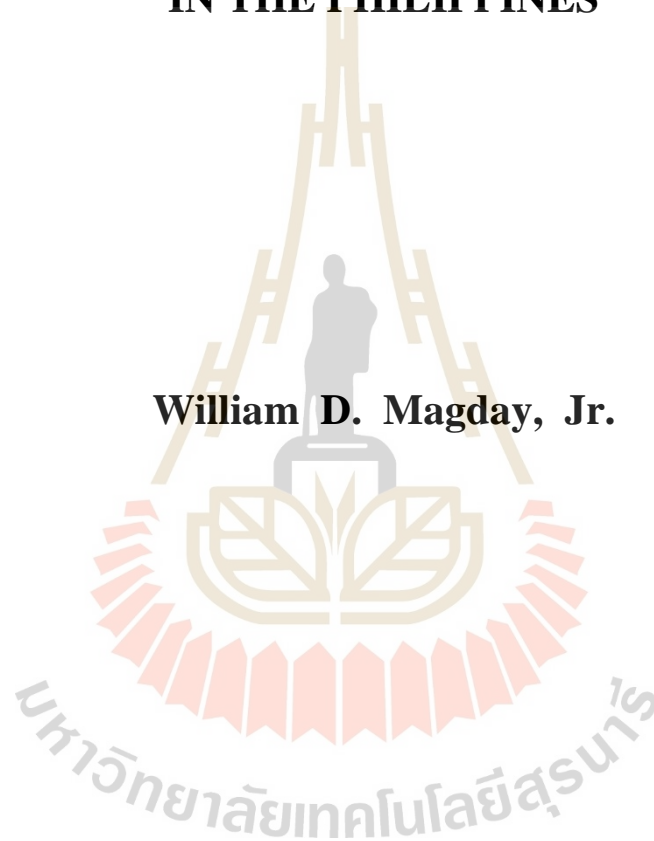


**GENRE WEB OF ENGLISH STUDENT TEACHERS'
INTERNSHIP PORTFOLIOS AT A TEACHER
EDUCATION INSTITUTION
IN THE PHILIPPINES**

William D. Magday, Jr.



**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

Suranaree University of Technology

Academic Year 2019

โครงข่ายประเภทงานเขียนของแฟ้มสะสมงานฝึกวิชาชีพของ
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ที่สถาบันผลิตครูในประเทศฟิลิปปินส์




นายวิลเลียม แม็กเดย์ จูเนียร์

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Thesis Examining Committee



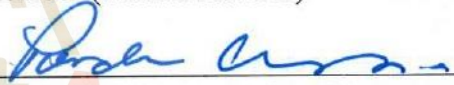
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ของนักศึกษาครุศาสตรบัณฑิตวิชาเอกภาษาอังกฤษที่สถาบันผลิตครูในประเทศฟิลิปปินส์
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ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร.อิสรา ประมูลสุข, 345 หน้า

เป็นที่ทราบกันว่านักศึกษาครุศาสตร์ต้องเผชิญกับเรื่องยาก ๆ มากมายในระหว่างปฏิบัติการฝึกสอน ซึ่งอาจจะเป็นผลมาจากความไม่มีประสิทธิภาพในด้านต่าง ๆ ของแนวทางปฏิบัติการสอนของนักศึกษาที่สถาบันผลิตครู เพราะเหตุนี้ วิธีหนึ่งที่จะรับมือกับความท้าทายต่าง ๆ ที่นักศึกษาครุศาสตร์มีคือการพัฒนาคุณภาพขององค์ประกอบในการปฏิบัติการฝึกสอนในหลักสูตรผลิตครู ด้วยวัตถุประสงค์ที่จะระบุให้ได้ถึงเรื่องยากต่าง ๆ ซึ่งอาจจะช่วยทำให้ชัดเจนว่าประเด็นใดในการปฏิบัติการฝึกสอนต้องได้รับการพัฒนาเพื่อให้ได้คุณภาพที่ดีขึ้น งานวิจัยชิ้นนี้จึงศึกษาประเภทงานเขียนสามชนิดซึ่งได้แก่แผนการสอน (ประเภทงานเขียนที่หนึ่ง) แบบฟอร์มการประเมินคุณภาพการสอน (ประเภทงานเขียนที่สอง) และบันทึกการสอนประจำวัน (ประเภทงานเขียนที่สาม) ซึ่งรวบรวมอยู่ในแฟ้มสะสมงานฝึกวิชาชีพของนักศึกษาครุศาสตร์ และศึกษาความสัมพันธ์ที่ประเภทงานเขียนทั้งสามชนิดมีต่อกัน ซึ่งจะนำไปสู่การค้นพบสิ่งที่เรียกว่า “โครงข่ายประเภทงานเขียน” งานวิจัยนี้รวบรวมแฟ้มสะสมงานฝึกวิชาชีพ 22 ชิ้น ของนักศึกษาครุศาสตร์บัณฑิตวิชาเอกภาษาอังกฤษ โดยการสุ่มตามความสะดวก จากรุ่นปี 2557 ถึง ปี 2561 ของมหาวิทยาลัยแห่งรัฐนูเอวา วิซกายา ประเทศฟิลิปปินส์ และวิเคราะห์ข้อมูลทั้งสิ้น 66 ชิ้น ซึ่งประกอบไปด้วยแผนการสอน 22 ชิ้น แบบฟอร์มการประเมินคุณภาพการสอน 22 ชิ้น และ บันทึกการสอนประจำวัน 22 ชิ้น ซึ่งรวบรวมมาจากแฟ้มสะสมงานฝึกวิชาชีพ 22 ชิ้น เป็นข้อมูลหลัก งานวิจัยชิ้นนี้ใช้วิธีวิจัยแบบผสมผสาน ตาม Cresswell & Plano-Clark (2007 อ้างถึงใน Headley & Plano-Clark, 2019) ในการศึกษา ประเภทงานเขียนทั้งสามชนิดนี้และความสัมพันธ์ที่ทั้งสามชนิดมีต่อกันและกัน โดยเริ่มจากใช้การออกแบบงานวิจัยเชิงคุณภาพเพื่อการยืนยันอัตภาคและการระบุกลยุทธ์การสอนของแผนการสอน (ประเภทงานเขียนที่ 1) การวิเคราะห์เนื้อหาและความผิดพลาดทางไวยากรณ์ของ บันทึกการสอนประจำวัน (ประเภทงานเขียนที่ 3) และการวิเคราะห์ความสัมพันธ์ระหว่าง ข้อความในโครงข่ายประเภทงานเขียน เพื่อศึกษาความสัมพันธ์ที่ประเภทงานเขียนทั้งสามชนิดในแฟ้มสะสมงานฝึกวิชาชีพมีต่อกันและกัน ส่วนประเภทงานเขียนที่ 2 ซึ่งได้แก่แบบฟอร์มการประเมินคุณภาพการสอน ประกอบไปด้วยสองส่วนได้แก่ส่วนที่เป็นข้อมูลเชิงคุณภาพและข้อมูลเชิงปริมาณ ผู้วิจัยใช้ การออกแบบวิจัยคู่ขนานเข้าหากันซึ่งเป็นหนึ่งในการออกแบบวิจัยแบบ

ผสมผสานของ Creswell & Plano-Clark (2011 อ้างถึงใน Magday & Pramoolsook, 2020) เพื่อยืนยันความสอดคล้องกันของข้อมูลจากทั้งสองส่วน โดยใช้วิธีวิจัยรูปแบบใหม่ที่เรียกว่าการวิเคราะห์เพื่อยืนยันความสอดคล้องของข้อมูล นอกจากนี้ผู้วิจัยยังใช้ข้อมูลจากการสัมภาษณ์แบบกลุ่มเฉพาะกับนักศึกษาคณะครุศาสตร์และครูที่ร่วมฝึกศึกษาคณะครุศาสตร์เพื่อช่วยยืนยันข้อมูลจากการวิเคราะห์ข้างต้นอีกด้วย งานวิจัยชิ้นนี้ได้เสนอผลการวิจัยอันเป็นประโยชน์และน่าสนใจบางประการและคำแนะนำเพื่อการเรียนการสอน ได้แก่เค้าโครงแผนการสอนโดยละเอียดสำหรับครูมือใหม่ วิธีวิจัยที่เรียกว่าการวิเคราะห์เพื่อยืนยันความสอดคล้องของข้อมูลสำหรับแบบฟอร์มการประเมินคุณภาพการสอน โมดูลการสอน นักศึกษาคณะครุศาสตร์ โปรแกรมการสอนเพื่อแก้ไขไวยากรณ์ให้นักศึกษาคณะครุศาสตร์บัณฑิตวิชาเอกภาษาอังกฤษ และแนวคิดเรื่องโครงข่ายประเภทงานเขียน รวมไปถึงเกณฑ์ที่ใช้ในการระบุว่ากลุ่มประเภทงานเขียนที่มีความสัมพันธ์ซึ่งกันและกันแบบใดจึงจัดได้ว่าเป็นโครงข่ายประเภทงานเขียน ยิ่งไปกว่านั้นผลของงานวิจัยชิ้นนี้ยังระบุให้เห็นว่ามีประเด็นเกี่ยวกับการฝึกปฏิบัติการสอนที่ควรได้รับการปรับปรุงอีกด้วย ดังนั้นงานวิจัยชิ้นนี้จึงเน้นถึงความจำเป็นที่ต้องปรับเปลี่ยนโปรแกรมครุศาสตร์และเสนอแนวทางการฝึกปฏิบัติการสอนของนักศึกษาคณะครุศาสตร์แก่สมาชิกของกลุ่มผู้ใช้โครงข่ายประเภทงานเขียน นี้ ซึ่งได้แก่นักศึกษาคณะครุศาสตร์ นักศึกษาที่ปฏิบัติงานฝึกสอน ครูที่ร่วมฝึกศึกษาคณะครุศาสตร์ และคณาจารย์ในสถาบันผลิตครู

สาขาวิชาภาษาต่างประเทศ

ปีการศึกษา 2562

ลายมือชื่อนักศึกษา

ลายมือชื่ออาจารย์ที่ปรึกษา

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WILLIAM D. MAGDAY, JR. : GENRE WEB OF ENGLISH STUDENT
TEACHERS' INTERNSHIP PORTFOLIOS AT A TEACHER EDUCATION
INSTITUTION IN THE PHILIPPINES. THESIS ADVISOR : ASST. PROF.
ISSRA PRAMOOLSOOK, Ph.D., 345 PP.

GENRE WEB/ PRE-SERVICE TEACHERS/ INTERNSHIP PORTFOLIO/
TEACHER EDUCATION PROGRAM

Pre-service teachers are often found to face many difficulties when they undertake the Teaching Internship course, which may be attributed to the ineffective aspects of student teaching practices conducted in teacher training institutions. For this reason, one possible way to deal with the challenges of student teachers would be to improve the quality of the practicum component of the Teacher Education Program (TEP). In the hope that identification of the difficulties may shed light on which aspects of practicum need to be improved to increase quality, the present study explored the three genres, i.e. Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) packaged in the internship portfolios of the student teachers, and their interrelationship, which led to the discovery of 'genre web'. Through purposive sampling, twenty-two internship portfolios were gathered from Batch 2014 to Batch 2018 Bachelor of Secondary Education (BSEd)-English graduates at the Nueva Vizcaya State University (NVSU), Philippines. Sixty-six texts, i.e. 22 lesson plans, 22 evaluation forms, and 22 teaching journals were collected from the 22 internship portfolios as the main data. The study adopted the mixed methods research design of Creswell & Plano-Clark (2007, as cited in Headley & Plano-Clark, 2019) in exploring the three genres and their interrelationship. Qualitative research designs were used in

the move confirmation and teaching strategy identification of the Lesson Plans (Genre 1), grammatical error and content analyses of the Teaching Journals (Genre 3), and Intertextual Genre Web Analysis (IGWA) of the interrelationship among the three genres in the genre web of the internship portfolios. Since the Evaluation Forms (Genre 2) has two parts, which are the quantitative and qualitative sections, the convergent parallel design, a mixed-methods design of Creswell & Plano-Clark (2011, as cited in Magday & Pramoolsook, 2020) was used to verify the consistency between the two parts using a novel method, the Consistency Verification Analysis (CVA). Focus group interviews with some of the cooperating teachers and student teachers were also conducted to triangulate the results of the study. Some of the key interesting contributions and pedagogical implications, i.e. a Detailed Lesson Plan (DLP) Framework for novice teachers, the Consistency Verification Analysis (CVA) for the evaluation form, a module for pre-service teachers, a Remedial Instruction in Grammar (RIG) program for BSEd-English students, and the proposed concept of ‘genre web’ and identification criteria to qualify a set of intertwined genres as a web were revealed in the study. Moreover, the results indicated that there were serious concerns about teaching internship practices. Thus, this study stresses the need for modification in the teacher education program and provides teaching internship guidelines for the members of the discourse community: the education students, the pre-service teachers, the cooperating teachers, and the TEP professors.

School of Foreign Languages

Academic Year 2019

Student's Signature



Advisor's Signature



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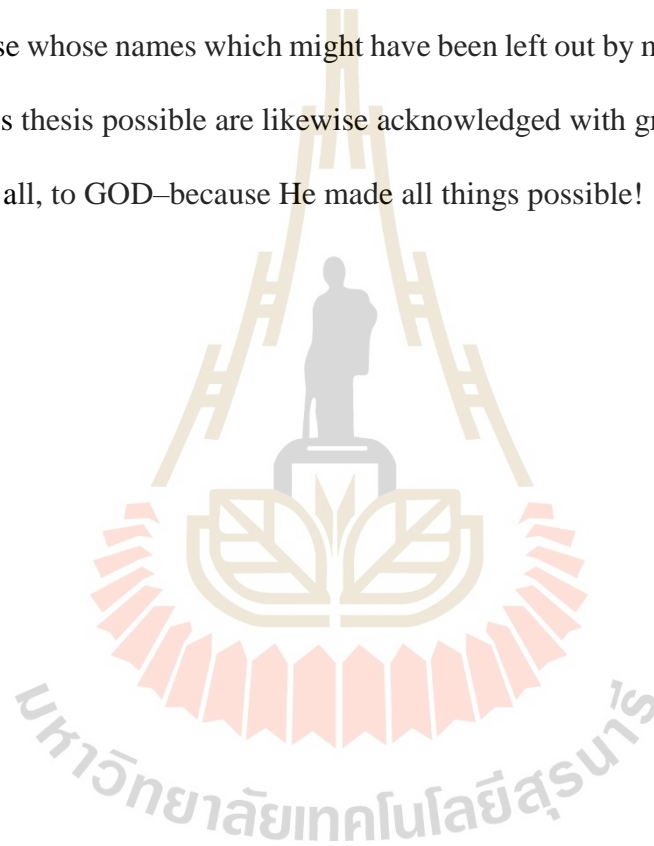


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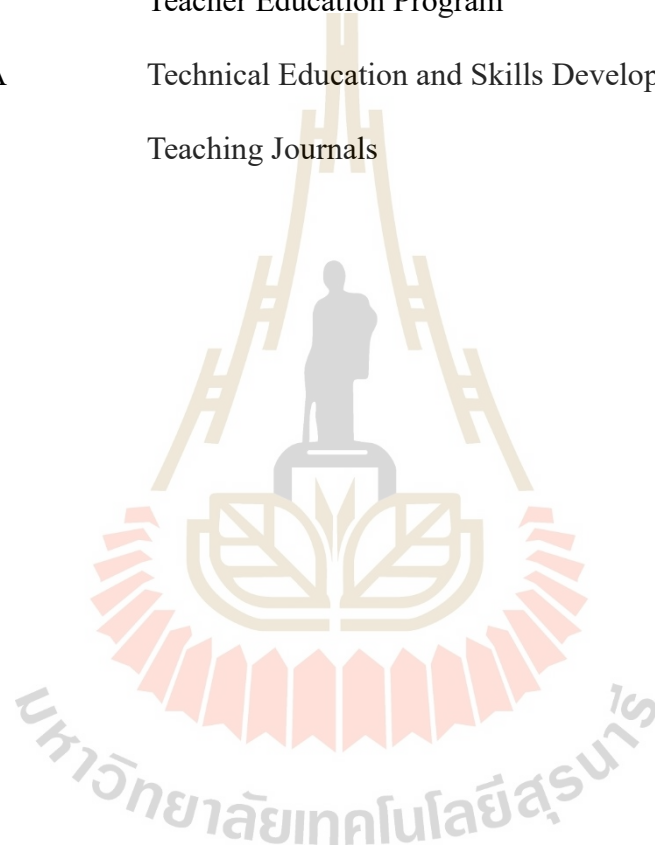
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LIST OF ABBREVIATIONS

BEEd	Bachelor of Elementary Education
BIEd	Bachelor of Industrial Education
BSEd	Bachelor of Secondary Education
CHED	Commission on Higher Education
CMO	CHED Memorandum Order
CTE	College of Teacher Education
DepEd	Department of Education
EEd	Elementary Education Program
EFs	Evaluation Forms
ESL	English as a Second Language
IGWA	Intertextual Genre Web Analysis
IMs	Instructional Materials
LPs	Lesson Plans
NVSU	Nueva Vizcaya State University
PhD	Doctor of Philosophy
PPT	PowerPoint Presentation
PRC	Professional Regulation Commission
RA	Republic Act
SEP	Secondary Education Program
ST	Student Teacher

LIST OF ABBREVIATIONS (CONTINUED)

St.	Strategy
SUCs	State Universities and Colleges
TEI	Teacher Education Institution
TEP	Teacher Education Program
TESDA	Technical Education and Skills Development Authority
TJs	Teaching Journals



CHAPTER 1

INTRODUCTION

To provide the context of the current investigation, this chapter presents the introduction concerning the relevance of quality education as well as the responsibilities of Teacher Education Institutions (TEIs) in preparing education students to become professional teachers, especially for Bachelor of Secondary Education (BSEd). Then, it identifies the research problems, which lead to the research objectives, research questions, and the significance of the current study. The scope and limitation of the study and definition of key terms are also presented. This chapter ends with a summary.

1.1 Background of the Study

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

-Kofi Annan

Education is a significant and critical aspect of development. It is essential when it comes to preparing for one’s future and life. It teaches an individual to learn from experience and arms them with a profound insight to look at their life and appreciate all the sections of society. Furthermore, every person acknowledges the significance of education, knowledge, and truth for promoting the world outlook. In today’s world, human capital and education are considered to be the best national resource that influences economic growth (Burgess, 2016; Jo & Khodzhaevich et al., 2020). Thus,

persons could uncover better opportunities for themselves, and on the other hand, the entire nation would get benefited from their works.

On account of this, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has been continuously sharing to the world its global movement, the Education for All (EFA), to provide quality education for all individuals (UNESCO.org., n.d.). Since its creation in 1945, it is committed to a holistic and humanistic vision of quality education worldwide, the realization of everyone's right to education, and the belief that education plays a fundamental role in human, social and economic development.

Accordingly, to uphold this worldwide movement, the Philippine government supports and funds the programs required to be done to ensure a quality education for every Filipino student. This is manifested in Republic Act 9155 or Governance of Basic Education Act of 2001, stipulating the principles and general objectives of the Philippine Educational System, which aims to (a) Provide a broad general education that will assist each individual in society to attain his/her potential as a human being, and enhance the range and quality of the individual and the group; (b) Help the individual participate in the basic functions of society and acquire the essential educational foundation for his/her development into a productive and versatile citizen; (c) Train the nation's manpower in the middle-level skills required for national development; (d) Develop the high-level professions that will provide leadership for the nation, advance knowledge through research, and apply new knowledge for improving the quality of human life; and (e) Respond effectively to changing needs and conditions through a system of educational planning and evaluation.

In view of this, the Philippine government is doing its best to support the needs of educational institutions in the country. President Rodrigo R. Duterte assured in his State of the Nation Address (SONA) 2017 that the Philippines will prosper if Filipinos are getting a quality education (RTVMalacanang, 2017). It is in this perspective that President Duterte signed Republic Act No. 931 or known as the Universal Access to Quality Tertiary Education Act, a law promoting universal access to quality tertiary education by providing for free tuition and other school fees in all State Universities and Colleges (SUCs). Under RA No. 931, the Philippine government recognizes the complementary roles of public and private higher education institutions and technical-vocational institutions in the educational system and the invaluable contribution that the private tertiary schools have made and will make to education.

Therefore, there should be competent teachers at all levels to guarantee the holistic development of learners' potentials. To improve such potentials, the Teacher Education Institutions (TEIs) in the Philippines are tasked with preparing future teachers who are equipped with in-depth knowledge and pedagogical competence, and instilled with the tenets, aspirations, and traditions of the Philippine culture. These tasks require innovations, revisions, and reforms to attain curricular development and responsiveness, which are known as the hallmarks of academic excellence as specified in the Higher Education Act of 1994.

Apparently, the ultimate goal of teacher education curricula is to produce quality teachers who would meet the current demands of the Philippine Education system and the global community. Hence, the quality of teacher education programs and the pre-service teachers that the TEIs produce is a key factor in achieving the ultimate goals of education not only in the Philippines but also in a global perspective.

In the Philippines, three prevailing educational agencies are responsible for the execution, development, and monitoring of the education programs and policies in the country. First, the Department of Education (DepEd) that spearheads the basic education in both public and private schools. Second, the Commission on Higher Education (CHED) that supervises the tertiary and graduate education of both public and private State Universities and Colleges (SUCs). Third is the Technical Education and Skills Development Authority (TESDA). The latter is focused on technical-vocational aspects and it has no influence at all on Teacher Education Program (TEP). Thus, there is no need to explain rigorously about it in the current investigation.

1.1.1 Department of Education

The Department of Education (DepEd) is an agency that is tasked by the government to provide basic education to Filipinos. It is the higher body that oversees all education in the Philippines. It is dedicated to providing a quality system for both public and private education. It provides schools with in-service teachers who can help students and pre-service teachers develop their abilities, skills, and attitudes for them to function effectively in an environment that is changing rapidly in different ways. The elementary and secondary schools are known as cooperating schools where the pre-service teachers conduct their Experiential Learning Courses (ELC), of which Teaching Internship is its final program. The DepEd employs about one million in-service teachers at the elementary and high schools across the country. Nevertheless, only those qualified in-service teachers, who are classified as cooperating teachers, are allowed to supervise pre-service teachers who are having Teaching Internship training in their schools.

Furthermore, DepEd and CHED are partners that work together for the development of Teacher Education Programs (TEPs) in the country. CHED monitors, evaluates, and sets all the curricular programs and the performance of State Universities and Colleges (SUCs) in the country. DepEd, on the other hand, sets the policies and guidelines specific only for both secondary and elementary education programs (DepEd Memo 39, 2005). Hence, DepEd has no direct mandate over the curricula of TEP being offered in a Teacher Education Institution (TEI); it is CHED that evaluates the program.

1.1.2 Commission on Higher Education

The Higher Education Commission (CHED) has the task of establishing policies and standards for undergraduate and graduate degrees. It reviews curricula of all Higher Education Institutions (HEIs) and grants licenses to operate for both public and private schools or colleges. CHED also is authorized by the government to revoke the licenses and effect the closure of State Universities and Colleges (SUCs) which violate the education policies, rules and guidelines. CHED is active in pre-service teacher education by way of setting up expectations, conducting conferences, consultations, and encouraging linkages or consortium among Higher Education Institutions (HEIs). CHED is involved in pre-service teacher education by setting standards, organizing seminars, holding consultations, and fostering linkages among institutions of higher education.

Consequently, CHED directs that all HEIs offering undergraduate teacher education programs should continuously hone future teachers to perform their functions and sustain excellence and quality in education (Republic Act No. 7722).

1.2 Rationale for the Study

The government of the Philippines has actively implemented quality reforms for teachers through many initiatives. The National Competency-Based Teacher Standards (NCBTS) was then institutionalized as a teacher training system through CHED Memorandum Order No. 52, s. 2004 and DepED Order No. 32, s. 2009. It was developed as part of implementing the Basic Education Sector Reform Agenda (BESRA) and was realized by drawing on the learning aspects of different programs, which are the Strengthening Implementation of Visayas Education (STRIVE) project, the Basic Education Assistance for Mindanao (BEAM), and the Third Elementary Education Project (TEEP). In 2013, the Republic Act 10533 or K to 12 Reform modified the Philippine landscape of teacher training standards. The reform process demands equal emphasis on professional teachers who are adequately trained to take on the responsibilities of a teacher in the K to 12 program.

As described on Deped Order No. 42 of 2017, the Philippine Professional Standards for Teachers (PPST), based on NCBTS, complements the teacher quality improvement measures from pre-service education to in-service training. The PPST manifests what teachers should be able to perform and appreciate in order to develop skills, enhance student learning performance, and finally, promote quality education. This is focused on teaching principles including student-centered learning and lasting knowledge, and inclusiveness among others. The PPST, therefore, is a public declaration of professional responsibility that will help teachers focus on and assess their activities as they strive to personal growth and career advancement (DepED Order No. 32, s. 2009). The DepEd, accordingly, acknowledges the value of professional expectations in the ongoing professional development and teacher promotion based on the lifelong learning

principles. Since quality learning depends on good teaching (DepEd Order No. 42, s. 2017) and as manifested on the foregoing concept, improving the standard of teachers is therefore of vital importance for long-term and sustainable nation building. The DepEd through the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) or DepEd Order No. 42, s. 2017, makes it clear that an effective 21st century teacher should possess some characteristics that are anchored on the NCBTS 7 Domains. Accordingly, quality teachers in the Philippines need to:

1. Identify the significance of mastering the content knowledge and its relationship within and across curricula.
2. Offer secure, sound, fair and supportive learning environments to ensure learner accountability and success.
3. Create learning environments that respond to learners' diverse backgrounds.
4. Participate in any activities concerning the national and local curriculum designs.
5. Use a range of evaluation methods and techniques to track, analyze, record, and report on the needs, development, and achievement of the learners.
6. Establish school-community linkage to enhance the learning environment, as well as participation of the community in the educational process.
7. Foster professional and personal development, and demonstrate high respect for the profession by upholding attributes that maintain the dignity of teaching such as attitude of care, loyalty and honesty.

The Philippine Professional Standards for Teachers (PPST) serves as a basis for all teaching and learning improvement programs to guarantee that teachers are equipped for the implementation of the K to 12 Program. It is also used for the promotion and position reclassification of teachers. Thus, all performance and professional assessments

for teachers are based on this set of standards (DepEd Order No. 42, s. 2017).

In conformity with the aforementioned qualities of a teacher set by DepEd, the CHED through the Secondary Education Program (SEP) of the Teacher Education Institution (TEI) also establishes standards of a quality secondary English teacher which are: (a) demonstrate a comprehensive linguistic and literature knowledge to ensure successful learning, (b) use English in a multilingual perspective as a global language in teaching language and literature, (c) acquire comprehensive knowledge of language, literature and related fields, (d) demonstrate speaking and writing communication skills, (e) display competence in using innovative approaches, methodologies and strategies to teach language and literature, (f) utilize technology and innovative ideas to support learning and teaching languages, (g) inspire learners and colleagues to bring in important and positive improvements to enhance language and literature learning and teaching, and (h) show skills and abilities to teach language and literature in a reflective and research-oriented way (CHED Memorandum Order [CMO] No. 75, s. 2017).

Furthermore, passing the Licensure Examination for Teachers (LET) is another indication of quality education offered by Teacher Education Institutions (TEIs) in the country. The LET is set twice a year to cater for the increasing number of aspiring registered elementary and secondary professional teachers. They are not permitted to teach or even applied for any teaching job position without passing such examination (Republic Act No. 7836). To pass the LET, an examinee must have a rating of at least 75% and must have no average rating of lower than 50% in each of the three topics or parts. The LET for secondary level has three topics: 1. General Education (20%), 2. Professional Education (40%), and 3. Major or specialization (40%). English is an example of specialization (PRC.gov.ph, n.d.), which was the focus of this current

investigation. It is also worth pointing out that in order to realize the standards of quality education set by the Department of Education (DepEd) and Commission on Higher Education (CHED) in the Philippines, the Teacher Education Program (TEP) of all Teacher Education Institutions (TEIs) undoubtedly need continuous improvement and upgrading of pre-service teacher training, as one of the most important aspects of every teacher education curriculum, as it prepares education students to become qualified teachers in the future. This is indeed very timely because teacher education in the Philippines has the largest number of enrollees among the courses with board examinations that are being offered in Higher Education Institutions (HEIs).

Table 1.1 shows the HEIs' enrollment by discipline groups in the academic year 2016-2017 (CHED.gov.ph., n.d.).

Table 1.1 Higher education enrollment by discipline group: AY 2016-2017

Discipline Groups	Enrollment
<i>Agriculture, Forestry, Fisheries</i>	127,287
<i>Architecture and Town Planning</i>	40,238
<i>Business Administration and Related</i>	921,324
<i>Education Science and Teacher Training</i>	740,713
<i>Engineering and Tech</i>	448,550
<i>Fine and Applied Arts</i>	16,324
<i>General</i>	7,614
<i>Home Economics</i>	5,960
<i>Humanities</i>	40,753
<i>IT-Related Disciplines</i>	398,765
<i>Law and Jurisprudence</i>	23,239
<i>Maritime</i>	119,387
<i>Mass Communication and Documentation</i>	36,527
<i>Mathematics</i>	14,109
<i>Medical and Allied</i>	203,561
<i>Natural Science</i>	34,923
<i>Other Disciplines</i>	212,709
<i>Religion and Theology</i>	8,351
<i>Service Trades</i>	73,905
<i>Social and Behavioral Sciences</i>	114,834
<i>Trade, Craft, and Industrial</i>	411
Grand Total	3,589,484

**italicized texts- required licensure examinations*

Even though education discipline that had 740,713 enrollees is second to business-related courses that had 921,324 enrollees, it had still the biggest number of enrollees among all the courses that require licensure examinations mandated by the Philippine Regulation Commission (PRC). The students who have successfully finished bachelor's degrees that have licensure examinations are required to pass the national examinations to have a PRC license.

According to Dr. Annalyn Sevilla, Undersecretary of the Department of Education (DepEd) in the Philippines, elementary and secondary schools will be needing around 81,000 teachers in 2018 (Cepada, 2017). The employment of new teachers, according to DepEd (Cepada, 2017), will address the increasing number of students enrolling until Senior High School. Along this line, the Philippine government, under the administration of President Rodrigo Roa Duterte announces to double the salary of the teachers in 2020 (Placido, 2018). This could be the reason why students especially the incoming freshmen decide to enroll in teacher-related courses in State Universities and Colleges (SUCs) in the Philippines. In view of this, the Teacher Education Institutions (TEIs) are meeting the challenges of providing high-quality education for pre-service students as mandated in the Commission on Higher Education Memorandum Order (CMO) No. 30 s. 2004.

In the Philippines, all Senior High School (SHS) graduates who intend to enroll in the tertiary level must pass the institutionalized entrance examination for freshmen and meet the admission requirements of the SUCs. In the first-year level, they take General Education (GE) courses following the common first-year scheme, and in the following year, they decide what course to take (CMO No. 30, s. 2004). For instance, those who decide to take Bachelor of Secondary Education (BSEd)-English must pass the

screening test of the Teacher Education Institution (TEI). Within the duration of their study, they must meet the academic requirements and regulations stated in the Student Handbook of the TEI. In the current investigation, students of the Secondary Education Program (SEP) of the College of Teacher Education (CTE) must have at least 85% weighted average and at least 85% of English courses for those BSEd-English majors for them to continue the TEP. In the final semester, the students undertake an Internship Teaching course.

The Internship Teaching course is phased into three, namely: pre-deployment, deployment, and post-deployment activities. The pre-deployment includes the orientations done before the student teachers are deployed to their assigned cooperating schools. In this phase of the course, it is important for any TEI to consider the performing cooperating school as recommended by the Department of Education (DepEd) from where the student teachers could gain the skills that will make them confident to teach. Cooperating school is also called the internship school, practicum site, and partner public school where the field observers and student teachers undertake classroom observation and teaching internship activities (DepED Order No. 3, s. 2007).

After the pre-deployment activities, student teachers are then deployed to their assigned cooperating schools. In this phase of the program, Miano (2009) pointed out that cooperating schools, where practice teachers undertake the practicum, are encouraged to offer a real-life environment for the practice teachers to improve their professional skills. This environment allows the student teachers to apply all the theories and techniques they have learned from their course. As indicated in the Guidelines in the Deployment of Practice Teachers (DepED Order No. 3, s. 2007), which states that as key interdependent stakeholders in the improvement of the practice teachers, the

Basic Education Schools (BES) provide the TEIs the authentic setting to facilitate the teacher education curricular programs, and the TEIs, in turn, offer schools with experienced teachers steeped in both theory and practice. These guidelines, therefore, suggest that the implementation of the Teaching Internship course be done collaboratively by the TEIs and DepED. Monitoring the student teachers through the TEIs college supervisor is also found as a vital process of the Teaching Internship course once the student teachers are already deployed in cooperating schools. College supervisors are faculty members of the TEI in-charge of the experiential learning of the student teachers. They are the ones who teach the course and oversee the various activities of the student teachers (DepED Order No. 3, s. 2007). Leviste (2004) distinguishes college supervisors as teachers from the State Universities and Colleges (SUCs) who are responsible for the implementation of the Internship Teaching course and serve as a liaison officer of the cooperating school and the TEI. They are the ones who communicate with the school principal, department head and cooperating teachers. With the help of the college supervisor, the student teachers are closely monitored and strictly observed if they are fulfilling the requirements and meeting the expectations of the teacher education program. Similarly, student teachers are also supervised and mentored by the cooperating or critic teachers in the cooperating schools they were assigned in. These cooperating teachers guide the student teachers with regard to their professional skills, personal attributes, and manners (DepED Order No. 3, s. 2007). Guevarra (2005) considers cooperating or critic teachers as the most influential student teaching triad member in the teaching internship program. Their role in facilitating the student teachers' professional experience is seen as a complex one. Chu (2019) also claims that cooperating teachers must impose the demanding provisions of the Teaching

Internship course while adhering to school policies and pedagogical expectations. Thus, the cooperating teachers are the ones who provide meaningful learning experiences to the student teachers. Similarly, in this investigation, the cooperating teachers and college supervisors guide, model, mentor, observe, collaborate, and analyze the student teachers' progress in an assigned classroom as they assume greater responsibilities with the students. This final stage of the education program is where the student teachers perform three stages of demonstration teaching, which are (a) Local Demonstration, (b) Daily Demonstration, and (c) Final Demonstration. In every teaching demonstration, the student teacher is expected to prepare a detailed lesson plan two days before teaching the topic. During the demonstration teaching, evaluators from the TEI and cooperating schools assess the teaching performance of the student teacher. These two groups of evaluators evaluate first the lesson plan using the evaluation form, then they sit at the back of the demonstration teaching room while the student teacher is teaching. After the teaching, the evaluation forms and lesson plans are returned to the student teacher. They then compose a reflective narration or teaching journal about their teaching experiences on that day.

Finally, the post-deployment activities focus mainly on the evaluation of the student teachers' performance, and the assessment of the internship portfolio is one of the activities. Lane and Horner (2010) stress that assessment methods used in teacher evaluation systems should include classroom observations and evaluation of various classroom outputs like students' work, instructional plans, scoring systems, and teacher's projects that could help the evaluators distinguish how a teacher sets lesson objectives or designs learning activities daily. Also, the performance evaluation system for student teachers should be anchored on the professional standards of quality teachers.

Likewise, Tognolini and Stanley (2007) highlight that assessment tasks in a standard-based system must be directly connected to the subject content and teaching-learning outcomes.

Teaching Internship, therefore, as a form of field experiences is one of the courses that must be taken into consideration concerning the realization of the government's goal in preparing education students to be equipped with in-depth understanding on both theoretical and practical facets of teacher education. It is at this level that students are provided with the opportunity to apply their knowledge and demonstrate their teaching abilities in actual classes because they can learn from the real field experiences and are given a chance to work with the cooperating teachers and other in-service teachers. Thus, teaching internship is needed to be explored as this has something to ascertain regarding the quality of teachers and the teacher training program discussed in the previous section.

Fortunately, the internship portfolio as an integral part of Teaching Internship has the most important features to explore and it is believed that one way or another, this final requirement of any Teacher Education Program (TEP) could, to some extent, contribute to the quality education campaign of the DepEd. The investigator of this study is an insider of this discourse community and fully aware that among the components in the internship portfolio, Lesson Plans, Evaluation Forms, and Teaching Journals are the most important entries. These are all produced by the students and evaluators while others are readily accessible from various resources as attachments of the internship portfolios. From this perspective, the investigator conducted a survey (see Appendix III) of 28 BSEd-English graduates of NVSU from 2013-2018 in August 2018 as preliminary data to determine the three most important components of the internship portfolios. Table 1.2 shows the results of the survey.

Table 1.2 Three most important components of the internship portfolio

Components	Number	Percentage
Table of Contents	4	14.29
Prayer of a Student Teacher	0	0
Resumé	0	0
Description of Cooperating School	3	10.71
Lesson Plans	24	85.71
Teaching Journals	23	82.14
Evaluation Forms	27	96.43
The Sample of Learners' Works	2	7.14
Professional Readings and References	1	3.57
Pictures	0	0
Others (as attachments)	0	0

It is clear from the table that the three most important components in the internship portfolio are Evaluation Forms (27 or 96.43%), Lesson Plans (24 or 85.71%), and Teaching Journals (23 or 82.14%). The second part of the survey questionnaire is two questions, which are 1) an optional question about the reason for their choices, and 2) a question about the difficulties they encountered in producing the internship portfolio.

Out of 15 participants who answered the first question, 8 or 53% said that the choices they made are interrelated to each other. Four or 26.67% said that the choices they made are more important than the other parts of the internship portfolio. Meanwhile, 22 or 78.6% out of 28 participants answered the second question regarding the difficulties that they encountered in producing the internship portfolio. The top four responses are (a) Lesson Plans were difficult to write because of the structure/ appropriate words to be used in each section (12 or 54.5%), (b) Evaluation Forms were confusing because of the contradictions of the scores and suggestions (9 or 40.9%), (c)

Evaluation Forms should be immediately given right after the teaching (9 or 40.9%), and (d) Teaching Journals were tough to write because this part was produced without the supervision of the cooperating teachers and college supervisors (8 or 21.8%).

Accordingly, these three components are called ‘genres’ since each of them has a distinctive communicative purpose, a specific intended audience, and a recognizable rhetorical structure, all of which are discussed thoroughly in Chapter 2.

It was mentioned previously that quality education is a campaign that calls for the participation of all educational sectors at various levels (UNESCO.org., n.d.) especially the Teacher Education Institutions (TEIs) which are considered to be the training grounds of the future professional teachers. In view of this, the TEI professors must cooperate in this campaign since they directly work with the teacher education students, who would become the teachers of the next generations. They are the ones responsible for molding and producing quality teachers who would provide the needs of the students towards quality education in the future. Above and beyond, if an insider of a discourse community steps back from their group to see a clearer picture of what is going on from a different perspective, they will perceive clearly the issues and concerns that need to be investigated. Thus, based on the investigator’s perspective and the results of the preliminary survey, one could easily comprehend the issues at hand that need to be investigated in order to somehow increase the quality of the teaching internship program at the College of Teacher Education (CTE) of the Nueva Vizcaya State University, the setting of this study.

First, for the issue on lesson planning difficulty preferably the words or phrases to be used underneath each part as well as its structure, a lesson planning model along with rhetorical structure and linguistic clues could be of great help for the student teachers as

a reference framework in planning their lessons for the demonstration teaching. Second, for the reported contradictions between the evaluators' scores and suggestions in the evaluation forms, a verification check between the qualitative entries and quantitative ratings is perceived as a mean of dealing with such issue. Third, since student teachers face a lot of problems during the Teaching Internship course, teaching journal's in-depth content analysis that focuses on the practicum experiences is one possible investigative approach that is considered in this study, which could propose some pedagogical implications that would increase the quality of the practicum component of the Teacher Education Program (TEP). However, at a glance, the grammatical errors in the teaching journals were alarming considering that the students under this investigation were English majors. This is disturbing because the students have already finished their fundamental English courses and that Teaching Journals are written in the final semester. According to Farrokh (2011), grammatical errors are errors that are not appropriate to the linguistic guidelines or standards which may perhaps result to unacceptable writing. Thus, there is a need to address this issue by identifying the common errors of the student teachers for an appropriate pedagogical implication.

In the same survey mentioned earlier, one of the participants stated that:

“The teaching journals were difficult to write. I admit my English is not perfect. It took me a lot of time to write this component. Unlike the lesson plans, my critic and other teachers were there to edit. Now that I'm already a professional teacher, I found out that my journal before had a lot of grammatical errors. What a shame.☹☹”

-Student 6

Based on the response of the participant in the survey, it could be perceived that among the three genres, Genre 3, Teaching Journals, is considered to be the toughest

component for them to produce. It is also worth mentioning that the student teachers really need the guidance and help of both cooperating teachers and college supervisors. This interview finding supports the study of Koerner et al. (2002) that suggests that student teaching experience is influenced by the interactions between student teachers, cooperating teachers, and university supervisors. Similarly, Putnam and Borko (2000) posit that weekly meetings between experienced teachers and student teachers have an important role in balancing between providing guidance and supporting student teachers' construction of new practices.

Therefore, this teaching journal genre must be taken into utmost consideration because the Philippines is recognized as one of the English-speaking countries (Woods, 2006), and English is one of the official languages (Bernardo & Gaerlan, 2006; Nakahara, 2006; Ozaki, 2011; Cabigon, 2015). Similarly, if the reflective narrations of this genre are not written in acceptable English, the experiences of the students during their Teaching Internship course will not be expressed appropriately. Finally, the interrelationship among the three genres: Lesson Plan, Evaluation Form and Teaching Journal could also contribute to the identification of the student teachers' challenges with the expectation that dealing with such challenges would increase the quality of the teaching internship program. Moreover, the results of this investigation would fill the research gap mentioned in Chapter 2 regarding genre analysis of internship documents in the Teacher Education Program (TEP).

1.3 Research Objectives

This current investigation aims to:

1. confirm the moves prescribed by the CHED of the Lesson Plans (Genre 1) produced by BSEd-English student teachers during their Teaching Internship and identify the teaching strategies to achieve these moves;
2. verify the consistency of the evaluators' qualitative entries and quantitative ratings on the Evaluation Forms (Genre 2) produced by the cooperating teachers and college supervisors;
3. analyze the content of the Teaching Journals (Genre 3) produced by the BSEd-English student teachers in order to uncover the extent to which the student teachers reflect the expected teacher's competencies stated in the Evaluation Forms (Genre 2);
4. identify the common grammatical errors produced by the BSEd-English student teachers in writing the Teaching Journals (Genre 3); and
5. explore the interrelationship among the three genres i.e., Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) produced by the BSED-English student teachers, cooperating teachers and college supervisors.

1.4 Research Questions

To make this investigation more focused, the investigator formulates the research questions as follows:

1. To what extent do the moves of the Lesson Plans (Genre 1) produced by the BSEd-English student teachers during their Teaching Internship conform with CHED policy on lesson planning and what are the teaching strategies used to achieve these moves?

2. How consistent are the evaluators' qualitative entries and quantitative ratings on the Evaluation Forms (Genre 2) produced by the cooperating teachers and college supervisors?
3. To what extent does the content of Teaching Journals (Genre 3) produced by the BSEd-English student teachers during their Teaching Internship course reflect the expected teacher's competencies stated in the Evaluation Forms (Genre 2)?
4. What are the common grammatical errors of the Teaching Journals (Genre 3) produced by the BSEd-English student teachers?
5. What is the interrelationship among the three genres i.e., Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) produced by the BSEd-English student teachers, cooperating teachers and college supervisors?

1.5 Significance of the Study

1.5.1 Practical Significance

The Detailed Lesson Plan Framework (Pramoolsook & Magday, 2019) that are conceptualized from the in-depth exploration of the Lesson Plans (genre 1) serves as a guide for the student teachers in planning their lessons during the teaching practicum program. The TEI professors, especially those who work directly with education students, could also use the framework as well as the inherent rhetorical patterns and linguistic clues as part of their demonstration teaching activities in related courses prior to the teaching internship program.

The findings of the consistency verification on observers' qualitative entries and quantitative ratings on the Evaluation Forms (Genre 2) open an opportunity for both the cooperating teachers and college supervisors to have a self-reflection on how

they will complete the evaluation forms properly. The investigator can discuss the inconsistencies of the qualitative entries and quantitative ratings of the Evaluation Forms (Genre 2) and how this genre affects the teaching performance of the student teachers.

Likewise, the content and error analyses on the students' Teaching Journals (Genre 3) in this study is expected to give valuable information to both the in-service teachers and the pre-service teachers. For the content analysis, it can inform them about the expected teacher's competencies that they must possess in order for them to become good teachers. For the error analysis, it can apprise the English teachers about the categories of common grammatical errors made by the students in writing the teaching journals, so they can help the students with those errors. Moreover, for the student teachers, it could give useful information about their weaknesses or problems in writing, especially in writing a narrative reflection, so they can find solutions to overcome their problems. This could help them pass the Licensure Examination for Teachers (LET), which is a criterion of a quality English teacher, that has three contents: (a) General Education-20%, (b) Professional Education-40%, and (c) Specialization-40%. The findings on error analysis could, by some means, help them pass the General Education and Specialization parts since English grammar questions are covered in these contents. On the other hand, the findings on the qualities of the teacher could remind them of the theories, teaching methods, teaching strategies among others. which are commonly covered in the Professional Education part. This could also be an eye-opener for the TEI professors especially those who are teaching fundamental English courses to pay more attention to the common errors made by the student teachers.

Lastly, for the current and incoming BSEd-English students, the findings would help them, beforehand, in producing the three genres, since, they have already a piece of concrete evidence as a guide.

1.5.2 Theoretical Significance

The move confirmation and teaching strategy identification findings on the lesson plans could propose a possible framework for the student teachers as a guide for them in writing Lesson Plans (Genre 1) as they do to so many other aspects of their classroom practices. The investigator does not impose a certain structure for the student teachers to strictly follow, but proposes a possible system or some basic fundamentals to personalize their lesson plans. Once fundamental elements of lesson planning are simplified, the process can be modified to reflect on anything that makes them at ease (Center for Excellence in Teaching [CET], 1999; Sural, 2019). Thus, this framework could serve as a roadmap for student teachers to understand clearly the principles and fundamental elements of lesson planning. The investigator also proposed a framework of evaluation forms to avoid inconsistencies between the quantitative ratings and qualitative entries. A joint meeting/conference between the cooperating schools and TEIs can also be organized to present the findings of the investigation.

The findings could propose a curriculum revision that focuses on Teaching Internship course, English Writing courses, Field Study courses and fundamental English courses that are offered in TEIs. Thus, a possible review of the cooperating schools' or Department of Education's (DepEd) English curriculum could also be facilitated, since English subjects and writing courses are taught to the students before enrolling in the tertiary level. Most importantly, cooperating schools and TEIs as the training grounds of the student teachers must be acquainted with the proposed

implications of the current study to be able to make necessary adjustments on handling the student teachers during their Teaching Internship course. The findings could also propose a possible set of guidelines in the deployment of student teachers on Teaching Internship course.

Moreover, the findings on the interrelationship among the three genres could provide a clear picture on the discovery of a new genre classification: 'genre web'. The findings could give details on the concept of the Intertextuality Theory of Kristeva (1980) as the foundation of genre web. The intertwining nature of the three genres in the internship portfolio shadows the notion of Kristeva's (1980) intertextuality that any text is an interplay of texts not as a singular entity in a discourse community.

1.5.3 Research Significance

The contribution to the literature and findings of this study could also be a stepping stone to further explore the other discourse communities (e.g., Science, PE, Mathematics, Social Studies, TLE among others) in the Teacher Education Institution (TEI). The utilization of internship portfolio as the main corpus and proposed methodological approaches i.e., teaching strategy identification, consistency verification, and Intertextual Genre Web Analysis (IGWA) could also open more opportunities for future researchers to conduct related studies using bigger corpus and more approaches. The IGWA as proposed by the investigator in exploring the interrelationship among the three genres in a web could also lead the other researchers to conduct studies using such approach to explore other forms of corpus i.e., movies, speeches, pictures, crimes, identities, presentations among others. This could be possible because recently, genre researchers' focus has moved from the investigation

of single genres to the interrelationships among linked genres within a culture (Yates & Orlikowski, 2002; Dong & Lu, 2020).

1.5.4 Pedagogical Significance

The findings could likewise benefit the four groups of audience in a discourse community. First, the college supervisors as the in-charge of the Teaching Internship course, if would be aware that the findings of this investigation reveal that there are issues that need to be resolved in each genre and that these genres greatly influence each other. Second, the cooperating teachers as the trainers of the student teachers in the cooperating schools where they conduct their Teaching Internship, if would be apprised on the findings, they could make a self-reflection and eventually apply the proposed pedagogical implication to the incoming student teachers. Another noteworthy point is that in-service teachers (college supervisors and cooperating teachers), despite the number of years they have been mentoring the student teachers, who are known as the key factors in honing the student teachers (Posner, 2005), still make errors on accomplishing the Evaluation Forms (Genre 2) which could affect greatly the student teachers' Lesson Plans (Genre 1) and Teaching Journals (Genre 3). Thus, possible modification of the existing Evaluation Forms (Genre 2) with the inclusion of a set of scoring criteria and/or rubric in each expected teacher's competency could also be recommended.

Third, the English professors of the TEIs as the teachers of fundamental English courses, the findings of the study on the common grammatical errors made by the student teachers in narrating the teaching journals would open their eyes to what must be their foci in teaching English. This is very important not only because writing is imperative throughout the completion of the BSEd degree but also the

interrelationship concept of the three genres. Finally, the BSEd-English graduates as the main participants of the current investigation and that most of them are English teachers in the secondary schools, if are informed about the findings of the study, they could apply them in their teaching and in the long run, they would become the cooperating teachers of the future generation of student teachers.

In this perspective, the investigator considers his study at the right time and in the right place because the participants are all members of the BSEd-English discourse community, and the internship portfolios as the main data are all produced by the student teachers, cooperating teachers and college supervisors who are all members of such discourse community. Consequently, the abovementioned significance of the study is a manifestation that in discourse analysis, the interrelationship among genres is an imperative factor to be considered to figure out the real situation of a discourse community.

The investigator pictures themselves that in this study, they could be seen figuratively with four sets of findings (Genre 1, Genre 2, Genre 3 and the interrelationship) to discuss the importance and interrelationship of these three genres in front of the five groups of audience that are identified previously in the discourse community. Therefore, the study is worthwhile not only for the students and teachers but also for the TEIs and secondary schools with the hope that the proposed pedagogical implications from Lesson Plans (Genre 1), Evaluation Forms (Genre 2), Teaching Journals (Genre 3), and their interrelationship could somehow contribute to the realization of the CHED's mandate on equipping teacher education students with in-depth knowledge and professional attributes.

1.6 Scope and Limitation

The main corpus was taken from the internship portfolios, where the three genres were collected and analyzed, of the BSEd-English graduates from Batch 2014 to Batch 2018 of the College of Teacher Education (CTE), Nueva Vizcaya State University (NVSU), a recognized CHED Teacher Education Institution (TEI) in the Philippines. The investigation was merely based on the written products or genres as the current research would like to call, so this study was best described as a product-oriented approach. Therefore, the valid results and limitations, which were derived from this present investigation, could only be applied to this teacher education curriculum.

1.7 Definition of Key Terms

The following are the definitions of key terms that are most mentioned in the current investigation.

College Supervisor is the faculty member of the Teacher Education Institution (TEI) in a university in charge of Teaching Internship, who teaches the course and oversees the various activities (DepED Order No. 3, s. 2007). In this study, a college supervisor is the one responsible for accomplishing the Evaluation Forms (Genre 2). This is a professor from the College of Teacher Education (CTE) who belongs to the Secondary Education Program (SEP).

Cooperating Teacher refers to the in-service teacher in a cooperating school who is tasked to monitor, guide, assess, and mentor the student teacher during the teaching internship program. This cooperating teacher has (a) at least three years of teaching experience, (b) the same field of specialization with that of the student teacher, (c) a sense of responsibility in mentoring the student teacher, (d) served as a demonstration

teacher, and (e) a permanent position (CMO No. 104, s. 2017). In this study, cooperating teacher is a full-time English teacher who is the mentor of the student teacher in a one-on-one basis. Cooperating teacher is also the one who fills out the evaluation forms.

Internship Portfolio is a purposeful collection of pertinent student teaching materials such as lesson plans, documented evidence of community outreach, reflections, teaching journals among others (CMO No. 75, s. 2017). In this study, it was used as the corpus where three genres are packaged (a) Lesson Plans, (b) Evaluation Forms, and (c) Teaching Journals.

Lesson Plan in this study is labelled as Genre 1 and one of the components of the internship portfolio. It is a collection of detailed lesson plans that were produced by the BSEd-English graduates, the main participants in this study during their Teaching Internship course. There are five main sections of a lesson plan for the student teachers as novice teachers, which are (a) Objectives, (b) Subject Matter, (c) Procedure, (d) Evaluation, and (e) Assignment.

Evaluation Form in this study is known as Genre 2, and it is another component of the internship portfolio. It is used by the in-service teachers, i.e. cooperating teacher and TEI professor to evaluate the teaching performance of the student teacher during the demonstration teaching. It has two sections: (a) the quantitative part of evaluation in which the evaluators provide the numerical ratings based on the competencies, i.e. Teacher's Personality, Lesson Planning, Content, Teaching Methods, Classroom Management, and Questioning Skills of the student teachers; and (b) the qualitative part in which the evaluators write their observations and recommendations based on the teaching performance of student teachers. Qualitative part has three components, namely (a) Strengths, (b) Weaknesses, and (d) Recommendations. This genre helps the

student teachers to reevaluate their teaching performance and be able to improve their Lesson Plans (Genre 1) for the next teaching demonstrations based on the evaluation and suggestions they received.

Teaching Journal in this study is regarded as Genre 3, and it is also, like the other two genres, a component of the internship portfolio. It is a collection of reflective narration of teaching experiences composed by the student teacher. There are three main parts of this narration, which are 1) Introduction, 2) Body, and 3) Conclusion. In every demonstration teaching done, a teaching journal is written by the student teacher.

Move is a text unit consisting of a package of rhetorical features giving an identical orientation and signaling the discourse content within it (Swales, 1990, Connor et al., 1995 Nwogu, 1997). A move varies in length and size from a number of paragraphs to a single word, but it has typically at least one proposition (Connor & Mauranen, 1999). A move may have many features that together, or in some arrangement, contribute to the realization of the move. These features, according to Swales (1990), are described as 'steps' or 'strategies' based on Bhatia's (1993) perspective. In this proposed study, a move is a section of the Lesson Plan (Genre 1) that has a distinctive communicative purpose. In the lesson plan, there are five main sections which are (a) Objectives, (b) Subject Matter, (c) Procedure, (d) Evaluation, and (e) Assignment. In each section, there are phrases and texts which are used by the student teacher to compose the teaching strategy that supports the communicative purpose of the move.

Teaching Strategy, in this study, is the phrases, words or group of words underneath the move that supports the communicative function of such. The teaching strategy is inspired by the concept of Bhatia (1993) on move-strategy analysis. In the investigation, a teaching strategy is identified in the subparts of the five moves. This is

a set of activities underneath the moves or five main parts of the lesson plan. This is composed as a phrase and/or sentence that serves as a script of the student teacher in teaching the topic.

Student Teacher refers to the student who undergoes Teaching Internship. A senior student, who is qualified to undertake a Teaching Internship in a cooperating school, is the one who has completed all the requirements before the Teaching Internship course (CMO No. 104, s. 2017). In this study, the student teacher is the one who produces, organizes, files, and packages the components in the internship portfolio.

1.8 Summary

This chapter offered the introduction concerning the relevance of quality education as well as the responsibilities of Teacher Education Institutions (TEIs) in preparing the students to become professional teachers. Then, the existing gaps from the three genres and the students' writing difficulties reported in the preliminary survey helped specify the needs to conduct the current study. Thus, the research objectives and research questions were proposed to investigate the moves and teaching strategies of the Lesson Plans (Genre 1), to verify the consistency of the quantitative ratings and qualitative entries of the Evaluation Forms (Genre 2), to analyze the expected teacher's competencies and identify the common grammatical errors of the Teaching Journals (Genre 3), and to explore the interrelationship among the three genres. Furthermore, the definitions of research key terms were also provided. In the next chapter, the background information related to theoretical concepts, analysis frameworks, literature review, and previous studies are provided.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of the literature that provides a foundation for the current study. The first section reviews discourse community, genre, and genre analysis and their relationship. The second section reviews the Teacher Education Programs that focuses on the Secondary Education Program. The third section presents the concepts about the Portfolios. The fourth section details the lesson plan, move analysis and teaching strategy identification. The fifth section reviews the evaluation forms and consistency verification. The sixth section presents the teaching journals, error analysis. The seventh section details the Intertextuality Theory that supports the interrelationship of the three genres in the internship portfolio: the lesson plans, the evaluation forms, and the teaching journals; and the Intertextual Genre Web Analysis (IGWA). There are only a few related studies that are presented concerning move analysis of the lesson plans and consistency verification of the quantitative ratings and qualitative entries of the evaluation forms since these are hardly explored in the literature. The last section is the summary of the chapter, leading to the methodology of the study.

2.1 Revisiting Discourse Community, Genre, and Genre Analysis

2.1.1 Discourse Community as the Parent of Genre

The concept of discourse community has been widely discussed and explored by several scholars (e.g. Swales, 1998; Flowerdew, 2005). In order to comprehend a

discourse community, its significance should be understood within the concept of social constructivist theory. According to Kroll (1990), this theory upholds that knowledge, language and the nature of discourse are determined for the writers by the discourse community from whom the writers are producing texts. Swales (1998) defines a discourse as a group of people who share the same goals and purposes. Apart from sharing purposes and goals, a discourse community has instruments and elements for communication among the members, information exchange and feedback, discourse expectations, specific lexis and a great level of linguistic knowledge (Swales, 1998; Flowerdew, 2005).

Swales (1998) presents a set of criteria to follow in order to be a member of a discourse community such is the case of community colleges/universities described in the study of Kelly-Kleese (2004). The author argues that a certain community college has developed “a common discourse that involves shared knowledge, common purposes, common relationship, similar values, and attitudes share understandings about how to communicate knowledge and achieve shared purposes and members exhibit a flow of discourse that has a particular structure and style” (Kelly-Kleese, 2004, p.2). The author further emphasizes that colleges/universities seem to develop a particular set of lexis for the members to communicate within that community. In view of that, not only might a technical-vocational two-year college be considered a discourse community, but also a four-year education degree program.

Wenzlaff and Wieseman (2004) and Hoffman-Kipp, Artiles, and Lopez-Torres (2010) express the importance of teachers in realizing the goals and objectives of a learning discourse community. Their presence can be reached through the use of communication artifacts, which promote information exchange and feedback, by

sharing a common discourse and topics discussed. It can be stated, therefore, that a discourse community's main purpose is the construction of knowledge through the use of a common discourse, terminology, participatory mechanisms, interrelationship, and shared practices.

In his definition of a genre, Swales (1990) conceptualizes discourse community as "the parent of a genre" (p.58). He attributes the notion of discourse community to the work of various social constructionist theorists, quoting Herzberg (1986):

Use of the term "discourse community" testifies to the increasingly common assumption that discourse operates within conventions defined by communities, be they academic disciplines or social groups. The pedagogies associated with writing across the curriculum and academic English now use the notion of "discourse community" to signify a cluster of ideas: that language use in a group is a form of social behavior, that discourse is a means of maintaining and extending the group's knowledge and of initiating new members into the group, and that discourse is epistemic or constitutive of the group's knowledge. (Herzberg, 1986, as cited in Swales, 1990, p.21)

Considering the aforesaid notion regarding discourse, Swales (1990) also suggests the concept of discourse community through comparing it to speech community. He gives some persuasive reasons for splitting the two ideas, which are (a) a discourse community needs a network of communications and shared interests, although there may be considerable ethnic and geographical distance between members, and (b) a socio-rhetorical entity composed of a group of people linked together in order

to follow the goals set before those of socialization and commonality, both are features of a speech community (i.e., a sociolinguistic unit). A concluding statement is that discourse communities are centrifugal and thus seek to divide people into occupational groups or classes with a common communicative goal, whereas speech communities are centripetal that tend to absorb people into the general fabric of society that tend to integrate people into the structure of society at large.

In view of this, Swales (1990, p. 24-32) proposes six defining requirements that any discourse community should comply:

1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specific lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and discourse expertise.

A discourse community, according to these requirements, is a social group which utilizes a shared communicative language to realize any work, and that discourse preserves the knowledge and expands the awareness of the community. Bloor (1988) made a remarkable emphasis that the international character plays an important role in the English for Specific Purposes (ESP) instruction because it increases the level of non-

English - speaking students and raises awareness of relationships across political and social boundaries between members of particular disciplines.

In reality, Swales' (1990) description of discourse community has been criticized by many researchers for the very restraining role he provides into it. For instance, Mauranen (1993) claims that there are many different kinds of discourse communities that match the definition of Swales, that discourses are not permanent, and that the conflict among tendencies towards change and sustainability can be seen in the utilization of language in a given group. Mauranen (1993) also argues Swales' (1990) concept of discourse community by claiming that a discourse community does not even include the academic group as one because most of its requirements could only be met by individual disciplines.

Bizzell (1992) has also discussed the discourse community, who claims that there is no consensus done on Swales' explanation about the discourse community. Bizzell (1992), contrary to that of Swales, argues that discourse community is anchored on two related concepts: the speech community's sociolinguistic notion and interpretative community's literary-critical viewpoint. Thus, contrary to Swales' (1990) point of view who believes that it is likely to be a part of a community of discourses without completely embracing the worldview of that group or its members, Bizzell (1992) claims that if membership of the group overlaps, and that a member or group of members' worldview is influenced by the other groups, conflict among the members of such community may occur.

2.1.2 Bridging Discourse Community and Genre

Discourse community and genre's relationship has been continually recognized in research studies specifically in the literature sections. Hyland (2002), for

instance, illustrates that through concentrating on the specific linguistic patterns and practices of various communities, we can perceive more precisely how a certain linguistic feature is used, as well as how the philosophical and socio-cultural features of various disciplines are revealed. Bhatia (2002), on the other hand, perceives genres as semiotic communicative interactions that are anchored within the professional or disciplinary practices.

Bazerman's (1988) research work on the experimental articles' development seeks to create a significant relationship between the establishment of a research group and the improvement of discourse techniques for making experimental work assumptions. Similarly, Swales (1990) describes the connection between the community of discourses and the generic forms that they make, indicating that genres do not belong to belong to the individuals but to the different discourse communities.

A genre, according to Mauranen (1993), is the one that describes or chooses its users not its vice versa. She also claims that different discourse communities have access to various genres depending on which particular group they belong to. Paltridge (1997), contrariwise, holds that the criteria for genre recognition are determined by the culture of discourses. Berkenkotter and Huckin (1995), on the other hand, argue that genres depend greatly on the users. They also assert that a closed evaluation of the genres may uncover the cultural structures, ideals, and philosophical norms of a discourse community. Likewise, current research studies (Hyland, 2000, 2002) propose that communities are defined by interactions, content, and structure. The importance of giving thought to how a specific culture views genre is shown in Myers' research (1989, 1990). In a discourse community, he observes connections between the writers and the readers. In this perspective, Myers' (1990) concept is a clear indication that a discourse

community is shaped according to the relationship between the readers and the writers. Therefore, analyzing written features shows how authors adapt their styles and practices to their readers, and how members create genres collectively.

2.1.3 The Concept of Genre Analysis

In reality, genre has been extensively acknowledged in the literary studies to talk about varied kinds of literary texts and used with a comparable notion in different fields like motion picture research works. Nowadays, as Swales (1990) posits, genre speaks of a unique discourse category of any kind, whether it is spoken or written, both with and without literary preferences. Paltridge (1997) also claims that genre has been explored in various fields, i.e. motion pictures, fictions, compiled correspondence, spoken data, corpora, music genres, applied linguistics, theses, dissertations, among others. Most clarifications of the notion of genre, as Martin (2003) points out, in the broadly numerous disciplines where it is used, appear to reach a viewpoint that genres are styles or groups of cultural objects identified through class membership criteria.

In applied linguistics, communication ethnographers describe genre as a form of communicative experience (Swales, 1990). There are some linguistic definitions that investigators have given like Grabe (1987) who performed a comprehensive and critical survey of features such as identifiers, passives, articles, conjunctions, inflections, prepositions, among others, to establish the unique characteristics of the English expository prose.

Likewise, Biber (1988), analyzed genre by making quantitative approaches of linguistic features hoping that statistics would disclose significant differences among these features with the purpose of grouping them according to common linguistic structures. Moreover, Yunick (1997) expounds the significance of these linguistic

investigations, since quantitative method functions to distinguish the imperative patterns of concept or meaning that may not occur from other explorations like that ethnographic study being employed by the abovementioned researchers.

Genre theory has three schools of that are identified based on their varied conceptions and methods to genre: 1) Systemic Functional Linguistics (SFL) or the Sydney School (Freedman & Medway, 1994); 2) New Rhetoric, and the 3) English for Specific Purposes (ESP). Each of these schools recognizes genre as a social phenomenon and those specific genres have certain shared characteristics, conventions, and limitations in terms of their purpose, language, and audience. However, their differing approaches to genre analysis, and mostly to its practical application, deserve further mention.

2.1.3.1 The Systemic Functional Linguistics School

In general, Systemic Functional Linguistics (SFL) focuses on the relationship regarding linguistic and social-setting roles. For systemicists, there are two related features of a text which are (a) the specific meaning whereby the text was drawn up, and (b) and the goal of the communication. Systemic Functional Linguistics (SFL), specifically, is a language theory centered around the notion of functioning language. SFL positions the language function as the most significant element, which accounts the features of language and their arrangements as vital.

Yunick (1997) claims that genre is seen as a historical and cultural concept that involves the actualization of mode and style. Nonetheless, based on Ventola (1987), registers have lexical and syntactic limitations (e.g., the words used in journalism), whereas genres restrict the selections of the texts' structure (e.g., a news story). The aim of SFL, therefore, is to help learners to be actively involved in the

educational curriculum as well as the society at large (Callaghan, 1991). To accomplish this objective, systemicists recognize the significance of teaching texts' social roles and contexts.

2.1.3.2 The New Rhetoric School

North American scholars are members of the school known as the “New Rhetoric” studies (Miller, 1984, 1994; Bazerman, 1988; Bizzell, 1992; Berkenkotter & Huckin, 1995), who suggest another method of analyzing a genre. They offer complete attention to the socio-contextual features of genres and how these characteristics shift over time instead of concentrating on isolated formal characteristics of the texts. They also emphasize social reasons or actions which these genres accomplish in each of these contexts (Hyons, 1996; Paltridge, 1997). Their methodological focus appears to be exploratory in nature since the key concern of the New Rhetoric investigators is to explore the practical and conceptual dimensions of genres to uncover the meanings, customs, and philosophies of the communities embedded in the texts (Hyland, 2002).

The key difference between the Schools of Systematic Functional Linguistics and New Rhetoric is prescriptivism and the implied vision of the genre, which is evident in the SFL approach (Freedman & Medway, 1994). In contrast, according to Berkenkotter & Huckin, (1995), the New Rhetoric underlines the diverse nature of genres, which favors a critical method of genre analysis. The teaching and learning motive of New Rhetoric research studies has been the teaching of L1, which included discourse, compositional studies and writing skills (Hyons, 1996). Teaching text forms is not its main focus but its responsibilities to help students and novice specialists understand the genres, communicative actions (Yunick, 1997).

In contrast to the emphasis of Systemic Functional Linguistics (SFL) and English for Specific Purposes (ESP) studies, New Rhetoric is lacking of clear underpinning principles or frameworks to inform students about the linguistic characteristics and functions of academic skill genres. Thus, considering the concepts of these researchers about this school, they argue that genre and its social contexts is learned through socialization among the members of specific discourse groups, and thus explicit instruction may also impede this process of learning.

2.1.3.3 The English for Specific Purposes School

English for Specific Purposes (ESP) researchers (e.g., Swales, 1981, 1990; Bhatia, 1993), claim that genre is a social phenomenon, and is used as a tool to teach English to non-native English speakers/individuals in the different settings. Swales (1990) posits that a genre is defined primarily on its communicative purposes, in which this shared set of purposes shapes the genre and offers it with a structure, which is organized by conventionalized rhetorical features that are shaped by discourse community members as a product of their training or experience in a community that has a specific discipline.

In contrast to the New Rhetoric view that argues the notion of genre instruction, English for Specific Purposes (ESP) investigators stand on text features instruction (i.e., rhetorical and grammatical features). In a research article publication of Bhatia (1997), it is manifested that genre analysis plays a major role in the language teaching-learning process across disciplines (e.g., mathematics, sciences, industrial fields, trade, among others). Accordingly, ESP as an approach is concerned with genre analysis and teaching English for specific purposes and is usually related to the move analysis offered by Swales (1990). It includes defining the sequence of moves from a

representative set of texts that make up the genre. Each move is often a unique communicative act aimed at achieving one common purpose, and it can be categorized into various steps, strategies or linguistic approaches (Hyland, 2004; Biber et al., 2007).

Therefore, the ESP as a genre analysis approach aims to explore the relationship of the communicative purposes and the meanings of texts. This manifests that ESP as an approach in ESL teaching is very essential and deemed beneficial especially on academic writing lessons. Different authors like Swales (1990); Bhatia (1993); Connor and Mauranen (1999); Hyland (2000); Samraj (2002); Kanoksilapatham (2005); Cheng (2006) and Pramoolsook (2008) also share some pedagogical implications using this approach.

In view of this, although the three approaches have distinct characteristics, the investigator of the present study and all the aforementioned researchers put an emphasis that through genres, language indeed helps to construct meaning and shares the common objective of analyzing the relationship or interrelationship of written texts and contextual meanings in a particular discourse community rather than just a tool for conveying ideas. Moreover, to put a demarcation line between the ESP approach and the other two approaches, ESP is more focused on linguistic analysis towards EFL/ESL writers than the New Rhetoric which is more on L1 context and more concerned with the role of social discourse communities than the Systemic Functional Linguistics (Hyland, 2004).

Meanwhile, the present study focuses on ESL students in the Philippines and that the future implications are intended for that particular discourse community, thus, the ESP approach is adopted as the main research procedure all throughout the investigation. The results reported the move confirmation and teaching strategy identification of the Lesson Plans, consistencies and inconsistencies between the qualitative entries and

quantitative ratings of the Evaluation Forms, grammatical errors and expected teachers' competencies in the Teaching Journals, and the interrelationship among the three components of English student teachers' internship portfolios at a Teacher Education Institution in the Philippines. In the current study, the College of Teacher Education (CTE) is considered as a Teacher Education Institution (TEI) that offers three Teacher Education Programs (TEPs): the Industrial Education Program (IEP), the Elementary Education Program (EEP) and the Secondary Education Program (SEP).

2.2 Teacher Education Programs

Any plan to improve teacher training programmes must involve thorough analysis of teaching practices, because it is typically the education students' last course and perhaps the most important practical experience of a teacher education programme (Kingen, 1984). The Teacher Education Program (TEP) in the Philippines is the teaching and training provided to pre-service teachers before they become in-service teachers and undertake any teaching-related works. Pre-service teachers are students enrolled in a TEP and in-service teachers are those who are licensed teachers or those who already passed the Licensure Examinations for Teachers (LET), a national test for teachers that is spearheaded by the Professional Regulation Commission (PRC). The baccalaureate programs under TEP are Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd). The former is designed to address the needs of teachers in the elementary level, and the latter is for the teachers in the secondary level. Both BEEd and BSEd degrees have curricular components which are General Education, Professional Education, and Specialization/Content. The valuable components of these programs are the Experiential Learning Courses (ELC) having six units of Field Study (FS) courses and another six units

of Teaching Internship. In the FS courses, the pre-service teachers are deployed in different cooperating schools to observe the real classroom settings.

The TEP is offered by certified Teacher Education Institutions (TEIs) in State Universities and Colleges (SUCs) recognized by the Philippine government through the Commission on Higher Education (CHED), one of which is the College of Teacher Education (CTE) of Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya, Philippines. All teacher-related programs are obliged to undergo a series of accreditation by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), an agency that is authorized by the government to certify teacher-related courses in the country.

2.2.1 College of Teacher Education as a Teacher Education Institution

The College of Teacher Education (CTE) is one of the eight colleges of Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya, Philippines. As an academic institution, the NVSU is guided by the vision “NVSU as a premier university in a global community”.

The CTE was established as a separate unit to students in Teacher Education in 1979. It was given a permit to operate by the Commission on Higher Education (CHED) in that same year. All programs were recognized by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), an agency that is authorized by CHED to certify Teacher Education Program (TEP) of State Universities and Colleges (SUCs). The college has three programs (a) Industrial Education, (b) Elementary Education, and (c) Secondary Education. The latter program is the discourse community of the English Student Teachers and where the internship portfolios were collected as the main data of the current investigation. Therefore, the first two programs are no longer discussed in the next section.

2.2.2 Secondary Education Program

The Secondary Education Program (SEP) of the College of Teacher Education (CTE) has a bachelor program called Bachelor of Secondary Education (BSEd). The Secondary Education Program (SEP) of the College of Teacher Education (CTE) has a bachelor program called Bachelor of Secondary Education (BSEd). There are seven specializations in this program which are (1) General Sciences, (2) Filipino, (3) Music, Arts, Physical Education, and Health, (4) Mathematics, (5) Social Studies, (6) Technology and Livelihood Education, and (7) English of which the main focus of the current investigation. The BSEd curriculum seeks to cultivate highly trained and motivated teachers, who are skilled in secondary education knowledge and pedagogy. The pre-service teachers in this program are obliged to complete the required units or credits, depending on the specializations, as mandated on CHED Memorandum Order (CMO) No. 75 of 2017 or known as the Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd). For instance, the BSEd-English curriculum has 161 units which comprises General Education (36 units), Professional Education (42 units), Major or Specialization (63 units), Cognate (6 units), and Mandated (14 units) (CMO No. 75 of 2017). Figure 2.1 presents the prospectus of the BSEd-English as mandated by CHED, the governing body of all Teacher Education Institutions (TEIs) in the Philippines.

Courses	Units	Total
A. General Education Courses (CMO No. 20, series of 2013)		36 units
B. Professional Education Courses		42 units
<i>Foundation /Theories and Concepts</i>		
The Child and Adolescent Learners and Learning Principles	3	
The Teaching Profession	3	
The Teacher and the Community, School Culture and Organizational Leadership	3	
Foundation of Special and Inclusive Education	3	
<i>Pedagogical Content Knowledge (PCK)</i>		
Facilitating Learner-Centered Teaching	3	
Assessment in Learning 1	3	
Assessment in Learning 2	3	
Technology for Teaching and Learning 1*	3	
The Teacher and the School Curriculum	3	
Building and Enhancing New Literacies Across the Curriculum	3	
<i>Experiential Learning</i>		
Field Study 1	3	
Field Study 2	3	
Teaching Internship	6	
C. Major Courses		63 units
Introduction to Linguistics	3	
Language, Culture, and Society	3	
Structure of English	3	
Principles and Theories of Language Acquisition and Learning	3	
Language Programs and Policies in Multilingual Societies	3	
Language Learning Materials Development	3	
Teaching and Assessment of Literature Studies	3	
Teaching and Assessment of the Macroskills	3	
Teaching and Assessment of Grammar	3	
Speech and Theater Arts	3	
Language Education Research	3	
Children and Adolescent Literature	3	
Mythology and Folklore	3	
Survey of Philippine Literature in English	3	
Survey of Afro-Asian Literature	3	
Survey of English and American Literature	3	
Contemporary, Popular, and Emergent Literature	3	
Literary Criticism	3	
Technical Writing	3	
Campus Journalism	3	
Technology for Teaching and Learning 2* (Technology in Language Education)	3	
D. Cognates/Electives		6 units
Translation	3	
Stylistics and Discourse Analysis	3	
English for Specific Purposes	3	
Remedial Instruction	3	
Creative Writing	3	
E. Mandated Courses		
Physical Education	8	
NSTP	6	
SUMMARY		
General Education Courses		36 units
Professional Education Courses		42 units
Major Courses		63 units
Elective Courses		6 units
Mandated Courses (PE and NSTP)		14 units
TOTAL		161 units

Source: CHED Memorandum Order (CMO) No. 75 of 2017 or Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)

Figure 2.1. Bachelor of Secondary Education major in English curriculum

Figure 2.1 highlights the Teaching Internship under the Experiential Learning Courses that has 6 units. This course is offered in the final semester of all Teacher Education Programs (TEPs) in the Philippines. In the final semester, all student teachers are deployed in the different performing secondary schools in the two neighboring provinces which are Nueva Vizcaya and Quirino. The DepEd Nueva Vizcaya and Quirino Offices, provincial educational bureaus, identify qualified cooperating schools based on their performance in national standardized examinations and other qualifications (DepEd Order No. 3 of 2007). Every student teacher has own qualified mentor/cooperating teacher who assists, guides, and evaluates the student teacher throughout the Teaching Internship in a one-on-one mentorship. The college supervisor, in charge of Teaching Internship from a TEI, also supervises the student teacher and coordinates with the cooperating teacher. Both of these in-service teachers are expected to do mentoring and evaluation.

In this course, the student teacher is expected to participate actively in school-related activities and project a noble teacher image all the time by adhering the DepEd's Code of Ethics, wearing appropriate dress or uniform, and being punctual in all school and community activities (DepEd Order No. 3 of 2007). No teacher education students are allowed to graduate without finishing the required number of hours for Teaching Internship and accomplishing mandatory requirements, one of which is internship portfolio. This is an integral part of the degree. This is a package of genres that are identified in Chapter 1. A conceptual background of portfolio is presented in the next section that leads to the discussion of internship portfolio, a package where the three components are taken.

2.3 Portfolio

2.3.1 Defining Portfolio

A portfolio is a series of documents collected to illustrate the learning experience of a person over time as well as to display his or her talents. There are various types of data that can be collected in a portfolio like writing samples, photos, videos, social media downloads, research studies, evaluations forms, and reflective narrations. It is the representations mostly on facts, the rationales they had been selected and also what the producer of the portfolio managed to learn (Loughran & Corrigan, 1995; Abrami & Barrett, 2005; Klenowski et al., 2006). In this investigation, the analyses are based on a product-based approach since the main data are from the internship portfolios of the student teachers during their Internship Course. However, if the investigator may be bold, when the findings are already shared to the identified members of the discourse community that are described in Chapter 1 and that they apply the suggestions of this study, a real learning takes place, and that is the process of producing the internship portfolios (Smith & Tillema, 2003). If correctly employed, portfolios have a number of benefits for both the students and teachers. Portfolios support the critical thinking of the individuals who create them (Wade & Yarbrough, 1996), offer to apply theories into practices (Hauge, 2006), and, interestingly, promote a student's development over time (Smith & Tillema, 2003; Abrami & Barrett, 2005).

2.3.2 Internship Portfolios in the Philippines

In the Philippines, where many institutions that offer pre-service teacher education consider portfolios as a tool of evaluating the development and the skills of student teachers, to check if they meet the teaching performance requirements (CHED Memorandum Order No. 30 of 2004). However, in the present study, internship

portfolios only serve as a package where the three genres to be explored are gathered to achieve the ultimate combined communicative purposes of demonstrating readiness of the student teacher to graduate and become a professional English teacher in the future, not in a perspective of analyzing such for assessment or evaluation.

Correspondingly, all the Teacher Education Institutions (TEIs) in the Philippines, one of which is the College of Teacher Education of the Nueva Vizcaya State University, follow the three major types of portfolios in their curricular programs. These are (a) working portfolio, (b) display portfolio, and (c) assessment portfolio (TEC, DepEd and CHED, 2007).

Internship portfolio, according to Zeichner & Wray (2001), is a valuable teacher education document in the teaching career and experiences of the student teachers. It is a strategy that enables practice teachers to ponder on their classroom instruction and reflect mostly on their teaching methods and how these might have changed over the years (Abrami & Barrett). It also reinforces their worth as future molders of young minds. Along this line, the following related studies which focus on teaching portfolio are reviewed considering that an internship portfolio could be associated with such.

Considering the aforementioned reasons, it is worth sharing that teaching portfolio is indeed an attempt to synthesize the self-evaluation, interpretation and appraisal work of a person's experience, abilities and perspectives the teaching profession (Seldin, 2004, Smith, 2006).

In the Philippine context, all teacher education curricula in the Teacher Education Institutions (TEIs) include internship portfolio as one of the requirements for the Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education

(BEEd). The Teaching Internship grade is based on the following scoring criteria: a) Portfolio-40%, b) On-Campus-20%, c) Off-Campus-30%, and d) Attendance/Participation -10%. Consequently, writing in this context is vital because internship portfolio has the highest percentage compared to other components. A student teacher has to be sure that the internship portfolio is organized and written well in order to have a good Teaching Internship grade. The internship portfolio is expected to have the ten components (a) Table of Contents, (b) Prayer of a Student Teacher, (c) Resumé, (d) Description of Cooperating School, (e) Lesson Plans, (f) Teaching Journals, (g) Evaluation Forms, (h) The Sample of Learners' Works, (i) Professional Readings and References, and (j) Pictures, and (i) Others (CMO No. 30, s. 2004). Among these entries, Lesson Plans, Evaluation Forms, and Teaching Journals are the most important components as confirmed by the survey results. This is manifested on the preliminary data which are drawn from the survey questionnaire presented and discussed thoroughly in Chapter 1.

In this current investigation, these three most important components that are packaged in the internship portfolio are (a) Lesson Plans as Genre 1, (b) Evaluation Forms for Genre 2, and (c) Teaching Journals for Genre 3. These genres are interrelated to each other of which their interrelationship led the investigator to come up with a new genre category, which is discussed thoroughly in Chapter 7.

2.4 Lesson Plans, Move Analysis and Teaching Strategy Identification

2.4.1 Lesson Plan

Farrell (2002) contributes a clear definition of a lesson plan, which is “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered

during a lesson” (p.30). According to him, it is a written daily plan that shows how learners will attain the objectives set for them. Graves (2000) puts forward that effective lesson plan objectives explain and describe how the students perform the designed activities in order for them to attain the objectives set by the teacher.

According to Borich (1988), a lesson plan is the heart of effective teaching in which the teacher indicates the objective of the lesson, the instructional tools to be used and the effective methods to be applied in order to achieve the objectives. Moreover, Harmer (2007) views a lesson plan as a teaching strategy that is organized on the basis of the teacher’s thinking on what would be acceptable for the students and what the curriculum requires them to do. Thus, a lesson plan structure is necessary to achieve its purposes as thoroughly discussed above. Rozelle and Wilson (2012) found that there are still some English secondary teachers who are struggling to structure lesson plans for a teaching activity, and they even duplicate the ones provided in the textbooks and on the net. Similarly, based on the experiences of the investigator as a member of the BSEd-English discourse community, this is also experienced by the student teachers.

In the current investigation, the communicative purpose of a Lesson Plan (Genre 1) is to teach the student teachers to write an appropriate lesson plan for a given topic. This genre is produced by the student teachers and duly checked by the cooperating teachers, head teachers, and school principals as the audience. This is prepared two to three days before teaching the topic and that all teachers are not allowed to teach without a lesson plan (DepEd Order 42, s. 2016). Intermittently, there are instances that one lesson plan is taught two to four sessions depending on the difficulty of the topic and ability of the learners in understanding the lesson.

Typically, there are five main sections of a lesson plan for the student teachers as novice teachers, which are (a) Objectives, (b) Subject Matter, (c) Procedure, (d) Evaluation, and (e) Assignment. There are three formats of this genre. The outline format which has only keywords as a teacher's guide in teaching, but this is only for professional teachers who are classified as seasoned teachers like cooperating teachers, head teachers, etc. Thus, the Teacher Education Institutions (TEIs) and cooperating schools do not allow the student teachers to follow such format. The other two formats are semi-detailed and detailed, the latter is the plan that was explored in this current investigation. Figure 2.2 displays an excerpt of a detailed lesson plan.

A Detailed Lesson Plan in English (First Year—Secondary)

I. Objectives
At the end of the lesson, the students will be able to:

1. Identify statements that show cause and effect relationship.
2. Read a poem correctly and clearly with expressions.
3. Appreciate reading poems.
4. Decode words with "ough" (u) sounds

II. Subject Matter
Cause and Effect Relationship
Reference/s: Fun in English Reading Textbook pages 94-101
Materials: Visual Aids, Charts, Flash Cards, Pictures, Name Tags
Values: Develop a genuine love for reading, love for family

III. Procedure
A. Learning Activities

Teacher's Activity	Student's Activity
"Good Morning Class..."	"Good Morning Sir!"
"Let us pray first..."	(One Student will lead the Prayer)
(Checking of Attendance) ...say present...	(Students raise their hand and say present as the teacher calls in their names)

Figure 2.2 Excerpt of a detailed lesson plan in English

The figure highlights the inclusion of teacher's activity on the left column and student's activity on the right column in the Procedure which are not shown in the other two formats, the outline and semi-detailed. The student teachers are obliged to produce detailed lesson plans since they are considered to be novice teachers (CHED Memo Order No. 75, s. 2017).

However, even if they know the main parts of a lesson plan which are Objectives, Subject Matter, Procedure, Evaluation, and Assignment, they have still difficulties in constructing the subparts of such. This was manifested on the survey and interview conducted by the investigator in August 2018. It is therefore necessary to confirm the moves if these follow the prescribed CHED lesson planning policy for student teachers and identify the teaching strategies and these were realized through move confirmation and teaching strategy identification.

2.4.2 Move Confirmation and Teaching Strategy Identification

Since the present investigation deals with the three genres packaged in the internship portfolio, and this study is attached on the Genre Theory of Swales (1981), this review focuses on the move analysis as the point of reference of move confirmation and teaching strategy identification.

Swales (1990) develops the notion of a move which is an organizational segment of text that has a particular communicative meaning and the analysis of such concept to arrive at text structure. Much research work about move analysis has focused on particular research article sections like the Introduction, Methodology, Findings, among others, often anchored on Swales' (1990) move analysis (Bhatia, 1999; Brett, 1994; Peacock, 2002; Lim, 2006; Pramoolsook, 2008). There are also move analysis research studies that investigated the whole paper (Nwogu, 1997; Posteguillo, 1999), and these have not thoroughly explored the smaller linguistic pieces or steps that comprise a move, all through the papers.

While many genre researchers (e.g., Peacock, 2002, 2011; Samraj, 2002; Yang & Allison, 2003; Lores, 2004; Kanoksilapatham, 2005; Lim, 2006; Ozturk, 2007; Li & Ge, 2009; Huang & He, 2011; Pramoolsook et al., 2012; Basturkmen, 2012;

Jaroongkhongdach et al., 2012; Stoller & Robinson, 2013; Nguyen & Pramoolsook, 2014, 2015; Shulzhe, 2016; Suryani & Rismiyanto, 2019; Dong & Lu, 2020) have examined the rhetorical structures of theses, dissertations, research articles and other academic texts across disciplines following the perspective of move analysis, however, as yet, no studies have been investigated the structure of lesson plans. Conversely, the student teachers, as novices in teaching, are confused about its structure because it has different sections and subsections (John, 2006). They struggle on how they put their ideas into words, phrases or sentences in every section of the lesson plan. This issue was also shown in the preliminary data drawn from the survey of 28 BSEd-English graduates of Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya. Out of the 22 participants who answered the question about the difficulties they encountered in producing the internship portfolio, 12 or 54.5% said that a lesson plan was difficult to write because of the structure/proper words to be used in each section. Thus, to address this problem, there is a need to explore the move and teaching strategy structure of this genre to investigate the optional and obligatory moves and their corresponding teaching strategies. Move analysis could be an answer to the problem in hand because as Swales (2004) points out, a 'move' refers to a rhetorical piece that carries out a specific communicative role. Nwogu (1997) also posits that the main focus of move analysis is centered on the hierarchical organizations of texts. In view of this, it is perceived that a move analysis is a linguistic and semantic investigation which are linked with the goal of the writers, and that it can solve the issue presented earlier.

The present investigation, therefore, attempts to contribute a new knowledge to genre studies and a new methodological effort for genre-based analysis by exploring and describing the linguistic structure of the lesson plans within the discipline of

Bachelor of Secondary Education (BSED)-English. Specifically, it explores the moves to confirm whether the student writers follow the five parts of lesson planning for novice teachers as prescribed by the Commission on Higher Education (CHED) which are (a) Objectives, (b) Subject Matter, (c) Procedure, (d) Evaluation, and (e) Assignment, and identifies the teaching strategies used to achieve these moves.

2.5 Evaluation Forms and Consistency Verification

2.5.1 Evaluation Forms

In a teacher education program in the Philippines, one way to appraise the performance of a student teacher during the demonstration teaching is through the use of an Evaluation Form which is identified as Genre 2 in this investigation. The main goal of this genre is to evaluate the teaching performance of the student teachers in terms of teacher's personality, lesson planning, content, teaching methods, classroom management, and questioning skills. The evaluation lets the students to have a self-evaluation and self-reflection to improve their performance in the next teaching task. This genre is unique compared to the other two because it is produced by two groups of evaluators. One group comes from Nueva Vizcaya State University, as a TEI and the other one is from the cooperating schools where the student teachers are having Teaching Internship experiences. This genre is a nationwide evaluation form which all TEIs in the Philippines are obliged to adopt. Figure 2.3 shows the two parts of the Evaluation Form (Genre 2) that need to be verified.

Republic of the Philippines
SILVIA VICAYA STATE UNIVERSITY
Digos, North Cotabato

COLLEGE OF TEACHER EDUCATION
Secondary Education Department

RATING SCALE FOR STUDENT TEACHERS

STUDENT TEACHER: Christa Mae B. Aquino GRADE: PMED 1
 COOPERATING SCHOOL: Private School, San Juan ADDRESS: San Juan, Davao City
 COOPERATING TEACHER: Mr. J. A. Garcia POSITION: Teacher I
 SUBJECT OBSERVED: English DATE: 10/10/13
 TOPIC: Using the Main Idea TIME STARTED: 8:00 TIME FINISHED: 10:00

DIRECTIONS: Below are expected student teacher competencies. Please indicate your rating by putting check on the appropriate space provided for.

EXPECTED TEACHER COMPETENCIES	G	VS	S	F	P						
	1.00	1.10	1.20	1.30	1.40	1.50	1.60	1.70	1.80	1.90	2.00
I. TEACHER'S PERSONALITY											
A. The teacher is neat and well-groomed.											
B. The teacher is free from distractions that tend to disturb the students' attention.											
C. The teacher's personality is strong enough to command respect and attention.											
D. The teacher shows dynamism and self-esteem.											
E. The teacher has well-embodied values.											
II. LESSON PLANNING											
A. Lesson Plan is well-prepared.											
B. There is congruence between:											
1. Objective and subject matter.											
2. Objective and teaching procedure.											
3. Objective and ATM (Avalon's Test and Measure).											
4. Objective and assignments.											
III. CONTENT											
A. The teacher demonstrates in-depth knowledge of the subject matter.											
B. The teacher is able to relate lessons to actual life situation.											
C. The teacher keeps abreast of new ideas and innovation in the field.											
D. The teacher gives sufficient and concise examples to ensure meaningful learning experience.											

GENERAL COMMENT

1. STRENGTHS

2. WEAKNESSES

3. RECOMMENDATIONS

Checked with: _____ Rated by: _____

Signature Over Printed Name of Student Teacher: _____ Signature Over Printed Name of Student Teaching Supervisor: _____

Figure 2.3 Sample of an evaluation form

Figure 2.3 shows that an evaluation form has two main components which are (a) the quantitative part of evaluation in which the evaluators provide the numerical ratings based on the competencies, i.e. Teacher's Personality, Lesson Planning, Content, Teaching Methods, Classroom Management, and Questioning Skills of the student teachers; (b) the qualitative part in which the evaluators write their observations and recommendations based on the teaching performance of student teachers. This part has three components (a) Strengths, (b) Weaknesses, and (d) Recommendations. This genre helps the student teachers to reevaluate their teaching performance and be able to improve their Lesson Plans (Genre 1) for the next teaching demonstrations based on the evaluation and suggestions they received. This genre also serves as a bridge for the student teachers in writing their Teaching Journals (Genre 3) which are discussed in the next section. Along this line, this could be the reason why 9 or 40.9% of the participants in the survey said that evaluation/observation forms should be immediately given right

after the teaching. The student teachers need the evaluation forms right after teaching because they will produce another lesson plan for the next topic and at the same time compose their reflective narration about. In this perspective, one could easily perceive the interesting concept of textual interrelationship of multiple texts in a discourse community.

However, inconsistencies are identified in this genre because quantitative ratings do not conform with the qualitative entries of the evaluators of the Evaluation Forms (Genre 2). Thus, there is a need to verify the consistency of this genre to avoid confusions on the part of the student teachers when they write the Lesson Plan (Genre 1) for the next teaching and the Teaching Journal (Genre 3). To realize this, there must be an approach to verify the data presented in the two parts of the Evaluation Forms (Genre 2) and that is the Consistency Verification method.

2.5.2 Consistency Verification

According to Veregin (2000), consistency verification is a test performed to determine if there are conflicts between the two variables. The main purpose of the consistency verification is to determine consistencies and inconsistencies of the data. This approach is extensively used in statistics, geography and computer programming.

The investigator did not encounter nor find any related studies in the existing literature using this analysis in the field of linguistics specifically using the student teachers' evaluation forms as the main data. However, considering the purpose of this approach, the investigator firmly believes that this is the best method to check whether the quantitative ratings and qualitative entries of the Evaluation Forms (Genre 2) are consistent or not.

This concern was pointed out by one of the participants during the survey conducted in August 2018 who stated that she had difficulties in writing her teaching journals and lesson plans because there were inconsistencies between her ratings and written suggestions in the evaluation form. Generally, this conforms to the results of the survey asking the participants about the difficulties they encountered in preparing the internship portfolio wherein one of the top four responses is Evaluation Forms (Genre 2) were confusing because of the inconsistencies between the quantitative ratings and qualitative entries. From this concept alone, one could easily recognize that if the entries are consistent, the student teachers can comprehensibly compose their Teaching Journals (Genre 3) and improve their Lesson Plans (Genre 1) for the next demonstration teachings. Thus, this issue must be addressed seriously since this genre affects not only the Lesson Plans (Genre 1) but also the Teaching Journals (Genre 2) in the internship portfolios of student teachers. Furthermore, the investigator also conducted a focus group interview with the evaluators that focuses on the possible reasons of such inconsistencies. The details on how to conduct the consistency verification and focus group interview are elaborated in Chapter 3.

2.6 Teaching Journals, Content and Error Analyses

2.6.1 Teaching Journals

Bruner (1986) has explained that a person constructs himself through narrative and make sense of his life by telling and retelling story, in which this story offers a structure for the development of practical and theoretical knowledge in teaching. It is in this perspective that in recent years, scholars and investigators in teacher education field have shown a growing interest in utilizing narratives to pay attention to

the voices of student teachers, hear their stories, and explore their teaching strategies. Geijssel and Meijers (2005) confirm this when they state that, through narrative of experiences, teachers engage in narrative “theorizing”. It is in this perspective that the present study utilized a content analysis method to understand the meaning of the teaching journal written by the student teacher and the data from a focus group interview with the hope that qualities of an English student teacher are embedded in such reflective narration and interview.

2.6.2 Content Analysis

Content analysis has been used in different fields for instance, journalism, literature, geography, history, movies, political science, instruction, music genres, linguistics among others. There are several explanations and meanings of content analysis. The earliest concept is probably presented by Auster (1956, as cited in Lombart et al., 2010) who states that content analysis is objective, methodical, and quantifiable. For Brierley and Cowton (2000), they state that content analysis is an investigative tool for the objective, methodical, and numerical interpretation of communication.

Based on the underpinning concepts of content analysis presented earlier, content analysis, therefore, is a tool for exploring the meanings or themes embedded in any printed communication media. Content analysis is typically performed for expressive and imaginative purposes, but investigative or descriptive works are also researchable (Neuendorf, 2002; Neuman, 2011). A content analysis is done inductively or deductively, or a combination of the two depending on the objectives of the study (Strauss, 1987). In this study, the investigator adopted the deductive approach of content analysis as suggested by Strauss (1987) because the generated themes in the analysis were based on the competencies revealed in the evaluation form.

Taylor (2003) also posits two distinctions of content analysis: (a) manifest content, and (b) latent content. The former talks about the features that are existing physically, while the former entails an interpretative understanding by the investigator, who examines critically the figurative connotation of the research information in order to ascertain their embedded meanings or contents. Accordingly, in the current study, the investigator used both manifest and latent contents since the Teaching Journals (Genre 3) produced by the student teachers are physically packaged in their internship portfolios. Also, an in-depth investigation was applied to analyze the qualities of English teachers in such data. Apparently, there are various steps/stages of content analysis as posited by some scholars that are presented in the next section.

Neuman (2011) offers 6 phases in applying content analysis: (1) formulate the research question, (2) decide on units of analysis, (3) develop a sampling plan, (4) construct coding categories, (5) coding and intercoder reliability check, and (6) data collection and analysis. Considering the purpose of this current study, the investigator adopted these six stages in analyzing the reflective narration written by the student teachers or the Teaching Journals (Genre 3) which are elaborated in the next section.

1. Formulate the research question. Start with either a topic or a query about research.

2. Decide on unit of analysis. Analysis unit is the basic element of text that must be categorized, “the specific segment of content that is characterized by placing it in a given category” (Holsti, 1969, p.116, as cited in Boyle & Zuegner, 2017). According to Neuman (2011), the analysis unit varies in conducting content analysis. This unit can be a word, a phrase, a theme, a plot, a newspaper article, a character, and so forth. While

Babbie (2001) states that individuals, organizations, social interactions, and social artifacts are the analysis unit in content analysis.

3. Develop a sampling plan. A sample may be described as a part of a whole population where its characteristics are often used to calculate the total population (Singh, 2007). There are two kinds of sampling (Singh, 2007): (1) the probability and (2) the non-probability.

4. Construct coding categories. This current study used coding manifest (Neuman, 2011). It is a kind of content analysis coding in which investigator first develops a list of word, phrase, sentence, paragraph, document, themes among others. The six competencies of the Evaluation Form (Genre 2), i.e. Teacher's Personality, Lesson Planning, Content, Teaching Methods, Classroom Management, and Questioning Skills were considered as a reference framework in developing a list of codes.

5. Coding, validity, and reliability check. This is where researcher tests the reliability and validity of the coding system that have been set (Berg, 2001). There are four kinds of validity as suggested by Krippendorff (2004): (a) sampling validity; (b) semantic validity; (c) correlational validity; and (d) construct validity. Neuman (2011) adds another two kinds of validity: (a) face, and (b) content. The former is the simplest kind of validity to attain. The latter is a kind of validity that entails all features of the theoretical meaning of a construct.

Accordingly, there are three types of reliability in the Krippendorff's (2004) classification: reproducibility, stability, and accuracy. The reproducibility reliability of the coding is assessed by having a sample of items coded by a number of independent coders and comparing the results. Stability is the degree to which the results of content

classification and coding remain consistent over time. Accuracy reliability is a measure of the extent to which a process functionally conforms to a known standard, or yields what it is designed to yield. For reliability test, the type of reliability test that was used is reproducibility using independent coders for coding a sample of items and then compare the results. The reproducibility reliability is also known by intercoder reliability.

Intercoder reliability is the widely used term for the extent to which independent coders evaluate a characteristic of a message or artifact and reach the same conclusion (Lombart et al., 2010). Tinsley and Weiss (2000) note that the more specific term for the type of consistency required in content analysis is intercoder (or inter-rater) agreement. It is widely acknowledged that intercoder reliability is a critical component of content analysis, and that although it does not insure validity, when it is not established properly, the data and interpretations of the data cannot be considered valid. As Neundorf (2002) posits, “given that a goal of content analysis is to identify and record relatively objective (or at least intersubjective) characteristics of messages, reliability is paramount. Without the establishment of reliability, content analysis measures are useless” (p.141). Neundorf (2002) also suggests that interjudge reliability is often perceived as the standard measure of research quality. High levels of disagreement among judges suggest weaknesses in research methods, including the possibility of poor operational definitions, categories, and judge training. Thus, the bottom line is that content analysis researchers should care about intercoder reliability because not only can its proper assessment make coding more efficient, without it all of their work-data gathering, analysis, and interpretation-is likely to be dismissed by skeptical reviewers and critics.

Lombart et al. (2010) state seven steps to perform intercoder reliability:

1) Select one or more appropriate indices. Choose one or more appropriate indices of intercoder reliability based on the characteristics of the variables, including their level(s) of measurement, expected distributions across coding categories, and the number of coders.

2) Obtain the necessary tools to calculate the index or indices selected.

In communication, the most widely used indices are Percent of Agreement, Holsti's (1969, as cited in Boyle & Zuegner, 2017) method, Scott's pi (p), Cohen's (1960, as cited in Warrens, 2013) Kappa (k), Krippendorff's (1980) Alpha (a). This study used Cohen's (1960, as cited in Warrens, 2013) 'Kappa Method' to measure the intercoders' reliability.

Cohen's (1960, as cited in Warrens, 2013) Kappa formula is:

$$\kappa = \frac{p_o - p_e}{1 - p_e},$$

p_o is the relative observed agreement among raters, and p_e is the hypothetical probability of chance agreement, using the observed data to calculate the probabilities of each observer randomly saying each category. If the raters are in complete agreement then $k=1$. If there is no agreement among the raters other than what would be expected by chance (as given by p_e), $k \leq 0$ (Lombart, Snyder-Duch, and Bracken, 2010). A list of how Kappa might be interpreted (Landis and Koch, 1977, as cited in Warrens, 2013) is presented in Table 2.1.

Table 2.1 Interpretation of Kappa

Kappa	Interpretation
< 0	Poor agreement
0.00 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

3) Select an appropriate minimum acceptable level of reliability for the index or indices to be used. Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations. In this research, minimum acceptable level of reliability for the indices to be used is .80 as suggested by Landis and Koch (1977).

4) Assess reliability informally during coder training. Following instrument design and preliminary coder training assess reliability informally with a small number of units and refine the instrument and coding instructions until the informal assessment suggests an adequate level of agreement.

5) Assess reliability formally be done in a pilot test. Using a random or other justifiable procedure, select a representative sample of units for a pilot test of intercoder reliability. The size of this sample can vary depending on the project but a good rule of thumb is 30 units (Lacy & Riffe, 1996). Coding must be done independently and without consultation or guidance.

6) Assess reliability formally be done during coding of the full sample. When it is confident that reliability levels will be adequate (based on the results of the pilot test of reliability), use another representative sample to assess reliability for the full sample to be coded. The appropriate size of the sample depends on many factors but it should not be less than 50 units or 10% of the full sample and rarely will need sample

more than 300 units. Larger reliability samples are required when the full sample is large and/or when the expected reliability level is low (Lacy & Riffe, 1996; Neuendorf, 2002).

7) Selecting and following an appropriate procedure for incorporating the coding of the reliability sample into the coding of the full sample.

Unless reliability is perfect, there will be coding disagreements for some units in the reliability sample. Although an adequate level of intercoder agreement suggests that the decisions of each of the coders could reasonably be included in the final data, and although it can only address the subset of potential coder disagreements that are discovered in the process of assessing reliability, the researcher must decide how to handle these coding disagreements. Depending on the characteristics of the data and the coders, the disagreements can be resolved by randomly selecting the decisions of the different coders, using a 'majority' decision rule (when there are an odd number of coders), having the researcher or other expert serve as tie-breaker, or discussing and resolving the disagreements. The researcher should be able to justify whichever procedure is selected.

6. Data collection and analysis. Data collection is a technique or the way which is done by the researcher to get the data which can support the research. Data analysis method must be in accordance with the type of research that is used. As already mentioned above, the content analysis is usually done with the intention to give description of a phenomenon in the community related to the message or symbol (Neuman, 2011) so data analysis method used is statistically descriptive (descriptive statistics). As expressed by Wimmer and Dominick (2006) in the book of Mass Media Research, descriptive statistics is statistics used to analyze data by describing or figuring out that has been collected, which seems to provide a snapshot of the data. Therefore,

descriptive statistics was used to calculate frequencies, percentages, mean, modus, medians, averages, direction, intensity, and space in accordance with content analysis.

Based on the views of content analysis that are presented earlier, it is comprehended that this approach is used to determine the presence of certain words, themes, or concepts within some given data. In using content analysis, investigators can quantify and analyze the presence, meanings and relationships of words, themes, genres or narrative texts: one best example is the reflective narrations of the student teachers or Teaching Journals (Genre 3) in this current investigation. Thus, researchers can then make inferences about the embedded messages within the texts, the writers, the audience, and even the culture and time of surrounding the text. This is the main reason why the investigator considered this research tool to uncover the meanings embedded in the Teaching Journals (Genre 3) produced by the student teachers.

In the context of Teacher Education Institutions (TEIs) in the Philippines, Teaching Journal (Genre 3) is a reflective narration of teaching experiences composed by the student teacher. The communicative purpose of this genre is to let the student teacher reflect on their teaching by voicing their experiences in lesson planning, teaching and working with the cooperating teachers, college supervisors and students. After every teaching, the student teacher is expected to write a teaching journal that narrates his teaching experiences. Accordingly, if the student teacher teaches five times, they must have the same number of teaching journals.

However, at a glance, the grammatical errors in the teaching journals are alarming considering that the students under this investigation are English majors. This is disturbing because the students have already finished their fundamental English courses and that Teaching Journals are written in the final semester. According to

Farrokh (2011), grammatical errors are errors that are not appropriate to the linguistic guidelines or standards which may perhaps result to bad writing. Hence, there is a need to address this issue by identifying the common errors of the student teachers in writing their Teaching Journals for an appropriate pedagogical implication.

In the survey that was conducted in August 2018, one of the participants stated that:

“The teaching journals were difficult to write. I admit my English is not perfect. It took me a lot of time to write this component. Unlike the lesson plans, my critic and other teachers were there to edit. Now that I’m already a professional teacher, I found out that my journal before had a lot of grammatical errors. What a shame.☹☹”

-Student 6

Based on the response of the participant in the survey, it could be perceived that among the three genres, Teaching Journals (Genre 3) are considered to be the toughest component for them to produce. It is also worth mentioning that the student teachers really need the guidance and help of both cooperating teachers and college supervisors. This interview finding supports the study of Koerner et al. (2002) that suggests that the teaching internship experience is affected by the collaborations or connections among practice teachers, critic teachers, and university professors. Also, Putnam and Borko (2000) posit that there is a relevant role of weekly or daily appointments or mentoring between the novice teachers and expert teachers.

Therefore, this teaching journal genre, that was investigated using error analysis, must be taken into utmost consideration because the Philippines is known as the 4th largest English-speaking nation, behind the US, the UK, and India (Woods, 2006). Additionally, Filipinos claim that English is one of their official languages (Bernardo &

Gaerlan, 2006; Cabigon, 2015) and the Philippines is one among the 50 countries which adopt English as an official language and medium for instruction (Nakahara, 2006: Ozaki, 2011) and communication (Hayashi, 2000). Similarly, if the reflective narrations of Teaching Journals are not written in acceptable English, the experiences of the students during their Teaching Internship course will not be expressed appropriately. Besides, these student teachers need to possess good communication skills as future English language teachers. Thus, there is a need to identify the common grammatical errors made by the student teachers for further pedagogical implications using error analysis that is reviewed in the next section.

2.6.3 Error Analysis

Error Analysis, as an approach in language research, has a long history that traces back to the early beginnings of Contrastive Analysis of Fries (1945) and Lado (1957) to the Interlanguage of Corder (1967) and Selinker (1992). The Contrastive Analysis comprises the empirical study of two languages, identifying what is present in the mother tongue and how this influences the learning of English as a Second Language (ESL). Interlanguage (IL) development or transfer, on the other hand, arose from Corder's (1967) idea of a mid-stage of language development or what they coined as "transitional competence" where the properties of the language are independent of either L1 or L2 grammar system or structure, thus an independent form in itself and further confirming that learners have a built-in syllabus to facilitate the learning of an L2. Actually, Error Analysis is commonly attributed to Corder's theory which does not only involve the comparison of the distinct properties of L1 and L2 (Target Language), nor the Interlanguage (IL) and L2 but rather explores on the contrast between Interlanguage (IL) and the Target Language (TL). However, in the current investigation, the concepts of Interlanguage and Contrastive Analysis are not included since

the analysis focused on the common errors made by the student teachers in their Teaching Journals (Genre 3). These theories are just mentioned because these are considered to be the foundation of Error Analysis.

2.6.3.1 Steps of Error Analysis

There are 5 stages of Error Analysis (Ellis & Barkhuizen, 2005, p.57).

These are:

1. Collection of a sample of learner language. In gathering the data, the investigator must consider the research purpose and gather relevant data for the research aims and questions to be answered.

2. Identification of errors. It is imperative to define first what an error is. For instance, when recognizing grammar errors in the texts of English learners, they must be compared with what would be grammatically right in the grammar books.

3. Description of errors. To distinguish a grammatical error, an investigator must compare the errors made by the English learners to the native English speakers Corder (1967). In the studies of Koffi (2010) and Brown and Myles (2013), they described the errors made by their participants through categorizing them according to the 8 parts of the speech, which are conjunctions, prepositions, nouns, adverbs, adjectives, pronouns, verbs, and articles. This approach under this step is adopted by the investigator.

4. Explanation of errors. The investigator must explain why the error was made by the English learners. This step is the most significant phase of grammatical error investigations because it is in this stage that the error that has been identified is explained. In the current study, since the error categories follow the parts of speech, the explanation of the identified grammatical errors are based on the rules and standards of the parts of speech.

5. Evaluation of Errors. Needless to say, the final stage in any EA approach is the evaluation of errors. The investigator needs to have a conclusion based on the EA findings. There are several investigators who have researched the same studies as reviewed in the next section.

2.6.3.2 Previous Research on Error Analysis

In Kohlmyr's (2003) doctoral thesis, she investigated the English grammatical errors of the Swedish students by analyzing the students' written production. The data for this study consisted of 383 written texts gathered from the national examination in Sweden for school years 1992 and 1995. The participants' written topic was youth organization. Categories verbs that had 25 percent, articles and nouns that had 22 percent, agreement that had 18 percent and prepositions that had 12 percent were the most frequent errors made by the students in their writing test. Based on her findings, she suggested that the students should be aware of their errors through their English teachers, and the focus of the instruction must be the most frequent errors made by the learners.

Putri and Dewanti (2015) also conducted an error analysis using 26 narrative texts written by college students of Universitas Airlangga in Surabaya, Indonesia in the 2012-2013 academic year. The most dominant error in this study were the verb grammatical category. Similarly, several researchers across the globe (e.g., Hourani, 2008; Brown & Myles-Vollan, 2013; Narinasamy et al., 2013; Sawalmeh, 2013; Singh et al., 2017) who conducted EA also revealed that verbs were the most common errors in the written discourses of their participants. In the Philippines, Alawai (2014) conducted a grammatical error analysis of the 5 sets of compositions written by the BSEd students enrolled in English 101 or Basic Study and Thinking Skills course at

the Surigao del Sur State University, Philippines. Similar to the aforementioned studies, the most frequent category was verb usage that had percent.

Based on the previous studies on error analysis that have been presented, grammatical category has been reported as the most frequent error category made by the English learners in the different disciplines across the globe. Most of the common errors were reported as the tenses of verbs. These studies made use different forms of written texts to analyze such as argumentative essays, narrative essays, written examinations, composition writings, among others. However, no one attempted to explore the teaching journals in the internship portfolios of the student teachers. Most of the researchers in the Philippines who used teaching journals as the main data explored the teaching practices and experiences of the Teacher Education Institutions (TEIs) of the student teachers, not the errors made by the writers (e.g., Ulla, 2016a; Ganal, 2015; Mahinay, 2013). Thus, this current investigation used the teaching journals as the main corpus to explore the most common or frequent grammatical errors made by the student writers.

Grammarly, a free online proofreading computer application was also used by the investigator as a tool in identifying the errors made by the student writers in producing the teaching journals. Apparently, considering the good points revealed in the findings of the previous studies on Grammarly, and the powerful propaganda techniques displayed on its official website, www.grammarly.com as the world's best online English grammar checker, yet its accuracy as a grammar checker is another story to tell. There has been reported weaknesses and limitations of such English grammar online checker program as reported in Collins' (n.d.) blog entitled, "Grammarly vs. Human Proofreader." and in the existing literature (e.g., Japos, 2013; Caveleri & Dianati, 2016;

Qassemzadeh & Soleimani, 2016; Cavaleri & Dianati, 2016; Reis & Huijser, 2016; O'neil & Russel, 2019). Thus, Grammarly, in this study, was only used as a tool of the investigator to identify the errors in the teaching journals, and the power of the human eyes of the investigator and inter-raters would put the finishing touch to analyze the errors made by the student writers.

In view of the concepts presented earlier, in spite of having acquired and learned English the early stages, students in the higher learning institutions across the countries with various disciplines still make grammatical errors in their texts, one of which is their narrative writing. Therefore, this investigation utilized the narrative teaching experiences as a corpus, also known as the Teaching Journals or Genre 3 composed by the student teachers to identify the errors, error categories, and the error subcategories as a means for designing appropriate English grammar instruction.

In identifying the grammatical errors, the investigator focused their analysis on the 8 parts of speech which are verbs, prepositions, adjectives, nouns, adverbs, pronouns, articles, and conjunctions as suggested by Brown and Myles (2013) and Koffi, (2010). The analysis only focused on the grammatical; Thus, errors relating to organization and mechanics (i.e., punctuation, capitalization, spelling, etc.) were disregarded. The researcher also used Grammarly[®], an automated feedback computer program, as a tool to identify the grammatical errors.

Therefore, the intention of this comparative analysis of grammatical errors was to identify the types of errors that are recurrent across the five batches with the hope that these data would enable English grammar professors and teachers to detect which specific language issues to be addressed in the English grammar classrooms.

2.7 Intertextuality and Intertextual Analysis

2.7.1 Intertextuality and the Interrelationship of Genres

Swales (1990) states that a particular discursal group has developed particular lexis, and that it utilizes different genres in the communicative continuance of its purposes. From this perspective, a discourse community, therefore, has tools and devices of inter communication between the members. The concept of intercommunication among the discourse community members undoubtedly supports the notion that the texts that they produced whether verbal or non-verbal are interrelated to each other.

A particular text in a discourse community is not a single unit but resonates by way of combined text echoes. Kristeva (1980) introduces intertextuality as a text which is the engagement and variation of other texts. She proposes that the text, following the intertextuality theory, is an active spot of ideas and meanings wherein interpersonal developments are the center of investigation as an alternative of motionless organizations and outputs. According to the Bakhtinian viewpoint on dialogicality, written text is regarded as the intertwining of interrelated references, entwined as one (Kristeva, 1980; Bakhtin, 1981, 1986; Fairclough, 1992; Short, 2004). In her appropriation of Bakhtin's (1981) concept of dialogicality, Kristeva (1980) states that "any text is constructed of a mosaic of quotations; any text is the absorption and transformation of another" (p.66). This text interlinking nature emerge in a lot of circumstances, by means of indirect or direct quote, using of sequences of idea, or assumption of text organization (Lemke, 1995).

Bazerman (2004) offers four steps in conducting intertextuality investigation, which was employed as the point of reference in this investigation.

1. Create a list of all instances of intertextuality in the text, that is, to evaluate the material as relevant;
2. List how the instance is expressed, that is, to evaluate the degree of textual integration (i.e. whether it is through a direct quotation, indirect quotation, paraphrase or description);
3. Identify whether it is attributed to some person or source;
4. Interpret the intertextuality, that is, make comments on how or for what purpose the intertextual element is being used in the text.

Along with this line, intertextual comprehension can contribute to a richer learning experience that encourages new perspectives, since it introduces a particular meaning, concept and narrative into another context (Rogoff, 1990; Kamberelis & Scott, 1992; Macken-Horarik, 1998; Bloome, et al., 2005).

Therefore, the idea of intertextuality implies that the investigator in the current study understands the three genres, the Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) as not as autonomous or self-ruling texts but as interrelated ones that share ultimate communicative purpose with intended groups of audience. Tardy (2006) states that studies on intertextuality display how other related texts serve as references or bases in constructing a new textual and contextual information.

In the current study, considering the concepts presented earlier, intertextuality theory clearly supports the interrelationship of the three components in the genre web, which are discussed in the next section, of English student teachers' internship portfolios at the College of Teacher Education (CTE) of Nueva Vizcaya State University-Main Campus. Since Genre Web is considered by the investigator as a new category, it is also

deemed appropriate to present the intertextual analysis as the reference of the interrelationship analysis among the three genres.

2.7.2 Intertextual Analysis

According to Bakhtin (1986), intertextual analysis implicitly assumes accounts of the various genres and discourse types. Fairclough, 1992 also contributes a concept on intertextual analysis that is it pertinently moderates the relationship between communication and social background and helps fill the gap of textual and contextual interrelationship of texts.

The issue with several of the textual interrelationship studies, based on Tardy (2006), is that “while most of the studies included texts as part of their collected data, textual evidence rarely backs up claims made in research reports” (p.85). Certainly, in current decades, in spite of emergent acknowledgment that writing is indeed a main factor for academic achievement along all academic fields, almost no second language work has utilized well-refined textual investigation to examine the writing practices of language minority writers with respect to academic writing pedagogy (Leki et al., 2006; Gebhard and Harman, 2011). There is a need to investigate the interrelationship concerning genres because interrelated genres and subgenres will provide greater illumination in generic interrelations (Connor & Mauranen, 1999). Therefore, genre is not only a linguistic set determined by a sequence of stylistic aspects but also a branch of socio-psychology that we all utilize to identify and establish characterised behaviors in common circumstances.

Thus, these views call for a need to explore the interrelationship of the different interrelated genres in a discourse community. This current investigation will further address the gap pointed out by Connor and Mauranen (1999), Herrington and

Moran, 2005, and Thaiss and Zawacki, 2006; that groups of related genres and interrelated subgenres have not been systematically investigated. These authors even suggest that linguistic investigation using authentic corpus in its normal discourse community or commonly known as *realia*, and with minimal experimental-interference of which internship portfolio is a best example of this.

It is worth stating that the researcher, based on the aforesaid concepts and methods on intertextual analysis, boldly introduced a new approach of analyzing interrelated genres called Intertextual Genre Web Analysis (IGWA), which is an approach that recognizes the interaction of textual and contextual analyses. This approach follows the underlying principle of a discourse analysis which is a language in interaction, which means that its analysis does not stop on the text itself, but require its context. This recapitulates what discourse analysis actually means and that is 'text' and 'context' are in harmony and will always be. Moreover, IGWA is inspired by the Intertextuality Theory of Kristeva (1980) which is considered as the underpinning principle of the analysis of the interrelated genres in the genre web of BSEd-English student teachers' internship portfolios.

2.8 Summary

This chapter presented the concepts and theories that inform the study, which include Discourse community, Genre, and Genre analysis; Portfolios, Lesson Plan and Move Analysis; Evaluation Forms and Consistency Verification; Teaching Journals, Content Analysis, Error Analysis; and the Intertextuality Theory that supports the interrelationship of the three genres of the English Student Teachers' Internship Portfolios in a Teacher Education Institution in the Philippines; and the Intertextual Genre Web Analysis (IGWA) as a new proposed method to explore the interrelationship

of such genres were also discussed. More details on the research methodology and the pilot study of the current investigation are presented in Chapter 3.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter aims to describe important aspects of research methodology employed in this investigation. The overview of research objectives and research questions is discussed in the first section followed by a summary of research design in the second section. The third section comprises descriptive details of the research methodology concerning corpus construction and management, which includes data identification, data collection, and selection of the internship portfolios. Then, details about data analysis are elaborated. This section is devoted to the four approaches to qualitative analysis that were used in Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) of the Bachelor of Secondary Education (BSEd) English student teachers' internship portfolios of Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya, Philippines. Correspondingly, the analysis of the interrelationship among these three components under this current study is described. Furthermore, a pilot study is also presented, and this chapter ends with the summary.

3.1 Overview of Research Objectives

As stated in Chapter 1, internship portfolio is a requirement in all Teacher Education Institutions (TEIs) in the Philippines. This requirement is a mandate of the Commission on Higher Education (CHED) that must be strictly followed by the Teacher Education Programs (TEPs) in all the State Universities and Colleges (SUCs) in the

Philippines. The students in the Secondary Education Program (SEP) and Elementary Education Program (EEP) will not receive their diplomas without accomplishing the internship portfolios. The importance of this requirement suggests that there has been an extensive availability of data that needs to be analyzed. With this in mind, the investigator considers the internship portfolio as better research data to be analyzed qualitatively compared to the improvised research data, which are those documents produced due to the interference of the researchers. In this case, the data do not show the real image or natural context of the linguistic and rhetorical features for the analysis. Conversely, the components in the internship portfolio display the authenticity of the writers' performance since they are produced annually.

However, most of the studies which used internship portfolio as the main data have only focused on the practicum experiences and performances of the student teachers. Most of these studies have only used a single component which is the teaching journals. Rauduvait et al. (2014) and Ulla (2016b) are good examples of which the former focuses on the analysis of written reflections of the student teachers during their practicum at the Lithuanian University of Educational Sciences and the latter explores the pre-service internship programs through the practicum experiences of English student teachers from a university in Mindanao, Philippines.

While some of the studies have examined the linguistic features of the teaching journals and lesson plans, none of these has methodically analyzed the moves of lesson plans and identified the teaching strategies used to achieve these moves and verified the consistency between the quantitative ratings and qualitative entries of the evaluation forms. Also, no previous study has attempted to explore the interrelationship of the three genres in the internship portfolio, which are the lesson plans, evaluations forms, and

teaching journals. Thus, this study analyzed if the moves conform with the CHED lesson planning policy for student teachers and identified the teaching strategies of the Lesson Plans (Genre 1), verified the consistency between the evaluators' qualitative entries and quantitative ratings on the Evaluation Forms (Genre 2), and analyzed the content and identified the common errors of the Teaching Journals (Genre 3) in the genre web of the internship portfolios of student teachers in a Teacher Education Institution (TEI) in the Philippines. As detailed in Chapter 1, the grammatical error analysis was included along with the content analysis of the Teaching Journals (Genre 3) because of some compelling reasons, i.e. a) the contents in the journals are intelligibly reflected if the narrations are written comprehensibly, b) the student teachers are future English teachers and that they are expected to have at least a proficient English knowledge, c) the Licensure Examination for Teachers (LET) for English major takers has more grammar items than other components, and d) language accuracy and proficiency are needed to produce the other genres. The interrelationship among the three genres was also explored after the analyses of the three genres' findings. Two sets of focus group interview were conducted with the evaluators, who completed the Evaluation Forms (Genre 2) and BSEd-English graduates, who produced the Lesson Plans (Genre 1) and Teaching Journals (Genre 3) in order to have a thorough understanding of the current investigation. Before the interview process, they were informed through electronic message that the questions were focused on the internship experiences of the student interns and inconsistencies identified in their evaluation forms and that their participation was voluntary. They all agreed to participate in the interview provided that their identity would not be disclosed.

3.2 Research Design

The investigator adopted the mixed methods design (Creswell & Plano-Clark (2007, as cited in Headley & Plano-Clark, 2019) in exploring the three genres packaged in one teacher education document, which is the internship portfolio. Qualitative research designs were used in the move confirmation and teaching strategy identification of the Lesson Plans (Genre 1), grammatical error and content analyses of the Teaching Journals (Genre 3), and Intertextual Genre Web Analysis (IGWA) of the interrelationship among the three genres in the genre web of the internship portfolios. Since the Evaluation Forms (Genre 2) has two parts, which are the quantitative and qualitative sections, the convergent parallel design, a mixed-methods design was adopted as the research design of the study. This design allows the investigator concurrently performs the quantitative and qualitative components in the same step of the research procedure, evaluating the approaches equally, separately analyzing the two components and interpreting the findings together. (Creswell & Plano-Clark, 2011, as cited in Magday & Pramoolsook, 2020).

To achieve the objectives of this study, the following analysis approaches were utilized to answer the research questions (a) move confirmation and teaching strategy identification for the Lesson Plans (Genre 1), (b) consistency verification between the qualitative entries and quantitative ratings for the Evaluation Forms (Genre 2), (c) content and error analyses for the Teaching Journals (Genre 3), and (d) Intertextual Genre Web Analysis (IGWA) for the interrelationship among the three genres in the genre web of the internship portfolios.

3.2.1 Move Confirmation and Teaching Strategy Identification of Lesson Plans

The move confirmation and teaching strategy identification were conducted on the lesson plans produced by the BSEd-English student teachers using the prescribed CHED structure which has five main sections, i.e. (a) Objectives, (b) Subject Matter, (c) Procedure, (d) Evaluation, and (e) Assignment, as the reference framework analysis. The CHED policy on lesson planning was used as a reference guide in confirming the moves, and a proposed model which is discussed in the Data Analysis section was used in analyzing the teaching strategies of the lesson plans.

3.2.2 Consistency Verification Analysis between the Qualitative Entries and Quantitative Ratings of the Evaluation Form

The Consistency Verification Analysis, a novel approach proposed by the investigator, was applied to verify the consistency between the qualitative entries and quantitative ratings of the evaluation forms accomplished by both the cooperating teachers and the college supervisors.

3.2.3 Content Analysis and Error Analysis of the Teaching Journals

The content analysis was utilized to investigate the content or meaning of the Teaching Journals (Genre 3) produced by the BSEd-English student teachers in order to uncover the extent to which the student teachers reflected the expected teachers' competencies stated in the Evaluation Forms (Genre 2) following the six stages in conducting content analysis of Neuman (2011), which are: 1) formulate the research question, 2) decide on units of analysis, 3) develop a sampling plan, 4) construct coding categories, 5) coding and intercoder reliability check, and 6) data collection and analysis.

The error analysis was also carried out in identifying the common grammatical errors made by the student teachers in the teaching journals following Ellis

and Barkhuizen's (2005) steps, which are a) collection of a sample of learner language, b) identification of errors, c) description of errors, d) explanation of errors, and e) evaluation of errors. In recognizing the grammatical errors, the investigator considered only the errors that directly included the eight parts of speech which are adjectives, nouns, articles, adverbs, prepositions, conjunctions, pronouns and verbs (Koffi, 2010; Brown & Myles, 2013). The analysis focused on the grammatical; meaning, errors relating to mechanics and organization were disregarded. Grammarly[®], an automated feedback computer program, was also used as a tool to identify the grammatical errors. It is noted, however, that this program has a limitation regarding grammatical error analysis (O'Neill & Russell, 2020). Thus, the investigator did not merely depend on it.

3.2.4 Interrelationship Among the Three Genres: Lesson Plans, Evaluation Forms, and Teaching Journals

For the interrelationship among the three genres in the genre web, intertextual analysis, which is inspired by the Intertextuality Theory of Kristeva (1980) mentioned in Chapter 2, served as the theoretical framework in analyzing the interrelated genres. Thus, Bazerman's (2004) viewpoint on intertextual analysis was used to analyze the interrelationship among the three genres packaged in the internship portfolios of the pre-service English teachers, which in turn, led the investigator to propose a novel method in analyzing genres in a genre web: the Intertextual Genre Web Analysis (IGWA). The IGWA was patterned in Bazerman's (2004) procedures in analyzing intertextuality, which are: 1) create a list of all instances of intertextuality in the text, 2) list how the instance is expressed, 3) identify whether it is attributed to some person or source, and 4) interpret the intertextuality.

Initially, following the mentioned principles, the findings of the three genres were investigated first in order to determine their interrelationship, then as part of the interpretation, the qualities of an English student teacher and cooperating teacher during the Teaching Internship course were detailed through the generated themes of the findings. Correspondingly, the focus group interviews with the two groups: BSEd-English graduates and evaluators were also conducted to gain in-depth understanding on the findings of the genres and their interrelationship. To have more reliable findings, the interviewees were the participants of the main study wherein five BSEd-English graduates: one representative from Batch 2014 to Batch 2018, and nine evaluators who had cases of inconsistencies between the qualitative entries and quantitative ratings were considered. According to Bloor et al. (2001), six to eight participants in a qualitative research is an acceptable size for a focus group, but a minimum of three and a maximum of 14 participants can also be a possible focus group interview size. Thus, the number of interviewees in this study was acceptable in a qualitative research.

Finally, the findings could shed light on the pedagogical implications that would be shared with the students and professors in a Teacher Education Institution (TEI) and the cooperating teachers in the secondary schools in the Philippines as well. Figure 3.1 describes the overall methodology process in this present study.

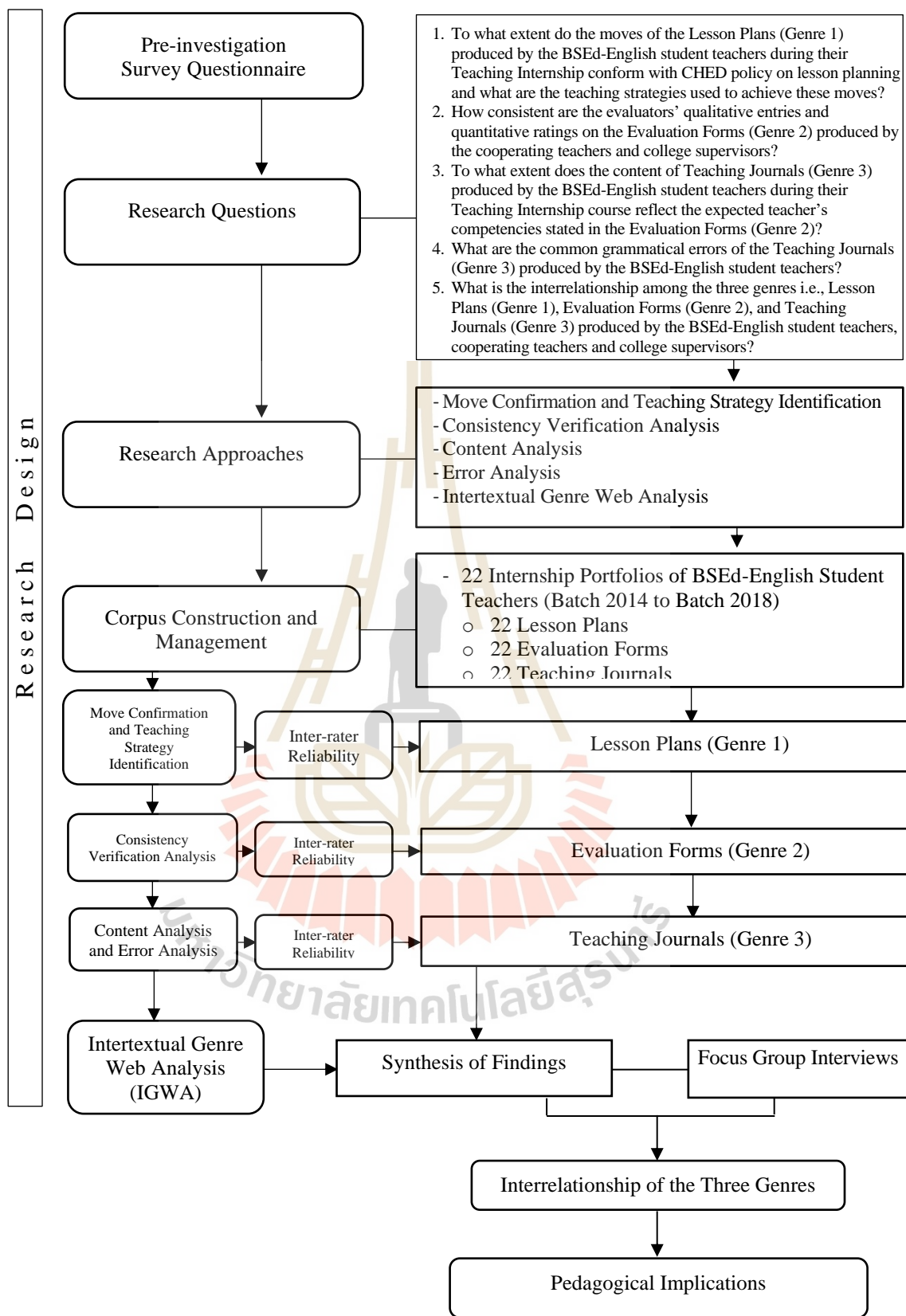


Figure 3.1 Research methodology flow chart

3.3 Corpus Construction and Management

3.3.1 Data Identification

The target genre web for this study consisted of three genres identified as the results of the survey of 28 BSED-English graduates of the Nueva Vizcaya State University (NVSU) Batch 2013 to Batch 2018 conducted in August 2018. The BSED-English graduates who are all currently in the teaching profession were asked about the three most important components of the internship portfolios and their experiences in producing the portfolios. Based on the results, the three most important components of the internship portfolios were Evaluation Forms (27 or 96.43%), Lesson Plans (24 or 85.71%), and Teaching Journals (23 or 82.14%). Among the three components, the Evaluation Forms (96.43%) had the highest percentage because the student teachers focused more on the evaluation of their teaching than the other components. This could also explain that the Evaluation Forms (Genre 2) influence both the Lesson Plans (Genre 1) and Teaching Journals (Genre 3). This context was revealed in the Question 3 (difficulties encountered) of the survey of 28 BSED-English graduates conducted by the investigator in August 2018 where three of them answered:

“Evaluation forms are given back 5 days after [my] demonstration teaching, that’s why it’s hard for me to furnish improvements when making lesson plans, teaching journals...”

(Student Teacher 8)

“...The evaluation forms were not returned immediately.”

(Student Teacher 22)

“...Evaluation forms—given back late by my cooperating teacher so [sic] that’s why, the comments were not incorporated to the next presentation of lessons.”

(Student Teacher 20)

This is in conformity with the experiences of the investigator, as a member of the supervising committee, who has a lot of involvement in checking the portfolios, dealing with the BSEd-English student teachers' problems in producing their internship portfolios. In addition, most of the students' points in the internship portfolios usually come from these entries, e.g. 5 for Lesson Plans, 5 for Evaluation Forms, 10 for Teaching Journals (CHED Memorandum Order [CMO], 2004). It is in these components that the college supervisors as evaluators allot their full time in checking the students' works. Thus, the three genres that were investigated in the current study are Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3).

In terms of the corpus size, the investigator considered five batches from 2014 to 2018 of BSEd-English graduates of the Nueva Vizcaya State University (NVSU). Four (4) internship portfolios were collected from Batch 2014 to Batch 2017 and six (6) internship portfolios were gathered from Batch 2018. There were five intentions of including the BSEd-English graduates of Batch 2014 to Batch 2018. First, for having six portfolios from Batch 2018, is that this group of students was the newest batch of education graduates and the possible impact of the proposed pedagogical implications would be more timely and applicable for the TEI students, professors and cooperating teachers in different cooperating schools. One best situation concerning this matter is that some of the English professors, college supervisors, and cooperating teachers are already retired nowadays; thus, the pedagogical implications of the current study could be best addressed to those who are still in the teaching service and to the students as well.

Second, for the four methods of analysis, it is necessary to have a corpus size across the five batches of BSEd-English graduates to be able to elicit more reliable data

that could strengthen the findings of the present investigation. One best example here is the grammatical error analysis that was aimed to explore the frequent grammatical errors made by the BSEd-English graduates of Batch 2014 to Batch 2018. Along this line, in this Error Analysis approach, it envisions that the English teachers can help learners notice their grammatical errors by presenting the results of this investigation, or by asking them to keep a record of written errors from first year to fourth year as part of another English grammar portfolio.

Third, the investigator is aware that there is a reshuffle of the overall in-charge of the Teaching Internship course every three years, so the student teachers receive different instruction from whoever the overall in-charge during their Teaching Internship course, who is known as the Teaching Internship Chair. The Chair is responsible in conducting a series of orientation program for all the student teachers before they are deployed in the cooperating schools. In this program, internship portfolios as the final requirement of the bachelor's degree are also discussed.

Fourth, the K to 12 Curriculum implementation in the Philippines, where two additional years are required in the secondary level that is known as the Senior High School Program, was in June 2016 (Republic Act No., 10533). Thus, the data that were investigated are a combination of internship portfolios that are produced by the student teachers under the two umbrellas of curricula (a) the Basic Education Curriculum, which was the program when the graduates of Batch 2014 to Batch 2015 accomplished their internship portfolios; and (b) the K-12 Curriculum for the graduates of Batch 2016 to Batch 2018.

Fifth, considering the intertwining nature of the three genres in the genre web as discussed thoroughly in Chapter 2, the Intertextual Genre Web Analysis (IGWA)

would be more reliable if the main corpus to be investigated was taken from the different batches or ‘webs’ of graduates. This method in data identification, in turn, helped the investigator of the study to spin the results of the three genres to be able to come up with a web of interrelated genres. The findings of the study would also be shared with the 22 BSEd-English graduates, cooperating teachers in the secondary schools, and college supervisors of the English Department of the Nueva Vizcaya State University, Bayombong, Nueva Vizcaya, Philippines.

Therefore, to attain the corpus size intended in this current study, 22 internship portfolios of the BSEd-English graduates from Batch 2014 to Batch 2018 were collected. Specifically, 22 Lesson Plans as representatives of Genre 1, 22 Evaluation Forms as those of Genre 2, and 22 Teaching Journals as those of Genre 3 were analyzed.

Previous studies related to genre analysis have always been found using research articles or theses as the main corpus in which different corpora sizes have been used depending on the objectives of the studies and the availability of texts. For instance, Samraj (2008) conducts her discourse analysis on the Introduction Chapter of 24 Master’s theses. Pramoolsook’s (2008) study on the effects of genre transfer from Master’s dissertations to research articles includes 6 pairs of texts of Biotechnology and Environmental Engineering dissertations and corresponding research articles. Also, Kwan (2006) analyzes 20 PhD dissertations of Applied Linguistics with the focus on the Literature Review Chapter. Moreover, Bunton (2002, 2005) study the generic structures of PhD Introduction and Conclusion Chapters from the same 45 dissertations across departments and facilities at the University of Hong Kong. Therefore, even if the current investigation did not use a research-based corpus, since it was still under the

umbrella of genre analysis and as long as it could realize the objectives of the study, 22 internship portfolios with the focus on Lesson Plans, Evaluation Forms and Teaching Journals sections were used as the main corpus. In view of this, McCarthy and Carter (2001) and Boddy (2016) claim that it is not just the corpus size, but also the way in which the data will be conveyed and the kinds of questions that will be examined using the data.

The 66 texts that were analyzed were taken from the final demonstration teaching, which is the last stage of the student teachers' teaching. The corpus size, which was composed of 66 texts, was enough to investigate in order to attain the objectives of the current study. It is not always the number that matters, but the purpose why a corpus is explored (McCarthy & Carter, 2001). In this investigation, the main focus was to explore the interrelationship among the Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3). Therefore, it is worth noting that even a small corpus could be used in exploring the interrelationship of such genres, and would yield sufficient preliminary results that can open a wide door of opportunity for the future researchers who will use internship portfolio as a corpus.

3.3.2 Data Collection

The first step to get hold of the internship portfolios was to distribute the request letters (see Appendix I) asking for permission to the College of Teacher Education (CTE) Dean, and Secondary Education Department (SEd) Chair of the Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya. Unfortunately, the investigator was notified that the only accessible internship portfolios in the CTE were Batch 2018 and that the rest were missing due to the negligence of the concerned supervisors. Nonetheless, the investigator was aware that the BSEd-English graduates

produce three sets of internship portfolios wherein a copy is provided for the cooperating school, NVSU, and themselves as well. Thus, the investigator decided to visit the workplaces of the BSEd-English graduates of Batch 2014 to Batch 2017 and handed the request letters (see Appendix II) to borrow their internship portfolios. The portfolios were duly approved by the college supervisors, Department Chairs and College Dean and are accessible because these were produced by all BSEd-English senior students before they received their college diplomas. In another sense, the internship portfolios (see Appendix IV) serve as the final product of the 4-year learning experiences of the education students. As a consequence, they are imperative data to be analyzed concerning the quality education of the BSEd-English program offered at the Nueva Vizcaya State University, Bayombong, Nueva Vizcaya, Philippines. The investigator used a purposive sampling method, and to address other factors that might affect the writing of the internship portfolios like availability of electricity, internet, computers, and other needed equipment, the investigator ensured that all the student teachers participated in the study were from cooperating schools situated in the cities and that they all stayed in apartments or school dormitories. The ensuing section contains the information on the selection and management of the three genres as the target corpus.

3.3.3 Selection and Management of the Corpora of Lesson Plans, Evaluation Forms, and Teaching Journals

In this current study, 22 Lesson Plans as Genre 1; 22 Evaluation Forms as Genre 2; and 22 Teaching Journals as Genre 3 were investigated. The texts were taken from the final demonstration teaching of the student teachers. The total number of texts as actual corpus was 66. Table 3.1 shows the number of BSEd-English internship portfolios selected from Batch 2014 to Batch 2018 and the actual sampling numbers of

Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3).

Table 3.1 Number of internship portfolios and actual corpus selected

Batch	Portfolios	Actual Corpus		
		Lesson Plans	Evaluation Forms	Teaching Journals
2014	4	4	4	4
2015	4	4	4	4
2016	4	4	4	4
2017	4	4	4	4
2018	6	6	6	6
Total	22	22	22	22
Grand total of corpus				66

3.4 Data Analysis

As discussed earlier, there were five analysis approaches used in analyzing the three genres and their interrelationship. These were (a) the move confirmation and teaching strategy identification for the Lesson Plans (Genre 1), (b) the consistency verification analysis for the Evaluation Forms (Genre 2), (c) the content analysis and (d) error analysis for the Teaching Journals (Genre 3); and (e) the Intertextual Genre Web Analysis (IGWA) for the exploration of the interrelationship among the three genres in the genre web of the BSEd-English internship portfolios. The selected analysis approaches and frameworks, as well as their reliability and data interpretations, are discussed below.

3.4.1 Analysis Process

This investigation is a part of discourse analysis, which can be patterned into the assertion of van Dijk (1985) that analysis of discourse is not a simple undertaking. This method of analysis explores how a detailed understanding is generated by looking closely at the words, how the story was narrated, what personalities, actions,

relationships and shared meanings were formed by language (Starks & Trinidad, 2007). It includes all the levels, methods and approaches of language analysis, cognition, collaboration, society and philosophy in its full richness (Guo, 2019). This is not surprising, of course, because discourse is itself a representation of all these social dimensions. This describes that fundamental discourse analysis is integrally an interdisciplinary activity, and its nature requires one to make different choices among the many approaches or methods available (Caple, 2019). Therefore, the term ‘discourse’ underlies a concept that language is organized based on the diverse patterns of the people’s utterances when they participate in different realms of life. Accordingly, it has been manifested that discourse cannot be completely defined as an independent and abstract verbal entity but often includes consideration of its relationships with various contexts. It is for this reason that the investigator employed a set of discourse analyses to interpret the three genres and their interrelationship in the genre web of the BSEd-English internship portfolios.

To start, the move confirmation and teaching strategy identification were conducted to confirm the moves and identify the teaching strategies of the Lesson Plans (Genre 1) in the genre web under this study.

First, the researcher identified the moves in the texts according to their communicative purposes then, these were checked to confirm whether and to what extent do the student-teachers followed the lesson planning structure prescribed by CHED. Second, after analyzing the moves, the investigator identified the teaching strategies in each move. The investigator used simple word-level analysis since the moves were revealed in the five main parts of the lesson plans, and the teaching strategies were investigated using sentence-level analysis. Therefore, any sentence or

group of sentences that supported the communicative purpose in each move was classified into the same teaching strategy until the new teaching strategy occurred in the next sentence. The moves and teaching strategies were marked manually on the photocopied lesson plans (see Appendix V). The criteria for move confirmation and teaching strategy identification frequency classification of the lesson plans were based on Kanoksilapatham (2005). So, if a move and teaching strategies occur in all 22 lesson plans, which accounts for 100%, it is considered as 'obligatory'. The move occurrence from 60-99% is regarded as 'conventional', and the frequency of a move below 60% is considered as 'optional'.

As a starting point for move confirmation, the five main parts of a lesson plan, which are (a) Objectives, (b) Subject Matter, (c) Procedure, (d) Evaluation, and (e) Assignment as mandated in the memorandum CHED (CMO No. 75, s. 2017) served as the reference framework to confirm whether the student teachers abided such policy or not. These moves served as a guide to come up with a model that were used in identifying the teaching strategies of the Lesson Plans (Genre 1). The communicative functions of these moves are presented below.

Move 1: Setting Objectives

This move is used to design precise aims in the lesson. It is a set of detailed descriptions of exactly what the learners are expected to achieve at the end of the instruction.

Move 2: Introducing Subject Matter

Its function is to present the learning contents, resource information, and audio-visual aids to be used in delivering the lesson. Specifically, according to the results, this move includes the topic and subtopic of the lesson to be discussed, the

references or sources, and the list of instructional materials to be used.

Move 3: Describing Procedure

The objective of this move is to organize lesson activities and teaching strategies to run the classroom smoothly. This move dictates how both the writer/student-teacher and learners will work together. It explains how the writer/student-teacher effectively functions in the classroom and reduces classroom interruptions and discipline problems because it tells students how things will work. Therefore, it is the most detailed and longest move.

Move 4: Detailing Evaluation

The purpose of this move is to offer evaluative methods about the lesson, which are normally in the form of a test. The test is a teacher-constructed type that is anchored on the lesson objectives. It may be both formal and informal.

Move 5: Presenting Assignment

The main function of this final move is to plan an activity that will be done by the students after the lesson. This move reinforces learners to retain information taught by the student teacher in the classroom and to enhance their understanding about the topic.

Moreover, the consistency between the qualitative entries and quantitative ratings of the Evaluation Forms (Genre 2) completed by both the cooperating teachers and the college supervisors was verified through the Consistency Verification Analysis (CVA), which was a novel method proposed by Magday & Pramoolsook (2020). There are four steps in this method:

1. Investigating the quantitative data

The statements or sub-competencies in the quantitative ratings were

investigated to have a set of codes. These codes were based on the six expected teacher's competencies of the quantitative part (see Appendix VI) which are: C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Methods, C5-Classroom Management, and C6-Questioning Skills. For instance, C1 has 5 sub-competencies, so code C1A pertains to 'Teacher's Personality' as competency 1 and 'The teacher is neat and well-groomed.' as sub-competency A (see Appendix VI).

2. Identifying the ratings

The investigator identified the ratings given by the evaluators in each competency dimension by categorizing whether it is Outstanding (O), Very Satisfactory (VS), Satisfactory (S), Fair (F), or Poor (P). The scoring categories were shown in the evaluation forms.

3. Analyzing the qualitative entries

The qualitative entries composed by the evaluators in the second part of the evaluation forms were analyzed by the investigator. This part has three components, 1) Strengths, 2) Weaknesses, and 3) Recommendations. The Strengths part as its purpose suggests should have at least a VS rating to be verified as consistent, while the Weaknesses and Recommendations parts should have ratings below VS to be classified as consistent. The statements in each part were matched according to the codes and ratings that were identified in Step 1.

4. Verifying the quantitative scores and qualitative entries

In this final step, the investigator verified whether the qualitative entries were consistent or inconsistent with the ratings in the quantitative part of the evaluation forms. For example, if a qualitative entry written under the Strengths part had at least a 'very satisfactory' rating in its corresponding sub-competency of the quantitative part,

that would be verified as consistent coded as C. However, if that entry had a rating lower than a ‘very satisfactory’ rating, it would be verified as inconsistent coded as I. An example of how to apply verification check using VCA is presented next. In the actual investigation, all of the 6 competencies and their constituent sub-competencies were coded and their ratings were identified (see Appendix VI), but in the example below, only 1 competency and its sub-competencies were presented.

Extract from EF 9

Step 1: Investigating the quantitative data

The Teacher’s Personality competency was coded as C1. The 5 sub-competencies underneath C1 were coded C1A, C1B, C1C, C1D, and C1E (see Appendix VI).

Step 2: Identifying the ratings

The corresponding ratings of the 5 sub-competencies in C1 were identified, i.e. C1A-VS, C1B-O, C1C-VS, C1D-VS, and C1E-O.

Step 3: Analyzing the qualitative entries

Strengths

She has a very good voice. She is commended on the way she read the story. All English teachers must have this kind of well-modulated voice.

C1E-O

Step 4: Verifying the quantitative scores and qualitative entries

It was verified as consistent because this entry coded as C1E had an ‘outstanding’ rating in its corresponding sub-competency in the quantitative part.

Along this line, the investigator admits that the analysis did not take the factor of evaluators’ individual differences in the account. The investigation only focused on the ratings and entries they completed in the forms. After the Consistency

Verification Analysis (CVA) of Evaluation Forms (Genre 2), the investigator conducted a focus group interview, as a form of triangulation, with nine evaluators who had cases of inconsistencies in order to have a more reliable source of information. The interviews were conducted after the analysis of Genre 2 because the questions were based on its findings. This is a method of assessing the validity and increasing the reliability of the findings by using a variety of approaches to gather data on one topic that includes different sample types as well as data collection methods (Sadik, 2019).

On the other hand, the Teaching Journals (Genre 3) were investigated using content and error analyses. For the content analysis, the investigator identified the six expected teacher's competencies, which are detailed in the Evaluation Form (Genre 2), that are embedded in the student teachers' reflective narrations. Since the competencies revealed in the evaluation form were utilized as the pre-determined codes of the analysis, the investigator followed the deductive approach of content analysis suggested by Strauss (1987). The investigator adopted the six stages of Neuman (2011), as discussed thoroughly in Chapter 2, in conducting content analysis: (1) formulate the research question; (2) decide on units of analysis; (3) develop a sampling plan; (4) construct coding categories, the six competencies of the Evaluation Form (Genre 2), i.e. Teacher's Personality, Lesson Planning, Content, Teaching Methods, Classroom Management, and Questioning Skills were considered as a reference in developing a list of codes; (5) coding and intercoder reliability check; and (6) data collection and analysis (see Figure 6.1). Along this line, a focus group interview with five BSEd-English graduates was also conducted to have a thorough understanding of the analysis.

Moreover, for the error analysis, the investigation only focused on the grammatical; therefore, errors concerning organization, contents and mechanics were disregarded (see Appendix VII). To find out the common grammatical errors, the errors made by the BSEd-English graduates of Batch 2014 to Batch 2018 were identified and compared. The socio-economic status, academic background, age and gender of the writers were unknown. Thus, the investigator focused solely on the actual grammatical errors as they were written in the journals. The investigator followed the five steps of grammatical error analysis of Ellis and Barkhuizen (2005): 1) collection of a sample of learner language, 2) identification of errors, 3) description of errors, and 4) explanation of errors, and 5) evaluation of errors.

1. Collection of a sample of learner language

This was done when the investigator collected the Teaching Journals (Genre 3) as the main data to be analyzed. Excerpts from the journal of Student Teacher 2 from Batch 2015 are presented below as examples.

2. Identification of errors

The journal was encoded using MS Word to be able to process it using the Grammarly computer program as discussed in Chapter 2. This program (see Appendix VIII) was only used as a tool to help the investigator and inter-raters identify the errors, but, this program is not as reliable as humans (O'Neill & Russell, 2020). Thus, the investigator and inter-raters did not rely much on such. For example:

“The *Xerox* of my instructional material was blurry.”

(ST 2, Teaching Journal)

“...this was the day whether I *would passed or failed.*”

(ST 2, Teaching Journal)

The identified error in the first excerpt is *Xerox* while in the second excerpt is *would passed or failed*.

3. Description of errors

Based on the function of the term *Xerox*, it was described as a noun category which was subcategorized by the investigator as misuse of noun. The phrase *would passed or failed* in the second excerpt was categorized as verb which was subcategorized as a modal verb error.

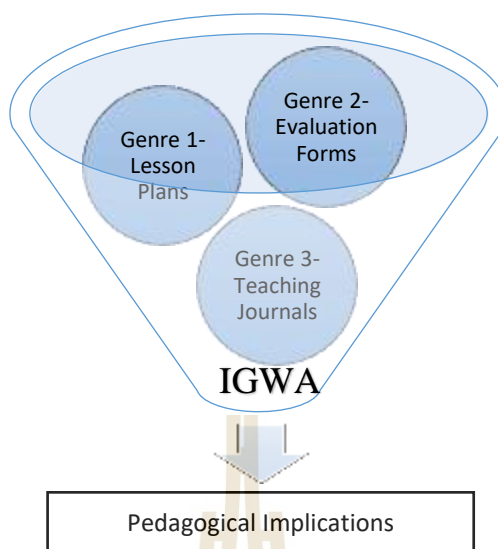
4. Explanation of errors

The right term is photocopy not Xerox. A Xerox is a name of the company who first introduced a photocopier. In this context, all modal verbs are auxiliary verbs, which means they can only be used with a main verb. So, *would passed or failed* should be would (a modal verb) pass or fail (main verb).

5. Evaluation of errors

This step shows that the various errors are evaluated to determine which error will receive greater attention and be taught in grammar instruction. Thus, based on the example, the error that served as a basis for a focused grammar instruction was the use of modal verb.

Lastly, for the interrelationship among the three genres in the genre web, an Intertextual Genre Web Analysis (IGWA) approach proposed by the investigator was carried out. Figure 3.2 provides a clear picture of how this analysis was used in the current study.



**Figure 3.2 Funnel of the interrelationship of the three genres
in the genre web of internship portfolios**

The figure shows the filtering of information or how interrelated genres merge into a web that when analyzed through the Intertextual Genre Web Analysis (IGWA), it would yield a final outcome which is the pedagogical implications. Moreover, after the synthesis of the findings of the three genres, two focus group interviews of the BSEd-English graduates and evaluators were also employed to gain comprehensive understandings on the interrelationship among the three genres.

3.4.2 Inter-rater Reliability

To increase the reliability of the results of the five approaches, move confirmation analysis and teaching strategy identification for the Lesson Plans (Genre 1), consistency verification between the quantitative ratings and qualitative entries for the Evaluation Forms (Genre 2), and content and error analyses for the Teaching Journals (Genre 3), the services of two groups of inter-raters who have linguistic sophistication (Crookes, 1986, as cited in Kurniawan et al., 2019) were tapped except

for the error analysis in which a native English speaker did the final scrutiny after the initial analyses of the investigator and the Department Chair. The first group was composed of two members, who have knowledge and experiences in discourse analysis studies. Thus, the investigator who is a doctoral student in English Language Studies and is currently undertaking a genre-based dissertation and a professor of the College of Teacher Education of the Nueva Vizcaya State University who holds a doctoral degree in Education and also the Chair of the BSEd Department, were the main raters in this present study.

As Mackey and Gass (2005) expound, first, the investigator analyzes all the data. Second, after a certain interval of time (within a couple of weeks or months), they would have to rate the research findings. Next, another rater analyzed and compared the same findings through standard inter-rater agreement. Therefore, in this study, the analysis was done first by the investigator and after two to three weeks, the inter-rater did the same analysis process. The investigator informed the inter-raters in the pilot and main studies about the procedure of the analysis in order for them to get familiar with the procedure before they underwent the same analyses. A simple agreement of Neuendorf (2002), a measuring system which produces the same repeated results on repeated tests, and a simple method of reporting inter-rater reliability, that is 'Kappa Method' of Cohen (1960, as cited in Warrens, 2013) was utilized. Another group of inter-raters or peer checkers as termed by Cresswell (2012) was requested to do the same kind of analysis in case of disagreement among the investigator and two English language teachers, but since there were no cases of disagreement, the said group was no longer needed. Based on the Cohen's (1960, as cited in Warrens, 2013) 'Kappa Method', the inter-rater results of the analyses ranged from .61 to .81., which was interpreted as

‘substantial agreement’ following Landis and Koch’s (1977, as cited in Warrens. 2013).

The next section presents details of the pilot study.

3.5 The Pilot Study

A pilot study is used in preparation for a major study as a small scale version or trial run (Polit et al., 2001). Baker (1994) notes that a pilot study is frequently used to pretest a research tool, and suggests that a sample of 10-20% is an acceptable sample size of research participants in a pilot, which is consistent with Hyland’s (2000) suggestion of a minimum of 10% for the actual or pilot study.

The pilot corpus of the current study was taken from the target main corpus of 66 texts from 22 internship portfolios. Six internship portfolios, one from Batch 2014 to Batch 2017 and two from Batch 2018, were randomly selected following the 10-20% sample size suggested by Baker (1994) and Hyland (2000). In the pilot study, three texts from each of the six internship portfolios were selected which comprised of 6 Lesson Plans (Genre 1), 6 Evaluation Forms (Genre 2), and 6 Teaching Journals (Genre 3). Thus, there are 18 or 27.27% out of 66 texts from the main data, which is higher than the suggested 10-20% sample size by Baker (1994) and Hyland (2000) for the pilot study.

To pre-test the investigation, the researcher analyzed first the three genres and their interrelationship based on the procedure that was mentioned in the previous section of this Chapter. Then, another rater from the BSEd-English discourse community of the College of Teacher Education (CTE) at the Nueva Vizcaya State University, Philippines as a peer checker did the same procedure. The analyses took three weeks, and then the results were compared in order to arrive at an agreement following Cohen’s (1960, as cited in Warrens, 2013) and Neuendorf’s (2002) simple agreement. Since there was no

disagreement between the two raters, a third inter-rater (SUT professor/PhD-ELS student) was not requested to do the same analyses. Summary of the findings and conclusion and pedagogical implications of the pilot study are presented in the next sections. The full version of the pilot study can be supplied upon request.

3.5.1 Moves and Strategies Identification of the Lesson Plans

The most noticeable feature of the lesson plans is that all the data had five moves which are Obligatory. This result responds to the mandate of the Commission on Higher Education (CHED) through its Memorandum that novice teachers must adhere to the structure of producing the lesson plans that have five main parts: Objectives, Subject Matter, Procedure, Evaluation, and Assignment (CMO No. 75, s. 2017). In each of the moves, there were corresponding strategies and in every strategy, linguistic and mechanical clues were also identified.

The evidence from this finding points towards the idea that move analysis and strategy identification of the Lesson Plan (Genre 1) is necessary for solving the teaching and learning problems of both the concerned in-service teachers and student teachers by providing the proposed Move and Strategy Framework of the current investigation as a basis in writing their lesson plans.

3.5.2 Consistency Verification of Evaluation Forms

The evaluation form has two main parts, the quantitative and qualitative parts. The quantitative section has six competencies (a) Teacher's Personality, (b) Lesson Planning, (c) Content, (d) Teaching Methods, (e) Classroom Management, and (f) Questioning Skills, while the qualitative part has three sections (a) Strengths, (b) Weaknesses, and (c) Recommendations. There were cases of inconsistencies between the qualitative entries and quantitative ratings of the evaluation form, which led to the student

teachers' confusion in preparing the next lesson plans and narrating the teaching journals.

The findings indicate that consistency verification between the qualitative entries and quantitative ratings and of the Evaluation Form (Genre 2) is necessary for helping both the in-service teachers and student teachers by informing the in-service teachers as the evaluators as well as the student teachers, as the ones who are affected the most, that there were verified inconsistencies between the qualitative entries and quantitative ratings of the Evaluation Form (Genre 2). They must be acquainted that a consistent evaluation form would avoid confusion on the part of the student teachers as revealed in the findings, and that they will complete such form carefully and diligently in the future demonstration teaching observation tasks.

3.5.3 Grammatical Errors of Teaching Journal

The findings reveal that the three most frequent errors made by the student teachers in writing the teaching journals are verb errors followed by articles and prepositions. The verb category was reclassified, and it was found that the verb tense was the most recurrent error under verb category. This could mean that the specific English grammar topic that must be taken into utmost consideration by the ESL teachers in the discourse community of the current investigation is the tenses of the verb. However, it does not mean that the other error categories and subcategories that are reported above will be ignored.

These findings have led to the conclusion that error analysis of the Teaching Journal (Genre 3) is needed in helping the student teachers and English grammar teachers to be aware on the most frequent grammatical error categories made by the student teachers in their Teaching Journal (Genre 3), and that the teachers can use these findings to have a more focused grammar instruction.

3.5.4 Interrelationship among the Lesson Plans, Evaluation Forms and Teaching Journals in the Internship Portfolio

There were three interrelationships revealed in the findings: a) The Lesson Plan or Genre 1 influences both the Evaluation Form or Genre 2 and Teaching Journal or Genre 3., b) The Evaluation Form or Genre 2 contributes to the accuracy of Teaching Journal (Genre 3)., and c) The Teaching Journal or Genre 3 provides ideas on how Lesson Plan or Genre 1 will be produced for the next lesson. These interrelationships among the three genres could conceivably lead to an insight that each one of them is interrelated, and the quality of one genre can influence the quality of the other genres as well. Thus, one genre must be produced cautiously and logically to ensure the quality of the other genres.

Taken together, the results would seem to support the idea that the Intertextual Genre Web Analysis (IGWA) is necessary for exploring the interrelationship among the three genres so that there would be an in-depth understanding of such interrelationship. The investigator boldly states that there is no other method to understand such interrelationship.

3.5.5 Pedagogical Implications

In light of the preliminary findings of this study, it is recommended that first, the teachers should provide more lesson plan writing exercises following the proposed model of this study as a guide to offer a frame for structuring their planning of the lessons and a pool of words or phrases that can help them in writing the lesson plans, not as an ironclad rule that must be strictly followed. The lesson plan writing exercises should be integrated into all the major courses offered in the BSEd-English program.

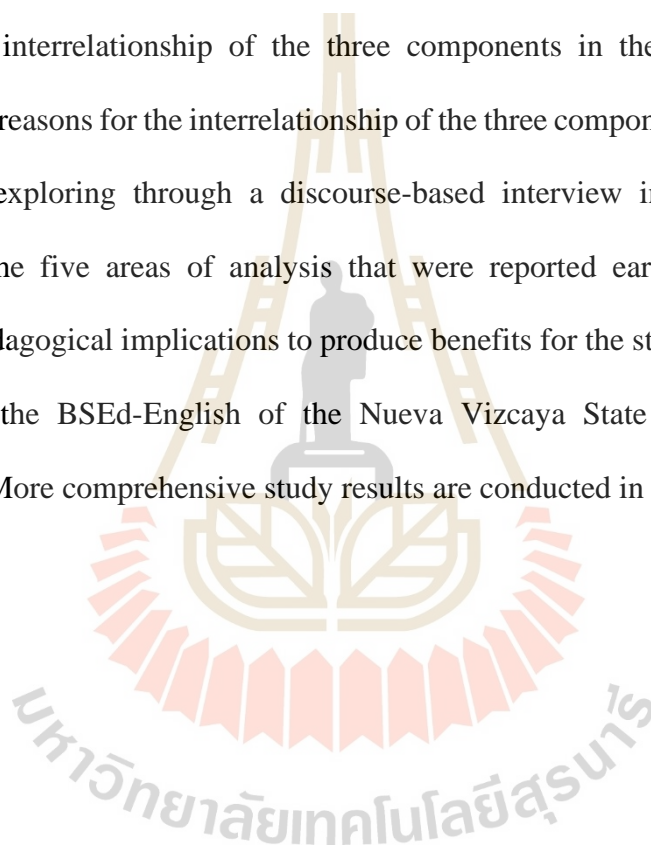
Second, the evaluators should be informed about the components of the evaluation form and how they will complete it. The inconsistencies found in the evaluation form should be presented to all the evaluators so that they will be aware that this genre greatly influences the other two genres, and that they will complete such form cautiously in the next demonstration teaching evaluation. The investigator also suggests a more specific model that highlights the inclusion of a rubric in each competency and/or another competency for the evaluators to verify if the qualitative entries are consistent with the quantitative ratings.

Third, the students have to do more grammar exercises paying great attention to the grammatical characteristic in writing reflective narrations. Since the most common grammatical error found was verb tense grammatical category, before writing any piece, the students should understand the usage of the tense first. For example, the form of the verb tense they will use in writing a narrative piece. The English professors should focus their grammar lessons on the most frequent error categories revealed in the findings. The teachers should give feedback (learner-output-errors-teacher-feedback) on the students' error so that the students could raise their awareness of the grammatical errors, rules and, correct forms.

Finally, since these three components in the Genre Web of the English Student Teachers' Internship Portfolios in a Teacher Education Institution in the Philippines are intertwined to one other, the investigator suggests that each genre must be produced carefully so that all of them would be in harmony to realize the ultimate communicative purpose of the internship portfolio which is to prove that the student teacher who owns it is ready to become a professional teacher in the future.

3.6 Summary

The preliminary findings from the three components of the internship portfolio which are Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) yielded interesting points to consider. These were not only the move structure and strategy identification of the Lesson Plans (Genre 1), the consistency verification in the Evaluation Forms (Genre 2), and Error Analysis of the Teaching Journals (Genre 3), but also the interrelationship of the three components in the internship portfolio. Furthermore, reasons for the interrelationship of the three components mentioned earlier were worth exploring through a discourse-based interview in the main study. In conclusion, the five areas of analysis that were reported earlier yielded ideas for proposing pedagogical implications to produce benefits for the students and teachers as members in the BSEd-English of the Nueva Vizcaya State University discourse community. More comprehensive study results are conducted in the main study.



CHAPTER 4

MOVE CONFIRMATION AND TEACHING STRATEGY

IDENTIFICATION OF LESSON PLANS

This chapter presents the findings on move confirmation and teaching strategy identification of the lesson plans. The analysis results show the moves and their corresponding teaching strategies. The communicative functions, linguistic features and rhetorical patterns of the teaching strategies are also presented.

4.1 Findings on Move Confirmation and Teaching Strategy Identification of Lesson Plans

The current study explores 22 lesson plans compiled in the internship portfolios produced by the Bachelor of Secondary Education (BSEd)-English major graduates from Batch 2014 to Batch 2018. In order to explore the lesson plans, which is identified as Genre 1 in this study, their moves and teaching strategies are analyzed following the five main parts of a detailed lesson plan prescribed by the Department of Education (DepEd) and Commission on Higher Education (CHED) for the novice teachers, one of them is the student teachers who are the main participants in the current investigation. Furthermore, since the main purpose of analyzing this genre is to propose a Lesson Plan Framework for English student teachers for structuring their planning of the lessons and a pool of words or phrases that can help them in writing the lesson plans, the teaching

strategy patterns and linguistic features are also included in the hope that the findings could empower not only the student teachers but also all the teacher education students by preparing them linguistically, academically, and professionally before being exposed to the real world of teaching profession. In the same way, lesson planning is considered an imperative component of the Means of Verification (MOV) for the Results-based Performance Management System (RPMS), which is a basis for the Individual Performance Commitment and Review (IPCR) of every professional licensed teacher (DepEd Order No. 42, s. 2017.). This makes the Lesson Plans (Genre 1) a worthy subject for investigation.

Thus, in the current investigation, the moves are based on the lesson planning policy set by CHED and DepEd for the student teachers, and the teaching strategies are the statements used by the student teachers to achieve the communicative functions of the moves. These five parts of the lesson plans are considered to be ‘moves’ because each one has a distinctive communicative purpose, rhetorical structure, and intended audience while the teaching strategies are the statements to achieve the communicative function (Holmes, 1997) of each move as discussed in Chapter 2. Each check (✓) indicates 100%, which means that the moves and teaching strategies are identified in all the 22 lesson plans. The move confirmation and teaching strategy identification analyses are based on Kanoksilapatham’s (2005) criteria on move frequency classification wherein each move (5 parts of the lesson plan in this study) or step (the teaching strategies identified in each part) is categorized as ‘Obligatory’ if the frequency is 100%, ‘Conventional’ if it ranges from 60-99%, and ‘Optional’ if it is below 60%. Excerpts are also presented as examples for a clearer comprehension of how teaching strategies

are produced in the lesson plans. Table 4.1 summarizes the findings of Genre 1, Lesson Plans.

Table 4.1 Summary of moves and teaching strategies of lesson plans

Moves & Strategies	Lesson Plan Corpus						Remarks
	2014 (4)	2015 (4)	2016 (4)	2017 (4)	2018 (6)	% (22)	
Move 1: Setting Objectives	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy A: Providing the starting signals or lead-in statements	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy B: Listing the lesson goals as items	✓	✓	✓	✓	✓	100	Obligatory
Move 2: Introducing Subject Matter	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy A: Specifying the topic to be discussed	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy B: Indicating the references of the textbooks to be used	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy C: Listing the instructional materials to be utilized	✓	✓	✓	✓	✓	100	Obligatory
Move 3: Describing Procedure	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy A: Listing the activities	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy B: Offering the guiding scripts	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy C: Providing the activities' instructions using imperatives	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy D: Predicting the students' responses	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy E: Preparing the classroom/students	2	✓	✓	3	✓	86.4	Conventional
Teaching Strategy F: Activating the students' prior knowledge	3	✓	3	✓	✓	90.9	Conventional
Teaching Strategy G: Drawing the students' attention to the new lesson	3	✓	3	3	4	77.3	Conventional

Table 4.1 Summary of moves and teaching strategies of lesson plans (Continued)

Moves & Strategies	Lesson Plan Corpus						Remarks
	2014 (4)	2015 (4)	2016 (4)	2017 (4)	2018 (6)	% (22)	
Teaching Strategy H: Presenting the new topic	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy I: Discussing the topic	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy J: Praising the students' answers/ performance	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy K: Foreseeing the possible classroom scenes using parentheses	✓	3	✓	✓	3	81.8	Conventional
Teaching Strategy L: Assigning the students' roles	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy M: Addressing the students	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy N: Mentioning the scoring rubric/system	2	✓	2	1	4	59.1	Optional
Teaching Strategy O: Indicating the figures/images related to the activities	3	2	✓	✓	5	81.8	Conventional
Teaching Strategy P: Asking closing questions	1	1	3	2	2	40.1	Optional
Teaching Strategy Q: Assessing the students' knowledge about the lesson	3	3	✓	✓	✓	90.9	Conventional
Teaching Strategy R: Integrating the values of the lesson	3	✓	✓	✓	✓	95.5	Conventional
Teaching Strategy S: Preparing the students for Move 4	2	1	3	3	2	50	Optional
Move 4: Detailing Evaluation	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy A: Providing the instructions using imperatives	1	1	1	2	1	27.3	Optional
Teaching Strategy B: Designing the suitable test types of the lesson	1	1	1	2	1	27.3	Optional
Teaching Strategy C: Referring back to the activities in Move 3	3	3	3	2	5	72.7	Conventional

Table 4.1 Summary of moves and teaching strategies of lesson plans (Continued)

Moves & Strategies	Lesson Plan Corpus						Remarks
	2014 (4)	2015 (4)	2016 (4)	2017 (4)	2018 (6)	% (22)	
Move 5: Presenting Assignment	✓	✓	✓	✓	✓	✓	Obligatory
Teaching Strategy A: Providing the instruction using imperatives	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy B: Offering the task/homework about the topic or next lesson	✓	✓	✓	✓	✓	100	Obligatory
Teaching Strategy C: Indicating the sources/references for the next lesson	2		2		3	31.8	Optional

From the short review of Table 4.1, the findings emerged that based on Kanoksilapatham's (2005) criteria on move frequency classification, all the five moves i.e., Setting Objectives; Introducing Subject Matter; Describing Procedure; Detailing Evaluation; and Presenting Assignment, occurred at a frequency of 100%, thus regarded as 'Obligatory' in all the lesson plans. There were also identified teaching strategies used by the writers to achieve each of the moves as well as their linguistic/ rhetorical patterns and mechanical clues, which are detailed in the following sections. With regard to the frequency occurrence (Kanoksilapatham, 2005) of the teaching strategies underneath each move, if the teaching strategy is categorized as 'Obligatory', it is implied that the student teachers are required to plan their lessons using these teaching strategies, while 'Conventional' and 'Optional' categories could imply that the writers may or may not include these teaching strategies in planning their lessons. However, the identified teaching strategy features underneath each move (i.e., linguistic clues, mechanical clues, communicative functions and rhetorical patterns) could address the issue that was brought out by the student teachers in the preliminary survey that they

had difficulties in constructing the sub-parts of each main part, which were thoroughly discussed in the succeeding sections.

It is worth noting that the finding of the move confirmation, as revealed in Table 4.1, ties well with the mandate of the Commission on Higher Education (CHED) through its Memorandum that novice teachers must adhere to the structure of producing detailed lesson plans that have five main parts: Objectives, Subject Matter, Procedure, Evaluation, and Assignment (CMO No. 75, s. 2017). The writers were aware of the five main parts of the lesson plans for the novice teachers that are mandated by the CHED, and that they abided by the policy. The occurrence of the five moves in the lesson plans, which was 100% or Obligatory as described by Kanoksilapatham (2005), could mean that the student teachers produced their detailed lesson plans to a great extent, and that they strictly abided by the lesson planning policy set by the CHED for novice teachers.

Concurrently, the cooperating teachers, head teachers, and school principals assure that the writers conform with the policy set by the CHED by checking and verifying the lesson plans. This group of in-service teachers will only countersign if the lesson plans are well-prepared and that these are written based on the five-part structure. In all the 22 lesson plans, it is found that the names and signatures of the student teachers as the ones who produced the lesson plans were identified first, then the names and signatures of the in-service teachers (e.g., cooperating teachers, head teachers, and school principals) were identified as countersigners. An excerpt from the lesson plan of Student Teacher 7 is presented.

Prepared by:

Roxanne Elaine J. Concepcion (signed)
Student Teacher

Checked and verified by:

Jovelyn N. Bernardino (signed)
Cooperating Teacher

Menalyn A. Salvador (signed)
Head Teacher

Approved by:

Eloisa C. Ang, Ph.D. (signed)
Principal IV

(ST 7)

The excerpt shows how the lesson plan prepared by Student Teacher 7 was signed by the student teacher and the concerned in-service teachers following the protocol which is first, the cooperating teacher checked the lesson plan; second, the head teacher of English Department verified the lesson plan; and finally, the school principal approved the lesson plan. If the lesson plan was not signed by the school principal, the student teacher would not be allowed to teach the topic. If there were errors (e.g., format, grammar, etc.), the lesson plans would be returned to the student teachers for corrections. This finding is consistent with what was revealed in the statement of Student Teacher 2 during a focus group interview that was conducted in August 2018, which is “My lesson plans were strictly checked by my cooperating teacher and they made sure that I followed the correct format.” A similar pattern of results is confirmed by the investigator of the current study, who happened to be a member of the supervising committee for

seven years, and could also attest to the truthfulness of this finding. The writers, from the first writing courses to the orientation programs before their Teaching Internship course, were ordered by their professors that they should follow the five-part structure of the lesson plans as prescribed by the CHED.

In addition, the Department of Education (DepEd), where the cooperating teachers and other countersigners of the student teachers' lesson plans work at, through its Memorandum No. 42, S. 2016 orders that only newly-hired teachers or student teachers with no work experience are obligatory to organize a lesson plan in detailed format since it would help them manage the planning of their lessons. Once they obtain a Very Satisfactory or Outstanding score, they can use Daily Lesson Logs (DLLs), which incentivizes them to perform better. The DepEd mandates the use of DLLs, which utilizes a model or design that covers the whole week, while DLPs are prepared by the novice teachers daily. The main parts of DLLs are also similar to DLPs. The only difference is that DLPs are more detailed and much longer than DLLs. This implies that DLLs are just a shorter version of DLPs, and that if there is a more detailed Lesson Planning Framework, which highlights not only the five main parts but also the teaching strategies underneath each part, for the student teachers and newly-hired teachers, DLLs will be produced with little difficulty.

However, the problems of lesson planning as revealed in the preliminary survey that was thoroughly detailed in Chapter 1 were not on the five-part structure of the lesson plans, but on the phrases, words, or clauses underneath each part or 'teaching strategies' as described in the current study. Based on the experiences of the investigator as an

insider of the discourse community, this difficulty that was revealed on the survey findings is experienced by most of the BSEd-English student teachers from Batch 2014 to Batch 2018. Hence, before it becomes a perennial issue, this concern needs to be addressed immediately. This is the main reason why the investigator performs this qualitative exploration to provide a framework or a pool of words as a guide for the student teachers in producing this genre, the lesson plans. To further realize this objective, linguistic clues or signals identified from the teaching strategies of the 22 detailed lessons and their rhetorical patterns are also presented. The term ‘teaching strategy’ is inspired by Bhatia’s (1993) concept on move-strategy analysis of which he uses the term ‘strategy’ to support the communicative purpose of a move. Nonetheless, since the exploration focuses on lesson planning, the investigator uses a more specific term that is closely related to the purpose of the analysis, which is ‘teaching strategy’. After examining how each move was ordered in the lesson plans, the investigator conceptualizes a figure that displays the consistent succession of moves as seen in the next section.

4.1.1 Findings on the rhetorical pattern of moves

From a more detailed scrutiny, the rhetorical pattern of compulsory moves was Move 1, Setting Objectives→Move 2, Introducing Subject Matter→Move 3, Describing Procedure→Move 4, Detailing Evaluation→Move 5, Presenting Assignment, which is similar to the five-structure outline set by DepEd and CHED for novice lesson planners, which are (1) Objectives, (2) Subject Matter, (3) Procedure, (4) Evaluation, and (5) Assignment. Figure 4.1 shows the succession of moves.

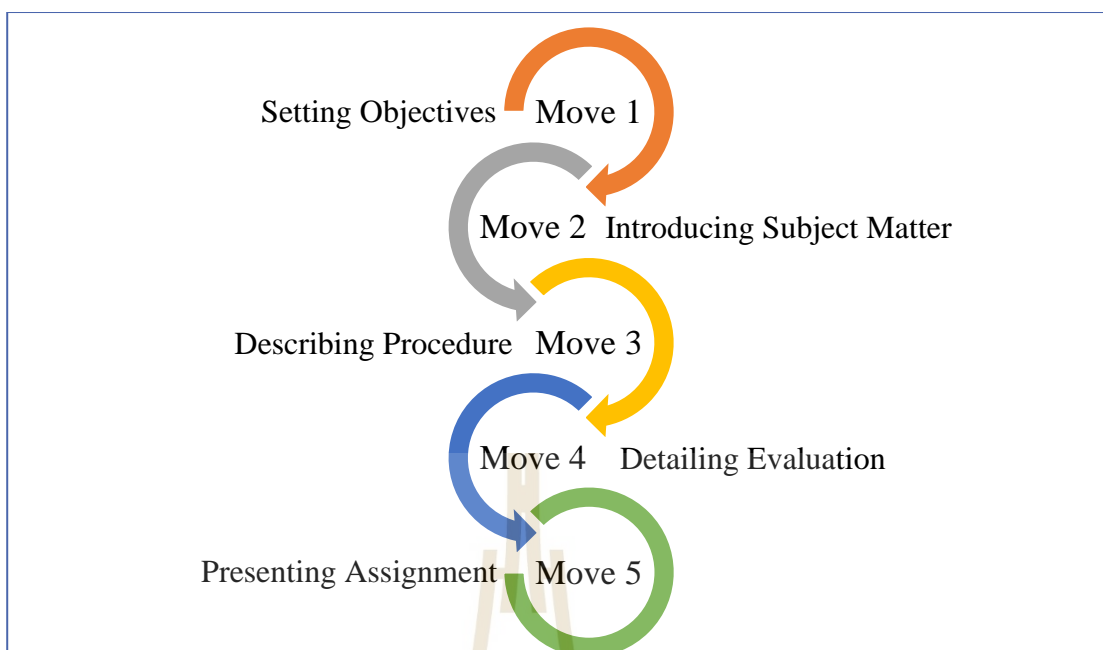


Figure 4.1 Rhetorical pattern of moves

Figure 4.1 displays that there was only one move pattern in each of the 22 Detailed Lesson Plans (DLPs) in the current investigation. It is interesting to note that the practice teachers together with the countersigners of the lesson plans strictly followed the prescribed format set by DepEd and CHED for the student teachers. The findings on the teaching strategy identification are discussed in the next section based on the pattern of moves that was previously reported.

4.1.2 Findings on the teaching strategies identified in Move 1

Table 4.1 shows that Move 1, Setting Objectives had two identified teaching strategies which are Teaching Strategy A, Providing the starting signals or lead-in statements and Teaching Strategy B, Listing the lesson goals as items. These teaching strategies were both ‘Obligatory’ based on Kanoksilapatham’s (2005) criteria on moves classification, which means that Move 1 must have these two teaching strategies. To

realize these teaching strategies, excerpts from the data, communicative goals, linguistic clues or signals, and rhetorical patterns are presented below.

Move 1, Teaching Strategy A: Providing the starting signals or lead-in statements

1. “At the end of the lesson, students should be able to:”

(ST 4)

2. “At the end of the 50-minute class, the students should be able to:”

(ST 5)

All of the 22 lesson plans had Teaching Strategy A, which was categorized as ‘Obligatory’ move. Its communicative function is to offer an introductory statement to open up the specific lesson goals. All of the student-teachers consistently made use of identical linguistic signals or expressions: *At the end of* to open the statement, and the infinitive *to* with a mechanical clue: *colon (:)* to close.

Move 1, Strategy B: Listing the lesson goals as items

1. “a. **identify** the different literary devices;
- b. **participate** actively in the given tasks; and
- c. **cite** the importance of using literary devices in our everyday life.”

(ST 4)

2. “1. **determine** the difference between rhyme and rhythm of poetry.

2. **identify** the rhyme and rhythm of a poem.

3. **compose** a poem that has a regular rhyme and rhythm.

4. **interpret** their poems through hand painting.”

(ST 13)

All of the 22 lesson plans had Teaching Strategy B, which was considered as ‘Obligatory’ move. Its communicative goal is to enumerate the specific objectives of the lesson. Noticeably, the linguistic clues that the writers used were the present forms of a verb to begin the lesson goals. In itemizing the lesson goals, 12 or 54% utilized letters while 10 or 45% used numbers. It implies that either letter or number is allowed to itemize the lesson goals. Notably, the action verbs used were based on Bloom’s (1956) Three Domains of Learning, which are (1) Cognitive Domain or commonly known as the mental skills, (2) Affective Domain that pertains on feelings, and (3) Psychomotor Domain that is known as manual or physical features. Bloom (1956) provides a list of action verbs in each domain that can be used in writing the lesson objectives, and these verbs are all measurable and can be utilized in writing the learning objectives of a lesson planner depending on the nature of the lesson and level of the learners. Another promising finding is that all the verbs that were used by the student teachers are all indicated in the list of action verbs suggested by Bloom (1956). Conversely, a group of intellectual scientists, program designers, educational analysts, and testing and evaluation experts (e.g., Anderson et al., 2001) modified the Taxonomy of Learning of Bloom that diverts the attention from a slightly stagnant concept of educational goals. The modification leads to a classification concept which is more dynamic. Figure 4.2 displays the modification of Anderson’s et al. (2001) on Bloom’s (1956) concept on taxonomies of cognition.

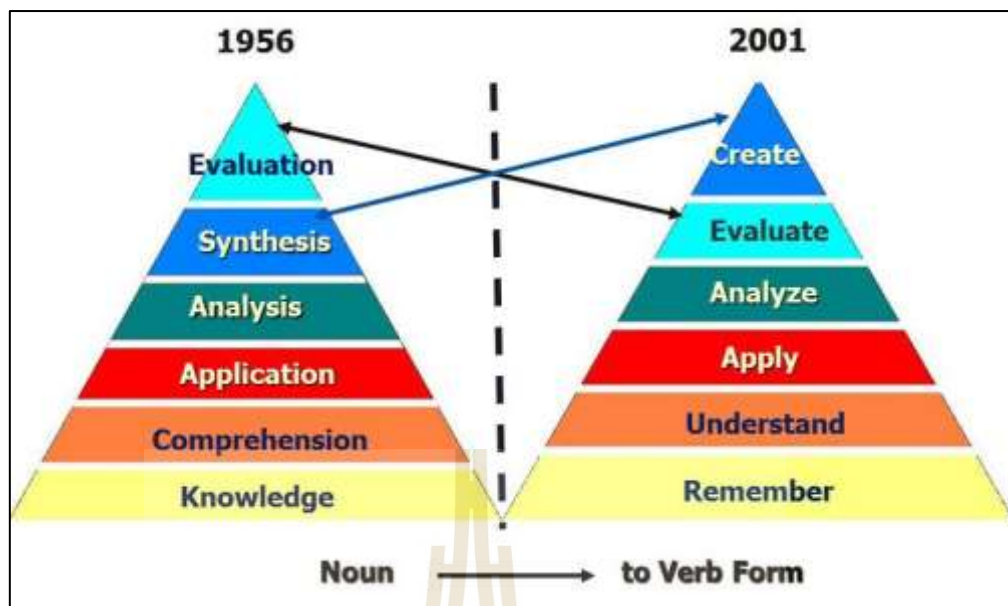


Figure 4.2 Comparison between Bloom's (1956) and Anderson's et al. (2001)

Taxonomies of Cognition

As can be seen in Figure 4.2, more practical and detailed improvements of how taxonomy connects and works on various forms and levels of information are the key differences. According to Anderson et al. (2001), One of the differences between the verb form model and the 1956 noun form model is that the elements are nicely and specifically laid out so that they can be comprehended and utilized. It is on this note that Anderson et al. (2001) introduced the S.M.A.R.T. approach that was also identified in Teaching Strategy B of Move 1 in writing the learning objectives. It is an acronym which means: Specific, Measurable, Attainable, Relevant, and Time-Bound. The functions of this acronym concerning Teaching Strategy B, Listing the lesson goals as items are discussed in the following section.

Specific. The aim of learning must be clear and precise. It clearly outlines what it is going to achieve.

Measurable. The learning goal must include a baseline so that the educational establishment can verify the status or monitor the development of such goal.

Attainable. The aim must be achieved within the planned period of time. The learners must have the relevant previous knowledge to attain the purpose.

Relevant. The aim should cater the general goals of the lesson. It must have an impact to the learners and lesson aim as well.

Time-Bound. The lesson aim must specify a time frame of completion. This is very important because it helps the lesson planners manage their teaching time wisely.

However, even if there are various researchers (e.g., Krathwohl, 2002; Amer, 2006; Mohammad et al., 2016) who criticize the concept of Bloom (1956) concerning the taxonomy of learning, and modifications of such learning theory, the investigator does not mind this criticism because what matters most in this investigation is that the action verbs as proposed by Bloom (1956) and other researchers could be of great help in setting the lesson objectives of the student teachers. Correspondingly, when the participants of a focus group interview were asked on how they produced the parts of the lesson plan, Student-Teacher 4 responded that in writing the objectives, they followed the K-12 Basic Education Curriculum (BEC) Guide wherein a verb list is attached.

On the other hand, the teaching strategy pattern in Move 1, Setting Objectives in all the lesson plans followed a linear rhetorical pattern. Findings on teaching strategy pattern underneath Move 1 are discussed in the following section.

4.1.3 Findings on the rhetorical pattern of teaching strategies in Move 1

Based on the analysis of the teaching strategy pattern of Teaching Strategy A, Providing the starting signals or lead-in statements → Teaching Strategy B, Listing the lesson goals as items identified in Move 1, Setting Objectives, the teaching strategies followed a linear pattern. Figure 4.3 displays the rhetorical pattern of the teaching strategies identified in Move 1.

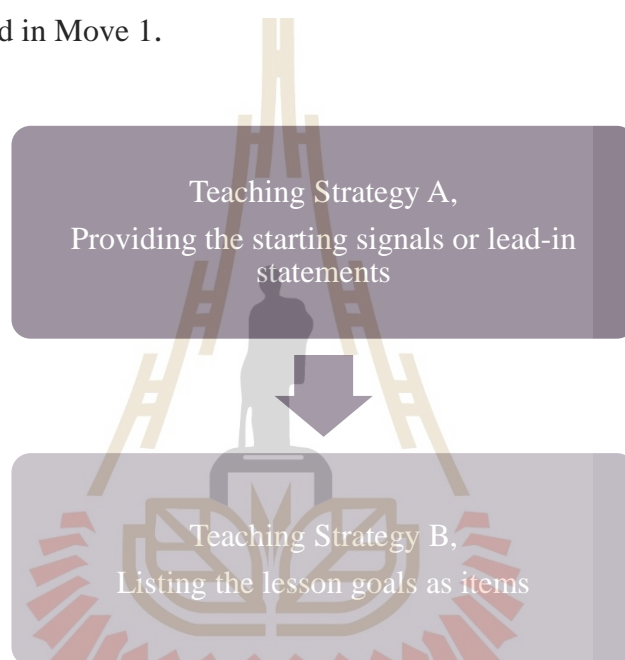


Figure 4.3 Rhetorical pattern of teaching strategies in Move 1

As displayed in Figure 4.3, the two teaching strategies identified in Move 1 followed identical teaching strategy linear pattern. This could represent that the student teachers set the objectives by providing the starting signals and by listing the lesson goals as items. As highlighted in the discussion part of these findings which was reported in Figure 4.2, the most important aspect of this move is the three domains (Bloom, 1956, Anderson et al., 2001) that are identified in the lesson plans. The results are similar to the finding of Emiliasari's (2019) study on writing instructional objectives

which posits that after identifying the learners' needs and the lessons to be taught, the first thing to do is to set instructional aims. Emiliasari's (2019) claims that the learners' diverse background can be managed through the inclusion of the three domains of learning: affective, psychomotor, and cognitive in setting the lesson objectives.

In this view, the investigator as a professor in a Teacher Education Institution (TEI) has come to a self-realization that lesson objectives are written to guide the design process of the entire lesson plan, and that the lesson objectives should follow the S.M.A.R.T. approach. The lesson objectives are the stepping stone of the other moves as well as the teaching strategies in a lesson plan. To realize this, the lesson goals must be precisely presented, and one best example of this realization is the use of specific action verbs. Correspondingly, when the participants of a focus group interview that was conducted in August 2018 were asked on how did they produce the parts of the lesson plan, Student Teacher 4 responded that in writing the lesson objectives, they followed the K-12 Basic Education Curriculum (BEC) Guide wherein a verb list is attached. This verb list is based on the three learning domains conceptualized by Bloom (1956). Concerning this matter, Student Teacher 1 suggested that this verb list and its function in writing the lesson objectives must be taught to them thoroughly before the Teaching Internship course. Nevertheless, the investigator is aware that this verb list that was conceptualized by Bloom (1956) is indeed included in the syllabus of Professional Education 3, The Teaching Profession, but the investigator is not really sure if the professors give emphasis on this verb list in writing the lesson objectives or teaching the lesson planning writing classes. Thus, from these results, there is a need to relay these findings to the NVSU professors who teach Professional Education 3, The Teaching Profession course. The next section details the findings on teaching strategies identified in Move 2.

4.1.4 Findings on the teaching strategies identified in Move 2

As indicated in Table 4.1, Move 2, Introducing Subject Matter had three identified teaching strategies which are Teaching Strategy A, Specifying the topic to be discussed; Teaching Strategy B, Indicating the references of the textbooks or other sources of information to be used; and Teaching Strategy C, Listing the instructional materials to be utilized. These three identified teaching strategies are all ‘Obligatory’. It means that Move 2 of a lesson plan comprises these three teaching strategies to achieve its communicative purpose. To realize these teaching strategies identified in Move 2, excerpts from the data, communicative goals, linguistic clues or signals and rhetorical patterns are presented below.

Move 2, Teaching Strategy A: Specifying the topic to be discussed

1. “Topic: Literary Devices

Subtopic: Kinds of Literary Devices”

(ST 4)

1. “Topic: Introduction to Literature

Subtopic: Prose and Poetry”

(ST 19)

All of the 22 lesson plans had Teaching Strategy A, which is categorized as ‘Obligatory’. Its communicative purpose is to present the topic and subtopic to be discussed. The findings reveal that all of the lesson plans had the main topic that was presented first, and the subtopic came next. The subtopic was the specific area, and the topic was the general area to be discussed. For instance, in the excerpt from the lesson

plan of Student-Teacher 19, the main topic was *Introduction to Literature*, and the subtopic was *Prose and Poetry*. The topic and subtopic were taken from the K-12 Basic Education Curriculum (BEC) Guide in English of the Department of Education. This curriculum guide lists all the topics that are taught in the basic education, Kindergarten to Senior High School levels. The topics alongside the lesson objectives serve as a guide for the lesson planner to decide which instructional materials will be used in teaching the topic. Teaching Strategy A can be signaled by words such as *Topic, Subtopic and*, by a *colon (:)*.

Move 2, Teaching Strategy B: Indicating the references of the textbooks or other sources of information to be used

1. “Reference: Celebrating Diversity through World Literature: Grade 10 Module

Author: Department of Education

Pages: 423-431”

(ST 4)

2. “References: 1. Grade 10 English Learner’s Material

Diversity: Celebrating Multiculturalism through World Literature

2. An Adaptation of EA Poe’s *The Cask of Amontillado* (online)

Authors: 1. Department of Education (DepEd)

2. The University of Utah, a YouTube video clip

Pages: 1. 116-125

2. <https://www.youtube.com/watch?v=VRUnc2sAKNU> “

(ST 9)

All of the 22 lesson plans had Teaching Strategy B, which is categorized as ‘Obligatory’. The communicative role of this teaching strategy is to give details on the sources of information used in teaching the topic. The linguistic clue was the use of *Reference, Author and Pages*, and the mechanical clue was *a colon (:)*. Along this line, the investigator formulates a mnemonic device, which is R.A.P. that stands for ‘Reference’, ‘Author’ and ‘Pages’, to help the student teachers or lesson planners remember this teaching strategy underneath Move 2. The title of the textbook or any source, the authors or bloggers, and the pages or webpage are also identified. An interesting point in this teaching strategy is that if there were two or more references, numbers would be used to list them sequentially. For instance, in the excerpt above from the lesson plan of Student Teacher 9, they utilized two references: a textbook and an online source. The textbook is listed as 1 and the online source is 2.

Initially, when the investigator and inter-raters analyzed six lesson plans as the corpus of the pilot study, they conceptualized Teaching Strategy B as ‘Indicating the references of the textbooks to be used’ because all of the six lesson plans had only used textbooks as references. Finally, after analyzing 22 lesson plans as the main corpus of the study, the investigator and inter-raters identified other online sources of information from the data, which in turn made them agree to add the phrase ‘other sources of information’ to cover all types of references (e.g., printed, electronic, etc.) that are needed in teaching the topic. Therefore, throughout the main study, Move 2 Teaching Strategy B, ‘Indicating the references of the textbooks or other sources of information to be used’ was considered.

Move 2, Teaching Strategy C: Listing the instructional materials to be utilized

1. “Instructional materials: paper strips, LCD projector, LED TV”

(ST 4)

2. “Audio-visual aids: fact wrap, electro-board, balloons, boxes”

(ST 21)

Teaching Strategy C was categorized as ‘Obligatory’. Its communicative function is to enumerate the learning tools to be utilized in teaching the topic. Based on the findings, various instructional materials were enumerated in this teaching strategy. Fifteen (68%) out of the 22 lesson plans made use ‘instructional materials’ while seven (31.8%) utilized ‘audio-visual aids’. This could imply that both of them are accepted in writing this teaching strategy. For a more detailed linguistic feature, Figure 4.4 displays a list of the instructional materials used by the student teachers. The purpose of this chart is to offer a pool of instructional materials that can be used by the lesson planners. These words were taken from the 22 lesson plans in the current investigation. The summary of the findings is displayed in Figure 4.4.

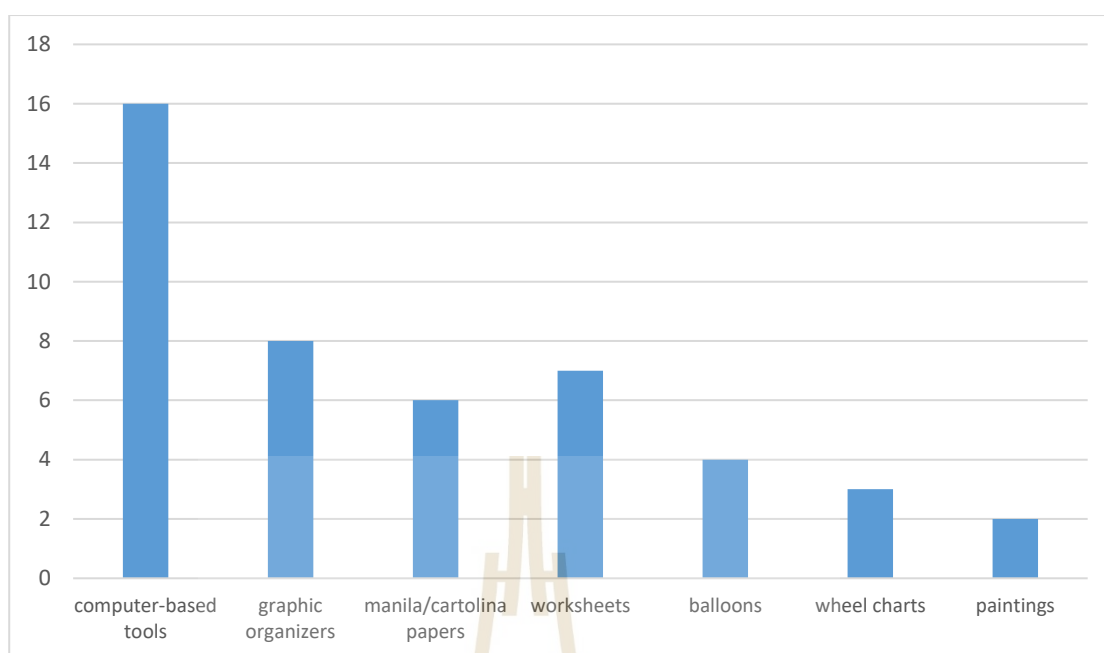


Figure 4.4 Common instructional materials

Figure 4.4 displays the most common instructional materials identified in Teaching Strategy C of Move 2. It could be gleaned from the results that there is a big gap between the computer-based tools (16 or 72.7%) and the traditional tools wherein the highest is graphic organizers, 8 or 36.4%. This result shows the importance of technology in teaching English topics, and since the 21st century students are well-versed at technology, and they learn better through digital-based instructional tools in the technology-based learning setting. This result is in agreement with the study of Wiyaka et al. (2018) which claims that ICT integration in teaching contributed much to the academic improvement of their participants. They also conclude their study that the participants' motivation and excitement in learning became much more evident. In addition, Jorge et al. (2003) also posit that ICT offers the help for both teachers as operators and students as users not only during the classroom discussion but also in

accomplishing other tasks like homework, projects, research, school forms, among others. In the Philippine educational system, the Department of Education (DepEd) orders all the schools in all levels to incorporate ICT in the teaching and learning processes through its DepEd Order No. 78 s. 2010 or known as Implementation of the DepEd Computerization Program (DCP). In a focus group interview conducted in August 2018, Student Teacher 5 stated that the learners are motivated to study and participate in the class activities if ICT is integrated into teaching, that is why they made assure that ICT is part of her lesson plans. In the field note of the investigator, it was indicated that when Student-teacher 5 was sharing about ICT, all of the participants looked at her and nodded their heads that could indicate agreement or acceptance. This head gesture made the investigator realize that all of the six participants have similar experiences concerning integrating ICT in planning and teaching, respectively. From this standpoint, the investigator does not guarantee that ICT instructional materials ensure a successful English teaching because traditional instructional materials are still vital in the realization of the lesson objectives. This finding is manifested in Figure 4.4 in which there are still traditional instructional materials (e.g., graphic organizers, manila/cartolina papers, worksheets, balloons, wheel charts, paintings) that were identified in Teaching Strategy C underneath Move 2. In reality, whether the instructional materials are modern or traditional, the rule of thumb is that as long as these learning tools cater for the needs, interests, and levels of the students as well as contribute to the attainment of the lesson objectives, these are all contributory factors to the success of the teachers.

Similar to Move 1, the teaching strategy pattern in Move 2 is Teaching Strategy A, Specifying the topic to be discussed → Teaching Strategy B, Indicating the references of the textbooks or other sources of information to be used → Teaching Strategy C, Listing the instructional materials to be utilized. It represents that the teaching strategy pattern of Move 2 bears a resemblance to Move 1, which is also linear. Data regarding the findings on the rhetorical pattern of the teaching strategies in Move 2 are presented in the following section.

4.1.5 Findings on the rhetorical pattern of teaching strategies in Move 2

Based on the scrutiny of the rhetorical pattern of the three teaching strategies of Move 2, it is found that the teaching strategies follow a linear pattern. Figure 4.5 displays the rhetorical patterns of the teaching strategies in Move 2.

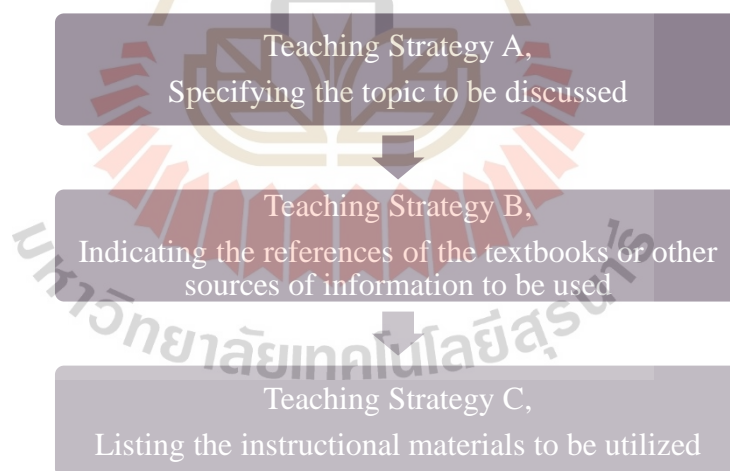


Figure 4.5 Rhetorical pattern of teaching strategies in Move 2

Figure 4.5 indicates that all of the 22 detailed lesson plans have a common teaching strategy pattern underneath Move 2, which means that in introducing the subject matter, the student teachers specified first the topic, then indicated the references

of the textbooks or other sources, and finally listed the materials to be used. The next section presents the findings on teaching strategies identified in Move 3.

4.1.6 Findings on the teaching strategies identified in Move 3

Move 3, Describing Procedure had nineteen identified teaching strategies which are Teaching Strategy A, Listing the activities; Teaching Strategy B, Offering the guiding scripts; Teaching Strategy C, Providing the activities' instructions using imperatives; Teaching Strategy D, Predicting the students' responses; Teaching Strategy E, Preparing the classroom/students; Teaching Strategy F, Activating the students' prior knowledge; Teaching Strategy G, Drawing the students' attention to the new lesson; Teaching Strategy H, Presenting the new topic; Teaching Strategy I, Discussing the topic; Teaching Strategy J, Praising the students' answers/performance; Teaching Strategy K, Foreseeing the possible classroom scenes using parentheses; Teaching Strategy L, Assigning the students' roles; Teaching Strategy M, Addressing the students; Teaching Strategy N, Mentioning the scoring rubric/system; Teaching Strategy O, Indicating the figures/images related to the activities; Teaching Strategy P, Asking closing questions; Teaching Strategy Q, Assessing the students' knowledge about the lesson; Teaching Strategy R, Integrating the values of the lesson; and Teaching Strategy S, Preparing the students for Move 4.

The results indicate that out of the 19 identified teaching strategies to achieve the communicative function of Move 3, nine were 'Obligatory', seven were 'Conventional', and three were 'Optional'. Excerpts, linguistic features and rhetorical

patterns of these teaching strategies are provided in the next section.

Move 3, Teaching Strategy A: Listing the activities

1. “A. Preliminary

- a. Prayer
- b. Greetings
- c. Checking of Attendance
- d. Checking of Assignment”

(ST 4)

2. “2. Discussion

- 3. Group Activity
- 4. Generalization”

ST (16)

This ‘Obligatory’ Teaching Strategy A was employed in all the 22 lesson plans. Its communicative goal is to detail the tasks to be performed in the class. There were two ways of listing the activities, which were through letters and numbers. Of all the teaching strategies identified in Move 3, the investigator considers that Teaching Strategy A is the most important teaching strategy because it serves as the guide of the following teaching strategies. Teaching Strategy A always comes first before the other teaching strategies. An excerpt of the lesson plan of Student Teacher 12 is presented as an example.

Teacher's Activity	Students' Activity	Teaching Strategy (TS)
2. Checking of Attendance		TS A
On the board are your nametags, come and get your nametag. This serves as your attendance.		TS B TS C
	Yes, Madam.	TS D
Thank you, my dear students.		TS J
		(ST 12)

The excerpt shows that the other teaching strategies were produced based on the communicative purpose of Teaching Strategy A, which is to detail the tasks to be performed in the class. The excerpt shows that the identified Teaching Strategy A was “Checking of Attendance”; thus, Teaching Strategy B, Teaching Strategy C, Teaching Strategy D and, Teaching Strategy J were identified to provide details about Teaching Strategy A, the “Checking of Attendance”. This could mean that Teaching Strategy A must be written first before the other teaching strategies. The linguistic signal in this teaching strategy is that the activities were all written in nouns.

Move 3, Teaching Strategy B: Offering the guiding scripts

1. “c. Checking of Attendance

Tap the shoulder of the one on your right. Now, **tap** the one on your left.

Were you able to tap the shoulder of your seatmates? Is there anyone missing?”

(ST 5)

2. “1. Prayer

Before we start our lesson, let us **seek** the presence of our Almighty God through prayer. Please **stand** and **sing**, “Lead Me, Lord”.

(ST 21)

Teaching Strategy B was ‘Obligatory’, and its communicative purpose is to provide instructions for the lesson planner. It serves as a guiding script of the student-teacher in realizing all the activities of the lesson. Based on the excerpt above, underneath each activity was a set of instruction to achieve its communicative function. The linguistic clue of this teaching strategy is the consistent use of imperatives.

Move 3, Teaching Strategy C: Providing the activities’ instructions using imperatives

1. “Based on the essay that you’ve read, **make** a wordle...**place** it in a white cartolina...**write** a simple explanation...**report** your work.”

(ST 6)

2. “Let’s play word hunt. **Go** to your groups. **Get** the envelope from me.

Follow the instruction written in each paper strip. **Enjoy** hunting.”

(ST 7)

Instructions underneath each activity were found in the 22 lesson plans, which was regarded as ‘Obligatory’. Its communicative role is to give instruction to be able to perform the activities. The instructions were certainly prepared for the students to follow. Based on the excerpts above, the linguistic clue was that imperatives, which are highlighted in the excerpts, were used as starting signals of the instructions.

Move 3, Teaching Strategy D: Predicting the students’ responses

- | | | |
|----|---|---|
| 1. | <p>“Teacher’s Activity</p> <p>What are the similarities and differences of the three pictures?</p> | <p>Students’ Activity</p> <p>They are all t-shirts, but they differ in size, Sir.”</p> <p>(ST 4)</p> |
| 2. | <p>“Teacher’s Activity</p> <p>What did we discuss last meeting?</p> <p>What did we do to that sonnet?</p> | <p>Students’ Activity</p> <p>Sonnet 41, Those pretty wrongs that liberty commits by William Shakespeare, Ma’am.</p> <p>We identified the rhyme and the meter of Sonnet 41, Ma’am.”</p> <p>(ST 20)</p> |

The function of this ‘Obligatory’ teaching strategy is to anticipate the possible reply in every statement raised by the lesson planner. As shown in the excerpts, in every action or statement that was identified beneath the “Teacher’s Activity” column needed possible responses from the students. These statements were scripts for the student

teachers to facilitate the activities smoothly. Undoubtedly, scripts in lesson planning occasionally, if not frequently, are not meant to be followed as written (Farrell, 2002). The flow of the discussion, therefore, depends on the responses of the students in the questions thrown by the student teachers. For instance, in the excerpt from the lesson plan of Student Teacher 20, a statement was asked, “What did we discuss last meeting?”. In the classroom teaching, if the student’s response to this question was *Sonnet 41 by William Shakespeare and we scanned the sonnet to identify its rhyme and meter*, commonsensically, the student teacher would no longer ask the next question, “What did we do to that sonnet?” as written in the script. The linguistic clue in this teaching strategy was the statements under *Teacher’s Activity* were in the question form starting with What, When, Who, Where, Which, Why, and How. In the *Students’ Activity*, on the other hand, the statements were written in sentence responses to the questions that were asked.

Move 3, Teaching Strategy E: Preparing the classroom/students

1. “I think you are now ready for a group activity, but before that, I want you to G-et along; R-espect others; O-n task; U-se quiet voices; P-articipate; and S-tay in your group”

(ST 3)

2. “Before we start our lesson, proceed to your respective groups. Group 1 and 2, stay here. Group 4 and 5 stays on the left side, and Group 3 will be at the center.”

(ST 11)

Teaching Strategy E occurred in 19 out of the 22 lesson plans (89.4%), which was ‘Conventional’, and its communicative goal is to arrange and/or set up the students as well as the appearance of the classroom. Out of these 19 lesson plans, 16 or 84.21% made use of linguistic signals, *before we start* and *before that* to prepare the students or classroom. This teaching strategy provides the rules and regulations that must be followed by the students. The possible physical appearance of the classroom (e.g., seating arrangement, instructional materials arrangement, among others) was also identified in this teaching strategy.

Move 3, Teaching Strategy F: Activating the students’ prior knowledge

1. “Ok, what did we do last meeting? I forgot the theme of that story. Kindly tell something about that.”

(ST 3)

2. “I have here a sentence starter, “Last Monday, I...”. I need five volunteers to come here in front and complete the statement written in a Manila paper.”

(ST 2)

Teaching Strategy F occurred in 20 out of the 22 lesson plans (90.9%), which was considered as ‘Conventional’. The reason why the lesson plans of Student Teacher 3 and Student Teacher 10, as shown in their teaching journals, did not have this teaching strategy is that their final demonstration teachings were scheduled after the mid-term examination week of the students. The communicative purpose of this teaching strategy is to review the students’ background of the previous topic. It is an important section underneath Move 3 because all of the topics are related to each other. For instance, in

the lesson plan of Student Teacher 19 in which her previous lesson was “Past Tense” and the current topic was “Past Continuous”. The previous lesson was indeed connected to the present lesson that was discussed in that teaching session. All of the 20 DLPs recurrently used identical linguistic signals which were *last* and *previous* to express that a certain activity or lesson was done in the previous lesson.

Move 3, Teaching Strategy G: Drawing the students’ attention to the new lesson

1. “All right, I know you’re all excited for our next game. I will not tell the title of the poem that we’ll be reading as our new lesson. You will be the ones to guess...”

(ST 4)

2. Let’s have a game called charade. I will be acting out two keywords (happy, prince) for you to guess in order for you to form a title of a classic short story written by Oscar Wilde. The first one who can guess the right title will be given a prize.

(ST 15)

Teaching Strategy G was ‘Conventional’ (17/22 or 77.3%), and its role is to encourage the students' involvement in the new topic. In this teaching strategy, the student teacher put an element of surprise as a way of catching the students’ attention. For instance, the excerpts above show how the student teacher facilitated this teaching strategy. Student Teacher 15 utilized a guessing game, a charade, in order for the

students to figure out what story they would study. This is much better than presenting directly the title of the story to the students. Future tense, as a linguistic clue, was used extensively.

Move 3, Teaching Strategy H: Presenting the new topic

1. “Very good. That is the lesson that we are going to discuss today.”

(ST 4)

2. “You nailed it. That is what we will study now.”

(ST 11)

The function of this ‘Obligatory’ teaching strategy is to present the topic to be discussed. In the 22 lesson plans, this teaching strategy was identified right after Teaching Strategy J, ‘Praising the students’ answers/performance’. In the excerpt of the lesson plan of Student Teacher 4, Teaching Strategy J, “Very good”, was shown first. Then, Teaching Strategy H, “That is the lesson that we are going to discuss today.”, was identified next. It is made possible because Teaching Strategy G, ‘Drawing the students’ attention to the new lesson’, required a response from the students, which was identified as Teaching Strategy D, ‘Predicting the students’ responses’, which was automatically followed by Teaching Strategy J, ‘Praising the students’ answers/performance’. This teaching strategy pattern is thoroughly discussed in Figure 4.7. Adverbs of time (e.g., *today, now, at present*) were used as linguistic signals.

Move 3, Teaching Strategy I: Discussing the topic

1. “There are different types of literary devices. These are Personification...”

(ST 4)

2. “Class, the slide shows the basic rules on subject and verb agreement...”

(ST 8)

All of the 22 lesson plans had Teaching Strategy I, thus categorized as ‘Obligatory’. The communicative goal of this teaching strategy is to talk about the topic. It is identified as the discussion section of the topic. It is not surprising that the category is ‘Obligatory’ because in every teaching, discussion is always a part of it. It is the part where the student teacher discusses the lesson of the day. The linguistic clue of this teaching strategy is that the statements were written in present tense.

Move 3, Teaching Strategy J: Praising the students’ answers/performance

1. “Exactly..., Good job..., Precisely..., Very good...”

(ST 4)

2. “You nailed it!... You got it right...”

(ST 11)

The purpose of ‘Obligatory’ Teaching Strategy J is to reward the students by giving encouraging words for every response that they make. Its category suggests that teacher’s praise is an efficient tool to motivate students, and it must always be a part not only in the lesson plan but also in the teaching-learning process. This teaching strategy is the most frequently identified teaching strategy. This frequent occurrence is not surprising at all because in every predicted response as identified in Teaching Strategy C, there was a corresponding reaction or response from the student-teacher and that was a praise as described in Teaching Strategy J.

As can be gleaned in the result, the student teachers supported the positive effect of encouraging words or known as praises to the learners. In all the lesson plans,

there were identified possible feedbacks from the student teachers in every statement of the learners. Al-Ghamdi (2017) posits that praising a student is a great teaching tool because it inspires the students and increases participation as well. This author offers concrete motivating statements like you can do it, do not be afraid, etc. to boost the student's performance or speed up a class activity.

This finding is consistent with what is found in the study of Corrales (2017) on the role of praises, which coined as positive reinforcements, on the English as a Second Language (ESL) secondary students' classroom performance. The participants were 5 ESL teachers and 120 junior and senior high school students of Pampanga National High School, Pampanga, Philippines. The findings suggest that the students would perform better if the teachers provided positive reinforcement (e.g., praise, reward, non-verbal cue, etc.) in every response or good performance of the students. The results also posit that teacher's encouraging words for students' work motivated the students to actively participate in the assigned classroom activities. Corrales (2015) further claims that the ESL teachers must include positive reinforcements in the daily teaching to encourage students' participation. The study establishes that the teachers' encouraging words boost the students' confidence and inspire them to finish the given assignments. Adjectives of quality (e.g., *perfect*, *excellent*, *great*, and *good*); and adverbs of affirmation (e.g., *precisely* and *exactly*) signaled this teaching strategy.

Move 3, Teaching Strategy K: Foreseeing the possible classroom scenes

using parentheses

1.	“Teacher’s Activity	Students’ Activity
	I have here balloons and inside each balloon is a set of questions.	
	Go to your group stations and pop out the balloons.	“(The students pop up the balloons in the four corners of the room.)”
		(ST 19)
	...loop the hidden words in the activity paper.	
		“(The students answer the word hunt.)”
		(ST 4)

The role of this ‘Conventional’ teaching strategy (18/22 or 81.8%) is to predict what might happen inside the classroom. The lesson planner made a guess on what does the classroom or do the students look like. One best example to describe this teaching strategy is the lesson plan of Student Teacher 19, the teacher gave the students an activity and in the next column, ‘Students’ Activity’ the aforementioned teaching strategy was identified, “(The students pop up the balloons in the four corners of the room.)”. The noticeable linguistic signal in this teaching strategy was the use of *parentheses* [()]. This is not surprising because parentheses, as a punctuation mark, are

used to predict if something is likely to happen as an outcome of any activity. Another linguistic clue is that the sentences were all written in present tense.

Move 3, Teaching Strategy L: Assigning the students' roles

1. "Joyce, kindly **lead** us a Prayer...Class monitor, please **check** the ..."

(ST 3)

2. "The group leaders **will** stand...the secretaries **will** write the answers..."

(ST 15)

Teaching Strategy L, which was categorized as 'Obligatory', has a function to delegate tasks to the students. In this teaching strategy, the lesson planner assigned possible roles for his students to take class responsibilities (e.g., class monitor, assistant, peace officer, recording secretary, etc.) during the teaching and learning process. There were three identified linguistic clues in this teaching strategy: (1) common nouns (e.g., *class monitor, secretary, leader, etc.*) or proper nouns (e.g., *Susan, Joyce, Carlo, etc.*); (2) imperatives to assign the roles and the imperatives written right after the words used in making requests (e.g., *kindly* and *please*); and (3) future tense.

Move 3, Teaching Strategy M: Addressing the students

1. "Class, I want you to answer..."

(ST 4)

2. "Okay, my dear students, kindly bring out a sheet of paper."

(ST 11)

The communicative goal of 'Obligatory' Teaching Strategy M is to offer a group name for the whole class. This is one of the most commonly used teaching

strategies identified in the 22 lesson plans. Collective names for the whole class (e.g., *class, dear students, friends*) were used as linguistic clues.

Move 3, Teaching Strategy N: Mentioning the scoring rubric/system

1. “Please be guided by the following criteria:...”

(ST 3)

2. “The scoring rubric for this activity is presented on the screen.”

(ST 20)

This teaching strategy was ‘Optional’ (14/22 or 59.1%), and its purpose is to present a scoring system to be used in rating the group performance of the students. In this teaching strategy, the lesson planner designed a suitable scoring rubric in every group activity that needed this kind of scoring system. This is ‘Optional’ because not all the designed activities need to be assessed using scoring rubrics. The frequently used linguistic clues in this teaching strategy were *scoring rubric, scoring system, and criteria*.

Move 3, Teaching Strategy O: Indicating the figures/images related to the activities

1. “I have here a picture of the 3H matrix: Head, Hearts, and Hand...”

(ST 2)

2. “Describe the photographs that are shown on the screen....”

(ST 8)

The role of Teaching Strategy O, categorized as ‘Conventional’ (18/22 or 81.8%), is to present pictures or graphs needed in the activities. In this teaching strategy,

photographs were indicated in a lesson plan. Among the teaching strategies identified in the five moves, this teaching strategy is the only one that used photographs, figures, and/or graphs. For example, in the lesson plan of Student Teacher 8, whose lesson was about adjective, he included photographs of different things in his lesson plan for the students to describe. The student teachers indicated the photographs, images, or graphs in the lesson plans so that the cooperating teachers, head teachers and school principals could foresee the teaching-learning process flow and at the same time, assess whether the teaching techniques conform to the lesson objectives and students' level of understanding. The picture clues that were frequently identified were graphs and photographs.

Move 3, Teaching Strategy P: Asking closing questions

1. "Based on our discussion and activities, what have you learned?"

(ST 3)

2. "Class, what did you learn today?"

(ST 22)

This teaching strategy was regarded as 'Optional' (9/22 or 40.1%), and its function is to raise concluding questions about the topic discussed. This teaching strategy is aimed to measure the understanding of the students by asking what they have learned about the topic discussed. The question was usually answered through spoken communication or recitation approach by only one to three individuals. Interrogative sentences that determined whether the learners understood the lesson or not were used to signal this teaching strategy.

Move 3, Teaching Strategy Q: Assessing the students' knowledge about the lesson

1. "I have here a set of paper strips, get one and write a word that could summarize our lesson. Let's see if you have understood our lesson."

(ST 5)

2. "I think you've understood our lesson, let's have an enrichment activity. I prepared a group activity for you..."

(ST 2)

Teaching Strategy Q was identified in 20 out of the 22 lesson plans (90.1%), thus 'Conventional', and its communicative goal is to test the students' understanding of the topic. It is where the student teacher planned to evaluate the knowledge of the students about the lesson. Out of the 20 lesson planners, 11 or 55% used the term, "enrichment activity" and 9 or 40.9% utilized "group activity". In this teaching strategy, an activity was designed by the student-teacher as a form of evaluation wherein a scoring rubric/system was utilized. This is usually the teaching strategy or activity being referred to in Teaching Strategy C of Move 4 as thoroughly discussed in the next section. The linguistic clues that were frequently used are words like *if*, *summary*, *understood*, *activity* and a phrase, *let's see*. The last linguistic clue entails that the student teacher in this teaching strategy wanted to check if the students really understood the lesson.

Move 3, Teaching Strategy R: Integrating the values of the lesson

1. “I have 5 questions that are related to the story that we’ve just discussed.

As you answer these questions, I want you to share in the class the values that you have learned.”

(ST 5)

2. “Okay, class. Kindly share the morals of the poem.”

(ST 13)

‘Obligatory’ Teaching Strategy R’s communicative purpose is to incorporate the moral standards that can be drawn from the topic. The moral values are not only drawn from the literature topics (e.g., poems, stories, novels, etc.) but also English skill topics (e.g., writing, speaking, listening, reading, and grammar). The examples of these moral standards were gratitude, integrity, kindness, honesty, speaking with respect, listening politely, among others. For instance, in the lesson plan of Student Teacher 13, the poem that they discussed was “Mending Wall” by Robert Frost. 2. The predicted student’s response to the statement of the teacher, “Okay, class. Kindly share the morals of the poem.” was “good will towards others”. The linguistic clues in this teaching strategy were the use of *share, values, moral and ethics*.

Move 3, Teaching Strategy S: Preparing the students for Move 4

1. “All right, if you don’t have any questions, let’s see whether you understand our lesson through a test. The slide contains questions for you to answer.”

(ST 5)

2. “Class, the next part is a simple quiz about the lesson.”

(ST 12)

Teaching Strategy S was considered as ‘Optional’ (11/22 or 50%), and its role is to set the students to move in the next section of the lesson plan, which is Move 4, Detailing Evaluation. Primarily, this teaching strategy was not conceptualized in the initial framework of the pilot study because this was not identified in the pilot corpus that had only six lesson plans. However, after analyzing the 22 lesson plans as the main corpus, one of the inter-raters suggested that this teaching strategy must be included in the framework. The investigator and the other inter-rater agreed to the inclusion of the aforesaid teaching strategy, thus Teaching Strategy S, Preparing the students for Move 4 was incorporated in the framework. Its linguistic clues were *next is a quiz* and *have a test*. These clues signal the students that the next section is a test or evaluation for them. The findings on the rhetorical patterns of teaching strategies identified in Move 3 are shown in the next section.

4.1.7 Findings on the rhetorical pattern of teaching strategies in Move 3

Based on the exploration of the rhetorical pattern of the 19 identified teaching strategies underneath Move 3, it is interpreted that among the five moves, the teaching strategies underneath Move 1, Move 2, Move 4, and Move 5 have a common linear pattern. On the contrary, the teaching strategies in Move 3, Describing Procedure have no linear teaching strategy pattern. To explain this phenomenon, as indicated in the results, the teaching strategies in Move 3 recurred in the different activities. For instance, Teaching Strategy C, ‘Predicting the students’ responses’ was identified in every listed

activity in Move 3. Other examples are the Teaching Strategy J, ‘Praising the students’ answers/performance’ and Teaching Strategy K, ‘Foreseeing the possible classroom scenes using parentheses’ that occurred in all the activities described in Move 3. As a consequence, it is construed that the teaching strategies underneath Move 3 follow a non-linear rhetorical pattern, quite the reverse of the other four moves’ teaching strategies that follow a linear pattern. However, there are identified teaching strategies that recurred frequently in Move 3. That is, they are characterized by the recurrence of one or more teaching strategies, and that they show a cyclical structure. This frequent occurrence of teaching strategies, which shows a cyclical structure, is inspired by Peacock’s (2002) move cycles in the Discussion section of research articles. ‘Teaching strategy cycles’ is used in the current study since it deals with teaching strategy identification of the lesson plans. To further illustrate this point, Figure 4.6 displays the recurrence of some of the identified teaching strategies of Move 3.

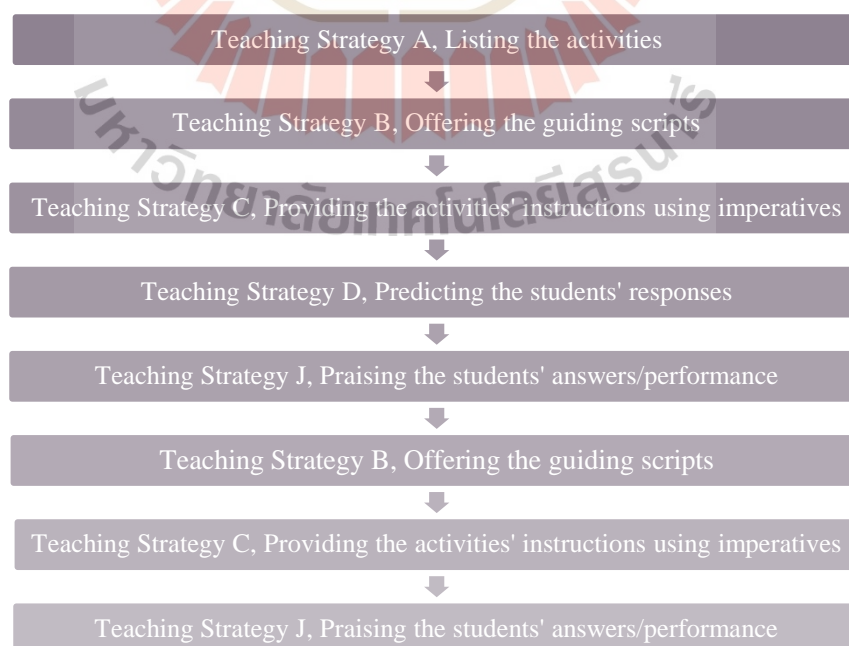


Figure 4.6 Teaching strategy cycle of teaching strategies in Move 3

As indicated in Figure 4.6, there were eight identified teaching strategies that recurred frequently in Move 3, which are characterized as teaching strategy cycle. The teaching strategies involved in the cyclic structure were Teaching Strategy B, Teaching Strategy C and Teaching Strategy J. These three teaching strategies were repeated in the sequence, TSA-TSB-TSC-TSD-TSJ-TSB-TSC-TSJ. An excerpt from the lesson plan of Student Teacher 12 is presented to show the sequence of this identified teaching strategy cycle.

Teacher's Activity	Students' Activity	Teaching Strategy (TS)
3. Review		TS A
On the screen is a sentence starter, "Last meeting, we discussed...". Come here in front, pull the paper strip and complete the given phrase. Write your answer on the paper strip.		TS B
		TS C
	Last meeting, we discussed the if conditionals.	TS D
Very Good! What are the three types of if conditionals?		TS J
		TS B
	Type 1 is if + Simple Present, will-Future, Type 2 is if + Simple Past, Conditional I and Type 3 is if + Past Perfect, Conditional II.	TS D
You got it right! Now, ...		TS J

(ST 12)

The excerpt shows that the “Review” activity required Teaching Strategy B, Teaching Strategy C, Teaching Strategy D and Teaching Strategy J. It is not surprising because in a detailed lesson plan, all the possible statements of the teacher were included in the guiding scripts (Teaching Strategy B), and that the expected answers or responses of the students (Teaching Strategy D) were included in describing the procedure or Move 3. In addition, every expected response of the student requires a possible praise or comment from the teacher (Teaching Strategy J). The rule of the thumb in this pattern is that once Teaching Strategy A is identified, expect that the other teaching strategies that belong to this sequence, TSA-TSB-TSC-TSD-TSJ-TSB-TSD-TSJ are also present.

The variation of patterns suggests that the student teachers may organize Move 3 and its constituent teaching strategies with flexibility depending on the method (e.g., inductive, deductive, etc.) that they want and topic. Accordingly, there were other sequences identified underneath Move 3. Interestingly, the most noticeable feature of these sequences is that all of them required the same teaching strategy pattern, which was Teaching Strategy D and Teaching Strategy J. Figure 4.7 displays the identified teaching strategy sequences that require the same teaching strategy pattern, which is Teaching Strategy D and Teaching Strategy J.

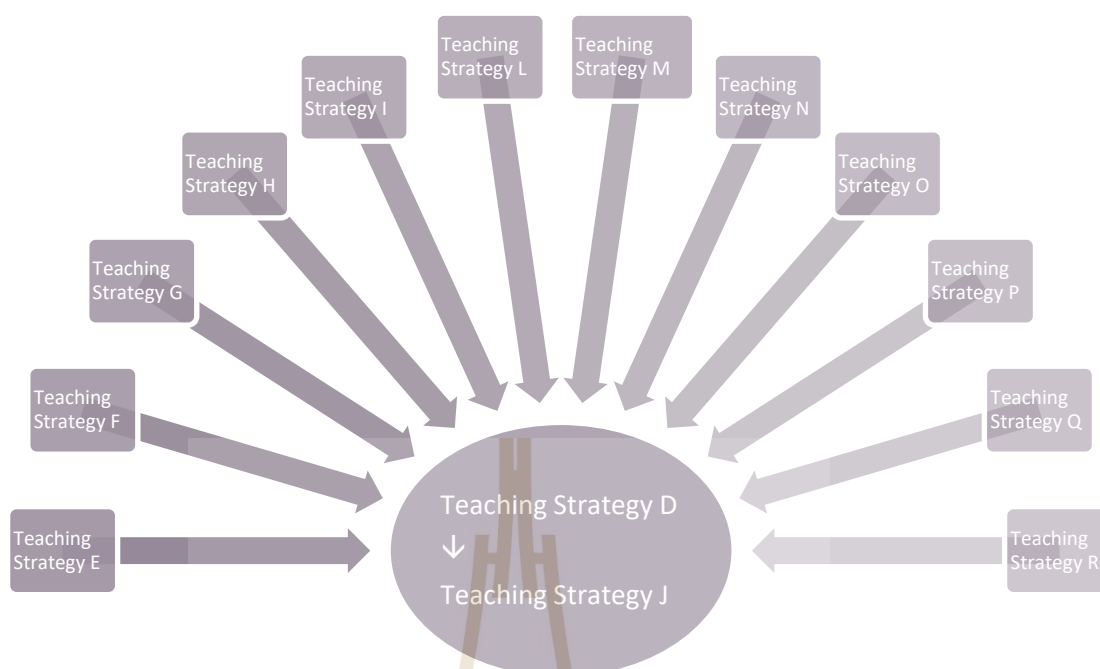


Figure 4.7 Teaching strategies followed by a common teaching strategy pattern

There were 12 teaching strategies identified in Move 3 that always followed by a common pattern, which was Teaching Strategy D and Teaching Strategy J. This represents that most of the teaching strategies identified in Move 3 required Teaching Strategy D and Teaching Strategy J. For instance, once Teaching Strategy E is identified, expect that Teaching Strategy D and Teaching Strategy J are written next. This phenomenon also happened in other teaching strategies that are shown in Figure 4.7.

However, two identified teaching strategies, which are Teaching Strategy K and Teaching Strategy S did not require Teaching Strategy D and Teaching Strategy J. It is noteworthy to mention that the non-occurrence of Teaching Strategy D and Teaching Strategy J after Teaching Strategy K and Teaching Strategy S indicates that they do not require possible responses from the students (Teaching Strategy D). Table 4.1 shows that there were 18 out of the 22 lesson plans (81.8%) that had Teaching

Strategy K, but after the exploration of these 18 lesson plans, it was found that all of them did not require Teaching Strategy D. One reason is that the communicative function of this teaching strategy is to predict what will happen in the classroom. The lesson planner guesses what does the classroom or do the students look like by using parentheses, thus Teaching Strategy D might not be necessary or needed. Table 4.1 also indicates that there were 11 out of the 22 lesson planners (50%) who had Teaching Strategy S, but no one used Teaching Strategy D after Teaching Strategy S. The communicative function of this teaching strategy is to set the students to move to Move 4, Detailing Evaluation. This could imply that a possible response from the students, which is identified as Teaching Strategy D, is not needed after Teaching Strategy S. Hence, based on the sequence that was reported earlier, if there is no Teaching Strategy D, expect that Teaching Strategy J will not also occur. On the other hand, Teaching Strategy A and Teaching Strategy B are not included in Figure 4.7 because they were reported to be part of the teaching strategy cycle as revealed in Figure 4.6. The next part presents the analysis of the teaching strategies identified in Move 4, Detailing Evaluation.

4.1.8 Findings on the teaching strategies identified in Move 4

Move 4, Detailing Evaluation had three identified teaching strategies, which are Teaching Strategy A, Providing the instructions using imperatives; Teaching Strategy B, Designing the suitable test types of the lesson; and Teaching Strategy C, Referring back to the activities in Move 3. To realize these teaching strategies identified in Move 4, excerpts from the data, communicative goals, linguistic clues or signals and rhetorical patterns are presented.

Move 4, Teaching Strategy A: Providing the instructions using imperatives

1. ...**arrange** the following words according to their intensity. **Present** them in clines.

(ST 5)

2. **Choose** and **pick** a paper strip from the box. **Read** and **answer**....

(ST 17)

Teaching Strategy A was 'Optional' (6/22 or 27.3%), and its function is to offer a guideline of the test to be facilitated. As highlighted in the excerpts, imperatives as a linguistic clue were used to provide the instruction of the evaluation.

Move 4, Teaching Strategy B: Designing the suitable test types of the lesson

1. "...**complete** the following sentences using the words from the clines."

(ST 5)

2. "...**match** the words in Column A to the statements in Column B."

(ST 15)

This 'Optional' teaching strategy occurred in 6 out of the 22 lesson plans, and its goal is to provide an appropriate evaluation type of the lesson. The identification of the test type relied on two things: the first was imperatives, and the second was the keywords in the instruction. For instance, in Excerpt 30, the imperative used was *complete* and the remaining keywords were *following sentences using the words*. Therefore, the test type that was used by Student-teacher 5 in this lesson plan was sentence completion or cloze test. On the other hand, based on Excerpt 31, the

imperative was *match* and the other keywords in the instruction were *Column A to the statements in Column B.*, which could signify that the test was matching type. Linguistic clues used to identify this teaching strategy were statements that showed what type of test and imperatives.

Move 4, Teaching Strategy C: Referring back to the activities in Move 3

1. “The enrichment activity serves as the evaluation.”

(ST 3)

2. “The group activity in the Procedure serves as the evaluation.”

(ST 9)

This ‘Conventional’ teaching strategy occurred in 16 out of the 22 lesson plans (72.7%), and its purpose is to restate the activity in Move 3, Describing Procedure as the evaluation of the lesson. It was found that there was a consistent use of *serves*, *group activity*. The statements were all written in the present tense.

The results show that the first two teaching strategies were ‘Optional’ because 16 out of the 22 lesson plans (72.7%) had Teaching Strategy C, which was categorized as ‘Conventional’. It means that if the lesson plans have Teaching Strategy A and Teaching Strategy B, they do not have Teaching Strategy C. Conversely, if the lesson plans have Teaching Strategy C, they do not have Teaching Strategy A and Teaching Strategy B. This phenomenon happens because the typical class time for English is only one hour per session, so the lesson planners who are aware of this schedule decide that the activity which was previously done in the ‘Procedure’ section, Move 3, would serve as the evaluation that is detailed in Move 4. This result was also mentioned in the teaching journal of Student-teacher 6, “It was timely that the enrichment activity served

as the evaluation because the time was not enough.”

Based on the findings above, the investigator as an insider of the discourse community could also attest that if there are more than two enrichment activities that are identified in Move 3, one of them will be considered as an evaluation that is referred to Move 4, Detailing Evaluation. This is done to manage the time since English classes have normally 1 hour per session and that the students should be dismissed 10 minutes earlier than the scheduled time of class dismissal. Therefore, a lesson planner should always put into consideration that the designed activities in the lesson plan are applicable to the allotted class session. The findings on the teaching strategy pattern underneath Move 4 are discussed in the following section.

4.1.9 Findings on the rhetorical pattern of teaching strategies in Move 4

Based on the analysis of the teaching strategy pattern of the three teaching strategies of Move 4, it was interpreted that the teaching strategies followed a linear pattern. Figure 4.8 displays the rhetorical patterns of the teaching strategies in Move 4.

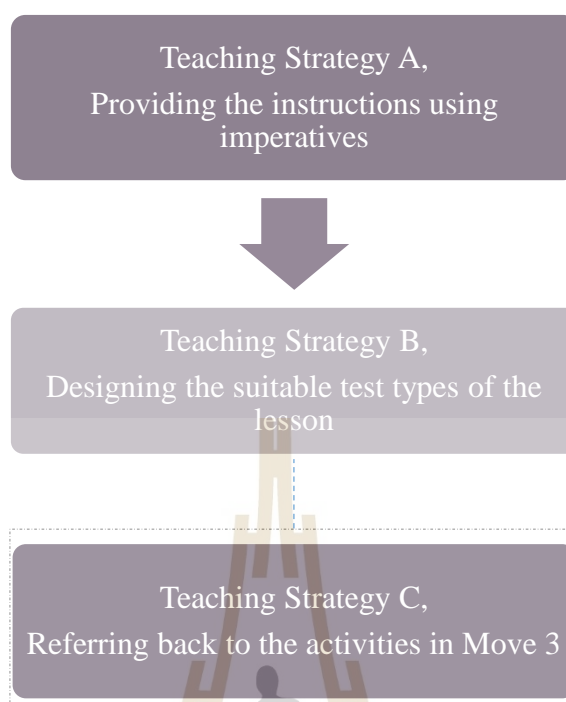


Figure 4.8 Rhetorical patterns of teaching strategies in Move 4

The three identified teaching strategies in Move 4 wherein Teaching Strategy A and Teaching Strategy B followed a linear rhetorical pattern, which could suggest that Teaching Strategy A requires Teaching Strategy B. Teaching Strategy C did not belong to the rhetorical pattern of the first two teaching strategies because if a lesson plan had Teaching Strategy C, Teaching Strategies A and B would not be identified in Move 4. On the other hand, if the lesson plan had Teaching Strategy A and Teaching Strategy B, Teaching Strategy C would not be identified in Move 4. For example, in the excerpt of Student Teacher 9, the sentence, “The group activity in the Procedure serves as the evaluation.”, was the only identified statement because there was no need to provide instruction and design suitable test type since these details were already provided in the Move 3 activity that was referred in Teaching Strategy C of Move 4. In addition, of all

the 22 lesson plans, there was no occurrence of the three teaching strategies in Move 4. This could mean that these three teaching strategies are impossible to be identified in Move 4. The next section presents the findings on the teaching strategies identified in Move 5.

4.1.10 Findings on the teaching strategies identified in Move 5

As shown in Table 4.1, Move 5, Presenting Assignment had three identified teaching strategies which were Teaching Strategy A, Providing the instruction using imperatives; Teaching Strategy B, Offering the task/homework about the topic or next lesson; and Teaching Strategy C, Indicating the sources/references for the next lesson. Excerpts, linguistic features and rhetorical patterns of these teaching strategies are provided in the next section.

Move 5 Teaching Strategy A: Providing the instruction using imperatives

“Next meeting, proceed to your groups. In a Manila paper, write ...”

(ST 4)

“...bring an electronic copy of a Philippine folktale tomorrow.”

(ST 8)

Teaching Strategy A is ‘Obligatory’, and its role is to offer a direction that describes the homework. The signals used were imperatives (e.g., *proceed*, *write*) and time elements (e.g., *next meeting*, *tomorrow*), which signify that the given task was done after the class or in the future.

Move 5, Teaching Strategy B: Offering the task/homework about the topic or next lesson

“...short **script** about the **message** of the story that we had discussed.”

(ST 4)

“**characters** and **characterizations** in the short story, **Footnote to Youth**.”

(ST 11)

Teaching Strategy B occurred in the 22 lesson plans, which was categorized as ‘Obligatory’. The communicative role of this teaching strategy is to describe the specific activity to be done. This teaching strategy informs the students on what particular assignment will be done. For instance, in the lesson plan excerpt of Student Teacher 4, the keywords “script” and “message” implied that the assignment was scriptwriting. Also, in the lesson plan excerpt of Student Teacher 11, the keywords “characters”, “characterizations” and “Footnote to Youth” entailed that the assignment was reading the story and identifying the characters and their characterizations. The linguistic cue was the keywords, which were highlighted in the excerpts, that indicated what type of homework was given to the students (e.g., *script*, *characters*, and *characterizations*).

There were two noticeable features of the teaching strategies identified in Move 5. First, if the reference or source of the topic to be discussed is the same as Teaching Strategy B of Move 2, there is no need to restate it in Teaching Strategy C of Move 5. One best example of this phenomenon is the excerpt of the lesson plan of Student Teacher 4, where Move 5 had only Teaching Strategy A and Teaching Strategy B because the reference or source of the homework was the same to the reference or source of the topic discussed as described in Teaching Strategy C of Move 2. This could

imply that the given assignment, which was scriptwriting about the message of the story, was still connected to the topic described in the lesson plan of Student Teacher 4. The second feature is if the assignment or homework is a new lesson or has no connection to the previous topic, then a new reference or source is introduced. The following excerpts show the lesson plan of Student Teacher 18 that had all the teaching strategies.

Move 5, Teaching Strategy A: Providing the instruction using imperatives

“**Read** the speech of Severn Suzuki and **find** out...”

(ST 18)

Move 5, Teaching Strategy B: Offering the task/homework about the topic or next lesson

“...how young members of society live out their role as global citizens.”

(ST 18)

Move 5, Teaching Strategy C: Indicating the sources/references for the next lesson

“Reference: Celebrating Diversity through

World Literature: Grade 10 Module

Author: Department of Education

Pages: 489-491”

(ST 18)

The excerpts show that the lesson plan of Student Teacher 18 had all the three teaching strategies. It was found that ST 18's reference reported in Teaching Strategy B, Indicating the references of the textbooks and other sources of information to be used underneath Move 2 was different from the reference described in Teaching Strategy C, Indicating the sources/references for the next lesson of Move 5. It means that the given assignment, the Speech of Severn Suzuki, is a new topic for the next class meeting. Thus, there was a need to include the reference or source of the topic. Findings on the teaching strategy pattern of the teaching strategies in Move 5, Presenting Assignment are discussed in the following section.

4.1.11 Findings on the rhetorical patterns of teaching strategies in Move 5

Based on the analysis of the rhetorical pattern of the three teaching strategies of Move 5, it is found that they follow a linear pattern. Figure 4.9 displays the teaching strategy pattern of the teaching strategies in Move 5.

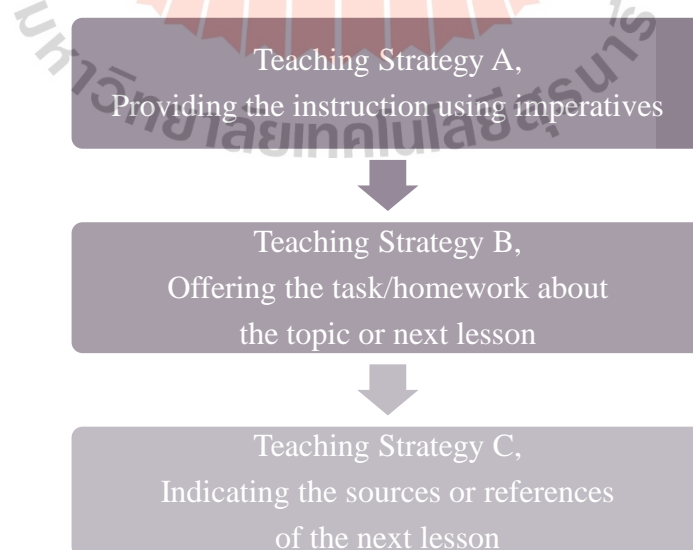


Figure 4.9 Rhetorical pattern of teaching strategies in Move 5

Figure 4.9 indicates that the three teaching strategies followed a linear pattern, which could mean that in presenting assignment, a lesson planner offered first the instruction, then provided the task/homework, and finally indicated the sources or references. However, as shown in Table 2, not all the lesson plans had Teaching Strategy C. The results show that there were 7 or 31.8% out of the 22 lesson plans that had three teaching strategies compared to 15 or 68.2% that had only two teaching strategies. This could imply that the assignments of the 7 lesson plans had different references or sources identified in Teaching Strategy B of Move 2, while the assignments of the other 22 lesson plans had identical references/sources described in Teaching Strategy B of Move 2.

The move confirmation and teaching strategy analysis in this study revealed two surprising findings. First, out of the 22 lesson plans produced by the BSEd-English graduates across the five batches (2014-2018), all of them strictly followed the lesson planning policy set by the CHED for the student teachers, which confirmed that they all produced the lesson plans that had 5 main parts in a great extent. Second, there were unique linguistic or mechanical clues identified in each teaching strategy underneath each move (e.g., Move 1's Teaching Strategy A that was signaled by "At the end of..." and Teaching Strategy B that used action words to begin the statements). Third, the rhetorical patterns of the teaching strategies underneath Moves 1, 2, 4, and 5 followed one common pattern, which was linear, while Move 3 was the only one that followed a non-linear pattern. The non-linear pattern in Move 3 suggests that student teachers may freely organize Move 3's teaching strategies based on how they want to teach the topic. The investigator included linguistic features because these may offer suggestions on how teaching strategies underneath the moves are produced.

One interesting perspective in this analysis is that considering the importance

of this internship document, there are no reported studies in the literature about the lesson plan's move confirmation and teaching strategy identification, thus the findings would fill that gap and open up an opportunity for further studies. From these surprising findings, the investigator as a TEI teacher came up with some pedagogical implications and realizations that could help student teachers organize the planning of their lessons, which are presented next. The ensuing section presents the possible implications of these findings that highlight the Detailed Lesson Plan Framework along with its linguistic and mechanical clues and rhetorical patterns, which were obtained from the in-depth exploration of the 22 detailed lesson plans produced by the BSEd-English graduates from Batch 2014 to Batch 2018 during the final demonstration teaching of their Teaching Internship course.

4.2 Implications of the Move Confirmation and Teaching Strategy

Identification of Lesson Plans

After the interpretation of the above findings was revealed, the investigator learned that the teaching strategies underneath the four moves, which were Move 1, Setting Objectives; Move 2, Introducing Subject Matter; Move 4, Detailing Evaluation; and Move 5, Presenting Assignment follow the same linear order, while the teaching strategies of Move 3, Describing Procedure has no linear pattern. Figure 4.10 displays the framework for writing a detailed lesson plan.

Moves & Teaching Strategies of Lesson Plans

Move 1: Setting Objectives

Teaching Strategy A: Providing the starting signals or lead-in statements

Teaching Strategy B: Listing the lesson goals as items

Move 2: Introducing Subject Matter

Teaching Strategy A: Specifying the topic to be discussed

Teaching Strategy B: Indicating the references of the textbooks to be used

Teaching Strategy C: Listing the instructional materials to be utilized

Move 3: Describing Procedure

Teaching Strategy A: Listing the activities

Teaching Strategy B: Offering the guiding scripts

Teaching Strategy C: Predicting the students' responses

Teaching Strategy D: Providing the activities' instructions using imperatives

Teaching Strategy E: Preparing the classroom/students

Teaching Strategy F: Activating the students' prior knowledge

Teaching Strategy G: Drawing the students' attention to the new lesson

Teaching Strategy H: Presenting the new topic

Teaching Strategy I: Discussing the topic

Teaching Strategy J: Praising the students' answers/performance

Teaching Strategy K: Foreseeing the possible classroom scenes using parentheses

Teaching Strategy L: Assigning the students' roles

Teaching Strategy M: Addressing the students

Teaching Strategy N: Mentioning the scoring rubric/system

Teaching Strategy O: Indicating the figures/images related to the activities

Teaching Strategy P: Asking closing questions

Teaching Strategy Q: Assessing the students' knowledge about the lesson

Teaching Strategy R: Integrating the values of the lesson

Teaching Strategy S: Preparing the students for Move 4

Move 4: Detailing Evaluation

Teaching Strategy A: Providing the instructions using imperatives

Teaching Strategy B: Designing the suitable test types of the lesson

Teaching Strategy C: Referring back to the activities in Move 3

Move 5: Presenting Assignment

Teaching Strategy A: Providing the instruction using imperatives

Teaching Strategy B: Offering the task/homework about the topic or next lesson

Teaching Strategy C: Indicating the sources/references for the next lesson

Figure 4.10 A Detailed Lesson Plan Framework

Figure 4.10 displays the proposed Detailed Lesson Plan Framework for English major teacher education students in the Philippines. As reported earlier, Move 3 is the most unique section of the lesson plan because the other four moves followed a linear

rhetorical pattern while Move 3 has no predetermined teaching strategy pattern. Nonetheless, there are identified teaching strategies in Move 3 that form a cyclical structure reported in Figure 4.6 and teaching strategies followed by a common teaching strategy pattern described in Figure 4.7. The investigator included linguistic features for the reason that these linguistic clues or signals may somehow elicit suggestions for the lesson planners, the student teachers in this study, on how teaching strategies underneath the moves are produced. These linguistic features, as well as the identified teaching strategies of the moves, could be of great help for the student teachers in producing a very important genre, the lesson plan. This result is backed up by Nwogu's (1997) idea on move analysis that a move-step structure, move confirmation and teaching strategy identification in this study, is a text unit composed of a package of lexical features that give the unit a unified direction and signal the discourse content in it. Thus, the linguistic features that were discussed thoroughly in this chapter have a pedagogical implication in teaching the student teachers as well as the other members of the teacher education discourse community on how detailed lesson plans are produced.

Correspondingly, Connor et al. (2007) also state that a move reflects sets of text with context and purpose. Yang and Allison (2003) also states that a move-step is used to identify pieces of text according to their specific communicative goals. According to these concepts, investigating the communicative function of text features is one of the ways to help the lesson planners in constructing a lesson plan genre. This notion is the very reason why the investigator firmly believes that the five-part structure of a detailed lesson plan prescribed by the DepEd and CHED could lead the investigator to come up with moves and their corresponding teaching strategies, which could be a key to develop

a possible text frame or framework in writing a lesson plan. Thus, a framework is recommended as a guide for student teachers in writing their lesson plans.

After considering the interpretation of the findings that highlights the proposed Detailed Lesson Plan Framework, the investigator as an English as a Second Language (ESL) professor in a teacher training institution who have had a lot of experiences working with education students, has realized the importance of this genre not only for the pre-service teachers but also in-service teachers. This realization opposes the perspective of other educators that the implementation or delivery of the lesson is much more important than lesson plan development. The investigator strongly believes that a successful teaching depends on how a teacher plans the lesson. This point ties well with the response of Student Teacher 3 during the focus group interview that was conducted in August 2018, who bluntly stated that a lesson plan is a key factor to effective delivery of the lesson. Its significance is even exaggerated by the Department of Education (DepEd), which mandates that a teacher is not allowed to teach without a lesson plan. It is also an imperative component of the Means of Verification (MOV) for the Results-based Performance Management System (RPMS), which is a basis for the Individual Performance Commitment and Review (IPCR) of a teacher for promotion purposes. Hence, the Commission on Higher Education (CHED) orders all Teacher Education Institutions (TEIs) to ensure that every education student can produce well-planned lessons even before the Teaching Internship course. Thus, planning the lesson is at the heart of an effective and a successful teacher, and it is a long-term process that allows the ESL teachers to synthesize their understanding of L2 acquisition and pedagogy with a vast knowledge of the ESL students, the curricular program, and the pedagogical

context. Lesson planning is a moment when teachers imagine the classroom instruction they dream of having in their class and investigate why all these elements must fit together to create that vision a reality in the English language classroom. This realization is in accordance with the statement of Student Teacher 1 when asked about the significance of the lesson plan in the Teaching Internship course during the focus group interview. According to her, aside from a requirement of the course, lesson planning also helped her visualize what would the classroom look like and foresee how would the students perform the activities.

The investigator relates and reflects this realization to the view of Reyneke (2014) on lesson planning, which suggests that there are some benefits to drawing up a lesson plan. Jensen's (2001) study specified some benefits of planning a lesson. It allows teachers to think critically on how they organize the appropriate lesson aims, the classroom activities that will meet these objectives, the arrangement of those activities, the instructional aids needed for these objectives, the time period of every task, and the classroom management like seating arrangement, etc.

The lesson planning process also provides time for the teachers to have a self-evaluation on their own understanding regarding the lesson to be delivered (Reed & Michaud, 2010). According to these authors, if a teacher has to teach a very complex sentence structure or linguistic lesson and has a limited knowledge about its rules, the teacher would learn these rules during the early stage of planning the lesson and can do research or search the net for some information concerning these grammar rules.

A teacher with a planned lesson, then, is a poised and confident teacher in front of the learners and can facilitate a quality demonstration teaching, and would have a better

opportunity of sharing the knowledge to the students orderly. The teacher will not also use the teaching time turning the pages of the modules or teaching guides in front of the students especially that most of ESL sessions, like in the Philippine English classes, have only 45 minutes to 1-hour class time duration.

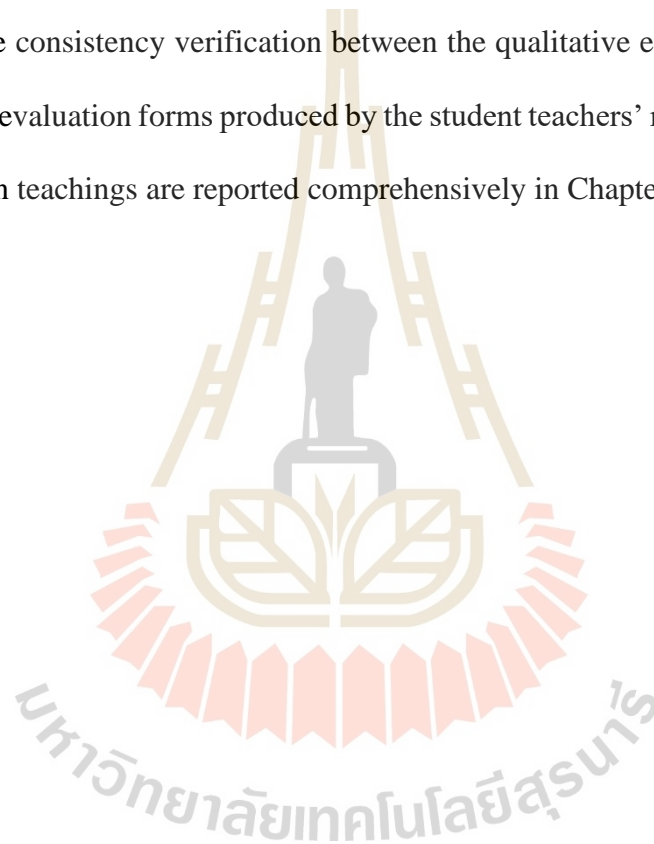
Student Teacher 5, in the focus group interview, shared some of her experiences that can be related to this realization.

“My lesson plan made me confident to stand in front of my students because I have a script that served as my guide in teaching the lesson. I remember [when] I was having my local demonstration teaching, I forgot the next part. I was still lucky because that forgotten part was in my lesson plan. I quickly glanced on my lesson plan and [was] able to deliver the topic successfully.”

In addition, a filed and compiled set of lesson plans can also be worthy of genre-based and teaching practices exploration just like what the investigator did in this current study. Furthermore, lesson plans can be an evidence of a teacher's professional performance for promotion purposes. Teachers in the Philippines, for instance, are required to attach lesson plans and other pertinent documents as part of their Results-based Performance Management System (RPMS) Portfolios to support their annual performance because it is considered an imperative component of the Individual Performance Commitment and Review (IPCR) of the teachers (DepEd Order No. 42, s. 2017). Lastly, in order to give employers a sense of teacher applicants' organizational skills and teaching style, applicants are asked to submit lesson plans as part of their application. Summary of Chapter 3 is presented in the next section.

4.3 Summary

In this chapter, the details about move confirmation and teaching strategy identification of the 22 detailed lesson plans compiled in the internship portfolios of the English student teachers at the Nueva Vizcaya State University, Philippines were revealed. In addition, the focus group interview that was conducted in August 2018 was also employed to offer insightful explanations to the practice of producing this genre. Details on the consistency verification between the qualitative entries and quantitative ratings of the evaluation forms produced by the student teachers' raters during their final demonstration teachings are reported comprehensively in Chapter 5.



CHAPTER 5

CONSISTENCY VERIFICATION BETWEEN THE QUALITATIVE ENTRIES AND QUANTITATIVE RATINGS OF THE EVALUATION FORMS

This chapter presents the findings on the consistency verification between the qualitative entries and quantitative ratings of the evaluation forms. In the current investigation, evaluation forms are categorized as Genre 2 which is produced by the evaluators after every demonstration teaching of the student teachers. The evaluators are composed of in-service teachers from the two institutions: the secondary school also known as cooperating schools as detailed in DepEd Order No. 3, s. 2007, where the student teachers underwent their Teaching Internship course and the Teacher Education Institution (TEI), specifically the College of Teacher Education (CTE) of Nueva Vizcaya State University (NVSU), where the student teachers took their education degree. During the demonstration teaching, the evaluators stayed at a corner of the classroom to accomplish this form. This genre has two main parts: the quantitative rating and the qualitative entry. The former has six subparts known as competencies (e.g., 1. Teacher's Personality, 2. Lesson Planning, 3. Content, 4. Teaching Methods, 5. Classroom Management, and 6. Questioning Skill) and is situated on the first page of the form. The latter has three components (e.g., 1. Strengths, 2. Weaknesses, and 3. Recommendations) and is located in the second part of the form.

5.1 Findings on the Consistency Verification between the Qualitative Entries and Quantitative Ratings of the Evaluation Forms

For the qualitative entries, keywords from the evaluators' entries are presented. The keywords are patterned on the six competencies described in the quantitative part of the evaluation forms. For the quantitative part, six codes that represent the six competencies are used, and these are C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, and C6-Questioning Skill. The discussion of the qualitative part is divided into two parts, the strength is the first part and the weakness and recommendation serve as the second part. As thoroughly detailed in Chapter 3, the weakness and recommendation are considered to be one part because their function is to show the teaching performance that needs to be improved by the student teacher and the suggestions of the evaluators. On the other hand, strength's purpose is to appreciate the teaching performance of the student teacher. Then, consistency verification is validated. To realize this, two codes are used, which are "I" for inconsistent and "C" for consistent. If the qualitative entries do not conform with the quantitative ratings, "I" is marked and if it is the other way around, "C" is recorded. The quantitative ratings are based on a scoring system, which is 1.0-1.25 as Outstanding (O), 1.50-1.75 as Very Satisfactory (VS), 2.00-2.25 as Satisfactory (S), 2.50-2.75 as Fair (F), and 3.00-5.00 as Poor (P). In a final demonstration teaching, the student teacher is expected to have a score of at least a Very Satisfactory rating. Data on focus group interviews with nine evaluators who had cases of inconsistencies in accomplishing this genre and did not write qualitative entries are included in the

discussion to support the findings. Figure 5.1 shows the sub-competencies in each of the competencies in the quantitative part of the evaluation form, which is used as a guide in discussing the findings of the study.

<p>I. TEACHER'S PERSONALITY</p> <ul style="list-style-type: none"> A. The teacher is neat and well-groomed. B. The teacher is free from mannerisms that tend to disturb the student's attention. C. The teacher's personality is strong enough to command respect and attention. D. The teacher shows dynamism and enthusiasm. E. The teacher has a well-modulated voice. <p>II. LESSON PLANNING</p> <ul style="list-style-type: none"> A. The lesson plan is well prepared. B. There is congruence between: <ul style="list-style-type: none"> 1. Objective and subject matter 2. Objective and teaching procedure 3. Objective and formative test 4. Objective and assignment <p>III. CONTENT</p> <ul style="list-style-type: none"> A. The teacher demonstrates in-depth knowledge of the subject matter. B. The teacher is able to relate lessons to actual life situations. C. The teacher keeps abreast of new ideas and understanding in the field. D. The teacher gives sufficient and concrete examples to create meaningful learning experiences. <p>IV. TEACHING METHOD</p> <ul style="list-style-type: none"> A. Method/s used was/were suited to the needs and capabilities of the students. B. The teacher was creative enough to adapt his/her method to the student's capabilities. C. Visual aids and other examples were used to illustrate the lesson. D. The teacher made effective use of the formative test after teaching. <p>V. CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> A. The teacher had a systematic way of checking: <ul style="list-style-type: none"> 1. Attendance 2. Assignment/homework/agreement 3. Practice exercises 4. Group works/projects 5. Passing in and out of the room 6. Correcting, distributing and collecting paper B. Order and discipline were present in the classroom. C. Visual aids were within easy reach of the teacher during his/her teaching. <p>VI. QUESTIONING SKILL</p> <p>The teacher's questioning skill stimulated discussion in different ways such as:</p> <ul style="list-style-type: none"> A. Probing for learner's understanding B. Helping students articulate their ideas and thinking process C. Promoting risk-taking and problem solving D. Facilitating factual recall E. Encouraging convergent and divergent thinking

Figure 5.1 Competencies and sub-competencies of the evaluation form

The data were verified through the Consistency Verification Analysis (CVA), which was a novel method proposed by Magday & Pramoolsook (2020) that has four steps. First is investigating the quantitative data wherein the statements or sub-competencies in the quantitative ratings were investigated to have a set of codes. These codes were based on the six expected teacher's competencies of the quantitative part which are described in the Legend of Table 5.1. Second is identifying the ratings wherein the investigator identified the ratings given by the evaluators in each competency dimension by categorizing whether it is Outstanding (O), Very Satisfactory (VS), Satisfactory (S), Fair (F), or Poor (P). Third is analyzing the qualitative entries in which the qualitative entries composed by the evaluators in the second part of the evaluation forms were analyzed. This part has three components, 1) Strengths, 2) Weaknesses, and 3) Recommendations. The Strengths part as its purpose suggests should have at least a VS rating to be verified as consistent, while the Weaknesses and Recommendations parts should have ratings below VS to be classified as consistent. The statements in each part were matched according to the codes and ratings that were identified in Step 1. Fourth is verifying the quantitative scores and qualitative entries of which the investigator confirmed whether the qualitative entries were consistent or inconsistent with the ratings in the quantitative part of the evaluation forms. For example, if a qualitative entry written under the Strengths part had at least a 'very satisfactory' rating in its corresponding sub-competency of the quantitative part, that would be verified as consistent coded as C. However, if that entry had a rating lower than a 'very satisfactory' rating, it would be verified as inconsistent coded as I. Table 5.1 summarizes the findings on the consistency verification between the qualitative entries and quantitative ratings of the evaluation forms.

Table 5.1 Consistency verification between the qualitative entries and quantitative ratings of evaluation forms

EF	Strength	Qualitative Weakness	Rec.	Quantitative		Verification	
				Code	Rating	C	I
1	Teacher's personality Content Teaching method		Classroom management	C1D	O	✓	
				C3A	O	✓	
				C4C	O	✓	
				C5C	S	✓	
2	Content Teacher's personality		Questioning skill	C3A	O	✓	
				C1A,C	O	✓	
				C6A	O		✓
3							
4			Classroom management	C5A	S	✓	
5	Content Teacher's Personality Classroom management <i>*Teaching method -technical problems</i>			C3B	O	✓	
				C1E	O	✓	
				C5AB	O	✓	
				C4			
		Questioning skill		C6A	VS		✓
		Teaching method		C4C	O		✓
6							
7	Content Teaching method			C3D	O	✓	
				C4C	VS	✓	
8	Classroom management			C5B	O	✓	
9	Teacher's personality Teaching method		Teaching method	C4A,B	O		✓
				C1E	O	✓	
				C4C	O	✓	
				C6A	VS		✓
10	Lesson planning Teacher's personality Lesson planning			C2B	O	✓	
				C1A	O	✓	
				C2A	O	✓	
11	Classroom management			C5B	VS	✓	
12	Content Teaching method			C3A	O	✓	
				C4C	O	✓	
13			Questioning skill	C6G	O		✓
				C1E	O		✓
14			Teacher's personality				
15	Lesson planning		Content	C2A,B	O	✓	
				C3A	S	✓	
16	Teaching method			C4A,C	S		✓
17			Content	C3D	O		✓
18			Questioning skill	C6A	S	✓	
19							
20	Teaching method		Questioning skill	C4A	O	✓	
				C6BF	O		✓
21							
22		Teacher's personality Questioning skill		C1B	F	✓	
				C6E	O		✓

Legend: C-Consistent, I-Inconsistent, C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill, O-Outstanding, VS-Very Satisfactory, S-Satisfactory, F-Fair, *-new sub-competency

From the short review of Table 5.1, the main findings show that out of the 22 evaluation forms, 5 did not have qualitative entries. These forms had only congratulatory messages from the evaluators as shown in the excerpts.

“Congratulations! Welcome to the world of teachers.”

(EF 3)

“Congratulations. You did a great job. Pass the Licensure Examination for Teachers (LET) and be a professional English teacher.”

(EF 14)

The excerpts illustrate that the evaluators congratulated the student teachers for their successful final demonstration teaching (see Appendix VI). This occurrence was also identified in some of the other evaluation forms contained qualitative entries. Congratulatory messages are always part of every successful demonstration teaching. The only difference is that there were qualitative entries identified in those evaluation forms and these six forms had no entries at all. Thus, based on the purpose of this analysis that is to verify the consistency between the qualitative entries and quantitative ratings of the evaluation forms, if there are no qualitative entries, it is no longer necessary to do consistency verification. The only possible outcome of this occurrence, which is comprehensively discussed in Chapter 7, is that there are no guides for the student teachers in producing the Lesson Plan (Genre 1) and the Teaching Journal (Genre 3). In the focus interview of which two of the participants were those who did not write anything on the qualitative section, Evaluator 3 explained that the time was not enough for her to summarize all the comments and suggestions of the other

evaluators. This response was not expected, however, it is probable that the reason for this is the lack of time because there are usually 5 or 6 student teachers evaluated in just a day. According to her, the evaluators were too tired to evaluate this number of student teachers who did their demonstration teaching in a row. One of them even suggested that it would be better if there are only 2-3 demonstrators in a day (Evaluator 14). The most striking feature of the interview, as written on the investigator's field note, was they were surprised when they were told that the student teachers did not write much on their teaching journals because there were no qualitative entries in the evaluation forms. The investigator did a background check on these two evaluators/cooperating teachers and learned that Evaluator 3 had started supervising student teachers since 2012, two years before the occurrence of such phenomenon, and Evaluator 14 had just supervised/evaluated student teachers for only one year before the conduct of the current investigation. The investigator also learned, through personal communication with the concerned student teachers, that the other two evaluators (Evaluators 19 and 21) who did not have qualitative entries were newly-hired teachers from the private schools. This could mean that these concerned in-service teachers might not be aware of their functions as cooperating teachers/evaluators and the importance of the qualitative entries to the teaching journals of the student teachers. Out of curiosity, the investigator reviewed the guidelines on the selection of a cooperating teacher stipulated in DepEd Order No. 3, s. 2007 in which the first criterion reads, "a. has at least 3 years of teaching experience;". The findings would seem to imply that before in-service teachers would become cooperating teachers, it would be better if they must have at least 3 years of

teaching experience in public/government school. Thus, the first criterion of the guidelines must be “a. has at least 3 years of teaching experience in public schools;”. The 3-year span is long enough for the in-service teachers to be apprised of their functions and responsibilities as cooperating teachers of the student interns/teachers. The results also point to the probability that the whole guidelines must likely to be revisited for a possible revision.

The results are interesting in several ways. First, as presented earlier, out of the 32 qualitative entries, 1 did not match in any of the sub-competencies of Teaching Methods. Second, 8 were verified as inconsistent with their corresponding quantitative ratings. Finally, 23 were found consistent with their respective ratings.

The lone qualitative entry found in Evaluation Form 5, which was under the Teaching Methods competency, did not match any of the 4 sub-competencies of the Teaching Methods (Figure 5.1, IV. Teaching Methods).

“The teacher is commended for having a Plan B when the power went off.”

(EF 5)

Since the above excerpt was not part of the 4 sub-competencies underneath Teaching Methods, the investigator proposes an additional statement, which will be coded as C4E, “The teacher taught the topic successfully even if there were unexpected issues, i.e. technical problems, power outage, etc.”. This statement should be added as part of the Teaching Methods competency because there are circumstances that power outage or technical issues might happen during the demonstration teaching of the student teachers. The following section details the findings on the verified consistent entries.

5.1.1 Findings on the consistent entries

There were 26 consistent entries, 6 for each of the Teacher's Personality (C1) and Content (C3) competencies, 5 for each of the Teaching Method (C4) and the Classroom Management (C5), 3 were Lesson Planning (C2), and 1 was Questioning Skill (C6). Excerpts from the evaluation forms are presented.

5.1.1.1 Teacher's Personality

1) "The teacher is very energetic."

(EF 1)

This qualitative entry, which was coded C1D, was under the Strength part of the evaluation form. The student teacher got an Outstanding rating, hence this entry was verified as consistent.

2) "The teacher is well-groomed and has a very strong personality."

(EF 2)

This consistent entry had Outstanding ratings for both A and C sub-competencies of the Teacher's Personality competency.

3) "The teacher's energy motivated the students to participate actively in the discussion."

(EF 5)

The quantitative rating of this entry was Outstanding in the fourth sub-competency of Teacher's Personality competency, which was verified as consistent.

- 4) “She has a very good voice. She is commended on the way she read the story. All English teachers must have this kind of well-modulated voice☺.”

(EF 9)

This was coded as C1E and rated Outstanding, thus verified as consistent. The evaluator indeed appreciated the voice of the Student Teacher 9 because of the inclusion of the smiley (☺) symbol in the entry.

- 5) “The teacher has a very professional look.”

(EF 10)

It was coded C1A and verified consistent because the student teacher’s rating was Outstanding.

- 6) “Avoid distracting mannerisms like pinching the bridge of your nose.”

(EF 22)

This entry was identified beneath the Weakness section and coded as C1B, in which Student Teacher 22 got a Fair rating that made it consistent.

5.1.1.2 Content

- 7) “The teacher is very knowledgeable about the topic. A lot of relevant ideas were included in the discussion.”

(EF 1)

- 8) “She displayed mastery of the lesson.”

(EF 2)

9) “The teacher related the subject matter to real-life situations. The students were able to share their actual experiences.”

(EF 5)

10) “The teacher is commended for giving more examples in every query of the students.”

(EF 7)

11) “The teacher answered all the questions of the students, which manifests that she displays in-depth knowledge of the subject matter.”

(EF 12)

These qualitative entries were identified in the Strength section of the evaluation forms and were rated Outstanding in their corresponding quantitative ratings, which verified as consistent.

12) “The teacher is advised to discuss the difference between Prose and Poetry as part of the topic. The students did not understand well the topic because the two major types of literature were not discussed thoroughly.”

(EF 15)

Satisfactory rating was found in the first sub-competency of Content (C3A), which was verified as consistent. This entry was located in the Recommendation section of the evaluation form’s qualitative part.

5.1.1.3 Teaching Method

13) “The teacher used different colored papers in every activity.”

(EF 1)

14) “Instructional materials helped the teacher to discuss the topic efficiently.”

(EF 7)

15) “The audio-visual aids, especially the ICT tools, motivated the students to participate actively in the discussion.”

(EF 9)

16) “Congratulations! You are an epitome of a 21st-century teacher who is well-versed at teaching using technology. Your modified Hangaroo and Plants vs Zombies computer games made your class a hi-tech ESL learning environment.”

(EF 12)

17) “The teaching styles of the teacher were very effective. They [students] enjoyed the activities.”

(EF 20)

These qualitative entries were all written in the Strength section, and their corresponding quantitative ratings were Very Satisfactory and Outstanding. They were all verified as consistent.

5.1.1.4 Classroom Management

18) “The teacher was very organized. He had room rules for the students to follow. Great classroom management.”

(EF 5)

19) “You had full control of the class. Your students were all attentive. You maintained the classroom discipline.”

(EF 8)

These entries, coded C5AB and C5B, were located in the Strength section of the qualitative part, and both were rated Outstanding.

20) “The teacher should arrange the visual aids according to their right order. She picked the wrong material (answer key) instead of the questions that made her students laugh.”

(EF 1)

21) “It would be a great idea to ask questions by saying ‘Put your hand up if you can tell me.’ rather than encouraging everyone to shout out their response. That scenario made your students noisy. Call their attention.”

(EF 4)

The ratings of these entries (C5C and C5B) that are identified in the Recommendation section were Satisfactory, thus consistent.

- 22) “You did a great job in managing the class. Your Preliminary activities like attendance, grouping, setting of standards, etc. were effective in disciplining the students.”

(EF 11)

This qualitative entry written in the Strength section corresponds to C5B in the quantitative part that had a Very Satisfactory rating.

5.1.1.5 Lesson Planning

- 23) “The objectives resembled all the activities of the lesson. Congrats!”

(EF 9)

- 24) “Lesson objectives were met.”

(EF 10)

- 25) “A well-planned lesson. The objectives were written following the subject matter, procedure, group activities, among others.”

(EF 15)

These entries were all verified as consistent because their corresponding ratings in the quantitative part were Outstanding. They were all identified in the Strength section of the qualitative part.

5.1.1.6 Questioning Skill

- 26) “Be attentive to the students’ responses to your questions. I bet most of them did not get what you wanted them to know. Ask more questions to prove their understanding.”

(EF 18)

Excerpt 37 shows that the entry was written in the Recommendation section of the qualitative part. Its rating in the C5A was Satisfactory, which is considered to be a low score in a demonstration teaching. Thus, this entry was verified as consistent. The details of the findings on the verified inconsistent entries are presented.

5.1.2 Findings on the inconsistent entries

There were 11 verified inconsistent entries, which were classified into 4 competencies. One was verified for each of the Teacher's Personality (C1) and Content (C3), 3 were identified in Teaching Methods (C4) competency, and 6 in Questioning Skills (C6) competency.

5.1.2.1 Teacher's Personality

27) "The teacher spoke in an unmodulated voice. She lacks variation of tone and volume."

(EF 13)

This entry was coded as C1E, and the evaluator gave an Outstanding rating. It was identified that the entry was written in the Weakness section, but the student teacher got an Outstanding score. Thus, it was verified as inconsistent.

5.1.2.2 Content

28) "The teacher should give more examples of lines from the poem with their rhymes and meters to guide the students in the poem scansion activity."

(EF 17)

The rating of the student teacher in C3D was Outstanding, thus this entry identified in the Recommendation section was verified inconsistent. Evaluator 17 was one of the participants during the interview, and although, it was not an easy task

to show the finding to this evaluator, the investigator was allowed to do such with their permission. When the investigator showed the entry that they wrote and its inconsistent corresponding quantitative rating in C3D, they smiled and was a little bit astonished as recorded in the investigator's field note. This response has further strengthened the finding that this entry was indeed inconsistent with the rating shown in C3D. This finding would seem to imply that carelessness in accomplishing or unfamiliarity with the evaluation form could somehow be considered as the culprits of such inconsistency.

5.1.2.3 Teaching Method

29) “The teacher relied much on reading the story from the book. Use [student teacher] instructional materials like television or projected screen in this scenario.”

(EF 5)

30) “Your teaching strategies were not appropriate for the students who are only Grade 7; [sic] too difficult for them.”

(EF 8)

These entries (C4C and C4AB) were written in the Weakness section of the qualitative part, but their ratings were verified as Outstanding. During the interview, Evaluator 5, upon realizing this result, stated that the comments must be in accordance with the ratings, and suggested that the evaluators should be very careful in accomplishing the forms, which concurs well with the purpose of the current investigation.

31) “Visual aids helped the teacher in teaching the topic. ICT tools motivated them as well.”

(EF 16)

This entry that was written in the Strength section, coded as C4C, was verified inconsistent because its rating was Satisfactory. The upshot of this finding is the possibility that a matrix (see Appendix X) that shows both the quantitative ratings and qualitative entries can at least prevent such inconsistency. The summarized quantitative ratings could somehow serve as a guide of the evaluators while accomplishing the qualitative part of the evaluation forms.

5.1.2.4 Questioning Skill

32) “It is suggested that you should ask more questions for a better understanding of the lesson. Don’t be contented in throwing one question repetitively.”

(EF 2)

33) “The teacher should give follow-up questions regarding the answer/response of the students.”

(EF 9)

34) “It would be better if you could engage your students to participate in the activity. Motivate them to accomplish the tasks actively.”

(EF 5)

35) “The teacher should employ more strategies like games, songs, etc. Avoid lecture method.”

(EF 20)

36) “The teacher must encourage the students to ask questions.”

(EF 13)

37) “The teacher’s art of questioning needs improvement. Give follow-up questions when needed.”

(EF 22)

These 6 entries were written in the Weakness and Recommendation sections of the evaluation forms, and 4 of them were marked Outstanding while 2 were Very Satisfactory. These ratings are considered high scores for the final demonstration teachings of the student teachers as stated previously. Out of the 11 qualitative entries that were verified inconsistent with their corresponding ratings, 6 or 54.5% were identified under the Questioning Skill competency. This suggests that there is a need to pay more attention to the statements or sub-competencies of Questioning Skill competency for a possible modification. Evaluators 9 and 2 in the focus group interview frankly detailed that the evaluation forms are not user-friendly. When the participants were asked on the reasons why there were identified inconsistencies between their qualitative entries and quantitative ratings, the main themes emerged were a) Teaching experience, b) Too broad statements (sub-competencies), and c) Number of demonstrators.

Thus, the results indicate that it is necessary to revise the guidelines on the selection of cooperating teachers (DepEd Order No. 3, s. 2007), which focuses on the number of teaching experience in the government secondary schools. As for the sub-competencies in the quantitative part of the evaluation forms, it is necessary to modify such statements. A revision of the sub-competencies in the quantitative part of

the evaluation form is deemed necessary by paying more attention to Questioning Skill competency since it was found that out of the 11 inconsistent entries, 6 or 54.5% was identified in this competency. However, since this is a nationwide evaluation form, the investigator will present the findings to the concerned TEI professors and student teaching supervisors, and all of them will work as one team to reword or rephrase the existing sub-competencies of the evaluation form. The revision will be shown to the TEI Dean and concerned authorities and, finally, be submitted to the Commission on Higher Education (CHED) for review. This matches well with the study of Del Vecchio and Matsuura (2016) that critically reviewed the existing evaluation form of the Teaching Internship Program of Nihon University, in which the authors identified some problems of the form, thus created a more organized observation form to be used by the cooperating teachers in evaluating the student teachers' teaching performance.

The majority of the participants also proposed that a seminar-workshop for all the concerned evaluators and cooperating teachers might be of great help regarding this issue. This is also a possible action that is taken into consideration by the investigator of the current study. Before the deployment of the student teachers to their respective cooperating schools, an orientation program is organized for them. Thus, this seminar-workshop for the concerned evaluators can also be done simultaneously. Finally, for the number of demonstrators in a day, the TEI and cooperating schools must lessen the number of student teachers who will have their final demonstration teachings in one day. In this case, a maximum of 3 demonstrators is recommended. Relative to this, Evaluator 13 stated that:

“It was not easy to observe and evaluate 5 or even 6 demonstrators in one day. There were circumstances that we [evaluators] were confused if these entries were really for [name hidden] or for the other student teachers. It was exhausting considering that we have other responsibilities in the school. I wish there will only be a lesser number this time [giggles].”

(EF 13)

Based on the experiences of the investigator as a member of the supervising committee of the student teachers, this situation indeed happened in the demonstration teaching. However, for the consideration of the Evaluator 13’s appeal, it is suggested that a break must be given to the evaluators every after a demonstration teaching for them to review, reorganize, and finalize the evaluation forms. As signposted in the interview field note, even if the investigator is not a psychologist nor has enough training to read minds, the giggles and body language, which were coined as beyond words by Denham and Onwuegbuzie, (2013), of the participant had something to depict. In the understanding of the investigator, Evaluator 13’s response and giggles coupled with body language sounded more of indirectly waking up the investigator and the concerned TEI professors to lessen the number of demonstrators in one day. Thus, the investigator designed a flowchart for the evaluators, which is presented in Figure 5.2.

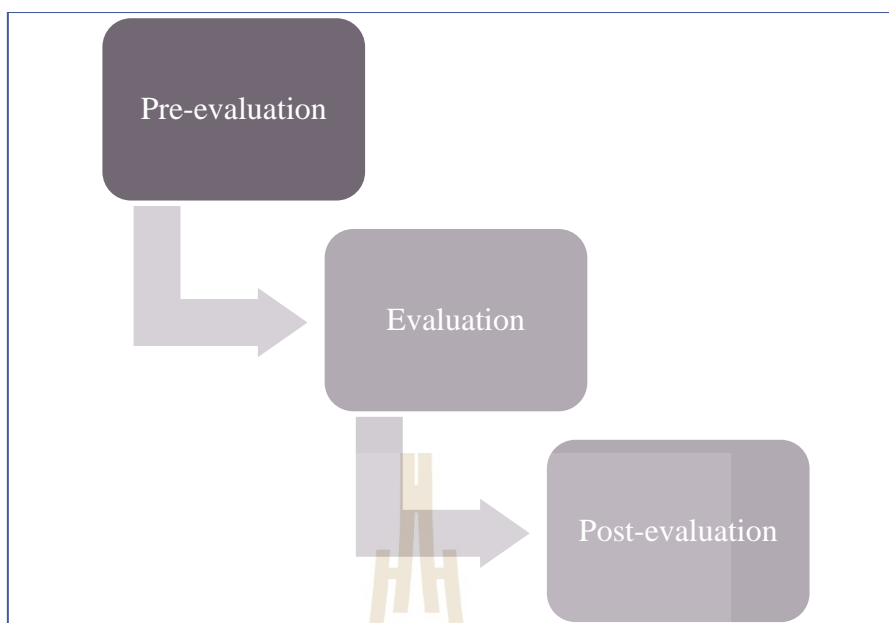


Figure 5.2 Evaluation flowchart

Figure 5.2 displays the 3 stages proposed by the investigator to somehow lessen the cases of inconsistency between the qualitative entries and their corresponding quantitative ratings of the evaluation forms. The usual practice of observing a demonstration teaching is that no pre-evaluation is done. The evaluators immediately start observing and evaluating the demonstrators. Pre-evaluation is not done because of time limitation (Evaluator 3) caused by several of demonstrators in a day (Evaluator 13), which were reported earlier. This phenomenon supports the suggestion of Evaluator 14 who stated that 3-4 demonstrators in one day are much better for them to have some rest before observing another one and to finalize the evaluation forms as well. Thus, this flowchart is designed for the evaluators who will observe 3-4 student teachers' demonstration teachings in one day.

The function of the first step, Pre-evaluation is to let the evaluators read and assess the demonstrators' lesson plans since this is included in the evaluation forms (see Appendix VI, Lesson Planning). This initial step is important so that during

the demonstration teaching, the evaluators' focus is not divided into observing the demonstrators and at the same time evaluating the detailed lesson plans that have normally 11-15 pages. Second is the Evaluation stage, where the evaluators observe the demonstration teaching of the student teachers. In this step, the main focus of the evaluators is to evaluate the performance of the demonstrators in terms of Teacher's Personality, Content, Teaching Method, Classroom Management, and Questioning Skill using the evaluation forms. Since the lesson plans are already pre-assessed in Step 1, there will be more time for the evaluators to pay attention to the demonstrators' teaching.

Finally, the Post-evaluation, where the evaluators can have ample time to review, rewrite, and finalize the evaluation forms. A matrix, as suggested by the investigator previously, that shows both the quantitative ratings and qualitative entries can also be used in this stage. The evaluators can also talk to the student teachers in this stage to share their feedback about their teaching performances. In the final stage, a break is part of it that has a goal to give a rest time for the evaluators before observing another demonstrator. The investigator included a break in this stage after considering the appeal of Evaluator 13 that evaluators need a rest time before observing another one, and the investigator as a member of the supervising committee deemed it necessary because observing more than 2 demonstrators in one day is indeed a very tough job. After this stage, the evaluators are ready to observe and evaluate another demonstrator. The possible implication of this current investigation is summarized in the next section.

The findings of the consistency between the qualitative entries and quantitative ratings of the evaluation forms have some interesting highlights. First, out of the 32 qualitative entries, 1 did not match in any of the sub-competencies of Teaching Methods. As an implication, the investigator proposes an additional statement in the

Teaching Methods competency, which is “The teacher taught the topic successfully even if there were unexpected issues, i.e. technical problems, power outage, etc.”. This statement should be added as part of the Teaching Methods competency because there are indeed circumstances that power outage or technical issues might happen during the demonstration teaching of the student teachers. This finding is only one of the many reasons that made the investigator realize that the sub-competencies in the quantitative part of the evaluation form need to be reviewed for an immediate modification or revision of such form. In the focus group interview, Evaluators 9 and 2 outspokenly argued that some of the sub-competencies in the evaluation forms are not user-friendly that made them confused.

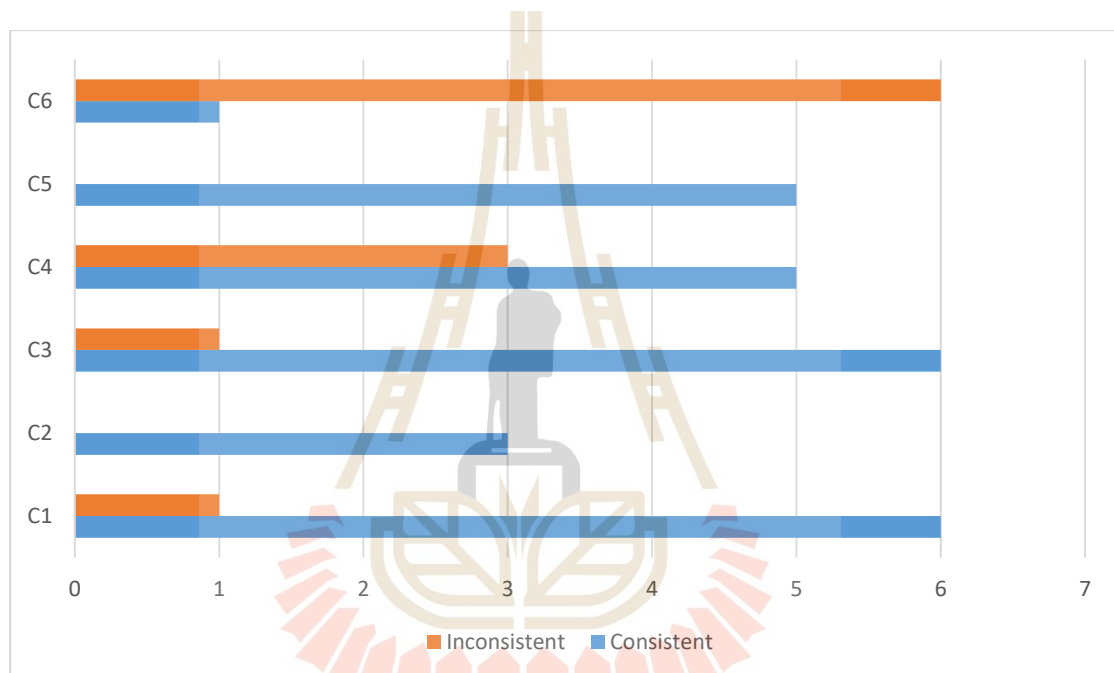
Second, 8 qualitative entries were verified as inconsistent with their corresponding quantitative ratings. This finding is surprising in the sense that the quantitative part is the first page of the evaluation form wherein the evaluator is expected to tick a rating/score that corresponds to the sub-competency. In this read-and-tick process, the evaluators are expected that they comprehend each of the sub-competencies and their corresponding ratings. Unexpectedly, there were still comments or qualitative entries written by the evaluators that were verified as inconsistent with their ratings. One best example concerning this finding is the Questioning Skill competency that had most cases of inconsistency. This could mean that there is a need to pay more attention to the statements or sub-competencies of Questioning Skill competency for a possible modification.

Third, when some of the evaluators were asked in the focus group interview about the reasons why there were identified inconsistencies between their qualitative entries and quantitative ratings, three reasons were provided, i.e. 1) teaching

experience, 2) too broad statements (sub-competencies), and 3) number of demonstrators. The investigator, as a member of this discourse community, upon realizing this finding concerning the evaluation form that has been used by the College of Teacher Education (CTE) for several years, suggests that actions must be taken into consideration in order to increase the quality of the CTE student teaching program, one of these is a review of the guidelines on the selection of a cooperating teacher stipulated in DepEd Order No. 3, s. 2007 in which the first criterion reads, “a. has at least 3 years of teaching experience;”. The findings would seem to imply that before in-service teachers would become cooperating teachers, it would be better if they must have at least 3 years of teaching experience in public/government school. Thus, the first criterion of the guidelines must be “a. has at least 3 years of teaching experience in public schools;”. The 3-year span is long enough for the in-service teachers to be apprised of their functions and responsibilities as cooperating teachers of the student interns/teachers. The results also point to the probability that the whole guidelines should likely be revisited for a possible revision. The investigator firmly believes that the findings revealed in this investigation has a big contribution not only to fill the gap of the teacher education literature but also to improve the student teaching program in the concerned discourse community. Other implications as well as realizations based on these findings are presented in the succeeding section.

5.2 Implication of the Consistency Verification Analysis of Evaluation Forms

As reported earlier, the findings could suggest possible implications regarding the cases of consistency and inconsistency between the qualitative entries and quantitative ratings of the evaluation form. For a clearer look, Figure 5.3 summarizes the comparison between the consistent and inconsistent entries found in the evaluation forms.



Legend: C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill

Figure 5.3 Comparison between the consistent and inconsistent entries

Figure 5.3 displays that if the inconsistent entries had a large number, the corresponding consistent entries would have a small number and vice versa. One best example was C6, in which there was only 1 verified consistent entry with its rating while there were 6 inconsistencies. It suggests that more attention should be given to C6 concerning the modification of its sub-competencies. On the other hand, C1 and C3 had only 1 verified inconsistent entry with their ratings compared to 6 cases of consistency,

which would seem to imply that C1 and C3 need less attention concerning the modification or rewording of their sub-competencies. The same case is also applied to C2 and C5 competencies because there were no reported cases of inconsistency. Concerning the possible modification of the sub-competencies of the quantitative part, it is recommended that a special meeting cum workshop should be organized with the TEI dean, department chairs, college supervisors and concerned cooperating teachers to discuss the findings of the study giving more emphasis on the words or phrases that need to be revised in the evaluation form. Since all TEIs in the Philippines are under the tutelage of the government's school leaders, this modification should then be sent to the concerned DepEd and CHED officials for their approval. Also, a review of the guidelines on the selection of a cooperating teacher (DepEd Order, 2007) for a possible revision and the relevant interview responses of the 9 evaluators were also considered to be part of the investigation's implication.

5.3 Summary

In this chapter, the details about the consistency verification between the qualitative entries and quantitative ratings of the 22 evaluation forms used during the final demonstration teachings of the English student teachers at the Nueva Vizcaya State University, Philippines that were compiled in their internship portfolios were revealed. Also, the focus group interview with 9 evaluators who had cases of inconsistency was also employed to offer insightful explanations to the practice of accomplishing this genre. Details on the content analysis and grammatical error analysis of the teaching journals produced by the student teachers after their final demonstration teachings are reported thoroughly in Chapter 6.

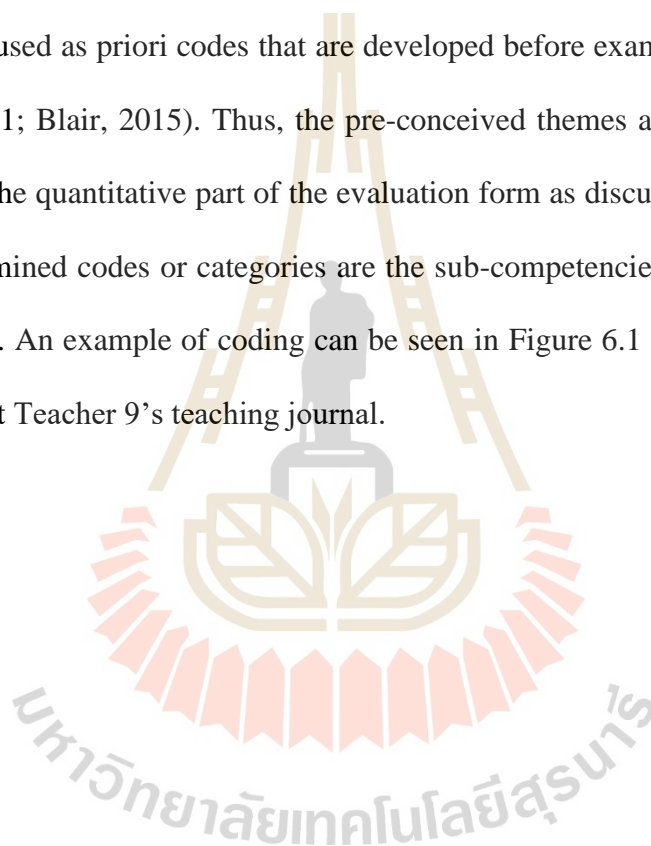
CHAPTER 6

CONTENT AND GRAMMATICAL ERROR ANALYSES OF TEACHING JOURNALS

This chapter presents the findings on the content and grammatical error analyses of the Teaching Journals or Genre 3. In this study, teaching journals are regarded as Genre 3, which is a reflective narration of teaching experiences produced by the student teachers after the demonstration teachings. The findings on the content analysis are reported first and those on the grammatical error analysis follow. Concerning the interrelationship among the three genres which to be reported in Chapter 7, only the findings on content analysis of the teaching journals are considered because the error analysis findings do not directly intertwine with the other two genres in the genre web. The inclusion of error analysis in this chapter supports the notion that a well-narrated reflection or journal requires linguistic proficiency from a writer. The intelligibility and comprehensibility of the journal depend on the language and communication skills of the writer. Moreover, if the narrations of journals are not written in acceptable English, the experiences of the students during their Teaching Internship course will not be expressed appropriately. Nonetheless, since the participants are all future English teachers and that there are grammatical errors identified in the teaching journals, the investigator included such analysis to identify the most frequent grammatical errors made by the student teachers. A number of relevant data from the focus group interview with the participants and memoranda from the DepEd and the CHED are also included to further discuss the findings of the current investigation.

6.1 Findings on the content analysis

As was discussed in Chapter 3, the content analysis is used to analyze the content of the Teaching Journals (Genre 3) produced by the BSEd-English student teachers to uncover the extent to which the student teachers reflect the expected teachers' competencies stated in the Evaluation Forms (Genre 2) following Neuman's (2011) six stages in conducting the content analysis. Concerning the coding, pre-determined themes were used as priori codes that are developed before examining the current data (Stemler, 2001; Blair, 2015). Thus, the pre-conceived themes are the 6 competencies identified in the quantitative part of the evaluation form as discussed in Chapter 5, and the pre-determined codes or categories are the sub-competencies found in each of the competencies. An example of coding can be seen in Figure 6.1 where the investigator coded Student Teacher 9's teaching journal.



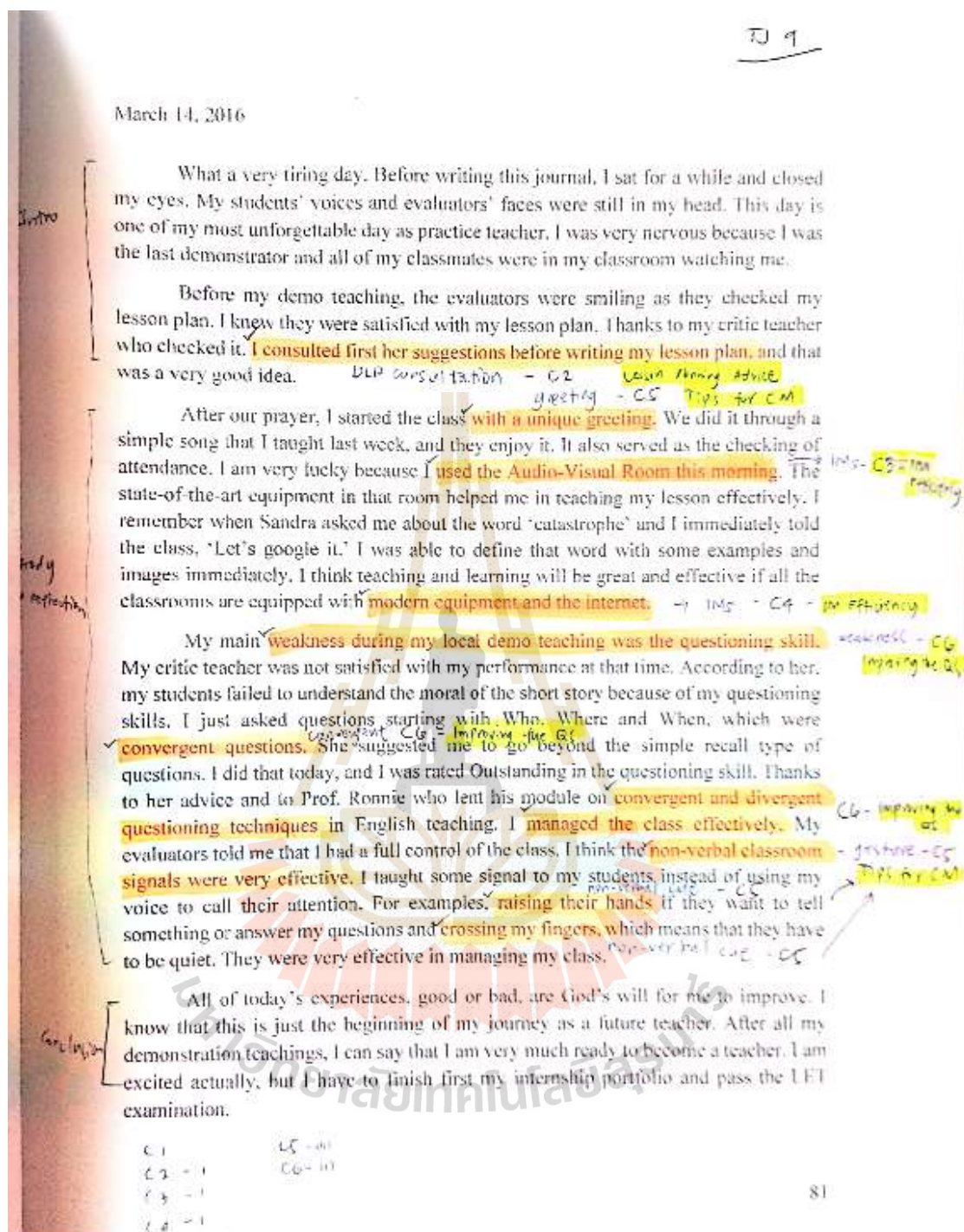


Figure 6.1 Sample of a coded teaching journal

Figure 6.1 displays the teaching journal of Student Teacher 9 with codes and themes.

An excerpt is presented next for a clearer view.

“I managed the class effectively. My evaluators told me that I had a full control of the class. I think the non-verbal classroom signals were very effective. I taught some signal [sic] to my students instead of using my voice to call their attention. All the hand signals had a corresponding meaning. For examples, raising the hands if they want to tell something or answer my questions and crossing the fingers signal, which means that they have to be quiet. They were very effective in managing my class.”

(Teaching Journal 9)

The highlighted phrases (i.e., managed the class effectively, non-verbal signals, raising the hands and crossing the fingers) were identified as priori-codes under the classroom management category. These codes were then reclassified into a generated theme, which was ‘Tips for Classroom Management’.

Pre-conceived or priori codes such as follow-up questions and lesson plan objectives were included in the sub-competencies of the evaluation form’s quantitative part. These sub-competencies were categorized following the competencies of the evaluation form’s quantitative part, which are Questioning Skill (C6) and Lesson Planning (C2). This coding method is considered as the most appropriate way of analyzing the content of the teaching journals because one of the main purposes of this investigation was to explore the interrelationship among the three genres: 1) Lesson Plans, 2) Evaluation Forms, and 3) Teaching Journals which is reported in Chapter 7. Table 6.1 summarizes the findings on the content analysis of the teaching journals.

Table 6.1 Summary of content analysis of the teaching journals

Category	Frequency (22 teaching journals)	Pre-conceived Theme	Generated Theme
professional look/well-groomed teacher	9	C1	'The Look' of a Student Teacher
taught actively	15	C1	Teaching with Enthusiasm
modulated voice	6	C1	The Voice of a Student Teacher in the ESL Classroom
well-planned lessons/objectives	11	C2	Lesson Planning Advice
in-depth knowledge/mastery of the topic or subject matter	16	C3	Subject Matter Familiarity
audio-visual teaching tools/instructional materials	10	C3	Instructional Materials Efficiency
effective teaching methods	13	C4	Tips for Classroom Management
classroom management	9	C5	
follow-up questions/art of questioning	16	C6	Improving the Questioning Skill

Legend: C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill

The 9 categories, as reported in Table 6.1, are taken from the sub-competencies of the quantitative part of the evaluation form, and these categories were based on the entries written by the evaluators in the qualitative part of the evaluation form. The pre-conceived themes are the 6 competencies of the quantitative part of the evaluation form. The results revealed that each and every single competency revealed in the Quantitative section of the evaluation form (i.e., C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill) were reflected in the teaching journals composed by the student teachers. This could

mean that the contents of the teaching journals were influenced to a great extent by the 6 competencies of the evaluation form. The student teachers narrated their teaching experiences through their teaching journals based on the evaluation form's quantitative rating and qualitative entries.

Table 6.1 shows that there were 9 identified categories. Three were classified under the Teacher's Personality theme, 2 were in Content, and 1 was identified in each of the other 4 themes. From these 6 pre-conceived themes that are revealed in the evaluation forms (see Chapter 5), 8 generated themes could provide insightful information for the student teachers, cooperating teachers and Teacher Education Institution (TEI) professors about the Teaching Internship course, which are presented next.

6.1.1 'The Look' of a Student Teacher

Nine out of the 22 student teachers shared their reflections concerning how they represented 'The Look' of being a professional teacher inside and outside the school campus. The term 'The Look', in this sense, talks about the physical appearance of the student teacher during the Teaching Internship course. Some of the student teachers reflected that they had an Outstanding score in the Teacher's Personality competency because they dressed professionally while they were having the demonstration teaching. As Student Teacher 2 stated in their teaching journal:

“My evaluators appreciated my appearance because I was well-dressed as a teacher during my final demo [sic]. I got a 1.0 score in the Teacher's Personality. Thanks to my mother who prepared my uniform and to my sister who had [sic] applied my makeup.”

(Teaching Journal 2)

The other things that were mentioned in the teaching journals that could represent 'The Look' of a student teacher during the internship process are proper hairstyle or haircut, good personal hygiene habits, avoid using backpacks, appropriate makeup, wear perfume, and always smile.

These views complement the results obtained from the focus group interview wherein the most of the interviewees stated that their professional appearance boosted their confidence to face their students and mingle with the cooperating teachers, other in-service teachers, and people in the community. As a participant responded:

"I like our internship uniform especially the coat because it helped me to stand out and be confident. I remember when I rode in a tricycle going to the school, one passenger had offered his seat to me."

(Participant 3, focus group interview)

Based on the findings from the two forms of data, it is interesting to note that a good teacher must have a good physical appearance. Physical appearance is not based on how beautiful or handsome the student teacher looks but it is more about how they carry themselves in public with proper grooming. For example, physical appearance includes clothes, shoes and also hair. In the teaching journal of Student Teacher 10, they wrote that their physical appearance gave the first impression to others. It helped them gain respect from the students and other people in the community. Thus, it is very important to the student teachers to give the best first impression to their students, and good looking student teachers in terms of grooming and proper hygiene can easily attract the students.

In the study of Westfall et al. (2016) that tested the hypothesis that students would perform significantly better on a learning task when they perceived their teacher

to be high in physical attractiveness posits that teachers with a good physical appearance engage students' participation and motivate them to perform better in their studies. Their study featured 131 students, who listened to a recorded lecture in 20 minutes. A picture of a teacher was placed on the computer as the students listened. The 69 listeners perceived that the teacher based on the picture was attractive, and 62 participants judged the teacher as unattractive. After the listening task, the participants answered a multiple choice test that was constructed based on the recorded lecture. Interestingly, the students who perceived that the teacher was attractive remembered more questions about the test than those who assumed that the teacher is not that attractive. It gives the idea that students' attention was caught easily by good-looking or attractive teachers. They conclude that teacher's physical attraction could influence the performance of the learners. This finding is consistent with the studies of some researchers (e.g., Griffin & Langlois, 2006; Wood et al., 2007; Borkeanu & Zaltauskas, 2009; Lemay et al., 2010; Lorenzo et al., 2010; Delima-Bastos & Pessoa, 2019) who conducted the same purpose of investigation and found that good physical appearance of people gets more responses or attention than unappealing ones. This might be one of the reasons why the Department of Education through DepEd Order No. 3, s. 2007 or known as Guidelines for the Deployment of Pre-Service Teachers on Experiential Learning strictly orders that the student teacher shall:

“8. project a good image as a teacher at all times by observing:

- a. Code of Ethics,
- b. proper dress code, and
- c. punctuality in all activities of the internship.”

6.1.2 Teaching with Enthusiasm

There were 15 out of the 22 teaching journals that narrated the student teachers' teaching experiences about teaching enthusiastically. Teaching with enthusiasm is the second most mentioned theme by the student teachers. This could mean that the student teachers were aware of the importance of this theme in the internship process. Most of them narrated the good experiences they had concerning this theme. Student Teacher 1 narrated:

“My teaching was very successful today. I have sustained my energy and enthusiasm, and my students were also very active. I have observed that if I lacked energy, my students would not be interested to study. My critic teacher was right about it. She told me that an effective teacher is full of energy. That was her first statement during our first meeting.”

(Teaching Journal 1)

From the excerpt, enthusiasm for teachers is generally known as among the most important and valuable attributes and characteristics teachers' success and efficiency. The third sentence could clearly signify that an enthusiastic teacher fascinates and motivates the class; inspires the learners to participate; and encourages them to explore. Therefore, teacher enthusiasm ignites students' curiosity and triggers their desire to discover new things. This finding ties well with the teaching journal of Student Teacher 19:

“Last August, I was not that confident to stand and teach in front of my students. I lacked energy, and Madam Jovelyn was not happy with my performance. I even cried when she gave me a 3.0 rating. My students [were] bored and not interested to learn. But as time went on, I changed

a lot. I think I did a great job today. I was very energetic, and my students were all active. The evidence is in my observation form. I got a 1.0 grade.”

(Teaching Journal 19)

In this extract, the student teacher reflected on how energy and enthusiasm contributed to their teaching and the students’ performance. The students, accordingly, showed a good learning engagement because the student teacher was very energetic in teaching the class. Witcher et al. (2001) conducted a study that asked student interns which characteristics encompass an efficient teacher, and enthusiasm was reported as the second most significant feature, and student-oriented ranked first. This view enthusiasm in instruction is shared by several authors across disciplines, and that the main feature in terms of teaching effectiveness turned to be enthusiasm (e.g., Patrick et al., 2000; Minor et al., 2002; Frenzel et al., 2009; Kunter et al., 2011; Keller et al., 2014; Keller et al., 2016; Taxer & Frenzel, 2018).

6.1.3 The Voice of a Student Teacher in the ESL Classroom

This theme was mentioned in 6 out of the 22 teaching journals, and it was one of the three themes identified under Teacher’s Personality. Of these 6 teaching journals, 4 narrated the importance of the voice volume in teaching in front of 40-50 students. The other 2 student teachers emphasized the pitch of a voice in teaching English. Voice volume, in this analysis, is the loudness of the student teacher’s voice in teaching the lesson. In the Philippines, the average class size is around 50 students, with a mix of boys and girls (DepEd, 2004; Lorcher, 2019), and this is one of the reasons why the student teachers found it difficult to teach with a loud voice so that all of the students could hear them as written in the teaching journal of Student Teacher 12.

Student Teacher 7 had also experienced the same issue. In his teaching journal,

it was narrated that he had 47 students during his demonstration teaching, and most of the students who were at the back could hardly hear them. As a result, the rating that was given to them in the Teacher's Personality competency of the evaluation form specifically in Sub-Competency E, "The teacher has a well-modulated voice." was only Satisfactory, which is not a good rating in the final demonstration teaching. Meanwhile, Student Teacher 5 shared a potential remedy of the aforesaid concern.

"I was very lucky because my room is equipped with speakers and a microphone. My critic teacher told me to use it because she knew that my voice is not loud enough for the number of my students. This was so timely because I have had a sore throat since last week. If I did not use the mic, I would be voiceless this time."

(Teaching Journal 5)

The extract shows a possible solution for the student teachers and in-service teachers who do not have loud voices. Most of the classrooms in Region 02, the setting of this investigation, are not equipped with speakers, and this experience shared by Student Teacher 5 could open the eyes of the DepEd officials in the region to consider this classroom upgrade. This could be of great help for both the teachers and students. The students could hear the teacher's voice even those who stay at the back of the room. This could also lessen the voice problem of the teachers who teach from 7:30 in the morning until 16:00 in the afternoon. Two doctors of medicine (Mundo & Vinco, 2018) in the Philippines conducted a study on voice problems of the government high school teachers in Bacolod City, Philippines. Most of the participants had voice problems, and the implication of this investigation is centered to the voice or vocal concerns of the participants. This study posits that voice production problems and communication skills can adversely impact quality of teaching and job satisfaction.

Thus, aside from a classroom that is equipped with sound system, a Voice Care Seminar and Workshop for Student Teachers or Voice Training Program before the conduct of the internship program is also suggested by the investigator in this current investigation. This recommendation is highly relevant considering that the student teachers are expected to speak a lot in the Teaching Internship course especially during the teaching process, and they are not fully aware of the real classroom setting in the cooperating schools where they will undergo the internship program.

In fact, in this investigation, a well-modulated voice does not necessarily mean the volume of voice while teaching. The loudness of voice has just elaborated in this section because it was brought out by 4 out of the 6 student teachers through their teaching journals as one of the main issues they experienced. Thus, 'The Voice' in this analysis, is also about how the student teachers changed their voices as far as variation, intensity, tone, and modulation while teaching the topics. It is how they articulated their words clearly, so the students could follow their instruction and would be engaged in the teaching-learning process. One example of this is presented in the following excerpt.

“...that even if I have mastered my subject matter, I would not be able to teach it effectively with a weak or poor voice. She told me that my voice has the same monotonous pitch and volume. She told me that most of my students were not listening. It was very disappointing to hear those comments, but she was right. She even told me that she wanted to be frank because she wanted me to become the best English teacher.”

(Teaching Journal 11)

Student Teacher 11 had mastery of subject matter, but that was not enough as commented by the cooperating teacher. All the words that came out from their mouth at

the same monotonous rate, tone and volume were in vain because the students were not listening. The investigator checked the topic of Student Teacher 11, and it was about a poem, Air Castles by Juan Salazar, which is a Philippine Literature topic for Grade 7 students. The investigator realized that voice modulation was indeed an important factor considering the topic of the student teacher on that day. Another point of interest is that Grade 7 students, who are 11-12 years of age, are considered as young learners. Their response in that topic, with their monotonous-voice teacher speaking in the front, was likely to be less restrained. They would do unnecessary things in the class, e.g. whispering, passing notes, yawning, and prompting the class clown to entertain them with diversionary tactics instead of listening to the teacher.

Rogerson and Dodd's (2005) study demonstrates that if teachers have got a voice where they can change, raise or lower the pitch, then clearly teaching and students' learning are more effective. Their findings highlight that if teachers are monotonous or have no inflection in their voice, the students will lose interest. The importance of teachers' voice elements in the classroom learning process was stressed in this research study. The findings of Rogerson and Dodd (2005) and the current investigation stress the importance of voice modulation in teaching, and that is the teachers are there to deliver the topics in the curriculum, but how they do it and how they present it have a big impact on learning. The teachers who present information and knowledge in an interesting and exciting way do put on a bit of a performance for the students.

However, voice modulation in teaching English might be different at a certain level of education. It is the teachers' responsibility to adjust their voice modulation toward their students depending on their levels. Thus, as teachers, they need to be acquainted with the students' level before conducting the class.

6.1.4 Lesson Planning Advice

This theme was identified in 11 out of the 22 teaching journals. The majority of the 11 teaching journals shared some tips in preparing a Detailed Lesson Plan (DLP) for the student teachers. The investigator presents these tips sequentially based on the reflective narrations of the student teachers as written in their teaching journals.

6.1.4.1 Refer to the K-12 Curriculum Guide in English

The first step is to be acquainted with the K-12 Curriculum Guide in English (DepEd, 2016). The topics to be taught are all indicated in the curriculum guide. According to the teaching journals of Student Teachers 4 and 10, they need to be aware of the content of this guide to be updated on the learning outcomes of a topic before preparing the lesson plans.

“...the curriculum guide was really very helpful in lesson planning. There are suggested activities and references for each topic. I used some of the activities. My critic teacher was also very supportive. She gave me examples of lesson plans as my guide.”

(Teaching Journal 4)

The curriculum guide serves as the basis of all the teachers in the Philippines. Aside from the topics, possible learning outcomes can also be seen. As novice teachers, this should be taken into consideration by every student teacher even before the Teaching Internship course. Thus, it is recommended that this guide should be part of the Teacher Education Institution (TEI) curriculum. It should be added as one of the lessons or topics in any Professional Education courses of the Secondary Education Program (SEP) so that the student teachers will be acquainted with the content of it even before they undergo the internship process.

6.1.4.2 Talk to the Cooperating Teachers

The student teachers mentioned the importance of one-on-one mentorship with the cooperating teachers concerning the planning of the lessons. This is important because the first one to check and sign the student teachers' lesson plans is no other than the cooperating teachers. Student Teachers 9, 12 and 15 reflected in their teaching journals that before they wrote their lesson plans, they consulted first their cooperating teachers. They asked for a possible idea from their cooperating teachers on how to produce the lesson plans. Student Teacher 15 reflected that in their last 3 lesson plans, their cooperating teacher allowed them to design the lesson plans by themselves because the cooperating teacher had trusted them already after a series of mentorship regarding lesson planning. This finding could suggest that the student teachers, as novices in the teaching career, should always inform their cooperating teachers about their plans or ideas concerning the planning of the lessons. Although the student teachers are the ones who facilitate the teaching during their internship program, it does not mean that they will have full control of the classroom management. The cooperating teachers are still the manager of the teaching process, and that they always stay in the classroom while the student teachers are teaching the topics.

6.1.4.3 Follow the DLP Format

The 5-part lesson plan policy (Objectives, Subject Matter, Procedure, Evaluation, and Assignment) mandated by CHED (2004, 2017) serves as the guide for the student teachers in producing the lesson plans. In each part, there are identified subparts to achieve the communicative goal of every part. There are three formats of a lesson plan, which are 1) the Daily Lesson Logs (DLLs) or outline format which has only keywords as a teacher's guide in teaching, 2) the semi-detailed format, and 3) the

Detailed Lesson Plans (DLPs). The first format is only for in-service teachers who are classified as seasoned teachers like cooperating teachers, headteachers, etc. Thus, the Teacher Education Institutions (TEIs) and cooperating schools do not allow the student-teachers to follow such format.

The student teachers, through their teaching journals, narrated that they were instructed by the College of Teacher Education (CTE) professors and cooperating teachers to strictly follow the 5-part lesson plan structure mandated by CHED for the student teacher. However, a concern was brought out by a majority of the student teachers. An example of this issue was narrated in the teaching journal of Student Teacher 15:

“Just like in my previous lesson planning, I had difficulty writing a detailed lesson plan for my final demonstration teaching. The format that was taught to us is incomplete. I could not hardly [sic] compose statements in each part. My critic teacher checked it four times. I used a lot of time writing a lesson plan.”

(Teaching Journal 15)

The excerpt leads to an issue that needs to be addressed immediately. This problem recurred in every batch of interns in the Secondary Education Program (SEP), and it was always encountered by the investigator as a member of the internship program’s supervising committee. The student teachers were aware of the 5-part structure of a DLP, but they had difficulty composing the statements or subparts of every main part of a DLP. Thus, the investigator proposed a DLP Framework (Pramoolsook & Magday, 2019) for the novice teachers as their reference in planning their lessons as thoroughly discussed in Chapter 4. The investigator firmly believes that understanding

and applying the proposed framework, the rhetorical patterns, and the linguistic features in lesson planning will enable novice lesson planners to organize their work effectively, which leads to increased chances of producing well-planned lessons.

6.1.4.4 Submit the DLP Draft

Student Teachers 10 and 15 reflected in their journals that a DLP draft should be given to the cooperating teachers at least 2 days before the demonstration teaching. Two days will be enough for the cooperating teachers to check and give comments on such a draft. It will also be enough for both the student teachers and cooperating teachers to let other signatories (e.g., headteachers, principals) verify the DLP. Student Teacher 15 had an experience regarding this situation:

“When I gave my lesson plan last Monday, my critic teacher smiled at me and said, ‘I remember what happened during your local demonstration teaching last month.’ I laughed loudly because at that time, she scolded me when I rushed my lesson plan. I gave my draft too late, and she had no time to check it.”

(Teaching Journal 15)

The student teachers’ DLPs are expected to be submitted to the cooperating teachers at least 2 days before every demonstration teaching to give ample time for all the signatories to evaluate them. The attention of the cooperating teachers is called by the headteachers and principals if the DLPs are not given to them within the expected date of submission. This is the main reason why the cooperating teacher of Student Teacher 15 scolded them when they submitted their DLP late. If there is a major correction of the DLPs, the cooperating teachers will return them to the student teachers for revision.

6.1.5 Subject Matter Familiarity

This theme was mentioned in 16 teaching journals. It was one of the two most mentioned themes by the student teachers. This finding shows the importance of subject matter familiarity in the demonstration teaching of the student teachers. The teaching journal of Student Teacher 5 pointed out this situation and shared some advantages if a student teacher had mastery of subject matter.

“My PowerPoint presentation went wrong, but thanks God I had a plan B. I successfully taught my topic despite that technical problem. At first, I was about to inform my evaluators to postpone my demo teaching, but when I saw my critic teacher’s gesture telling me to go on, I just did my best. I was able to teach because I was very familiar with my topic. I was commended for that.”

(Teaching Journal 5)

Interestingly, in a focus group interview with the participants, Participant 6 happened to be the same student teacher who wrote Teaching Journal 5, and she repeated the same scene when asked about their experiences while teaching in front of the students. Aside from Participant 6, Participant 5 also stated:

“I see to it that I’ve mastered my topic a day before teaching it. The textbook and other reference materials were my partners every day. It’s always in my head what happened in one of my daily teachings where my critic teacher stood up from her chair and called my attention because I was not teaching the right grammar rules. That was very disappointing, but taught me a lesson.”

(Participant 5, focus group interview)

These two forms of data from the different student teachers would seem to

imply that mastery of the subject content could help the student teachers teach the topic and share information efficiently. It is through the mastery of topic content that they are able to instill the correct communication, teamwork, critical analysis and creative abilities based on the themes' education objectives. The study of Kamamia et al. (2014), which sought to analyze to what extent topic content mastery improves the teaching quality of practice teachers during teaching practicum, posits that mastery of content helps the student teachers organize a successful sequence of teaching methods and materials in the planning of a lesson plan. Therefore, the findings suggest that the practice teachers' skill to organize certain instructional tools sequentially in preparing a lesson plan improves quality instruction during the teaching practicum. Also, considering the utmost importance of subject matter familiarity for the student teachers during the Teaching Internship course, the investigator suggests that student teachers should have subject mastery even before planning the lessons. Further, to improve quality instruction during the Teaching Internship course, student teachers must have ample time to strategize and design their lessons before entering their classrooms. Finally, the Commission on Higher Education (CHED) through the Teacher Education Institutions (TEIs) should provide continuous teaching demonstration practices for pre-service teachers as one way to enhance their mastery of subject content.

6.1.6 Instructional Materials Efficiency

Ten out of the 22 teaching journals had this theme. The majority of the teaching journals reflected the role of instructional materials in the demonstration teaching of the student teachers. Specifically, instructional materials were described in the teaching journals as tools that help the student teachers in teaching the topics. Student Teachers 3, 9, 15, 19, and 20 stated that instructional materials provided more

opportunities for both the student teachers and learners to enjoy meaningful and interesting classroom activities. As Student Teacher 15 reflected:

“I wouldn’t be able to teach my lesson without the help of my visual aids. My students enjoyed all the activities because of the learning tools that I prepared. I’ve realized the importance of visual aids in teaching. It really helped me.”

(Teaching Journal 15)

The excerpt could probably confirm the importance of instructional materials in teaching. However, one interesting point was raised by Student Teacher 19, who underscored that it is not expected that the instructional materials should take the place of the student teacher in the classroom, rather they should be suitable resources that when effectively used, could enhance students’ learning. This finding could mean that student teachers are still the most important factor in the teaching process. No matter how superb the teaching tools are, if the student teachers did not use them effectively, teaching would not be successful. Thus, the teacher, as reflected in Teaching Journal 20, is still the best instructional material because a teacher is the one who manages the classroom, and the instructional tools are only visual materials used by the teacher in teaching the topic, and that teacher’s knowledge of the topic and styles of teaching are more important (Romo & Forneas, 2010; Huumllyya, 2015).

Eight out of the 10 teaching journals that mentioned the role of instructional materials in teaching pointed out an interesting concern regarding this theme, and that is the advantages of technology-based or multimedia instructional materials in teaching English. One best excerpt to support this view is the input made by Student Teacher 9.

“I am [sic] very lucky because I used the Audio-Visual Room this morning. The state-of-the-art equipment in that room helped me in teaching my lesson effectively. I remember when Sandra asked me about the word ‘catastrophe’ and I immediately told the class, ‘Let’s google it.’ I was able to define that word with some examples and images immediately. I think teaching and learning will be great and effective if all the classrooms are equipped with modern equipment and the internet.”

(Teaching Journal 9)

The DepEd reports that 74 percent of the schools in the Philippines do not have internet especially in far-flung areas, and Region 2, the setting of this current investigation, is one of these areas. Considering the country’s geographical characteristics, there are various remote islands whose schools have difficulties in accessing education aided by internet connectivity (DepEd, 2019). This is the concern of the student teachers as revealed by Student Teacher 9 in their teaching journal.

Consequently, the DepEd launched a Global Filipino Schools (GFS) program that aims to promote 21st-century learning principles and Information and Communications Technology (ICT) integration in public schools nationwide (DepEd, 2019). The program is implemented in 218 public schools in 202 divisions across the country which benefitted 331, 241 learners and 11,666 teachers. The program package includes free internet connectivity and modern gadgets like smartboards, computers, virtual reality (VR) tools, mobile phones, laptops, tablets, among others. Partner learning institutions also receive rigorous teacher training seminars on the 21st-century learning method, ICT in the classroom, and workshop modules on responsible digital citizenship. This DepEd program, if implemented as it should be, would somehow address the concern of the student teachers as revealed by them in their teaching journals.

Furthermore, the high school students who were the learners of the student teachers in the current study should have been interviewed or investigated if ICT-based instructional materials had a positive influence on their academic achievement, and thus be considered as part of the study's limitation. Although not included in the scope, there have been several studies in the literature that prove the positive impact of ICT-based instructional materials on academic achievement and performance and increase the motivation of students (e.g., Craig & Amernic, 2009; Shapley et al., 2011; Coffey, 2012; Carbonilla-Gorra & Bhati, 2016; Monserate, 2018). Moreover, considering the advantages of ICT tools in the teaching and learning process, there are also some precautions and limitations in using ICT-based instructional materials and internet as well for both the teachers and students as suggested by several researchers (e.g., Sansone et al., 2011; Lin & Yang, 2011; Amelink et al., 2012).

However, not all student teachers were given opportunities to use classrooms equipped with modern facilities. Some of them were not allowed to use rooms with internet access and modern facilities during their demonstration teaching because the in-service teachers were using them (Teaching Journals 3 and 20). As a result, they borrowed overhead projectors from the College of Teacher Education (CTE), Nueva Vizcaya State University (NVSU), which was an exhausting task because they had to travel from NVSU to their cooperating schools with the projector (Teaching Journal 20).

Out of the findings drawn out from this theme, the following recommendations have been formulated: 1. The DepEd must provide computer facilities with internet access and other modern equipment to all the classrooms., 2. Student teachers must focus on enhancing over-all teaching effectiveness and not just rely on technology to help students learn better., 3. Student teachers should undergo advanced

computer technology training to help them enhance presentations, make use of the spreadsheet for grade computation, design activities, among others., and 4. Student teachers and their students have to be made more aware and cautious regarding issues on the internet especially that they are generally active in social-networking sites.

6.1.7 Tips for Classroom Management

This theme was identified in the 13 teaching journals that reflected on teaching methods and 9 teaching journals that narrated about classroom management. In this analysis, the investigator adopted the DepEd's perspective on classroom management and teaching methods, which are the specific activities and teaching-learning management that teachers and learners normally do in the classroom setting as stipulated on DepEd Order No. 42, s. 2016. Thus, the investigator generated Tips for Classroom Management theme, which were all based on the narrative reflections of the student teachers, to further discuss these two categories.

6.1.7.1 Start the Class with Greetings

This tip was reflected in the teaching journals of Student Teachers 3, 6, 9, 12, and 18. In a typical classroom setting, before starting any activity, the student teacher normally starts the class with a greeting. Student Teacher 12 had mentioned a very interesting way of greeting the students and how this influenced their teaching performance. Smile encourages students' engagement.

“I started my teaching with a greeting and a smile at the classroom door. My students appreciated that, and I would like to continue that strategy in the future. I noticed that when I did that, my students smiled back at me. When I observed my critic teacher in one of his teachings, this approach was the first one that I appreciate the most. He had a very unique way of catching the students' attention by just a greeting and smile.

I added a twist instead of just doing it in front of the students, I did the greeting at the door, and my students enjoyed it.”

(Teaching Journal 12)

This extract signifies the importance of greeting the students first before teaching any lesson, and Student Teacher 12 had shared another way of greeting the students and that was doing it at the door before they enter. Cook et al. (2018) conducted an experimental research of the Positive Greetings at the Door (PGD) approach to enhance the learning behavior of middle school learners. The findings showed that the PGD approach achieved significant changes on the academic performance of the learners and at the same time it reduced disruptive learning attitude of the learners. Another study of Allday and Pakurar (2007) which posits that a simple intervention like greeting a learner at the door with their name can increase students' behavior and boost their confidence as well. The findings of this investigation and results reported in some related studies coupled with the investigator's practical experience suggest that students are more involved and responsive in classrooms when they feel that they have such a good relationship with their teacher. A simple yet motivational way to facilitate this classroom management is greeting them at the entrance door or in front of the classroom in an optimistic and unique way. Thus, the investigator proposes that the pre-service teachers should have this classroom management skill and they should know how to facilitate it in various ways as part of the preliminary activities of the lesson.

6.1.7.2 Use Hand Signals and Posters

Student Teachers 5, 7, 9 and 11 narrated their experiences in using gestures specifically hand signals in the demonstration teaching. The hand signals used by some of the student teachers are:

1. Closing palm. This signal was used by Student Teacher 7, and its function is to let the students close their mouths or stop talking.
2. Raising hand. Student Teacher 5 used this signal to inform the students that they need to participate or recite in the class.
3. Twinkling eye. The purpose of this signal, according to Student Teacher 5, is the one whom this twinkling eye points with needs to help a student who does not know the answer to a question or activity.
4. Crossed fingers. Student Teacher 9 used this non-verbal classroom cue to signal the students that they need to keep quiet. This student teacher mentioned in their teaching journal that this signal was much better and more effective than using their voice.

Moreover, Student Teacher 11 had another way of managing the students using non-verbal classroom management, and that was through the use of posters. A picture on a placard would mean a message that a student wanted to tell (i.e., number 1 means toilet, number 2 for water, question mark for a student who has a query, among others).

“...my hand signals were very helpful in managing the class. I got an Outstanding rating in the classroom management because of these hand signals. My students’ attention was evident and they participated actively.”

(Teaching Journal 11)

The extract is only one of the pieces of evidence that hand signals helped the student teachers in managing the class during the demonstration teaching. Student Teacher 9 also stated that when their students raised their hands to answer questions or give them a signal, they would know exactly what their students needed. They simply nodded or shook Their head while discussing or teaching. As shown in the data, the student teachers had their unique ways of using hand signals according to their functions. This suggests that hand signals could vary based on their purposes during the demonstration teaching. Thus, the findings of this analysis do not impose any rules to follow concerning the hand signals and their purposes. The student teachers are free to conceptualize their own signals as the needs arise.

6.1.7.3 Set a Timer

Giving students a clear idea of when they will move on to the next activity can really help (Teaching Journal 13). Majority of the teaching journals that narrated this tip shared that using a timer was an effective classroom management technique. Student Teacher 7 stated in the teaching journal that they used the timer application of their mobile phone, and it would ring if they needed to proceed to the next planned activity. Time management was considered to be one of the most significant things to remember by every student teacher during the demonstration teaching (Teaching Journal 13). During the focus group interview, when the interviewees were asked about their memorable experiences during the internship program, one of the participants stated:

“The most unforgettable experience that I’ve had was when my critic [teacher] told me to stop teaching because time was over. I cried in front of my students. I couldn’t do anything about it because the next teacher was waiting in the corridor.

I even thought of quitting the practicum. That's why in my next demo teaching, I brought a mini timer and put in on top of my table, and that worked.”

(Participant 3, focus group interview)

This experience of Participant 3 could attest to the truthfulness of the reflective narrations of the student teachers presented earlier concerning the importance of time management in the demonstration teaching. Participant 3 offered a very relevant idea on how to cope with this issue, which was presented in the last part of his interview response. Thus, for the novice teachers, it is imperative to put in mind the importance of setting a time in every activity.

6.1.7.4 Assign Classroom Seating

Teaching Journal 1 reflected that students are more likely to be naughty in the class when they select their seats than when teachers arranged their seats. After all, they would almost certainly pick seats beside their friends and do unnecessary things like playing while the class is going on. One interesting idea regarding seating arrangement was pointed out in Teaching Journal 8, and that is seating arrangement varies according to the designed activities prepared by the student teachers. This finding corresponds to Wong and Wong's idea (2009) that the effective teacher utilizes a variety of seating arrangements that are determined based on what the teacher wants the students to accomplish. Several recent research studies on seating arrangement inside the classroom have also been conducted which posit that teachers should apply various seating arrangements that work best for the students' need (Fernandes et al., 2011; Harvey & Kenyon, 2013; Supratman, 2015; Rands & Gansemer-Topf, 2017; Suparsih, 2017).

6.1.8 Improving the Questioning Skill

This theme was mentioned in 16 out of the 22 teaching journals and was one of the two most mentioned categories in the data. This number of teaching journals that talked about this theme could mean that questioning is a very imperative skill of every student teacher. The majority of the teaching journals reflected that the student teachers had difficulty in asking follow-up questions, which were not indicated in their lesson plans (Teaching Journals 2, 5, 9, 11, 17 and 21). This situation made them wordless and clueless in front of the students. They knew the guide questions because these were part of the lesson plans, but when they wanted to ask more related questions, they could hardly conceptualize immediately (Teaching Journals 3 and 9).

There were two types of questioning based on the teaching journals of Student Teachers 5, 9 and 21. Generally, convergent questions have a simple correct answer that is easy to recall (Teaching Journal 9). These are also known as closed-ended questions (Teaching Journal 5) because the responses are not expected to modify the original idea. Conversely, divergent or open-ended questions are answered through critical thinking or in-depth analysis (Teaching Journals 9 and 21). According to Cakir and Cengiz (2016), a convergent question requires a low-level answer like a simple question that requires a simple recall of information; while a divergent question requires a more sophisticated response that needs a thorough analysis of the question. This finding, therefore, suggests that one example to improve the questioning skills of the pre-service teachers is to apply the two types of questioning, which are the divergent and convergent questioning skills. These two types of questions could also address the concerns of Student Teachers 3 and 10 where they narrated that they were confused about what questions would they ask the students. Teaching Journal 9 stated:

“My main weakness during my local demo teaching was the questioning skill. My critic teacher was not satisfied with my performance at that time. According to her, my students failed to understand the moral of the short story because of my questioning skills. I just asked questions starting with Who, Where and When, which were convergent questions. She suggested me to go beyond the simple recall type of questions. I did that today, and I was rated Outstanding in the questioning skill. Thanks to her advice and to Prof. Ronnie who lent his module on convergent and divergent questioning techniques in English teaching.”

(Teaching Journal 9)

Considering this extract from Teaching Journal 9 and concerns of the other student teachers, the investigator recommended that the TEI professors should integrate the questioning techniques in teaching English in their Teaching Strategy courses or Speaking courses, which are taught before the Teaching Internship course. One of the specific pedagogical implications of this finding is mastery of the two types of questions, which are convergent and divergent. The inclusion of questioning drills and exercises into the English courses could somewhat improve the questioning skills of the education students, and they would be ready even before they undergo the internship process. The generated themes from the content analysis findings of the Teaching Journals, which is Genre 3 in this investigation, take part in the interrelationship exploration alongside the consistency verification findings of the Evaluation Forms or Genre 2 and the move confirmation and teaching strategies identification findings of the Lesson Plans, which is Genre 1. Such interrelationship will be reported in Chapter 7. The next section presents the findings on the grammatical errors made by the student teachers in the teaching journals.

6.2 Findings on the grammatical errors

Although this analysis is not included in the genre web analysis in this investigation, it is perceived to be very relevant not only for the student teachers who are would-be English teachers but also for its role in each of the genres packaged in the internship portfolio. Language intelligibility, proficiency and accuracy are needed in producing or reflecting the contents of the interrelated genres. Several researchers in the existing literature (e.g., Singh et al., 2007; Hourani, 2008; Darus & Subramaniam, 2009; Mali & Yulia, 2012; Ulla, 2016a) have proven the importance of error analysis in the production of written discourses, and they claim that a clear understanding of the grammar rules can help them write or compose any text logically and comprehensibly. This is the main rationale of the inclusion of grammatical error analysis in this investigation because its role is crucial for production of the genres packaged in the internship portfolio.

The common grammatical errors made by the student teachers in the teaching journals are identified following Ellis and Barkhuizen's (2005) steps, which are (a) collection of a sample of learner language, (b) identification of errors, (c) description of errors, (d) explanation of errors, and (e) evaluation of errors. The eight parts of the speech were used by the investigator as the grammatical categories in analyzing the errors made by the student teachers. The analysis focuses on the grammatical; therefore, errors concerning organization and mechanics are disregarded. The analysis is done across the five batches to be able to identify the common grammatical errors made by the student teachers. Figure 6.2 displays the first page of Student Teacher 5's teaching journal that shows how the grammatical error analysis was done

really did her part as my cooperating teacher. Yes, she's right. I should prepare all the needed instructional materials for that day. At least, I have still two more days to prepare. So, fingers crossed. God, please help me on Monday.

March 14, 2016

What a day! I started the day with a prayer. I was very nervous. I couldn't walk easily. I felt the tense in every step I took. I went to the river near to my boarding house to get some fresh air and to be able to reduce my anxiety. But, that didn't help me much. So, I went back to my room and prepared all the needed materials for my final demonstration teaching. I was surprised that the observation forms **are** not yet prepared. So, I rushed to Copycats' Xerox Center to photocopy the said forms. I packed my things and went to school. I was so lucky because my brother was there to help me because **I can** hardly walk.

While I was preparing my instructional materials, my knees were trembling just like during my local demo. Madam Ofel called my attention and whispered "You can do it. Good luck and we believe you can perform better than your local demo". Whew! They really expected a better performance than my local demo. Before **I began**, I noticed that my metacards were not **on** my bag. So, I started my teaching. Actually, in the Prayer, I called Jessica instead of Joyce as listed in my LP. **I'm** really nervous. I refreshed my mind and tried to be at ease while we were praying. In the motivation part, I regained my confidence because I observed that my students enjoyed my strategy, Wordscapes. I was very happy because I caught their attention using a powerpoint presentation, and that made me run the preliminary smoothly. I also used various activities that really helped me

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Error 2
Verb Category
- Verb Tense

Error 1
Verb Category
- Verb Tense
- Past Form of Verb
-[were]

Error 3
Verb Category
- Verb Tense
- Past Form of Verb
-[began]

Error 4
Preposition Category
- misuse of preposition
-[in]

Error 5
Verb Category
- Verb Tense
- Past Form of Verb
-[was]

Figure 6.2 Grammatical error analysis

The sample presents the five steps of error analysis as suggested by Ellis and Barkhuizen (2005) which are (a) collection of a sample of learner language, (b) identification of errors, (c) description of errors, (d) explanation of errors, and (e) evaluation of errors. An excerpt from the journal is presented for a clearer view, which shows the five steps.

Step 1 { “Before I **begun**, I noticed that my metacards were not **on** my bag. So, I called one of my students to get these cards in our office. Then, I started my teaching. Actually, in the Prayer, I called Jessica instead of Joyce as listed in my LP. **I’m** really nervous.”

Step 1 is the teaching journal as the main data to analyze. Step 2 is the identification of errors, which were highlighted. Step 3 is the description of the error, the word ‘begun’, which fell under the verb tense error. Step 4 is the explanation of errors where the word ‘begun’ was not the correct simple past form of the verb ‘begin’ but the past participle of it. Step 5 is the evaluation of errors, which was done through the correction of the error. In the example, ‘begun’ should be ‘began’ because the context of that reflection talks about the experiences of the student teacher in their demonstration teaching. Thus, the context suggests that the verb should be in the simple past form, which is ‘began’. The summary of the grammatical errors made by the student teachers in producing the teaching journals is presented in Table 6.2.

Table 6.2 Summary of grammatical errors in the teaching journals

Category	B 2014 (N=4)		B 2015 (N=4)		B 2016 (N=4)		B 2017 (N=4)		B 2018 (N=6)		Total (N=22)	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
verb	23	21.70	18	13.53	22	20.00	27	19.57	38	21.47	123	18.52
subject & verb agreement	29	27.36	36	27.07	17	15.45	41	29.71	52	29.38	180	27.11
adjective	5	4.72	9	6.77	7	6.36	8	5.80	15	8.47	44	6.63
adverb	2	1.89	9	6.77	11	10.00	13	9.42	13	7.34	48	7.23
article	4	3.77	7	5.26	12	10.91	7	5.07	11	6.21	41	6.17
conjunction	11	10.38	14	10.53	9	8.18	8	5.80	19	10.73	61	9.19
preposition	23	21.70	29	21.80	17	15.45	21	15.22	21	11.86	111	16.72
pronoun	9	8.49	11	8.27	15	13.64	13	9.42	8	4.52	56	8.43
Total	106		133		110		138		177		664	

Total number of words: 5,520

In the pilot study, the investigator included noun as one of the grammatical categories but the inter-rater who is a Native English Speaker (NES) dropped this category and the subject-verb agreement category was added instead. When the investigator asked the rater about it, he further explained that the noun category can be part of the subject and verb agreement. The total grammatical errors made by the student teachers in writing the teaching journals were 664 (8.31%) out of 5,520 total number of words. Since the purpose of this analysis is to identify the most frequent grammatical error categories made by the student teachers across the five batches, the number of errors in each category was recorded (e.g., subject and verb agreement-29 errors). Then, to get its percentage, 29 was divided to the total number of errors across the categories (106), which resulted to 27.36%. The most remarkable result that emerged from the data is the top three most common grammatical errors made by the student teachers were 1) the subject and verb agreement category that had 180 errors or 27.11%, 2) the verb category that had 123 or 18.52%, and 3) the preposition that had 111 or 16.72%. The conjunction category had 61 or 9.19%, pronoun had 56 or 8.43%, adverb had 48 or 7.23%, adjective had 44 or 6.63%, and article had 41 or 6.17%. Examples of the excerpts that have identified errors are provided following the sequence of the categories according to their ranks. The corrections made are only suggestions.

- 1) *One* of the instructional materials that I prepared *were* not used in my demo.

(Teaching Journal 3)

Correction: *One* of the instructional materials that I prepared *was* not used in my demo.

- 2) To my dismay, I asked my students if they *have* taken their breakfast because they...

(Teaching Journal 8)

Correction: To my dismay, I asked my students if they *had* taken their breakfast because they...

- 3) I left it *in* top of my desk but...

(Teaching Journal 17)

Correction: I left it *on* top of my desk but...

- 4) “I did all the means to motivate them *and* they did not participate in...”

(Teaching Journal 3)

Correction: I did all the means to motivate them, *but* they did not participate in...

- 5) “...the other cooperating teachers and *myself* will be having a tour in Baler.”

(Teaching Journal 12)

Correction: ...the other cooperating teachers and *I* will be having a tour in Baler.

- 6) “They were *so much* noisy during the enrichment activity.”

(Teaching Journal 2)

Correction: They were *very* noisy during the enrichment activity.

- 7) “My cooperating teacher told me that of all my teaching techniques, the Blue’s Clues game was *the good one*.”

(Teaching Journal 19)

Correction: My cooperating teacher told me that of all my teaching techniques, the Blue’s Clues game was the *best*.

- 8) “...to fix my laptop. He was my lucky charm in *a* class.”

(Teaching Journal 21)

Correction: ...to fix my laptop. He was my lucky charm in *the* class.

6.2.1 Findings on the common grammatical errors

To find out the common grammatical errors made by the student teachers in producing the teaching journals across the five batches, the top 3 grammatical error categories in each batch are discussed. Table 6.2 shows that the common grammatical error categories across five batches were subject and verb agreement, verb, and preposition. The rank order of the most common error categories was almost the same, subject and verb agreement, verb, and preposition, except for the Batch 2015 wherein preposition ranked second and verb was third. This finding points out that the three most common errors made by the student teachers were subject and verb agreement, verb, and preposition. This indicates that the grammar instruction should focus more on these three grammatical categories especially the subject and verb agreement that had 180 errors or 27.11% and ranked first across the five batches, but it does not mean that the other grammatical categories are totally taken for granted.

Taken up together, this study shows that errors in the use of subject-verb agreement by the student teachers are a matter of serious concern for the ESL professors. It is very important because the student teachers are soon to be English teachers in the future. The ESL professors should address this concern through immediate instruction to the next batches of education students so that the chain of these common grammatical errors will be broken. Moreover, the BSEd-English students should be provided ample exposure to language so that they learn the subject-verb agreement in different contexts. Also, there is an immediate need to re-evaluate the teacher's proficiency in English, and efforts should be made to train teachers' pedagogical skills while teaching English in the Philippines' teacher education program. Also, research should be encouraged in the area of grammatical error, so that extra attention may be paid in teaching problematic

areas of grammar lessons like the subject-verb agreement, which was revealed as the most common grammatical error category in this investigation.

One interesting upshot of the findings in this investigation, and probably a surprising outcome, is that the investigator came up with a set of generated themes from an in-depth content analysis of the teaching journal contents that could contribute to the main goal of this dissertation, which is to increase the quality of the practicum program offered in a discourse community where they belong as a member of the supervising committee. Furthermore, the findings on the grammatical error and content analyses could contribute to well-organized teaching journals. If the student teachers are aware of the generated themes that can emerge from the reflective narrations, they can compose well-reflected teaching journals. This could be realized when the findings of this investigation will be shared to the next student teachers. The themes will serve as their framework to narrate their teaching experiences. Through the awareness of these content analysis findings coupled with the 3-part structure of a teaching journal as the rhetorical framework, they could be able to produce well-narrated teaching journals. Another interesting point is that well-reflected journals must have a smooth flow of narrations for the readers to comprehend the meanings without much difficulty, and that could be realized if the journals were free of any grammatical errors or have as little as possible. The investigator firmly believes that clear, consistent and carefully written journals will draw the appropriate attention of the evaluators, gain a lot of praise for the writers and create a striking first impression that many English pre-service teachers as budding writers seek. An error-free teaching journal could increase the readability of the content that the student teachers offer, which could result in a high score in teaching journals. Therefore, these findings could suggest that the ESL professors in a Teacher

Education Program (TEP) must focus their grammar lessons on the misinformation category, which is any wrong form of certain morphemes or structures, in teaching the subject and verb agreement so that the student teachers could greatly increase the readability of their writing and properly convey the contents or meanings of their teaching journals. More implications are presented in the next section.

6.3 Implications

6.3.1 Content Analysis Findings

The implication of this investigation is anchored on Neuendorf's (2002) content analysis principle in which this analysis is a research instrument used to describe the occurrence of words, ideas, or themes within the qualitative data (i.e., text like the teaching journals). Using content analysis, researchers can analyze textually and contextually the meanings and relationships of any linguistic features. Thus, the inferences embedded within the texts of this investigation were reported through the eight generated themes based on the pre-conceived codes and categories: 1) 'The Look' of a Student Teacher, 2) Teaching with Enthusiasm, 3) The Voice of a Student Teacher in the ESL Classroom, 4) Lesson Planning Advice, 5) Subject Matter Familiarity, 6) Instructional Materials Efficiency, 7) Tips for Classroom Management, and 8) Improving the Questioning Skill. In each of the themes, there are recommended pedagogical implications as discussed thoroughly in the previous section.

The investigator recommends that a module that has 8 units must be prepared for all the education students of the Bachelor of Secondary Education (BSEd)-English. This module must be validated and approved by the concerned TEI officials before using it as part of the instructional materials for pre-service teachers. The 8 units of this

module are the generated themes of the current investigation. The TEI English professors should use and teach this module as part of the Professional Education courses, which are offered before the Teaching Internship course, with a hope that it could somehow give suggestions and comments for the students before they undergo the internship program. The first-hand narrative experiences of the student teachers across the five batches could lead the next student teachers into reflections and realizations concerning the Teaching Internship course. Copies of the said module should also be given to the cooperating teachers and members of the student teachers' supervising team.

Aside from the module for pre-service teachers, another program is proposed and that is a Voice Care Seminar and Workshop or Voice Training Program for Student Teachers. It aims to share insightful information about why student teachers or in-service teachers are at risk of having voice issues, and share some routines that they can follow to avoid vocal strain. This workshop will be properly coordinated with DepEd and CHED officials. Voice experts (e.g., speech-language pathologist, otolaryngologist, voice coach, among others) from other agencies will be invited to spearhead the seminar and workshop, and a program plan regarding this seminar and workshop will be designed with the presence of the concerned TEI supervisors and cooperating teachers.

In addition, to enhance the teaching skills (e.g., subject matter familiarity, classroom management, questioning skill, use of instructional materials, lesson planning, among others) of the pre-service teachers, a continuous demonstration teaching practices should also be done by all the BSEd-English students inside the classroom. The TEI professors will serve as the evaluators and act as the cooperating teachers of the demonstrators, and the other students will be considered as the demonstrators'

students. The investigator analyzed the course descriptions of all the major courses offered in the BSEd-English program as stipulated on CHED Memorandum Order No. 75, s. 2017 and found that there are 3 courses where the students may have the English demonstration teaching practices, which are 1) EL 107: Teaching and Assessment of the Macro Skills, 2) EL 106: Teaching and Assessment of the Literature Studies, and 3) EL 108: Teaching and Assessment of the Grammar.

6.3.2 Grammatical Error Analysis Findings

The pedagogical implications of this analysis were anchored within the perspective of Corder (1976) on Error Analysis (EA), which is EA is significant of three things, first to the teachers, in that it tells them if they undertake a systematic analysis, how far towards that goal the learners have progressed and, consequently, what remains for them to learn. Second, it provides the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third, it is indispensable to the learners themselves because teachers can regard the making of errors as a device the learner uses to learn. With this in mind, the investigator quoted, “The occurrence of errors is merely signs of the present inadequacy of our teaching methods” (Corder 1976, p. 163).

Thus, in this analysis, the investigator recommended that the ESL professors in a TEI should focus their grammar instruction on the three grammatical error categories: 1) subject and verb agreement, 2) the verb, and 3) the preposition. However, it does not mean that the other grammatical categories will be taken for granted.

A Remedial Instruction in Grammar (RIG) program is proposed by the investigator to help the BSEd-English students, who will become English teachers in the future, improve their English grammar. The RIG program has 3 courses: RIG 1 for

freshmen, RIG 2 for sophomores, and RIG 3 for juniors. The students should be able to complete 51 hours of attendance and should have at least 160 points out of the 200 items (at least 80%) in the examination at the end of each course to qualify for the retention policy of the BSEd-English program. The items in the examination will be constructed by all the TEI English professors with the approval of the concerned TEI officials. The students will not be allowed to register the RIG 2 course if they do not meet the expected requirements of RIG 1. The RIG 1 is a pre-requisite of RIG 2, which is also a pre-requisite course of RIG 3. The students should pass all the 3 courses before they will be allowed to undergo the internship program, which will be part of the retention policy of the BSEd-English program. A course outline of the RIG program will be presented to the concerned TEI officials for their validation and approval before its implementation.

6.4 Summary

In this chapter, the details about the content and grammatical error analyses of the 22 teaching journals of the Bachelor of Secondary Education (BSEd)-English student teachers at the Nueva Vizcaya State University, Philippines that were compiled in the internship portfolios were revealed. Also, relevant interview data from the focus group interview with the participants, excerpts from DepEd and CHED memoranda and extracts from the teaching journals were employed to further explain the findings of the content and error analyses. Details on the interrelationship among the three genres i.e., Lesson Plans (Genre 1), Evaluation Forms (Genre 2), and Teaching Journals (Genre 3) produced by the BSED-English student teachers, cooperating teachers and college supervisors are reported thoroughly in Chapter 7.

CHAPTER 7

INTERTEXTUAL ANALYSIS OF THE LESSON PLANS, EVALUATION FORMS AND TEACHING JOURNALS

This chapter presents the findings on the intertextual analysis of the three intertwined genres, i.e. Lesson Plans (Genre 1), Evaluation Forms (Genre 2) and Teaching Journals (Genre 3) packaged in the internship portfolios of the Bachelor of Secondary Education (BSEd)-English pre-service teachers. As discussed in Chapter 3, the findings on the grammatical error analysis made by the student teachers in writing the teaching journals are not included in the intertextual analysis because intertextual analysis is focused on the embedded meanings from the three genres, which leads to the discovery of 'genre web'. Thus, only the content analysis findings of the teaching journals are part of the intertextual analysis presented in the next section.

7.1 Findings on the intertextual analysis among the three genres

The intertextual analysis is used to analyze the intertextuality of the three genres, which was inspired by Kristeva's (1980) perspective on intertextuality: "any text is constructed of a mosaic of quotations; any text is the absorption and transformation of another" (p.66) and Bakhtin's (1981) view that "each word (text) is an intersection of other words (texts) where at least one other word (text) can be read" (p.65). Thus, Bazerman's (2004) procedures on intertextual analysis was employed as the point of

departure to uncover the meanings embedded in the interrelationship among the three genres packaged in the internship portfolios of the pre-service English teachers, which in turn, led the investigator to propose a novel method in analyzing interrelated genres in a genre web: the Intertextual Genre Web Analysis (IGWA). The method on how the generated themes were drawn from the interrelationship findings among the three genres is elaborated in the discussion of the sub-sections, which will be presented later. As stated in Chapter 3 that the last step of Bazerman's (2004) intertextuality analysis is "interpret the intertextuality, that is, make comments on how or for what purpose the intertextual element is being used in the text", the investigator's discussion was focused on the qualities of an English student teacher and evaluator/cooperating teacher as the analysis boundary of the generated theme. The analysis also follows the concept of Kristeva (1980) on intertextuality that it does not necessarily pay attention to the words or phrases used in the texts/genres but it focuses more on the meanings and themes embedded in the texts. Furthermore, the grammatical error findings are not included in this section because the intertextual analysis only requires the contents or meanings that were drawn in the three genres not the grammar rules. Table 7.1 summarizes the findings on the intertextual analysis among the three genres.

Table 7.1 Summary of the intertextual analysis among the three genres

Corpus	Findings			Interrelationship	Generated Theme
	DLP	EF	TJ		
2, 8, 9, 11, 12, 15, 19, 20	Well-planned DLP	Outstanding ratings in Lesson Planning Competency	More detailed reflective narrations	A well-planned DLP would have an outstanding EF rating and a more detailed TJ.	Preparing well-organized DLP
1, 2, 7, 9, 10, 11, 14, 15, 22	A more organized lesson plan for the next lesson	Consistency between the qualitative entries and quantitative ratings	A smooth flow of narrations and an accurate reflection	A consistent qualitative entry and quantitative rating would yield more detailed planning for the next class and a good journal writing.	Completing the EF
1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 20, 22	Teaching strategies	Contents were based on the DLP's teaching strategies	Contents of the reflection were based on the EF and DLP's teaching strategies	The TJ's content is the output of DLP's teaching strategies and EF's qualitative entries and quantitative ratings.	Composing the TJ

Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal

Table 7.1 shows that there were three generated themes based on the intertextuality findings of the three intertwined genres. The summary only shows the main findings of the interrelationship, and the sub-findings in each of the three themes are included in the discussion below. The reason why the investigator only displayed the three main findings in Table 7.1 is to avoid confusion on the part of the readers. Hence, the sub-findings are included in discussing each of the three main findings, and they would be easily comprehended if presented in paragraphs. The three generated themes based on the intertextual analysis are:

7.1.1 Preparing Well-organized Detailed Lesson Plan

This generated theme was established on the first interrelationship finding that a well-planned DLP would have an outstanding EF rating and a more detailed TJ. The sub-findings of this interrelationship are discussed into two sub-sections, which are

presented next.

7.1.1.1 A well-organized lesson plan has an outstanding EF rating.

A well-organized lesson plan must have at least a 1.25 rating in the following sub-competencies (Appendix VI, Lesson Planning Competency):

A. The lesson plan is well prepared.

B. There is congruence between:

1. Objective and subject matter
2. Objective and teaching procedure
3. Objective and formative test
4. Objective and assignment

Table 7.1 shows that the Lesson Planning Competency of the DLPs of Student Teachers 2, 8, 9, 11, 12, 15, 19, and 20 were all rated ‘outstanding’ by the evaluators. Hence, it is safe to say that these student teachers had written well-organized DLPs. The findings suggest that the student teachers must produce a well-written DLP following the 5-part structure mandated by CHED and to have an ‘outstanding’ rating, the student teachers must also consider the communicative functions of the sub-competencies underneath the Lesson Planning Competency. To explain this finding, Student Teacher 9’s case is used as an example where they got an ‘outstanding’ overall rating in the Lesson Planning Competency. All the sub-competencies were rated 1.0, which is an ‘outstanding’ score. It was even identified as one of Evaluator 9’s qualitative entries in the evaluation form, i.e. “The objectives resembled all the activities of the lesson. Congrats!”

Another similar situation was identified in the evaluation form of Student Teacher 15, who also got an ‘outstanding’ rating in the Lesson Planning Competency. The evaluator noted down in the qualitative entry a strength of the DLP, i.e. “A well-planned lesson. The objectives were written following the subject matter, procedure, group activities, among others.” Thus, the results suggest that the student teacher must see to it that the DLP follows the 5-part structure imposed by CHED and the teaching strategies coincide with the statements or sub-competencies of the EF’s Quantitative section. The following sub-section is another relationship that demonstrates the interrelationship of the three genres.

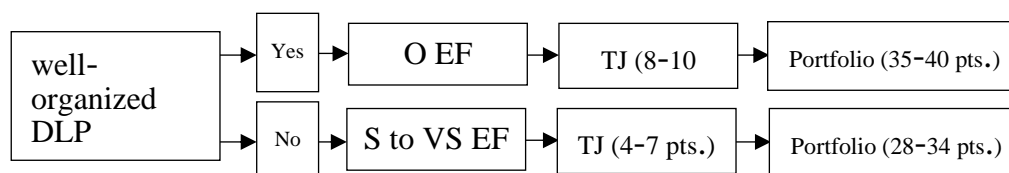
7.1.1.2 A well-organized DLP has a more detailed TJ.

A more detailed TJ in this investigation is a journal that follows not only the 3-part structure instructed by the Teacher Education Institution (TEI), i.e. 1) Introduction, 2) Body, and 3) Conclusion but also the organization of a well-prepared DLP. It was reported earlier that a well-organized DLP must have an ‘outstanding’ score in the Lesson Planning Competency of the EF. Also, a more detailed TJ is a journal that is concise and must be comprehended by the supervising professors, the ones who check the genres in the internship portfolio. Thus, this TJ, like the well-organized DLP, should also have a high score to be regarded as a well-written journal. The investigator borrowed the class records of some of the supervising professors to validate, as a form of triangulation, the scores of the student teachers’ internship portfolios, which has 40% in the Teaching Internship course (CMO, 2004). The

distribution of marks of the internship portfolio is 5 for Lesson Plans, 5 for Evaluation Forms, 10 for Teaching Journals, 5 for The Sample of Learners' Works, 5 for Professional Readings and References, and 10 for other components. The records revealed that the student teachers who got high scores in the TJ, with a range of 8 to 10, were those who got 'outstanding' rating in the Lesson Planning Competency in the EF. Student Teacher 8 is the best example of this finding. Student Teacher 8 got a 1.05 rating average in the Lesson Planning Competency, which is an 'outstanding' score. The TJ's score of this student teacher was 9, which is a high score in the TJ.

Conversely, Student Teacher 6's score in TJ was 4, though they followed the 3-part structure. The supervising professor might not be satisfied with the narrative reflections in their journal, so they were only given a low score. The investigator found that their rating in the Lesson Planning Competency was 1.9, which is just a 'satisfactory' rating. Therefore, if a DLP is well-planned, its corresponding TJ may be written concisely and have a high score. The moves and teaching strategies of DLP, if well-written, could help the student teachers narrate their experiences in the TJ.

Figure 7.1 displays how a DLP influences other genres.



Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal, O-Outstanding, VS-Very Satisfactory, S-Satisfactory

Figure 7.1 A well-organized Lesson Plan's influence

As displayed in Figure 7.1, if the DLP is well-organized, the student teacher will get high scores in the EF, TJ and internship portfolio as well. On the contrary, if the DLP is not well-written, they will not have high scores. Since all student teachers wish to get a good rating in the Teaching Internship course, the findings seem to imply that they must see to it that their DLP is well-organized. As for the interrelationship among the three genres in this first generated theme, the findings as displayed in Figure 7.1 could suggest that a well-written DLP would likely have an ‘outstanding’ rating in the Lesson Planning Competency and could also yield a high score in its corresponding TJ. In the study of Womack, Hanna and Bell (2012), they have discovered that the key factor in teaching efficiency for Arkansas Tech University student teachers was lesson planning. The other factors were teacher and student reflection, safe school environment, and teacher professionalism. They found that the lesson planning skill has greatly influenced the practicum grade of the participants in their study. There have been a great number of studies in the literature that explored the importance of lesson plans in teaching for both pre-service and in-service teachers. A Crossref Metadata electronic search on March 18, 2020, with the terms “instructional or lesson planning” in some searchable research article publications since 2010 disclosed 278,438 entries. Much has been communicated and studied about the significance of lesson planning in different teaching levels across disciplines (Pang, 2016; Njika, 2020), including assessments in lesson planning (Cole & Watson, 2013; Süral, 2019), the developmental appropriateness of lesson plans (John, 2006; Emiliasari, 2019), and more.

Thus, considering the result of this study and some reported studies, lesson planning is indeed one of the most important skills that the pre-service and in-service teachers must have as they practice their chosen career. This is the reason why the pre-service teachers in the Philippines are obliged to organize a DLP in the other courses prior to the internship process because this will be part of their career routine in the future (CMO, 2004). The pre-service teachers are instructed that to attempt teaching a topic without a well-organized DLP is like getting a zero rating or failing grade in the Teaching Internship course. Concerning the findings of this investigation, writing a DLP is not enough for the student teachers to have a good performance in the Teaching Internship course. The results direct the student teachers to produce a well-organized DLP because it can influence the other genres, i.e. Evaluation Forms and Teaching Journals and basically, can help them not only to have an ‘outstanding’ rating in lesson planning or high score in the TJ but also get a high mark in the internship portfolio, which has the highest percentage (40%) in the Teaching Internship course (CMO, 2004). Thus, one quality of a student teacher during the practicum is to plan the lessons well because it can contribute to the success of their practicum. To help the student teachers possess this quality, a framework for the novice teachers in writing a well-organized DLP is proposed (Pramoolsook & Magday, 2019) in Figure 7.2.

Moves and Teaching Strategies of Detailed Lesson Plans	
✓Move 1: Setting Objectives	<ul style="list-style-type: none"> ✓Teaching Strategy A: Providing the starting signals or lead-in statements ✓Teaching Strategy B: Listing the lesson goals as items
✓Move 2: Introducing Subject Matter	<ul style="list-style-type: none"> ✓Teaching Strategy A: Specifying the topic to be discussed ✓Teaching Strategy B: Indicating the references of the textbooks to be used ✓Teaching Strategy C: Listing the instructional materials to be utilized
✓Move 3: Describing Procedure	<ul style="list-style-type: none"> ✓Teaching Strategy A: Listing the activities ✓Teaching Strategy B: Offering the guiding scripts ✓Teaching Strategy C: Predicting the students' responses ✓Teaching Strategy D: Providing the activities' instructions using imperatives ©Teaching Strategy E: Preparing the classroom/students ©Teaching Strategy F: Activating the students' prior knowledge ©Teaching Strategy G: Drawing the students' attention to the new lesson ✓Teaching Strategy H: Presenting the new topic ✓Teaching Strategy I: Discussing the topic ✓Teaching Strategy J: Praising the students' answers/performance ©Teaching Strategy K: Foreseeing the possible classroom scenes using parentheses ✓Teaching Strategy L: Assigning the students' roles ✓Teaching Strategy M: Addressing the students +Teaching Strategy N: Mentioning the scoring rubric/system ©Teaching Strategy O: Indicating the figures/images related to the activities +Teaching Strategy P: Asking closing questions ©Teaching Strategy Q: Assessing the students' knowledge about the lesson ©Teaching Strategy R: Integrating the values of the lesson +Teaching Strategy S: Preparing the students for Move 4
✓Move 4: Detailing Evaluation	<ul style="list-style-type: none"> +Teaching Strategy A: Providing the instructions using imperatives +Teaching Strategy B: Designing the suitable test types of the lesson ©Teaching Strategy C: Referring back to the activities in Move 3
✓Move 5: Presenting Assignment	<ul style="list-style-type: none"> ✓Teaching Strategy A: Providing the instruction using imperatives ✓Teaching Strategy B: Offering the task/homework about the topic or the next lesson +Teaching Strategy C: Indicating the sources/references for the next lesson

Note: ✓-Obligatory; ©-Conventional; +-Optional

Figure 7.2 A Detailed Lesson Plan Framework

Pramoolsook and Magday (2019) in their study posit that the 5-part structure and linguistic features of a DLP, as shown in Figure 7.2, could lead to the realization of moves and their corresponding teaching strategies, which could be a key

to develop a text frame in planning a lesson. The DLP framework, which is obtained from the in-depth exploration of the 22 DLPs, is developed as a guide to offer a frame for structuring the planning of lessons and a pool of words that can help novice teachers in lesson planning. They further highlight that understanding and applying the proposed framework, the rhetorical patterns, and the linguistic features in lesson planning will enable novice lesson planners to organize their work effectively, which leads to increased chances of producing well-planned lessons. Thus, the investigator in this current study firmly believes that the DLP Framework could be of great help for the BSE-English pre-service teachers to produce well-organized DLPs, which in turn, yield an ‘outstanding’ rating in the Lesson Planning Competency of the EF and TJ and basically, contribute to the success of their Teaching Internship course. The next section presents the second generated theme of the intertextual findings of the three genres.

7.1.2 Completing the Evaluation Forms

This generated theme was based on the interrelationship that a consistent qualitative entry and quantitative rating would yield more detailed planning for the next topic and a good journal writing. This interrelationship was identified in the DLP, EF and TJ of Student Teachers 1, 2, 7, 9, 10, 11, 14, 15 and 22. Since there were two relationships involved in this finding, the discussion would be divided into two sub-findings.

7.1.2.1 A consistent qualitative entry and quantitative rating of the Evaluation Form would have a more detailed lesson plan for the next topic.

It was discussed earlier that a well-detailed lesson plan must follow the 5-part structure and the sub-competencies of the Lesson Planning Competency, and have

an ‘outstanding’ score in the Lesson Planning Competency of the EF. Furthermore, it was revealed in Chapter 5 that there were cases of inconsistency as well as consistency between the qualitative entry and quantitative rating of the EF. Student Teachers 9 and 15 had no cases of inconsistency between the two parts of their EF during the final demonstration teaching. The investigator revisited their internship portfolios and found that the next DLP for the next demonstration teaching had both ‘outstanding’ scores in the Lesson Planning Competency. Thus, the EF used in their final demonstration teaching served as an effective guide to producing a well-organized DLP for the next teaching. Student Teacher 15 gave a proof on this relationship when they wrote in the TJ:

“My cooperating teacher shared a very good tip before writing my lesson plan and that is to read comprehensibly the comments and analyze the ratings in my observation sheet. I always do that before writing my plan. It works...”

(TJ 15)

The investigator also reviewed the EFs of Student Teachers 5 and 8 that had identified cases of inconsistency as reported in Chapter 5. The inconsistencies were identified in the Teaching Method Competency. Extracts from the qualitative entries are presented next.

“The teacher relied much on reading the story from the book. Use [student teacher] instructional materials like television or projected screen in this scenario.”

(EF 5)

“Your teaching strategies were not appropriate for the students who are only Grade 7; [sic] too difficult for them.”

(EF 8)

These entries were written in the Weakness section of the qualitative part, but their corresponding quantitative ratings in the sub-competencies of Teaching Methods Competency were verified as Outstanding. This occurrence would create misunderstanding on the part of the student teachers when they write the DLP for the next topic. If there is a misunderstanding or confusion concerning the entries and ratings of the Evaluation Form, most probably, the DLP will not be written well. For instance, in the comment of Evaluator 8 that the strategies were not appropriate for Grade 7 students but rated ‘outstanding’ in the sub-competency, “C. Method/s used was/were suited to the needs and capabilities of the students.”, this would affect the DLP preparation of Student Teacher 8 considering that they would teach the same group of students in the next class. The next section discusses another relationship underneath the intertextual finding of the second generated theme.

7.1.2.2 A consistent qualitative entry and quantitative rating of the Evaluation Form would have a good journal writing.

Table 7.1 shows that if the qualitative entry and quantitative rating of the EF are in harmony, there will be a smooth flow of narrations and an accurate journal writing in terms of the content. A good journal writing in this sense is a TJ that has a high score and follows the 3-part structure imposed by the Teacher Education Institution (TEI), but the investigator focuses on one feature that can affect the accuracy of the TJ’s

reflective narration, which is confusion as revealed by some of the student teachers in their TJ. The investigator did not have any chance to access all the records of the other student teachers because some of the supervising professors were already retired from the services during the conduct of this investigation. The only accessible class records were those prepared by supervising professors who are still active in the teaching profession. Thus, based on the class records, the journals of Student Teachers 7, 10 and 15 got high scores ranging from 8-10 as shown in the class records. Correspondingly, as revealed in Chapter 5, these student teachers were those who did not have any cases of inconsistency between the qualitative entries and quantitative ratings of the EFs.

On the other hand, if there are inconsistencies between the qualitative entry and quantitative rating of the EF, the flow of thoughts of the student teacher in writing the reflective narration will be affected. For instance, in the case of Student Teacher 13, the evaluator commented “The teacher spoke in an unmodulated voice. They lack variation of tone and volume.” as a weakness in the Qualitative section of the EF, but the rating that was given in its corresponding sub-competency in the Quantitative part (E. The teacher has a well-modulated voice.) was ‘outstanding’. This was emphasized by the student teacher in their TJ when they wrote that they were confused about whether their voice is unmodulated or modulated. There was confusion when they were writing the reflection in that particular demonstration teaching. Furthermore, if that was the weakness of the student teacher and the quantitative score was not ‘outstanding’, they would specifically reflect on that particular weakness. One

best example is the EF and TJ of Student Teacher 1.

“The teacher should arrange the visual aids according to their right order. She picked the wrong material (answer key) instead of the questions that made her students laugh.”

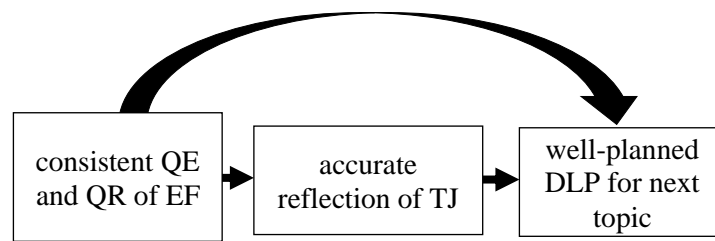
(EF 1)

The excerpt was the recommendation of the evaluator, and the student teacher only got a ‘satisfactory’ rating in its corresponding sub-competency underneath the Teaching Methods Competency. It was then reflected in their TJ that:

“I’m not happy with my performance this morning. My critic [teacher] made mention one mistake and that was the arrangement of my visuals. Next time, I will put symbols on the bottom of each visual aid as my guide.”

(TJ 1)

The reflection of Student Teacher 1 was very accurate because the comments given by the evaluator matched well with the ratings recorded in the Quantitative section of the EF. Though the investigator is not certainly sure, the findings coupled with the reflections of Student Teachers 1 and 13 in this specific scenario should be enough to conclude that if the ratings and entries are consistent, the student teachers will have an accurate reflection in the TJ. For a clearer view of the interrelationship, Figure 7.3 displays the intertextual analysis of the second generated theme.



Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal, QE-Qualitative Entry, QR-Qualitative Rating, O-Outstanding, VS-Very Satisfactory, S-Satisfactory

Figure 7.3 Consistent entries and ratings of Evaluation Form's contribution

Figure 7.3 shows the interrelationship among the three genres with the EF as its point of reference. A consistent qualitative entry and quantitative rating or in general, a well-completed evaluation form would contribute to the accuracy of the reflective narrations or TJ without any confusion on the part of the student teachers. Both the consistent qualitative entry and quantitative rating of the EF and accurate reflection of the TJ contributed to the planning of the lesson for the next teaching. In the study conducted by Magday and Pramoolsook (2020), they have recommended some tips on how to prevent the inconsistency between the qualitative entries and quantitative ratings of the EF. Two of the recommendations were applicable in the findings of this investigation. Firstly, a seminar and workshop are suggested for the newly appointed cooperating teachers and TEI college supervisors, who are the evaluators and mentors of the pre-service teachers. Secondly, the statements or sub-competencies in the quantitative part of the evaluation form need to be reviewed for a revision because the findings show that some of the sub-competencies' communicative functions were not

clearly stated. These suggestions from the authors would somehow control the cases of inconsistency between the qualitative entries and quantitative ratings of the EF. Thus, the findings of this investigation suggest that the evaluators should complete the EF cautiously, and they should be very careful in making comments and giving suggestions, especially in the Qualitative section because the EF serves as the point of reference of the student teachers in writing the DLP and TJ. The next sub-section presents the findings of the third generated theme of the intertextual analysis.

7.1.3 Composing the Teaching Journals

This third generated theme was derived from the interrelationship that the TJ's content is the output of DLP's teaching strategies and EF's qualitative entries and quantitative ratings. This intertextual analysis was identified in the intertwined genres produced and compiled by Student Teachers 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 20 and 22. The majority of number in this interrelationship suggests that the TJs relied much on the DLPs and EFs. The TJ's content, in this regard, pertains to the content analysis findings reported in Chapter 6. Two sub-sections are presented to discuss the intertextual findings of the interrelationship.

7.1.3.1 The EF's contents are based upon the DLP's moves and identified teaching strategies.

The EF's contents referred to in this finding are the sub-competencies in the Quantitative section and entries in the Qualitative section. One interesting feature to determine the relationship of the EF's contents and DLP's moves

and teaching strategies is to identify the keywords, which are highlighted in the extracts, of the two genres. Student Teacher 11's DLP and EF excerpts are presented as an example:

Excerpt 1

Detailed Lesson Plan

Teaching Strategy A, Listing the Activities of Move 3, Describing Procedure

1. Preliminary

B. Checking of Attendance

Teaching Strategy B, Offering the Guiding Scripts of Move 3, Describing Procedure

I have here paper strips with your names. Please come in front and get your **name tags**. Your **group** depends on the color of your name tags. If your paper is green, you will stay in Station 1. If it is white, you belong to Station 2, and if red, it will be Station 3. **Activities** are to be done at your station later. It also serves as your **attendance**.

Excerpt 2

Evaluation Form

Quantitative section

V. CLASSROOM MANAGEMENT

A. The teacher had a systematic way of checking:

1. Attendance

2. Assignment/homework/agreement
3. Practice exercises
- 4. Group works/projects**
5. Passing in and out of the room
6. Correcting, distributing and collecting paper

B. Order and **discipline** were present in the classroom.

Qualitative section

“You did a great job of **managing** the class. Your **Preliminary** activities like **attendance, grouping**, the setting of standards, etc. were effective in **disciplining** the students.”

(Evaluator 11)

The most noticeable feature as far as relationship is concerned between these two genres, as manifested in the extracts, is the similarities of keywords used. The keywords from the DLP's moves and teaching strategies, i.e. preliminary, attendance, groups, activities, management, discipline, etc. were reiterated in both the Qualitative and Quantitative sections of the EF. Theoretically, Kristeva (1980, as cited in Butler, 2014) clarifies that linguistic comparison is not enough to perform the intertextual analysis of the intertwined texts. Hence, in this investigation as revealed in the excerpts, it did not singly focus on the keywords used in the texts but paid much attention to the contexts disclosed by these keywords. The findings, therefore, could suggest that the evaluators need to analyze first the DLP of the student teachers before they complete such EF form. The keywords could serve as their guide in making

comments, and these words would also help them prevent cases of inconsistency between the qualitative entries and quantitative ratings. It depends, anyway, on the delivery of the student teachers, but it is not part of the investigation's scope. Another interesting point is that since the sub-competencies of the Quantitative section are already in the form, the student teachers could also consider the keywords because they could be a clue or framework in planning the lessons. The evaluators, by the way, would use the sub-competencies as the point of reference in the lesson planning scoring and student teachers' teaching performance.

7.1.3.2 The contents of the reflection were based on the EF and DLP.

The TJ's contents stated are the 8 content analysis findings of the journals reported in Chapter VI, which are 1) 'The Look' of a Student Teacher, 2) Teaching with Enthusiasm, 3) The Voice of a Student Teacher in the ESL Classroom, 4) Lesson Planning Advice, 5) Subject Matter Familiarity, 6) Instructional Materials Efficiency, 7) Tips for Classroom Management, and 8) Improving the Questioning Skill. Following one of the aspects to determine interrelationship of texts as suggested by Kristeva (1980, as cited in Butler, 2014), which is linguistic analysis through the identification of keywords as the point of reference to convey meaning, the investigator analyzed the DLP, EF, and TJ to determine the keywords that could link the meanings of the three genres. Student Teacher 11's case is again used as an example in this finding. As reported earlier, the keywords from the DLP's moves and teaching strategies, i.e. preliminary, attendance, groups, activities, management, discipline, etc. were restated

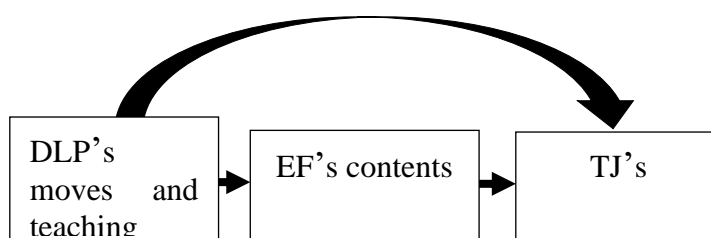
in both the Qualitative and Quantitative sections of the EF. Then, these words were identified again in the TJ, which drove the investigator to develop the 8 generated themes.

Excerpt 3

“...**managed** the **class** efficiently. She appreciated my **preliminary activities** like the **groupings** for group works, name tags for the **attendance checking**...”

(TJ 11)

From this extracted line of the journal, 6 keywords from the DLP (Excerpt 1) and EF (Excerpt 2) were already repeated. As a consequence, these keywords coupled with their meanings in the texts, a theme was conceptualized as reported in Chapter 5, which is ‘Tips for Classroom Management’. Comparable intertextual findings were also identified in the DLPs, EFs, and TJs of the other student teachers as shown in Table 7.1. For a clearer picture of the interrelationship, Figure 7.4 displays the intertextual analysis of the third generated theme.



Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal

Figure 7.4 Contents of Teaching Journals

As perceived in Figure 7.4, the DLP was the reference point of the intertextual analysis of the intertwined genres. Initially, the contents of the qualitative entries and quantitative ratings of the EF were identical to the moves and teaching strategies of the DLP. Then, the contents (qualitative entries and quantitative ratings) of the EF were also reflected in the contents of the TJ. Finally, the DLP's moves and teaching strategies, through keywords that had similar contexts, were narrated in the TJ. The interrelationship also shows that the DLP influences 2 genres, i.e. EF and TJ, which is not surprising in the concept of intertextuality. A text can be interrelated to 2 or more texts (Kristeva, 1980, as cited in Yeung, 2014), which is also characterized as a network of inter-texts (Farrelly, 2019). Therefore, in this investigation, the findings could suggest that the student teachers and evaluators should pay attention to the texts' keywords and their meanings before completing or producing another text or genre.

After the analyses of the three genres and the exploration of their interrelationship, the investigator came up with a novel contribution that encapsulates and represents the intertwining nature of the three genres in the internship portfolio of the student teachers. This finding is powerful because the investigator, prior to the conduct of this study, did not realize that the interrelationship among the three genres could lead them to the discovery of a unique genre category: the genre web. This concept could also fill the gap of the literature and be the anchor or conceptual framework of the future researchers who wish to conduct further studies related to the purpose of this current investigation. These future studies might be possible because there are other disciplines or discourse communities in the teacher education program that are worthy of investigation considering that all education courses in any Teacher Education

Institution (TEI) in the Philippines are mandated by CHED to require the internship portfolio as the final project. The next section highlights a novel concept of genre proposed by the investigator: the Genre Web, which is inspired by the interrelationship among the three genres in the internship portfolio.

7.2 The Birth of Genre Web

The discovery of genre web is the most surprising outcome from the collective analyses of the three intertwined genres: lesson plans, evaluation forms, and teaching journals, which the investigator would like to claim as the all-important highlight and valuable contribution of this research. At the outset, the investigator had in mind that there were issues that needed to be addressed in order to increase the quality of the teaching practicum of the College of Teacher Education (CTE). It is surprising that as the findings in each genre were revealed, the investigator noticed that there was something special among the genres: their intertwining nature. As the investigation went on, this unexpected finding became even more solid, interesting and informative. Thus, it was confirmed that these three genres are really interrelated with one another, and that one cannot stand alone without the help or influence of the other.

The intertextual findings of the intertwined genres in the internship portfolio discussed earlier confirm that the three genres, i.e. lesson plan, evaluation form and teaching journal are interrelated to each other. Thus, it is suggested that each genre must be produced carefully so that all of them would be in harmony. This result finds similar to the study of Strickland (2019), which posits that Intertextuality is concerned with the ways in which new writings are produced from the existing texts or writing. Harman (2013) also maintains that specific text is really not a distinct entity nor a single

component, but it resonates the collective echoes of previous texts.

Therefore, the three components, the Lesson Plans (Genre 1), the Evaluation Forms (Genre 2), and the Teaching Journals (Genre 3), that are packaged in an internship portfolio are categorized as genre web since they share a common ultimate communicative purpose that is to prove that the student teacher/writer who owns that portfolio is ready to graduate and competent to become an in-service teacher. In this perspective, genre web is proposed by the investigator as a new classification because of its unique characteristics which are missing on the identified genre classifications: genre chain, genre hierarchy, genre network, and genre set. Thus, a genre web is a net of intertwined components in a discourse community that shares a common ultimate communicative purpose. Each component or called as 'genre' has a distinctive communicative purpose, a specific intended audience, and a recognizable rhetorical structure. Metaphorically speaking, its concept can also be referred to a spider web because of its sticky nature. A reader can hardly comprehend the communicative purpose of one genre if he will not read the other genres and vice versa. Accordingly, considering this figurative concept, a reader is visualized reading in front of three papers in one sitting in which he spins the textual features and contextual meanings of the intertwined genres in order to have an in-depth understanding of their interrelationship, thus in this process, genre web occurs. Figure 7.5 snapshots the three genres and their interrelationship.

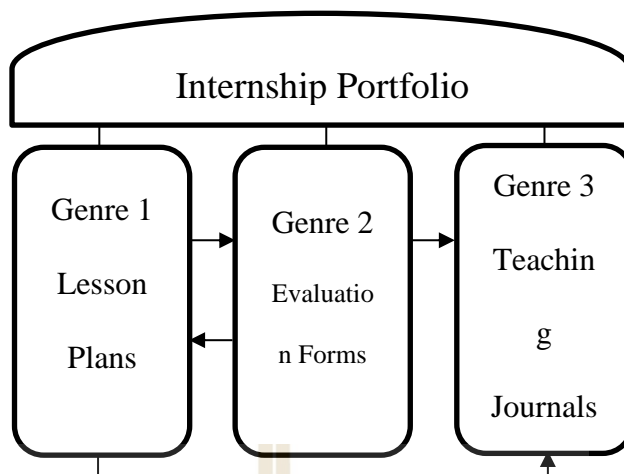


Figure 7.5 Snapshot of the interrelationship of the three genres

The Lesson Plans (Genre 1) are the evaluators' (cooperating teachers and college supervisors) basis in accomplishing the Evaluation Forms (Genre 2). As mentioned earlier, the evaluation forms have two sections (a) a quantitative type of evaluation in which the evaluators provide the numerical scores based on the teacher's personality, "lesson planning", content, teaching methods, classroom management, and questioning skills of the student teachers, and (b) a qualitative type of entries wherein the evaluators write their observations and recommendations based on the teaching performance of the student teachers.

Since the Lesson Plans (Genre 1) is one of the bases in producing the Evaluation Forms (Genre 2), if it is written logically, the student teacher will have a better score. It is reported in Chapter 1 about the survey instrument that one of the difficulties of the student teachers is the production of the lesson plans. Twelve or 54.5% said that lesson plans were difficult to write because of the structure/appropriate words to be used in each section. This is also experienced by the investigator, as a member of the Teaching Internship supervising committee, that the student teachers have difficulties in writing

their lesson plans. The student teachers always seek the assistance of the investigator in this study and college supervisors on how to produce well-crafted lesson plans. This genre is very important because in the future when the student teachers are already in the real teaching, they are expected to produce lesson plans before teaching their topics (DepEd Memo 39, 2005). Critical thinkers and excellent lesson planners are usually successful teachers.

Meanwhile, the greater the consistency of the Evaluation Forms (Genre 2) is, the clearer the Teaching Journals (Genre 3) are in terms of narration. Since the Teaching Journals (Genre 3) are produced by the student teacher based on the Evaluation Forms (Genre 2) and Lesson Plans (Genre 1), the more consistent of the evaluation forms' quantitative scores and qualitative entries results in the more organized and easier for the student teacher to produce the teaching journals. In the survey, 9 or 40.0% said that the evaluation forms were confusing because of the contradictions of the scores and suggestions. Nine or 40.9% also said that evaluation forms should be immediately given right after the teaching. In the focus group interview of 4 BSEd-English graduates, a participant shared that her cooperating teacher did not give the evaluation forms on time, and that is why she had some troubles in producing the teaching journals. This could mean that the student teachers produce the Teaching Journals (Genre 3) based on the Evaluation Forms (Genre 2).

On the other hand, another interesting interrelationship is identified, the greater the consistency of Evaluation Forms (Genre 2) is, the better teaching strategies will be employed in the next lesson. Hence, there will be an ample time for the student teacher to improve his Lesson Plan (Genre 1) for the next teaching session. Finally, the student also writes the Teaching Journals (Genre 3) based on the Lesson Plans (Genre 1). So,

the better the structure and construction of the lesson plans is, the richer the contents of the teaching journals are.

The findings of this current investigation of a genre web could propose pedagogical implications, possible insights for curriculum revision, and a guideline for Teacher Education Program (TEP) that focuses on the Pre-service Teacher Training program, hence, the common goal of preparing a student teacher to receive a diploma and be able to possess the qualities of good teachers as discussed in Chapter 1 will be realized. However, in order to achieve such, there must be an approach to analyze the interrelationship of the three genres in the internship portfolio.

Therefore, following the theoretical concept of Kristeva (1980, as cited in Yeung, 2014) on intertextuality, which is any text is in the intersection of other texts and any text is constructed of a mosaic of quotations; any text is the absorption and transformation of another coupled with the interweaving of the three genres in the internship portfolio, 'genre web' is proposed as a new classification of the genre in a discourse community. Genre web maintains the idea that a genre in the web is influenced by other genres and possibly contains some elements borrowed or taken from the previous genres that are given a new form through the writers' creativity in order to achieve a certain goal set and followed in a discourse community (e.g., internship portfolio, with the three genres and other components, as a BSEd-English requirement). Since genre web is proposed as a novel genre category in English as a Specific Purpose (ESP) approach, the intertextual analysis of intertwined genres is called Intertextual Genre Web Analysis (IGWA), which was thoroughly discussed in Chapter 3. Thus, the investigator establishes criteria to qualify that texts are in a genre web. A brief

description in each criterion or characteristic with specific example from the investigation is also included, which is presented next.

A genre web:

1. possesses Swales' (1990) six defining characteristics of a discourse community;

- 1.1 has a broadly agreed set of common public goals;

The internship portfolio as the final requirement in a teacher education program has also a shared communicative purpose that qualifies it as part of genre web's concept in relation to Swales' (1990) view on discourse community. Aside from its role as a final requirement, internship portfolio has also an ultimate goal, and that is to prove that the student teacher who owns it is ready to become a professional teacher in the future. Concerning its members, a group of the in-service teachers (i.e., cooperating teachers and TEI professors) has a common goal: to prepare the student teachers to become English professional teachers through a series of activities that are presented and reflected in the genres packaged in the portfolio.

- 1.2 has mechanisms of intercommunication among its members;

Each of the genres in the internship portfolio serves as a form of intercommunication among the members of the BSEd-English discourse community. For instance, the lesson plan is composed by the student teacher, and this genre is forwarded to the cooperating teacher and school head for checking and validation. The cooperating teacher calls the attention of the student teacher for some suggestions and comments,

thus during the mentoring or feedback, intercommunication happens. All the genres have this kind of mechanism because they facilitate conversation or communication among the concerned members in the discourse community.

1.3 uses its participatory mechanisms to provide information and feedback;

One best example for this characteristic is the role of evaluation form as a tool to provide information for the student teacher in narrating the contents of the teaching journal. Moreover, feedback is also provided since the student teacher composes the teaching journal based on the comments or suggestions written by the evaluators in the evaluation form. In short, the three genres are produced to provide information and are often utilized for feedback to the production of the next pieces of the genres.

1.4 utilizes and possesses one or more genres in the communicative furtherance of its aims;

Obviously, this characteristic directly points out to the concept of genre web, which composes 2 or more genres (i.e., lesson plan, evaluation form, and teaching journal) that work together to achieve the common ultimate communicative goal of the package, which is to prove that the student teacher who owns it is ready to become a professional teacher in the future.

1.5 in addition to owning genres, it has acquired some specific lexis;

English language is widely used as a medium in producing the genres. In addition to English language as a medium to produce the

genres, each genre has also its unique set of technical terms, jargons, words, phrases, expressions, collocations, utterances or lexical items, which serve as guide of the student teachers and evaluators. For instance, the lesson plan's statements must be written in complete sentences since the format for the student teachers is a detailed outline. There are also some unique phrases or jargons used in lesson planning like in Teaching Strategy A: Providing the Starting Signals or Lead-in Statements of Move 1, Setting Objectives where unique lexical items are identified (e.g., At the end of,). Another example is the teaching journal, which is a narration of the student teacher's teaching experiences that has 3 main parts, and since it is about their past experiences, the verbs are usually in past tense, to name a few.

1.6 has a threshold level of members with a suitable degree of relevant content and discursal expertise.

This characteristic is also evident in genre web because the BSED-English student teachers often enter the discourse community as novice teachers, and they may change or evolve to become advanced beginners after the teaching internship program. A discourse community according to Swales (1990) can exist continually as long as beginners or new comers keep on joining the experts in such community. This is indeed true to genre web because teacher education program will always be part of the educational system, and it will continuously hone education students who will become teachers of the next generations; thus, the BSED-English discourse community will continue to exist.

2. applies Intertextuality Theory (Kristeva, 1980) as theoretical background;

Aside from the genre theory, genre web is also anchored on the intertextuality theory of Kristeva (1980) primarily because of the intertwining nature of the three genres. It follows the concept of intertextuality that a text cannot stand alone and is produced based on the other texts. It applies to the concept of genre web because each genre is also produced out from the other existing genres. One concrete example is the evaluation form, which serves as the basis of the student teacher in composing the teaching journal and planning the lesson for the next class.

3. consists of 3 or more interrelated genres compiled in a package;

The package is the internship portfolio that is organized by the student teacher. To qualify a group of texts or genres as genre web, there must be a package that serves as platform of the interrelated genres, and that is the name of the game. Therefore, even if the texts are connected to the other texts but they come from 2 or more packages, they are not categorized as genre web. The minimum texts in a genre web is 3 because of genre web's intertwining nature, and that interrelationship occurs among 3 or more genres. In short, if there were only 2 texts involved, the term would be relationship or connection.

4. has 2 or more writers who are members in the same discourse community with certain degrees of relationship;

The evaluation form is completed by the in-service teachers (i.e., cooperating teachers and TEI professors), while lesson plan and teaching journal are produced by the student teacher. While it is true that the genres

are produced by 2 groups of writers with unequal statuses or relationship (e.g., the student teacher and cooperating teacher relationship where the latter is in control; the cooperating teacher and TEI professor relationship where the former receives instruction from the latter, etc.), as long as they belong to the same discourse community and are governed by the same common public goal, they are still part of web.

5. supports the concept that one text or genre is not a single entity;

In this investigation, it was found that the genres support one another. In order to produce a genre, the information from the other genres are needed. For example, in completing the evaluation form, the evaluator needs to read first the lesson plan in order to obtain some information that can help them accomplish such form. The evaluation form is impossible to be completed without the lesson plan. Moreover, the lesson plan and evaluation form must be read first by the student teacher in order to have some ideas that can help them narrate their teaching experiences in the teaching journal. Thus, the teaching journal cannot be composed without the lesson plan and evaluation form.

6. depends on the quality of each genre;

If a genre is not produced properly in terms of both the manifestation and content, as it should be, the quality of the other genres will be affected. The quality of the internship portfolio or web, then, relies much on the quality of all the interrelated genres or components. For instance, since the evaluation forms had reported cases of inconsistency between their qualitative entries and quantitative ratings, the student teachers had

confusion in composing the teaching journals.

7. contains 3 or more genres that have a communicative purpose, intended audience, and rhetorical structure;

The lesson plan, evaluation form and teaching journal have their own goals, readers and structure. According to Swales (1990), a text must have these three characteristics to become a genre. This backs up the concept of genre web that comprises 3 or more genres.

8. has writers and readers that play different roles;

In the study, the writers are both the student teachers (lesson plans and teaching journals) and evaluators (evaluation forms). The readers of the evaluation forms are the student teachers, and the lesson plans are the evaluators. The readers of the teaching journals are the TEI professors in charge of the Teaching Internship course. The internship portfolio is also prepared for the TEI professors.

9. finally, consists of members in a hierarchical system.

The TEI professors and cooperating teachers are discourse community members who directly work with the student teachers. In terms of authority and power, they are ranked above the student teachers. Nonetheless, even if hierarchical system is present in a genre web, these members regardless of their status or position must work hand in hand with the student teachers to be able to achieve the ultimate communicative goal of the teacher education program.

Considering the above criteria, in other words as boldly posited by the investigator, a genre web is inferred that if one component was not produced properly

as it should be, the ultimate communicative purpose of any package, net, or ‘web’ would not be achieved.

7.3 Summary

This chapter presented the Intertextual Genre Web Analysis (IGWA) findings of the study. Kristeva’s (1980 cited in Yeung, 2014) Intertextuality Theory was considered as the theoretical framework of the analysis, and an analytical model adopted from Bazerman (2004) was used to carry out detailed analysis on 66 texts, 22 DLPs, 22 EFs and 22 TJs compiled in the 22 internship portfolios of the Bachelor of Secondary Education (BSEd)-English graduates from Batch 2014 to Batch 2018. It was found that the three genres packaged in the internship portfolios of the student teachers are interrelated to each other in the way that a single genre needed the other genres, and the student teachers and evaluators did not create the genres from their mind, but rather compile them from pre-existent genres in the internship portfolios. Thus, it is recommended that each genre must be produced cautiously by the student teachers and evaluators because one genre could influence the other genres. In the next chapter, the overall summary of the present study is reported.

CHAPTER 8

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This final chapter offers a summary of the main findings obtained from this present study. The findings on the move confirmation and teaching strategy identification of the Lesson Plans (Genre 1), the consistency verification analysis between the qualitative entries and quantitative ratings of the Evaluation Forms (Genre 2), the content and grammatical error analyses of the Teaching Journals (Genre 3), and the interrelationship among the three genres packaged in the internship portfolios of the Bachelor of Secondary Education (BSEd)-English graduates at Nueva Vizcaya State University, Philippines aim to answer the five research questions, respectively. Pedagogical implications and the limitations and recommendations for future studies are also offered to conclude this dissertation.

8.1 Summary of the Findings

8.1.1 Move Confirmation and Teaching Strategy Identification of the Lesson Plans

The 22 Detailed Lesson Plans (DLPs) were confirmed to have five main parts or moves, which conforms with the 5-part lesson planning policy prescribed by CHED for novice teachers. The occurrence of the five moves in the lesson plans, which was 100% or Obligatory as described by Kanoksilapatham (2005), could mean that the student teachers produced their detailed lesson plans to a great extent, and that they

strictly abided by the lesson planning policy set by the CHED for novice teachers. The moves followed a linear pattern (see Figure 4.1), which is Move 1, Move 2, Move 3, Move 4, and Move 5. The teaching strategies underneath the four moves: 1) Setting Objectives; 2) Introducing Subject Matter; 4) Detailing Evaluation; and 5) Presenting Assignment followed the same linear order, while the teaching strategies of Move 3, Describing Procedure had no linear pattern. Nonetheless, there were identified teaching strategies in Move 3 that formed a cyclical structure (see Figure 4.6) and a common teaching strategy pattern (see Figure 4.7). The variety of patterns suggests that writers may freely organize Move 3's teaching strategies depending on their topics and teaching styles. The investigator included linguistic features because these may elicit suggestions on how teaching strategies underneath the moves are produced. Based on this concept, the investigator believes that the 5-part structure and linguistic features of a DLP could lead to the realization of moves and their corresponding teaching strategies, which could be a key to develop a text frame in planning a lesson. Thus, a DLP framework (Figure 8.1), which is obtained from the in-depth exploration of the 22 DLPs, is developed as a guide to offer a frame for structuring the planning of lessons and a pool of words that can help teachers in lesson planning.

Moves and Teaching Strategies of Detailed Lesson Plans

✓Move 1: Setting Objectives

- ✓Teaching Strategy A: Providing the starting signals or lead-in statements
- ✓Teaching Strategy B: Listing the lesson goals as items

✓Move 2: Introducing Subject Matter

- ✓Teaching Strategy A: Specifying the topic to be discussed
- ✓Teaching Strategy B: Indicating the references of the textbooks to be used
- ✓Teaching Strategy C: Listing the instructional materials to be utilized

✓Move 3: Describing Procedure

- ✓Teaching Strategy A: Listing the activities
- ✓Teaching Strategy B: Offering the guiding scripts
- ✓Teaching Strategy C: Predicting the students' responses
- ✓Teaching Strategy D: Providing the activities' instructions using imperatives
- ©Teaching Strategy E: Preparing the classroom/students
- ©Teaching Strategy F: Activating the students' prior knowledge
- ©Teaching Strategy G: Drawing the students' attention to the new lesson
- ✓Teaching Strategy H: Presenting the new topic
- ✓Teaching Strategy I: Discussing the topic
- ✓Teaching Strategy J: Praising the students' answers/performance
- ©Teaching Strategy K: Foreseeing the possible classroom scenes using parentheses
- ✓Teaching Strategy L: Assigning the students' roles
- ✓Teaching Strategy M: Addressing the students
- +Teaching Strategy N: Mentioning the scoring rubric/system
- ©Teaching Strategy O: Indicating the figures/images related to the activities
- +Teaching Strategy P: Asking closing questions
- ©Teaching Strategy Q: Assessing the students' knowledge about the lesson
- ©Teaching Strategy R: Integrating the values of the lesson
- +Teaching Strategy S: Preparing the students for Move 4

✓Move 4: Detailing Evaluation

- +Teaching Strategy A: Providing the instructions using imperatives
- +Teaching Strategy B: Designing the suitable test types of the lesson
- ©Teaching Strategy C: Referring back to the activities in Move 3

✓Move 5: Presenting Assignment

- ✓Teaching Strategy A: Providing the instruction using imperatives
- ✓Teaching Strategy B: Offering the task/homework about the topic or the next lesson
- +Teaching Strategy C: Indicating the sources/references for the next lesson

Note: ✓-Obligatory; ©-Conventional; +-Optional

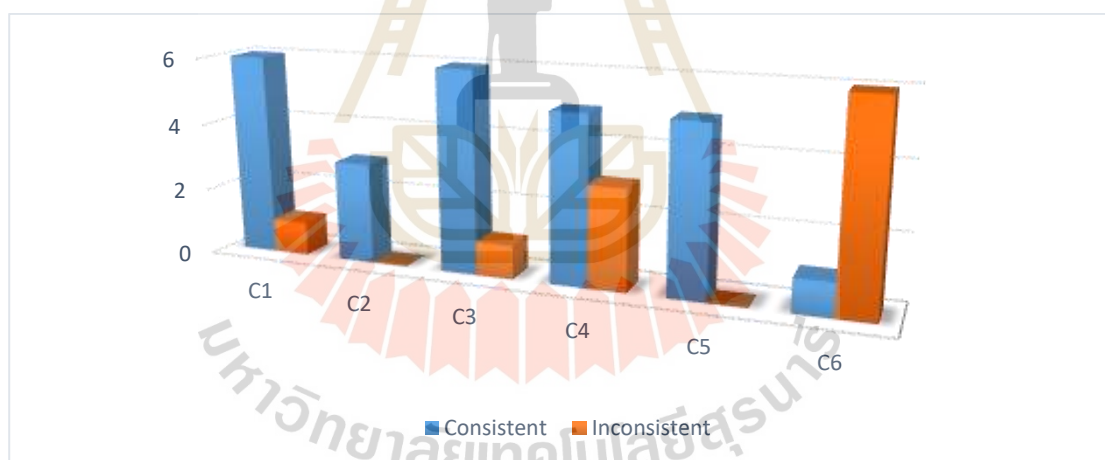
Figure 8.1 A Detailed Lesson Plan Framework

8.1.2 Consistency Verification between the Qualitative Entries and Quantitative

Ratings of the Lesson Plans

This study attempted to verify the consistency between the qualitative entries and quantitative ratings of the evaluation forms used by the in-service teachers, as the

evaluators, during the demonstration teaching of the pre-service teachers. Using Consistency Verification Analysis (CVA), a proposed novel method, and a focus group interview data, the investigator found that out of the 22 evaluation forms, 5 did not have qualitative entries, and out of the 38 qualitative entries, 1 did not match in any of the sub-competencies of Teaching Methods. Eight were verified as inconsistent with their corresponding quantitative ratings. Twenty-six were found consistent with their respective ratings. The cases of inconsistency made it difficult for the student teachers to produce the other genres packaged in the internship portfolio, which are the lesson plans and teaching journals. Figure 8.2 summarizes the comparison between the consistent and inconsistent entries found in the evaluation forms.



Legend: C1-Teacher's Personality, C2-Lesson Planning, C3-Content, C4-Teaching Method, C5-Classroom Management, C6-Questioning Skill

Figure 8.2 Comparison between the consistent and inconsistent entries

Figure 8.2 indicates that if the inconsistent entries had a large number, the corresponding consistent entries would have a small number and vice versa. One example was C6, in which there was only 1 verified consistent entry with its rating while

there were 6 inconsistencies. The results could suggest that more attention should be given to C6 concerning the modification of its sub-competencies. On the other hand, C1 and C3 had only 1 verified inconsistent entry with their ratings compared to 6 cases of consistency, which would seem to imply that C1 and C3 need less attention concerning the modification or rewording of their sub-competencies. Concerning the possible modification of the sub-competencies of the quantitative part, it is recommended that a special meeting cum workshop should be organized with the TEI dean, department chairs, college supervisors and concerned cooperating teachers to discuss the findings of the study giving more emphasis on the words or phrases that need to be revised in the evaluation form. Since all TEIs in the Philippines are under the tutelage of the government's school leaders, this modification should then be sent to the concerned DepEd and CHED officials for their approval. Also, a review of the guidelines on the selection of a cooperating teacher (DepEd Order, 2007) for a possible revision and the relevant interview responses of the 9 evaluators were considered to be part of the investigation's implication.

Correspondingly, the evaluators also voiced out some concerns (i.e., time constraint, teaching overload and number of demonstrators in a day) through the focus group interview that could somewhat shed light on such cases of inconsistency in completing the form. It can be concluded that a well-completed evaluation form would yield a better internship portfolio, which has the highest percentage (40%) among the components of the Teaching Internship grade (CMO, 2004).

8.1.3 Content and Grammatical Error Analyses of the Teaching Journals

8.1.3.1 Content Analysis

Table 8.1 Summary of content analysis of the teaching journals

Category	Pre-conceived Theme	Generated Theme
professional look/well-groomed teacher		'The Look' of a Student Teacher
taught actively	Teacher's Personality	Teaching with Enthusiasm
modulated voice		The Voice of a Student Teacher in the ESL Classroom
well-planned lessons/objectives	Lesson Planning	Lesson Planning Advice
in-depth knowledge/mastery of the topic or subject matter	Content	Subject Matter Familiarity
audio-visual teaching tools/instructional materials		Instructional Materials Efficiency
effective teaching methods	Teaching Method	Tips for Classroom Management
classroom management	Classroom Management	
follow-up questions/art of questioning	Questioning Skill	Improving the Questioning Skill

The results revealed that each and every single competency revealed in the Quantitative section of the evaluation form (i.e., Teacher's Personality, Lesson Planning, Content, Teaching Method, Classroom Management, Questioning Skill) were reflected in the teaching journals composed by the student teachers. This could mean that the contents of the teaching journals were influenced to a great extent by the 6 competencies of the evaluation form. The student teachers narrated their teaching experiences through their teaching journals based on the evaluation form's quantitative rating and qualitative entries.

The results show that there were 9 identified categories. Three were classified under the Teacher's Personality theme, 2 were in Content, and 1 was identified in each of the other 4 themes. From these 6 pre-conceived themes that were revealed in the evaluation forms, 8 generated themes could provide insightful information for all the members of the discourse community, i.e. the student teachers, the cooperating teachers, and the Teacher Education Institution (TEI) professors about the Teaching Internship course. From the 8 generated themes, 2 had sub-themes, and these are the Lesson Planning Advice and the Tips for Classroom Management as displayed in Figure 8.3.

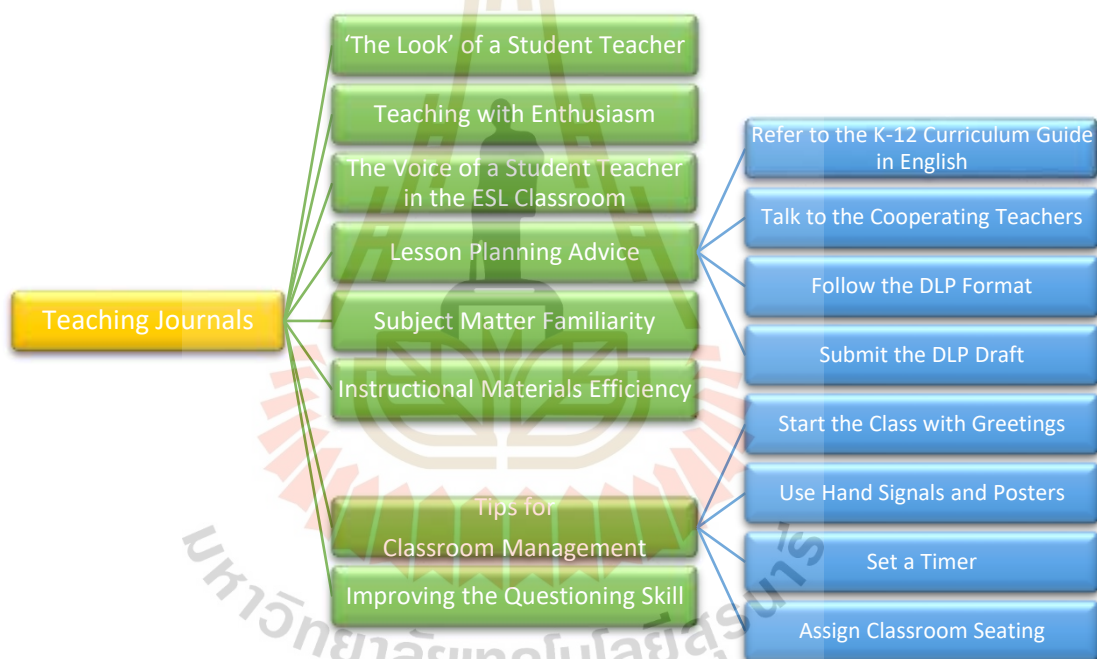


Figure 8.3 Generated themes and sub-themes

The generated themes from the content analysis findings of the Teaching Journals or Genre 1 took part in the interrelationship exploration alongside the consistency verification findings of the Evaluation Forms or Genre 2 and the move confirmation and teaching strategies identification findings of the Lesson Plans, which is Genre 1.

8.1.3.2 Grammatical Error Analysis

Although this analysis is not included in the genre web analysis in this investigation, it is perceived to be very relevant not only for the student teachers who are would-be English teachers but also for its role in each of the genres packaged in the internship portfolio. Language intelligibility, proficiency and accuracy are needed in producing or reflecting the contents of the interrelated genres. Several researchers in the existing literature (e.g., Singh et al., 2007; Hourani, 2008; Darus & Subramaniam, 2009; Mali & Yulia, 2012; Ulla, 2016a) have proven the importance of error analysis in the production of written discourses, and they claim that a clear understanding of the grammar rules can help them write or compose any text logically and comprehensibly. This is the main rationale of the inclusion of grammatical error analysis in this investigation because its role is crucial for production of the genres packaged in the internship portfolio.

Following the suggestion of Ellis and Barkhuizen (2005) on grammatical error analysis, which are (a) collection of a sample of learner language, (b) identification of errors, (c) description of errors, (d) explanation of errors, and (e) evaluation of errors, the findings revealed that the top three most frequent grammatical errors made by the student teachers were 1) the subject and verb agreement category that had 180 errors or 27.11%, 2) the verb category that had 123 or 18.52%, and 3) the preposition that had 111 or 16.72%. Along this line, the investigator does not mean that the other grammatical categories are totally taken for granted in the grammar instruction.

Taken up together, this study shows that errors in the use of subject-verb agreement by the student teachers are a matter of serious concern for the ESL professors. It is very important because the student teachers are soon to be English

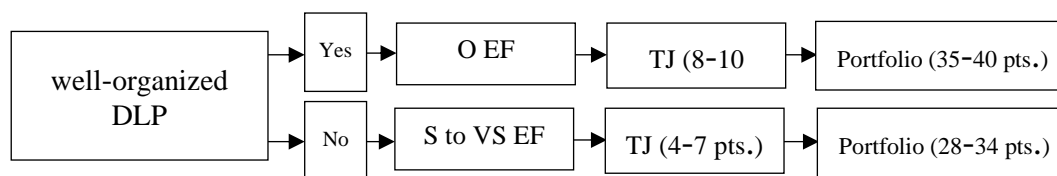
teachers in the future. The ESL professors should address this concern through immediate instruction to the next batches of education students so that the chain of these common grammatical errors will be broken. Moreover, the BSEd-English students should be provided ample exposure to language so that they learn the subject-verb agreement in different contexts. Also, there is an immediate need to re-evaluate the teacher's proficiency in English, and efforts should be made to train teachers' pedagogical skills while teaching English in the Philippines' teacher education program. Also, research should be encouraged in the area of grammatical error, so that extra attention may be paid in teaching problematic areas of grammar lessons like misinformation type of the subject-verb agreement.

8.1.4 Intertextual Analysis of the Lesson Plans, Evaluation Forms, and Teaching Journals

Following Bazerman's (2004) procedures on intertextual analysis, which was inspired by Kristeva's (1980) Theory of Intertextuality, as the point of departure to uncover the interrelated meanings embedded among the three genres, three generated themes were developed as presented next.

8.1.4.1 Preparing well-organized DLP

This theme was established on the first interrelationship finding that a well-planned DLP would have an outstanding EF rating and a more detailed TJ. It was based on two relationships, which are 1) A well-organized lesson plan has an outstanding EF rating. and 2) A well-organized DLP has a more detailed TJ. Figure 8.4 displays how a DLP influences other genres.



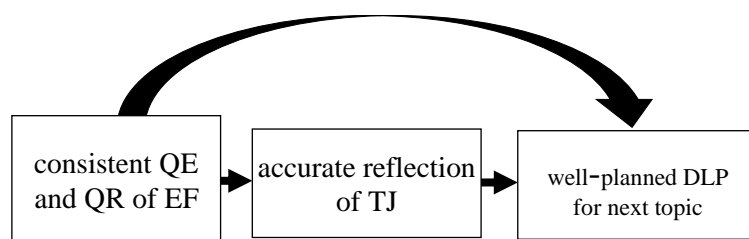
Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal, O-Outstanding, VS-Very Satisfactory, S-Satisfactory

Figure 8.4 Upshot of a well-organized lesson plan

The results direct the student teachers to produce a well-organized DLP because it can influence the other genres, i.e. Evaluation Forms and Teaching Journals and basically, can help them not only to have an ‘outstanding’ rating in lesson planning or high score in the TJ but also get a high mark in the internship portfolio. Thus, one quality of a student teacher during the practicum is to plan the lessons well because it can contribute to the success of their practicum. To help the student teachers possess this quality, a framework for the novice teachers in writing a well-organized DLP is proposed (Pramoolsook & Magday, 2019) in Figure 7.2.

8.1.4.2 Completing the Evaluation Forms

This generated theme was based on the interrelationship that a consistent qualitative entry and quantitative rating would yield more detailed planning for the next topic and a good journal writing. There were two relationships in this theme, which are 1) A consistent qualitative entry and quantitative rating of the Evaluation Form would have a more detailed lesson plan for the next topic., and 2) A consistent qualitative entry and quantitative rating of the Evaluation Form would have a good journal writing. Figure 8.5 shows the interrelationship among the three genres with the EF as its point of reference.



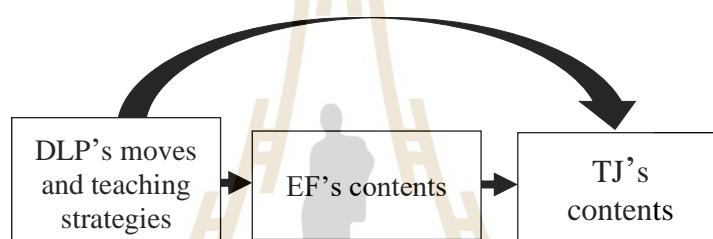
Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal, QE-Qualitative Entry, QR-Qualitative Rating, O-Outstanding, VS-Very Satisfactory, S-Satisfactory

Figure 8.5 Consistent entries and ratings of Evaluation Form's contribution

A consistent qualitative entry and quantitative rating or, in general, a well-completed evaluation form would contribute to the accuracy of the reflective narrations or TJ without any confusion on the part of the student teachers. Both the consistent qualitative entry and quantitative rating of the EF and accurate reflection of the TJ contributed to the planning of the lesson for the next teaching. In the study conducted by Magday and Pramoolsook (2020), they have recommended some tips on how to prevent the inconsistency between the qualitative entries and quantitative ratings of the EF, which will be presented in the Implication section. The findings of this investigation suggest that the evaluators should complete the EF cautiously, and they should be very careful in making comments and giving suggestions, especially in the Qualitative section because the EF serves as the point of reference of the student teachers in writing the DLP and TJ. The next sub-section presents the findings of the third generated theme of the intertextual analysis.

8.1.4.3 Composing the Teaching Journals

This third generated theme was derived from the interrelationship that the TJ's content is the output of DLP's teaching strategies and EF's qualitative entries and quantitative ratings. Two relationships were developed in this finding, i.e. 1) The EF's contents are based upon the DLP's moves and identified teaching strategies., and 2) The contents of the reflection were based on the EF and DLP. Figure 8.6 displays the intertextual analysis of the third generated theme.



Legend: DLP-Detailed Lesson Plan, EF-Evaluation Form, TJ-Teaching Journal

Figure 8.6 Contents of Teaching Journals

The DLP was the reference point of the intertextual analysis of the intertwined genres. Initially, the contents of the qualitative entries and quantitative ratings of the EF are identical to the moves and teaching strategies of the DLP. Then, the contents (qualitative entries and quantitative ratings) of the EF were also reflected in the contents of the TJ. Finally, the DLP's moves and teaching strategies, through keywords that had similar contexts, were narrated in the TJ. The interrelationship also shows that the DLP influences 2 genres, i.e. EF and TJ, which is not surprising in the concept of intertextuality. A text can be interrelated to 2 or more texts (Kristeva, 1980,

as cited in Yeung, 2014), which is also characterized as a network of inter-texts (Farrelly, 2019). Therefore, in this investigation, the findings could suggest that the student teachers and evaluators should pay attention to the texts' keywords and their meanings before completing or producing another text or genre.

Thus, this study, in its own simple and unique way, could contribute to the major goal of the Teaching Internship Program, which is to provide student teachers a challenging, relevant and rewarding internship experience that will allow them to develop desirable professional interests, attitudes, ideals, character and skills.

8.2 Pedagogical Implications

8.2.1 Lesson Plans (Genre 1)

The key purpose for any genre analysis is the central role it plays in the English Language Teaching (ELT) and English for Specific Purposes (ESP) courses, and that is to help learners acquire what Bhatia (2004) called “generic competence,” which focuses on “the ability to identify, construct, interpret, and successfully exploit a specific repertoire of professional disciplinary or workplace genres” (p.145). Thus, the pedagogical implications of this study are aligned with the potential significance of the results, informing Teacher Education curriculum design in the Philippines specifically the Secondary Education Program (SEP) in English, which are focused on helping ESL teacher education students or pre-service teachers to produce well-written Detailed Lesson Plans (DLPs) using the framework proposed by the investigator. Integrating the lesson plan genre in the Secondary Education (SEd) curriculum would be a practical option for the TEI professors, or holding specialized seminars or workshops for all the members of the identified discourse community may provide information for

developing lesson plans. In due course, when the English student-teachers would be hired as in-service teachers, they could produce DLPs without much difficulty because they have a rhetorical framework as their reference in planning their lessons. This could also help them to get a higher rank or position because lesson plans serve as evidence of a teacher's professional performance for promotion purposes in the Philippines. They are asked to include lesson plans, along with other materials, as part of their Results-based Performance Management System (RPMS) Portfolios to support their annual performance because a collection of DLPs is considered an imperative component of the Individual Performance Commitment and Review (IPCR) of the teachers (DepEd, 2016). Finally, in order to give employers a sense of teacher applicants' organizational skills and teaching style, applicants are asked to submit lesson plans as part of their application.

Therefore, understanding and applying the proposed framework, the rhetorical patterns, and the linguistic features in lesson planning enable novice lesson planners to establish their work effectively, which could lead to a well-planned production of lesson plans that could contribute to an effective instruction.

8.2.2 Evaluation Forms (Genre 2)

The findings of the consistency verification analysis between the qualitative entries and quantitative ratings of the evaluation forms could suggest 5 possible pedagogical actions. First, the Guidelines on the Selection of a Cooperating Teacher (DepEd Order, 2007) should be revisited for a possible revision. A meeting with the concerned TEI professors and cooperating teachers is recommended to discuss the possible modifications of such guidelines, and a copy of the revision will be forwarded to the concerned DepEd officials for their perusal. Second, a seminar and workshop are

suggested for the newly appointed cooperating teachers and TEI college supervisors, who are the evaluators and mentors of the pre-service teachers. They should be facilitated before the Teaching Internship course, and the findings of this investigation could also be presented to the participants during the seminar and workshop giving more emphasis on the cases of inconsistency. Third, the statements or sub-competencies in the quantitative part of the evaluation form need to be reviewed for a revision because the findings show that some of the sub-competencies' communicative functions were not clearly stated. Fourth, the issue on teaching overload, as voiced out by the evaluators during the interview as one of the main reasons why they have had limited mentorship time with the student teachers, is also taken into consideration in this recommendation. Thus, it is suggested that they should only be given a light teaching load during the Teaching Internship course to have ample time working with the student teachers. Fifth, the guidelines on demonstration teaching of the College of Teacher Education (CTE) should be revised. The findings highlight 3 specific suggestions concerning the conduct of demonstration teaching to somehow lessen the cases of inconsistency between the qualitative entries and their corresponding quantitative ratings of the evaluation forms, which are:

1. The maximum number of demonstrators in each day should be 3 to give sufficient time for the evaluators to complete the evaluation forms well.
2. There should be a break time of at least 30 minutes after every demonstration teaching to give adequate time for the evaluators to peruse and finalize the evaluation forms before handing them to the student teachers.

3. An Evaluation Flowchart (see Figure 5.2) for the evaluators is suggested that highlights the 3 stages: 1. Pre-evaluation, 2. Evaluation, and 3. Post-evaluation.

8.2.3 Teaching Journals (Genre 3)

8.2.3.1 Content Analysis

The implication of this investigation is anchored on Neuendorf's (2002) principle on content analysis that is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e., text like the teaching journals). Using content analysis, researchers can quantify and analyze the presence, meanings, and relationships of such certain words, themes, or concepts. Thus, the inferences embedded within the texts of this investigation were reported through the eight generated themes based on the pre-conceived codes and categories: 1) 'The Look' of a Student Teacher, 2) Teaching with Enthusiasm, 3) The Voice of a Student Teacher in the ESL Classroom, 4) Lesson Planning Advice, 5) Subject Matter Familiarity, 6) Instructional Materials Efficiency, 7) Tips for Classroom Management, and 8) Improving the Questioning Skill. In each of the themes, there are recommended pedagogical implications as presented next.

The investigator recommends that a module that has 8 units must be prepared for all the education students of the Bachelor of Secondary Education (BSEd)-English. This module must be validated and approved by the concerned TEI officials before using it as part of the instructional materials for pre-service teachers. The 8 units of this module are the generated themes of the current investigation. The TEI English professors should use and teach this module as part of the Professional Education courses, which are offered before the Teaching Internship course, with a hope that it

could somehow give suggestions and comments for the students before they undergo the internship program. The first-hand narrative experiences of the student teachers across the five batches could lead the future student teachers into reflections and realizations concerning the Teaching Internship course. Copies of the said module should also be given to the cooperating teachers and members of the student teachers' supervising team.

Aside from the module for pre-service teachers, another program is proposed and that is a Voice Care Seminar and Workshop or Voice Training Program for Student Teachers. It aims to share insightful information about why student teachers or in-service teachers are at high risk of having voice issues or problems, and empower the teachers not only with knowledge but also tools and routines that they can use to prevent vocal strain. This workshop will be properly coordinated with DepEd and CHED officials. Voice experts (e.g., speech-language pathologist, otolaryngologist, voice coach, among others) from other agencies will be invited to spearhead the seminar and workshop, and a program plan regarding this seminar and workshop will be designed with the presence of the concerned TEI supervisors and cooperating teachers.

Furthermore, to enhance the teaching skills (e.g., subject matter familiarity, classroom management, questioning skill, use of instructional materials, lesson planning, among others) of the pre-service teachers, a continuous demonstration teaching practices should also be done by all the BSEd-English students inside the classroom. The TEI professors will serve as the evaluators and act as the cooperating teachers of the demonstrators, and the other students will be considered as the demonstrators' students. The investigator analyzed the course descriptions of all the major courses offered in the BSEd-English program as stipulated on CHED

Memorandum Order No. 75, s. 2017 and found that there are 3 courses where the students may have the English demonstration teaching practices, which are 1) EL 107: Teaching and Assessment of the Macro Skills, 2) EL 106: Teaching and Assessment of the Literature Studies, and 3) EL 108: Teaching and Assessment of the Grammar.

8.2.3.2 Grammatical Error Analysis

The pedagogical implications of this analysis were anchored within the perspective of Corder (1976) on Error Analysis (EA), which is EA is significant of three things, first to the teachers, in that it tells them if they undertake a systematic analysis, how far towards that goal the learners have progressed and, consequently, what remains for them to learn. Second, it provides the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third, it is indispensable to the learner himself because teachers can regard the making of errors as a device the learner uses to learn. With this in mind, the investigator quoted, “The occurrence of errors is merely signs of the present inadequacy of our teaching methods” (Corder 1976, p. 163).

Thus, in this analysis, the investigator recommended that the ESL professors in a TEI should focus their grammar instruction on the three grammatical error categories: 1) subject and verb agreement, 2) the verb, and 3) the preposition. However, it does not mean that the other grammatical categories will be taken for granted.

A Remedial Instruction in Grammar (RIG) program is proposed by the investigator to help the BSEd-English students, who will become English teachers in the future, improve their English grammar. The RIG program has 3 courses: RIG 1 for freshmen, RIG 2 for sophomores, and RIG 3 for juniors. The students should be able

to complete 51 hours of attendance and should have at least 160 points out of the 200 items (at least 80%) in the examination at the end of each course to qualify for the retention policy of the BSEd-English program. The items in the examination will be constructed by all the TEI English professors with the approval of the concerned TEI officials. The students will not be allowed to register the RIG 2 course if they do not meet the expected requirements of RIG 1. The RIG 1 is a pre-requisite of RIG 2, which is also a pre-requisite course of RIG 3. The students should pass all the 3 courses before they will be allowed to undergo the internship program, which will be part of the retention policy of the BSEd-English program. A course outline of the RIG program will be presented to the concerned TEI officials for their validation and approval before its implementation.

8.2.4 Intertextual Analysis among the Three Genres

The intertextual findings of the intertwined genres in the internship portfolio confirm that the three genres, which are Lesson Plan or Genre 1, Evaluation Form or Genre 2 and Teaching Journal or Genre 3 are intertwined with each other. Thus, the investigator boldly establishes criteria to qualify that texts are in a genre web, which is presented next.

A genre web:

1. possesses Swales' (1990) six defining characteristics of a discourse community;
 - 1.1 has a broadly agreed set of common public goals;
 - 1.2 has mechanisms of intercommunication among its members;
 - 1.3 uses its participatory mechanisms to provide information and feedback;

- 1.4 utilizes and possesses one or more genres in the communicative furtherance of its aims;
 - 1.5 In addition to owning genres, it has acquired some specific lexis;
 - 1.6 has a threshold level of members with a suitable degree of relevant content and discursal expertise
2. applies Intertextuality Theory (Kristeva, 1980) as theoretical background;
 3. consists of three or more interrelated genres compiled in a package;
 4. has 2 or more writers/authors who are members in the same discourse community;
 5. supports the concept that one text or genre is not a single entity;
 6. depends on the quality of each genre;
 7. contains 3 or more genres that have a communicative purpose, intended audience, and rhetorical structure;
 8. has writers and readers that play different roles;
 9. finally, consists of members in a hierarchical system.

In other words, a genre web is inferred that if one component was not produced properly as it should be, the ultimate communicative purpose of any package, net, or 'web' would not be achieved. The concept of genre web can also be used to investigate other genre situations and packages for educational, academic, professional, social, and cultural purposes. Genre web, based on its concept, can also provide benefits, such as:

1. It establishes rapport among the members of the discourse community.

Through the intertwining nature of the three genres in a genre web, all the

concerned members in the discourse community are expected to work together as one in order to attain the main goal of such interrelationship. For instance, in order for the student teacher to have a successful demonstration teaching, they must have a harmonious relationship with their cooperating teacher and vice versa. Also, the TEI professor must also have a close relationship with the cooperating teacher in order to get feedback concerning the performance of the student teacher. In a nutshell, these members in a discourse community, although they play different roles and have different responsibilities and rhetorical demands, should work harmoniously in order to attain whichever goal set for them. This kind of unique rapport is established through their interrelationship genre web.

2. It develops the communication skill of the members.

Genre web is composed of 3 or more intertwined genres that support one another. It was also expounded earlier that a genre depends on the manifestation and quality of the other genres. Thus, a genre web has also the capability to improve the communicative competence of the writers or authors. They must produce genre with good quality and acceptable and beneficial manifestation in order for the others to produce another well-written genre, and that requires and motivates them to develop their communication skill.

3. It builds a novel teaching platform: genre-web approach to teaching.

It opens an opportunity for the English as a Second Language (ESL) teachers to introduce a pedagogical approach that is anchored on the intertextuality concept of genre web, which is a genre-web approach to teaching. This teaching approach utilizes various texts or genres that can give ideas or information for the ESL learners to understand, comprehend, and produce a new text or genre. Through this

approach, the ESL teachers are also expected to discover other related texts or genres from other sources or various writers that can be used as genre-web teaching materials for the ESL learners.

8.3 Limitations and Recommendations for Future Studies

The investigator acknowledges that follow-up interviews with a bigger number of the pre-service teachers, Teacher Education Institution (TEI) professors and cooperating teachers would provide more in-depth information about the three genres and their interrelationship. Although this study identified some interesting results about the move confirmation and teaching strategy identification of the lesson plans, the consistency verification between the qualitative entries and quantitative ratings of the evaluation forms, the content and grammatical error analyses, and the interrelationship among the three genres, it was conducted on a small corpus of internship portfolios using only English discourse community. Therefore, more studies of this kind with a bigger corpus across disciplines in the Bachelor of Secondary Education (BSEd) education program (e.g., Mathematics, Social Studies, Sciences, Physical Education, etc.) and Bachelor of Elementary Education (BEEd) curriculum program (e.g., Early Childhood and General Education) should be conducted in order to provide a more comprehensive representation concerning the analyses of the three genres and their interweaving nature. Specifically, these further studies would basically confirm if the identified teaching strategies, linguistic clues and their patterns do occur in the lesson plans of other discourse communities in the teacher-training programs in the Philippines. Correspondingly, to verify also if there are cases of inconsistency between the qualitative entries and quantitative ratings of the evaluation forms, and if the evaluation

forms' competencies are reflected in their teaching journals. A bonus further study is also to identify if the most frequent grammatical error categories revealed in this study would also be the same to other groups of student teachers. Most importantly is to prove if the interrelationship findings also happen in other discourse communities. Findings from such studies would have practical implications for all the members of the discourse community, i.e. the Teacher Education Institutions (TEIs) professors, cooperating teachers, and teacher education students on how to efficiently produce the lesson plans, properly complete the evaluation forms, and accurately narrate the teaching journals. An interesting feature is that to clarify if the interweaving nature of the three genres, as revealed in this study, is also present in other discourse communities.

Further studies would still contribute to the motto of teacher-training program in the Philippines, which is quality teacher education program is a key factor in the quality of Philippine education. These studies will contribute to the continuous quest of knowledge in the 21st-century education society, which demands high quality instruction from teachers. Thus, to meet the demands and expectations of quality education, both novice and experienced teachers must have a great deal of expertise and capabilities in both instruction and evaluation practices. In other words, these studies will be a basis for introducing initiatives to improve the TEP to lead future teachers to become globally competent. As such, any initiative to increase the quality of teacher training relies on the service of a teacher who is equipped to carry out the functions and responsibilities of a professional teacher.

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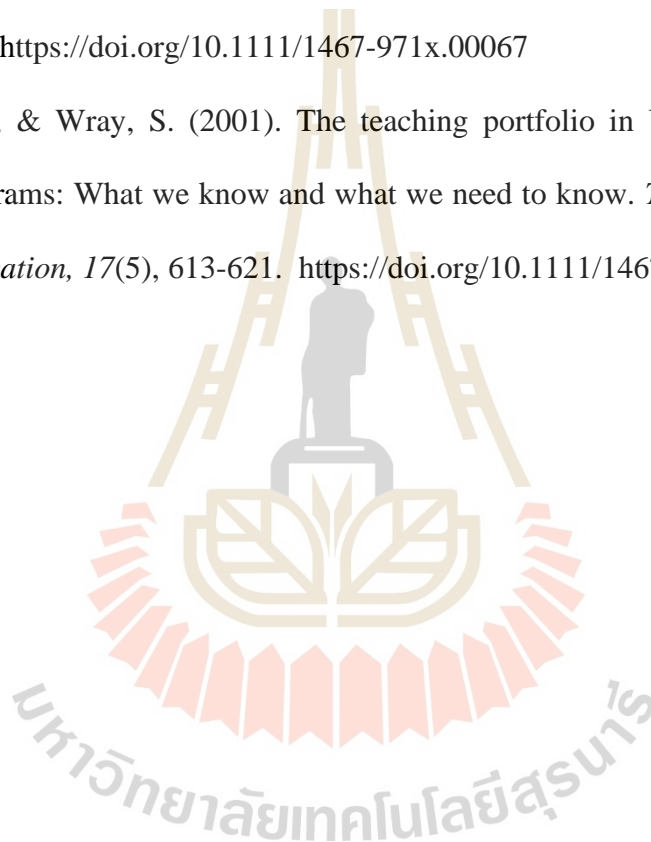
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APPENDIX A

Request Letter to the Dean

No. MOE 5612(3)/202



Suranaree University of Technology
111 University Avenue
Muang District
Nakhon Ratchasima 30000, Thailand

June 15, 2018

Subject Request for an access to research data

To The Dean, College of Teacher Education, Nueva Vizcaya State University, Philippines

I am writing in connection with the current investigation on "Genre Web of English Student Teachers' Internship Portfolios at a Teacher Education Institution in the Philippines" of Mr. William D. Magday, Jr., a PhD in English Language Studies student in this University. The main data of his study are the internship portfolios produced by the Bachelor of Secondary Education (BSEd)-English graduates of Nueva Vizcaya State University, Bayombong, Nueva Vizcaya, Philippines.

Since the research work which he is doing is very important as a partial fulfillment of his PhD requirements, I would be grateful if you could grant this request by allowing him to access the said data.

I assure you that there will be no misuse of whatever information he may get and that the data will be treated confidentially. The student and his research supervisor, Asst. Prof. Dr. Issra Pramoolsook will be responsible if there is any misuse of the data.

I shall be very thankful to you for this kind favor.

Yours sincerely,

(Dr. Sirinthorn Seepho)

Chair, School of Foreign Languages

Note:

*Dr. G. Gumilet
Mr. R. Castañeda*

Please attend to this request.

SANNYI DANGIS, Ph.D.

School of Foreign Languages, Institute of Social Technology
Tel: 66-4422-4213-5 Fax: 66-4422-4205 E-mail: fl@suf.ac.th

APPENDIX II

Cover Letter of the Survey Questionnaire



June 29, 2018

Dear Participant,

I am a PhD student at the Suranaree University of Technology, Nakhon Ratchasima, Thailand and currently having a qualitative research study, "Genre Web of English Student Teachers' Internship Portfolios at a Teacher Education Institution in the Philippines". As a graduate of BSEd-English program at the Nueva Vizcaya State University, I am requesting you to participate in this investigation by allowing me to borrow your internship portfolio and completing the attached survey. In order to ensure that all information will remain confidential, please do not include your name.

Your participation is strictly voluntary and you may refuse to participate at any time. If you choose to take part in this project, please lend your portfolio at your most convenient time and answer all the questions in the attached survey instrument as honestly as possible.

If you require additional information or have questions, please contact me at +639776500385 or email me at wmagday@ymail.com.

Thank you for your time.

Sincerely yours,

William D. Magday, Jr.
PhD Student

I. Pramoolsook

Asst. Prof. Dr. Issra Pramoolsook
Research Supervisor

APPENDIX III

Example of Survey Questionnaire



SURVEY INSTRUMENT

Graduation Year: 2013 2014 2015
 2016 2017 2018

Please answer the following questions as honestly as possible.

1. What do you think are the three most important components of the internship portfolio? Place a tick in the box.

- Table of Contents
- Prayer of a student teacher
- Resumé
- Description of Cooperating School
- Lesson Plans
- Teaching Journals
- Evaluation Forms
- Sample of learners' works
- Professional readings and references
- Pictures
- Others (as attachments)

2. Explain briefly the reason of your choice (optional).

These three were the most important parts because these were the most important of the student teacher. The other parts were just additional and not necessary for the student.

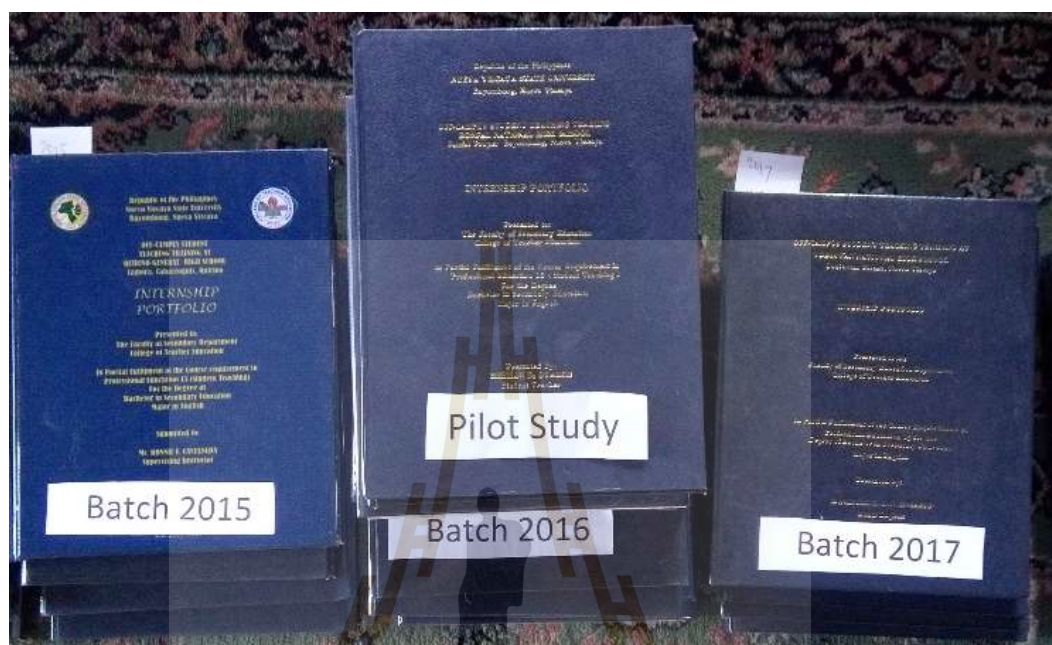
3. What difficulties did you encounter in handling the choices that you made in Question 1?

The teaching journals were difficult to write. I admit my English is not perfect. It took me more time to write this component. Unlike the lesson plan, my advice and also finished soon. Then to edit this part was what I'm already a professional teacher. I found out that my journal before had a lot of grammatical errors. What if there is?

[Signature]
 Signature (optional)

APPENDIX IV

Internship Portfolios as Corpus




APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan

FINAL DEMO LESSON PLAN


 Republic of the Philippines
 Department of Education
 Region 2
UDDIAWAN NATIONAL HIGH SCHOOL
 Uddiawan, Solano, Nueva Vizcaya

Detailed Lesson Plan in English 9

Content Standard	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of enhancing the self; also how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate actively in a speech choir.
Performance Standard	The learner actively participates in a speech choir through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Body Movements/ Gestures and Audience Contact.
Learning Competency	EN9VC-IVf-1.3/2.3: Formulate predictions based on the material viewed

I. Objectives ← **Move 1**

At the end of the lesson, the students should be able to:

- formulate predictions on materials viewed;
- make a decision by comparing and contrasting ideas;
- Interact actively with the group mates during work;
- Relate video content to particular social issues, concerns, or dispositions in life.

← **Move 2**

II. Subject Matter: Learning From Others

Topic: Making Wise Decision Leading to Success

Springboard: Motivational and inspiring videoclips about success

Reference: A journey through Anglo-American literature, pages 501-503.

Materials: LED Projector, Laptop, markers, cartolina, metacards

← **Move 3**

Teacher's Activity	Students' Activity
A. Preliminaries	
• Classroom Management	

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APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

Students at the back kindly occupy the vacant seats here in front. Pick up some pieces of paper under your chairs.

- **Prayer**
Please stand and let us pray. Joyce, kindly lead us a prayer.
- **Greetings**
Good morning Class.
- **Checking of Attendance**
Monitor kindly check the attendance.

Okay so before we are going to start our day, I want you to read our rules in the classrooms.

1. Listen attentively.
2. Raise your right hand when you're going to recite.
3. Speak in English when reciting.

- **Passing of Assignments**
If my memory won't fail me, yesterday I told you to review about some recipes about success right? So later on, you can use that assignment during our discussion.

Apperception
Okay, so what did we do last meeting?

Yes, so today we're going to have a new topic.

B. Motivation
Are you familiar with the game wordscapes? Who among you here always played that game? Most of us played that game right? So, we're going to play that game today. I will grouped you into two and try to guess some words specifically the longest word of this jumbled words. Write the words you form here in the cartolina. Is that clear?

Okay so let's start.

Yes ma'am

"Lord thank you for this day. Thank you for all the blessings you've given upon us. Guide us in our studies. Amen"

Good Morning Ma'am.

Yes ma'am

Yes ma'am

Last meeting we practice the speech choir entitled the Congo.

St. A

St. B

St. C

St. E

St. F

St. L

St.

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APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

So, group 1, what are the words you formed?
 Yes very good hunter. Group 2, what word have you formed?
 Yes very good hunter also.
 So based on the longest words you formed/guessed what do you think is our topic for today?
 Exactly.

C. Presentation of the Lesson
 Our topic for today is all about making wise decision that will eventually lead you to success.

D. Lesson Proper
 Great men and women who have succeeded in life claim that they have experienced a certain degree of suffering, persecution, and frustrations at certain points in their lives. But these have not stopped them from achieving their dreams. They persevered and won.
 So today, before we are going to watch the three video clips I prepared, here are the captured images from the videoclips. Can you predict what each video is all about by analyzing the three pictures presented?
 Okay. So, anyone who can share their predictions on the first photo?

Very good prediction. Anyone who can give their predictions on the second photo?
 Nice. So, for the last photo, what is your predictions?

Yes ma'am
 Yes ma'am (students' will try to guess words)
 Dice, Side, Nice, Noise and the longest word is Decision ma'am
 Use, Uses, Success and the longest word is Success Ma'am
 Ma'am maybe giving decision for successful life

Ma'am in the first photo maybe even how poor you are in this world if you have the courage and determination to achieve your goals in life you will be successful someday.
 Ma'am dream high and dream big because it is free to have a dream.
 Ma'am the picture in the third picture connotes that stay positive in times of

Annotations: St. J, St. K, St., St. C, St. I, St.

APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

Yes very good. Later, let's see if your predictions on the video are all correct. So at this point, before you are going to watch the videoclips, I want you to write your "recipe" for success. Write all recipes you know in these metacards and post it in front. Is that clear?

Okay, very good so let's read all your recipes for success.

Very good. So today we are going to watch a motivational and inspiring video on success in life. Take down important notes each of the video because these will help you for our next activity. Is that clear?

Did you understand the messages of the three videoclips?

Okay, So let's find out if your prediction about each video is the same as the actual content of the videos. So, for your next activity, I'm going to divide the class into three groups. What you're going to do is to write the message of the video and tick your corresponding like or unlike column for each message. Don't forget to write your reasons for liking or disliking the message of each video. Is that clear?

Message of the Video	LIKE	DISLIKE	WHY?
1.			
2.			
3.			

Very good class. So, at this point, I want three representative students each group to come here in front to write down the strong and weak points of each message under the pros and cons box. And then after, you're going to compare and

struggles and obstacles because we can overcome those trials with the help of God.

Yes ma'am

(students' will read the writings on the board)

Yes ma'am (playing videos)

Yes ma'am

Yes ma'am

(students' will present their work)

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APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

contrast each of the messages. And each of the representatives will choose a message out of the three videoclips to follow in the decision box.

How do I become successful in life?

Video 1 Video 2 Video 3

+pros+cons +pros+cons +pros+cons

Decision:

St. J: Very good. You truly understood our topic for today.

St. K: (volunteer students will explain why they choose that decision)

D. Enrichment Activity

St. L: I think you're now ready for an activity, but before that I want to present our rules while doing your task. Kindly read class?

St. E: G-et along
R-espect others
O-n task
U-se quiet voices
P-articipate
S-tay with your group

So I'm going to divide the class into two groups. You're grouping will be based on the color of your recitation log. What you're going to do is this: You're given an opportunity to work either at ABS_CBN or GMA, where would you apply? What will be your reasons why would you apply on that network? So, to help you decide where you would want to apply, here are the descriptions of these two well-known network. Your decision will make your group a successful person someday.

ABS-CBN

St. L

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APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

<p>Alto- Broadcasting System- Chronicle Broadcasting Network, loved by many as ABS-CBN, is the largest multimedia network in the country. In the face of unchanging governments, despite natural disasters, and amidst rapidly evolving technologies, ABS-CBN remains steadfast in its commitment to serve the Filipino. The organization is continuously evolving to provide better service through radio, free TV, digital terrestrial TV, cable Tv, film, movie, music, publishing, online, events, licensed products, cash remittance, and various advocacies.</p>	
<p>GMA GMA network, Inc. is the leading broadcasting company in the Philippines which produces the most innovative, most trusted, and top rating TV programs. It operates a network of 47 VHF and 41 UHF TV stations, as well as 24 radio stations throughout the country. GMA also owns a wide array of media-related entities engaged in program syndication, film production, music publishing and distribution, set design and implementation, audio-visual production, and new media.</p>	<p>St. B</p>
<p>You will be guided by this following criteria:</p> <ul style="list-style-type: none"> Content-10% Cooperation-10% Explanation-10% 	<p>St.</p>
<p>I'm going to give you 7 minutes to do that task. Are you ready?</p>	<p>Yes ma'am (students' will present their output)</p>
<p>Very good class. You always make me proud of you every single day. So let's give ourselves a very good clap.</p>	<p>123, 123, birigud birigud</p>
	<p>St.</p>

APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

St.	<p>F. Generalization I have here a dice. Volunteer students will roll the dice and the dice will give you a number and that number has a corresponding questions you need to answer. Is that clear?</p>	Yes ma'am	
	Okay. So are you ready?	Yes ma'am	
	Questions:		
	1. What are the video clips all about?	The video clips are all about a successful life. Even if there are so many struggles in our life, if we have the courage and determination to do something we can achieve our goals in life.	
	2. Compare and contrast the messages of each video clips and decide what message would you want to adapt?	The messages of the video clips are very inspiring and I can say that all of the messages will be my motivation and inspiration to reach success.	
	3. What are your recipes for success?	Maybe my recipe for success is that pursue your dreams and make your parents be your number 1 inspiration and that will lead you to success.	St. C
	4. Is it hard to make decisions with your own?	Yes it's not easy to have decision on my own. Every hard decision I take, I consult my parents about that matter.	
	5. Is it hard to make predictions?	Yes, because it's only prediction. Either your opinion is a fact or opinion it is just a prediction.	
	6. How can you define success?	I will define success as a biggest achievement I can reached.	
	<p>G. Valuing Ok, let's have another activity, I have here a box, in this box there are questions. I'm going to play a music and whoever takes the box when the music stop will be the one to answer the answer question. Is that clear?</p>	Yes ma'am	
	Questions:		
	1. Where do you want to challenge yourself to achieve more?	Maybe I want to challenge myself to gain more confidence.	
			St.

APPENDIX V

Example of Move Confirmation and Teaching Strategy

Identification of Lesson Plan (Continued)

2. Who do you want to be in the future?
 3. How do you define success?
 4. Share some experiences in your life that made you stronger while achieving your goals in life?
 5. Relate some instances in your life when you had a wise decision on your own?

I want to become a successful educator someday, I want to teach the youth to become a successful man/woman in the community.

I will define success as a roller coaster ride. Every struggles we encounter in our daily life will make us a better person and pursue more to achieve our dreams in life.

Maybe the struggles, the obstacles came in my life made me stronger more while achieving my dreams because this helped me think that I can do something better for my family and for my future.

I can say that I made a right decision when the things I've decided has a good outcome.

St.

St. C

IV. Evaluation ← Move 4
 The enrichment activity serves as the evaluation.

V. Assignment ← Move 5
 Reflect on this quotation:
 "A little more persistence, a little more effort, and what seemed hopeless failure to glorious success. – Elbert Hubbard

St.

St. A

St. B

St. C

Prepared by:
 Protecting Participant Confidentiality

Checked by:
 Protecting Participant Confidentiality
 Protecting Participant Confidentiality
 Protecting Participant Confidentiality

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APPENDIX VI

Example of Consistency Verification between the Qualitative Entries and Quantitative Ratings of Evaluation Form

Part 1: Quantitative Ratings

Protecting Participant Confidentiality

C1: 1.0, Outstanding

C2: 1.0, Outstanding

C3: 1.2, Outstanding

C4: 1.06, Outstanding

C4: 1.14, Outstanding

Overall Rating: 1.27, Outstanding

Part 2: Qualitative Entries

C6: 1.0, Outstanding

C4C: Outstanding

C4: Outstanding (C)

C2: Outstanding (C)

C6: Outstanding (I)

1.27, Outstanding

Protecting Participant Confidentiality

Protecting Participant Confidentiality

Protecting Participant Confidentiality

Protecting Participant Confidentiality

APPENDIX VII

Example of Error Analysis of Teaching Journal

ally did her part as my cooperating teacher. Yes, she's right. I should
 are all the needed instructional materials for that day. At least, I have
 I two more days to prepare. So, fingers crossed. God, please help me on
 Monday.

March 14, 2016

What a day! I started the day with a prayer. I was very nervous. I
 couldn't walk easily. I felt the tense in every step I took. I went to the river
 near to my boarding house to get some fresh air and to be able to reduce my
 anxiety. But, that didn't help me much. So, I went back to my room and
 prepared all the needed materials for my final demonstration teaching. I was
 surprised that the observation forms are not yet prepared. So, I rushed to
 Copycat Xerox Center to photocopy the said forms. I packed my things and
 went to school. I was so lucky because my brother was there to help me
 because I can hardly walk.

While I was preparing my instructional materials, my knees were
 trembling just like during my local demo. Madam Ofel called my attention
 and whispered "You can do it. Good luck and we believe you can perform
 better than your local demo". Whew! They really expected a better
 performance than my local demo. Before I began, I noticed that my
 notecards were not on my bag. So, I started my teaching. Actually, in the
 Prayer, I called Jessica instead of Joyce as listed in my L.P. I'm really
 nervous. I refreshed my mind and tried to be at ease while we were praying.
 In the motivation part, I regained my confidence because I observed that my
 students enjoyed my strategy, Wordscapes. I was very happy because I
 caught their attention using a powerpoint presentation, and that made me ran
 the preliminary smoothly. I also used various activities that really helped me

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Error 1
 Verb Category
 - Verb Tense
 - Past Form of Verb
 -[were]

Error 2
 Verb Category
 - Verb Tense
 - Past Form of Verb
 [could]

Error 3
 Verb Category
 - Verb Tense
 - Past Form of Verb
 -[began]

Error 4
 Preposition Category
 - misuse of preposition
 -[in]

Error 5
 Verb Category
 - Verb Tense
 - Past Form of Verb
 -[was]

APPENDIX VII

Example of Error Analysis of Teaching Journal (Continued)

Error 6
Verb Category
- Verb Tense
- Past Form of Verb
-[pretended]

to discuss the lesson successfully. All of my students participated in the different activities that I facilitated. They really enjoyed the activities especially the enrichment activity that served as their evaluation where they **pretend** as newscasters of the two famous television networks in the country which are ABS_CBN and GMA networks. After the activity, I ended the lesson by giving the assignment.

Error 7
Article Category
- misuse of article
-[a]

All of the evaluators suggested that I should give follow-up questions on the answers of my students because I only gave praises like Yes, Correct, and That's right. This was my weakness, the questioning skills. I wonder they still gave me an Outstanding score on my evaluation form, maybe they pitied me. The most important thing was when I read in my evaluation form that I met **a**ll the objectives successfully.

It was still the successful demonstration as shown on the evaluation forms where I got 1.27 final rating. "Congratulations! Keep up the good work." This was the remark of my evaluators that really inspired me. Thanks God for the guidance.

Error 8
Pronoun Category
- misuse of pronoun
- object pronoun
-[I]

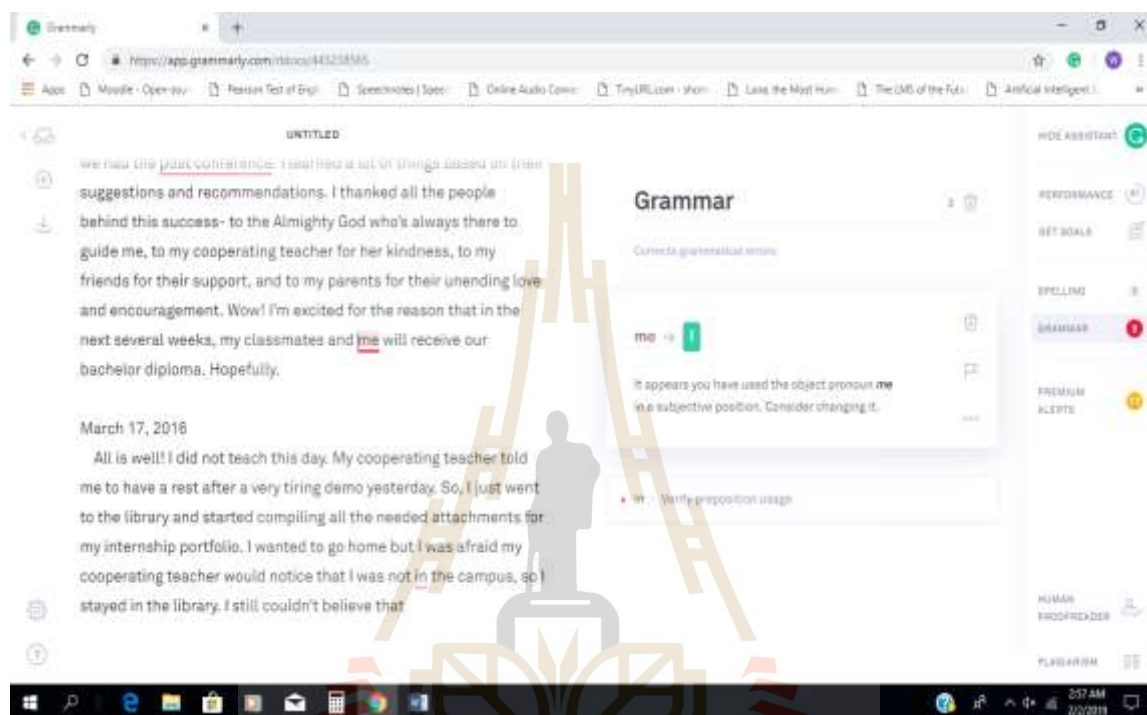
In the afternoon, after the demonstration of Rozielle and Phaulyn, we had the post conference. I learned a lot of things based on their suggestions and recommendations. I thanked all the people behind this success- to the Almighty God **who's** always there to guide me, to my cooperating teacher for her kindness, to my friends for their support, and to my parents for their unending love and encouragement. Wow! I'm excited for the reason that in the next several weeks, my classmates and **me** will receive our bachelor diploma. Hopefully.

March 17, 2016

All is well! I did not teach this day. My cooperating teacher told me

APPENDIX VIII

Snapshot of Teaching Journal on Grammarly



APPENDIX IX

Example of Intertextual Genre Web Analysis of the Three Genres

I. Objectives
At the end of the lesson, the students should be able to:

- formulate predictions on materials viewed;
- make a decision by comparing and contrasting ideas;
- Interact actively with the group mates during work;
- Relate video content to particular social issues, concerns, or dispositions in life.

II. Subject Matter: Learning From Others
Topic: Making Wise Decision Leading to Success
Springboard: Motivational and inspiring videoclips about success
Reference: A journey through Anglo-American literature, pages 501-503.
Materials: LED Projector, Laptop, markers, cartolina, metacards

Teaching strategies were identified.

III. Procedures

Teacher's Activity	Student Activity
A. Preliminaries	
• Classroom Management	

Genre 1

Genre 3

Genre 2

C6 is Outstanding

I met all the objectives successfully

It was still a successful demonstration as shown on the evaluation form where I got 1.27 final rating. "Congratulations! Keep up the good work." This was the remark of my evaluators that really inspired me. Thank God for the guidance.

There are only two cases of interrelationship that are shown above because it is impossible for the investigator to display more pages of the three genres that can show how they intertwine with one another. These are (a) the objectives identified in Move 2 of the Lesson Plan (Genre 1) were successfully met as revealed in the quantitative ratings and qualitative entries of the Evaluation Form (Genre 2), then this was restated in the Teaching Journal (Genre 3) of Student Teacher 3, and (b) it was found that Genre 1 had a lot of identified strategies that resulted to an Outstanding rating in lesson planning as shown in Genre 2, and this was also retold in Genre 3. Conversely, the student teacher made mention that there were cases of inconsistency between the qualitative entries and quantitative ratings of Genre 2, which by some means confused her in producing Genre 1 and Genre 2, respectively. More cases of interrelationship were discussed in Chapter 7.

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Academic Qualifications

Year awarded	Degree	GPA (5-point scale, 1.0-highest grade)	University
2013	Master of Arts in Teaching-English	1.18	Nueva Vizcaya State University
2006	Bachelor in Secondary Education-English and Literature	1.60	Aldersgate College

Research Works and Publications

Year	Title	Publisher
2020	Consistency Verification between Qualitative Entries and Quantitative Ratings in the Teaching Evaluation Forms of Filipino Pre-service Teachers	International Journal of Learning, Teaching and Educational Research, Vol. XVIII No.4; December 2019
2019	Move Confirmation and Teaching Strategy Identification of Pre-Service English Teachers' Lesson Plans in the Philippines: A Rhetorical Framework for Novice Teachers	International Journal of Learning, Teaching and Educational Research, Vol. XIX No.2; February 2020
2013	Relative Effectiveness of Content-based Instruction on BSEd Students' Reading Achievement	Master Thesis
2006	Multiple Intelligences of Aldersgate College Science High School Students	Undergraduate Thesis

Paper Presentations

Year	Title	Conference
2017	Move Confirmation and Teaching Strategy Identification of English Student Teachers' Lesson Plans at a Teacher Education Institution in the Philippines	20 th English in Southeast Asia Conference Re-thinking Paradigms and Approaches to Researching, Teaching and Learning English December 6-7, 2019 Raffles Town Club, Singapore
2018	Capturing the Authorial Voice of Filipino ESL Learners: The Case of Student Teachers' Journals at a Teacher Education Institution in the Philippines	2018 International Conference on Teaching and Researching EFL Writing October 12-14, 2018 Nanjing, China

Work Experiences

Period	Position	Institution/Company
2016-Present	Assistant Professor 3	Nueva Vizcaya State University, Bayombong, Nueva Vizcaya, Philippines
2013-2016	Assistant Professor 1	Nueva Vizcaya State University, Bayombong, Nueva Vizcaya, Philippines
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2008-2010	Emergency Instructor	Nueva Vizcaya State University, Bayombong, Nueva Vizcaya, Philippines
2006-2008	English Teacher	Aldersgate College, Solano, Nueva Vizcaya, Philippines