. She mentions “perfection” at least 2,023 times and “sanctification,” 1,695 times. There are statements in the Spirit of Prophecy that seem to point to absolute perfection. “We can overcome. Yes; fully, entirely. Jesus died to make a way of escape for us, that we might overcome every evil temper, every sin, every temptation” (1948, 144); “The Son of God was faultless. Jesus died to make a way to escape for us, that we might overcome every evil temper, sin, and temptation” (1948, 144); “The Son of God was faultless. We must aim at this perfection and overcome as He overcame” (1948, 336). The latter rain in the last days will prepare the saints for the time of trouble, bring about a “revival of primitive godliness” (1939, 464), and cause a complete transformation into the likeness of Christ so that they may fully reflect the image of Jesus and be fitted for translation (1962, 506; 1945, 71; 1948, 1:187-188). Again, Ellen White warns that “not one of us will ever receive the seal of God while our characters have one spot or stain upon them” (1948, 5: 214). She further says that God’s people during times of trouble will be in the same spiritual condition as Jesus was (1939, 623).

Again, there are statements by Ellen White that support relative perfection. She says that man can reach “a perfection of intelligence and a purity of character but little lower than the perfection and purity of angels” (1948, 4:93); one can never equal the “pattern” of Christ but only “resembles it” (1948, 2:549) “As God, Himself is

perfect in His exalted sphere, so should His children be perfect in the humble sphere they occupy” (1969, 2:225). It appears as though Ellen White contradicts herself. One must find a balance between her statements to understand her real thought.

Christian Perfection is Dynamic and Progressive

It had been established that biblical perfection is dynamic and progressive. Ellen White (1951) expresses a similar concept. She pens,

We do not expect to find men who are perfect in every respect. They may be seeking for perfection of character, but they are finite and liable to err. True sanctification means perfect love, perfect obedience, perfect conformity to the will of God... The Scriptures plainly show that the work of sanctification is progressive. When in conversion the sinner finds peace with God through the blood of the atonement, the Christian life has but just begun. Now he is to ‘go on unto perfection’ (291).

Explaining the words of Jesus, “Be ye, therefore, perfect even as your Father which is in heaven is perfect,” she says we should consistently strive toward character perfection, to be conformed to God’s will. Such noble efforts “begun here will continue through eternity” (1881, 193). Erickson’s comment on this issue is enlightening. He writes, “While complete freedom from and victory over sin are the standard to be aimed at and are theoretically possible, it is doubtful whether any believer will attain this goal within this life. Although we may never be perfectly sanctified within this life, we shall be in the eternity beyond and hence should presently aim to arrive as close to complete sanctification as we can” (1998, 986). Then, if perfection is progressive, it can hardly be absolute.

Sanctification and the Image of God

Andreasen believed that God’s original image will be restored in the lives of the saints. Ellen White also says that they will fully reflect the image of Jesus. She writes, “the very image of God is to be reproduced in humanity” (2005, 671). It must be mentioned that God’s image is indivisible—a unity of the mind, body, and spirit (Gen 2:7). If there is to be a restoration, it has to happen in all three. The Bible also clearly states that the body will be restored only at the return of Jesus (1 Cor. 15:51-55). It would then be illogical to claim that the saints will perfectly reflect the image of God.

Helmut Ott (1987) makes a correct observation. He says, “the whole image of God is to be reflected in the believer, not just some of its parts. Therefore, if God’s image is to be restored during the present life at all, then the process must include both man’s character and his body. To leave the body out of the restorative process splits the image of God, and hence destroys the whole argument” (174). Since the body will be restored only at the Second Coming, the restoration of the image of God in the saints cannot be absolute.

Saints do not claim Sinless Perfection

Ellen White (1911) writes about God’s saints, “None of the apostles and prophets ever claimed to be without sin. Men who have lived the nearest to God, men who would sacrifice life itself rather than knowingly commit a wrong act, men whom God

has honored with divine light and power have confessed the sinfulness of their nature. They have put no confidence in the flesh, have claimed no righteousness of their own, but have trusted wholly in the righteousness of Christ” (561). In another statement, she says that through the law, the sinner is convicted and is reconciled through the blood of Jesus. The more such a repentant sinner walks with Jesus, the more he will realize his sins and his need for a “continual repentance, and faith in the blood of Christ” (562).

She herself never claimed sinlessness. Rather she said, “Why is it that so many claim to be holy and sinless? It is because they are so far from Christ. I have never dared to claim any such a thing...You never have heard me say, ‘I am sinless.’ Those that get sight of the loveliness and exalted character of Jesus Christ, who was holy... will never say it” (1958, 3:354).

However, during times of trouble, the saints will not know that they have been sealed by God and will keep striving to be perfect. They will keep reviewing their lives and ask for forgiveness for their sins. They will afflict their souls and point to the days of their repentance. Although they would “have a deep sense of their unworthiness, they” would “have no concealed wrongs to reveal. Their sins have gone beforehand to judgment and have been blotted out, and they cannot bring them to remembrance” (1939, 619-620).

The “Earthliness” of the Saints

Ellen White points out that during the time of trouble, the saints will still be subjected to temptation. Even though the Holy Spirit will seal God’s people, their sinful nature will still exist until glorification. They will continue to sin after the close of probation until Christ returns “not willingly but unwittingly” because of the presence of their sinful nature (Rice 1990, 125). Commenting on Ellen White’s writings, Woodrow W. Whidden (1990), an authority on Ellen White’s soteriology, asserts that according to Ellen White, a believer’s perfection is never absolute and that the saints will still have sinful nature but will not commit any premeditated and willful sins (413).

Ellen White herself clearly points out that the saints will be “far from being sinlessly perfect” (1948, 5:618-619). She even goes as far as warning those who claim perfection of character like Jesus as committing “blasphemy” (White 1887, 162). To her, rather than being absolute, perfection is relative because it is God’s perfection and Christlikeness. It means being in and belonging to Christ.

The Meaning of “Without a Mediator”

It is obvious that Andreassen’s concept of the absence of a mediator during the time of trouble is based on Ellen White’s writings who wrote, “When He leaves the sanctuary, darkness covers the inhabitants of the earth. In that fearful time the righteous must live in the sight of a holy God without an intercessor” (1939, 614). She also said that there will be no mediator and no priest in the sanctuary in heaven. Andreassen does not explain what it means by the absence of a mediator. However, it is apparent that he meant that there is no provision for the forgiveness of sins, implying that the saints will be sinless.

Ellen White clearly explains what it means to have no mediator during a time of trouble. Rather than focusing on the saints, she focuses on the unrepentant sinners, the wicked. She explains that probation for the wicked is ended. The Spirit and the

protection of God have been withdrawn, and Satan is given full power over the wicked. There is “no mediator between guilty man and an offended God” (1945, 280). This is the condition that John describes in Revelation, “Let the one who does wrong, still do wrong; and the one who is filthy, still be filthy; and let the one who is righteous, still practice righteousness; and the one who is holy, still keep himself holy. Behold, I am coming quickly, and My reward is with Me, to render to every man according to what he has done” (Rev 22: 11-12, NASB). The destiny of every individual on earth would have been decided either for life or for death. There will be no time to change sides.

There is no doubt that the saints will not sin deliberately during the time of trouble. But does it mean they will not sin, even unknowingly or “unwittingly”? For that to happen, they need to be perfectly sinless. This can be possible only if their sinful human nature is changed into glorified sinless nature. But it had been established that according to the Bible, the change will happen only during the Second Advent (1 Cor 15:51-55). That leaves one with no choice but to reject Andreasen’s concept of sinless perfection or absolute perfection.

Whidden says that if we are proposing that the saints would not need Christ’s mediation because they have stored up a reservoir of grace within themselves, “the entire thrust of Ellen White’s understanding of salvation would be severely distorted—even on its head” (1995, 135). He then explains what the perfection of the saints means.

God’s sealed and faithful people are regarded as perfect in the sense that they are no longer cherishing sin or committing overt sins—sins that are deliberately or willfully performed. They will be imperfect in the sense that they still have sinful natures, so all that they do is less than the best... Jesus is still making up for their ‘unavoidable deficiencies,’ ‘defects,’ ‘shortcomings,’ ‘mistakes,’ or ‘errors,’ but He is no longer mediating for the unsealed—the rebellious, willful, high-handed, sin-excusing sinners... saints will have become so accustomed to trusting Jesus, loving the right, and cherishing obedience that they will no longer commit sins that need a mediator. Jesus will still be their mediator, in the sense of sustaining them in their weakness, but He will no longer intercede for those involved in the rebellion and willful transgression (1995:136-138).

“Without a Mediator” would also mean, as Ellen White explains, that Satan will exercise total control of the wicked and the world as God approves. Satan will tempt, persecute, and afflict the saints to the uttermost. Due to severe persecution, they will escape from the cities and villages and hide in the “most desolate and solitary places” (1939:626). It may seem God has forsaken them, but it would not. She says that though they may be thrown into prisons and dungeons, communication between their souls and Christ will not be cut off. Jesus and His angels “will come to them in lonely cells, bringing light and peace from heaven” (1939:627). Moreover, even though they would go through intense suffering and agony just as Jacob did, God would not allow Satan to harm them. His angels will protect them until they are finally delivered. Andreasen vividly shares this description of the condition of the time of trouble and of the saints.

Sinless Perfection only at the Second Advent of Jesus

Ellen White emphatically states, “All blemishes and deformities are left in the grave...the last lingering traces of the curse of sin will be removed, and Christ’s faithfulness will appear ‘in the beauty of the Lord our God,’ in mind and soul and body reflecting the perfect image of their Lord... the living righteous are changed in a moment, in the twinkling of an eye.’ At the voice of God, they were glorified” (1939, 645). She also said, “We cannot say, ‘I am sinless,’ till this vile body is changed and fashioned like unto His glorious body” (1888, 178).⁹ Clearly, according to Ellen White, sinless perfection is possible only after His return. Seventh-day Adventists Believe echoes this same idea: “Perfection now is ours only in Christ, but the ultimate, all-comprehensive transformation of our lives into the image of God will take place at the Second Advent” (2018, 148).

Conclusion

There are always some grains of truth in every professed theology. The same can definitely be said of Andreasen’s Last Generation Theology. In fact, there is much truth in his teachings. It would be incorrect to dismiss his theology as completely incorrect and unbiblical. However, he has erred on some fine points that matter.

Andreasen’s Great Controversy theme does not differ much from Ellen White’s. In fact, his beliefs were based on White’s concept. The slight difference is in the purpose of the saints and their righteous lives. According to the Spirit of Prophecy, the saints, through their lives, will help vindicate the character of God, while Andreasen went further by teaching that the vindication of God’s character depends on the saints. If they fail, God fails. Satan can still claim victory over God if the saints fail. However, the Spirit of Prophecy teaches that victory over Satan had already been accomplished on Calvary when Jesus cried, “It is finished.”

One of Andreasen’s most controversial concepts is his emphasis on sinless perfection. His focus is on perfection during time of trouble. He does not mention whether the same perfection is possible during other times of Christianity. However, whether he differentiates that or not, one thing is clear—the issue of perfection cannot be dichotomized. If sinless perfection will be possible for the saints during the time of trouble, it should also be possible for Christians of any generation. This is because the same Spirit empowers a believer, and there is only one standard of judgment for humanity.

It has been observed that there are numerous statements in the Bible and the Spirit of Prophecy that seem to highlight absolute perfection. Under such circumstances, one should be able to sympathize with Andreasen and others who exhibit a different understanding of perfection. However, the principle of biblical interpretation demands that the entire Bible be combed to arrive at a correct doctrine. The same principle applies to the Spirit of Prophecy. Having applied this principle in the study of Christian perfection, it is to be concluded with compelling evidences that both the Scriptures and the Spirit of Prophecy overwhelmingly portray a relative perfection in the earthly life of a believer until glorification rather than absolute perfection. Thus, the stack is very much against Andreasen’s sinless perfection.

Endnote

¹ Advocates of LGT include Robert Brinsmead, Herbert Edgar Douglass, C. Mervyn Maxwell, Dennis Priebe, Larry Kirkpatrick, and Joe Crews. Edward Heppenstall was the most influential theologian to come out against Andreasen's final-generation theology.

² There were two points in QOD that Andreasen took issue with: "a complete atonement on the cross ... and that Christ was born with a sinless human nature" (Knight 2000:167). Due to his repeated criticism, his books were withdrawn from Adventist publishing houses. On April 6, 1961, the General Conference reluctantly suspended his ministerial credentials. During his illness, he reconciled with the church leadership. On March 1, 1962, the General Conference restored his ministerial credentials. Unfortunately, he never learned of this action, for he had already gone to his rest on February 19, 1962.

³ The Writings of Ellen White and the Spirit of Prophecy are synonymously used in the paper.

⁴ Andreasen believed in the Adventist teaching that sanctification is a lifetime's work.

⁵ The Time of Trouble is "a brief period of extreme tribulation through which the church is to pass immediately prior to the Second Advent" (SDAE 1976).

⁶ Absolute or sinless perfection is advocated in different forms by Pelagians, Roman Catholics or Semi-Pelagians, Arminians, Wesleyans, Labadists, Quietists, Quakers, and others. All Arminians are not perfectionists.

⁷ Barclay also says that "the Greek idea of perfection is functional. A thing is perfect if it fully realizes the purpose for which it was planned, and designed, and made... a man is perfect if he realizes the purpose for which he was created and sent into the world" (1975:177).

⁸ There is a debate as to whether Paul made this statement before or after his regenerate state.

⁹SDA Believe also comments, "Perfection now is ours only in Christ, but the ultimate, all-comprehensive transformation of our lives into the image of God will take place at the Second Advent" (2018:148).

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Using ChatGPT in the Classroom: Opportunities, Limitations, and Ethical Considerations

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Abstract

November 2022 was a turning point in open artificial intelligence (AI). The community of educators jostled at the function, as it gained a million users within a month. This was the introduction of ChatGPT, a sophisticated chatbot developed by OpenAI. This paper explores the history of ChatGPT, its capabilities, and the potential benefits and limitations of its use as a tool in the classroom. It also addresses the ethical concerns and privacy implications of using models, such as ChatGPT. The aim was to provide educators with insights into how they can effectively incorporate ChatGPT into their teaching practices while being mindful of ethical considerations.

Keywords: ChatGPT, chatbot, education, opportunities, limitations, ethics, privacy

Introduction

The talk among educators at the start of November 2022 is all about ChatGPT. Some wonder what it is all about, while others do not even know what it means in education. However, it took the world like a whirlwind as millions of users grew (Kalla & Smith, 2023; Lund, Wang, & Friends Lab, 2023; Wilichowski & Cobo, 2023). “It has reached 1.8 billion visits by April 2023” (Dilmegani, 2023, para 1). The emergence of open ChatGPT and its widespread adoption has led to nerve breakdown in both direct and indirect users. Countries like Italy and a few other countries such as Russia, China, Iran, and North Korea later joined in banning the use of ChatGPT in their countries (McCallum, 2023). In Italy, this reaction was over regulatory actions and data protection generation concerns in the education sector. However, ChatGPT is an open chatbot, similar to earlier chatbots. Natural language processing (NLP) techniques have been used to create chatbots, enabling them to comprehend and interpret human language inputs (Khanna et al., 2015).

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Recently, Younger generations, who prefer instant, one-on-one connections through short messages, have increased their use of chatbots (Lokman & Ameen 2018). This study aims to provide ample knowledge about the history of Open ChatGPT, opportunities, limitations, and ethical considerations in using Open ChatGPT or similar open AI tools in education.

History of Open ChatGPT

OpenAI was established in 2015 (Brockman et al., 2016). Several machine learning tools have been created to pursue AI for public use, such as DALL-E and ChatGPT (Devlin et al., 2018). Early in 2022, DALL-E, a machine-learning system that creates innovative graphics based on user inputs, attracted significant public interest (Marcus et al., 2022). Its ability to comprehend user requests using NLP ideas similar to those used in ChatGPT, and to build images using artificial neural networks with multimodal neurons allows it to produce a wide range of novel images (Cherian et al., 2022; Goh et al., 2021). The Generative Pre-Trained Transformer (GPT), a language model developed by OpenAI, can generate a response text that is nearly equivalent to spoken English (Dale, 2021). A two-step process that combines generative unsupervised pretraining with unlabeled data with discriminative supervised fine-tuning to increase performance on specific tasks improves the principles of GPT (Erhan et al., 2010; Budzianowski & Vuli, 2019).

The ChatGPT operation can be divided into several steps. The user first enters a question or prompts a program. The model analyzes this prompt and produces a response based on its understanding of the linguistic links and patterns. The user is then given the opportunity to respond to the response again or to pose another query. This approach uses only reinforcement learning with feedback from people (Figures 1 and 2). They are: a) SFT Model—This Supervised Fine-Tuning model is trained using demonstration data that has been gathered; b) RM Model—the Reward Model will provide points based on how appealing the output of the SFT Model is to consumers; and c) the SFT model using PPO— by allowing reinforcement learning to maximize the RM, the SFT Policy is adjusted. Here, PPO refers to the fine-tuned model of proximal policy optimization (Kalla & Smith, 2023).

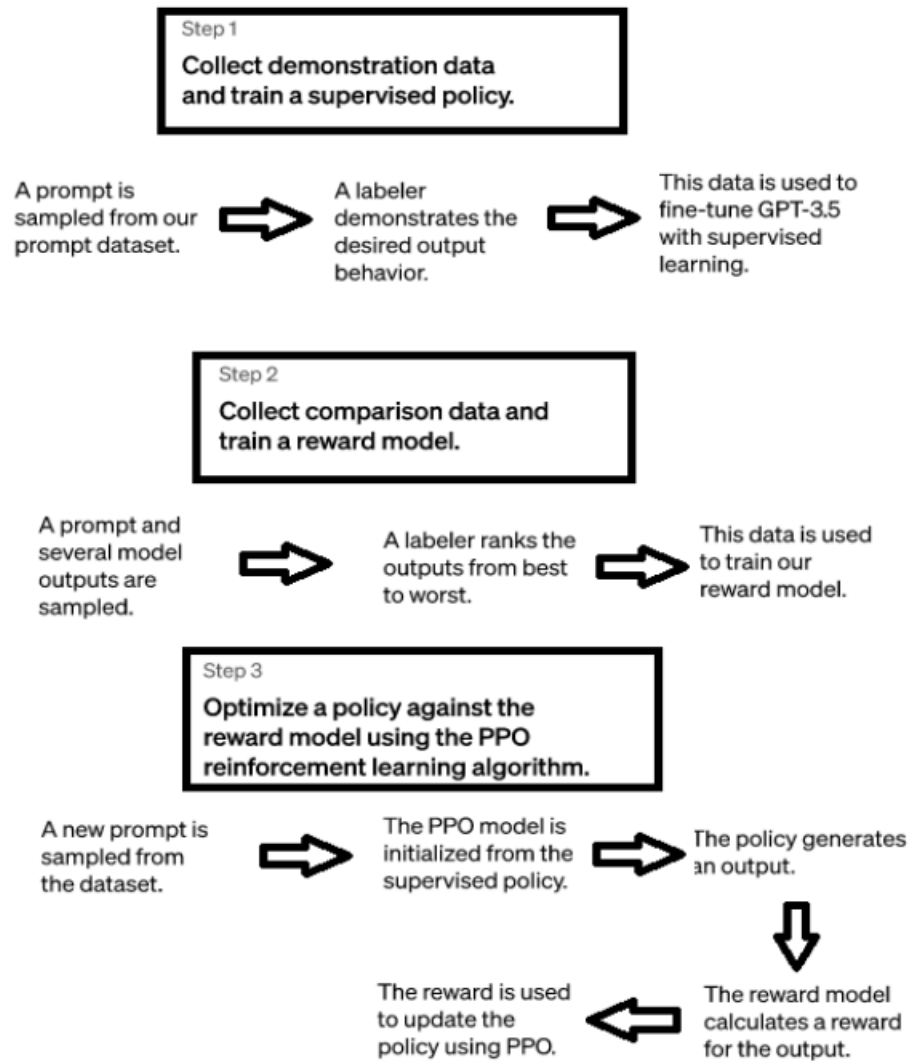


Figure 1. *RLHF Training Method of ChatGPT*

Note: From *Study and Analysis of Chat GPT and its Impact on Different Fields of Study* (p. 827) by Kalla, D., & Smith, N., 2023. Retrieved from http://www.ijisrt.com/article_info.php?article_id=IJISRT23MAR956

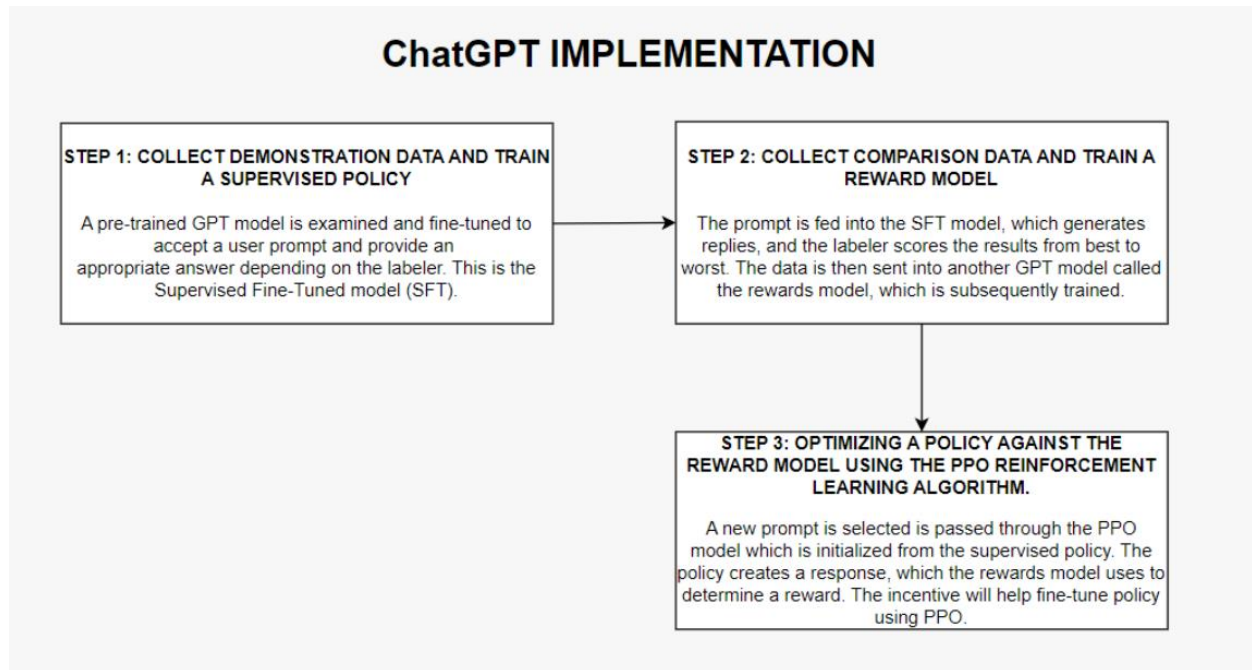


Figure 2. *GPT Implementation Process*

Note: From ChatGPT and a New Academic Reality: AI Written Research Papers and the Ethics of the Large Language Models in Scholarly Publishing (p. 6) by Lund et al. 2023. DOI: 10.1002/asi.24750

The application of ChatGPT in various industries has no limits. Dilmegani (2023) and Victor (2023) posit that there are 40 uses currently and a few others. They are listed as General ChatGPT Use Cases in a) Textual Applications—Content creation, Translation, Conversational AI; b) Coding Applications—Writing code, Debugging, Code completion, Code refactoring, Code documentation, Code snippets generation, and Explaining coding techniques and concepts; c) Educational Applications—Course content creation, Grammar and writing check, Grading, Designing syllabus outline, Help with homework, Research assistance, and Language learning; d) Marketing & SEO Applications—Content creation for content marketing campaigns, Personalization of customer experience, Audience research, Writing product descriptions, chatbot for customer support, Creating customer surveys, Generate topic ideas for content writing, Conduct keyword research, Find the right titles, Group search intent, Create content structure, Generate meta descriptions, and Create sitemap codes; e) Customer Service Applications—Multilingual customer support, Personalized responses to customer queries, Quick responses to customer inquiries & complaints, Creating emails for customers, Sentiment analysis, Replying to customer reviews, and Answering FAQs; f) HR Applications—Creating job interview questions, Generating onboarding materials, and Job description generation; g) Banking—Personalizing financial advice, fraud detection, and Legal Contracts; h) Healthcare—Medical Transcription, Patient Triage, patient-facing assistants, and summarization of patient records; and i) Media & Entertainment—journalism and news

media, writing scripts, and OTT platforms. Although they have many applications, they also have limitations.

The limitations of ChatGPT technology include lack of common sense, lack of emotional intelligence, limitations in understanding context, trouble generating long-form, structured content, limitations in handling multiple tasks simultaneously, potentially biased responses, limited knowledge, accuracy problems or grammatical issues, need for fine-tuning, and computational costs and power (Marr, 2023).

Using ChatGPT as a Tool in Education

In education, Wilichowski and Cobo (2023) and Lund et al. (2023) posit that the ChatGPT could be used as a tool for teachers as follows: a) enhancing lessons and lesson preparation—can convert lesson and learning objectives into engaging lesson plans; b) create assessment questions—improving assessment questions and critical thinking skills, it can generate multiple-choice items, essay questions, and practical tasks, critical thinking, problem-solving, and collaborative skills; c) support with language barriers—supporting language proficiency of teachers by helping them to teach more effectively in their native language or a foreign language; d) providing additional student support—ChatGPT is a tool that teachers can use to encourage student curiosity and provide ideas for homework assignments. AI tools are especially helpful when they can identify the data sources utilized in discussions; e) Grading assessments and papers—for teachers to examine and more effectively differentiate student learning levels, it might produce a substantial dataset. Potential unintended effects include low accuracy, subpar grading, or proctoring, which incorrectly flags students as cheaters. It is crucial to take precautions to ensure fairness, accountability, secrecy, and transparency of their algorithms whenever necessary while thinking about proctoring or grading systems; f) Tutoring students—ChatGPT is a tool that teachers can utilize to offer online tutoring to their pupils. Teachers responsible for many students and lacking time to personalize their lessons to each student's needs individually could provide students with an adaptable learning assistant “for free” that adapts to their learning needs. The GPT might direct students as they advance through their courses, according to Khan Academy; and g) research writing—by improving metadata, indexing, and summaries of research findings, ChatGPT can aid in the diffusion of new research ideas (Lund & Wang, 2023). This might encourage the dissemination of research if the public believes it is trustworthy and useful. Findings from converting scientific information into understandable terms for a general audience (Wang et al. 2022). ChatGPT can also be used as a recommender system to help users find pertinent research studies, depending on their search criteria.

What Not to Do for Teachers

On the other hand, teachers are challenged by the introduction of Open AI such as ChatGPT. Though there are many uses for ChatGPT, teachers must be cautious about using ChatGPT at all levels. If students and teachers use it for cheating, how can they find it? Teachers must be aware of ChatGPT and its limitations. Do not completely or blindly rely on the output or data generated by OpenAI. Second, teachers should be able to

supervise students. Teachers must actively participate in the teaching and learning process when utilizing ChatGPT, especially when it involves youngsters, to guarantee that students utilize the technology appropriately and safely (Wilichowski & Cobo, 2023). Furthermore, the teacher should be able to answer the following questions before using ChatGPT: (a) How should tools such as ChatGPT be introduced into curriculum design, and in what ways? (b) How do conversational technologies improve teaching and learning effectiveness? (c) Can ChatGPT improve students' educational experience? If so, what do the students think about and experience? (d) What benefits do students with disabilities expect from ChatGPT and other AI driven conversational technologies? (e) How can ChatGPT efficiency be evaluated in terms of student achievement and use intention? (f) What are the potential advantages and drawbacks of using ChatGPT for teaching and learning in the long term? (g) What are the disadvantages of ChatGPT in the educational context? (h) How might the ChatGPT help students and researchers improve their thinking abilities and problem-solving skills? (i) How can the academic community deepen their understanding of ChatGPT and other AI-powered conversational technologies? (j) How would ChatGPT affect academic writing and research in the long term? (k) How does the use of the ChatGPT in scientific writing affect human creativity? (l) How can the academic community effectively address disruptive emerging technologies that could endanger the ways in which teaching, learning, and research are conducted? (Dwivedi et al., 2023)

Acknowledging the importance of teachers' roles in using ChatGPT, teachers should be aware of the parameters within which they can use it as a tool. Although OpenAI helps prepare lesson plans, its execution in the classroom depends on the presence of the teacher's mind. It is not impossible to cheat with the ChatGPT. ChatGPT generates flawlessly written essays free of spelling and grammatical mistakes in a matter of seconds, but its information is sometimes accurate. Answers from the ChatGPT are taken from websites that may be prejudiced, out-of-date, or unreliable. Furthermore, ChatGPT could be used as a tool rather than the control of the complete teaching profession. Teachers must be vigilant when using ChatGPT as a tool for teaching and other dissemination.

Ethical Considerations

Great power comes with a great responsibility. This is a common phrase in superpower icons (Seland 2018). The development of the ChatGPT and other AI-driven technologies has resulted in a big bang. Hence, the ChatGPT and other Open AIs should take ethical responsibility. According to Bender et al. (2021), voluminous source-backed materials are not necessarily absolute truth. These perspectives could be based on the training or usage of ChatGPT neural language.

There is a greater chance of bias in ChatGPT responses due to the training of specific NLP perspectives. Additionally, the dissemination of covert and unintentional prejudice results from the use of these models to generate academic research. The new period would be completely different from the academic world, in which each piece of data was verified. Now that AI-generated data may introduce potential biases and inaccuracies that are challenging to spot and fix, the integrity of science may be at risk (Muller, 2021). As a

result, research findings may become even more unequal and the tenets of science may be threatened.

Any ethical analysis of the ChatGPT must consider its potential for distortion. Research articles written using the ChatGPT may be considered unoriginal and problematic from an ethical perspective. The likelihood of bias in the model outputs, which can reflect the biases present in the training data, is a cause for concern. Concerns have also been raised regarding the privacy of people whose data were utilized to build the algorithm. The ethical ramifications of producing realistic synthetic text or speech are crucial because they can be used to fool or misrepresent people.

Responsible Use of ChatGPT

In the technology-driven world, the important role of teachers is to help students become responsible for using the OpenAI ChatGPT. Some significant factors for students and teachers are explained as follows. For students, they are: a) Guide—The ChatGPT should serve as a guide for the students to gain more insights on the subject they want to learn; b) additional source—the use of the OpenAI would be an activity to obtain additional resources, rather than completely relying on it; c) ethics —students should be taught how to have fair use and give proper credit for the sources; d) integrity—should use ChatGPT to learn more and to assist in their learning rather than to cheat in completing their homework; and e) advancement—additional knowledge about the query should be a concern for students to use the chatbot.

For teachers, they are a) training—the Teachers should use NLP to train their bots to assist in teaching. Further, teachers will require pedagogical expertise to deliver the lesson in a high-quality manner; b) ethical intervention— questions that ChatGPT cannot answer should be the focus of teachers’ attention. In particular, queries requiring expertise are not included in the chatbot’s training data, such as those involving human emotions or subjective viewpoints; c) Emotional—The teachers must understand that ChatGPT cannot understand emotions. Therefore, teachers cannot take it for granted that additional channels like OpenAI; instead, they should empathize with the students; and d) accountability—promoting transparency and accountability. For example, the “AI-driven infodemic” is a result of the utilization of LLM’s capacity to produce enormous quantities of human-like writings quickly and generally without any scientific foundation or support (De Angelis et al., 2023); and e) support — teachers should help themselves as well as the students in relation to the protection of privacy and sensitive information.

Conclusion

Introduction of Smart Chatbot Created by OpenAI. This is only the beginning and not the conclusion of earlier difficulties. Teachers should use ChatGPT. The following are some of chatbot’s main benefits: a) creating lesson plans (unit outlines, lesson plans, slide shows, x-factor instruction, simplifying topics, and discussion questions); b) creating handouts and other materials (developing instructions that outline cooperative learning roles and expectations, creating assignment directions with a thorough overview, grading criteria, a description of the required format, and task details, creating solved examples

of math problems, chemistry equations, etc., etc.); c) assessing student performance; and d) assessing student progress (with explanations of each step, create a prereading or advance organizer by extracting important and challenging words from a chapter and listing them with definitions, offer word problems, such as those involving ratios, create a syllabus, create flashcards with questions and answers, and create posters that list classroom rules); e) writing instruction and feedback (prompt generator, essay improvement, grammar feedback); f) differentiation; g) professional correspondence; h) assessment (quizzes, rubrics, checklists, cloze test); and i) professional communication. Although these advantages persist, there are limitations to using OpenAI ChatGPT. As Teachers, awareness is very important regarding the use of chatbots. This study recommends further empirical studies on the OpenAI ChatGPT. Let everyone come together and reason (Isaiah 1:8).

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Empowering and Fostering the ESL Teachers of a Private English Language Institute in the Philippines: A Case Study

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Abstract

Employee empowerment is essential for any organization or company. For any organization to flourish and be at par with others, leaders or managers must strive harder to encourage and motivate and empower employees or faculty. Empowerment is the main target for success; each member of an organization or company can produce great materials, resources, and learning tools, clear vision and mission, goals, and objectives. Empowerment is a process that continues. Bandura's Social Cognitive theory and self-determination theory contribute to employee or faculty empowerment and aid in determining the choice of task and fostering positive attitudes. The faculty will feel free and possess the competence to resolve problems and contribute their ideas to the success of an organization. This study aimed to determine how administrators foster and empower teachers at an English language institute. This study used a qualitative research design (case study) approach. Interviews, observations, document analysis, and other documents that may be required for the research design were used. The participants were English as a Second language (ESL) teachers from a selected private English Language Institute in the Philippines. This study will benefit the leaders and faculty of an educational institution.

Keywords: Empowerment, Teacher Empowerment, learning materials and resources, Self-Determination

Introduction

The empowerment of teachers generally rests on the hands of school administrators, and empowerment provides good autonomy if employees are empowered. Empowerment is known to increase a person's motivation and enhance feelings and commitment to tasks (Newstrom & Davis, 2002). In the 21st century, faculty empowerment is a major aspect of every institution or organization that desires to attain higher worker participation, pliability, and satisfaction (Newstrom & Davis, 2002).

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Faculty empowerment is essential to the progress of an institution or organization. The faculty should be given the authority to have input and power over their tasks and the potential to share suggestions and opinions within the organization. When the faculty are empowered, they are loyal, confident, and dedicated to the success of the institution. Empowered faculty feel free to embrace change and to proceed from the current situation to a high level of success (Aryee, Walumbwa, Seidu & Otaye, 2016; Chen, Kirkman, Kanfer, Allen & Rosen, 2007; Mathieu, Gilson & Ruddy, 2006). As a result, administrators learn and grow as well as teachers.

Review of Related Literature

History of empowerment: Field of business (Patrick & Laschinger, 2006 as cited by Kanter, 1977). Later, the social sciences tied the theory and adapted it to their fields. Empowerment is also embedded in Albert Bandura's Social Cognitive and self-determination theories (Bandura, 2001; Deci & Ryan, 2008). Individuals believe that they can do something if they are empowered and can withstand complexities (Walker, Greene, & Mansell, 2006). The other aspects of empowerment—empowerment growth, empowerment effectiveness, empowerment structures, empowerment attributes, accountability, pros and cons, faculty empowerment (elements within), the significance of faculty empowerment, faculty empowerment, and student achievement—are embedded within empowerment (Burke, 1986; Conger & Kanungo, 1988; Fernandez & Moldogaziev, 2012; Fry, 2003; Klagge, 1995; Maynard et al., 2014; Petter & Peterson, 2014).

Teacher empowerment is one of the aspects of energizing skills, resources, power, privileges, and motivation. Studies have been conducted on empowering faculty in training programs for collaborative work, supervisors' roles, and increasing teacher responsibility to tasks (Lee & Nie, 2003; Niemted, 2016; Nomass, 2013; Voegtin, Boehm, & Bruch, 2015). Teacher empowerment boosts teachers' caliber and creativity.

Research Gap

Studies are yet to delve into the choice of program models and exposure to new instructional practices. This is the population gap and evidence gap in the literature that has yet to be mentioned (Miles, 2017). Empowerment is essential in these two aspects. The main goal of the case study was to conduct an in-depth study of the case and understand the participants' perspectives. The researcher explored and understood the participants' natural settings (Creswell, 2013; Merriam, 2009).

Philosophical Position

Social Constructivism, Hermeneutics, and Interpretivism permeate this research design. Theories related to empowerment include Self-determination and the Social Cognitive Theory (Bandura, 2001; Deci & Ryan, 2008). These theories support this study.

Biblical Perspective

“So, if there is any hope in Christ, any consolation in love, any sharing in the Spirit, any tenderness and sympathy, then complete my joy by sharing the same love, having the same perspective, and being fully in agreement with one another. Do nothing out of rivalry or conceit; rather, act with humility by considering others to be more important

than oneself. Each should consider both his or her own interests and those of others. Philippians 2:1-4. God encourages every being created to grow. Administrators are to do the same as their teachers.

Theoretical Framework

Empowerment is embedded in Bandura's Social Cognitive and self-determination theories (Bandura 2001; Deci & Ryan 2008). The self-efficacy theory encourages people to work on shared beliefs, capabilities, and aspirations. The theory offers methods for enhancing psychological well-being, emotional development, cognitive development, or motivational processes; enhancing behavioral competencies; or changing the social context in which individuals live and work. (Bandura, 2001). Self-determination theory distinguishes between controlled and autonomous motivation. Self-determination theory motivates people to act and energize their behavior. People behave willingly when they are motivated autonomously. (Deci & Ryan, 2008; Stone, Deci & Ryan, 2009).

This study aims to highlight the leadership role, challenges, and level of empowerment of teachers at this private English language institute in the Philippines. This study addressed three research questions. These questions are:

1. What level of empowerment do English language teachers feel in language centers?
2. What challenges contribute to teacher empowerment in English language centers?
3. What is the role of the administrators in teacher empowerment?

Having seen the complications faced by teachers in teaching English as a second language, the researcher wanted to see how teachers are empowered with regard to teaching. In addition, the researcher aimed to determine the role of management in empowering language teachers. Finally, how does empowerment contribute to the English Language?

Methodology

A qualitative study provides a more detailed explanation of people's experiences, whether it is a phenomenon. Hence, for this study, the researchers chose a qualitative study to obtain the depth of any experience that an individual may go through. Qualitative research provides a deeper comprehension and permits researchers to dig deeply into the problem (Silver, 2000). I, the researcher, was not a Filipino; however, the coordinator helped me in the study. She was able to obtain participants for the study.

Research Design

This research was a case study in a natural setting. Case studies aid researchers in knowing and learning about the uniqueness of groups of people who have experienced the same phenomenon in a cultural setup (Creswell, 2013; Merriam, 2009). A case study is a comprehensive investigation that examines modern phenomena in the natural environment. A program, an event, an activity, an issue, or an individual are only a few possible manifestations of the phenomena. The natural setting is the background in which this phenomenon occurs. The case in this study is the empowerment of teachers, and the bounded system includes teachers, the facilities, and the resources of this particular

language center. What is practical or relevant is a certain range. Boundaries were established for events, processes, times, and locations. This is a particular Adventist Language Center in Cavite, Philippines.

The philosophical underpinnings of the study are Social Constructivism and Interpretivism, which commonly permeate case study research design. The researcher sought to explore and understand the participants in their natural settings. This case study was conducted to elucidate the experiences of individuals who shared some unique experiences. Creswell (2008) espouses the culture and how behavior, beliefs, and values of language learning and teaching in society grow over time. This study aimed to identify how empowering language teachers can have an impact on culture and English.

Research Tools

The researcher used an inductive method for data collection and analysis (Merriam, 2009). The researcher took field notes, pictures, and a two-day brief observation as well as inclusive attention on the attitudes and behaviors of the individuals. Semi-structured interviews were conducted with participants. The researcher initially had to obtain a letter of permission from the concerned research advisor. The researcher prepared a letter of permission to enter the language center. The coordinator and office assistant provided directions, and the researcher met the teachers of the language center. The coordinator gave permission, and the research was conducted the next day.

The researcher started the data collection procedure with the help of a coordinator to obtain the participants. Then, notes were taken, and ideas were converted into themes. At the outset, participants were informed of their voluntary participation, and informed consent forms were given to them with their signatures. The interviews were brief and done in a simple manner for the comfort of the participants and the time for each interview was only 30-40 minutes and it was a three-day interview. Digital recorders were used for the interviews.

Description of the Setting

This case study was conducted to identify how teachers are empowered to teach language in the setting. The study was conducted at a single language center in Barangay II, Cavite. This Language center is under the leadership of a foreign pastor, a man who willingly signed and gave permission to conduct the study. The population of this language center is 30-40 students from different countries, and the ratio is equal for females and males. According to the coordinator, most teachers were Filipinos. This Christian Language Center is a residential community that includes individuals with different talents and hobbies. This language center does not have schools; however, it does have a church for students and teachers to worship. This language center has the reach of tricycles as a means of public transportation, whereas cars and motorcycles are private means of transportation. With regard to cleanliness, the location is clean and neatly maintained, and the area is quiet and has peace and order.

Description of the Participants

The participants came from different levels of experience within the language center. The table below describes everything about them. Table 1 below helps readers to understand the participants well. Most participants were young graduates who had

completed their undergraduate level at different universities. Some had teaching experiences for one to two years. Few had training in teaching English and then came to this language center to teach. All were Filipinos from different provinces of the Philippines. Table 1 presents the demographic profiles of the participants.

Table 1. *Demographic Data of the Research Participants*

Participant	1	2	3	4	5	6	7	8
Gender	Female	Male	Male	Male	Female	Male	Female	Male
Age group	24	24	28	30	22	24	20	25
Level of education	BSN	Medical Technology	B.A. developmental communication	B.A. Secondary Education (English)	B.A. Hospital Mangt	B.A. Psy	B.A. Edu	BSBA
First language	Tagalog	Visayan	Tagalog	Visayan	Tagalog	Tagalog	Visayan	Tagalog
Spoken English	Good	Good	Good	Good	Good	Good	Good	Good
Language at home	Tagalog	Visayan	Tagalog	Visayan	Tagalog	Tagalog	Visayan	Tagalog
Interview setting	Old Library	Old Library	Old Library	Old Library	Old Library	Old Library	Old Library	Old Library
Socio-economic status	Middle	Middle	Middle	Middle	Middle	Middle	Middle	Middle

The researcher used purposive sampling because the goal was to spade work with small groups to comprehend the phenomenon of the participants. In addition, this was done to create a close relationship with the participants and to understand the facts in depth (Hesse-Biber & Leavy, 2011). Ten people were initially chosen, out of which eight participated in the study as they reached the saturation point. Five were males, and the other three were females from different education levels, age groups, and socioeconomic statuses. Table 1 describes the participants of the study.

Data Collection

Data were collected through semi-structured interviews and recorded digitally. Before the interviews were conducted, I had to get a letter of permission from my advisor, send it to the director of the language center, and then give it to the language center coordinator to arrange the interviews. It took two days to obtain approval from management. I had to ask for the voluntary participation of the participants personally, and informed consent was given to them for agreement. The interviews lasted 30-40 minutes and probing questions were asked. The interviews were conducted in English, as the teachers had command of the language. The observation was conducted prior to the interviews, which took two days. All observations were recorded as field notes.

Documents such as photographs, course outlines, activities, and other resources were part of the data collection. Documented photographs were interesting and coincided with what I needed to find. Member checks were performed to ensure the accuracy of findings.

Data Analysis

After the data collection, all interviews were transcribed verbatim. The data were then coded using the first cycle of coding given by Saldana and categorized according to their attributes, after which each group was labeled. As a researcher, I conjectured on the data. Codes and themes were generated from the data to answer the research questions.

Ethical Considerations

I obtained Ethical Review Board approval for safety as a researcher in order to adhere to ethical principles. Then I gave the participants an informed consent form while emphasizing that participation was voluntary and that they could withdraw at any time. I also told them that their privacy would be maintained. The study subjects did not provide permission to use their names; thus, this was not permitted. From this point forward, I gave each participant a pseudonym.

Researchers' Reflexivity

As an English teacher, I saw the need for empowerment. Administrators are occasionally ignored because of their busyness. However, teachers need to help and support their teaching careers. I must state my position in the research to protect the validity of this study. (Merriam, 2009). As a second language teacher for over 13 years, I felt the need for teacher empowerment. The management was open to the study, and the director and coordinator had no other queries.

Results and Findings

The results and findings of this study are presented based on the individual research questions. The findings suggest the following. First, more training and seminars would be effective in enhancing language teaching. Second, qualified teachers with Teaching English to Speakers of Other Languages (TESOL) training were successful in developing language teaching skills. Third, more team-building programs would boost and be an avenue for the empowerment of teachers and sharpening their skills. Finally, this research's results support previous studies findings that integrate employee empowerment within a workplace.

Research Question 1: What level of empowerment do English language teachers feel in language centers?

Using the transcripts of interviews, field notes from the observations, and my reflective journals, Research Question 1 revealed that the level of empowerment was through average knowledge enhancement, self-upgrading skills, availability of resources, and cordial collaboration.

Theme 1. Average knowledge enhancement

Knowledge enhancement is essential when teaching a second language and teachers must be equipped with more knowledge and skills. The teachers in this particular English language get lectures from experts outside the center, and if they have just joined teaching, senior teachers guide them. Based on the interviews and observations, the teachers were guided.

We have lectures from advisory professionals at least twice a year, although we need more (Participant 1).

Senior teachers teach us and give us lectures because we are new. (Participants 5 & 8)

Knowledge enhancement is an essential component in teaching a second language. Language teachers need knowledge enhancement as they impart learning to students (Evans, Hawksley, Holland, & Caillau, 2008). This would sharpen their skills, enlarge their mental territory, and be prepared to guide second language learners.

Theme 2. Self-upgrading Skills

Learning new skills is one of the best ways to grow, and it helps with adaptation as the field grows. Teachers and instructors should upgrade themselves if they seek new opportunities in the field. This would give benefits like building and increasing self-confidence... keeping up-to-date... with new teaching innovations... opening new doors... for new career achievements, and the ability to solve or resolve problems. Based on the interviews and observations, some participants expressed feelings about upgrading their skills.

I took TESOL training in my hometown before I could teach here” (Participant 2).

As a development communication student, I attend training seminars on my own. (Participant 3).

Teachers are considered to be the bedrock of the educational system, and they need to be upgraded (Chirimbu, Dejica-Carțiș, & Savu, 2014). By upgrading skills, language teachers can help second language students learn faster without much stress and create a fun learning environment. In the 21st century, new teaching strategies have emerged that would help teachers integrate fun learning activities.

Theme 3. Availability of Resources

Second-language teachers need resources to enhance their teaching and learning skills. Books and other materials help teachers teach and make learning more fun and meaningful. Based on observations, field notes, and interviews, resources play a significant role in second language teaching and learning. The participants revealed that resources and additional materials were added to teaching and learning.

The management provides books and other resources, audio and visual aids, and Internet facilities. (Participants 3, 5 & 8)

Teaching materials and resources can help and impact student learning. Teaching resources should be good and should ease students' learning journeys. This would help the students relax and have self-confidence in learning (Kumar, 2017; Pardo & Tellez Tellez, 2009).

Theme 4. Cordial Collaboration

Cordial collaboration is essential within the workplace and boosts an individual's working conditions. Second language teachers need to collaborate for growth and development. Collaboration should be conducted cordially to ensure a clear understanding of what needs to be done. Given this, teachers are a source of help and support in times of need, and cordial collaboration plays an important role. The interviews and observations revealed what is seen in cordial collaboration.

When I was in trouble, my colleagues and even the director and coordinator would come. (Participants 5 and 7).

They (colleagues) remind me of my abilities, and we cordially collaborate (Participants 3 and 4).

The 21st-century teachers are considered the object and subject of learning. Teachers must cooperate in developing themselves professionally, learning from each other reciprocally, and creating a healthy and helpful learning atmosphere (Avalos, 2010; Fuolger, 2005; Miller & Burden, 2007; Ostovar-Nameghi & Sheikahmadi, 2016).

Research Question 2. What challenges contribute to teacher empowerment in English language centers?

The analysis of the data of this Research Question showed that there are challenges that contribute to teacher empowerment, and these challenges can be taken in a serious manner. The main themes were (a) tight schedules and time, (b) decision-making on student learning and conduct, and (c) class preparation. These themes had a significant impact on teacher empowerment and development.

Theme 1. Tight Schedules and Time

Teachers need time to rest and refresh their mental machines the next day. If they are loaded with tight schedules and prolonged timings, it would definitely slack their teaching ability, and their performance would run low. Most participants expressed concern over tight schedules and timings.

The schedule is tight, and we start our day at 9 in the morning and end by 5:30 in the evening, and then we need to have a staff meeting. (Participants 1 and 5). We hardly prepare during break time, as it is short. (Participant 4).

Extended learning time is beneficial for students (Joyner, 2012). It could be tedious for teachers as preparations are needed for the next day, and quality matters (Dorovolomo, Phan, & Maebuta, 2010). Teachers need some rest for a few hours, and night sleep is essential to rejuvenate the following day's work.

Theme 2. Decision-Making on Student Learning and Conduct

Every teacher is considered the captain of a class or leader and is given ample freedom to make decisions. With regard to teaching materials, teachers have the choice of what they can use and add to their teaching and learning. Second-language teachers should be given the freedom to choose and reprimand misbehavior within a classroom. Some participants expressed that they needed to follow the protocol, even if it was a simple problem.

“Of course, I had to follow the protocol, and the discipline is not with the teacher when students misbehave.” (Participant 3).

We are here to counsel the student, but the discipline is under the coordinator or director. (Participant 2)

Teachers consider and make judgments on content, instructional tactics, the use of instructional resources and technology, delivery methods, classroom management, and discipline, assessment of student learning, and a host of other related issues, even before instruction begins. (Fuller & Pearson, 2011).

Theme 2. Class Preparation

Second language teachers need ample time for preparation; however, if the teaching hours are long, there is a conflict between time management and preparing lessons for the class. Good lesson planning is an essential component of both teaching and learning. A well-prepared teacher always targets a successful instructional experience. Preparation includes interesting lessons and activities and takes a great deal of time and effort. In addition, if the teacher is new, they must be committed to spending the necessary time in this endeavor. Skills must be researched, structured, implemented, and constantly evaluated or revamped when necessary. Above all, consistency is an important tool for successful teaching. Most participants elucidated the prime importance of time for preparation.

Actually, I prepare at night from 10-12 and sometimes awake up to 1 a.m. (Participant 2).

At 10 pm, we get together in the staff room and prepare activities.” (Participant 5)

It could be tedious for teachers as preparations are needed for the next day, and quality matters (Dorovolomo, Phan, & Maebuta, 2010). This is evident from the observations of the first two days as well as the interviews. The teachers hardly get time to rest and relax from a day's work.

Research Question 3. What is the role of the administration in teacher empowerment?

In a language center, the administrator plays a crucial role in enhancing teachers' ability to instruct students in a second language. Second language instructors can find ways to lead and suit their talents and interests for the benefit of second language learners, thanks to their diverse administrative positions. Regardless of their role,

teachers increase student learning, form the culture of their second language learners, and have an impact on peer practice. This was evident from the responses of the participants in the interviews. Three themes emerged from the Research Question: psychological and physical support, mental wellness support, and Social Psychological support. Each of these themes impacts teachers' well-being.

Theme 1. Psychological and Physical Support

Psychological and physical support are capsules for strengthening the teaching environment for second language teachers. Encouraging words and empathy is essential, and that would help each individual do their best for the students. This can be seen through interviews and observations. The participants expressed gratitude for what their leaders had done.

Our director is very encouraging about all our needs. (Participant 3).

He treats us well. (Participant 5)

Employees feel capable and want to shape their work roles and situations, which is revealed by psychological empowerment, as opposed to a lifeless orientation to a work position. (Nel, Stander & Latif, 2015). This would increase the efficacy of the work and determination. In addition, it can help students achieve their learning goals.

Theme 2. Mental Wellness Support

It is crucial for leaders to preserve teachers' mental health, and it would be beneficial to have healthy workers. Additionally, teachers in good health are less likely to miss classes because of illness. A management that values its workers would encourage a healthy percentage of workers to show up to work each day, as healthy workers are less likely to miss work, lower presenteeism, and produce more work. Based on the interviews, field notes, and reflective journals, it was evident that the director did his part.

Our director provided mental support. (Participant 7)

He is supportive and understands what is needed. (Participant 4)

The way employees are treated by their leader and the behavior of the leaders in the organization makes an enormous difference in how they feel about themselves and their work (Donaldson-Feilder & Lewis, 2016; LaMontagne, Keegel, & Vallance, 2007). Mental wellness leads to productive labor and increases efficiency among teachers and instructors. Moreover, it enhances the vitality of work and energizes the teachers in the teaching environment.

Theme 3. Social Psychological Support

Social support is a key component for building strong relationships among leaders and employees, as is the case with the director and teachers of a language center. Social support is intertwined with employees' psychological health; when teachers face personal crises, the director attends to their immediate needs and spends time or has bonding time together. In addition, the director is the one who builds up his or her teachers in times of stress and implores people to lean on him or her for better comfort. The leader should be

the individual who would take a day off, spend time with his or her teachers, refresh their minds to reach their goal, and support them in various ways. Based on the interviews, field notes, and reflective journals, it is evident that the participants expressed their words of appraisal of their leader.

We have bonding and sharing with our management. (Participant 4)

We dinner together and share our ideas and opinions. (Participant 2)

Our director entertains us during our outings and tours. (Participant 1)

When employees are valued and cared for, there will be an exchange of rewards for them in various ways, such as salary increases, praise, and so on (Wayne, Shore, & Liden, 1997). Employees feel a sense of satisfaction when they are recognized and appreciated. The social relationships between leaders and employees are essential.

Pedagogical Implications

A second language teacher must select effective strategies to tailor to the needs of second language learners. In this way, it would be helpful for students to express themselves politely in English. Second-language teachers can be informed about language assumptions regarding their strategies and activities.

There are a few guidelines that can help learners learn the language effectively in an interesting way and shape the sociolinguistic climate. Second language teachers can provide simulation activities for learners regarding lessons and activities. Second language teachers and directors are to be guided by updated program models and can choose which works best for them.

Additionally, Language center directors should be able to hire the most qualified language teachers or send teachers for training with regard to the four skills. Given this, exposure to new innovative teaching practices is essential for enhancing the learning environment of second-language students. Further research can be conducted using phenomenological studies on teacher empowerment. If sent to a similar setting, a Christian teacher should be humble, courteous, patient, and persevere in teaching L2 learners.

Conclusion

Empowerment plays a vital role in management or organization, and it lies solely in the hands of administrators. Administrators should be willing to help teachers grow professionally and, in doing so, boost motivation and commitment within teachers. With this in mind, teachers' efficacy and the productivity of their tasks would increase as well. Additionally, teachers would be ready to embrace change and complexities and battle the complications without a murmur, knowing they can fight and come out successfully.

Empowering teachers with freedom of choice without dictatorship boosts energy to combat problems with optimism. Empowerment provides autonomy within an organization. Exposure to innovative teaching practices is essential, as this would help students grow intellectually and professionally.

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About the Author:



Born in Shillong, India, Carol Linda Kingston has experienced teaching from elementary to graduate school for more than a decade in the field of English. She completed her master's degrees in Education, English, Psychotherapy and Counseling, and Economics. She is married to Ranjith Kingston and has a son, Carl Jason Kingston. She served as an instructor at the English Center of the Adventist International Institute of Advanced Studies in the Philippines (AIIAS) for five years. She was also an AIIAS Academy English teacher for three years. She has also served as the Asst. Dean of the Women's Hostel at Spicer Memorial College back then, now Spicer Adventist University. She completed her Ph.D. at AIIAS, Philippines, with Educational Administration and TESOL as cognates. She is also a certified TESOL trainer for all certified ESL testing exams (IELTS, TOEFL, TOIEC). Her research interest is in the problems and trends in language learning, linguistics, education, psychology, and other multidisciplinary and interdisciplinary research areas of interest. She is an Assistant Professor at Spicer Adventist University in the Department of Education. She has published several research articles at national and international level. She has authored and co-authored several books

Wholeness in Language Acquisition: Language Learning Through Reading and Writing Among Multicultural Students

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Abstract

Understanding the reading and writing of L2 learners (Second language) has always been a challenge for language teachers. The Morpheme Order Studies and Language Transfer Theory have confirmed the challenges of L2 learners, especially among multicultural students. Teaching such L2 learners requires an immense theoretical, practical, and, subsequently, holistic approach. This qualitative study (case study) examines the challenges of language transfer among multicultural students of a private higher education institution in Silang, Philippines. The research respondents were multicultural students and their English language teachers. The data was collected through observation, interviews, and focus groups. The results and findings show the possible challenges and acceptance of language transfer. The study ended with recommendations to bridge the gap between the challenging knowledge experiences of L2 teachers and learners of multicultural backgrounds.

Keywords: Multi-cultural Higher Education Students, L2 Learners, Morpheme Order, Language Transfer Theory, Qualitative Study, Wholistic Language Teaching/ Learning.

Introduction

Learning is acquired through knowledge or skills through study, practice, or instruction. Giving instruction, directing, providing knowledge and a reason to know or comprehend, as well as demonstrating to someone how to do something are all examples of teaching. Nunan (2009) contributes the conceptual basis of Second Language Teaching and Learning (SLTL) and the components of each. First, he starts with the humanistic tradition where the three elements of humanistic psychology, traditional versus experimental learning as well as deductive and inductive learning, play a part in L2 learning and teaching.

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The second aspect is communicative language teaching and learning which includes a new view of the language needs of the learner. The third aspect is learner-centered education which includes defined learner-centered learning, learner's input, and adult education. The fourth is the context and process, contributing to and developing the learner's skill through negotiations.

Furthermore, Troike (2012) states that there are three elements that contribute to learning and teaching Second Language Acquisition (SLA); the integrating perspective deals with the linguistic, psychological, and social perspectives. The learner comes to know through the system of knowledge, patterns of recurrent elements, encoding the concept, and so on. L2 acquires knowledge through innate capacity, application for L1 (First Language), processing of language input, interaction, building relationships, and automatization. The implications of teaching and learning include considering the goals of L2, priorities for learning and teaching, approaching learning and teaching with appreciation, understanding the potential strengths, being cautious in giving instructions, and recognizing the achievement of progress through patience. Brown (2007) adds that L2 learners are more into the rules and concepts of learning.

Some students succeed in learning a new language more rapidly than others because they are determined, persistent, and hardworking. But there are some important elements that affect their success. Language learners' internal characteristics include things like age, personality, motivation, experiences, cognition, and native language. The learning of a certain language is characterized by external elements such as the environment and educational setting, culture and status, competency, bilingualism, acquisition and learning, input, and interaction. The targeted language is the objective here. (Lightbown & Spada, 2006).

Review of Related Literature

A new knowledge of how the brain controls the many language systems is necessary to learn a language. Language switching might demand more processing time in the brain. Adapting to a new learning environment also contributes to this aspect. Acquiring a new language varies from person to person, depending on the brain's plasticity. For instance, children have the capacity to learn a new language in a new environment due to the fact that their brains can quickly grasp and register what they see, hear, and speak. Adults have a slow acceleration in learning a new language in a new environment or setting. The plasticity of an adult's brain is up to a certain point or level due to age factor and other related factors.

Language teaching has been one of the most challenging tasks and by no means easy to design as a logical course for teachers (Hedge, 2001). Students from various linguistic backgrounds can be present in the same classroom. Some language learners may have picked up a language from infancy by hearing their parents speak. As a result, during the teaching process, teachers should be aware of the distinctions between each student.

Additionally, teachers must carefully examine the various languages that their students speak. Non-native speakers of the target language for learning experience various learning challenges. (Myburgh, Oreson, Poggenpod, & Rensburg, 2004). Unwanted pressure on the learner to grasp the learning process can occasionally result from a lack of knowledge and interpretation of the language.

Language teachers can assist students to enhance their command of the targeted language and achieve the language's objectives by explicitly teaching learning strategies to them. Knowledge of strategies is vital because the more conscious one is, the more learning will be more effective. There are three ways of introducing a strategy-sample lesson, like collecting information, and learning preference. First, sample lesson task- learning process in general, content and environment, macro skills, and linguistics systems. Third, task typology-cognitive, interpersonal, linguistic, affective, and creative strategy of teaching. In addition, teaching strategies should be interactive techniques for learning, like, having conversations and developing their own strategies. Second, the use of compensatory techniques, low tolerance of ambiguity, and impulsiveness can aid the learning process. Third, administer an inventory or self-checklist on styles of teaching. Fourth, the use of impromptu teacher-initiated advice can aid in learning the language. Furthermore, emphasis on the direct strategies has been made- memory, cognitive, and compensation as well as the indirect teaching strategies which include the metacognitive, affective, and social (Nunan, 2009; & Brown, 2007).

According to Cook (2008), there are teaching strategies on language that are helpful, for instance, audio-lingual method, audio-visual, communicative teaching, direct method, translation, and task-based learning. The most important point is that strategies based on instruction are increasingly successful in learning the language. The teacher helps the learners to be aware of styles, preferences, and actions taken by them. By doing so, it will help teachers identify the weakness and strengths of L2 learners.

Cognitive factors do play a role in the acquisition of a language. Second language learners have oftentimes used the cognitive concepts of the first language in the second language relating the same meaning to it. Other approaches are the complexity, accuracy, and fluency of the language that the learner acquires in the process of learning. The rules and concepts of learning a new language may not be similar to what has been learned in the first language (L1).

Another factor contributing to the acquisition of a second language is sociocultural factors. There are three settings that can affect the learning like if the language is spoken by the majority or minority of the population or whether it is widely spoken or restricted. Other factors are age, gender, social class, and ethnic identity. It is important to recognize how the knowledge of L2 learners are internalized through experiences rather than explaining how learners acquire the cultural values of Second Language Acquisition.

Morpheme Order of Studies

Research on second language reading and writing, as well as the differences between native and second languages, has significantly increased during the past thirty years. (Wang, 2003& Wang& Weng, 2002). If there is a natural order of second language acquisition similar to that of the native language, the Morpheme Order of Studies frequently questions the acquisition of the language. The so-called natural order could not be changed through instruction when learning a foreign language. Vocabulary and grammar are interrelated and both manifest themselves in word morphology that is attached to the beginning and end words to form new words. There are different stages when dealing with the acquisition of morphemes like the progressives-ing with plurals and so on. This natural order cannot be altered remains the same and is not affected by L1 (Nunan, 2009; Krashen, 1982).

Reading has also become the most challenging skill for most L2 learners where they are forced to inhibit vocabulary development. The number of vocabulary that a student must have also matters a lot in the process of reading comprehension. Past models of reading considered vocabulary knowledge to enhance reading comprehension skills. L2 learners have a slow vocabulary development as they are unable to decipher the meaning of each unknown vocabulary in the reading (August, Carlo, Dressler& Snow, 2005). L2 learners have had their experience reading their first language learned on the order of five thousand to seven thousand words before they begin their formal reading. When they are acquiring the L2 learning, however, it is not as how it is in L1. The L2 learners face challenges of knowing a word with only one meaning, however, it is an in-depth learning with connotations, morphological orders, and so on (Nagy & Scott, 2000). It is essential for second language learners to have in-depth word knowledge in order to be able to have good reading comprehension skills.

Reading morphemes helps pupils expand their vocabulary and gain a better comprehension of any new terms they may come across in the future. The depth and breadth of knowledge should reflect this increase. (Bowers& Kirby, 2009). It is possible to understand words at a deeper level using morpheme understanding. Students can learn to analyze word structure and decipher meaning by using vocabulary and morphemes. The practice also aids in grouping words that are related and, most critically, in identifying patterns in morphological families that share a common root word. Students will benefit from this analysis by understanding not only what the term means but also how it came to have that meaning.

While other studies examined the use of L1 in L2 writing, many studies compared L1 and L2 processes. As a result, L2 is distinct from L1 since L2 writers use two languages for cognitive functions. (Wang & Wen, 2002). This distinction has drawn the attention of numerous scholars who are trying to determine what impact the writing style of L1 would have on L2. Others, however, contend that it is preferable to discourage the usage of L1 on L2 writing because it would obstruct the lengthy writing process. Cook (2001) expounds that there are two groups discouraging the use of L1 on L2. One side opposes the use of L1

with L2 students, while the other urges for less L1 usage in the classroom since it might be detrimental to L2 students. This can facilitate learning and help maintain discipline throughout the language-learning process. Akbari (2008) espouses that there are ways of transforming English Language Teaching (ELT) in classrooms and through the implementation of L1 as a resource to be utilized for learning.

Language Transfer Theory

In the psychology of learning, the term “transfer” refers to the process by which a learner applies previously learned patterns to a new learning environment or circumstance. This happens when someone is learning a new language and their native tongue has some sort of influence on their learning process. It is not necessary to re-learn what has already been learned in one language in another (Isurin, 2000; Garcia, 2009). The meaning system that the pupil has already mastered in the first language can be transferred to the new language. Only the underlying tenets of the languages and the learner’s capacity to objectify language as a process of that knowledge can allow this transfer of cognitive abilities. (Gass & Selinker, 1992).

Cross-Linguistic Influence

This occurs as a result of the original language’s influence on second-language acquisition. CLI in language transfer comes in two flavors: positive transfer and negative transfer. When the two language systems’ structural similarities are good, there is a positive transfer that results in a smooth transition. Words from other languages that are similar in spelling and meaning are called cognates, for example. This transfer of conceptual knowledge helps the student assign vocabulary and ideas for linguistic acceleration. When the structure and meaning of two languages do not match well and understanding is difficult to come by, a negative transfer occurs. The inhibition frequently leads to misunderstanding or overloaded learning. The native language can in fact have a significant impact on learning a second language. (Garcia, 2009; Insurin, 2005).

Language Processing and the Brain

New knowledge of how the brain interacts with various language systems is necessary for learning a new language. As an adaptation to the task of handling two languages, different brain tissues are recruited in second language learners. The average English second language learner needs between five and seven years to truly prove their ability. It is impossible to interpret the processing time as a deficiency or a delay, but rather as the brain growing more capable. the disparities between monolingual and bilingual learners’ cognitive abilities to govern functions (Conboy, 2013; Thomas& Collier, 2009).

Acceleration

Each student learning a new language has his or her own uniqueness and the learning experiences depend on the acceleration of the new language. The transference of a new

language depends on the plasticity of one's brain. Instead of being a passive or intentional type of learning, accelerated language acquisition depends on and characterizes education that is quick-moving, integrating, engaging, and empowering. Instead of making students feel good so that their self-esteem won't suffer, effective English as a Second Language (ESL) teachers always challenge and engage the students and provide them with opportunities to contribute. In order for children to be proficient language users and ultimately become proficient in the language, teachers should place a strong emphasis on the fundamentals of vocabulary, grammar, pronunciation, and reading comprehension. In order for the students to be effective language users, ultimately fluent in the language (Mohr, 2004; Francis, 2010; Li, 2010). Smith (2008) expounds that a student must understand or comprehend at least 90% of written words. Ontario (2005) espouses that there is a gap to fill and only teachers can be at the front line helping the students overcome this hurdle.

Fossilization

Additionally, fossilization is crucial for the spread of languages. Depending on how similar or different the languages are, the learner's past linguistic expertise might help or hinder the acquisition of the second language. As a result, the learner may make mistakes or not in the same linguistic contexts. The importance of prior information in the learning process is evident in the adult's L2 production. On the one hand, it can be an empirical phenomenon, but on the other hand, it can be utilized to support another learning phenomenon. (Han, 2004).

Research Gap

Studies have not clearly delved into the choice of program models and exposure to new instructional practices. This is the population gap and evidence gap in the literature that did not mention (Miles, 2017). Attainment of learning a language is essential in these two aspects. The main goal of the case study is to conduct an in-depth analysis of the issue and to understand the perspective of the participants. The researcher would seek to explore and understand the participants in their natural settings (Creswell, 2013; Merriam, 2009).

Philosophical Position

Social Constructivism and Interpretivism commonly permeate this research design. The theories that are related to empowerment are Self-determination and the Social Cognitive Theory (Bandura, 2001; Deci & Ryan, 2008). These theories do support the research study.

Research questions

Reading and writing have been one of the most challenging skills for many L2 learners in the L2 language. Students have the fear of learning the skills as they don't have a command over the language and especially with these two skills. L2 learners are not able to identify between formal and informal language. The main reason is that they are overconfident and they think like a pass for passing the exam and they don't care for

English lectures. The other reason is that their participation in the class is poor so they hesitate to be involved in class conversations (Rajwani& Gohel, 2012).

In sum, it is vividly seen that there is a gap in the vocabulary development in-depth in the language transfer of reading and writing in L2 learners and the need to acquire specific knowledge and skills related to the language and culture of the learner. From the cultural point of view, teachers will have to understand how literary expectations and opportunities for learning are arbitrated through cultural classroom expectations that may not be common to all students. Mainstream teachers will have to identify the language demands in content areas and organization of learning in order to develop and support the academic proficiency of L2 learners. This study will identify the gap that L2 learners have in language transfer through reading and writing. In order to identify their need in learning and acquiring the language the study has considered the following research questions:

1. How do L2 learners use L1 vocabulary on L2 in the reading and writing activities and the difficulties they encountered with?
2. What similarities and dissimilarities of L1 vocabulary have with L2 reading and writing?

Methodology

This part presents the methodology that was utilized in this study, which includes research design, and other research procedures (sampling procedures, research instrumentation, data collection process, and analysis). In the end ethical principles that will be included in the study are discussed.

Purpose of the study

The purpose of this study is to find whether or not First Language (L1) vocabulary development contributes to the L2 reading comprehension and writing process of higher education L2 learners and the specific factors contributing to their learning. In addition, this study seeks to resolve the hidden ideas of having in-depth vocabulary knowledge towards the L2 reading and writing process as this is considered the most vital part in achieving fluency and proficiency in the language. Furthermore, this study seeks to unravel the possibilities of students and teachers to avail more learning tools and activities for L2 learners in L2 learning.

Research Design

This qualitative research is an apt design as it visualizes the purpose of the study. This research is done using the case study, which guides to discussion and identify by seeking the primary data from the sample. For the sampling, the study considered one higher education Institution. Further, from this private institution two faculty, nine students were chosen to be the purposive sampling. The theoretical approach is informed primarily by the Morpheme Order Studies and the Language Transfer theory (Krashen, 1982 & Cziko,

1978). The primary goal is to identify the knowledge gap in language transfer through reading and writing. Furthermore, this study provides recommendations for Higher Educational Institutions (HEIs) for the robustness of language transfer through reading and writing whether it is accepted or a challenge in language development.

After obtaining approval from the Ethical Review Board, a consent letter was given to the chosen faculty, students of the private institution here in Silang, Calabarzon Region (Region IV-A). After obtaining the consent, the interviews were conducted, and the data collected were coded and then decoded, after transcribing the interview data. Themes and trends were derived from the data using the response analysis qualitative coding method. Overall, around 9 students and two faculty from higher education will be the participants. This sums up to 11 participants.

The study followed the ethical guidelines provided by the Adventist International Institute of Advanced Studies (AIAS) and the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2010). The study ensured the voluntary participation of the respondents and their contribution by signing a consent form and avoiding any kind of personal information. In sum, this study followed and got approved by the Ethics Review Board of AIAS in the data collection procedures.

Research Tools

The researcher used the inductive method for data collection as well as the analysis (Merriam, 2009). The researcher did take field notes, pictures were taken and a two-day brief observation as well as inclusive attention on the attitudes and behaviors of the individuals were done. In addition, semi-structured interviews were done with the participants. The researcher initially had to get a permission letter from the concerned research advisor. The researcher did prepare a letter of permission for entering the language center. The coordinator and the office assistant gave directions and the researcher met the teachers of the language center. The coordinator gave permission and the next day, the research was conducted.

The researcher started the data collection procedure with the help of the coordinator and was able to get the participants. Then, notes were taken and the ideas were converted to themes. At the outset, the participants were informed of their voluntary participation, and informed consent forms were given to them with their signatures. The interviews were brief and done in a simple manner for the comfort of the participants and the time for each interview was only 30-40 minutes and it was a three-day interview. Digital recorders were used during the interviews.

Description of the Setting

This case study was done to identify the way teachers are empowered to teach the language in the setting. The study was done on just one language center, Barangay II, Cavite. This Language center is under the leadership of a missionary, a man who willingly signed and gave permission to conduct the study. The population of this language center

is 15 -20 students from different countries and the ratio is equal for females and males. This language center has the reach of tricycles as means of public transportation while cars and motorcycles are private means of transportation. With regard to cleanliness, the location is clean and neatly kept and the area is quiet and has peace and order.

Description of the Participants

The participants come from different levels and experiences within the language center. Most of the participants are young graduates who completed their undergraduate level at different universities. Some had teaching experiences for one to two years. Few had training on how to teach English and then came to this particular Language center to learn more of the English language. Some were to pursue doctoral studies but had to learn English first before getting into regular doctoral classes.

Data Collection

The data was collected through semi-structured interviews and were digitally recorded. Before the interviews were done, I had to get a letter of permission from my advisor and then send it to the director of the language center and when she gave approval, she then gave it to the language center coordinator to arrange for the interviews. It took two days to get approval from the management. Then, I had to personally ask for the voluntary participation of the participants and informed consent was given to them for agreement. The interviews lasted for 30-40 minutes and probing questions were asked. The interviews were conducted in English as the teachers have a command of the language. The observation was done prior to the interviews and it took two days. All observations were written as field notes.

Documents like photographs, course outlines, activities, and other resources were part of my data collection. Documented photographs were interesting and they coincide with what I need to find. Member checks were done to ensure the accuracy of the findings.

Data Analysis

All interviews were recorded and then verbatim transcripts were created. The data were then coded using Saldana's first cycle of coding, classified according to their characteristics, and each group was given a label. Inferences about the data were drawn by me as the researcher. Themes were created from the data to address the study questions.

Ethical Considerations

I obtained Ethical Review Board approval for safety as a researcher to adhere to ethical principles. I then gave the participants an informed consent form while emphasizing that participation was voluntary and that they could withdraw at any time. I also let them know that their privacy would be maintained. The study's subjects did not provide permission to use their names, thus this is not permitted. From that point forward, I gave each participant a pseudonym.

Researchers' Reflexivity

As an English teacher, I had seen such a need for empowerment for teachers. Administrators do sometimes ignore them because of their busyness. However, teachers need to help and support the learners. To secure the integrity of this research study, I have to present my position in the research (Merriam, 2009). Being a second language teacher for more than 13 years, I could feel the need for a good system of language learning. The management was open for the study and the director and coordinator had no other queries.

Results and Findings

This study identified some significant themes and trends contributing to language transfer of reading and writing and the performance of the students. Additionally, the assured process of learning the language can be accomplished only through the process of three missions: 1. Having self-discipline by forgetting the first language. 2. More in-depth vocabulary development in reading and writing skills. 3. Joy-content learning without having fear can only be done with the guidance of the teacher helping to ease the fear and horror while learning the language.

The different methods L2 learners use L1 vocabulary on L2 in the reading and writing activities and the difficulties they encountered

There are some of the methods L2 learners use L1 vocabulary on L2 in the reading and writing activities. While attempting the activities they face a lot of hurdles in transferring the right words for such activities without knowing the errors that they would come across. Based on the findings, some of the significant themes are discussed below.

Grammar Translation of L1 on L2.

Grammar translation has been quite a challenge for many L2 learners. The mother tongue interference while learning the targeted language can hamper the learning process (Swan, 1985). The learner needs to encounter the language in order to learn it (Cook, 2001). The word order would not be the same as that of English and many errors can occur while doing this method of translation. The direct translation is much better than the latter. It would help the learners to pick up the language faster while it is done directly not using the first language. The humanistic element is the preferred strategy of their own way of doing the activities and time-saving device for administering their skills.

Memorization of words similar to their L1 on L2.

L2 learners do face difficulties when they come across new references of words and expressions in a passage. This can be solved only if they are exposed to the new vocabularies and have enough experience of the way the words are used in a sentence (Lui, 2008). The L2 learners feel comfortable as they infer the semantic structure likely linked to the L1 and they are permanently embedded in their brains. They have the self-

confidence to transfer the words on L2 and very convenient. In addition, they infer that the word order is similar to L1.

Think aloud of L1 on L2.

Oftentimes L2 learners try to think aloud of L1 on L2 as they feel more confident and what previous pattern they have learned from L1, they transfer the same on L2. They reread the passage and would attempt those activities through transfer as well as look for context clues. There are difficulties in the performance of tasks depending on gender and also the individual differences in the facility of verbal information and lack of additional cognitive demand (Yoshida, 2008). They also make predictions of L1 on L2.

Inferencing through L1 on L2.

L2 learners infer through homonymy or sound relationships from L1 on L2 effectively not realizing the errors they encounter. Further, they also use the morphological arrangements from L1 on L2 and the words associations and cognates. However, when it comes to difficult tasks they become dazed and stupefied not knowing how to proceed. They may find it very complicated to transfer the strategy to the new tasks (O'Malley & Chamot, 1990).

Visualize words of L1

L2 learners visualize words of L1 on L2 as they can grasp the concepts quickly and it lessens the anxiety as they perform their activities. By doing this the learner grasps only one meaning of the word and that drags the level of vocabulary. The learner needs to encounter different words to reach the level of comprehension with new vocabularies. They try to visualize from their own general knowledge or contexts of understanding (Kong, 2006).

Flash Cards of L1 on L2.

The combination of words and uniting or consolidating vocabulary and concepts is often the strategy used by L2 learners; however, they do encounter difficulties with the new words in a passage. Revising those learned words of L1 over and over and transferring them onto L2 is effectively been done by L2 learners. Well, it may strengthen the learning, however, not with long-term learning as they would encounter new words down the line.

Writing the L1 word in their mind on L2.

Most of the L2 learners first write the new vocabulary in their mind in L1 and then later transfer the word to L2. They effectively do this frequently as it saves their time, and lessens the anxiety. They would have their quick meditation, purse their lips or close their eyes for a second in order to relate the word and produce in their reading and writing activities.

Difficulties Faced by L2 Learners

Grammar Structure

Grammatical structure is one that learners struggle with. When L2 learners try to transfer the language, they are not able to proceed as they have to deal with sentences and word order. This includes prepositions, articles, spellings, and subject-verb agreement.

Phonology Creation

Furthermore, phonology also creates a lot of complications for the L2 learners as the sounds of words are not so familiar to them and that creates a problem for getting the actual word correctly. Reading activities have a lot of phonological structures which puts the learners in a lot of confusion and they are not able to decipher the exact word for use.

Syntax Arrangement

Syntax or arrangement of words is also part and parcel of their struggle when transferring the language from L1 to L2. Several students face difficulties in arranging words in English. Teachers do try their best to navigate the syntax usage in English.

Lexis comprehension

Lexis is another part of the difficulty, especially, when the knowledge of vocabulary is shallow and the production of words becomes so hard in the writing activities. Authoritative writing becomes hard and difficult as the command of language is low and the writing goes very low in expression and generation of ideas as well. Moreover, when the language is low, language coherence is absent and unidentified. L2 learners struggle a lot as they are not able to express or paraphrase the language in a nutshell. This is the time for a need for a dictionary as they are helpless without it. Idiomatic expressions literal and figurative are like aliens for them as they are not able to comprehend the phrases given in a reading activity. Much more when given in writing they are crippled of words and unable to proceed.

Similarities and Dissimilarities of L1 Vocabulary on L2 Reading and Writing

First-language learners and second-language learners do face the same problem of producing meaningful utterances in their language experiences. Exposure to the second language for L2 learners varies in quantity and quality depending if the L2 learner comes from a multilingual family or being in the classroom, an immigrant or even being in a new country or as a foreign student. Second language learning greatly depends on factors- age, input and output, L1 and L2 distance, motivation, differences in memory, personality, and so on.

IPEK (2009) explains how the developmental processes, acquisition order, linguistic universals and markedness, input, behavioristic perspectives of language, and zone of proximity development are all similar across L1 and L2. The acquisition learning

hypotheses, the crucial time hypothesis, the fossilization theory, and social variables are additional differences between first and second languages.

Korean Language

The Korean language is a native language of North and South Korea and claimed that it is related to the Japanese Language. However, most words in Korean are coined using the Chinese character or directly borrowed. The Koreans have their own script and no English alphabet and so it is totally different from English. The significant differences between Korean and English are the sentence structure and morphological words, making it hard for Korean L2 learners to acquire the language at the same rate as others.

The alphabet is called Hangul in the Korean language. It consists of 14 simple consonants and 6 simple vowels and it can be written horizontally and vertically. Their phonological structure is a time-syllable language and word stress is insignificant. The grammar is agglutinative language or different morphemes with different meanings. The verb information such as tense, and mood is added to the end of the verb. This is the reason why Koreans initially have problems producing English verb phrases. They do not conjugate verbs with subject agreement and for that reason, they have difficulties choosing the correct tense in English. They have a subject-verb verb word order. Furthermore, the Korean language does not have articles, however, their long-term seeing and hearing English from Americans have adopted and borrowed some vocabulary words directly from English. There is an absence of significant cognates in their language (Schmitt, & Tavassoli, 1994).

Chinese Language

On the other hand, the Chinese language has some word order, structure, and few inflections. However, they too, have a different script and no English alphabets. Their focus is more on meanings, not structure. Questions are conveyed through intonation and word order and the subject and verb are not inverted as in English. The concept of time in Tenses is not handled in Chinese as in English. Hence, they have complexities in learning the English verb system. They have no phonemes; or articles and they use more often nouns than pronouns. Adverbials precede the verbs unlike, in English (Huang, 1998).

Their language is monosyllabic and the phonemes are distinctive and tonal in form. They, too, have no articles. Hence, many Burmese students have difficulties in their reading and writing skills.

Indonesian- Bahasa Language

Last but not least is Bahasa, the Indonesian language. Bahasa has 26 alphabets, and arrangements of sentences and paragraphs are alike in English (Vianty, 2007). They have similar methods of classifying words in terms of prefixes and suffixes as well as the numbering systems. Similar punctuation marks, symbols, and capitalizations are alike in the English language. There are differences in some structures of the language. Bahasa is

a root-based language and the tenses for verbs are not similar. They have no gender and plural suffix. Pronunciations are different, however, not drastically different and contractions are absent in Bahasa. The primary thought focuses on the beginning of the sentence unlike, in English where it is inconsistent. Articles don't exist and no linking verbs and hyphens are used in repetitions of words.

Discussions

Cognitive or mental linguistics are not perceiving absolute reality in its totality. As human beings, we see a kind of reality of limited time and space we experience and construct that experience into schema or patterns. We have the insights and limitations of the way we express or describe our experience in learning. Language strongly influences the way we see things and the way that one sees things and how one has shaped his or her language (Lee, 2001). This is essential for every learner to bear in mind to achieve the targeted language. This is the ability of conceptualization of the experience to be communicated in the real world of learning.

Learners are given the opportunities to develop the grammar principles, phonology, syntax, lexis, discourse, coherence, and so on by progressively structuring and reconstructing the language through inductive learning experiences that encourage them to encounter the targeted – language items confidently (Nunan, 2009).

Comparative linguistics is when two languages can resemble each other in categories, construction, and type of meaning they use. Some can be borrowed or diffused in grammatical categories and construction types. On the other hand, there are languages that are totally different in grammatical categories and constructions (Aikhenvald & Dixon, 2006).

Recommendations emanating from the study

Based on the study there are recommendations for the furtherance of language transfer through reading and writing. This study envisioned to focus on a narrow area of study, however, highly contributing to the learning of the language and concentrating on the use of direct English without the transfer of the native language.

Recommendations for teachers and the learners

- 1) The teacher should spend more time administering the two skills as they are the heart of learning. Many L2 learners struggle with these two skills as their vocabulary knowledge is shallow.
- 2) The teacher should be patient enough in attending to the needs of the learner. Reading and writing have been a challenge for L2 learners and they need the support and understanding of the teacher. They need a mother in a classroom set up not a teacher as they are babies with weak mental strength.

- 3) The teacher should encourage the learner to forget the native language and focus on the targeted language for the present in order to reach the goal. Focusing on the targeted language is essential.
- 4) Learning should not be a terror or horror in the process of acquiring the language. The learner should be free and relaxed during the activities of the two skills.
- 5) Joy- content learning should be emphasized more and this can boost up the learning passion of the learner even though it is tough. This helps in learning the language faster and much easier without panting for breath or being nervous. Most L2 learners do suffer from a nervous breakdown, especially when there is no encouragement and support from the teacher.
- 6) Learners need to spend more time in reading and writing outside and within the classroom. Teachers need to limit assignments in order for students to have more extra time for self-study.

Conclusions

In-depth vocabulary learning should be both informal and formal learning. More practice and emphasis should be given to the enhancement of the two skills. Avoiding L1 can enhance the L2 learning of the two skills effectively. Creating a joyful learning environment is essential, even if it's complex, and can ease the fear of learning the two skills. More encouragement is needed in these two skills.

From this study, it is imperative that deep vocabulary knowledge contributes to the effective learning of English and it bridges the gap in the reading and writing process. Further, future research could also investigate the need to be found in the HEI English Center to enhance more vocabulary emphasis and other areas relating to reading and writing skills that may be missing from both this paper and the relevant literature.

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