

A CRITICAL DISCOURSE ANALYSIS OF VICE PRESIDENT SARA DUTERTE'S SPEECH ON THE LAUNCH OF THE MATATAG K TO 10 CURRICULUM

*Marjorie Princess C. Abulog

**Angelika D. Codis

***Mechelle B. Conde

****Clarence S. Manuel

*****Jay Mark B. Santos

Paper Received: 17.03.2024 / **Paper Accepted:** 14.04.2024 / **Paper Published:** 15.04.2024

Corresponding Author: Marjorie Princess C. Abulog; doi:10.46360/globus.edu.220241012

Abstract

This research endeavors to provide an in-depth examination of Vice President Sara Duterte's speech, elucidating the underlying linguistic features, discursive strategies, and social ideologies implications embedded within it.

The main objective of the study is to analyze VP Sarah Duterte's speech on the launch of MATATAG curriculum delivered on August 10, 2023 through Critical Discourse Analysis. Moreover, it aims to study how discourse analysis could be used and applied in analyzing a speech comprising the textual, discourse, and social dimensions.

Keywords: MATATAG, CDA, Curriculum, Educational.

Introduction

The MATATAG K to 10 Curriculum was introduced by the Department of Education (DepEd) in August 2023. This new curriculum was created to simplify the K to 12 curriculum and place a greater emphasis on basic skills, values education, and 21st century skills (DepEd, 2023). Additionally, the curriculum incorporates peace competences, which is a priority for Vice President Sara Duterte, who also serves as the secretary of the Department of Education. Vice President Sarah Duterte delivered a speech on August 10, 2023.

In the dynamic landscape of educational reform and policy development, leaders often provide significant influence through their public addresses and speeches. This rhetoric can shape not only the direction of educational initiatives but also the broader social discourse surrounding them. One such significant moment in the Philippines' educational history was Vice President Sara Duterte's speech on the launch of the MATATAG K to 10 Curriculum. While this event garnered substantial attention, it also raised intriguing questions that raised further investigation through a critical lens.

This research endeavors to provide an in-depth examination of Vice President Sara Duterte's speech, elucidating the underlying linguistic features, discursive strategies, and social ideologies implications embedded within it.

The main objective of the study is to analyze VP Sarah Duterte's speech on the launch of MATATAG curriculum delivered on August 10, 2023 through Critical Discourse Analysis. Moreover, it aims to study how discourse analysis could be used and applied in analyzing a speech comprising the textual, discourse, and social dimensions.

While critical discourse analysis has been utilized in analyzing the linguistic and ideological elements of

*_*****MAEd-English Student, Graduate Studies, La Consolacion University, Malolos City, Bulacan, Philippines.

*****Professor, Graduate Studies Department, La Consolacion University, Malolos City, Bulacan, Philippines.

political discourse, limited attention has been given to scrutinize the discourse surrounding educational reforms in the Philippines. By critically analyzing Vice President Sara Duterte's speech, we aspire to shed light on the complex interplay between language, politics, and education, ultimately contributing to a more comprehensive perspective on discourse surrounding educational reform in the Philippines.

Critical discourse analysis is a research method for studying written or spoken language in relation to its social context. It aims to understand how language is used in real-life situations. Discourse analysis is a common qualitative research method in many humanities and social science disciplines, including linguistics, sociology, anthropology, psychology, and cultural studies (Lou, A. 2023b.) Basically, discourse analysis is used to research the use of language in context in a wide variety of social problems (Jansen, D. 2023).

Delivering a speech in a crowd requires intensive preparation. A lot of considerations shall be done especially on the content of the speech. The choice of words, the construction of each sentence, and the tone of your voice while delivering it are just a few of those considerations. It is also important that the content of the speech would align with how you deliver it.

To analyze the speech in its context, CDA incorporates a wide range of research techniques. Fairclough's three-dimensional framework, which includes textual analysis, discursive practice, and social practice (Fairclough, 1995), has become a cornerstone in the area. This multidimensional method enables researchers to unfold the complex relationships between linguistic choices, societal behaviors, and power systems. Furthermore, Julia Kristeva's concept of intertextuality underpins CDA's investigation of how texts reference and impact one another (Kristeva, 1986). These approaches provide researchers with the tools they need to explore the layers of meaning that are embedded in discourse.

Generally, textual analysis is a term used to study and understand texts. In a more comprehensive perspective, textual analysis is defined as a method of study utilized by researchers to examine messages as they appear through a variety of mediums. This method is fundamentally used in the field of communications and undeniably significant in the number of social sciences, humanities, and media studies (Smith, 2017; Stolle, 2023). Textual analysis in a qualitative manner utilizes a variety of theoretical traditions that fall under an interpretative umbrella (Smith, 2017), that describes function, content, and structure of messages contained in a text (Stolle, 2023). Second, studying discursive

practices involves paying attention not only to the production of meanings by participants as they employ in local actions the verbal, nonverbal, and interactional resources that they command, but it also requires attention to how employment of such resources reflects and creates the processes and meanings of the community in which the local action occurs (Young, 2008). Lastly, social practices mediate between social structures and social events. There are ways of filtering out (from all the possibilities allowed by the social structure) which events actually happen and which do not. Social practices are networked together. The way they are networked together can change over time. The articulations (connections) of different types of elements of the social world which are associated with particular areas of social life. One of the elements which social practices articulate (connect) is discourse (and therefore, language). The following are the five elements articulated in Social Practices: Action and Interaction, Social Relations, Persons (with beliefs, attitudes, histories, etc.), The Material World and Discourse (Haig, 2008).

The study could possibly contribute to the society's in-depth understanding on the real context of the speech on the MATATAG K to 10 Curriculum. Also, this study scrutinized the text, discourse and social ideologies presented in the speech.

The present study intends to contribute significantly to the fields of education, linguistics, and political science by undertaking a rigorous CDA of Vice President Sara Duterte's speech on the MATATAG K to 10 Curriculum launch.

In essence, the study goes beyond the surface-level analysis of speeches and delves into the underlying discourse mechanisms. By critically examining Vice President Sara Duterte's speech on the MATATAG K to 10 Curriculum launch, the researchers can contribute to a deeper understanding of the semiotics between language, politics, and education in the Philippines, ultimately enriching the comprehension of the broader discourse surrounding educational reform.

Theoretical Framework

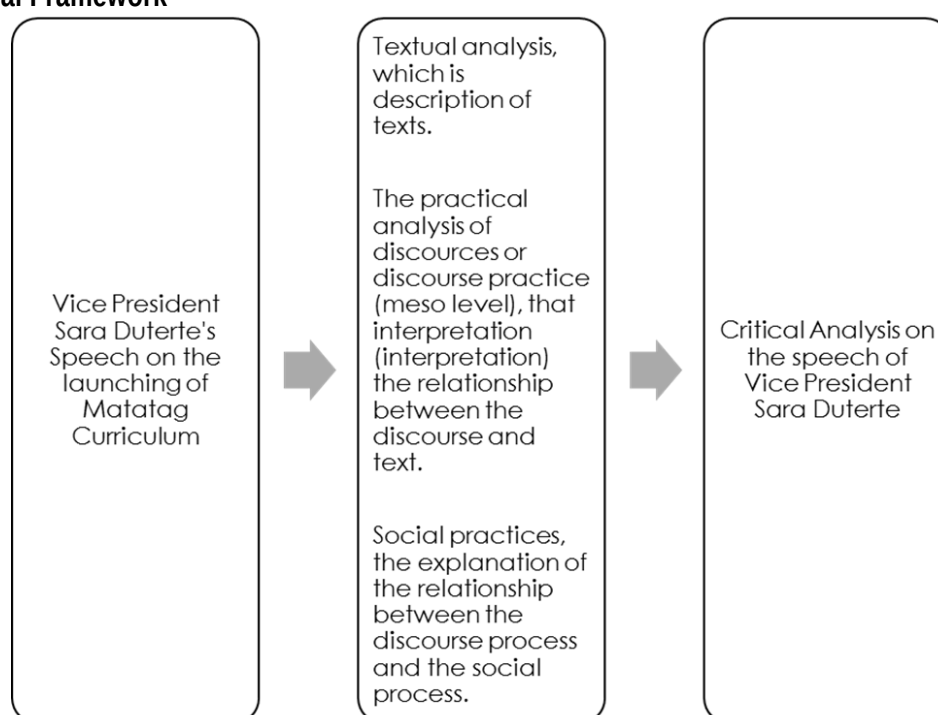
The study is grounded in the Critical Discourse Analysis stemming from the works of linguists and social theorists trying to challenge traditional linguistic paradigms during the late twentieth century. Notably, Norman Fairclough established CDA as a powerful analytical framework that analyzes how language both reflects and maintains socio-political institutions in his foundational work (Fairclough, 1989). CDA has progressed from a linguistic curiosity to a significant interdisciplinary strategy, tackling concerns ranging from politics and media to education and healthcare (Wodak, 2011).

The theoretical foundations of CDA are established in critical social theory. The insights of Michel Foucault concerning power dynamics and knowledge production created a solid foundation (Foucault, 1972). CDA employs a Foucauldian lens, stressing how language functions as a site of power struggles and a medium for ideological dissemination. Furthermore, Antonio Gramsci's concepts of hegemony and ideology help us comprehend how language both preserves and undermines dominant social structures (Gramsci, 1971).

To analyze language in its context, CDA incorporates a wide range of research techniques.

Fairclough's three-dimensional framework, which includes textual analysis, discursive practice, and social practice (Fairclough, 1995), has become a cornerstone in the area. This multidimensional method enables researchers to unfold the complex relationships between linguistic choices, societal behaviors, and power systems. Furthermore, Julia Kristeva's concept of intertextuality underpins CDA's investigation of how texts reference and impact one another (Kristeva, 1986). These approaches provide researchers with the tools they need to explore the layers of meaning that are embedded in discourse, specifically on the analysis of VP Sarah Duterte's speech during the launching of the MATATAG K to 10 Curriculum.

Conceptual Framework



The conceptual framework shows how the researchers conducted their research.

In the input, the actual speech of Vice President Duterte is included. The words being used, as well as its content. In the process, the speech was carefully analyzed by conducting textual analysis through transitivity, practical analysis of discourse and looking at the sociocultural practice to explain the relationship of the discourse process and the social process, and the make a conclusion on the Analysis of Vice President Sara Duterte's Speech on the launching of Matatag Curriculum as the possible output.

Statement of the Problem

This study aims to provide a multifaceted analysis of President Duterte's speech delivered during the launch of the MATATAG K to 10 Curriculum

through the lens of Critical Discourse Analysis. Specifically, the study sought to answer the following questions:

1. How can Duterte's speech on the launching of the MATATAG K to 10 Curriculum be analyzed in terms of transitivity and discursive practice?
2. does the Social Practice Level analysis show about Duterte's speech on the MATATAG K to 10 Curriculum?

Scope and Delimitation

The scope of this study only covers the analysis of VP Sara Duterte's speech about the launching of the K to 10 Matatag Curriculum. This includes the analysis of the following:

1. Textual analysis, which is description of texts.
2. The practical analysis of discourse or discourse practice (meso level), that interpretation

(interpretation) the relationship between the discourse and text.

Sociocultural practice, the explanation of the relationship between the discourse process and the social process.

Methodology

Research Design

The study is a qualitative method research that involves the collection of discourse as the data. The researchers utilized Critical Discourse Analysis to analyze, not just the microstructures, but also the transitivity, linguistic choices, intertextuality and social ideologies used in Vice President Sara Duterte's speech about the launching of K to 10 Matatag Curriculum.

Instrument of the Study

The study aims to scrutinize the speech on the launch of the Matatag Curriculum of Vice President Sara Duterte. No instrument has been developed by the researchers for the Critical Discourse Analysis of this study. Although, the transcript taken from the website of the Office of the Vice President was used as the discourse data of the study (https://www.ovp.gov.ph/post/vpsd-speech-launch-matatag-k-10-curriculum?fbclid=IwAR3gwtsY2qPo_dkZhR7xS3lsYkAQmStPulESt3xzaN4irPGsDAH-tmIZQ0E)

Data Gathering Procedure

In the scope of critical discourse analysis, the analysis of three-dimensional discourse proposed by Fairclough (1992) was utilized in this study. The three-dimensional discourse is a method that involves three levels of analysis: (1) textual analysis, which is the description of texts; (2) the practical analysis of discourse or discourse practice (meso level), that interpretation (interpretation) the relationship between the discourse and text; And (3) the sociocultural practice (sociocultural practice), the explanation of the relationship between the discourse process and the social process. This model analyses the text linguistically, by looking at linguistic choices, semantics, and pragmatics. It also incorporates intertextuality, how these interconnections are combined to form understanding (Yuniawan, Rokhman, Rustono, & Mardikantoro, 2017).

In addition to the first phase and in order to sort the data using CDA, identification methods were also be used. Identification means the determination of the data collected in the data corpus. The data sorting activities also used classification method. The classification in this study means the classification of data based on its similarities and differences in data identity.

In concerns to establish a higher 'accuracy' (see Armstrong, Gosling, Weinman, & Martaeu, 1997)

reliability in the manual document analysis, the researchers functioned as the coder. The researchers independently examined and fully coded the green discourse in terms of critical discourse elements. The researchers, acts as coder, conferred on the individual coding, which is made by dividing task; first rater and second rater and then reaching an agreement in cases where markings differed. The data were collected and analyzed in accordance with the formulation of the problem and research objectives.

Ethical Considerations

The following ethical considerations drawn up by the GREIP research group as a guideline for setting up and carrying out qualitative research (Dooly, Moore, & Vallejo, 2017) were put into place for this research undertaking:

1. Before embarking on any research project, the researcher carefully considers whether the study can cause potential harm to anyone involved. If the researcher identifies any possible ill effects, the researcher would seek the best approach to minimize these effects.
2. The researcher always provides sufficient information to reviewers, ethical board members and informants, if any, to fully comprehend the scope of any research project.
3. The researcher always obtains informed consent from all parties involved in the research prior to implementing the research project. This includes full disclosure of any anticipated risks to the subjects, whether the respondents were compensated in any way, the methodology to be used and data treatment. A compliance document between parties (researcher and/or research team and the informant) is signed by the individuals who are responsible for each institution (e.g. head researcher, head of school).
4. Requests for consent would always include the possibility of opting out of the research. In cases where opting out carries ethical issues of an individual being unable to partake in educational activities, the individual would take part in the research activity but data would not be collected whenever possible.
5. The researcher ensures confidentiality of all research subjects, including data stemming from systematic reviews of documents, which might be considered sensitive due to race, ethnicity, religion, politics, health, or sexual orientation.
6. In the case of compilation of personal data from the informants, data would only be gathered to further the study and would not be used for any other purpose. No extra personal data would be gathered that is not immediately pertinent to the study. The personal data would be carefully organized and managed to ensure that no unauthorized use is made of them.

7. Access to raw data collected by the researcher or under the aegis of the research team would only be allowed to members of the immediate research team (in the case of locally, nationally and internationally funded research projects), to doctoral students and their supervisors (in the case of doctoral studies) and to collaborating researchers who are fully accredited (e.g. completion of an international ethics research exam; demonstrable research trajectory), following explicit permission by the research members involved in the data collection and full disclosure to the informants.
8. The method of processing the data would not be fully disclosed. These methods include anonymizing the names of individuals and institutions, in the context of the study-the publishers, which can lead to recognition of the publishers such as locations, names of cities, etc.

Results and Discussion

This section deals with the analysis of the transcript from VP Duterte's Speech during the Launching of Matatag Curriculum. The analysis intends to reveal the linguistic relations in the discourse from three stages: textual, discourse practice, and social practice. At the first two stages, the linguistic choices of the texts are examined by using the analytical devices of Halliday's systemic functional grammar focusing on transitivity. The analysis of transitivity is limited to material, mental, verbal, and relational processes. At the third stage, the linguistic choices are explained in the light of wider social context in which the texts are produced.

Material Process

Material process is as a part of transitivity that shows the process of doing and happening. It shows something that has been done physically between two entities (animate or inanimate), in the clauses or texts (Dewi & Mahdi, 2020). According to Halliday (1994) "material processes are processes of 'doing'." They express the notion that some entity 'does' something-which may be done 'to' some other entity.

No.	Actor	Material	Beneficiary	Goal
1. Actor = DepEd Sector/Stakeholders				
1.1	DepEd	will give	curriculum	greater emphasis on the development of foundational skills such as literacy, numeracy, and socio-emotional skills to our Kinder to Grade 3 learners.
1.2	We	encourage	families	to revive the culture of coaching at home to complement our school-based efforts.
1.3	We	shall promote		a balance between intelligence of the mind and maturity of the heart.
1.4	Our	progressive and holistic approach	to education	fosters creativity, critical thinking, problem-solving, collaboration, adaptability, and digital and media literacy.
1.5	We	shall cultivate	in the hearts of our learners	the values necessary for developing their characters so that they become responsible, compassionate, and better individuals.
1.6	We	will harness		deep sense of identity as Filipinos in facing uncertainties and adversities as a nation.
1.7	We	aim to produce	learners	who are ready and equipped with the necessary knowledge and skills needed for them to shine on the competitive world stage
1.8	Sec. Liling	opened (binuksan)		the path of change that we are walking today for our students. (ang daan ng pagbabago na tinatahak natin ngayon para sa ating mga mag-aaral.)

Table 1: Sentences for VP Sara Duterte's Speech on the launch of K-10 MATATAG Curriculum Showing Material Processes

The analysis focuses on sentences from Vice President Sara Duterte's speech regarding the K-10 Matatag Curriculum. These sentences highlight various actors engaged in material processes, primarily represented by the DepEd sector and stakeholders.

In the analyzed sentences, the actor consistently portrayed is the DepEd sector/stakeholders, denoted by nouns such as DepEd, Sec. Liling, pronouns like 'we,' and possessive adjectives like 'our.' While 'we' and 'our' are used as agents of action, their specific representation remains unspecified. These pronouns could refer to teachers, curriculum developers, the Filipino populace, and Vice President Sara herself.

Sentences 1.6 and 1.8 lack explicitly stated beneficiaries. Conversely, sentences 1.1, 1.2, 1.3, 1.4, 1.5, and 1.7 distinctly outline beneficiaries. The sentences imply that curriculum, families, education, the hearts of learners, and learners themselves are the recipients of the actions as delineated in Table 1.

Analyzing the material processes in sentences 1.1, 1.2, 1.3, 1.4, 1.5, and 1.7 reveals actions carried out by actors represented by the pronoun 'we,' encompassing encouragement, promotion, cultivation, harnessing, and the aim to produce. Meanwhile, the action attributed to the actor represented by the "Department of Education" includes 'will give.' Additionally, the action ascribed to the actor depicted by the adjective 'our' is the progressive and holistic approach. Finally, 'opened' denotes the action executed by 'Sec. Liling' in sentence 1.8.

Ideology of collaboration, partnership, and cooperation

The analysis of material processes can be gleaned that the speech of Vice President Sara Duterte reflects the ideology of collaboration, partnership, and cooperation. The ideology of Collaboration, partnership, and cooperation has developed as one of the most important foundations of social, economic, and political development in contemporary society (Smith, 2018). Collaboration is defined as the process of working together to achieve a common objective (West & Lewis, 2018). It goes beyond typical hierarchical systems, emphasizing the value of collaboration and communal problem-solving.

Partnership, on the other hand, entails formal agreements or arrangements between entities such as organizations or governments to accomplish common goals (Austin & Seitani, 2012). Partnerships frequently combine resources, experience, and influence to address problems that would be difficult to manage alone. Cooperation is defined as people or groups willingly cooperating with others for mutual benefit (Axelrod, 1984). It may happen at many different levels, from interpersonal interactions to international diplomacy, and it promotes societal cohesiveness and kindness.

Vice president Sara Duterte's speech reflects the ideas of Collaboration, partnership, and cooperation by using the pronouns "we" and "our"; We encourage, We shall promote, Our progressive and holistic approach, We shall cultivate, We will harness, We aim to produce. These statements imply that a goal/target to achieve will not be possible if only one person will do and perform the duties. Hence, collective actions between the Department of Education and the stakeholders must take place to achieve common goal – to foster and deliver effectively necessary knowledge to the learners.

The ideology of collaboration, partnership, and cooperation has become a central issue in a developing society. As individuals, organizations, and governments recognize the value of working together to achieve common goals, these concepts will continue to shape our interconnected world.

Relational Process

Transitivity is a proper of verb that relates to whether a verb can take direct object and how many such objects a verb can take. It also refers to a system for describing the whole clause, rather than just the verb and its object. There are three basic elements to all process structures of transitivity; the process itself, the participant in the process, and the circumstances associated with the process. The process itself is the central to transitivity (Marbun, 2017). There are different types of Transitivity Process namely: Material, Mental, Verbal, Existential, Relational, and Behavioral. Relational processes obligatorily require two participants. In a finite clause, you cannot and do not have a relational process with only one participant. Relational processes are concerned with being, possessing, or becoming.

No.	Carrier	Attributive	Attribute/Possessed
1.	Your help and support	are	truly important to DepEd and to the success of the reform agenda.
2.	The entire Department	is	grateful to know that we are not alone in our mission.
3.	Your role and contributions	are	deeply valued.

4.	You	are	deeply valued.
5.	the curriculum	was	overloaded with too many lessons or subjects.
6.	Both teachers and learners	were	overburdened with lessons and other school tasks and activities.
7.	The result	was	devastating for our learners.
8.	the new curriculum	is	a labor of love between DepEd and international and local academics, the private sector, government agencies, and education stakeholders.
9.	The curriculum	also features	clearer articulation of 21st-century skills.
10.	The new K to 10 curriculum	will	integrate peace competencies — highlighting the promotion of non-violent actions and the development of conflict-resolution skills in learners.
11.	This curriculum	will be	integral to DepEd’s MATATAG Agenda, unveiled in January this year.
12.	The MATATAG curriculum	will	ensure that in our schools, learners will master their literacy and numeracy skills.
13.	our MATATAG curriculum	will	reintroduce the basic foundation of education to our learners — the literacy and numeracy competencies
14.	genuine and lasting wisdom	is	a matter of the heart.
15.	The Filipino diaspora	is	characterized by various realities

Table 2: Sentences from the Speech Showing Relational Processes

Emphasis on the existing and new curriculum

One of the social ideologies arose in the relational processes of Sara Duterte’s speech was the emphasis on the existing and the newly-launched K-10 Matatag Curriculum. This was very evident in sentences 5, 6, and 7 where she mentioned the burdens of teachers and learners brought by the existing curriculum. There was a poor performance among the Filipino learners in terms of numeracy and literacy in the past years. Aside from that, both the teachers and the learners were also overburdened by the lessons, school tasks, and activities. As a result, there was no really focus on the mastery of learning per subject. To solve this problem, the department thought of revising the curriculum and thus, the K-10 Matatag curriculum was born. The features of the new curriculum were evident in sentences 8, 9, 10, 11, and 12. She gave emphasis on how this new curriculum will master their numeracy and literacy skills or the basic foundation of education of the learners. She also mentioned that this curriculum will integrate peace competencies — highlighting the promotion of non-violent actions

and the development of conflict-resolution skills in learners.

Mental Process

A simple functional description of a verb as ‘a doing word’ does not by any means fit all processes, which suggests that it is needed to establish other categories apart from material processes because people are not always talking about concrete processes of doing. They often talk about what they think or feel (Marbun, 2016).

Mental Processes encompass the senses of feelings, thinking, and perceiving. They include two participants: the first one is the sensor which is the conscious being, and the phenomenon which is the sensed, felt, or thought (Transitivity n.d.). Mental processes can be subdivided into (Halliday, 1985:106-111): 1. Perception processes such as seeing, hearing, etc.; 2. Affection processes such as liking, fearing, etc.; 3. Cognition processes as in thinking, knowing, etc.

No.	Sensor	Mental	Phenomenon
1.	Department of Education	desire to change	the learning landscape of the Philippines for the sake of the future of the learners

Table 3: Sentence from the Speech Showing Mental Process

The table shows the sentence from the speech showing mental processes. Based on the gathered result, only one (1) sensor is present in the speech, specifically, the Department of Education. The mental processes are encoded as common and easy-to-grasp and comprehend verbs (desire to change) this verb phrase refers to perception and the entity that is being described becomes the phenomenon, namely, ‘the learning landscape of the Philippines for the sake of the future of the learners’. This is in correlation with what (Halliday, 1985) mentioned that mental processes are subdivided into three processes, perception, affection, and cognition.

The DepEd’s desire to change the educational landscape

One social issue that arises in the mental processes of Vice President Sara Duterte’s speech on the launch of the K to 10 MATATAG Curriculum is the desire to change the educational landscape. This was stated in the speech as she explained the DepEd’s programs and reforms, “Pursuing these reforms has been marked by foresight and demonstrated DepEd’s desire to change the learning landscape of the Philippines for the sake of the future of our learners”. The Department of Education desires to pursue the change in the educational landscape because of the following reasons:

- in the past years, the performance of Filipino learners has been poor in national and international assessment
- the curriculum required the instructors to teach an excessive number of learning competencies
- it compromised the mastery of fundamental skills such as reading and solving simple math problems

According to VP Sara Duterte, to avert further learning losses, the curriculum had to undergo necessary revisions. Among the revisions in the K to 10 program include reducing the number of competencies, and giving greater emphasis on the development of foundational skills such as literacy, numeracy, and socio-emotional skills to our Kinder to Grade 3 learners. The MATATAG curriculum is intentionally made to produce competent, job-ready, active, responsible, and patriotic citizens of this country.

Mental processes have also shown an effective way for the vice president to express, explicate, and build relations with the students, parents, teachers, schools officials and stakeholders as she continually embodied her emotion by desiring to change the educational landscape of the Philippines and to provide solutions for the sake and future of our learners.

Verbal Process

Halliday (1994:140) states that “verbal processes are processes of ‘saying’.” Verbal processes represent the process of saying, or more accurately, of symbolically signaling. It is intermediate between mental and material processes: saying something is a physical action that reflects a mental operation (Marbun, 2016).

The participants in the verbal process are the sayer (the addresser), the receiver (the addressee, or the entity targeted by the saying, and verbiage (the content of what is said or indicated) (Transitivity n.d.). Verbal processes also occupy high proposition and it is necessary to study the significance of them. They are identified by a verb like “say”, “tell”, “talk” etc. the content of each saying is called verbiage.

No.	Sayer	Verbal	Receiver	Verbiage
1.	Vice President Sara Duterte	call on	the teachers and	Vice President Sara Duterte

Table 4: Sentence from the Speech Showing Verbal Process

The table shows the sentence from the speech showing verbal processes. In the analysis made, the sayer is ‘Vice President Sara Duterte’ and the verbal processes found in the speech produced in the form of ‘call on’ down to the receiver ‘the teachers and all school officials’ and verbiage ‘to ensure the efficient and effective implementation of the program’. The sentence is identified as positive for it promotes to the reader a feeling that the person is in a positive sense of such ‘calling on the teachers and all school officials to implement the program efficiently and effectively’. This is associated with what (Chen 2005:39) states that positive verbal processes, finally, were those which ‘somehow promote in the reader a feeling that the person whose words are being reported is wise, authoritative, benign or in

some other sense positive’ and in are identified in three sub-categories – positive, negative and neutral (Chen, 2005).

The role and responsibility of teachers and all school officials in the implementation of the program

One of the social issues that the Department of Education facing now aside from the curriculum itself is the implementation of the program, and the role and responsibility of the teachers and all school officials are needed for it to become successful. Subsequently, VP Sara Duterte as the need arose stated in her last few lines, “I call on all our teachers and all school officials across the country to ensure the efficient and effective implementation of the program”. She also mentioned in her speech that the

MATATAG curriculum is “a significant leap towards a better, more promising future for our learners and it offers a glowing promise in the campaign to improve the country’s basic education as it brings to life our dreams and aspirations for our learners and our country.” Some of the roles and responsibilities of the teachers that should be implemented in the MATATAG curriculum are as follows:

- the knowledge offered to the learners should be relevant and the skills should be developed, applicable, and responsive to the demands of the world
- reintroduce the basic foundation of education to learners – literacy and numeracy skills
- promote a balance between intelligence of the mind and maturity of the heart
- harness a deep sense of identity as Filipinos in facing uncertainties and adversities as a nation
- produce learners who are ready and equipped with the necessary knowledge and skills needed on the competitive world stage

However, launching the K to 10 curriculum requires and demands extraordinary effort, time, commitment, and dedication from our teachers and school officials, and this would not have happened without the support and help of the office of Vice President Sara Duterte and the Department of Education. Hence, embracing this transformative change and complete successful implementation of the launched K to 10 MATATAG Curriculum lies now in the hands of the teachers, together with the shared responsibility of the learners, stakeholders, and all school officials.

The verbal processes used in the speech showed its effectiveness in highlighting the main concern of VP Sara Duterte in implementing the curriculum, especially on the rising need for teachers and school officials across the country. Even though verbal processes did not appear as frequently as material and relational processes, they helped build personal connection among the teachers and school officials and Vice President Sara Duterte making it easier for them to positively accept and recognize the message.

Conclusion

Through the consideration of the Critical Discourse Analysis, the following conclusions were drawn:

1. VP Sara Duterte’s speech underscores collaborative action, emphasizing shared responsibility for educational reform. The Department of Education and stakeholders jointly aim for change, using phrases like “We encourage,” “We aim to produce,” signaling a collective push for improvement;
2. The speech highlights existing educational challenges and the shift to the K-10 Matatag Curriculum, prioritizing foundational skills and

peace competencies. It acknowledges past shortcomings and outlines a path for a more robust educational foundation;

3. The speech reflects a strong desire to enhance the education, responding to poor learner performance and curriculum overload. The call for curriculum revision signifies efforts to nurture responsible citizens.
4. VP Duterte’s address urgently calls upon teachers and officials for active participation in implementing the MATATAG Curriculum, emphasizing shared responsibility and commitment.

The following recommendations are hereby offered based on the social ideologies presented in the speech:

1. Leverage the collaborative effort highlighted in the speech to establish task forces or committees involving educators, curriculum developers, and stakeholders.
2. Prioritize professional development programs geared toward enhancing educators' ability to facilitate foundational skill mastery. Design training modules focusing on literacy, numeracy, and the integration of peace competencies as emphasized in the speech.
3. Offer targeted support programs to teachers to address the challenges highlighted in the speech. Provide training sessions focusing on innovative teaching methodologies and stress management to cope with curriculum changes effectively.
4. Facilitate dialogue and feedback sessions to ensure collective understanding and commitment.

Future researchers can deal into the linguistic analysis of speeches or texts using systemic functional grammar tools. Exploring additional linguistic elements beyond transitivity, such as mood and theme, could provide a more comprehensive understanding of discourses.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

References

1. Andrews, J. W., Murry, A., & Istvanffy, P. (2023). Alphabetical list of updated references used in the study.
2. Axelrod, R. (1984). *The Evolution of Cooperation*. Basic Books.
3. Austin, J. E., & Seitanidi, M. M. (2012). *Collaborative Value Creation: A Review of Partnering Between Nonprofits and Businesses*. Part I: Value Creation Spectrum and

- Collaboration Stages. *Nonprofit and Voluntary Sector Quarterly*, 41(5), 726-758.
4. Chen, Lily (2012). *Analysing Attitude: Positive Verbal Process Sub-Functions and Department of Education*. (2023). MATATAG Curriculum. Retrieved from <https://www.deped.gov.ph/matatag-curriculum/>
 5. Dewi, O.C. & Mahdi, S. (2020). Material Processes in the Singaporean Online News on Forest Fires Issue. *International Journal of Systemic Functional Linguistics*. <https://doi.org/10.55637/ijsl.3.1.1796.30-36>
 6. Discursive practice in language learning and teaching (2021). English. <https://english.wisc.edu/publications/discursive-practice-in-language-learning-and-teaching/#:~:text=DiscursivePracticeisatheory,toacomunityofspeakers>
 7. Dooly, M., Moore, E., & Vallejo, C. (2017). Research ethics. *Qualitative Approaches to Research on Plurilingual Education / Enfocaments Qualitatius per a La Recerca En Educació Plurilingüe / Enfoques Cualitativos Para La Investigación En Educación Plurilingüe*, 351-362. <https://doi.org/10.14705/rpnet.2017.emmd2016.6>.
 8. Fairclough, N. (1989). *Language and power*. Longman.
 9. Fairclough, N. (1992). *Discourse and text: Linguistic and intertextual analysis within discourse analysis*. *Discourse & Society*, 3(2), 193-217. <https://doi.org/10.1177/0957926592003002004>.
 10. Foucault, M. (1972). *The archaeology of knowledge*. Pantheon.
 11. Gramsci, A. (1971). *Selections from the prison notebooks*. International Publishers.
 12. Halliday, M.A.K (1994). *An Introduction to Functional Grammar* (2nd ed.) London: Edward Arnold.
 13. <https://www.alvinleong.info/sfg/sfgtrans.html>
 14. <https://www.semanticscholar.org/paper/Processes-Types-of-Transitivity-System-in-the-Marbun-Yanti/8604b432dca3feafaf8754ed107c37333768c1d1>
 15. Jansen, D. (2023). What (Exactly) is discourse analysis? Grad Coach. <https://gradcoach.com/discourse-analysis-101/>
 16. Kristeva, J. (1986). *Word, dialogue, and novel*. Columbia University Press.
 17. Luo, A. (2023b). *Critical Discourse Analysis | Definition, Guide & Examples*. Scribbr. <https://www.scribbr.com/methodology/discourse-analysis/>
 18. Media Bias. https://www.sdu.dk/-/media/files/om_sdu/institutter/isk/forskningspublikationer/rask/rask+25/lily+chen+nyt+format+2555.pdf