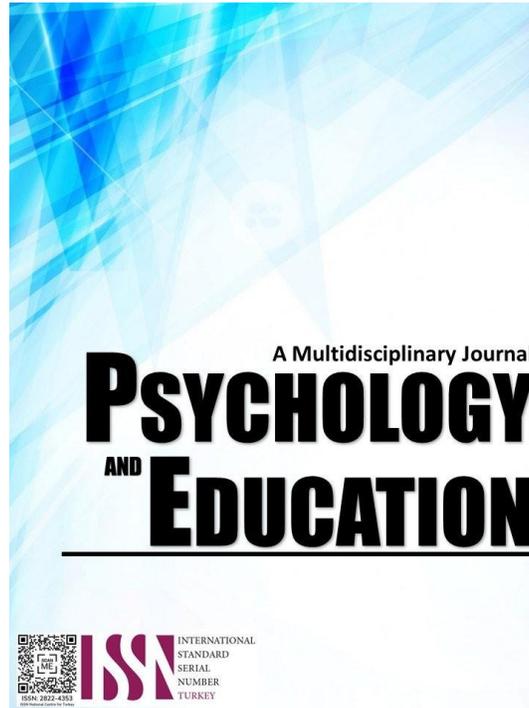


STRUCTURAL EXPLORATION OF THE MEMORANDA OF COMMISSION ON HIGHER EDUCATION REGION XI: A GENRE ANALYSIS



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Structural Exploration of the Memoranda of Commission on Higher Education Region XI: A Genre Analysis

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Abstract

This qualitative move analysis study determined the structure of memoranda and ascertained the dominant moves present in the memoranda written by the Commission on Higher Education Region XI. This study examines the intricacies of crafting a comprehensive memorandum, focusing on the strategies employed by esteemed organizations, such as the Commission on Higher Education (CHED). This study draws on Hyland's (2000) adapted framework, which employs a five-move classification of rhetorical moves. This framework identifies and elucidates five key moves: Introduction, Purpose, Method, Result (Product), and Conclusion. Through an analysis of fifty-one (51) memoranda of the Commission on Higher Education, the study highlights the significance of each move in shaping the discourse genre memorandum embodies in its utmost intention. By understanding and implementing these strategies, students can enhance the quality and coherence of their writing memoranda and gain insight into the culture of CHED's memoranda writing, thereby contributing to the advancement of knowledge in their respective fields.

Keywords: *Commission on Higher Education, genre analysis, memoranda, move analysis, structural exploration, Region XI*

Introduction

A memorandum is a crucial component of communication within an organization. Guffey and Du-Babcock (2019) emphasized the importance of clear communication in fostering relationships among members of organizations and institutions. In recent years, writing a well-constructed and comprehensive memo has posed challenges to writers. According to Lester (2019), common issues in written memoranda include a lack of confidence and poor organization. Wang (2020) postulated that there are students who struggle to decipher and comprehend written legal documents due to the technical and legal terms used. There are also learners grappling with the language and proper structure of technical documents, as well as their characteristics, which suggest the causative root of insufficient background and knowledge in the actual crafting of legal communication documents (Chong & Chin, 2018).

In global settings, particularly at Alawdah Company in Saudi Arabia, a study has undermined the significance of technicality and the structure of memoranda. As Janouzas, Sanders, & Veiga (1989) mentioned in their publication, a memorandum is one of the most underrated and often overlooked sources of conflict and misunderstanding in organizations. Alawdah employees recognized that a lack of in-depth knowledge about the structure and technical aspects of memoranda had a negative impact on their performance, including a loss of supervision and communication (Alatawi, 2019).

In Ilocos Norte, a study was conducted to determine the lexical and structural characteristics of Department of Education memoranda. The study revealed that there is no definite structure or lexical limitations in their memoranda. However, another surfacing concern is the noticeable number of novice individuals who still misunderstand the process and structure of the memorandum (Madrunio, 2022). On the other hand, the students of Business Administration in Sorsogon manifested difficulties in crafting formal letters such as memoranda, letters, and the like (Medalla & Viloso, 2019).

In Davao del Norte, specifically at the Kapalong College of Agriculture Sciences and Technology, there is a noticeable exhibition of weak technical writing skills among students, particularly in the Business Administration programs. It includes the difficulty of writing formal documents such as Memoranda of Agreement, Memoranda, and communication letters. There is a significant need for acquiring knowledge of writing these documents, as it was still perplexing to most students and instructors on campus (Libago, 2023).

The study requires urgent research attention for several reasons. The study highlighted its significant potential to enhance the quality of academic discourse. This investigation is vital as it delved into the strategic structuring of memoranda, offering a valuable tool to refine their communication skills. An in-depth understanding of moves and encompassing structure will empower students to present information with heightened clarity and persuasiveness, amplifying the impact of their academic and socio-linguistic contributions. Moreover, as the educational landscape grows increasingly competitive, mastering the art of rhetorical move analysis has become imperative for researchers aiming to stand out. This study will not only contribute to enhancing professional communication but also provide students with a competitive advantage. This will enable them to craft effective communications, particularly memoranda and similar documents, that encapsulate necessary information and distinguish their work in a crowded scholarly environment. Additionally, this research attention is crucial for technical writers aiming to devise inquiries that will strategically build upon existing knowledge, fostering a more nuanced and effective approach to discourse inquiries.

The study by Williams et al. (2019) explored the intricacies of various memoranda. They found that a common issue with formal documents, such as memos, is the difficulty students face in coming up with a comprehensive and well-structured document. On the

other hand, Abdullah's (2018) study revealed the significance of move-sensitivity in written memoranda. Welker et al. (2009) conducted a test with 96 graduate and undergraduate students to identify common errors in memo writing. The study generated the conclusion that 'writing' is a difficult task and the skill has to be learned and practiced. The study also discussed that teaching writing skills is not easy and cannot be improved simply by making students aware of their conventional errors in memorandum writing. As Shahsavar and Kourepaz (2020) found in their study, 40% of the memoranda lacked a clear understanding of the memoranda organization, which highlights a significant fact: memoranda must be closely studied to understand the moves and common distinctions across various fields of study.

The aforementioned studies examined common misconceptions and issues in writing memoranda. The research results and findings of these studies address the research gap of this study – the limited exploration of cultural nuances and disciplinary variations in the employment of rhetorical moves in memoranda. While existing literature may emphasize general strategies, there is a gap in understanding how these rhetorical moves vary across different academic disciplines and cultural contexts, such as the specific functions of rhetorical moves in memoranda. This gap is particularly relevant in the context of the Commission on Higher Education Region XI.

This includes the intricate structure, move-sub-move characteristics, and the overall organization, as manifested by the CHED memorandum, which received less attention. By examining the move patterns within the memoranda, this research illuminated the misconceptions that lead to resolutions on how students and language practitioners negotiate the conventions of this genre, thereby contributing to a more comprehensive understanding of how academic discourse is constructed and providing valuable insights for memoranda writing and comprehension. Likewise, the findings will be used to teach college students enrolled in Technical Writing and Business Language Communications how to write memoranda.

In addition, this study aims to provide a more comprehensive and detailed understanding of the nuances and moves of CHED memoranda. The results and findings of this study will be made available for utilization in future research endeavors. This study will also be accessible to the public, allowing them to understand the various rhetorical moves employed in communication letters, such as memoranda. Above all, this study will serve its utmost value when it is disseminated not just in the confines of the Kapalong College of Agriculture, Sciences, and Technology but also to a wider audience.

Research Questions

The study aimed to evaluate the memoranda of the Commission on Higher Education Region XI, specifically, this study sought to know:

1. What are the moves found in the memoranda written by the Commission on Higher Education Region XI?
2. What is the most frequent move structure found in the memoranda written by the Commission on Higher Education Region XI?
3. What is the overall structure of the memoranda written by the Commission on Higher Education Region XI?

Methodology

Research Design

This study employed a qualitative research design, utilizing genre analysis. Genre analysis is a qualitative method of analysis that examines how language is used within a specific context. Furthermore, genre analysis is an analytical framework that not only reveals the utilizable form-function correlations but also significantly contributes to our understanding of the cognitive structuring of information in specific areas of language use (Bhatia, 2020).

In this study, a qualitative research design was employed to understand the concept of CHED memoranda, as the study involved a variety of analytic procedures in the collection and authentication of corpora in a systematic and descriptive manner. Therefore, this study aimed to understand the context of the corpora that present problems with comprehension and construction of memoranda, thereby facilitating a better understanding of people in society.

In this study, genre analysis is appropriate because it is a component of a genre-based approach that emphasizes the writing conventions of a specific genre. Furthermore, it investigated the rhetorical move information and the logical arrangement of each move in every text type. It also examined the text and the content of the memoranda for further understanding.

Therefore, this study explicitly employed genre analysis, as Hyland (2015) posited, to organize various classifications. A study must set up and distribute the key linguistic features and move structure within a particular genre.

Correspondingly, qualitative analysis is heavily dependent on the researcher's analytical and integrative skills, as well as their personal knowledge of the social context in which the data were collected. Qualitative research was designed to reveal meaning that provides insight into the experiences or results that are typically measured by quantitative research. Moreover, this study investigated the existing moves, employed structure, and the overall content organization in the memoranda. Qualitative research has the potential to create new theories that can be tested through further research using the inductive method (Crossman, 2017).

Instrument

Qualitative research requires relevant and accurate data from the chosen research samples. Thus, in this study, the researcher gathered important data by determining which sample of the genre was used. As Braun and Clarke (2013) implied, the materials used were categorized by the type of data collection and the number of research materials to focus on.

The research materials for this study were the memoranda written and distributed by the Commission on Higher Education of Region XI. The goal was to analyze the moves found in memoranda, move structure, and overall structure of memoranda written by the Commission on Higher Education – Region XI.

As such, this study utilized fifty-one (51) memoranda written by the Commission on Higher Education (CHED) Region XI. They were gathered from the online repository of CHED Region XI. It consisted of two (2) classifications of memoranda, namely: Memorandum from the Regional Director (MRD), and the Regional Memorandum (RM). Adhering to Clarke and Braun's (2013) recommendations, the current study utilized a corpus-based approach with a target range of 10-100 entries. Hence, a total of 51 memoranda was considered adequate for the scope of this study.

To ensure a thorough analysis, the memorandum must be a genuine issued memorandum of Region XI. The three (3) main questions were used. The three research questions were used to determine the moves found in the memoranda written by the Commission on Higher Education Region XI. Additionally, this study examined the rhetorical structure of memoranda written by the Commission on Higher Education Region XI, as well as the overall organization of the memoranda written by CHED Region XI. These questions helped the researcher gather accurate data, providing answers to the study.

The researcher selected and used the research corpora with the following set of criteria: (a) memoranda sourced exclusively from the website of Commission on Higher Education Region XI; (b) memoranda of two classifications, namely: Memorandum from the Regional Director (MRD) and Regional Memorandum (RM) from entire Davao Region; and (c) memoranda spanning from 2021 up to the present. Furthermore, to avoid confusion, each memorandum was labeled with an abbreviation, followed by a number. For instance, the memoranda were labeled as CM_01, CM_02, CM_03, and so forth. This approach enabled the researcher to track the data and facilitate the analysis process.

Furthermore, it is crucial to stress the importance of considering the confidentiality of the involved names in the memoranda before initiating the corpus collection process for this study. The researcher took great care to ensure that the names and signatures in the corpora were concealed with utmost effort, guaranteeing adherence to both legal and ethical mandates. This careful approach protected the rights and privacy of the people who were included in the corpus, as well as the integrity of the research process.

Procedure

Step-by-step procedures were followed in all studies to ensure accurate results throughout, as suggested by Creswell (2009). The following steps were taken to achieve successful and productive results.

First, the researcher accessed the official website of the Commission on Higher Education (CHED) Region XI. Then, the researcher downloaded the selected memoranda from the e-resources section of the website, ensuring that each document met the selection criteria mentioned above.

After the analysis, the researcher gathered data to help obtain clear and relevant results of the genre analysis on memoranda of the Commission on Higher Education (CHED) Region XI. Lastly, the results of the analysis were carefully presented and discussed. The data was analyzed and explored based on the problem of the study. Related studies and literature supported the results to specify the idea.

Data Analysis

To find answers to the research questions, a total of fifty-one (51) memoranda were included in the analysis.

The fifty-one (51) memoranda of CHED Region XI were selected from the e-resources under the issuance section of their website. After collection, the gathered data were analyzed by the researcher using a genre-based approach and Hyland's Framework Five-Move for rhetorical analysis to determine the rhetorical structures, the move-step structure, and the overall organization found in the memoranda of CHED Region XI.

Qualitative analysis was systematically employed in organizing the data, which involved working, organizing, and breaking it down into manageable pieces. This process involved synthesizing, searching for patterns, and discussing what was important and what could be learned. Thus, this study required an in-depth analysis of the raw data, considering its logical meaning and categories.

The first research question was answered by Hyland's (2000) Five-Move Classification of Rhetoric Moves. The perceived flow of the memoranda includes Introduction, Purpose, Method, Result (Product), and Conclusion. The Introduction (I), the first move, entails the opening of the memoranda. This encompasses the effective paragraph opening of the memo, as well as its qualities and characteristics. Purpose (P), the second move, involves the dissemination of information or the intent to persuade readers to take action. Method (M), the third move, details the strategies and actions the recipient of the memorandum can take to achieve the goal of the communication.

Result (Product) (R), the fourth move, specifies the desired outcome of the requested action. Lastly, the Conclusion (C), the last move, focuses on the concluding remarks of the memoranda.

Primarily, this study was done by compiling the memoranda of the Commission on Higher Education Region XI. These memoranda were selected using specific criteria to ensure their suitability as research materials for this endeavor. The materials must be a memorandum released by CHED Region XI from 2021 to the present, 2024. Therefore, these memoranda were coded with CM, which stands for CHED Memorandum, followed by a corresponding number.

The second question was answered by identifying the structure that the Memoranda of the Commission on Higher Education of Region XI embodies, which was still based on the Five-Move Framework of Hyland. The totality of the structure exemplified by the CHED Memoranda, categorized by different classifications, satisfied the inquiry of the second question. This allowed the researcher to analyze how the Commission on Higher Education structures its memoranda over three years. Additionally, this research question was analyzed using a frequency distribution, which will lead to a more comprehensive analysis of the recurring moves in the CHED memoranda.

The third question was answered by the outcome of the analysis using Hyland's Five-move framework. CHED Memoranda. The overall organization of CHED RO XI memoranda determined the nuance of how the Commission on Higher Education Region XI organized the contents of its memoranda. This allowed the researcher to infer the organization strategy employed by CHED RO XI compared to Hyland's Five-Move Framework.

Ethical Considerations

To ensure good research practice, the ethical codes were given importance, wherein the confidentiality of individuals who signed the chosen fifty-one (51) memoranda as samples for this study was observed and applied.

The main concerns of this study were the written and distributed memoranda of the Commission on Higher Education Region XI. This was to preserve the significant information, including names with signatures and contact numbers. Thus, the researcher adhered to the ethical standards outlined in the Belmont Report, published in 1974.

Regarding the participants, the researcher was obligated not to publicly disclose the weaknesses of the sample data gathered during the conduct of this study. Self-sufficiency was avoided to maintain a harmonious relationship between the individuals involved in the memorandum and the researcher of this study. To address this component, the research objectives and methodology were carefully employed and observed. To address this, the researcher vowed to uphold respect throughout the conduct and presentation of the study (Creswell, 2012).

In this study, CHED memoranda were downloaded from CHED's official website and used as research materials. To establish this principle, the CHED memoranda were not considered as owned by the researcher, but rather belonged to their rightful owners. Additionally, the researcher ensured that the identities of the people involved and those who contributed to the document were kept anonymous. The researcher assigned each person involved a respective pseudonym to facilitate this process.

Furthermore, to comply with the Data Protection Act, the documents used for analysis were stored in Google Drive with a strong password that was known only to the researcher. The documents were downloaded from the official website, and all research data or information was kept in a password-protected folder. No names were mentioned during the presentation of themes or during the discussion.

Benevolence refers to making efforts to secure the well-being of the owners of the research that was utilized in this study or to maximize the possible benefits of the research and minimize its possible harm. The key to this was that research had both risks and benefits, ensuring they were balanced. As suggested, the researcher had to ensure that the sample data gathered during the conduct of this study were equitably selected (Belmont Report). To establish benevolence, the researcher ensured confidentiality regarding the personal identities of the individuals in the selected fifty-one (51) memoranda, which was achieved through anonymity. The results of this study served as a basis for researchers to construct comprehensive and sound memoranda in the future.

Justice, as cited by Bloom (2006), requires a reasonable allocation of risks and benefits as part of the research findings. It was accomplished by employing appropriate methods of data research, analysis, and presentation (Cohen & Crabtree, 2016).

To uphold justice in this study, the researcher examined the CHED memoranda, which were acquired from the CHED website. In the memorandum used in the study, the researcher obscured and concealed the names of the parties involved. Additionally, the researcher paid close attention to details to preserve the reputation of the institution and those involved in the study. As such, readers comprehended the very nature and goal of this study, and precise information was clarified and described.

Additionally, it was vital to acknowledge the contributions of all participants, as they were integral to the success of this endeavor. Finally, the study's required level of objectivity was maintained by the researcher through the academically correct and aware use of terminology.

To further ensure that justice was addressed in this study, the researcher adhered to inclusion criteria for the research materials when selecting the document file to serve as the corpus. The researcher also set aside any biases or preconceptions she may have had about



the study. It aided her in guaranteeing the research’s objectivity and neutrality. The researcher therefore presented the genre analysis results to the panel of experts to validate the study’s analysis and interpretation to ensure that the principle of justice was embodied.

Lastly, throughout the investigation, the researcher ensured that all the concepts described above were taken into account, as recommended by Mark et al. (2005). This was done in order to safeguard both the research corpora and the participants’ legal rights. As advised, the researcher ensured that the study corpora were protected, preserving data rights without compromising the integrity of the paper. Most importantly, the researcher ensured that every phrase was chosen fairly and that no choice yielded a detrimental impact on the researcher or the study materials.

Results and Discussion

This section contains the move analysis of the move sequence or structure, the overall organization of the selected memoranda written by the Commission on Higher Education of Region XI. Following the data gathering conducted, the following sections of the paper present the moves identified in the memoranda, the move structure, as well as the overall structure of the memoranda written by the Commission on Higher Education of Region XI.

Moves of the Memoranda Written by the Commission on Higher Education Region XI

In the present study, the memoranda were subjected to scrutiny for their move structure or move sequence, based on the framework of Hyland (2000), which outlines the effective structure of memoranda. The analysis yielded the following results, as examined through an objective review of the memoranda. Additionally, the analysis and review were validated through consultation with a peer debriefer to ensure the consistency and validity of the results.

Move 1: Introduction

In writing the memoranda, the introduction is the first step that the writer must accomplish to effectively turn in the output. This is part of the memoranda that tackles and mentions the law, the Republic Act, or the context aligned with the intent or purpose of the memoranda. It encapsulates the elaboration of the core ideas or concepts deliberately discussed in the memoranda. It usually identifies the law, circular, or order to which the memorandum is anchored. In comparison, among these strategies, the written memoranda of CHED Region XI typically employ a structure that illustrates alignment with an existing act/law/circular and elaborates on the context and content of the intention behind the memoranda being issued to its constituents.

Table 1. List of Initials or Codes Used and their Corresponding Meanings

Initial/Code	Meaning
CM	CHED Memorandum
M	Move
MS	Move Structure

Table 2. Moves Found in the Memoranda Written by CHED Region XI

Moves	Structure	Code	Sample Statement
Introduction	Illustrates alignment to an existing act/law /circular	CM_01	In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the “Higher Education Act of 1994,
		CM_06	In accordance with the pertinent provisions of CHED Memorandum Order (CMO) No. 08 s. 2019, “Policies and Guidelines for CHED Scholarship Programs (CSPs)”, CMO no. 30 s. 2016...and CMO. No. 02 s. 2020 “Amendments to Sections III, IV, V, VI and VII of CMO No. 30 s. 2016 entitled “CMO No. 30 s. 2016 ... Pursuant to the issuances of the UniFAST Memorandum Circular Nos. 01 and 02 series of 2022, otherwise known as the “Amended Tertiary Education Subsidy (TES) Guidelines of 2022 and “Amendment to Memorandum Circular No. 2 series of 2021 entitled “Guidelines of Implementation of the Tulong Dunong Program for Academic Year 2020-2021 and onwards”, respectively,
		CM_13	This has reference to the implementation of the Memorandum Circular No. 1 s. 2022 or the Amended Tertiary Education Subsidy Guidelines of 2022 and the Tulong Dunong Program (TDP) for Academic Year 2020-2021 and onwards. The said guidelines mandate the Regional Office to conduct validation on the status of the TES and TDP grantees.
		CM_30	In reference to the Memorandum from the Office of the Chairperson, Commission on Higher Education, dated July 11, 2022,
		CM_35	The Commission has approved the adjustment of the Regional Inflation Rate (RIR), which is one of the factors to be considered in determining the reasonableness of all charges, increases and impositions on tuition and other school fees by HEIs. In the interim, the Commission shall adapt the inflation rate of 5.5% for areas outside of NCR, as published by the Philippine Statistics Authority (PSA). The rate is based on the Summary Inflation Report Consumer Price Index for May 2022 as presented



		<p>during CEB Meeting on June 21, 2022.</p> <p>Per Executive Order No. 66 s. 2018 or the Institutionalizing of the Philippine Anti-Illegal Drug Strategy (PADS) direct all government offices to implement the PADS through its projects and programs in accordance with their respective mandates and encourages private and civil society organizations to actively support the same. The</p>
	CM_45	<p>Memorandum No. 67 series of 2022 in titled 2022 CHED-PHILIPPINE ANTI-ILLEGAL DRUGS STRATEGY (PADS) INNOVATIVE AWARDS was issued on January 19, 2022, in support and compliance with this mandate, CHED aims to showcase the significant purpose on their anti-illegal drugs program in their respective institution.</p> <p>The Commission on Higher Education has recently renewed its partnership with the Institute for Information and Communications Technology Promotion (IITP) of the Government of the Republic of Korea regarding the enhancing and promoting competency standards on information and communication technology human resource development, including the Test of Practical Competency in Information and Communications Technology (TOPCIT).</p>
	CM_07	<p>The TOPCIT is a performance-evaluation-centered test designed to diagnose and assess the competencies in ICT and software development. It has been implemented by the Commission since 2016 participated in by 20 publics and private HEIs and 12 IT companies. The CHED is set to conduct the TOPCIT Examinations twice a year beginning this July 2022 in selected institutions. Details of TOPCIT is accessible through this link: bit.ly/TOPCIT-Davao.</p>
Elaborate the context and content	CM_14	<p>The USAID Opportunity 2.0 Program of the Education Development Center is extending the submission of the grant applications to the Grants for Youth Work and Continuing Education Readiness Training program for DepEd ALS Completers. This training is initiated by the University of the Philippines – Diliman, 4/F DILC Building R. Magsaysay Avenue, UP Diliman, Quezon City in the collaboration with the General Education Center (GEC) under the Office of the Vice Chancellor for Academic Affairs.</p>
	CM_23	<p>In line with this Office’s thrust on digitalization and automation of services, and to ensure continuity of frontline services during the disruptions as stipulated in the CHED RO XI Business Continuity Plan,</p>
	CM_31	<p>The digital album is a compilation of multimedia material combining text, audio, images, animation, or video with the aim of documenting the history of CHED through the years. The content shall showcase the journey, milestones, and historical background of CHED and CHED RO XI since its establishment in 1994.</p>
	CM_38	<p>this Office hereby endorses the conduct of the Awarding Ceremony of the Ten Most Outstanding Teachers and Deans/Program Heads as part of the culminating activity of the World’s Teacher’s Month with the theme: “Teachers at the Heart of the Education Recovery,” on October 14, 2022, at Pinnacle Hotel, Davao City.</p>
	CM_01	<p>this Office hereby endorses the Call for Nomination on the Search for Outstanding Volunteers (SOV) 2022 by the Philippine National Volunteer Service Coordinating Agency (PNVSCA).</p>
To endorse	CM_03	<p>this Office hereby endorses the abovementioned undertaking organized by the University of the Philippines National College of Public Administration and Governance (UP-NCPAG).</p>
	CM_05	<p>this Office hereby endorses the conduct of the First General Assembly of Association of Region XI for Teacher Education Institution (ARTEI) formerly CODTEI XI on July 22, 2022 @ 9:00am-2:00pm. Venue to be announced later.</p>
Purpose	CM_12	<p>The Commission on Higher Education Regional Office XI hereby endorses the conduct of the Information Technology Research Congress on June 15, 2022 at the Malayan Colleges Mindanao, MacArthur Highway, Matina, Davao City.</p>
	CM_20	<p>The HEDFS will conduct a Regional Monitoring/Reconciliation and Strengthening of Higher Education Workshop through HEDF Projects on August 25, 2022 (9:00 AM) at the Apo View Hotel J. Camus Street, Davao City.</p>
	CM_02	<p>this Office is pleased to announce the attached List of Approved SIKAP Grant Scholars of Full-time Study. In summary, the process of the submission of required documents to confirm the acceptance of the scholarship is as follows:</p>
To inform	CM_08	<p>THE APPROVED APPLICANTS submits all the original documentary requirements (<i>Complete Application Documents, Scholarship Intake Form, and the Certificate of Deloading & Declaration of No Workload</i>) to the CHED Regional Office (CHEDRO) XI. These shall be submitted prior to the Signing of Contract.</p> <p>The CHED Regional Office screens the submission for completeness and correctness. If deemed incomplete, the CHED shall accept the document for records purposes.</p>



		Upon receipt, the CHEDRO shall have the Grant Contract signed by the approved applicant.
		this Office will conduct the above undertaking on July 8, 2022 at 1:00 PM via Hybrid Platform to discuss the Safety Assessment Tool of the City of Davao, City Health Office and Updates on the Implementation of Limited Face-to-face and CHED Safety Seal.
	CM_11	
		this Office is pleased to announce the attached approved applicants for the SIKAP Full-time Study Scholarship Grant Batch 4, commencing June 20, 2022.
	CM_15	
		This Office is informing all concerned on the upcoming Membership Caravan and Round Table Discussion with the theme, “Strengthen the Culture of Convergence in Research for 2022.”
	CM_26	
		In view of the foregoing, this Office hereby invites the ITE Deans and Program Chairs/ Heads from SUCs and HEIs with COD/COE in IT to attend the in-person meeting to discuss matters pertaining to TOPCIT with the Commission’s Office of Program Standards and Development (OPSD) on August 2, 2022, venue to be announced later.
	CM_07	
		All Higher Education Institutions are encouraged to join the contest to showcase their effort in implementing anti-illegal drugs activities either for prevention or control.
	CM_45	
To invite		The CHED RO XI is cordially inviting all Scholarship Focal Persons of HEIs in Region XI for an Orientation on Wednesday, February 23, 2022, 10:00 AM – 3:30 PM via Zoom Video Conferencing...
	CM_46	
		In view thereof, we are inviting you or your authorized representative (other than your StuFAP’s and UniFAST Coordinator) to attend the said dialogue to clarify and address the significant issues pertaining to the compliance of your institution to scholarship programs under CHED
	CM_47	
		The CHED RO XI is cordially inviting all Scholarship Focal Person of HEIs in Region XI for a Meeting and Workshop on Friday, February 11, 2022, 10:00 AM – 12:00 PM via Zoom Video Conferencing...
	CM_48	
		...are requested to submit Enrollment Report through on-line processes.
	CM_09	
		this Office is requesting for your cooperation through the submission of Means of Verifications (MOVs) for GAD tri-focal areas for the past four (4) years of your institution’s GAD implementation (2017-2020) not later than July 31, 2022.
	CM_10	
		In line with this, we are requesting the participation of the Presidents/Heads together with the key personnel of the institution, such as the Vice Presidents, Deans, Program heads, Directors and Coordinators, among others.
	CM_22	
Purpose		This Office hereby requests all Public and Private HEIs with TES and TDP grantees to submit the required validation documents...
	CM_30	
		This Office is requesting all individuals concerned to participate in the Presentation and Launching of the Fourth Industrial Revolution (FIRE) in Davao Region: The Resilience in Education through Development and Innovation (REDI) for FIRE Framework towards FIRE-Responsive and Prepared Human Capital on January 12, 2022 at 9:00 AM through Hybrid Platform.
To request		Higher Education Institutions in Davao Region are enjoined to attend the Regional Orientation on the ASEAN Month Celebration and the Internationalization Scoping 2022 on June 30, 2022, 9 AM to 12 NN
	CM_50	
		Higher Education Institutions (HEIs) are enjoined to submit documentary requirements stipulated in the guidelines of the said program.
	CM_17	
		Hence, this Office hereby advises all Public and Private HEIs to prepare and submit the following Tulong Dunong Program (TDP) billing documents for the 1 st and 2 nd semesters of SY 2021-2022:
	CM_21	
		1. TDP Continuing Form 1 – Annex 5
	CM_33	
		2. TDP Continuing Form 2 – Annex 5
To direct/ instruct		TDP Continuing Form 4 – Annex 5 (Notarized with school seal.)
	CM_49	
		This Office hereby advises all Public and Private HEIs to prepare and submit the certification on the final list of grantees under the Tulong Dunong Program (TDP-TES) for the 1 st Semester of the Academic Year 2021-2022.
	CM_51	
		HEIs that intend to increase their TOSF, effective S.Y. 2022-2023, are hereby reminded to conduct its Consultation with its stakeholders regarding its planned increase on or before February 28, 2022. In addition, HEIs must inform this Office 15 days calendar days prior to the conduct of the said Consultation.
	CM_06	
Method		Hence, attached is the template to be used for the submission of the required document in PDF and EXCEL template on or before August 08, 2022 and hardcopies on or before August 15, 2022. To protect the privacy of information submitted, you may create your own folder through this link: https://bit.ly/ListOfGraduates2021-



			<p>2022. For more information, the CHED Regional Office StuFAPs unit may be contacted at: (XXX) XXX-XXXX or email: chedscholarshipxi@ched.gov.ph. In regards with this, HEIs are requested to follow the procedure for the online submission of report.</p>
		CM_09	<p>The supervisor in-charge shall closely coordinate with the respective Focal Person for Foreign Students and/or Registrar of the HEI.</p>
	Delineate process	CM_38	<p>Relative to this, the participating teams shall create and compile the digital album and ensure that the material is uploaded and accessible online. The link to the uploaded entry shall be submitted at bit.ly/DigitalAlbumCHED11. The deadline for the entry of submission is on May 16, 2022 at 8:00 AM. Kindly refer to the attached contest mechanics for reference and guidance.</p>
		CM_50	<p>You may register using the link below to have the Zoom credentials and Facebook link Registration link: bit.ly/FIRERegistration Participants can join via Zoom Application using the following credentials: Meeting ID: 938 0217 1010</p>
		CM_48	<p>Passcode: 118024 Moreover, all participants are requested to confirm their participation no later than February 10, 2022, through this link: https://bit.ly/TDPRconciliation2022.</p>
		CM_05	<p>HEIs with Public Administration Program are encouraged to participate in the following survey to allow the UP_NCPAG gather data in crafting the PMAG Roadmap</p>
Result (Product)		CM_16	<p>In light of these, the integration of salient features and the corresponding sanctions of the RA 11313 in the Student Handbook and the Personnel/Faculty Manual is necessary.</p>
	Express closing salutation	CM_01	<p>The support and participation of all concerned is highly appreciated.</p>
		CM_02	<p>For more information and guidance</p>
		CM_29	<p>Thank you for your usual support and cooperation.</p>
		CM_34	<p>Thank you for your usual support and cooperation.</p>
		CM_38	<p>Thank you in anticipation of your usual support and cooperation.</p>
		CM_05	<p>Attached is relevant material/s from UP-NCPAG for your reference.</p>
		CM_14	<p>For further inquiries, you may contact the Grants Team at XXXXXXXXX@XXX.XXX.</p>
Conclusion		CM_18	<p>Attached is the communication from XX. XXXXXXXXX X. XXXXX, CORD President, which contains relevant information for your reference.</p>
	Indicate further notice	CM_20	<p>Attached is the communication from the Philippine Society of Information Technology Educators XI (PSITE XI) and the Council of Deans of Information Technology Education XI (CDITE XI) which contains relevant information for your reference.</p>
		CM_45	<p>Personnel concerned may contact Ms. XXXXXXXX X. XXXXX at Telefax No. (XXX) XXXXXX or XXXXXXXXXXXXX, for guidance.</p>

To expound further on Move 1, the following samples are taken from the corpora, which show how the Commission on Higher Education from Region XI writes the introduction part of their memoranda, to be disseminated to its constituents.

“In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the “Higher Education Act of 1994”” - CM_01

From the corpora taken in CM_01, we can observe that the memorandum began by citing or mentioning the pertinent provisions of the Commission on Higher Education, in which the intent of this issuance is anchored. The writer centralized the intention of sending the message by ensuring that the recipient will be guided of which provision this memorandum drew support from.

“In accordance with the pertinent provisions of CHED Memorandum Order (CMO) No. 08 s. 2019, “Policies and Guidelines for CHED Scholarship Programs (CSPs)”, CMO no. 30 s. 2016 “Implementing Guidelines for the Scholarship Grant Program for Children and Dependents of Sugarcane Industry Workers and Small Sugarcane Farmers” and CMO. No. 02 s. 2020 “Amendments to Sections III, IV, V, VI and VII of CMO No. 30 s. 2016 entitled “CMO No. 30 s. 2016 ‘Implementing Guidelines for the Scholarship Grant Program for Children and Dependents of Sugarcane Industry Workers and Small Sugarcane Farmers (SIDA-SGP)” - CM_06

Furthermore, the data from CM_06 also cited the existing provisions to which it was aligned. However, what sets it apart from the previous data are additional provisions, serving as ancillary roots that strengthened the contextual ground of the issuance. Also, the writer of the CHEDRO XI memorandum was able to enumerate the other CMOs (CHED Memorandum Orders) and the amended sections of orders that support the intent of this memorandum.

“This has reference to the implementation of the Memorandum Circular No. 1 s. 2022 or the Amended Tertiary Education Subsidy

Guidelines of 2022 and the Tulong Dunong Program (TDP) for Academic Year 2020-2021 and onwards. The said guidelines mandate the Regional Office to conduct validation on the status of the TES and TDP grantees” - CM_30

On the other hand, from the sample taken from CM_30, the writer wrote the introduction of the memoranda by quoting the reference of the issuance – which was the implemented Memorandum Circular 1 series of 2022. By employing this strategy, the writer is able to delineate the mandated guidelines of the circular, thus making the objectives of issuing this memorandum clearer to the recipient.

“In reference to the Memorandum from the Office of the Chairperson, Commission on Higher Education, dated July 11, 2022.....

The Commission has approved the adjustment of the Regional Inflation Rate (RIR), which is one of the factors to be considered in determining the reasonableness of all charges, increases and impositions on tuition and other school fees by HEIs.

In the interim, the Commission shall adopt the inflation rate of 5.5% for areas outside of NCR, as published by the Philippine Statistics Authority (PSA). The rate is based on the Summary Inflation Report Consumer Price Index for May 2022 as presented during CEB Meeting on June 21, 2022.” - CM_35

Meanwhile, the data taken from CM_35 illustrated another introductory strategy employed by the CHED RO XI writer which not only cites the pertinent reference of the issuance but also furthers the introduction by providing additional information regarding the reference point of the issuance. In these statements, the writer explained why the immediate announcement was conducted, specifically the raise of the charges on tuitions and other school fees. Through these supplemental sentences in the introduction, the receipts were already given answers to the possible queries they might ask while interpreting the intention of the memorandum issued.

“The Commission on Higher Education has recently renewed its partnership with the Institute for Information and Communications Technology Promotion (IITP) of the Government of the Republic of Korea regarding the enhancing and promoting competency standards on information and communication technology human resource development, including the Test of Practical Competency in Information and Communications Technology (TOPCIT).

The TOPCIT is a performance-evaluation-centered test designed to diagnose and assess the competencies in ICT and software development. It has been implemented by the Commission since 2016 participated in by 20 publics and private HEIs and 12 IT companies ...” - CM_07

Additionally, the data taken from CM_07 exemplified another way of writing the introduction part of the memorandum. The writer began not by citing the pertinent provision reference of the above-mentioned issuance, but rather by defining the context or condition. The writer outlined the initiatives of the Commission on Higher Education that led to the current agenda item for the issuance. This part of the introduction clarifies the organization's intention, making it easier for the recipient of the memorandum to examine the condition and context in which this issuance is beneficial. This strategy employed by the writer is also effective in providing the recipient with additional information and background contexts to better comprehend the purpose of the communication. This strategy is seldomly employed yet in the fifty-one memoranda that I analyzed, there were twelve memos that utilized this structure of introduction.

“The USAID Opportunity 2.0 Program of the Education Development Center is extending the submission of the grant applications to the Grants for Youth Work and Continuing Education Readiness Training program for DepEd ALS Completers.” CM_14

Akin to the utilized strategy of CM_07, CM_14 also began the memoranda by straightforwardly stating that the USAID Program was extended. The writer of this memorandum immediately informed the recipient of the intention of this communication, without naming the pertinent reference of this program. This structure of the introduction is effective in drawing the reader's interest to the main goal of the letter, rather than focusing on the relevant provisions that support the intention of the stipulated communication. This type of introduction non-verbally suggests that the urgency of submission is needed to comply to the deadline.

“The digital album is a compilation of multimedia material combining text, audio, images, animation, or video with the aim of documenting the history of CHED through the years. The content shall showcase the journey, milestones, and historical background of CHED and CHED RO XI since its establishment in 1994” -CM_38

Lastly, from the sample taken from CM_38, the writer began the body of the memorandum by defining the digital album and stipulated the expected contents that must be included in the digital album. This approach was employed by the writer of the memoranda to clarify the contextual basis of the message and to provide a more comprehensive delivery of the letter for readers to interpret. Recipients who were given the definition and expected output first will be less likely to struggle in comprehending and conceptualizing the direction of the memorandum. In addition to this statement, it is indeed necessary to showcase the journey, milestones, and background of the Commission on Higher Education in order for its bailiwick in Region XI to be well-anchored and well-versed in the organization's upbringing.

Move 2: Purpose

In writing the content of the memoranda, stipulating the purpose is the second move. It is a significant move, as it encompasses a clearer vision of what needs to be accomplished and the intention behind sending the memorandum. This move has a substantial impact

on the overall validity and reliability of the communication method of an organization, such as the Commission on Higher Education. This move is also significant in informing readers about new information and regulations, and in persuading the recipient to take action and participate in the organization's announcement. The inclusion of purpose in the written memorandum conveys comprehensive and easy-to-digest contents. As elucidated by Hyland (2000), the enclosure of purpose facilitates a deeper understanding and interpretation of the memoranda.

To further expound on Move 2, the following samples from the corpora illustrate how the Commission on Higher Education (CHED) Region XI writes its memoranda and how it stipulates the purpose in the content of these memoranda in a manner that is understandable to the recipient.

"...this Office hereby endorses the conduct of the Awarding Ceremony of the Ten Most Outstanding Teachers and Deans/Program Heads as part of the culminating activity of the World's Teacher's Month with the theme: "Teachers at the Heart of the Education Recovery," on October 14, 2022, at Pinnacle Hotel, Davao City." CM_01

First, the sample from CM_01 demonstrates the purpose of the issued memorandum. By understanding the content of the statement, it can be deciphered that CHED RO XI supports and endorses the endeavor of Awarding Ten Most Outstanding Teachers and Deans/Programs as part of the World's Teachers' Month Celebration. The statement implied that the CHED Regional Office XI sent this communication to the respective institutions, instructing them to appoint someone to attend and represent their institution. This statement also indicated that the aforementioned undertaking was communicated to them, and thus, it is their responsibility as well to cascade this information to their respective institutions.

"...this Office hereby endorses the Call for Nomination on the Search for Outstanding Volunteers (SOV) 2022 by the Philippine National Volunteer Service Coordinating Agency (PNVSCA)" CM_03

From the corpora taken in CM_03, we can observe that the writer of CHED RO XI memoranda mentioned the purpose of sending this communication to its constituents and the institutions it handles. The sample highlighted the office's response to the Call for Nominations for the Search for Outstanding Volunteers (SOV) 2022. The statement also mentioned the agency responsible for conducting the previously mentioned undertaking, which is the Philippine National Volunteer Service Coordinating Agency (PNVSCA). This action is essential in establishing trust and confidence in its recipient, as it reveals who the prime movers of the recently endorsed activity are. The sample statement analyzed above suggests that CHED RO XI showed its support and urged the respective recipient of the memorandum to respond to the intention of the endorsed program.

"...this Office hereby endorses the conduct of the First General Assembly of Association of Region XI for Teacher Education Institution (ARTEI) formerly CODTEI XI on July 22, 2022 @ 9:00am-2:00pm. Venue to be announced later." -CM_03

From the sample taken in CM_03, this part exemplified the purpose of the issuance. This move paved the way to highlight the intention of sending this memorandum to the respective institutions and universities around Region XI. It can be noted that the statement conveyed their endorsement and support of the conduct of the First General Assembly of the Association of Region XI for Teacher Education Institution (ARTEI). This non-verbally suggested that the recipient institutions must send a participant to the abovementioned undertaking. The statement implied that, as CHED Region XI had already reviewed and endorsed this undertaking, it was also significant for the recipient to respond by sending representatives or participants. The inclusion of the event schedule also indicated the urgency of attending the conduct.

"...this Office hereby endorses the above-mentioned undertaking, for the support and participation of all concerned." -CM_23

In addition, the sample taken from CM_23 also illustrated the second move, which is the purpose. The sample statement announces that the office of the Commission on Higher Education supports the undertaking tackled in the memorandum. Although it is the same with the abovementioned samples that elucidated the purpose of sending the communication, it is also essential to understand that this statement simply informs or expresses their support for the undertaking. It can be inferred that the purpose of this communication is scribbled in a single-sentence manner with minimal information to support the intent of this communication. This is to denote command and a clearer direction of the intention, which CHED RO XI declares as they issued this memorandum.

On the other hand, the structure of stipulating the purpose of issuing these memoranda was not solely to endorse or to express support for a particular undertaking. Through thorough analysis, I was also able to discern the other structures that were not tackled by Hyland. This is to inform the recipient. This structure of elucidating the purpose in the memorandum also exhibits a distinct pattern, as it does not simply express endorsement but also announces the dissemination of information to the recipient. To delve deeper into this, the sample statements were drawn from the corpora to infer the structure of writing the purpose in the memoranda.

"...this Office is pleased to announce the attached List of Approved SIKAP Grant Scholars of Full-time Study. In summary, the process of the submission of required documents to confirm the acceptance of the scholarship is as follows:

THE APPROVED APPLICANTS submits all the original documentary requirements (Complete Application Documents, Scholarship Intake Form, and the Certificate of Deloading & Declaration of No Workload) to the CHED Regional Office (CHEDRO) XI. These shall be submitted prior to the Signing of Contract.

The CHED Regional Office screens the submission for completeness and correctness. If deemed incomplete, the CHED shall accept the document for records purposes.

Upon receipt, the CHEDRO shall have the Grant Contract signed by the approved applicant.” -CM_08

Firstly, the sample statement taken from CM_08 illustrates that the writer structured their stipulation of purpose by informing the recipient of the important information that must be understood by the reader. The manner of scribbling the purpose in this statement is detailed and delineated in the significant aspects that the recipient must interpret in a comprehensive and cohesive manner. As the statement above illustrates, we can infer that the purpose of the issued memoranda is to enumerate the process that must be followed by the approved applicants of SIKAP Grant Scholarships. This informs the recipient of what to prepare and what to expect.

“...this Office will conduct the above undertaking on July 8, 2022 at 1:00 PM via Hybrid Platform to discuss the Safety Assessment Tool of the City of Davao, City Health Office and Updates on the Implementation of Limited Face-to-face and CHED Safety Seal...” -CM_11

The statement drawn from CM_11 also stipulated the purpose of issuing the memorandum, which is to inform. It intends to inform the recipient about the conduct of the Safety Assessment Tool of the City of Davao, City Health Office, and Updates on the Implementation of Limited Face-to-Face classes and the CHED Safety Seal. The statement initially gave the cornerstone of the undertaking by allowing the recipient to take a glimpse of what the conduct is all about. In addition to that, we can also observe that the writer of the memoranda, in the pursuit of informing the recipient of the communication, also included the necessary information, such as the method of attendance and the time of conduct.

“...this Office is informing all concerned on the call for applications for the “Sustainable and Innovative Knowledge Applications for Tourism and other relevant topics for the Philippine Higher Education Sector (SIKAT)”. The Commission now requests at least two (2) nominations from each HEI that offers degree programs on Tourism and Business to supply the said slots.” CM_25

Lastly, the sample statement taken from CM_25 stipulates the purpose by informing the recipient of the sole intention of issuing this communication to the body responsible. The statement outlined the purpose of calling for applications concerning Sustainable and Innovative Knowledge Applications for Tourism and other relevant topics for the Philippine Higher Education Sector (SIKAT). On the other hand, the purpose of the communication letter, such as a memo, also requires supplementary information that supports the intention. Thus, the statement taken from CM_25 also included parameters such as the number of participants the recipient may send and the degree to which they are qualified to attend, in order to clarify it.

Moreover, the purpose of inclusion in the memorandum also came in the form of an invitation to the recipient to respond, not just merely informing them and urging them to take action. This strategy is employed by the Commission on Higher Education of Region XI to request for their participation and appearance in a particular undertaking initiated or endorsed by the office of CHED RO XI. To further explain and illustrate the structuring of writing the purpose in the memoranda using invitation, below are the samples taken from the corpora of the study.

“...In view of the foregoing, this Office hereby invites the ITE Deans and Program Chairs/ Heads from SUCs and HEIs with COD/COE in IT to attend the in-person meeting to discuss matters pertaining to TOPCIT with the Commission’s Office of Program Standards and Development (OPSD) on August 2, 2022, venue to be announced later.” CM_07

From the sample taken in CM_07, the recipient of the memorandum was explicitly invited to attend the in-person meeting of ITE Deans and Program Chairs/Heads from State Universities and Colleges. The statement also explicitly implied that the invited individuals are bound to discuss matters related to TOPCIT, which involves the Commission’s Office of Program Standards and Development (OPSD), along with the expected date and venue of the meeting. Determining the additional inputs, such as the schedule, venue, and individuals expected to attend, is crucial in understanding the purpose of the memorandum issued.

“...all Higher Education Institutions are encouraged to join the contest to showcase their effort in implementing anti-illegal drugs activities either for prevention or control.” CM_45

Moreover, the sample taken from CM_45 illustrated the purpose of the stipulation, which is to invite Higher Education Institutions to join the contest showcasing their anti-illegal drugs initiatives. Through this move, the recipients are given an avenue to clarify and distinguish the utmost intention of interpreting the memorandum at hand.

“The CHED RO XI is cordially inviting all Scholarship Focal Persons of HEIs in Region XI for an Orientation on Wednesday, February 23, 2022, 10:00 AM – 3:30 PM via Zoom Video Conferencing to introduce and discuss the process flow and updated documentary requirements on Validation, Billing, and Liquidation processes under the new guidelines of Memorandum Circular No. 1 (s. 2021) and Memorandum Circular No. 2 (s. 2022) regarding the implementation of Tulong Dunong Program under UniFAST. -CM_46

Lastly, from the corpora taken in CM_46, we can observe that the writer of the memoranda from CHED Region XI stated their purpose in inviting the Higher Education Institutions’ Scholarship Focal Persons from Region XI to attend the aforementioned orientation. The phrase “cordially inviting” denotes the explicit expression of invitation towards the Focal Persons from the respective institutions of the region. Along with the invitation statement, it can be noted that the writer also included significant information, such as the method

of orientation, the date, and time. This information is necessary when extending an invitation to the recipient so they are well-informed about the details they need to participate.

However, there were also memoranda that elaborated on their purpose within the structure of the request. The statements below were derived from the corpora of this study and to better understand and illustrate this proposition, along with the comprehensive elaboration that is entailed after the sample statements.

“... are requested to submit Enrollment Report through on-line processes.” -CM_09

Firstly, the first sample drawn in CM_09 embodied the explicit utterance of expressing the intent to request the concerned individual to fulfill the stipulated request. The request addressed here is the purpose of issuing this memorandum, which revolves around the concept of organizational mechanism, as it solemnly asks the involved institution to act accordingly. In the given statement, it can be deciphered that the Commission on Higher Education is asking the recipient to respond.

“This Office is requesting all Higher Education Institutions to submit their Digital School Calendars for AY 2022-2023 via Google Docs on or before May 1, 2022 or one month prior to the start of their respective school openings.” CM_44

Moreover, sample corpora in CM_44 illustrated that the writer of the memorandum for CHED Region 11 employed the phrase “requesting,” which implies the notion of the organization to submit their Digital School Calendars for the Academic Year 2022-2023. The purpose of the issued memorandum was therefore interpreted as to request the concerned individuals to respond to the call of the CHED.

“... this Office is requesting all individuals concerned to participate in the Presentation and Launching of the Fourth Industrial Revolution (FIRE) in Davao Region: The Resilience in Education through Development and Innovation (REDI) for FIRE Framework towards FIRE-Responsive and Prepared Human Capital on January 12, 2022 at 9:00 AM through Hybrid Platform.” CM_50

Finally, the sample statement drawn for CM_50 also implied the stipulation of the purpose of the issuance as it employed the structure of request. It is also noticeable that the writer of the memoranda also defined the contextual ground of the Participation and Launching of the Fourth Industrial Revolution (FIRE) in Davao Region. The description also included the method of the event which is through Hybrid platform and the inclusive date and time. This move is essential as in ensuring that it was understood and properly interpreted by the recipient from various institutions.

In addition to those, there were also memoranda that elaborated their purpose in the structure of direction or instruction. The statements below were derived from the corpora of this study and to better understand and illustrate this proposition, along with the comprehensive elaboration that is entailed after the sample statements.

“... Higher Education Institutions in Davao Region are enjoined to attend the Regional Orientation on the ASEAN Month Celebration and the Internationalization Scoping 2022” CM_17

The statement drawn from CM_17 outlined the purpose of directing or instructing constituents on the necessity of attending the Regional Orientation for the ASEAN Month Celebration and Internationalization Scoping 2022. The word “enjoined” denotes a direct imposition of an authoritative order to urgently respond to the demanded undertaking. According to the statement above, it can be understood that the CHED directed the HEIs in the Davao Region to attend the undertaking mentioned without further delay. This is essential in negotiating the intention the organization wanted to clarify to the respective constituents involved.

“... Hence, this office hereby advises all Public and Private HEIs to prepare and submit the following Tulong Dunong Program (TDP) billing documents for the 1st and 2nd semesters of SY 2021 – 2022:

TDP Continuing Form 1 – Annex 5

TDP Continuing Form 2 – Annex 5

TDP Continuing Form 4 – Annex 5 (Notarized with school seal.)” CM_33

“... this Office hereby advises all Public and Private HEIs in Region XI to prepare and submit the Liquidation Reports on the funds downloaded in Fiscal Year 2021” CM_49

Lastly, the statement from CM_33 and CM_49 elucidated the presence of the organization’s command/directive to its constituents. The used verb “advises” intends to convey the direct imposition expected from the respective recipients of the memorandum. Both of the given statement from the analyzed corpora exemplified the power present in the manner the writer wrote the memorandum. This is a significant move in cases that illustrates the urgency and seriousness necessary to complete the undertaking scribbled in the issuance. It can also be inferred that the writer of the memorandum also included the significant items in CM_33 that must be immediately attained for the undertaking to be fulfilled.

Move 3: Method

In writing the content of the memoranda, stipulating the method of which the purpose can be attained is essential. It is a significant

move, as it encompasses a clearer process or set of steps on what must be done to accomplish the intention of sending the memorandum. This move contributes a substantial impact to the overall validity and reliability of the communication. This move is also significant in informing readers about how to respond and the means they can employ if they wish to participate in it. The inclusion of method in the written memorandum conveys a comprehensive and well-crafted memorandum. As elucidated by Hyland (2000), the enclosure of method enables the recipient of the memorandum to be guided of the ways to attain the purpose and the envisioned product of the memorandum.

To further expound on Move 3, the following samples, taken from the corpora, show how the Commission on Higher Education (CHED) Region XI writes its memoranda and how it stipulates the methods in the content of these memoranda in a manner that is understandable to the recipient.

“Hence, attached is the template to be used for the submission of the required document in PDF and EXCEL template on or before August 08, 2022 and hardcopies on or before August 15, 2022. To protect the privacy of information submitted, you may create your own folder through this link: <https://bit.ly/ListOfGraduates2021-2022>. For more information, the CHED Regional Office StuFAPs unit may be contacted at: (XXX) XXX-XXXX or email: chedscholarshipxi@ched.gov.ph.” CM_06

From the sample taken in CM_06, the writer of the memoranda outlined the methods or procedures that the recipient must employ to respond to the intention and purpose addressed in the memoranda. Based on the statement above, it can be inferred that the Commission on Higher Education provided a template that must be used for the submission of the required document. The methodical statement also stipulated the deadline or due date for submission, the means of submission, and the direction to which the submission must be sent. These statements are significant data that must not be missing in writing a memorandum, as they will serve as a fundamental guide for the recipient on what and how to respond.

“Relative to this, the participating teams shall create and compile the digital album and ensure that the material is uploaded and accessible online. The link to the uploaded entry shall be submitted at bit.ly/DigitalAlbumCHED11. The deadline for the entry of submission is on May 16, 2022 at 8:00 AM. Kindly refer to the attached contest mechanics for reference and guidance.” CM_38

Additionally, the sample from CM_38 demonstrated the inclusion of method in the memorandum. The explicit instruction on how the participating teams should submit the output of the digital album implied the exact method for joining the aforementioned undertaking. The statement that enclosed the method of submission also implied the link to which the output be submitted, along with the deadline. It is evident that the issued memorandum incorporates a process and mode of compliance that aligns with its intention. This statement illustrates the integration of methods by ensuring that the recipient of the memorandum receives vital information for better interpretation.

“Participants can join via Zoom Application using the following credentials:

Meeting ID: 938 0217 1010

Passcode: 118024

Moreover, all participants are requested to confirm their participation no later than February 10, 2022, through the link: <https://bit.ly/TDPReconciliation2022> CM_48

Lastly, the sample taken from CM_48 highlighted the inclusion of a method on how the participants of the above-mentioned undertaking join. The writer of the memoranda provided the recipients with the Zoom credentials, meeting identification, and passcode as a means of their attendance. In addition, it can also be observed that the writer of the memorandum stipulated the procedure and conditions that the concerned individuals must comply with in order to confirm their participation ahead of time. This statement is essential for the event organizers to have access to the confirmed participants.

Move 4: Result (Product)

The fourth step in writing a comprehensive memorandum is stipulating the result or end product of a particular undertaking. To provide substantial memo content, the inclusion of results is essential. In this part of the memorandum, the recipient or reader of the memorandum will be guided on what items must be attained at the end of the undertaking. In memoranda, since it is a communication that dispense requests, directives, and invitations, it is part of a comprehensive memorandum to indicate the output of the undertaking about to be done. It is also an effective strategy for the recipient to be well-versed in the outcomes of the effort they are about to bestow in the organization. Knowing the result of a particular undertaking is an effective strategy to heighten the interest of the participants. It is also an avenue for organizations such as the Commission on Higher Education to demarcate the viable realizations of the intentions and purposes stipulated in the memorandum.

To expound further on Move 4, the following samples from the corpora are provided below, illustrating how the Commission on Higher Education of Region XI writes its memoranda, particularly in terms of stipulating the results and end product.

“HEIs with Public Administration Program are encouraged to participate in the following survey to allow the UP_NCPAG gather data in crafting the PMAG Roadmap” CM_05

Initially, the sample in CM_05 implied what the expected results of responding to the survey of Public Administration Schools, which is the PMAG Roadmap, would be. This explicitly illustrates the inclusion of the output from the aforementioned survey. The given sample employed a structure that integrated the explanatory note about the result into the purpose statement. This suggests that the memorandum does not stipulate the result of the undertaking in a separate statement, rather it is engraved in the corresponding statements that coexist in the body of the communication.

“In light of these, the integration of salient features and the corresponding sanctions of the RA 11313 in the Student Handbook and the Personnel/Faculty Manual is necessary.” CM_16

Lastly, the sample from CM_16 highlighted that the Commission on Higher Education of Region XI incorporated the result statement in their memorandum by emphasizing the outcome of integrating the salient features and corresponding functions of the RA 11313 otherwise known as Safe Space Act (Bawal Bastos Law) in the Student Handbook of the corresponding institutions around the region. The given statement also included the expected integration of the above-mentioned act in the Personnel/Faculty Manual. This statement is an important part of the memorandum, as it indicates the concrete output of the undertaking being mandated by the organization. This also provided a tangible basis for the compliance and adherence of the respective constituents to the directives of the Commission on Higher Education.

Move 5: Conclusion

The fifth move of writing a comprehensive memorandum is the inscription of conclusion. Conclusion marks the final part of the memorandum, indicating that the message is about to be concluded. In this part of the memorandum, the conclusion also notes additional inputs, such as closing salutations and contact information of the responsible individuals involved in the respective undertaking mentioned in the memorandum. This move is significant as it ensures that the recipient of the memorandum has access to information that can facilitate the foregoing of a particular undertaking in the organizational communication landscape, such as the Commission on Higher Education of Region XI.

To further explicate Move 5, the following samples are taken from the corpora, which show how the Commission on Higher Education of Region XI writes and structures its memoranda.

“The support and participation of all concerned is highly appreciated.” CM_01

From the sample statement in CM_01, the Commission on Higher Education Region XI concluded the memorandum by enunciating that the support and participation of the concerned individuals is highly appreciated. This implied the forward looking act of the organization about the participation of the recipient and the subordinates of the organization. The statement also entailed the approaching end of the message.

“For more information and guidance.” CM_02

“Thank you for your usual support and cooperation” CM_34

“Your utmost cooperation is highly appreciated.” CM_19

Meanwhile, the above samples from CM_02, CM_34, and CM_19 all exemplified the ending salutations such as reminding the recipient of more information and guidance, expressing gratitude such as uttering thank you for the usual support and cooperation of the recipient, as well as emphasizing the expectation of the Commission on Higher Education Region XI of the undivided cooperation of the recipient. In addition, the given statements were the common expression employed by CHED Region XI in concluding the memoranda in the structure of expressing closing salutations.

“Attached is the communication from Dr. XXXXXXXX X. XXXXX, CORD President, which contains relevant information for your reference.” CM_18

On the other hand, another manner in which the Commission on Higher Education Region XI concludes the memorandum is by providing alternatives and notices, such as suggesting auxiliary contact details and reference materials concerning the undertaking mentioned. The given sample above from CM_18 elucidates the conclusion by providing an additional option of reference, attaching the communication form from the individual involved in the undertaking of the mentioned intention. This implies that if the recipient of the memorandum struggles to grasp the background and information digestion of the issuance, the attached communication assures a deeper elaboration of the intention endorsed by the organization. To assure that the recipients have access to these communications, CHED Region XI accompanied the issued memorandum with the corresponding letters from the prime movers of the undertakings tackled.

“Attached is the communication from the Philippine Society of Information Technology Educators XI (PSITE XI) and the Council of Deans of Information Technology Education XI (CDITE XI) which contains relevant information for your reference.” CM_20

Moreover, the statement above illustrates the manner in which CHED concluded the memorandum by providing an alternative for revisiting the communication of the Philippine Society of Information Technology Educators XI (PSITE XI) concerning the undertaking tackled. This statement implied that if the provided details contained by the communication in the form of memoranda,



the recipient may opt to check the distributed communication of the responsible individuals. This is an imperative move for the recipient and the interpreter of the memoranda to be acquainted with adequate information that is beneficial for the undertaking required by the CHED.

“For further inquiries, you may contact the Grants Team at XXXXXXXX@XXX.XXX.” CM_14

“Personnel concerned may contact Ms. XXXXXXX X. XXXXX at Telefax No. (XXX) XXXXXX or XXXXXXXXXXXX, for guidance.” CM_45

Lastly, the above samples from CM_14 and CM_45 all concluded the memorandum by providing contact information for the responsible personnel, officer-in-charge, and other contact persons concerning the undertaking mentioned in the issuance. This statement is pivotal in providing comprehensive and sound information dissemination. In most cases where the recipient or concerned person needs to contact the involved personnel to clarify, the contact details provided in the conclusion part of the memorandum would be beneficial for this purpose. This move also ensures that there is an adequate opportunity for the recipient to reach out to the

Frequent Move Structures of the Memoranda Written by the Commission on Higher Education XI

Table 3. Frequency of Moves Found in the Memoranda Written by CHED Region XI

Moves	Structure	Frequency
Introduction	Illustrate alignment to an existing act/law/circular	36
	Elaborate the context and content	7
	To endorse	8
Purpose	To inform	21
	To invite	5
	To request	8
Method	To direct/instruct	6
	Delineate process	49
Result		2
Conclusion	Express closing salutation	44
	Provide alternative source of information	5

Table 3 shows the most prevalent move structure found in the memoranda written by the Commission on Higher Education of Region XI. Primarily, the primary purpose of the table is to analyze and identify the structures present in the written memoranda of CHED Region XI.

To easily identify the most common and prevalent moves present in the introduction part, I personally identified and analyzed the content and structure of the memorandum as a whole, to determine which stage it predominantly represented according to the meaning and purpose of the memorandum.

As seen in Table 3, in stipulating the introduction, the writers of the CHED memoranda issued in Region XI began the statement by citing either one or many pertinent provisions, laws, or acts that serve as a reference for the undertaking with the intent to prevail. Out of 51 memoranda, 36 illustrated an alignment to an existing act, law, or circular to state introduction. Meanwhile, 7 memoranda began by elaborating the context and content of the communication. This proves that most CHED memoranda employs the structure of aligning with the existing law or previous circular.

In connection with that, when writing the introduction to the memorandum, the writers of the CHED memoranda issued in Region XI began the statement by citing either one or several pertinent provisions, laws, or acts that serve as a reference for the undertaking this issuance intends to prevail. The introduction of the memoranda usually began with the statement, “In accordance with the pertinent provisions....” which indicates a citation of reference. This move is deemed significant as it will ensure that the issued memorandum is anchored on a particular locus.

On the other hand, in Move 2 (Purpose), the most frequent structure found in the purpose statement of the memoranda is to inform which appeared 21 times, followed by “to endorse” and “to request” by 8 counts and giving direction/instruction comes before invitation with 8 and 5 times appearance respectively.

Moreover, the Move 3 (Method) has only one structure, which is a delineating process that occurs 49 times. This usually comes in the form of giving readers directives and viable steps on how they can realize the intended undertaking of the issuance. The mentioned process is a way of informing the recipient of the memoranda about the expectations and matters that must be accommodated in order to respond to the necessary aspects of the communication.

Furthermore, the Move 4 posits the product – the end output of the undertaking, only occurs twice in the 51 analyzed corpora. There were 49 corpora which did not explicitly mention the end product of the discussed undertaking. Mentioning the product (output) of the undertaking is commonly found in memoranda that announce seminars, capacity-building initiatives, and training programs with clear targets.



Lastly, the Move 5 encapsulates the final part of the memoranda with sound conclusion. The most frequent move structure in the CHED memoranda is the expression of closing salutations, which occurs 44 times, while 5 memoranda end the issuance by providing alternative sources of information.

Overall, the organizational structure of the CHED memoranda reflects the manner of communication that organizations like the Commission on Higher Education Region XI employ in reaching their subordinates. This also illustrates the intention of CHED Region XI to clearly elaborate on the purpose of the issuance, considering that institutions and recipients must immediately gather the sole purpose of the letter.

Table 4. Overall Structure of CHED Region XI Memoranda

Pattern Code	Move Structure	Frequency
MS_01	M1.M2 – M1 – M3 – M5	6
MS_02	M1.M2 – M3 – M5	7
MS_03	M1.M2 – M1 – M3	3
MS_04	M1.M2 – M3 – M4 – M5	1
MS_05	M1 – M1.M2 – M3 – M5	1
MS_06	M1.M2 – M5	3
MS_07	M1.M2.M3 – M3 – M5	2
MS_08	M1.M2 – M3	2
MS_09	M1.M2 – M4 – M5	1
MS_10	M1.M2 – M1 – M1.M3 – M5	1
MS_11	M1.M2 – M4 – M3 – M5	1
MS_12	M2 – M3 – M5	2
MS_13	M2.M2 – M3 – M3 – M5	2
MS_14	M1 – M2 – M3 – M5	2
MS_15	M1.M2.M3 – M3 – M5	6
MS_16	M2.M3 – M5	1
MS_17	M2.M3 – M2 – M3 – M5	1
MS_18	M1.M2 – M3 – M1 – M3 – M5	1
MS_19	M2 – M3 – M3 – M5	1
MS_20	M1 – M2 – M5	1
MS_21	M1 – M2 – M3 – M3 – M3 – M5	1
MS_22	M2.M3 – M3 – M3 – M5	1
MS_23	M1.M2 – M2.M3 – M5	1
MS_24	M2.M3 – M3 – M5	2
MS_25	M2 – M3 – M5	1
MS_26	M1.M2.M3 – M5	1
TOTAL		51

Overall Structure of the Memoranda Written by the Commission on Higher Education Region XI

Table 4 shows the move structures of the memoranda written by the Commission on Higher Education Region XI. Primarily, the purpose of the table is to analyze and identify the move structures present in the written memoranda of CHED Region XI. Further, for a better understanding of the table, the capital “MS” signifies Move Structure and the numbers 1, 2, ... is structure number. Each of those numbers corresponds to the unique move structure present in the memoranda analyzed, which made MS_1 the first move structure and so on. Meanwhile, the “M” symbolizes the Moves present in each move structure, and the numbers 1, 2, 3,... signify the number of moves, which made it M1 for Introduction, M2 for Purpose, M3 for Method, M4 for Result (Product), and M5 for Conclusion. Lastly, the period “.” in between moves means that two or more moves are present in a single paragraph, whilst dash suggests that the proceeding moves is prevalent in the next paragraph.

The most frequently employed pattern of move organization in the CHED memo is MS_02, which consists of M1, M2, M3, and M5. This pattern is organized by beginning with M1 (Introduction) and M2 (Purpose), both stipulated in a single paragraph. It was then followed by another paragraph that discussed the M3 (Method). The following paragraph then stated the conclusion.

To better understand this move structure, an excerpt from CM_02 is presented below to give visual example of the organization of the memoranda:

“In accordance with the pertinent provisions.... the HEDFS will conduct a Regional Monitoring/Reconciliation and....

The Accountants and Project Implementers (Lead) of SUCs’ are invited to join... please register at XXXXXXXXXX to confirm....The Commission shall provide the meals....

For information and guidance....” CM_02

The provided excerpt above illustrates the overall organization of most CHED memoranda. It commenced the introduction by citing

pertinent provisions in which the issuance is anchored, followed by the purpose statement, which belongs to Move 2. The following paragraph then presents the method by which the informed participant can confirm their attendance, providing a link that they can use to submit their confirmation. The next sentence also outlined the conditions of the gathering, including whether meals were covered and other details. Finally, the concluding statement stipulates the usual phrase used by CHED Region XI in their conclusion, “For information and guidance...” which is part of Move 5.

In addition, MS_01 and MS_15 are the second most employed patterns of move structure, which appeared six (6) times. MS_01 was comprised of M1.M2 – M1 – M3 – M5. This pattern is organized by stipulating the introduction, accompanied by a purpose statement, in the first paragraph.

On the other hand, the introduction part of the memorandum does not always employ the introduction-only structure. There were prevalent moves that co-exist with the introductory statement. There are instances where a particular memorandum already encapsulates the introduction (Move 1) and purpose (Move 2), in a single-paragraph structure. The next paragraph then expands on the undertaking by presenting a deeper background to the introduction, thus making it Move 1 again. The third paragraph stipulates the method of completing the undertaking, and the following paragraph presents the conclusion.

To better illustrate this, an excerpt from the analyzed corpora is presented:

“In accordance with the pertinent provisions.... this Office hereby endorses the conduct of the Awarding....

This activity is in consonance with... It is deemed appropriate to honor the instructors.... recognize the exemplary performance of the College of Teacher Education’s Deans and....

The Dean and Program Head shall nominate at least one (1) ... based on the attached criteria. Please take note of the deadlines

The support and participation CM_01

CM_01 illustrated the overall organization of the memoranda by employing an introduction with a pertinent provision, followed by a purpose statement for the memorandum. The second paragraph elaborated on the introductory part, which described the importance of the undertaking. On the other hand, the third paragraph delineated the method by which the undertaking can be realized. Finally, the fourth paragraph concluded by expressing its salutations and establishing the expectation of the recipient’s support and participation.

On the other hand, another mostly employed organization structure of CHED memoranda is M1.M2.M3 – M3 – M5. This simply means that in the first paragraph, the Introduction, Purpose, and Method are already stipulated in a single paragraph form. Out of the 51 CHED Region XI memoranda, 6 illustrated the aforementioned structure. This is commonly used in the Memorandum from the Regional Director (MRD) type of memorandum. This structure enables the recipient to be immediately drawn to the significant information necessary for completing the intention stipulated in the communication issued by organizations such as the Commission on Higher Education of Region XI.

Lastly, the remaining corpora exemplified their respective organization, sometimes interchanging the sequence suggested by Hyland. One CM_04 almost follows the suggested structure of Hyland, if the second move is stipulated in the next paragraph. However, CM_04 embodies all 5 moves, including the identification of the output or product of the undertaking. That is what sets CM_04 apart from the rest of the distinct memo organization; it follows the format of Hyland. However, in comparison, the majority of the memoranda written by CHED Region XI do not conform to Hyland’s structure; rather, they shape their own manner of organizing the content of their memoranda.

Conclusions

This genre analysis study is intended to aid not only English teachers but also technical writing instructors in helping students understand and engage with writing comprehensive memoranda. Particularly, this study will help not only English teachers but also all CHED-handled bodies develop strategies and techniques for interpreting and understanding memoranda. Teachers may utilize Hyland’s (2000) framework as a structure for writing memoranda. With this, learners are no longer confused about how to arrange their memoranda. They are now capable of writing an organized and comprehensive memo, instead of merely copying, pasting, and paraphrasing statements.

In addition, since the study’s results revealed changes in the movement structure within the framework, it indicates that research teachers must constantly expose themselves to varied contexts. Consequently, college students who are about to enter the workforce and are exposed to memos must also receive an opportunity to review and receive feedback on their output, allowing them to reflect on and improve their performance.

Since the nature of the study involved the analysis of memoranda written by CHED Region XI using Hyland’s (2000) framework, it was recommended that further research on move analysis be conducted, employing different frameworks, to establish a more comprehensive comparison of corpora from various settings. It was also suggested that future studies include memoranda from other organizations as subjects for in-depth analysis.

Moreover, since genre analysis concerns the exploration and investigation of the different constructs present in a specific genre, it was recommended that research on move analysis in memoranda be further expanded, allowing researchers to create a framework derived from the analysis of CHED memoranda. Other emerging concerns regarding Hyland's framework—such as context, geographical and social factors, and cultural and environmental influences—should also be considered. Hence, it would be ideal for researchers to establish a move structure and sequence based on the moves identified in the analyzed materials.

In addition, the study's findings were deemed valuable to stakeholders, particularly in disseminating information about CHED Region XI's initiatives. Furthermore, the study paved the way for conducting seminars among stakeholders and the development of a structured format for memoranda, which could benefit other stakeholders in the years to come.

When applied correctly, move structures served as a powerful tool for shaping effective and comprehensive issuances. As such, it was crucial for readers or recipients not to accept all presented information uncritically; rather, as recipients of CHED memoranda, it was equally important for them to understand the methods underlying the construction of moves.

Furthermore, since the patterns within the memoranda were not immediately visible, identifying and analyzing the manifested move structures employed in CHED memoranda was essential. Without careful examination, one might incorrectly assume that the CHED memoranda were incomplete, partially inaccurate, or lacking certain pathways toward effective memorandum communication.

As a result, the study provided valuable insights for students, offering an engaging learning opportunity to gain a deeper understanding of institutional communication and societal contexts. Without such analytical abilities, fostering unity and collaboration would be challenging.

Through the conduct of this study, it became increasingly evident that public awareness regarding the distinctive characteristics of CHED Region XI memoranda needed to be raised. The findings of the study contributed to a deeper understanding of the moves, move structures, and organizational patterns present and manifested in the CHED memoranda.

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