



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Dissertations

CGSTER

2020

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension of ESL Learners

Ronelo G. Collamar

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Collamar, R.G. & Genuino, C.F. (2020)
Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension
of ESL Learners
(Dissertation, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/1361



Philippine Normal University
National Center for Teacher Education

Philippine Normal University
National Center for Teacher Education
College of Graduate Studies and
Teacher Education Research

**Negotiation of Meaning in Dialogic Engagement as Indicators of
Comprehension of ESL Learners**

A DISSERTATION
Presented to
The Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfilment of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
with Specialization in English Language Education

Ronelo G. Collamar
Ph. D. ELE

2020



Philippine Normal University
National Center for Teacher Education
APPROVAL SHEET

This dissertation entitled “**NEGOTIATION OF MEANING IN DIALOGIC ENGAGEMENT AS INDICATORS OF COMPREHENSION OF ESL LEARNERS**” prepared and submitted by **RONALO G. COLLAMAR** in partial fulfillment of the requirements for the degree, Doctor of Philosophy with specialization in English Language Education, is hereby recommended for approval and acceptance.

CECILIA F. GENUINO, Ph. D.
Adviser

Approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in English Language Education by the Oral Examination Committee.

ARLYNE C. MARASIGAN, Ph. D.
Chairperson

FLORENCIA F. MARQUEZ, Ph. D.
Member

LEONARDO O. MUNALIM, Ph. D.
Member

ARCELI M. AMARLES, Ph. D.
Member

Accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in English Language Education

Date

ANTRIMAN V. ORLEANS, Ph. D.
Dean/Officer In Charge,
Associate Dean's Office
Graduate Teacher Education



NEGOTIATION OF MEANING IN DIALOGIC ENGAGEMENT AS INDICATORS OF COMPREHENSION OF ESL LEARNERS

ABSTRACT

This study investigated negotiation of meaning in dialogic engagement as indicators of comprehension of ESL learners; employed a qualitative research to analyze the communication strategies, linguistic features and discourse markers employed by 48 grade seven, 45 grade eight and 33 grade eleven participants to negotiate meaning; and utilized three phases to carry out the study. Results revealed that the top ten most frequent communicative strategies employed by the ESL learners are: 1) responding to a wh-question (with a correct response), 2) code-switching (language switch), 3) uttering/responding not audible utterances, 4) expressing certain emotions, feelings, ideas, claims, etc., 5) calling someone to answer/respond to a question, 6) reading a word, phrase, sentences etc., 7) responding to a yes-no question (answering yes), 8) discussing/explaining something, 9) self-repeating, and 10) introducing/stating/providing something/someone etc. Manifestations of the spoken discourse comprehension of the ESL learners were evident when ESL learners utilized negotiation strategies such 1) responding to the questions posed; 2) presenting their output before the class; 3) filling in the blanks with missing information or finish the statement of their teacher ahead of the latter; 4) illustrating verbally or nonverbally what was being asked; 5) providing the past tense of the verbs; 6) translating linguistic expression from L2 to L1 and vice-versa; 7) code-switching or code-mixing from L2 to L1 or vice-versa; 8) using of circumlocution, i.e., exemplifying, illustrating or describing the properties of the target object or action etc. Moreover, communication strategies, linguistic features and discourse markers were utilized to negotiate meaning. Findings revealed that there is a relationship between the negotiation of meaning and spoken discourse comprehension. Thus, a framework facilitating negotiation of meaning, questioning and dialogic engagement in ESL classroom is proposed.

Keywords: Negotiation of meaning, dialogic engagement, communication strategies, linguistic features, discourse markers, critical discourse analysis, and conversation analysis



Philippine Normal University
National Center for Teacher Education

DEDICATION

To

My sweet and loving

daughters,

Jasmine Magdalene and Sofia,

my parents,

and

to Penelope,

my one great true

love.



ACKNOWLEDGMENT

This dissertation will never be realized if it would not for the generosity and brilliancy of all the erudite scholars who have been behind every step of the way. More than an expression of gratitude is due to them. So, the researcher would like to recognize and acknowledge some learned individuals for without their inspiration, encouragement, wisdom, assistance, and precious time, the researcher would not have succeeded in this gigantic research endeavor.

DR. CECILIA F. GENUINO, dissertation adviser, whose expertise in the field of English Language Education research is truly an advantage and whose generosity, kindness, and constant encouragement had motivated the researcher to embark on this relatively challenging study;

DR. ARLYNE C. MARASIAGAN, DR. DR. FLORENCIA F. MARQUEZ, DR. LEONARDO O MUNALIM, DR. ARCELI M. AMARLES and Dr. ADONIS DAVID, members of the Oral Examination Committee, who gave insightful suggestions for the enhancement of this work and DR. MARY RUTH GUTIERREZ, for her utmost effort as the language editor of this paper;

The researcher's parents, EDUARDO and MAGDALENA, his siblings, RICKY, MARITES, CRISTY MAE, EVELYN, BENGIE, REY, ALFRED, the late younger brother, EDUARDO JR. and grandfather, ERENEO whose memory has always been a source of strength and inspiration;

The researcher's reasons for existence and emotional anchors, his children, JASMINE MAGDALENE and SOPHIA, and MARIA CECELIA, his PENELOPE, whose presence and addition to his life have become an even greater source of inspiration to strive for a much better tomorrow;

The researcher's Principal, Mr. Emmanuel C. Aguilar, his English Department Head, Mrs. Marissa L. Villanueva, his colleagues, Mrs. Melanie Marcos, Mrs. Gilda Sajise, Mr. Mark John Solinap for their support and his friends; and

Most of all, the researcher's source of life, the God Almighty, whose fountain of blessings seems to be incessantly pouring upon us all.

Madamo gid nga salamat.

R.G.C



TABLE OF CONTENTS

	PAGE
TITLE PAGE.....	i
APPROVAL SHEET.....	ii
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	vi-x
CHAPTER 1 The Problem and Literature Review	
1.1 Background of the Study.....	1-17
1.2 Literature Review.....	20-116
1.2.1 Dialogic Engagement	20-45
1.2.1.1 Definition and the Underpinning Theory of Dialogic Engagement.....	21-27
1.2.1.2 Principles of Dialogic Engagement.....	27-30
1.2.1.3 Dialogic Teaching.....	30-37
1.2.1.4 Dialogic Learning.....	37-39
1.2.1.5 Significance and Implications of Dialogic Engagement.....	39-42
1.2.1.6 Studies on Dialogic Engagement...	42-45
1.2.2 Negotiation of Meaning.....	45-64
1.2.2.1 Definition and Significance of Negotiation of Meaning.....	46-50
1.2.2.2 Underpinning Theories and Approaches of Negotiation of Meaning.....	50-52



Philippine Normal University
National Center for Teacher Education

1.2.2.3	Communication Strategies.....	52-56
1.2.2.4	Definition and Importance of the Three Cs as Signals.....	56-58
1.2.2.5	Studies on Negotiation of Meaning.....	58-64
1.2.3	Questioning.....	64-110
1.2.3.1	Definition, Types and Significance of Questions.....	65-72
1.2.3.2	Purposes/Functions of Questions...	72-81
1.2.3.3	Implications of Teacher Questioning....	81-89
1.2.3.4	Implications of Author-/Textbook- Generated Questions.....	90-92
1.2.3.5	Importance of Student Questioning.....	92-105
1.2.3.6	Significance of Responses to Questions.....	105-108
1.2.3.7	Levels of Comprehension Questions.....	108-110
1.2.4	Spoken Discourse Comprehension.....	110-116
1.2.4.1	Definition of Spoken Discourse Comprehension.....	110
1.2.4.2	Studies on Spoken Discourse Comprehension and Their Implications.....	110-116
1.2.4.3	Synthesis.....	116
1.3	Research Problems.....	117
1.4	Theoretical or Conceptual Framework.....	118-126
1.5	Scope and Delimitation	126-127
1.6	Definition of Terms	127-128

CHAPTER 2 Procedures

2.1	Qualitative Design and Methodology.....	129-130
2.2	Research Site.....	130
2.3	Selection Criteria and Participants.....	130-131
2.4	Data Collections.....	131-134
2.5	Data Analysis.....	135
2.6	Role of Researcher.....	135-136
2.7	Methods of Validation.....	136
2.8	Potential Ethical Issues.....	136



Chapter 3	Findings and Discussion	
	3.1 Research Question # 1.....	137-150
	3.2 Research Question # 2.....	150-225
	3.3 Research Question # 3.....	225
	3.4 Research Question # 4.....	225-233
Chapter 4	Summary, Conclusion, and Recommendations	
	4.1 Summary of the Study.....	234-235
	4.2 Summary of the Findings.....	235-238
	4.3 Limitations.....	238-239
	4.4 Conclusions.....	239
	4.5 Recommendations.....	239-240
List of Figures		
	<i>Figure 1: The Schematic Diagram of Conceptual Framework.....</i>	121
	<i>Figure 6: Figure 6: Negotiatory Dialogic Teaching and Learning Framework of ESL learning</i>	228
List of Tables		
	Table 1. <i>Frequency of Communication Strategies Employed by the ESL Learners.....</i>	138-140
	Table 2. <i>Summary of Communication Strategies Employed by the Three Classes.....</i>	225-226
	Table 3. <i>Summary of Communication Strategies Employed by the Three Teachers.....</i>	226
References		241-264
Appendices		
	Appendix A Inventory of Communication Strategies (Dornyei & Scott, 1997, as cited in Mingo, 2008).....	264-267



Philippine Normal University
National Center for Teacher Education

Appendix B	Parent's Informed Consent.....	268-271
Appendix C	Teacher's Informed Consent.....	272-275
Appendix D	Informed Student's Consent/Assent...	276-279
Appendix E	Request Letter to Conduct a Study...	280
Appendix F	Frequency of Communication Strategies Employed by Teacher A and Class A	281-285
Appendix G	Frequency of Communication Strategies Employed by Teacher B and Class B.....	286-289
Appendix H	Frequency of Communication Strategies Employed by Teacher C and Class C.....	290-293
Appendix I	Utterances of Teacher A and Class A.....	294-347
Appendix J	Utterances of Teacher B and Class B.....	348-402
Appendix K	Utterances of Teacher C and Class C.....	403-461
Appendix L	Jefferson's Transcription Notation...	462
Appendix M	Transcribed Audio-Recorded Data of Teacher A and Class A Utterances.....	463-513
Appendix N	Transcribed Audio-Recorded Data of Teacher B and Class B Utterances.....	514-567
Appendix O	Transcribed Audio-Recorded Data of Teacher C and Class C.....	568-627



Philippine Normal University
National Center for Teacher Education

Appendix P	Accomplished Informed Consent Form of Parents.....	628-630
Appendix Q	Accomplished Informed Assent Form of Students.....	631-634
Appendix R	Accomplished Informed Assent Form of Teachers.....	635-638
Curriculum Vitae	Vitae	639-643



CHAPTER 1

The Problem and Literature Review

Background of the Study

In the realm of education, in general, and in the field of English as a second language (ESL) instruction, in particular, teachers tend to monopolize classroom interaction and most teaching-learning undertakings which include negotiation of meaning, one form of which is questioning, in dialogic engagement while the students are simply directed to listen and cognize the possible responses to the negotiation strategies such as inquiries posed by the former. Some researchers have called this as monologic approach to teaching which is reflected in learning situations where students are asked to recite for pieces of information that is already known (Mehan, 1998). At the same time, this pedagogical approach has manipulated major aspects of oral communication. Alexander (2008), Galton (2007), and Nystrand (1997) have argued that recitation hinders learning and interaction among students. More often than not this is the case not only in the Philippines but also in countries around the world. Supports for this claim have been delineated in the following local and international research studies. For instance, in the local educational researches conducted by Dela Cruz (1990) and Matibag-Angeles (2008), results revealed that the act of asking questions intended to construct and negotiate meaning were dominated by the teachers as they move from one pedagogical instance up to the other teaching-learning endeavors, unmindful of the possible drawbacks such practice would echo to their clienteles. Perhaps, this teachers' dominance in generating questions has conditioned the students to be just plain recipients of inquiries and response-seekers.



International researchers such as Chin (2002, 2006, 2007); Diaz (2011); Kitiyanusan (2004); and Boyd and Rubin (2006) have confirmed this pedagogical phenomenon; however, they provided support that student-generated questions would enhance students' comprehension and critical thinking skills where an interplay of these skills may trigger learning another language other than the first language. In the local context with regard to checking students' learning and comprehension, a closer scrutiny has magnified this when most teachers of English discussed in an informal interview that in their experiences in ESL classroom, they are the ones employing communication strategies which includes but not limited to formulating questions in order to facilitate interaction, dialogic engagement and negotiation of meaning which are, in turn, designed to achieve their objectives in teaching and learning. As a scaffold on this claim, this study does not only bank on his first-hand observation but also, more importantly, on a number of literature reviews and research studies. While the teachers are busy framing their communication strategies and questions that can foster exchanges of messages, engagement, and meaning negotiation, the learners are cognizing, thinking and recalling the possible answers or responses. This only reveals that, in a classroom interaction, more often than not teachers generate inquiries, initiate engagement, interaction, and negotiate meaning to their students while the latter seldom do such teaching-learning undertakings that would underscore their understanding and possibly unlock what they have thought as confusing and perplexing conditions and situations.

The connection among dialogic engagement, negotiation of meaning, questioning, and spoken discourse comprehension seems so palpable and has been fortified by any classroom interaction. As cited in Reznitskaya (2012), research studies of Alexander (2008), Billings and Fitzgerald (2002), Mercer and Littleton (2007), Nystrand, Wu, Gamoran, Zeiser, and Long,



(2003), Soter, Wilkinson, Murphy, Rudge, Reninger, and Edwards, (2008), have confirmed this connection. Their research papers have identified some essential spoken indicators and practices that exemplify the employment of dialogue in teaching. They articulated that while teachers in dialogic classrooms give learners with specific feedback, i. e., meaningful, on one hand, they analyze carefully student responses, inquiring for possible grounds, creating a challenging atmosphere, or egging them to produce proofs, on the other. Conversely, the learners utilize their mentors' comments or suggestions to facilitate and formulate newly-found meanings.

Monopolizing interaction, engagement, negotiation of meaning, and questioning, a dialogic teaching-learning trend, can be likened to Freire's (2000) 'banking system' where teachers act as depositors and students the repositories. Definitely, this pedagogical practice has positioned a number of dehumanizing effects not only on the part of the students who receive that so-called banking instruction but also to the teachers who religiously continue to embrace and perpetrate it even if they are either conscious or unconscious of the banking system's long-term dismal consequences. Perhaps, the amount of opportunity and liberty given to the students in order to take the initiative in classroom interaction, in dialogic engagement, in negotiation of meaning and in questioning is less and their inability to formulate questions and to question what has been presented and discussed are some instances of alienation and dehumanization. These situations inhibit the students to learn more and thereby making them more passive learners. Indeed, inhibition and passivity in any classroom undertaking are just two of the numerous effects of what Freire termed as banking system form of education. Unfortunately, this seems to be the practice of the majority of the teachers as well as educators in the Philippine education. In classroom practice, most of the time teachers utilized metacognition and question-generation aside from the many types of assessments which can be employed to measure language learning



and understanding. This necessitates that the power to initiate classroom interaction must be shared between and among students. Likewise, recent researches disclosed that in evaluating their students' performance, say for example on certain linguistic entities and on comprehension, they relied heavily on questions found on textbooks (Diaz 2011 & Chin 2007). However, if author-/textbook-generated questions were not enough for the demands of learning a second language and spoken discourse comprehension, students should be at as mandated by the existing curriculum, they would modify them and frame linguistic and comprehension questions they believe could enhance the current status quo of the students' competence in order to resolve the latter's need in processing and cognizing linguistic entities and more probably to guide the students to achieve the goals and objectives articulated in the curriculum. Thus, the power to initiate dialogic engagement, the power to facilitate negotiation of meaning, and the power to do the questioning must be distributed in order to achieve spoken discourse comprehension, in particular, and language learning, in general, that are void of dehumanization and alienation. However, this research paper wants to make it clear that the power to ask questions is subsumed under the bigger umbrella of negotiation of meaning.

In addition, language teachers who were interviewed argued that the modification was intentionally planned for the purpose of expanding students' horizon in terms of learning the rudiments and/or the complex language structures of English language and of enhancing their spoken discourse comprehension. The most common way is the question-response strategy, popularly known as question and answer activity (Q and A), where dialogic engagement, negotiation of meaning and questioning come into interplay as teachers and students interact and negotiate with one another and where students are prompted by their teachers to answer questions. Perhaps, this style of pedagogical instruction puts much emphasis on teacher-



generated questions as well as on author-formulated questions found in texts and sets the students to be just plain recipients of the inquiries. With little or no time to generate their own metacognitive and communicative strategies and questions which could trigger much better understanding on their part, students seem to be deprived of their functions as co-formulators of learning input and meaning that are implanted as one of the principles of Freire's (1985)

Participatory Approach. While some teachers would argue that they are giving their students umpteen chances to interact with other interlocutors, engage in dialog, negotiate meaning and ask questions before, during and after instruction in order to develop their spoken discourse comprehension, still, the fact remains that the majority of the students would just prefer not to do so for fear of being corrected either because of grammatical issues or of other related concerns that might consequently put themselves under the pressure of much shame after or even before and during the act of uttering statements, arguments, and questions. Whether their statements, thoughts, claims, opinions, and inquiries are culled from so much brilliancy or from out-of-nowhere does not matter anymore.

Engaging in dialog, negotiating meaning and asking questions, indeed, have played vital and crucial roles in classroom interaction, specifically in spoken discourse comprehension. Particularly, based on the results from pedagogical researches, formulated questions of the learners foster great impacts on their attempts to understand something, in particular, and on their efforts to learn a second language, in general (Taboada, 2003). Thus, possibly, when students are given chances to capitalize on their communicative and metacognitive strategies, generate their own questions, initiate dialogic engagement, and negotiate meaning for spoken discourse comprehension and learning purposes, they could probably process, with ease, linguistic entities



and contents which are at par with their respective interlanguages or just beyond their current linguistic competence.

The foregoing lines of thoughts delineate that there is no parity in terms of initiating dialogic engagement, classroom interaction, negotiation of meaning and questioning between the teachers and the students. Perhaps, this disparity does not widen its horizon of influence unless teachers are ready to embrace the principles of dialogic theory which have been cascaded down to dialogic teaching. In the same manner, students must be enlightened of this so that they can employ the strategies inherent in dialogic learning. Although teachers' questions are intentionally formulated to advance students' spoken discourse comprehension, a dialogic engagement, as well as the notion of negotiation of meaning, that foster a balanced approach between the key players of teaching and learning, in general, and questioning strategy, in particular, seems an integral entity (Freire, 2000 & Chin, 2002). So far, this kind of engagement and negotiation is seemingly an eluding one in the context of Philippine education and is easier said than done. Although instructional reviews and researches have revealed that textbook-generated questions (Humos, 2012; Day & Park, 2005; Fitria, Syarif & Refnaldi, 2014; Hunaifi, 2008; Sunggingwati 200), teacher-generated questions (Aban, 2006; Buendicho, 2009; Capacity Building Series, 2011; Martinez, 2012; Matibag-Angeles, 2008; McAninch, 2015; Santos, 2004; Tofade, Elsner, & Haines, 2013), and student-generated questions (Chin, 2002, 2006, 2007; Chin and Osborne;2008; Commeyars, 1995; Diaz, 2011; Look 2011; Marbach-Ad & Sokolove, 2000; Maskill and Pedrosa de Jesus, 1997a; Rosenshine, Meister, & Chapman,1996; Watts, Alsop, Gould, & Walsh, 1997) have great impacts on language learning, previous researchers have not investigated negotiation of meaning in dialogic engagement in relation to spoken discourse comprehension. Thus, this study is conducted in order to offer a comprehensive view of the



present condition of classroom interaction in the lights of dialogic engagement, negotiation of meaning, which subsumes questioning, and spoken discourse comprehension because these variables are seemingly potent impetuses of second language learning and are important teaching-learning strategies for fostering co-construction of knowledge, spoken discourse comprehension, self-regulation, self-monitoring and eventually in embracing a paradigm shift that would provide teachers and students equal opportunities in any teaching-learning conditions.

Drawbacks in classroom interaction as well as in spoken discourse comprehension have rooted from the lack of pedagogical and learning strategies employed by the teachers and the students. These strategies include, but not limited to, dialogic engagement, negotiation of meaning and questioning. Originally, dialogic engagement is concerned with the relationship between associations and their major and minor stakeholders with the desired objective of enhancing understanding between and among interlocutors; drafting resolutions that are beneficial for all; and cultivating a completely serving community (Heath, 2006). Definitely, this can be cascaded down to the classroom level where the four-corner room seems to be the structural representation of an organization while the teachers and students the organization and stakeholders themselves. In ESL classroom interaction, the absence of dialogic engagement would mean a big issue. This is because of the employment of traditional or monologic instruction which is characterized as teacher-centered form of education. Pearson (1989a), as cited in Taylor and Kent (2014), has vividly argued that dialogic interaction is never a sort of belief; but, it is a condition where interlocutors come to interact with each other. Dialogic engagement draws heavily on Freire's (2000) Participatory Approach wherein he conceptualized it to engage slum dwellers in dialogs about problems in their lives. Applied in the classroom situation, PA's goal is to guide learners fathom the influences that derived from various



perspectives, i.e., historical, cultural, or social in terms of their origins which have influenced and empowered them in crafting decisions and in taking course of actions for the purpose of having a manipulative power over their own lives (Walterstein, 1983). Further, dialogic engagement should be present not only in ESL classrooms but also in all classrooms regardless of their disciplines because it enables the teachers and students to interact, foster spoken discourse comprehension, promote goodwill, and embrace the notion of a shared view of reality.

Findings of Maine and Hofmann (2016) highlighted the ensuing three articulations: 1) the employment of teachers' language use and dialogic engagement has been informed by some functional principles attuned to pedagogical understanding. 2) interaction among interlocutors are able to support learners in formulating high quality, reasonable cognition; and 3) the use of written or spoken discourse, i.e., a dialogue shows an authentic interaction with the given texts. Likewise, some researchers argued that an instruction anchored on dialogue (a) advances learner interaction, engagement and learning, (b) includes less teacher-formulated inquiries and many dialogic or interactional chances, and (c) seems to be hardly predictable because of its nature that is also evident in negotiation (Christoph & Nystrand, 2001; Gambrell & Almasi, 1996; Wells & Chang Wells, 1992).

A considerable number of researches have suggested that social interaction is an important pedagogical entity to language learning (Shim, 2007). Negotiation of meaning is an essential kind of social interaction wherein interlocutors try to repair communication shortcomings by observing certain modification of their linguistic productions. Researches under the interactionist perspective have demonstrated that meaning negotiation stimulates learning a second language via raising the linguistic input's comprehensibility (Long, 1983) and through guiding L2 learners in an effort to arrive at linguistic output that is comprehensible to



them (Swain, 1985). Negotiation of meaning mostly occurs when there is communication breakdown triggered by the requisitions of classroom activities as well as the limitations exhibited by the L2 learners in relation to linguistic ability (Doughty, 2000).

Drawing on the principles of Interaction Hypothesis, Long (1981, 1983) and Gass and MacKey (2007) have strongly claimed that to understand completely the nature and usefulness of linguistic input in L2 learning, much attention must be given to interaction language learners are engaged in. The foregoing notions seem to imply the existence of a robust relationship among language input, dialogic interaction or engagement, negotiation of meaning, questioning and language learning is evident. This second language input is under the umbrella and principle of Input Hypothesis which is subsumed as one of the five basic hypotheses of Krashen's (1985) Monitor Model. L2 input would only become comprehensible input if and only if it is situated one level higher than the present syntactic competence of language learners (Krashen, 1985). Comprehensible input is exemplified in "i+1" where "i" represents the present competence of the learners while "i+1" represents the comprehensible input. In addition, he has contended that either too simple, i.e., already acquired by the learners, or too complex, i.e., not just one level beyond the current learners' competence, will not be useful for second language acquisition. Meanwhile, Swain (1985, 1995) has positioned forth grounded claims pertaining to the connection between language use and language learning. This is largely known as the Output Hypothesis. Researchers on language learning considered output as an important catalyst to increase fluency, i.e., language learners must train to produce L2 utterances if they really want to use their interlanguage system. However, Swain (1985, 1995) made a lot of claims outside this train or practice function of output by proposing three further functions: 1) the role of noticing/triggering, 2) the role of hypothesis testing, and 3) the role of metalinguistics.



Moreover, Swain (1985) has argued that comprehensible input, when taken in isolation, cannot promote the enhancement of learners' competence in grammar, in discourse, and in sociolinguistics. Thus, learners should consider enhancing language skills in order to adapt to suit their output when it is imperative to do so in order to make their linguistic productions comprehensible to the rest of interlocutors during conversational interactions. Negotiation of meaning is realized when learners adjust their outputs. According to Schmidt, (1990) negotiation of meaning has forced learners to explore with other possible linguistic utterances, a learning step which focuses learners' concentration on the language structures and eventually expedite second language acquisition which includes both oral proficiency and comprehension.

A considerable amount of researches regarding meaning facilitation has utilized Varonis and Gass's (1985) model in order to determine some routines under negotiation and subject them in a thorough analysis. Their model on meaning negotiation comprises four phases, namely: trigger, indicator or signal, response, and reaction to response. Routine in negotiation starts with a trigger, a verbal expression that brings about a breakdown in comprehension to the other interlocutor, who replies with an utterance, a signal exemplifying a nil or partial understanding of the previously uttered message, the trigger. The interlocutor then gives a linguistic feedback to resolve the issue while the listener listens and formulates also his/her reaction to it. Negotiation of meaning does not follow a one-way communication or transaction. Roles of interlocutors, such as speakers, listeners, feedback and reaction providers and etcetera switch from time to time depending on the call of the situation and condition. These switching of roles are also present in dialogic engagement and questioning (Freire, 2000). Thus, under dialogic engagement, language learners can share their personal experiences and therefrom the class may decide on the possible



topics they needed to study while in questioning, students can enjoy the leeway in asking good questions.

Unfortunately, in most cases, the art of questioning seems to be a one-way directional act, i.e., from teachers to the students. While this practice may be considered as an oppressive teaching behaviour, the present researcher surmises that Chin (2007) is right in arguing that when students are allowed to formulate questions, curiosity and in-depth cognition about relationships among questions, tests, evidences, and conclusions are stimulated and encouraged respectively. Question generation finds much scaffold on the notion of stored knowledge and on metacognition where students and teachers use their background knowledge and monitoring strategies in formulating questions. When learners are empowered to formulate inquiries, their current comprehension is disclosed and, in effect, they become active, interactive and not passive learners (Collamar, Karaan, & Palma, 2017).

According to Yiğiter, Sariçoban, and Gürses (2005), when students were guided and trained to generate questions, eventually, active and meaningful reading and learning occurs. In order to have a more comprehensive view, however, this research paper would like to amplify on this stance by taking into accounts not only the generated questions but also the responses, dialogic engagement, meaning negotiation which are potent forces for promoting ESL learning, in general, and classroom interaction as well as spoken discourse comprehension, in particular. In accounting such, perhaps this study could contribute a sense of wholeness by counter-checking whether the responses to the questions are correct and acceptable or a punch-to-the-moon. When responses to the questions posed are all logical, reasonable and correct, then perhaps students' understanding, oral communication and learning are on the right track towards success. Otherwise, it might lead the students and the teachers into the state of bamboozlement—



not knowing what really the real score of asking question and responding to inquiries are. Do students really comprehend something out of generating good questions? Are they, given the chance, able to answer their teachers' and their classmates' inquiries or their own questions correctly? While the first query illustrates only one side of the coin, the second inquiry implies that both sides are equally important and entails a more comprehensive view. Thus, initially, students must be taught on how to generate comprehension questions at all levels so that they could maximize their learning, on one hand, and on how to answer them impeccably, on the other.

Although the current practices of checking comprehension and answering teachers' questions have enhanced the development of comprehension skills of the students (Chin, 2002 & Dela Cruz, 1990), a considerable number of researches from different perspectives as well as actual teaching-learning experiences and testimonies show that problems on classroom interaction in terms of spoken discourse comprehension and second language learning do still exist ubiquitously. In this research paper, the teachers' monopoly of classroom interaction vis-a-vis engaging in dialogue, negotiating meaning and asking questions either for discussion or for content instructional purposes is presumed as a potent dehumanizing strategy. Freire (2000) termed this as '*banking system*'. For Freire, teachers in this type of instructional system are the oppressors while students the oppressed ones. The former's role is to fill the minds of the students via a harangue of lectures with or without giving students enough chances to ask questions for dialogic engagement and negotiation of meaning purposes or question the veracity and reliability of the lesson contents. Maybe, this entails alienation, oppression and dehumanization on the part of the students which could, knowingly or unknowingly, jeopardize their spoken discourse comprehension and learning.



Probably, formulating good questions means that it is one of the best catalysts of a never-ending search for a panacea that could potentially answer complex and intricate situations or permanently solve problems related to classroom interaction. This study, however, considers dialogic engagement, negotiation of meaning, and questioning also as a force that could make or unmake teaching-learning practices depending on how they are utilized and who employs them most of the time. For instance, some teaching strategies, methods, and other pedagogical undertakings in education which have put teachers as the primary and direct causal agents in any teaching-learning environment might imply alienation and dehumanization on some educational stakeholders, specifically the students. This seems to be dehumanizing not only the students' lives but also of the teachers'. Perhaps, what dehumanizes them is the absence of dialogic engagement, negotiation of meaning and questioning in their teaching-learning practices. Thus, consciously or unconsciously, teachers' pedagogical strategies, cultural backgrounds, characteristics, beliefs, and more specifically question-generation strategy have been imposed to the students thereby making the latter more passive and seemingly deprived of their rights to take part in all classroom proceedings.

Therefore, different perspectives or standpoints in an attempt to determine the possible optimal combination to facilitate teaching and learning and to develop a desired remedy or solution for all types of teaching-learning impediments maybe put into practice. This could be very apparent in Freire's problem-posing model of education that promotes humanization of learners and teachers. One example that underpins this method is by letting the students do the construction of knowledge through dialogic engagement, activate comprehension processing via meaning negotiation evident in requesting for clarification, checking for confirmation, checking for comprehension and formulating inquiries before, during and after language instruction. In



this undertaking, teachers do not only do the right things but more importantly they do the right things right, i.e., eschewing the very notion of alienation and dehumanization and their possible pernicious effects. In the ensuing reviews and researches and in the ones illustrated above, dialogic engagement, negotiation of meaning and questioning from different vistas and perspectives have been investigated to determine the extent of their effects and influences to the students.

In the field of questioning, Pangilinan (2001), found that the employment of open-ended questions has enhanced students' comprehension of concepts. Student-generated questions are equated to students' comprehension for they aid and fuel better comprehension, in particular, and learning, in general. Results drawn from instructional studies revealed that learner-formulated queries foster a significant influence in the field of spoken comprehension because the questions of students were connected to their previously learned knowledge and understanding (Taboada, 2003). Thus, it is seemingly true that when learners are provided ample opportunities to formulate their own inquiries, their spoken discourse comprehension are disclosed and they become interactive rather than passive learners.

Meanwhile, an example of a lived experience that illustrates a problem-posing model is the one that is promoted by cooperative or collaborative learning and problem solving which are considered as among the essential skills for the 21st century (Johnson & Johnson, 2010). Johnson, Johnson, and Holubec (2008) stated that cooperative as well as collaborative learning is a pedagogical strategy utilized to form small groups in order for the learners to combine their efforts just to position their own learning at the highest level. Cooperation learning entails that students are given enough leeway to explore learning via group collaboration, interaction, dialogic engagement, negotiation of meaning and questioning. This can be sealed by John



Dewey's belief that "education is life," which entails learning by doing. In addition, *'Teach Less, Learn More,'* which is the Singaporean vision in education, demonstrates humanizing not only the learners but also the teachers. Fogarty and Pete (2010) have elucidated that this vision include globalized learning skills and creativity, skills for respective career, skills for information, media, and technology as well as practical skills needed in life.

The humanizing practices in teaching and learning illustrated above could deliberately lay down the road to parity and equality among educational stakeholders and inevitably transform the sick society of learners and teachers into healthy ones impregnated by co-constructed knowledge yielded by dialogic engagement, better spoken discourse comprehension positioned through meaning negotiation, questioning and interactive classroom undertakings fueled by well-crafted questions. Fortunately, the banking concept or system of education has been countered by Freire's (2000) Participatory Approach through his problem-posing method of education. Therefore, teachers' questions, which are presumed as an oppressive strategy in language learning, student-generated questions, their corresponding responses, dialogic engagement, and negotiation of meaning must be investigated because according to Rooks (2009), the students formulated inquiries not only foreground classroom interaction, which inherently includes dialogic engagement and negotiation of meaning, but also expound cognitive power they possess and elucidate the ways other individuals think. As long as spoken discourse comprehension and learning another language are concerned, dialogic engagement (Reznitskaya, 2012), negotiation of meaning (Gass & Selinker, 1995) and questioning (Chin, 2002) must be employed in classroom interaction and instruction. This seems to imply that behind the utilization of these pedagogical and learning strategies are certain purposes not only by teachers themselves but also by students so that the latter is guided accordingly and can interact, with the



aid of dialogic engagement and negotiation of meaning, with the former and to rest of their classmates and contemporaries.

Cognizant of the current trends in ESL classroom interaction on dialogic engagement, negotiation of meaning and questioning, this research paper is significant to the following educational stakeholders. This study would benefit ***school authorities*** who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension. Results may serve as the bases for designing and implementing a pedagogical instruction, i.e., void of dehumanizing and alienating efficacies and is geared towards not only to enhance students' spoken discourse comprehension but to give birth to an education embellished by pure and real humanizing process.

Likewise, this study would not only offer ***teachers*** and ***students*** a comprehensive view of how they process their understanding through questioning, dialogic engagement, and negotiation of meaning but also trigger them to rethink their instructional and learning strategies and to try new innovations to address problems that could hinder students' language learning, and spoken discourse comprehension. This would only be possible when both teachers and students would accept the paradigm shift, i.e., from traditional instruction that is monologic to modern instruction that is dialogic, however, this time around with a different yet humanizing perspective. It is hoped that teachers' problems on students' spoken discourse comprehension and ESL learning might be properly addressed because of their cognition on dialogic engagement, negotiation of meaning and questioning.

Moreover, this study is more than just a means of identifying the communication strategies in order to negotiate meaning and the levels of comprehension questions of the ***students*** and ***teachers*** under study for it also makes them more conscious of the various kinds of



inquiries or questions they can generate to exhibit their thinking capacity. It further promotes another strategy which will enable them to monitor their comprehension at various stages of the instruction while adhering to the balanced approach to instruction fuelled by the notion and principles of dialogic engagement and negotiation of meaning.

Further, this study can be a good reference of review of related literature, concepts and ideas, for *future researchers* who intend to conduct a similar study in their own pedagogical sphere and perspective. While they can make use of the research limitations as their research gap on one hand, they could utilize the results of the present study as scaffold to their own research undertaking on the other.

Based on the foregoing discussions and illustrations, it is evident that there is a research lacuna on dialogic engagement, negotiation of meaning, and questioning as strategies for teaching and learning utilized by the teachers and the learners. Therefore, this research study becomes imperative because according to Reznitskaya (2012), the actual classroom practices nowadays are not in concordance with the immensely recommended educational ideal of dialogic pedagogy which incorporates the notions of dialogic learning, dialogic engagement, negotiation of meaning, and questioning.

Literature Review

The ensuing sections present the literature reviews and research studies which have direct impact on the variables under investigation. The sections are divided into four major divisions: 1) the dialogic engagement section, 2) the negotiation of meaning section, 3) the questioning section and 4) the spoken discourse comprehension section. The section on dialogic engagement



subsumes the *definition and the underpinning theory of dialogic engagement, principles of dialogic engagement, dialogic teaching, dialogic learning, significance and implications of dialogic engagement, and studies on dialogic engagement* while the section on negotiation of meaning includes *the definition and significance of negotiation of meaning, the underpinning theories and approaches of negotiation of meaning, communication strategies, and studies on negotiation of meaning*. The questioning section subsumes the following subsections: *definition, types and significance of questions, purposes/functions of questions, implications of teacher questioning, implications of author-/textbook-generated questions, importance of student questioning, and significance of responses to questions*. The spoken discourse comprehension section includes *the definition of spoken discourse comprehension and studies on spoken discourse comprehension and their implications*.

Dialogic Engagement. In this study, dialogic engagement refers to the dialogic interaction that occurs in the ESL classroom. In layman's terminology, it pertains to classroom interaction which emanates both from teachers and students. Dialogic engagement is one of the informed outputs of dialogic classroom where dialogic teaching and dialogic learning come to interplay. Further elucidation of the term is provided below springing from its early conceptions up to its various perspectives.

Definition and the Underpinning Theory of Dialogic Engagement. Taylor and Kent (2014) demonstrated that the theory pertaining to dialogue can be modified in the light of a more comprehensive meaning of engagement. As cited in Taylor and Kent (2014), Pearson (1989a) has vividly illustrated that engagement is an actual condition in where interlocutors interact with



each other but it is not a philosophical belief. Engagement seems to be an inevitable entity in ESL classroom interaction because of the fact that classroom key players need it to carry out instructional and learning goals. For Burbules (1993, p. 8), in dialogic classrooms, teachers and students function as co-inquirers, collaboratively and cooperatively interacting in formulation and evaluation of new understandings of sections for the purpose of obtaining a holistic view and better evaluation of the world. However, as opposed to monologic approaches, such as recitation and memorization, in which teacher is the sole source of knowledge, knowledge in a dialogic discussion is realized by collectively searching for it (Bakhtin, 1984, as cited in Reznitskaya, 2012). Pearson posits that an individual needs to remember that the requirement of a successful speech act is to play the speaker-hearer role in order to foster dialogic engagement, a major notion that interlocutors from different perspective are able to depend on each other. Accordingly, this interaction is not borne out as an act of faith, but is it is grounded and realized by the true essence of rationality. Organizations and stakeholders are able to interact, solder understanding, advocate for the common good of everyone, and consider reality as a shared entity. Thus, dialogic engagement should be put into practice because of the preceding contention. Sommerfeldt (2013); Taylor (2010); and Willis (2012) have argued that engagement is the goal envisioned by theorists, who promote social capital, when they thought of groups and individuals swarming altogether in a civilized society to decide on issues concerning ethics. This seems to imply that engagement signals a two-way, relational, give-and-take form of entity between associations and stakeholders with the desired goal of 1) enhancing comprehension among interlocutors; 2) positioning resolutions that promote the welfare of all parties involved, and 3) promoting a completely functioning society (Heath, 2006). Decisions are crafted, not imposed by the authorities, based on interactions that involve stakeholders.



Engagement may be realized by adhering into its components. Kent and Taylor (2002) have proposed five elements of engagement: 1) the first component demands interaction with all the key players; 2) the second component demands an illustration of optimistic regard for key players' input, experiences and needs; 3) the third component demands interaction with key players for possible relationship outside of an immediate issue; 4) the fourth component demands interaction with key stakeholders for pieces of advice and counsel on issues relating to a public community concern; and 5) the last component demands interaction that complements something to create a society that is completely functioning while associations and publics acknowledge their interdependence and work collaboratively for the betterment of the society. These five elements build the conceptualization of engagement in terms of public relations. These components, in one way or another, seem to be present in the classroom interaction which, in turn, may yield favorable results in ESL learning. Pearson (1989b) believed that the participants' understanding and agreement on the dos and don'ts of the game, organizations' willingness to participate fairly, and organizing the play that is favorable to the underdog rather than the associations is the key to effective dialogic engagement. In this study, students seem to be the underdog; while the teachers the dominant key players.

This study draws heavily on Freire's (2000) Participatory Approach, Long's (1981, 1983a, 1983b) Interaction Hypothesis, Vygotsky's (1978) Sociocultural theory, Krashen's (1985) Comprehensible Input, and Swain's (1985, 1995) Output Hypothesis. Freire (2000) articulated the PA's principles, namely: 1) classroom undertakings must be a reflection of the realities and phenomena happening outside the four-corner room; 2) the instructional syllabi or curricular courses are not a pre-determined output, but the eventual evolution of something that is a by-product of a dialogic process within the problem-posing context; 3) learning is considered as



most efficient and productive when it centers on experiences and when it caters to the needs of the learners; 4) meaning and knowledge are jointly constructed; 5) skills pertaining to language use are provided altogether to effect changes leading to the development for a better version, rather than taught in isolation; 6) learners can craft their own learning materials that might be used by other learners as their texts for their educational quest; and 7) PA's goal is realized in subjecting their own learning in the evaluation vista and leading their learning by themselves.

Long's (1981, 1983a, 1983b) Interaction Hypothesis has claimed that to fathom the input's features, nature, usefulness in an L2 learning, emphasis, attention and efforts should be directed to interactions which students and teachers are huddled together to communicate and engage. This seems to be a challenge to Krashen's (1985) claim that linguistic input was enough to advance language development. According to Krashen (1985), comprehensible input refers to a second language input that is just one level beyond the learner's linguistic competence vis-a-vis complexity of syntax or structure. However, this study does not take Krashen's and Long's differing views as detrimental to the present study, but consider them both as a research resource by finding connection between them and by reconciling them on one common ground found in dialogism.

Further, this research study proposes that in a dialogic classroom, where dialogic teaching and dialogic learning transpire, there exists a dialogic interaction fuelled and triggered by dialogic comprehensible input. Gass and Mackey (2007) have explained that it is largely accepted that interaction and learning foster a very robust connection. Their connection is borne out of the similar inherent features of learning and interaction. Long (1981, 1983a, 1983b) has elucidated that querying, rehearsing and reusing more frequently the linguistic input can enhance



its comprehensibility which in turn trigger its greater potential usefulness as input because of the ground that it has become the usual target of the learners for development.

Vygotsky's (1978) Sociocultural Theory has been defined as an encompassing theory of human cognitive development which considers the examination of L2 development (Lantolf, 1994). According to Lantolf (1994), sociocultural theory has considered zone of proximal development (ZPD) as an essential idea because of the contention of the theory that second language development is achieved not only by depending solely on internal mechanisms of the mind but also on the quality and quantity of external forms of social interaction that is at par with and at the same time attuned to the L2 learners' potential ability. ZPD is defined as the by-product of the L2 learners' competence to do something independently and their performance with appropriate mediation from someone else who is more capable of doing that something.

For Swain and Lapkin (1998) the collaborative construction of knowledge about language through the employment of conversation or dialog is termed as language learning in progress. According to them, aside from zone of proximal development, regulation and scaffolding are the two other important components of sociocultural perspective in second language learning. Mature and skilled learners have the ability for functioning independently that is very apparent in self-regulation. Thus, in the perspective of a sociocultural theorist, successful L2 learning is evident in a shift from co-construction of cognitive activity to independent intramental undertaking. Scaffolding, on the other hand, has been defined by Wood, Bruner, and Ross, (1976) as the process of cognizing a dialog that promotes learning a language which likewise guides the L2 learners to the other major aspects of the milieu that urges them via series of steps in solving a problem.



Swain's (1985, 1995) Output Hypothesis has positioned another grounded claims about the interrelationship between language use and language learning. In any ESL teaching-learning endeavor linguistic output finds its comfortable space in it silently claiming its potential role and part. Perhaps, that is one the reasons why most language learning researchers have agreed that language output is needed to develop fluency, that is to say that learners must train producing second language output if they have the goal to utilize their interlanguage system with much confidence. The realization of language output is an essential indicator that interaction and learning have intertwined to achieve certain desired teaching-learning objectives. In addition, Swain (1995) has proposed three functions of learners' output, namely: 1) noticing hypothesis function, 2) hypothesis testing function, and 3) metalinguistic function. R. Ellis and He (1999) have investigated the significant impacts of language output produced by the learners to the acquisition of second language vocabulary.

This study adheres to the theories, approaches and principles articulated on pages where they appear and to the aforementioned ones because of their inherent features and characteristics of positioning a paradigm shift, i.e., favoring dialogic pedagogy over monologic type of instruction.

Principles of Dialogic Engagement. The lodestar of the underpinning theory of dialogic engagement is defined by Kent and Taylor (2002), as cited in Morton (2016), as a result of the needed interaction and relationships among interlocutors. According to Kent & Taylor (2002), the five key guiding principles of dialogic theory support the creation of characteristics of communication and relationship, namely: mutuality, propinquity, empathy, risk, and commitment. These principles of dialogic engagement can be applied as a research tool for the current study to analyze classroom interaction in the lights of dialogic engagement, negotiation



of meaning and questioning. However, some essential considerations pertaining to dialogic approach to stakeholders' relations must be prioritized, i.e., it is not easy to make it working and at the same time it does not oblige corporations to obey appropriately existing ethical standards (Kent & Taylor, 2002). Moreover, the occurrence of dialogue is not an easy product of constant communication and interrelationships for it demands strong conviction and solid commitment from the rest of the stakeholders. In the following section, each of the five principles is emphasized and explained using the perspective of dialogic theory as it is applied in the classroom setting hoping that they might help direct the present study towards fruition.

The first principle of dialogic engagement is *mutuality*. This principle refers to the direct relationship and connection between organizations and their publics. Instances of this principle include linguistic terms that create a sense of community. This can be exemplified in the use of utterances such as 'we' and 'us'. In comparison, this study considers the principle of mutuality in terms of inclusivity, i.e., for classroom interaction to be aligned with the dialogic teaching practices, the teachers need to include learners' opinion and cognition in every step of the way towards dialogic learning. The idea of mutuality seems to be similar to the notion of equality, i.e., in the case of ESL classroom where key stakeholders, the teachers and students, should partake in the creation of truth or knowledge. This seems to suggest that learners and teachers are the ultimate interlocutors and players in the classroom.

The second principle of dialogic engagement is *propinquity*. This principle essentially advocates for a conversational exchanges. In addition, it underscores how relationship is being oriented, i.e., the closeness between the interlocutors. Propinquity is manifested when teachers request for responses from their students. These responses emphasize the connection between and among the interlocutors which triggers for certain degrees of conversation. It can be



manifested also in question-response activity, popularly known as question and answer (Q & A) task. Moreover, according to Merriam-Webster, Incorporated (2012) propinquity is the nearness in place or time or proximity, nearness of blood or kinship. This definition leads this research paper to consider cognizing of closeness and immediacy put in one capsule to represent one thing, i.e., propinquity itself. Dialogic engagement is reflected when the key players of dialogic teaching and dialogic learning utter linguistic representations of closeness and immediacy such as 'dear,' 'as soon as possible,' and etc.

The third principle of dialogic engagement refers to *empathy*. This principle pertains to the educational setting where the pedagogical milieu is full of strong scaffolding and genuine trust that is needed for classroom dialogic engagements to prosper. Evidences and traces of this principle may be apparent when both teachers and students formulate a sense of common ground or understanding between and among them through their interactive efforts that can potentially make them feel more fluent in interacting with each other via a number of ways. Empathy can be exemplified when teachers provide good policies and strategies which permit students to partake in dialogue devoid of fear of being reprimanded or other negative consequences. This principle includes mediation coming from the teachers or from other more capable learners evident in Vygotsky's (1978) zone of proximal development. Perhaps, mediation is a form of support which may have been emanating from trust that pushes the learner to do something better.

The fourth principle of dialogic engagement is *risk*. This principle consists of any unpredictable and unexpected teaching-learning outcomes ranging from positive to negative feedback that might have resulted from classroom interaction. Instances and traces of this principle involve any feedback that is unpredictable or attention from students as regards the



lesson presented, misunderstanding of the linguistic inputs or contents due to cultural differences and various perspectives as a result of communication breakdowns. For example, the employment of unfamiliar idiomatic expressions, figures of speech, highfalutin words, jargon and highly technical vocabularies may impede comprehension, thereby making the students to avoid such linguistic inputs and process only with more simpler and familiar ones that are just beyond their current linguistic competence (Krashen, 1982, 1985).

The fifth principle of dialogic engagement is *commitment*. This principle delineates the definite nature and behavior of the dialogic engagement. As a principle, commitment may be found in the quality of the dialogic engagements between the teachers and the students. For instance, bad classroom interactions represent that there is no commitment among the teachers and the learners while positive interactions are considered as vital representation of teachers' and students' commitment to dialogic teaching and dialogic learning respectively.

Dialogic Teaching. The notion of dialogic teaching has emanated from the participatory approach of Freire (2000). Reznitskaya (2012) has defined dialogic teaching as a pedagogical strategy that prompts learners to collaboratively construct knowledge and meaning characterized by shared control over some major aspects of classroom interaction. Contemporary researches and current theories have promoted dialogic teaching alongside with dialogic learning. While Reznitskaya (2012) stated that research studies in countries like US and UK persist to investigate the practice of monologic type of pedagogy in today's classrooms, the present study aims to promote the instructional features and concepts of dialogic pedagogy and connect them to useful theoretical paradigms and pedagogical approaches. These instructional features have emanated from the articulation of Boyd and Markarian (2015) who argued that dialogic teaching is not defined by discourse architecture; but, it is defined so much by discourse function. Their



definition has contradicted the conceptions of authorities who define dialogic teaching as generally characterized by classroom discourse or dialogue which makes use of superficial characteristics such as open questions. Further, they posited that while the teachers embrace a dialogic pedagogical position, they consider dialogue as a construct embellished by numerous functions rather than an entity built from various structures, and from thence interaction and engagement in classroom can thrive.

Boyd and Rubin (2006) illustrated that interactive instruction organized in the light of dialogic ideals is the remedy to counteract the too tired, formulaic, and choppy discourse in classrooms. Authorities like Gambrell and Almasi (1996), Christoph and Nystrand (2001), and Wells and Chang Wells (1992), as cited in Boyd and Rubin (2006), instruction anchored on the principles of dialogic theory advances dialogic interaction, engagement and learning between and among students, includes less teacher-formulated inquiries and a number of discourse turn-takings, and shows an interaction that is relatively unpredictable for both teachers and students participate in meaning negotiation as they elaborate their thinking and question the ideas of interlocutors (Nystrand, 1997). Christoph and Nystrand (2001), and Smagorinsky and Fly (1993) have argued that what most teachers in the field call classroom discussion is in fact termed as an elaborated classroom recitation, which is a discussion based on question and answer. Nystrand, (1997), Applebee, Langer, Nystrand, and Gamoran, (2003), Nystrand and Gamoran, (1991); Nystrand, Wu, Gamoran, Zeisener, and Long, (2003) have found that teachers generated more than 90% of classroom inquiries while only one third of it was considered as authentic queries. Nystrand's study has suggested that there are three pedagogical strategies which were largely connected with raising discourse or talk among students: (1) improving norms or standard regarding participation and respect via constructing on learners stored knowledge and



inclination, (2) employing support and particular means of formulating inquiries to facilitate interaction and discussion, and (3) recognizing and creating a place that may cater the existence of learners' social relationships (Christoph & Nystrand, 2001).

A number of researchers have recognized and determined some vital spoken behaviors and activities that exhibit the notion and principles of dialogic pedagogy (Alexander, 2008; Billings & Fitzgerald, 2002; Mercer & Littleton, 2007; Nystrand et al., 2003; Soter et al., 2008, as cited in Reznitskaya (2012). This include the following contentions: 1) first, flexibility of power relations is evident and responsibility on discourse topics and structure is assumed by all members present in a dialogic classroom; 2) second, dialogic instruction depends on open-ended or divergent inquiries which permits a broader dimension of uncertainty that pulls the trigger to look for sufficient and at the same time adequate answer; 3) third, to intensify the group's questions, instructors in dialogic learning environment give learners feedback, i.e., full of insight and meaning and at the same time very specific; 4) fourth, learners in dialogic interactions engage consistently in meta-level reflection; 5) fifth, students in a dialogic learning exhibit lengthy responses and elucidate further claims and explanations of their ways of cognition; and 6) sixth, in the actual dialogic interactions, learners act collaboratively in their attempts in building new knowledge. In a study conducted by Boyd and Markarian (2015), results revealed that conversation fuelled by dialogic principles operates to provide an exemplar and promote mental exercises and questioning and support-friendly relations in the learning milieu, to tap various positions and point of views regardless of times, and to enliven learner opinions, thoughts and outputs. In addition, their findings revealed that cognitive and common purposes of conversation or spoken discourse in the learning environment are considered as more significant



in the realm of progressive dialogic instruction and learning than the surface structures or features of dialogic undertakings.

The foregoing utterances that exhibit certain valuable characters and practices imply that dialogic pedagogy maintains a position at the other end of the continuum significantly away from traditional, monologic, and oppressive instructional strategies. The apparent peculiarities between the two pedagogical approaches have originated from the contention that promotes other pedagogical and learning theories. For example, Western teaching and learning approaches are enormously anchored on the instructional learning principles of behaviorism (Windschitl, 2002), which demand that the transmission of knowledge to be stored in learners' memory via the vivid employment of language. The transmission has put students in the position to routinely, passively and completely duplicate and remodel the transported learning in its prototypical and nonpartisan structure. Classroom activities such as, memorization and recitation, in which learners are required to provide fixed responses to teachers who check learner answers to determine the correct items from the wrong ones, characterize the underlying principles of teaching and learning under the umbrella and perspective of behavioral psychology. This monologic practice has been questioned and countered by Freire (2000) through his influential book titled 'Pedagogy of the Oppressed' in which he blatantly claimed that traditional teaching such as lecture, recitation and memorization is a form of 'banking system,' i.e., oppressive and dehumanizing on the part of the students.

The notions of participation and dialogue occupy an important role in dialogic teaching for they are the heart of any dialogic interaction. Caretta and Riaño (2016) claimed that participation and dialogue have turned out to be the buzzwords of time. Chilvers (2009), de Leeuw et al., (2012), Kitchin and Hubbard, (1999), and Wynne-Jones et al., (2015) have



confirmed the above-mentioned claim. While Kindon et al., (2010) argued that participation has emanated from approaches under the principles of participatory which are commonly accepted as a learning endeavor wherein academic authorities and research subjects join forces to perform collaboratively in scrutinizing a problem-laden scenario, and eventually resolve it to arrive at a more comfortable and acceptable situation, Cahill, (2010) articulated that research practitioners have viewed those strategies as an avenue for the research subjects to create a possible other narratives in lieu to the preconceived dominant disparaging discourses about the powerless individuals. According to Caretta and Riaño (2016), the notion of dialogue and dialogue itself is in no way not present participatory approach. Thus, in the area of social science, dialogue is perceived as a form exchanging messages that purposively occurs between and among research subjects serving as the impetus or a driving force for the realization of a cooperative procedure of producing knowledge. In this perspective, the flow of communication is never viewed as an entity following a one direction (Freire, 1970), but as two-way directional and it is seen as the main stimulus of a process of co-determination that triggers exchanges of various categories of knowledge in order to build the foundation of inclusivity. For Phillips et al., (2013), as cited in Caretta and Riaño (2016), this research procedure seems to possess something potential to empower all the individuals involved, and can show the direction towards a more balanced relationship when it comes to power and knowledge. Participatory approach of Freire (1970, 2000) is a powerful tool for emancipating the weak and powerless thereby providing them equal opportunities to participate with the construction of knowledge.

Aside from participation and dialog which play a significant role in dialogic teaching, Boyd and Markarian (2015), in their research study on dialogic teaching and dialogic stance, have briefly delineated following frameworks: Lefstein's (2010)



dimensions of classroom talk, Rubin's (1990) classroom talk functions, and Alexander's (2008) characteristics of classroom talk. This research study connects these frameworks to current research on dialogic engagement, negotiation of meaning, questioning, dialogic instruction and dialogic learning vis-a-vis the functions, dimensions, and characteristics of ESL classroom interaction practices. The ensuing discussion is dedicated to the aforementioned frameworks.

Lefstein's (2010) *Dimensions of Classroom Talk* is divided into three dimensions: 1) metacommunicative dimension which views dialogue as interactional structure that supports communicative relations; 2) interpersonal dimension which considers dialogue as relational and mediated by how safe, respected, and supported teachers and learners feel; and 3) ideational dimension which views dialogue as cognitive activity for personal understanding and building knowledge together as classroom stakeholders make sense through their own perspectives, assumptions, expectations, and ideas.

Rubin's (1990) *Functions of Classroom Talk* comes in a dichotomy, i.e., communal on one end and epistemic on the other. Communal or relational functions extend beyond exchanging pleasantries to establishing trust relationships and accepting environments for conjecturing, developing ideas, and sharing connections to experience. This continuum extends from telegraphic to elaborated contributions. Epistemic or cognitive functions shape the speaker's own perception of the world and represent it as knowledge. This continuum includes retrieving-and-transforming and knowledge-telling-or-transforming as students recite or retell someone else's ideas or recast an idea as an alternative framework in another context and produce a new insight.

Alexander's (2008) *Characteristics of Classroom Talk* consists of five components: reciprocal, collective, supportive, cumulative, and purposeful. In reciprocal component, roles



assumed by instructors and learners switch accordingly while other alternatives are considered. In collective component, the classroom key players, both the teachers and the learners do the instructional activities as one not as an individual. Under the supportive component, learners utter their thoughts without hesitation and dread of disconcertment due to incorrect responses. Thus, all of them share a helping hand to the struggling ones in order to arrive at a topic enlightenment common to the rest of the class members. In a cumulative component, key classroom stakeholders create thoughts and weave these ideas into unified lines of cognition and inquiry. In a purposeful component, classroom educators strategize and negotiate dialogic instruction that exhibits specific learning objectives.

Dialogic Learning. Dialogic learning is a by-product of all the efforts exerted under the umbrellas of dialogic theory and participatory approach (Freire, 2000). When dialogic instruction is utilized by educators and teachers as a pedagogical approach in an ESL classroom context, dialogic learning is more likely to occur. According to Tellado (2017), a dialogic approach on adult education has derived from the conglomeration of interdisciplinary theoretical frameworks, which include Freire's (1997) dialogic pedagogy, Habermas' (1984) theory of communicative action, and Flecha's (2000) dialogic learning. These approaches acknowledge the importance of students' participation and the probability of change in society. In other words, what the learners are learning are linked to the reality outside the dialogic classroom by empowering them to be active and productive in their every sphere of influence. Flecha's (2000), as cited in Tellado (2017), dialogic learning recommends the significance of building learning spaces of dialog which is embellished with the ideals of an egalitarian dialog. Generally an egalitarian dialog promotes a philosophy addressing parity between and among interlocutors especially in relation



to affairs that have something to do with their social, political, and economic aspects and advocates for the possibility of removing the inequalities among the people. In this study, however, the inequalities in classroom interaction students have experienced the absence of dialogic instruction and dialogic quest for learning and the inability of the students to negotiate meaning are among the classroom practices that have to be addressed. For that reason it is necessary to acknowledge that every individual has the potential to contribute to the creation of dialogs where all members are treated as a subject of speech and action (Habermas, 1984).

Basically, dialogic learning is based on the seven (7) key principles (Flecha, 2000, as cited in Tellado, 2017). First, the notion of egalitarian dialog which articulates that all learners must have the same and equal chance to contribute with their own perspective in accordance with their own life and cultural heritages and experiences. Second, the goal of education is to respond to a principle of transformation which becomes an individual's tool to counter situations that exemplify exclusion and to face new learning challenges. The transformation allows all learners to be more independent or autonomous. Third, learning grounded by the principles of dialogic education is considered as an endeavor of constructing meaning. That is why this research study suggests that instructional practices in ESL classrooms must be attuned to the notions and principles of negotiation of meaning, dialogic engagement and good questioning. Fourth, solidarity is another key principle of dialogic learning. Here, learning is viewed as a solidarity process, i.e., teachers and students share points of view, ways of doing things, explanations and knowledge on how they learn from each other. Fifth principle of dialogic learning is equality of differences. This anchors on the notion that all learners, including their teachers, have the same and equal opportunities for learning. That all approaches to learning are valid is the sixth principle of dialogic learning. This principle underscores classroom interaction



as the richest means to solve a problematic situation. The seventh principle of dialogic learning is the instrumental dimension of learning. This principle simply means that all dialogic learning become the educational stakeholders' tool to achieve their goals and dreams in life.

Significance and Implications of Dialogic Engagement. Smith (2002) has been vociferous about Paulo Freire, the Brazilian educationalist, who has contributed an important mark on cognizing about pedagogical practices attuned to the ideals of progressivism. His book titled *Pedagogy of the Oppressed* became one of the most quoted texts in education all over countries in Latin America, Africa and Asia. Freire has drawn upon, and has woven together, a number of aspects of cognition that promote educational and liberatory practices. Definitely, Freire has made a lot of significant theoretical innovations that positioned some developments in relation to educational practice, either on informal or popular education. According to Smith, the five aspects of Paulo Freire's contribution to education have a specific importance for many purposes. First, his central focus on *dialogue* has contributed a lot to those individuals who have the advocacy for popular and informal education. Contrary to formal education, the very nature of informal education is characterized by dialogical or conversational instruction rather than curricular form. However, Freire was still able to manage and make his contention to stand steadfast against what is traditional and monologic pedagogy with his strong conviction that dialogue involves holistic respect between and among learners. Thus, in dialogic pedagogy or instruction, a student is not acting alone, but rather all are working together to achieve a common end. In contrast, monologic instruction seems to be a form too much education because according to Freire (2000), it involves banking system where the teacher is depositing something to the learners who are considered as the repository of knowledge and information.



Second, his much concern with praxis, i.e., defined as action that is informed and at the same time connected to certain values in life. According to Merriam-Webster, Incorporated (2012), praxis is a practical application of a theory. The purposes of utilizing a dialogue are not just to deepen understanding, but also to make a difference in the world. What is inherent to dialogue is a cooperative, collaborative and informed learning task that considers respect as one of the main catalysts to advance dialogic education. It is in the spirit of cooperative, collaborative, and informed activity that this research wants to underscore in order to contribute something beneficial to the ESL community via the variables under scrutiny. These learning processes are essential elements for enhancing the community and investing social capital that would lead us to social justice and make human thrive harmoniously with much liberation. It is largely accepted that informal and popular instructors have had a long-standing orientation to action; thus, the focus on making a difference in the world is always welcomed. Although Freire's dialogic engagement has been originally intended for informal education, this study has defocused on it by investigating the ESL classroom interaction through the lenses and principles of Freire.

Third, his attention to naming the world has been of great importance to teachers who engaged with marginalized, oppressed and weak individuals. The idea of instituting a 'pedagogy of the oppressed' or a 'pedagogy of hope' and of carrying this forward has formulated an important driving force to work on. An essential component of this was his notion of conscientization, i.e., raising an awareness that could empower someone to transform reality (Smith, 2002).

Fourth, his insistence on learning task in the real-life experiences of learner participants has disclosed a set of chances on the ways and means the informal educators



can employ to address dialogic instructional undertakings. He is concerned to look for terminologies that have the potential of crafting novel strategies of labelling and doing in the world.

Fifth, his employment of metaphorical entities taken from Christian teachings is also essential. One instance of this is the way in which the division between the two key classroom players can be resolved. This happens when learners develop their consciousness or awareness.

The notion of engagement has become the center in dialogue discussion that is subsumed in the realm of relationship with and towards the public (Botan, 1997; Kent & Taylor, 2002; Pearson, 1989a, 1989b). In fact, dialogic strategies to campaigns for communication purposes make sure that communication relating to ethos is addressed, while organizations engaging in dialogue need to be ethical. Based on the contention presented above, engagement is, indeed, recognition that all interlocutors are having no reservations for encounters as it assumes all the possible ways and means, availability of all participants, and their willingness to interact.

Studies on Dialogic Engagement. Classroom interactions have been a well-investigated topic in the area of ESL learning. Classroom discourse analysis and researches conducted (Boyd, 2000; Boyd & Rubin, 2002), as cited in Boyd and Rubin (2006), have focused on engaged learner conversation performed by learners of English in ELL class. They called these instances of talk performed by student as student critical turns (SCTs). The SCTs' meaning has been created on the past work describing learner engagement and dialogic discussion (Ernst, 1994; Nystrand, 1997; Nystrand & Gamoran, 1991). They further expounded that an utterance is called as an SCT if it meets the following contentions: (1) it must be expanded through language use; (2) its structures exemplify coherence; and (3) it involves social engagement. In addition, they



have sought to delineate these SCTs and to obtain insightful understanding of the local conditions preceding them. They found that conversational functions of the teachers and of the students were largely identical; the teacher and learner participants used roles which cater for classroom interpretation. In contrast, teacher talk and student talk occurring before SCTs were significantly different in relation to the way roles were played. Further, their findings revealed that the prominent function for communication of student talk was on how to extend and elaborate their reactions, while the dominant function for communication of teacher talk was on the aspect of questioning. Asking questions obtained the highest percentage of teacher talk, a huge part of which were display questions, a type of inquiry which the answer is already known to the inquirer.

Research findings of Maine and Hofmann (2016) have underscored the operating principles of how teachers conceptualize and realize comprehension instruction and how these relate to the use of key language, focusing on whether this produces a ‘performance’ of dialogue or genuine dialogic engagement. Their study has focused on the ensuing three articulations: 1) the employment of teachers’ language use and dialogic engagement has been informed by some functional principles attuned to pedagogical understanding; 2) interaction among interlocutors are able to support learners in formulating high quality, reasonable cognition; and 3) the use of written or spoken discourse, i.e., a dialogue shows an authentic interaction with the given texts.

In addition, Mozaffari and Yagubi (2015), who come from a sociocultural perspective, argued that learning takes place through dialogic interaction. Their study has focused on student-initiated participation across QA sequences. The findings of their microanalysis seemed to indicate how learner initiative, either solicited or unsolicited, can be an indication of a participation opportunity. Another relevant learning theory aside from a sociocultural one is the



situated learning theory which defines learning as involving all participants in a discursive practice modifying their patterns of social coparticipation, i.e., from peripheral participation to fuller participation (Lave & Wenger, 1990). They further illustrated that the learners were involved in the classroom discussion and had more complete form of participation resulting from the teacher's interactional practices such as invitation to reply (addressing the whole class), extended wait-time, follow-up questions and acknowledgment.

This study considers classroom interaction, asking questions, dialogic engagement and negotiation of meaning as significant aspects in advancing dialogism which promotes dialogic teaching and dialogic learning all at once. Perhaps, dialogic questions, either student-generated or teacher-generated inquiries which may abound in different areas of disciplines are considered as indices of dialogic engagement and negotiation of meaning. They bring to the fore the concepts, principles, beliefs, and theories advocated by language, reading, and education experts who have fully embraced Freire's (2000) Participatory Approach, Long's (1981, 1983a, 1983b) Interaction Hypothesis, Vygotsky's (1978) Sociocultural theory, Krashen's (1985) Comprehensible Input, and Swain's (1985, 1995) Output Hypothesis. Questioning is one of the most typical ways in which teachers determine learning because it is when students are able give insightful answers (Martinez, 2012). It is also considered as discourse modification that is mostly employed by the teachers in maintaining active participation among learners (Walsh, 2006).

The ensuing section is dedicated to principles and notions of negotiation of meaning as it is the one of the major variables under investigation.



Negotiation of Meaning

In this research study, meaning negotiation is considered as one of the important variables, aside from dialogic engagement and questioning, in promoting dialogic teaching and dialogic learning because it is a strategy on how to fix communication breakdown caused by insufficient background knowledge and cultural differences. It promotes holistic understanding between and among the interlocutors involved in a dialogic interaction which may occur in the ESL classroom. The ensuing subsection articulates on the definition and significance of negotiation of meaning.

Definition and Significance of Negotiation of Meaning. Meaning negotiation, as a pedagogical phenomenon, has been so apparent when there is communication problem triggered by the requisition of classroom activity and the L2 learners' limitations in relation to linguistic ability (Doughty, 2000; Pica (1992: 200), as cited in Foster and Ohta (2005). For Gass and Selinker (1994) and Pica (1994) negotiation for meaning pertains to moments in conversation when interlocutors need to cut short the flow of the conversation for the purpose of understanding what has been uttered that confuses them. According to Shim (2007), there were a number of researches which suggest that interpersonal communication is integral to learning a language. An essential kind of interaction is meaning negotiation, in which interlocutors change or replace language output to remedy problems that may arise in communication. Researches from the interactionist perspective have illustrated that meaning negotiation promotes the acquisition of language by making the language input more comprehensible to all interlocutors (Long, 1983) and by obliging the learners to arrive at an output that is also comprehensible



(Swain, 1985). One contention regarding the issue on comprehensible input is that mere presence of second language input is not enough for the learners to process the overall internalization of the L2 input by the learners; rather, the said input needed to be comprehensible for it to be included and underscored into the process of learning (Krashen, 1985; Long, 1983). Long (1983) has explained that discourse adaptations, such as requesting for clarification, checking for confirmation, and checking for comprehension, done by native speakers can promote language learning because of the fact that comprehensible input has been provided.

Zainal and Ching (2016) argued that negotiation of meaning is a way of communicating that triggers the interlocutors to take a battery of dialogic interaction prior to attaining a clear and common cognition among themselves. For Long (1981), negotiation of meaning occurs when communication problems do exist and if the presence of opportunities for modification were palpable in interaction or conversation.

Swain (1985) has drawn the concentration of some researchers and educators to comprehensible output, an important catalyst to promote L2 acquisition. Swain articulated that comprehensible input alone cannot assure the learners' competence in grammar, discourse, and sociolinguistics. Students must also enhance their ability to change their linguistic outputs whenever time calls for it to do so in order to make their productions comprehensible during dialogical interactions. By modifying their linguistic outputs, students may become more adept and effective in negotiating meaning. Retroactively, negotiation of meaning could provide the learners ample opportunities to explore and try other possible linguistic expressions, a process that realigns their focus on target language forms that has the power to speed up their acquisition of a language (Schmidt, 1990).



Many researches on meaning negotiation have utilized the model conceptualized by Varonis and Gass (1985) for the purpose of identifying and analyzing negotiation routines that occur in the classroom. According to them, the routinary process of negotiation involves four stages, namely: trigger, indicator/signal, response, and reaction to response. Each routine initially starts with the occurrence of a verbal input that is an utterance, also called as a trigger that brings about a problem on understanding to the utterance recipient, who then provides with an utterance that acts as an indicator that hearer had a nil comprehension of the trigger. The one who speaks first then offers a feedback to resolve the communication breakdown, in which hearer's reaction ensued. In addition, various researches have categorized indicators or signals into different typologies. For instance, Varonis and Gass (1985, p. 77), as cited in Shim (2007) classified indicators or signals into seven typologies: (1) an overt manifestation of no comprehension, (2) a reverberation of a spoken phrase or discourse caused by the utterance, (3) a reaction other than the verbal ones, (4) a summary, (5) a surprise-laden response, (6) a reaction that is no congruous, and (7) a concrete recast. In addition, Long and Sato (1983), as cited in Shim (2007), typologized indicators into three groups: (1) checking for confirmation, (2) checking for comprehension, and (3) requesting for clarification.

Similarly, Rost and Ross (1991), as cited in Shim (2007), have typologized communication strategies for signalling difficulties in comprehension into three types: (1) global strategies, (2) local strategies and (3) inferential strategies. According to them, global strategies are utilized when the respondent notifies that he or she does not understand what has been said by not determining the utterance that is classified as the trigger, while local strategies are employed when the interlocutor includes the exact location of the trigger utterance. Communicative inferential strategies are evident when the interlocutor tries to test the hypothesis



in relation to his or her understanding of the received utterance. Thus, it is but reasonable that past researchers have determined and categorized different kinds of indicators or signals in accordance to their structural surface and roles, and those classifications have been largely utilized in meaning negotiation studies although some typologies have undergone some sort of alterations and have been supplemented by later researchers (Shim, 2007).

The utilization of indicators is a significant component in classroom interaction for it intends to alert the speaker that his or her conversant is experiencing a breakdown on comprehension. Informed of the problem encountered in interaction, the interlocutors can then identify the kind of negotiation strategy that is appropriate in order remediate or resolve the problem. On this ground, the type of signal an interlocutor utilizes in an interaction is not determined by speaker's preference or inclination (Long, 1983); but, it is determined by the degree and character of the state that exhibits no understanding and by the interlocutors' compensatory skills in remediating problems in comprehension. Long (1996, 425) has described it as a trouble in communication which may lead students to be aware that a problem on linguistic expression exists and immediately direct their attention from thoughts to structure, recognize the problematic entity and identify the necessary linguistic item that is lacking in the input. In the same manner, Mackey et al., (2000, 476) has situated negotiation for meaning somewhere at points where problems on communication seemed so palpable and described it as the incomprehensibility of some linguistic items which turns out to be the driving force of the learners to acknowledge the apparent insufficiency. Ellis (1999) has articulated that it is a problem in communication that leads to negotiation for meaning. Ellis et al. (2001) have also argued that negotiation for meaning occurs after an indicator that there is a linguistic trouble which definitely demands concrete remediation.



While Deen and van Hout (1991), Gass and Varonis (1985b), Scarcella and Higa (1981), as cited in Oliver, (2002) considered meaning negotiation as peripheral to the major emphasis of dialogic interaction and as the tangential order of an interaction, Varonis and Gass (1985) illustrated it as the downward force from the horizontal flow of communication and the ways and means interlocutors go back to the dialogic interaction when breakdown in communication has been remediated. Ellis (1997), as cited in Barquero Vargas (2010), has illustrated that negotiation of meaning is an interactive task that takes place between interlocutors when communication problem occurs. In addition, its sequence is felt around the notion of negotiation whenever misunderstanding, potential misunderstanding or nonunderstanding in the conversation shows up (Pica, 1994; Pica, Lincoln-Parker, Paninos & Linnel, 1996, as cited in Silver and Huynh, (2010). Furthermore, Silver and Huynh, (2010) have demonstrated that the analyses on negotiation for meaning can be made from a number of presumptions where interlocutors notify comprehension problems, attend to signals by giving responses.

Underpinning Theories and Approaches of Negotiation of Meaning. Theories and approaches which relate to the notion of negotiation of meaning have been delineated on pages 12 to 14 under the subsection, *definition and the underpinning theory of dialogic engagement*. The ensuing discussion supplements and elucidates further the theories and approaches and their possible connections to the variables under study.

Long's (1996) Interaction Hypothesis, as cited in Foster and Ohta (2005), is included in the list the most compelling and complete contentions in relation to the true value of interpersonal communication in second language acquisition which clearly places the



improvement of interlanguage at instances where interlocutors attempt to remediate difficulties they encounter to understand each other's point of views.

Foster and Ohta (2005) articulated that perspectives under the philosophy of sociocultural and cognitive theories to learning another language vary considerably and substantially. According to approaches subsumed under the cognitivist view, acquiring a second language is primarily a cognitive process of acquiring the structures of morphosyntax, phonology, and lexicon, which are the catalyst to form the constructs of the second language. According to Robinson (2001), the interests of researchers who follow the principle of cognitivist theory are reflected on the processing, storing, and retrieving pieces of information of the brain as well as on the working entities such as memory, attention, automatization, and fossilization. In addition, their general foci are the learners' mental abilities and the way these abilities engage with the processing activity and, eventually, internalizing a target language. Possessing an enhanced competence as regards language mastery exemplified in performances that exhibit fluency and accuracy on language use and a wider range of syntactic structures has exemplified progress in learning the complex system of a target language.

On the other hand, approaches under the umbrella of sociocultural perspective, view the development of language as a process which involves social interaction. Approaches under this standpoint consider the cognitive faculty as spread out entity and language learning as an undertaking that includes the conglomeration of various mental faculties which are situated in the field of interpersonal communication. Basically, the notion scribbled above delineates that language learners as well as pedagogical milieus harmoniously represent them and the learners are recognized as inseparable from the learning loci and communications where linguistic polishing occurs. In other words, an individual language learner is not the sole owner of



knowledge; rather it is shared by all the language learners involved. Likewise, it is considered as a resource entity of interpersonal setting for learning and the interaction employed by learners and the environment where social contact seems to be inevitable. Further, learners' linguistic enhancement can be examined by investigating philosophy that has mystified distributed cognition, i.e., how they utilize the L2 in interaction with other interlocutors and artifacts. This type of investigation seems to be the demystifying agent in order to uncover the unexplored avenues for second language learning and to fortify further what has already been explored in the past researches—empirical or not. Moreover, interpersonal communicative processes are deemed to be imperative, either decoded utilizing a mental approach as fuelling language learning in the brain, or using a perspective under the sociocultural view as the representational entity of the language improvement where interlocutors exchange messages with each other. Dialogical processes including meaning negotiation, questioning and several types of peer mentoring and strategies for remediation are acknowledged as the various avenues and accesses language learners have to advance their learning.

Communication Strategies. In any form of classroom interaction, communication strategies are, more often than not, involved to advance learning and comprehension. These communication strategies include comprehension and metacognitive strategy which are strongly connected with dialogic engagement, negotiation of meaning and questioning. While it is true that reading underlies various intentions, it is largely accepted that the major objective of reading is to understand the ideas implicitly and explicitly expressed in the given selections. Perhaps, this is the main reason why Katims (1997) and Royer (2003) have argued that in the absence of comprehension, the act of reading would be such a good-for-nothing activity that is not directed



toward constructing and searching for meaning. Maybe, this is also the ground why teachers utilize questions. While the teacher questioning can be a potent instructional strategy to advance comprehension (Taboada, 2003), learners' ability to ask questions, negotiate meaning and engage in dialogue seem to be unparalleled in terms of triggering comprehension and learning compared to the former (Chin, 2006 & Reznitskaya, 2012). Similarly Hassany (1995) has, likewise, demonstrated that comprehension is the general purpose of teaching English in Iran. However, for several young learners, reading has been associated to flawless decoding, not comprehension (Dewitz & Dewitz, 2003). As contended by Cartwright (2008), for skilful learners, comprehension includes the complex manipulation of the various cognitive aspects like recognizing phonological, semantic, and syntactic features, while, at the same time, utilizing strategic and metacognitive processes (Cartwright, 2000b; Pressley & Afflerbach, 1995).

Research has indicated that learners who are cognizant of their own ways of studying and learning some language inputs and who follow concrete processes consciously to foster their learning at maximum level, have the tendency to acquire more learning compared to those learners who are passive ones (Bruning, Schraw, Norby & Ronning, 2004). The National Reading Panel (2000) has made its decision that monitoring comprehension which is a significant element of metacognition, can be instructed, and, in turn, can enhance textual understanding.

Moreover, in a study on the relationship of the metacognitive strategies in reading, Chua-Askali (1994) found that while the research respondents used all the metacognitive strategies in reading, regulation strategy was used the most and remembering strategy the least. Likewise, Gaerlan (2005) found that (1) a dominant strategy used by the skilful readers with the narrative text is word monitoring, and with the expository text, they use a variety but none of them



surfaced as dominant; (2) the less skilful readers dominantly used comprehension monitoring with both narrative and expository texts; (3) while the skilled readers used performance evaluation, comprehension monitoring, word monitoring, and self-correction as their dominant strategies in reading a narrative, the less skilled readers used comprehension monitoring, conscious organizing of task performance, word recognition, and word monitoring; (4) while skilled readers more frequently used self-correction, anticipation, performance evaluation, word monitoring, conscious organizing of task performance, double checking, and monitoring comprehension, the less skilled readers employed comprehension monitoring, desertion of “hopeless” segments of text, word monitoring, and performance evaluation. Skilled readers used more types of strategies and utilized them more often than those who are less skilled.

MorAudia-Gutierrez (2013) found that (1) metacognitive strategy awareness was high for both global and support strategies, and an average awareness only on cognitive or problem-solving strategy; (2) in terms of frequency, the respondents used cognitive, global, and support strategies respectively and had questioning as the most prevalently employed global strategy; (3) in using cognitive strategies, the most frequently used were repeating new ideas learned, rereading for checking understanding and recalling facts as a retrieval strategy; (4) in employing global strategy, the respondents started with a question as an expression of difficulty, and would attempt to connect text information to prior knowledge as springboard for inferences, until they integrated learned ideas to prior knowledge; (5) in employing support strategies, the respondents tended to rephrase information read with the aid of their first language, a code mixing of two languages most of the time; (6) the respondents also appeared to be text-based processors most of the time, but seldom were they interactive readers. They seemed not much of tacit readers, but as aware readers which could be the nature of metacognitive processing. MorAudia-Gutierrez



inferred that their comprehension was affected by reader factors such as unfamiliarity with the vocabulary or terms used in the text, unfamiliarity with the topic, and time pressure though the participants were skilful in identifying factual statements and details, cognizing series of events, identifying cause and effect, and decoding figurative language.

Like the cited researches, the present study explores on metacognitive strategies students employed in dialogic engagement, negotiation of meaning and question-generation. It considers metacognitive questions as comprehension monitoring strategy to promote comprehension. In addition Dornyei and Scott's (1997) Inventory of Communication Strategies is utilized in this study to document instructional strategies for communication employed by the research participants to negotiate meaning. For the comprehensive list of the inventory, please see Appendix A.

Definition and Importance of the Three Cs as Signals. A considerable number of reviews and researches have identified signals into three Cs. These are the clarification requests, confirmation checks, and comprehension checks. Barquero Vargas (2010) articulated that students use these three Cs, aside from the many strategies, to interact with their classmates to understand and to be understood. First, in 1980, Long, as cited in Foster and Ohta (2005, 402–430), has defined comprehension checks as linguistic expressions of a native speaker formulated to establish interlocutor's understanding of the speaker's utterances. Commonly, these are constructed by tag questions, by partial or holistic repetitions of the interlocutor's spoken thought(s) stated with an intonation that is rising, or by an inquiry like "Do you understand?" that overtly and vividly check comprehension by another interlocutor. Mitchell and Myles (1998, p. 129), as cited in Kötter (2003), have defined comprehension checks as an interlocutor's



attempts to urge another interlocutor to recognize that he has fathomed a specific statement. Second, checking for confirmation is defined as linguistic expression of the native speaker right after a language expression which was formulated to evoke confirmation that the language expression had been heard and comprehended impeccably by the speaker.

According to Long (1980) some of the characteristics of confirmation checks involve the following: 1) with or without a tag, checking for confirmation is always formulated by observing a rising intonation; 2) they always partially or holistically repeat the speaker's language expression; and 3) they can be answered with a simple utterance of confirming and demand nothing more such as newly constructed pieces of information from the interlocutor. For Kötter (2003), it is an interlocutor's efforts to confirm that he or she has comprehended the message via paraphrasing, which are answerable either by Yes or No. Third, requesting for clarification is a linguistic expression by a native speaker formulated to evoke clarification of the utterance of the interlocutor. These are the most common formulated inquiries; however, they may come in wh- or yes-no question forms which are unlikely to happen in checking for confirmation as well as in uninverted intonation and tag questions because they demand for new information that is to be provided or recoded by the interlocutor. In contrast to confirmation checks, clarification checks do not have presumption that the speaker has fathomed the interlocutor's language expression uttered previously. In the words of Kötter (2003), clarification checks are explicit demands for an elaboration or a reformulation of a thought expressed in language, which, according to Aston (1986), require a rerun of the problematic utterance in question.

In addition, Kötter (2003), in his study, included five other repair types aside from the ones delineated above. These include repetition, recast, overt indication of understanding, overt indication of agreement, and overt indication of non-agreement. Repetition may come in the



form of part of what has been uttered or an entire incorrect or problematic utterance. Recast pertains to reformulation of the whole or part of a problematic language expression (Long, 1996, p. 434; Lyster & Ranta, 1997, p. 46). Clear understanding occurs when the interlocutor has understood a particular message. Overt indication of agreement happens when the interlocutor agrees with what the other interlocutor has said. Overt indication of non-agreement indicates that an interlocutor does not agree with what the other interlocutor has said.

Studies on Negotiation of Meaning. A number of studies have indicated that negotiation of meaning plays a significant role in language learning and comprehension. Tam (2016), in a study on meaning negotiation between teachers and students in EFL classrooms, concluded that 1) good resources for constructing meaning in classroom interaction involve strategies for communicative and modifications needed in discourse; 2) indicators to negotiate meaning among interlocutors are played by triggers and signals; 3) a two-way directional i.e., the teacher or the learner may take the initiative of doing it is evident in meaning negotiation during classroom interactions;; 4) collaboration between and among the interlocutors facilitates negotiation of meaning; 5) communication strategies may be employed in isolation or in combination to attain the communication goal; 6) the participants utilize culture-specific type of negotiation strategies such as providing options/clues, leaving the sentence unfinished, and fragments; 7) negotiation of meaning is inseparable classroom undertaking that contains a trigger that signals the need to repair communication problems, ensued by the employment of communication strategies and/or interactional modifications, and preferably ends with getting the message across successfully; and 8) negotiation of meaning may occur between and among teachers and students as they negotiate their message to be comprehensible to all parties involved.



Rahimian's (2013) findings have found that (1) the second language learner participants revised their linguistic output during meaning negotiation either in one-way or in two-way tasks on a self-triggered manner; (2) L2 learner participants also changed their linguistic output during negotiation of meaning in the two-way task based on other-triggered manner; (3) the evidence was not sufficient in the results predicating other-triggered modified output elicitation in the one-way task; and (4) in both tasks, the L2 learner participants revised their interlanguage forms more as a result of self-triggered, or self-initiated, activation than other-triggered, or other-initiated, activation. Thus, based on the aforementioned results, it can be safe to conclude that in meaning negotiation, both in the one-way and two-way tasks, the English as a foreign language (EFL) learners seemed to change their interlanguage without the speaker's request for clarification, and in the two-way task they also modified their output as a response to speaker's appeal for clarification.

Nakahama, Tyler, and Lier (2001, pp. 377-405) have studied exchanges of negotiation, word and structural complexity, and several issues relating to pragmatics. Their findings have revealed the following: 1) conversational classroom interaction provides potential opportunities for learning at multiple levels of classroom interaction; 2) the nonnative speaker learner respondents illustrated that they found dialogical learning task to be more challenging than the information-gap activity because they had to focus to the whole discourse in the former while they largely focus on vocabulary items in the latter. Thus, their study has positioned questions on claims that discourse exchanges do not offer students with language training that are more challenging compared to more highly-structured conversational undertakings, such as information gap activities. In a study on learning tasks in relation to negotiation of meaning, Yufrizal (2001) found that information gap activities turned out to be more productive than



Jigsaw and role-play tasks. In addition, more classroom interactions and meaning negotiation have been made by the students who were of the same gender and who were at the same levels of proficiency dyads when they were given tasks such as the information gap and jigsaw.

Oliver's (2002) findings suggested that in learner-to-learner interactions, nativeness and proficiency pairings affect the amount of negotiation of meaning that happens. Results disclosed that in almost all cases, nonnative speaker–nonnative speaker dyads more frequently utilized negotiation of meaning strategies than did the nonnative speaker–native speaker dyads who, in turn, more frequently employed meaning negotiation than did the native speaker –native speaker dyads. As regards proficiency, age, and gender, the effect of these variables was slightly different than it was in adult-adult dyads. The typical and major trend with respect to proficiency in language was that the least native-like pairs resulted the most negotiation undertakings that occurred in classroom interactions. In contrast, the findings of studies concerning the different variables such as adult, age and gender comparisons exhibited that there are no notable differences.

Findings of Nguoi and Aziz (2015) revealed that (1) the task that is closed and communicative in nature can provide greater meaning negotiation compared to task that is open and communicative; (2) meaning negotiation in activity that is closed and communicative was largely driven by complexity and lexical difficulties of tasks, which might be because of the design of tasks; (3) negotiation of meaning in the open communicative task was largely triggered by the delivery of ambiguous utterance; and (4) meaning negotiation can be a good avenue to enhance students' language development, specifically via requesting for clarification which can build the language need to push students to develop their interlanguage. Thus, it seems practical and reasonable that ESL teachers might want to arm learners with effective negotiation of



meaning strategies so that language learners would be equipped with the language skills, i.e., to modify or revise their linguistic output during classroom interaction tasks. However, findings of Foster (1998) revealed that there was no vivid holistic influence for task type or grouping, though there was a fathomable trend for dyads groupings in doing a two-way directional activity to more negotiated classroom interpersonal communication.

Foster and Ohta (2005) found that (1) instances of meaning negotiation was so low in their quantitative analysis; (2) in qualitative analysis of the data, students actively helped each other to do the activity via co-creation and prompting; (3) students exhibited their interest and encouragement while looking for and giving support or mediation and performing self-generated remediation of their statements, without the presence of problems in communication; (4) gaining holistically language input that is comprehensible seemed to be of a lesser option or choice than sustaining a classroom interaction that is both supportive and friendly; (5) communication strategies for negotiation facilitated second language acquisition as student participants worked to comprehend or decode and put forth meaning in the L2; and (6) strategies were frequently utilized not in isolation but in combination as student participants strategized to successfully interact and engage with the rest of the student interlocutors.

In a study on an analysis of meaning negotiations between an English-as-a- second-language (ESL) teacher and her students employing two modes of communication: face-to-face interaction and computer-mediated communications (CMC) interaction, Shim (2007) found that 1) the teacher utilized global confirmation request strategy more frequently than any other signal category in both modes of communication; 2) the teacher's utilization of indicators or signals surfaced more often crafted to aid her understand learners' utterances in face-to-face classroom interactions; however, in CMC, they were employed to assist her expound her understanding of



learners' messages; 3) learners facilitated negotiation in face-to-face classroom interactions CMC less frequently than they did in CMC; and 4) learners employment of indicators or signals in CMC were pertaining to issues on lexical items that exhibited unfamiliarity on their part. These findings seem to imply that these two strategies of communication can be used effectively and efficiently either employed solely or in combination; however, such scenario largely depends on the classroom context and pedagogical goals.

In a study on negotiation of meaning in face- to- face interaction among high proficiency ESL learners, Zainal and Ching (2016) found that the male participants were inclined to take a larger advantage in communication via triggering meaning-laden adaptations that is evident in more conversation for comprehensible output, however, female participants employed the dialogic interaction more for comprehensible input.

Learners' hesitation to send signals that they do not comprehend an utterance aired in the L2 classroom was also reported by Musumeci (1996), as cited in Shim (2007). Musumeci has observed that second language learners did not frequently initiate meaning negotiation in the classroom setting when they were exposed to comprehension problem triggered by what the teacher's utterance. It has been observed that reluctance was also apparent in classroom interactions that involve the presence of interlocutors. This was exemplified when the learners did not always initiate negotiation even if the teacher prompted and motivated them to inquire via asking questions or requesting to repeat the utterance that has not been fully understood. On the other hand, in the CMC setting, the student participants exhibited opposing behavior because they turned out to be more active in signalling their shortcomings in comprehension. Perhaps, learners' infrequent initiation of meaning negotiation in a classroom interaction that require interlocutors' presence is caused by the fact that various comprehension problems in that



setting were not actually experienced. In addition, while it is true that an interaction that is face-to-face in nature is inundated with various gestures, signals, hints or cues and other devices empowered by paralinguistics that may help to position a successful communication, the absence of information that is not triggered verbally in CMC setting hinders interaction and communication. On the other hand, learners who have been interviewed divulged that frequent problems in comprehension challenged them, yet they managed to refrain from resorting to negotiation strategies because of several grounds (Shim, 2007).

The next section is devoted to the concepts, notions, principles and researches under the umbrella of questioning. This research paper highlights questioning because it is one of the major strategies for negotiating meaning. Thus, it seems to be necessary to a lot a separate section on questioning though it is part of negotiation of meaning.

Questioning

In this research study, questioning is part of negotiation of meaning episodes which refer to the audio-recorded dialogues where students and their teachers are in classroom interaction actively discussing lessons through asking and responding to inquiries. Classroom questions may come from three vistas, i.e., the cognitive lenses of the textbook authors, the teachers, and students. While this study assumes that majority of the questions would come from the teacher, more often than not most responses may originate from the students. The following subsections attempt to shed more lights on the definition, significance and implications of questions as well as on questions' responses. In addition, this research study adheres to the idea that it would be more comprehensive if findings from different researches are used to support claims made under the



ensuing subsections. Thus, a subsection under the label '*studies of questioning*' is not anymore considered.

Definition, Types and Significance of Questions. Cotton (2000) has defined question as any line of thought that has an information-seeking form or function. In any teaching-learning milieu, teacher-formulated questions are defined as pedagogical hints and stimuli that send to the learners the rudimentary components to be learned and instructions for the learning tasks they are to do and the ways to do them. Questions are of many types. The following subsections are devoted to the types of questions both previous and current researchers, teachers, and educators have considered significant. These include the typologies or classifications articulated and/or developed by Barnes (1990); Bloom and Krathwohl (1956); Boyd and Rubin (2006); Cunningham (1987); Ellis (1993); Kim (2015); Lee and Kinzie (2011); Long and Sato taxonomy (1983); Shomoossi (2004); Thalheimer (2003); and Yang (2006).

Thalheimer (2003) explained that questions may be classified as prequestions, postquestions, and inserted prequestions or inserted postquestions. According to him, while the first type of questions, the prequestions, comes right before the information, the second type of questions, the postquestions, come right after the information. These questions can be utilized one at a time or in combination. The third type of questions employed during learning sessions are called as inserted prequestions or inserted postquestions. Both prequestions and postquestions have their own functions. While prequestions serve to guide students to focus their attention on the targeted information that they are about to encounter later, the postquestions give students with training in recalling information stored in their memory. The latter can also be utilized to offer learners with feedback in relation to the learning outcome of the students. Apparently, these



questions are teacher-generated in nature; however, students can be trained on these general types of questions so that they may apply them on their own as a learning strategy.

Display and authentic questions have been also beneficial to teaching-learning situations. Boyd and Rubin (2006) illustrated that display type of questions requires students to give information the teacher is already cognizant of. While the main purpose of display questions is to test whether the learners have completely inculcated the subject matter in their minds as learned inputs; authentic questions require learners to give their own subject-matter evaluations and interpretations. Perhaps teachers and students formulate authentic queries for they are originally interested in knowing the responses of the students. It can be argued that the pedagogical advancement of authentic teacher questioning seems well-established not only in the corpus knowledge of the contemporary but also to the bulk lore constructed by both distinguished and ordinary people of the past. For instance, an investigation of instructional methodologies found in textbook preservice teachers—first language (Alvermann & Phelps, 2005; Vacca & Vacca, 2005) and second language (Peregroy & Boyle, 2005) shows that teachers are requested to avoid asking closed-ended questions and asked to frame inquiries that allow students to make inference, prediction, hypothesis, and evaluation. Authentic questions are also called as referential type of inquiries. Brock (1986) and Long and Sato (1983), as cited in Mozaffari and Yagubi (2015), have contrasted display questions from the referential ones. They demonstrated that referential questions, in contrast to display questions which are closed types of queries, are open types which ask for students' opinions necessary for elaboration and may direct learners to be active participants in any classroom undertaking.

In addition, some questions have been categorized in relation to the function they serve. The Long and Sato taxonomy (1983), as cited in Brady (2014), categorized the types of



questions in the lights of their interactional function. This is divided into two general typologies, namely: echoic and epistemic. Echoic questions subsumes three subtypes of questions, i.e., checking for comprehension, requesting for clarification and checking for confirmation while cognitive inquiries include four minor types of questions that is referential, display, expressive and rhetorical. The difference between display and referential questions lies on the notion of teachers' awareness of the response, i.e., whether the teachers are already cognizant of the response to the query that is of display type or not, a referential type. Long and Sato (1983), as cited in Brady (2014) and in Lightbown and Spada (2006), found that display type of inquiries were the most frequent compared to the referential questions in the classroom; however, in a naturalized discourse, their study revealed that it was the latter that was the most prevalent. Likewise, Brady (2014) cited that other researchers have also illustrated that teachers, more often than not, utilized display questions in second language classrooms despite of the underlying assumption that the employment of such inquiries should be discouraged because they exemplify an inauthentic instances of language interaction (Pica & Long 1986, cited in Chaudron 1988; White & Lightbown 1984, cited in Ellis 1994). Meanwhile, other types of questions have been identified by Barnes (1990). These are factual, reasoning and open questions types of queries which relate directly to classroom instruction.

Another typology of questions has been developed in the teachers' efforts to upgrade the inquiries posed by the students. Yang (2006) explained that if the primary purpose of teachers' question is to direct the learners to upgrade their own formulated inquiries, then the desirable teachers' questions styles may be labeled as diagnosing, dissolving, and illustrative questions.



These types of questions play a respective role in different pedagogical stages of instruction. In other words, there are cases that the styles of questions which are accepted as relevant at particular stages and purposes may be not relevant at other stages or for other purposes. Thus, this may imply that the influence of teachers' inquiries should be scrutinized, investigated and evaluated distinctively in terms of their functions and their learning stages.

Below is the delineation of each of these types of questions. First, diagnosing type of question seems to be essential at the onset of any pedagogical undertaking. Positioning essential and relevant questions seems to be a difficult task for they are purposively pedagogically crafted in order to capture the learners' structure instead of confirming their ownership of specific information. In diagnosing the students' cognitive structure, Piaget's clinical method, also known as the 'art of questioning' (Piaget, 1972, cited in Yang, 2006) can be utilized. Second, dissolving type of question is extremely important type of inquiries. This kind of asking questions has been given emphasis by the Socratic Method in its popular term 'refutation.' The notion of dissolving questions is primarily grounded on the premise that learners' cognition or knowledge has form, and they can gain a new form by dissolving or eliminating the previous one. In contrast to the view advocated by positivist which values the development of background information as the step of accumulation, learners' former knowledge does not need to be dissolved and should not be dissolved, instead, as the term itself suggests it should be added. Dissolving questions seems to be comparable to questions used in cross-examining someone in court. It is but a good point to note; however, that the dissolving questions in classroom settings are constructive and are considered as a means to an end while those in the courtroom are destructive and at the same time an end in itself. Yang (2006) is right in arguing that in order to be constructive, classroom questions that are classified as dissolving should not only pose a challenge on students' thinking



but also offer a motivation and power that could renew their epistemic form. Otherwise, the students may be baffled and become helpless, comparable to a witness in an impeccable cross-examination. Last, the query under the illustrative type is formulated in order to demonstrate instances of good and effective means in asking questions.

Learning has been thought as an inquiry which implies that the teachers' harangue of lectures and textbooks should not be assumed as the source of authority of knowledge and truth but something to be examined and extrapolated. In the present teaching-learning situations, illustrative questions seem to abound ubiquitously. For instance, "what do you think is the main idea of the selection?" and "what are the elements of the story?" are common illustrative questions. Thus, this type of questions is deemed to enhance the students' art of questioning. Likewise, when the teachers use illustrative questions, they must take into consideration the students' cognitive level, their zone of proximal development (ZPD) defined as the by-product of the learners' efforts learning independently and their learning with the aid of appropriate mediation from someone else (Vygostky, 1978). Questions should be well-crafted; otherwise, it would not result to a more meaningful cognition. Such that too simple and easy questions should be avoided so teaching and learning would not just be a plain exchange of question and answer activity.

However, when the teachers' questions are beyond their learners' ZPD, chances are these might not stimulate their thinking but would weaken instead. Ellis (1993) has argued that questions, irrespective of their types, have their own efficacy power in relation to a specific pedagogical objective. Perhaps one of the many priorities of the teachers is to make the teaching-learning goals clear in every particular lesson, to draft an analysis on their learners' cognitive levels, and to strategize the categories of inquiries properly. A number of researchers have found



that the questions employed are typologized as lower level type of thinking. This has been confirmed by the studies conducted by Humos, (2012); Fitria, Syarif & Refnaldi (2014); Hunaifi, (2008); Sunggingwati, (2003). It has been a common lore that majority of the researchers have typologized inquiries in relation to the cognitive levels established by Bloom and Krathwohl (1956). Accordingly, this categorization of questions presumes that the epistemic level of the inquiry is dictated by the answers provided by the learners. While Sanders (1966) has employed Bloom's Taxonomy of thinking processes in different epistemic hierarchy, Cunningham (1987) later reconceptualized these classification which is popularly known as the Cunningham model into the following: Factual recall questions, convergent questions, divergent questions and evaluative questions. Factual recall questions are considered as the lowest cognitive level of inquiries; however, they are most prevalently utilized in teaching-learning interplay. Conceptual questions are next to factual question in terms of cognitive level. These are further subdivided into a dichotomy of questions: low-convergent inquiries and high convergent inquiries. While lower-convergent inquiries reflect the learning skills that ask learners to provide the similarities, the differences, the generalization, the act of transfer, the recognized trends, and the explanation pertaining to relationships, inquiries that are highly convergent are reflective of, as well as essential, for critical thinking. Thus, for learners to be able answer this type of questions, they must find some instances such as examples and proofs that are reflective of behavioral entities and general conceptualizations.

Finally, divergent questions are of two types, the low-divergent questions and high-divergent queries. They require students to look for possible strategy that would address certain problems. The teachers' initial procedure in remediating a problematic item is the use of low-divergent questions. With regards to high level of divergent questions, students' creativity is



stimulated; however, for them to gain benefits from these types of questions, students must be given much leeway to produce essential, peculiar and an out-of-the-box ideas fuelled by imagination. Noticeably, these questions seem to imply vividly that allowing the students to express their answers unhindered by some learning and pedagogical issues and prodding them the exploitation of thoughts are the pedagogical strategies teachers should align their efforts on. Expectedly, under the realm of evaluative or higher level questions, learners are more than encouraged to elucidate more on their answers by formulating questions intended for elaboration purposes. These questions seem to delve deeper on the grounds why the students have made such responses.

Purposes/Functions of Questions. Tofade, Elsner, and Haines (2013) articulated that questions have been utilized as a pedagogical means by teachers for the purpose of gauging learners' background knowledge, enhancing understanding, and stimulating critical thinking. While questions that are well-crafted may direct teachers and learners to new understanding and cognition, initiate classroom discussion, and stimulate a deeper comprehension of the topic, questions that are poorly constructed can spoil learning processes for they could create bamboozlement, intimidate students, and cripple creative thinking. It has been reported that oftentimes teachers generate lower level of questions, convergent type of inquiries in which responses can just be culled from students via factual recalling of background knowledge rather than formulate higher-level type of queries such as divergent questions that stimulate deep cognition, prompting learners to produce a better conceptual analysis and evaluation.

Employing questions in teaching seems a practice that has been a foundation of education for many centuries ago and has still positioned its significance in today's pedagogy. They further



expounded that the reasons why teachers ask questions are to encourage learners disclose the concepts they have learned, to completely cover and grasp the subject matter via a thorough exploration, and to initiate classroom discussion and student-to-student interaction; however, student-formulated inquiries shoot up higher-order cognition by guiding them to process an in-depth analysis of information, connect seemingly incongruous concepts, and provide an articulation of their thoughts. Short (2009), as cited in Elves (2013) has described the idea of asking question as a strategy in posing and solving a problem that is widely accepted as a pedagogical process wherein the teacher may plan scenario which contains an engaging problem as an avenue for stimulating learners to pose queries on that dilemma and to find possible solutions for those questions.

According to Wiggins and McTighe (2013), significant questions help pinpoint standards in organizing curricular content into interconnected sections that produce learning that is focused and thoughtful. In the classroom interaction, significant inquiries are utilized to encourage students' discussion and promote a more thorough understanding of the content. They posited that essential questions stimulate the current thinking and questioning condition with several possible answers, ask further questions, ignite discussion and debate, require evidence and reasoning for various answers exist, direct attention to huge ideas and heavy issues, productively reoccur year-round, have proposed answers that are temporary and may change in the presence of new experiences and deepening understanding. For Chin (2001), questions are one of the psychological aids for cognition and aid students collaboratively create knowledge inter-cognitively when these queries are within the dialog of peer groups who simultaneously engage in the process of cooperation and collaboration, while Look (2011) has considered questioning an essential instructional tool in learning for all students. In classroom setting,



school instructors can educate, motivate, and help students toward asking fruitful questions that help build learners' background, weed out bafflement, and stretch student thinking. Likewise, asking questions can also develop learners' spoken comprehension.

Muayanah (2014) has demonstrated that asking questions occupies such an integral space in the realm of pedagogy and learning. In other words, questions are vital and significant in conceptual development. Questions aid learners to move forward from one thinking level to another by means of utilizing a variety of carefully planned questions and drawing upon concrete knowledge and cognition so to build new ideas and frame conclusion. Thalheimer (2003) has reported research reviews on the benefits of questions from the preeminent arbitrated journals on learning, memory, and instruction. Research result shows that questions can yield important learning and performance gains, substantially increasing learning by 150% or beyond. Though questions are traditionally used in quizzes, tests, and examinations as machinery forms to assess and evaluate learning, they continuously and profoundly make a number of contributions when they are particularly formulated to trigger learning. Thus it is of no wonder why well-formulated questions are specifically effective because they (1) offer students with training on how to retrieve information from memory, (2) provide students appropriate feedback about their misconceptions, (3) guide students' attention to focus on the most essential learning paraphernalia, and (4) revisit main concepts, providing students ample chances to internalize, reinternalize, or enforce again the lessons they have recently mastered or to master.

Likewise, Thalheimer (2003) has articulated the benefits, effects, and function/purpose of questions. The beneficial effects of questions are felt whether they are presented before, during or after vis-a-vis their learning material. Questions formulated before the actual course of teaching-learning undertaking are known as prequestions which focus students' attention toward



the queried concepts before learning, while questions generated during and after are termed as postquestions which are formulated for possible training to retrieve and to provide reaction on already learned and mastered information. Indeed, requisitions of post questions offer essential benefits of repetition. In addition, questions are most effective when learners found them to be relevant. In contrast, questions that are not relevant to the students can potentially harm their learning and performance by constructing structures of memory and redirecting the learners from significant major ideas. Post questions can yield their most essential results when they urge learners to recall pieces of information from memory in the same manner they will retrieve that information later in their performances. Similarly, questions that target higher-order information are more powerful in yielding learning compared to questions targeting only minor details and trivial ones. Questions have been viewed as having particular, not major, effects on the information that is inquired. Thus, questions should be well-crafted for each essential concept. Questions can stimulate students to engage in teaching-learning undertakings in spite of their inclination to exceed their estimation about their recalling ability. Empirical evidences and proofs seem beyond the limits of sufficiency. Moreover, questions have been considered as one of the most empowered means for constructing learning milieus and advocating in the clover competence and performance. Thus, questions must be designed specifically to support human learning. The present study posited that these reviews have shed more lights on the interconnectivity between human thinking and question formulation and provided the pedagogical field and its stakeholders the significance and benefits of asking and generating questions. In addition, questioning in the classroom has been well-accepted in the academe as one of the best learning and pedagogical practices that is vital to literacy development best



described as a scientific quest (Minstrell & van Zee, 2000; National Research Council, 1996, as cited in Faulconer, 2016).

Asking questions has been recognized as among the several significant pedagogical practices singled out by Marzano, Pickering and Pollock (2001), as cited in Burton (2010). It has been closely related to higher-level cognition of Bloom's Taxonomy. A considerable amount of researches have claimed that teachers' employment of inquiries is predominantly low-level; however, professional development can aid classroom instructors enhance their skills in crafting and utilizing inquiries that drive learners to engage in pedagogical procedures that are of high-level. According to Capacity Building Series (2011) asking questions is a powerful teaching-learning process. Open-ended type of inquiries which are related to the major concepts stipulated in the content of curriculum and learning goals may ignite students' curiosity, promote critical cognition, evoke a sound reflection and aid learners create meaning for the mathematical concepts. Students' responses can help the teacher assess students' current status on mathematical knowledge and identify the next instructional processes. Enhancing questioning skills for understanding content knowledge develops over time and like any skill, necessitates training. In the end, the payoff is important to students' conceptual understanding.

Look (2011) has claimed that asking questions develops learners' textual cognition and comprehension. In reviewing researches on question formulation, Rosenshine, Meister, and Chapman (1996), as cited in Look (2011), arrived at conclusion that formulating inquiries have aided in the development of comprehension and learning. Particularly, formulating inquiries has improved comprehension and learning due to the fact that it centralized learners' focus on the textual principal substance and its essential and relevant notions (Oczkus, 2003). In the same manner, as learners continue reading or rereading to make certain clarification of meaning or



response to an inquiry, they often weed out their bafflement or look the possible responses from the selection (Harvey & Goudvis, 2000, p. 85). Likewise, learners must find ways and means to synthesize the messages available in the selection so that they can compose their inquiries (Rosenshine, et al., 1996).

The ensuing functions and/or purposes of questions have been articulated in the research work of Look (2011). First, question generation has promoted active reading and processing. On this notion of question generation, readers interactively engage with the given selection to look for significant thoughts and formulate and respond to inquiries with regard to the ideas involved. In order to respond to these inquiries, the learners must scrutinize the selection, recall and include their previously learned facts and ideas, and combine the pieces of information or messages. Expectedly, the act of reading may turn to be an interactive learning endeavor as the learners utilize the factual or opinionated messages acquired rather than simply gathering knowledge.

Second, inquiry formulation has improved learners' awareness either in terms of comprehension or in cases of nonunderstanding of the text. By being conscious to what they are doing, learners have been empowered to watch out for their textual understanding by pondering thoroughly if they comprehended the text. Learners are conscious of their textual understanding if they can generate and successfully answer questions. However, when students cannot answer the questions they have formulated, they should realize that their textual comprehension seems lacking and must continue reading or must breeze through the text to find the answer. Apparently, this process has helped in clarifying the important ideas of the text (Harvey & Goudvis, 2000).



Third, question generation has helped the learners remember essential ideas that pertain to new content. Posing inquiries and responding to questions that directly point to the essential ideas of the text being studied have directed students' attention to the core textual points. Davey and McBride (1986) argued that learners or readers who have actively attended to and elaborated essential and implicit messages or pieces of information seem to understand and remember more textual and nontextual information.

Fourth, question generation has stimulated learners for they are responding to their own formulated inquiries rather than those queries generated by the teacher and/or by the text. On this line of thought, learners have been more stimulated to respond to their own generated questions than to answer teacher-formulated questions (Rosenshine et al., 1996). This is seemingly the paradigmatic shift in pedagogy and learning, i.e., recognizing the responsibility of learning from the classroom instructors to the learners. Similarly, learners' learning drive can be increased optimally through the employment of student-generated questions of the teachers. By posing and responding to their own queries, learners have constructed the contents of what to study (Pacific Resources for Education and Learning, 2008b).

Fifth, inquiry formulation has helped learners lay their own purposes for reading particular passages. In other words, question generation has provided learners an objective for reading. Learners have set their goals for reading by posing inquiries and finding responses while reading the text. To do this, learners actively scrutinize the text to look for the essential at the same time relevant ideas and, in turn, generate questions out of the identified ideas. Thus, learners have to thoroughly search the text, integrate their own prior knowledge, and amalgamate them to seek an answer. Sixth, question generation has piqued learners' curiosity. In posing and answering questions about core and significant ideas, students have to draw on their previously



learned knowledge that is akin to the topic at hand. The amalgamation of the newly acquired and the previously learned knowledge can direct learners to formulate more thought-provoking questions pertaining to the topic and arouse their interest and curiosity.

Last, but definitely not the least, question generation has helped learners enhance comprehension. This has been affirmed in a research study conducted by Davey and McBride (1986), wherein findings revealed that asking questions after reading the text has enhanced learning and comprehension of learners. In addition, results also revealed that letting the learners formulate higher-order type of questions has appeared to help young learners in remembering of information classified as higher-order.

Cotton (2000) has illuminated some of the grounds why teachers employed questions. These grounds include but definitely not limited to the following: (1) to pique learners' interest and encourage them to be interactively engaged in classroom interactions; (2) to assess learners' readiness and check on the completion of assignments; (3) to improve skills on critical cognition and develop inquisitive-laden behaviors; (4) to revisit and capsule previously learned topics; (5) to hone comprehension by disclosing novel connections; (6) to evaluate accomplishments of pedagogical goals; and (7) to motivate learners to seek pieces of information independently.

Implications of Teacher Questioning. In the realm of pedagogy, generating questions has been considered as one of the common ways most teachers utilize in order to determine learning because it is when students are given opportunities to give answers or responses imbued with much insights the latter could offer (Martinez, 2012). Capacity Building Series (2011) explained that the classroom instructors' effective questioning



strategy performs a significant purpose in teaching learning milieu, guiding learners to recognize cognitive procedures to see the salient links between concepts or notions and to create novel cognition as they engineer their way to a possible remedy that is meaningful to them. Enger (1997) articulated that teacher-generated questions could potentially influence the epistemic level of student cognition. The students' epistemic level capability can be reflected by the formulated questions. It was also considered as discourse modification that is mostly employed by the teachers in maintaining a very lively and interactive participation between and among the learners (Walsh, 2006 & Chin 2007).

In the Philippine setting, research studies were conducted to assess and develop the questioning skills of both teachers and the students and on students' performance in mathematics (Buendicho, 2009). In the same manner, research studies of Aban (2006); Buendicho (2009); Matibag-Angeles (2008); and Santos (2004) on the significance of generated-questions were conducted to find out the effects of questioning method and students' questioning skills on mathematics and science/physics performances.

In a qualitative study of secondary mathematics teachers' questioning, responses and perceived influences, which utilized a multiple case study research design to compare the questioning practices and responses of three novice teachers and three experienced teachers, McAninch (2015) found that there were differences between the novice and experienced teacher participants in the prevalence and types of inquiries raised. She further elucidated that although the teacher participants utilized the biggest portion of inquiries in the Socratic questioning category, differences were more evident and apparent in the semantic field and formulating classifications.



In addition, findings regarding teachers' answers to critical teaching times revealed that four classroom instructors preferred a procedure-laden emphasis in responding to the learners, and two classroom instructors employed answers to guide learners in order to create vivid relationships between and among entities whether those pedagogical phenomena are within or outside the demarcation lines and territorial lenses of mathematics. With regards to the perceived influences identified by the participants, the employment of reflection and mathematical knowledge for instruction, (2) time, and (3) relationship with students, teachers, and parents, and knowledge of learners' background were evident.

Classroom teachers' questioning strategy, that is considered as a major catalyst of teacher quality and that is akin to classroom practice, has fortified researchers' contention that the essential difference between teacher-centered and student-centered learning milieus lies on the classroom instructors' questioning (Almeida & de Souza, 2010; Harris, 2006; Hoffman, Steinberg, & Wolfe, 2012). In this type of pedagogical undertaking, teachers mobilize from being a direct instructor, or information giver, to more of a negotiator of learners' learning through discussion that inevitably involves asking or generating questions (Hoffman et al., 2012).

The act of asking questions seemed almost entirely done by the teacher; thus, for the purpose of promoting a student-centered form of education, it was argued that students should be all active and participative in the sequence of Initiation-Response-Feedback (IRF) pattern (Chin, 2006). Instead, Clifton (2006) has demanded that the academic milieu needs to provide learners a grounded, valid and reliable entrance to discourse resources and dialogic engagement that offer them the ability to share in the improvement of the topic, the facilitation of instructional processes, and the act of providing reaction. That's why, in order to carry this out, Elicaño



(2007), provided a recommendation that is to employ interactional styles of reading aloud which are deemed to be effective reading/listening technique for children because when they are permitted to be engaging, their inquiries and suggestions compel the classroom instructor to construct the meaning of the text more visible.

Chin (2006) and Yang (2006), have argued that the typical classroom dialogue in the past starts on an initiation-response-feedback (IRF) connectivity formulated by the teachers and at the same time ends with them evaluating and assessing the responses and providing confirmations or corrective feedbacks; however, certain modification to the end part of the link of the pattern could initially disclose the door of discourse entity and possibly pave the way to permit learners to be co-creators of knowledge and meaning. Cognizant with this situation, Chin has outlined a questioning framework that will offer such fruitful interaction, which she believes, is very beneficial for usage purposes in a science classroom where students are at the heart of it. While the teachers' questions could be assumed as the most potent instructional strategy to start, expand and manipulate classroom interaction, the instructional engagement between the instructor and the learners can be described as a cyclical process (Dillon, 1990); Westgate & Hughes, (1997); and Yang (2002). This demonstrates the apparent dominant function teachers' inquiries play in classroom interaction. Thus, this study problematizes the dominance teachers' questions play in any teaching-learning condition and eventually aims to propose a balanced pedagogical framework for classroom instructors teaching English as a Second Language by underscoring the potentialities of student questioning empowered by dialogic engagement.

In a student-centered classroom, although teachers talk and do much less, such as in a Singaporean vision, '*Teach Less; Learn More*' (Fogarty & Pete 2010), the instructional content of teachers' utterances are all valuable in initiating, formulating and directing interplay of



interaction that may occur in the classroom (McAninch, 2015). Ruiz-Primo and Furtak (2007) explained that in this era of incessant increasing responsibility and accountability positioned upon the teachers' shoulders, they are in a duel with the imminent pressure to perform well, innovate and improvise instructional strategies that would propel the canoe of teacher-student interaction and engagement. McAninch (2015) has emphasized that that right after hearing students' responses, questions, or misconceptions, teachers must promptly evaluate students' comprehension and offer a carefully and well-phrased feedback that would direct the students toward developing and internalizing a concept. Students' questions, even incorrect responses, seemed to be sufficient in order to trigger informal assessment episodes on the part of the teachers, which likewise could prompt a deliberate feedback such as a follow-up question, an inquiry that tends to probe something, an opportunity for other learners to impart their opinions, or an elucidation, argumentation, demonstration and illustration (Ruiz-Primo & Furtak, 2007).

In addition, students' questions and incorrect responses may interrupt the classroom interaction and may give teachers right opportunities to give feedbacks in a way that could enhance or stretch students' cognitive activities (Stockero & Van Zoest, 2013). Possibly, these pedagogical phenomena or instructional instances may point directly to the critical and crucial teaching opportunities, which are seemingly significant moments for the learners to craft a well-grounded relationships, to revisit on currently existing knowledge vis-à-vis the learned ones, and eventually to position new structural, contextual and thematic understandings in relation to the topic presented.

Chin (2007) and Stockero and Van Zoest (2013), as cited in McAninch (2015), argued that the kinds of inquiries classroom instructors formulate and the approaches for asking them, as well as the patterns of teachers' feedbacks to learners in classroom interaction and the act of



noticing and the provision of appropriate comments to potential teaching opportunities will surely affect how the learners cognize about and enhance concepts. When teachers ask questions, they are actually interested on the educational objectives to be attained through their questioning (Yang, 2006).

In addition, Cotton (2000) noted a number of purposes teacher questions serve in the classroom, videlicet: (1) to raise interest and encourage learners to be actively engaged in classroom discussion; (2) to assess learners' readiness and check on the accomplishment of assignments; (3) to polish learners' skills to think critically and encourage them to hone inquisitive attitudes; (4) to revisit and synthesize previously discussed topics; (5) to hone understanding by disclosing newly discovered connections; (6) to evaluate accomplishments of instructional goals and objectives; (7) to motivate learners to seek and search for knowledge independently. Likewise, there are still other purposes equally important with the ones illustrated above. For instance, other functions or purposes are implied in the teachers' attempts to untangle some entangled situations and conditions found in a reading material and to unlock reading or learning difficulty though asking better and thought-provoking questions.

Cotton (2000) explained that a considerable number of researchers have investigated the role of classroom questioning and have drawn the ensuing conclusions: (1) pedagogical undertaking which includes generating inquiries is more effective in yielding achievement gains than instruction devoid of asking students some questions; (2) learners exhibit a better performance on test items that have been queried as a form of recitation inquiries than on test items they have not been disclosed to before; (3) spoken queries formulated during classroom recitals are far more effective in fuelling learning than are written questions; (4) inquiries which emphasize learners attention on essential components in the lesson produce better understanding



than queries which do not; (5) generating questions more often is affirmatively connected to factual learning; (6) multiplying the frequency of inquiries does not develop the learning of a more complicated learning material; (7) formulating inquiries before reading and studying the selection is effective for learners who are older, have high ability, and have much interest in the lesson; and (8) very young learners and struggling readers seem to emphasize only on learning material that helps them resolve inquiries if these are generated before the actual classroom discussion is conducted.

Wilen (1987) articulated that teachers have employed question-generation strategies in order to revisit something they have already learned, to measure students' learning, to carefully examine cognitive processes, to showcase dilemmas, to find out different or alternative remediation, and to encourage learners to cognize on critical issues or values which they had not considered. Gall (1984), Palincsar and Brown (1984), Wittrock, (1981), as cited in Wilen (1987) provided the following reasons why questions are beneficial: (1) questions are stimulating, that is why they can keep learners on task; (2) questions direct learners' attention on the lesson to be internalized; (3) thought-provoking inquiries evoke a thorough cognitive processing; (4) inquiries pique metacognitive processes; (5) inquiries require good training of the curricular content; (6) when the learners answer a question correctly, the classroom instructor may thoroughly review the response by recognizing or acknowledging it; and (7) learners' internalization of the curricular content is typically evaluated by tests that compose of queries. For Foster (2011), teachers always utilize questions to establish and maintain control in the classroom.

Findings of Sahin (2007) revealed that the classroom instructors' better probing inquiries influenced learners' accomplishments when other variables such as classroom instructors'



teaching experiences, textbook, and their' math readiness were manipulated. The act of manipulating here indicates control over the variables involved. Qualitative findings disclosed that classroom instructors were inquiring the rightful intention they have in mind. To put it in other way, teachers were conscious of the purpose of strategies in asking questions that they were employing.

However, no matter how good the intentions of the teachers are, the fact still remains that students are seemingly deprived to ask questions in the actual teaching-learning endeavor thereby projecting a sense of dehumanizing on the latter's part. Thus, perhaps a paradigmatic shift in pedagogical strategies may be positioned to foster an instruction devoid of dehumanizing elements for it is anchored on the principles of dialogic engagement which values highly the notion of co-constructing knowledge and meaning. In addition, if the teachers are the only ones asking or formulating question amidst classroom discussion, then this mode of instruction would never yield a very active participation but a sense of monopoly on the part of the teachers—triggering alienation and dehumanization.

In contrast, when learners are provided with equal chances to capitalize on their cognition and comprehension via asking questions, then a very sensitizing and humanizing pedagogy is on aborning. Sensitization and humanization may only occur when teachers accept the fact that students are not just repositories as containers for water and oil but they are human beings who have physical, emotional, intellectual and spiritual values, rights, liberty and responsibility at their disposal. The ensuing subsection after the section on author-/textbook generated provides a more comprehensive review on the significance of student-formulated inquiries and their implications.



Implications of Author-/Textbook-Generated Questions. Author-/textbook-formulated inquiries pertain to the comprehension questions which are found after the reading passages or selections. However, this is not always the case because some questions may appear before each selection which prepares the readers on the possible ideas and topics they may encounter as they breeze through the pages of the text. These inquiries take so many forms, i.e., wh-questions, multiple-choice, open-ended, truth assessment and polar questions. In addition, author-generated questions are provided by the author or the developers of the learning material. This indicates that the students have not participated in the construction of the queries. According to Humos (2014) questions intended for textual understanding purposes, specifically the ones written in textbooks, served very important roles in teaching and learning foreign language. He further elucidated that the fact that questions have served a crucial role, an effective questioning strategy for teaching and learning a second language is a valuable opportunity for researchers to conduct studies in order to evaluate the inquiries scribbled on some particular pages of the textbooks.

Alul (2002), as cited in Humos (2014) conducted a study on questions of an eighth grader's English language textbook, workbook, and story. He analyzed the inquiries using the Bloom's Taxonomy. Results revealed that more than half of the textbook-generated questions were under the lower levels, while the remaining questions were of higher levels. The most prevalent questions found in the workbook were of lower levels, and the rest were of higher levels while most of the story inquiries were of higher level and the remainder were of lower level. Similar studies employing the Barrett's Taxonomy revealed that literal or lower level of inquiries were the most prevalent (Humos, 2012; Hunaifi, 2008; Sunggingwati, 2003). In the same manner,



Fitria, Syarif & Refnaldi (2014) found that questions categorized as literal level, inferential level, evaluation level and appreciation level ranked first, second, third and fourth respectively in terms of frequency. This implies that factual understanding of texts was emphasized in the textbooks that were analyzed. Conversely, higher level of questions was given little attention.

Sunggingwati (2001), as cited in Muayanah (2014), has analyzed comprehension questions types and levels of English course book for Junior High School students based on Barrett's taxonomy. Her findings revealed that the comprehension questions in the course books include three levels of comprehension, namely literal, inference, and evaluation.

Furthermore, Day and Park (2005) argued that questions starting with where, what, when, who, how, and why are potentially excellent ones to help learners with their literal comprehension of the selection, with rearranging of the available information in it, and doing evaluations, personal feedbacks and assumptions. Specifically, the use of questions words such 'how' and 'why' may help students to go beyond the realm of literal comprehension of the text and become interactive readers. In addition, in the study conducted by Muayanah (2014), most of wh-questions are formed in 'what' type and almost all questions in literal comprehension level are formulated in this way. This implies that teachers have to formulate more 'how' and 'why' types so that students are instructed to understand the text and promote critical thinking. Similarly, Nuttal (1998) has suggested that the types of comprehension questions can be formulated from the most basic level. However, inference, evaluation and appreciation should be the main emphasis because the questions of these types challenge the learners to think critically.

For the purpose of covering both sides of the coin, teacher-generated questions and author-formulated questions have been illustrated and discussed above, on one hand, while the



following discussion is devoted to student questioning and its implications in teaching and learning, in particular, and in research and education in general, on the other.

Importance of Student Questioning. Neri de Souza, Neri, and Costa (2016) have defined learner-formulated questions as queries generated by learners based on the textual contents they read. On the other hand for the purpose of enhancing their understanding they are also required to answer their inquiries. The question-generation strategy appears to be a simple but fruitful means to scaffold learners' dialogic engagement with the other interlocutors, as well as with the text, as they negotiate meaning. Poway Unified School District (PUSD, 2005) has illustrated the process by claiming that, for students to be interactive, they needed to write down questions about the text. This process has helped learners clarify their own cognition and subject the author's intention into questioning. By employing this strategy, they focus on the details of the text to create meaning.

Rothstein and Santana (2011), as cited in Elves (2013), has argued that all students must know how to generate questions while at the same time all teachers should have skill to easily instruct the questioning skill as part of their common pedagogical practice. Further, they believed that the natural feature of education for students can be apparent in the students' assumption of responsibility for inquiring or formulating questions so that they turned out independent thinkers and self-directed learners with or without the presence of their teachers. The students' assumption of responsibility in learning is one of the tenets promoted by Freire's (2000) Participatory Approach.

Chin (2002) has been very vocal in articulating that the key to active learning is asking good inquiries and the constant quest for their answers. Asking questions is an



essential catalyst of cognitively loaded learning and inquiry that is following the scientific way of searching (Chin, 2002; Chin and Osborne, 2008). The generation of good queries is a move that is creative nature, and is situated at the critical part of performing science. For Cuccio-Schirripa and Steiner (2000), asking questions is one of the cognitive processing skills which are structurally inherent in the cognitive operation of thinking critically and creatively to solve and remediate problems. The significance of learners' questions has given much emphasis by a number of authors (e.g. Biddulph, Symington, & Osborne, 1986; Fisher, 1990; Penick, Crow, & Bonnsteter, 1996). Questions formulated by the learners stimulate their previously learned knowledge, direct their learning efforts, and assist them to expound on their knowledge (Schmidt, 1993).

According to Rosenshine, Meister, and Chapman (1996), the act of framing questions has directed the learners' attention to the content and main ideas of the text. Skill in asking good thought-provoking questions has been also considered as a significant catalyst to achieve scientific literacy (Millar & Osborne, 1998). Thus, Look (2011) argued that learners really need to be adept on how to ask and answer a question because of the ground that asking their own questions can motivate them to read and seek for answers. Building an environment embellished by good questioning may close the gap between teacher-directed inquiries (teacher-centered classroom) and student-initiated questions (student-centered classroom) thereby creating an educational milieu where both parties are motivated to generate questions during dialogic interaction and meaning negotiation.

Wagner (2008) has interviewed some CEOs about the essential qualities of employees and one essential trait that the interviewees have uttered was ability of the employees to ask questions. The argument, posing a problem is more important than solving a problem, seems to



be comparable to classroom interaction in relation to who asks and answers questions. In a typical classroom, teachers often formulate all the queries while the students are simply forced to find answers. In order to minimize this kind of classroom practice, J. T. Dillon (1983) has proposed that one of the most practical and humblest ways to allow learners to ask questions is for teachers to avoid generating questions. Student-formulated questions has received much support in research community because it may trigger a very outstanding contribution to their learning process through building a deeper dialogic engagement and giving classroom instructors with concrete proofs of their learners' comprehension.

The quantity of teacher talk affects the students' achievement negatively. One example is the research study conducted by Flanders (1970) has confirmed this. Findings revealed that classrooms that are high-achievers, classroom instructors talked around 55 percent of the time, whereas in classrooms that are low-achievers, they talked around 80 percent of the pedagogical time. Further, when classroom instructors talk too much, they are also the ones thinking, not the learners. However, allowing the students to formulate their own queries about the lessons has been regarded to be an effective learning practice (Crowd, Kaminsky, & Podell, 1997). Learners generating quality questions turned out to be autonomous learners who are at the same time possess high levels of intrinsic motivation.

This study conforms to Tucker (2015) in arguing that learners who know how to ask better inquiries are not just plain recipients of information because they become the constructors of information. Moreover, self-questioning has positioned an affirmative influences on comprehension and retention (King, 1991). In 1991, King has demonstrated that right after knowing how to enhance the generated question learners seem to apply the strategy in asking questions in other forms of pedagogical and learning situations. If learners have learned to



generate questions, the teacher may obtain some insights into their learning interests. When this happens, teachers can then utilize the information by modifying their instruction to hone their students' innate curiosity.

Reviews and researches on the significance of student questioning abound in every educational corner of the world. In a learner-centered classroom, learners have played an active as well as interactive function in co-creating knowledge and meaning via classroom interaction and most probably, dialogic engagement; therefore, it would be particularly important to identify through a closer and rigorous scrutiny the types of questioning, levels of questions and feedbacks that require learners to perform a more interactive and epistemic stance in supporting to improve the concepts or ideas at hand (Chin, 2007).

Nowadays, many educators have realized something beneficial about student questioning and emphasized the significance of learner-formulated inquiries in pedagogy and learning for cognition purposes while various investigations which purposively conducted to find ways and means in order to encourage and at the same time motivate learners to generate questions is multiplying (Chin, 2002, 2006, 2007; Commeyars, 1995; Diaz, 2011; Marbach-Ad & Sokolove, 2000; Maskill & Pedrosa de Jesus, 1997a; Rosenshine et al, 1996; Watts, Alsop, Gould, & Walsh, (1997).).

Moreover, evidence showed that if better pedagogical situations are built, then learners are more than willing to formulate inquiries (Maskill & Pedrosa de Jesus, 1997b; Taboada, 2003). Albergaria-Almeida (2010) illustrated that even if the prevalence of learners' inquiries is typically low, still, research efforts related to learners' inquiries in science learning seemed to be increasing (Almeida, et al, 2008, Chin and Osborne, 2008; Graesser and Olde, 2003), as inquiries are an important element of interactive activity and discourse cognition. A year and half a



decade after Kitiyanusan (2004) found that questioning promotes higher order thinking, Albergaria-Almeida (2010) argued that asking questions motivates students to work well with critical reasoning. This research study wants to expound further that asking question must not only be a necessary skill for teachers as their instructional strategy but also for students as their comprehension and metacognitive strategy to learn and understand the lesson and other pedagogical stimuli strategically made available in the classroom.

Accordingly, because asking questions is widely recognized as integral to science and its method of investigation since time immemorial, Zoller, Tsaparlis, Fatsow, and Lubezky, (1987) argued that the improvement of learners' skills to formulate inquiries, reason out about their claims, solve problems, and think critically about the salient points presented must become the main emphasis of educational reform in the field of science. Perhaps, these students' questions have evolved out of missing link in their knowledge or a drive to extend the coverage and horizon of their cognizance on the knowledge presented in the class which may trail down in some direction that would eventually help them cope with their respective shortcomings in terms of comprehension and learning.

Graesser and Olde (2003) discussed that learners' queries may be caused by some unfamiliar vocabularies such technical terms known as jargon and inconsistencies and discrepancies between the learners' background knowledge and the newly-found pieces of information, which then engender epistemic disequilibrium. They believe that students ask questions when they are faced with hindrances to learning objectives, questionable instances, explicit and implicit oppositions, information gaps, notable contradictions, overt gaps in factual entities, violations on the expected outcomes, and resolutions that demand biases among equally viable options. Thus, student-generated questions, with all their potentials and their curiosity-



laden inherent nature, are essential component in instructional and learning procedures and at the same time take a vital role in stimulating learning that is meaning-packed.

In addition, according to Albergaria-Almeida (2010), students' questions have served different functions, namely: (1) to build a culture of inquiry which emphasizes student questioning in science disciplines where asking questions is a typical element (Marbach-Ad and Sokolove, 2000); (2) to intensify better decoding of concepts that can pave the way towards learning improvement and of retention of what has been learned. (3) to propel interplay of interaction in the classroom, i.e., created by teachers and learners but with the inclusion of the notion that the teachers' way of cognizing can be scrutinized and questioned by learners' queries (Watts, et al., 1997) which have been proven to be effective in developing the motivation, enthusiasm and engagement among the rest of the learners; and (4) to advocate for a self-driven learning grounded on inquiry wherein classroom instructors can advocate for autonomous learning via drafting learning opportunities for learners to become practitioners of asking questions (Marbach-Ad and Sokolove, 2000). While learner questioning has served useful functions in learners' quest for learning, inquiries were also significant for teachers in promoting reflective thinking and learner interaction and engagement (Albergaria-Almeida, 2010). These are just among the many functions of student-generated questions. Thus, when learners formulate inquiries they are forming and showing their current cognitive status (Watts, et al., 1997). The inquiries of the students may expose their learning because of their diagnostic nature and at the same time can empower the teachers to be cognizant of the student' alternative understanding of concepts. In other words, this only implies that learners' inquiries give chances for classroom instructors to cater learners' insights and consider them as potential entities which can be used to enhance thinking and conceptual understanding such as fostering a discussion and debate.



Similarly, Diaz's (2011) research findings, as cited in Collamar et al. (2017), revealed that: (1) all three teacher participants shifted from utilizing teacher-formulated inquiries to learner-formulated inquiries; (2) the participants advocated the utilization of the elements of argumentation in their classroom discourse and discussions and stimulated learners to elucidate, question, and counter someone else's ideas in education milieu devoid of threatening elements; (3) when active classroom participation is met, grounding their claims and formulating inquiries which reflect higher-order cognitive level would not be a problem for the young learners; (4) the realization of a more professional enhancement training and the development in teacher education that would implement argumentative teaching-learning experiences and come up with instructional methodologies so that students can employ them are badly needed; and (5) when such opportunities and supports are provided to the young children, accordingly the way they think and reason out will be embellished with much science and sophistication. The pedagogical shift employed by the teacher can be indicator that the teacher participants of Diaz's study have accepted and embraced the significance of learner-formulated questions in instruction and learning. Likewise, the use of student-questioning implies that the classroom environment is filled with active participation from the students and the teachers which can be very beneficial for both educational stakeholders. The teachers who have positioned this kind of teaching-learning scenario seem to be conscious on issues regarding the effects of questions framed by the students. This can be a form of sensitizing act on the part of the teacher participants.

The learners' questions can be an avenue for classroom instructors to evaluate learners' understanding before, during or after instructional undertakings. Likewise, it has also provided very good opportunities in reinforcing previously learned topics and directing learners to use



higher order thinking skills (Chin, 2006, 2007; & Diaz, 2011; Kitiyanusan, 2004). Andre and Anderson (1978) have pointed out that learners learn more effectively when they are given enough time and leeway to formulate inquiries, draft a summary and make choices in the lesson than when they are left with no chances to generate questions. Chuck (1995) argued that learner-formulated inquiries are those inquiries crafted by the learners and not the products of the routine question generation of the teachers. He asserted that learners monitor upon their learning and consider the subject contents they have learned, the lessons they believe they have already known, the things they want to know more about, and the topical areas they still want to learn.

A learner-formulated inquiry is a learning approach for engaging the learners in an instructional process that specifies the worth and applicability of novel learning materials at hand. When the learners formulate inquiries, they are definitely partaking in an essential procedure of linking their stored knowledge and personal experiences to the novel information. This may lead them to understand better the learning materials and inputs. Also, as learners learn the lesson they likewise learn one of the most efficient ways to search for and to employ information.

Furthermore, Buendicho (2009) found that (1) prior to the intervention the participants could not write questions; however both groups, the Student-Initiated-Questioning Group and the Teacher-Posed-Questioning Group, were able to improve their questioning skills ranging from conceptual to factual levels, respectively; and (2) student questioning had an important learning effect on the students' questioning skills and reasoning. In a comparative study, Aliakbari and Mashhadialvar (2006) found that learner-formulated inquiries are more effective than author-generated questions. As envisioned in this study, student-formulated questions seems to trigger learning and comprehension of reading selections because of the grounds that students will have



control of their learning through generating their own questions, utilizing their background information and employing metacognitive strategies to monitor their thoughts.

Aban's (2006) findings disclosed that (1) majority of the student inquiries were low-level (i.e., questions that require memorized statements, direction or procedure, definitions, identification, classification, descriptions, comparison and the like); and (2) could formulate more high level questions (i.e., questions that would require investigation, manipulation of variables, evaluation, synthesis, inference, and the like) compared. Research findings of Santos' (2004) revealed that fifty percent of the students in the Traditional Group retained the levels of their pretest-formulated questions, while majority of the students from the Questioning Group shifted from low level to higher level questions. This means that the questioning method improved the students' questioning skill; and it had a significant effect on student performance in Elementary Algebra.

Student-questioning as an interactive learning and reading strategy has induced important gains in the level of understanding of the students (Matibag-Angeles, 2008). She concluded that (1) only elaboration resulted in important gains in the high proficiency and low proficiency of learners' understanding of selections in science; (2) the comprehension of the learners in science was enhanced by self-questioning; (3) textual input yielded less effect compared to the input provided by the students; and (4) the results suggested the significance of building a teaching-learning environment that offer a constant stimulation of student questioning and at the same time and encourages their inherent inquisitiveness to post inquiries as well as their insistence to look for answers. Accordingly, the second reasoned judgement predicates the arguments of metacognitive theorists that self-formulated inquiries foster better understanding and learning of texts for this strategy develops both the learners' knowledge and regulation that are under the



umbrella of metacognition (Janssen, 2002). The foregoing ideas delineated above are in concordance with the position of the present study regarding the issue on student questioning. The teachers' role in any teaching-learning situation is to build learners' understanding by modelling how to formulate inquiries most particularly the typical wh-questions.

Findings of Elves (2013) revealed that (1) the learners' metacognitive awareness of the learning process, otherwise known as the inquiry cycle, has developed for they had the ability to successfully delineate their learning and has suggested some ways to direct or enhance it and reflect on it in order to productively influence future learning opportunities; (2) classroom engagement has been frequently employed by all learner participants who were motivated embrace the clarity, predictability and repetition of the procedures of the Question Formulation Technique; (3) learner engagement and motivation has been increased which triggered to delve deeper in their learning and empower them to accept more control in initiating, sustaining and reflecting on their learning; (4) the student participants have been further motivated and empowered when their names were included in specific comments and queries; (5) the students have possessed a strong understanding of the criteria of how to build or generate a question, a number of question words and the ability to differentiate between the relevancy of comments and questions; (6) the nature of the learners' comments and inquiries have increasingly moved from too general to topic specific which empowered them to dig even deeper into their learning; and (7) the learners' understanding for generating and asking more powerful questions has begun to affect other discussions or activities.

Collamar, et al. (2017) has found that the following significant observations that surfaced in their study were worth mentioning. These observations have revealed the participants' background knowledge and their degree of comprehension gauged from the questions



formulated. Palma (2006) pointed out the significance of instructing learners to activate and reinforce their background knowledge on the content of the narrative text to be read so as to enhance their comprehension. The first observation pertained to the literal and inference level questions which were the most formulated types of questions in both narrative and expository texts. Second, the common question patterns that have appeared most frequently in the three reading stages, i.e., before reading, during reading, and after reading, comprised inferring supporting details and recalling details.

Third, most student-generated questions have made use of wh-question words. Fourth, some formulated questions were intended to monitor the thinking process; and fifth, prior knowledge has been utilized to formulate questions especially before reading the text. The participants' use of stored knowledge has rooted from the idea that what already exists in our minds is utilized in reconstructing information (Santrock, 2009), and thus, what actually occurs is an interactive process (Yigiter et. al., 2005).

In sum, the employment of student-generated questions implies a number of teaching and learning principles that could promote better cognitive processing and understanding among the classroom instructors and the learners. Thus, this study supports the view that utilizing students' questions, which are forms for negotiation of meaning in any dialogic engagement before, during and after instruction, entails students' and teachers' eclectic effort to understand the topic, lesson, or selection. That is why aside from the employment of teacher/author/textbook-generated questions, using student-formulated inquiries is also a potent strategy in order to enhance textual and content understanding. In general, learner-formulated inquiries have been viewed as an essential component in pedagogical and learning process because of the following grounds: (1) student-generated inquiries help promote understanding development and retention of what



students encounter; (2) inquiries can polish classroom interaction, engagement and learning and are very effective in developing learners' concern or interest, passion and interaction; (3) learner-formulated inquiries can be a form of diagnosis with regards to understanding; and (4) inquiry formulation evokes classroom interaction and healthy argument (Aliakbari & Mashhadialvar, 2006).

Significance of Responses to Questions. Responses or answers to questions posed before and during classroom instruction are substantial indicators that the students have understood what has been discussed. Cotton (2000) argued that this is mainly sought after in the classroom interaction environment through recitation and is defined as a sequence of teacher-generated questions, each requiring learners to answer and sometimes teachers' feedback to that response. Steps within recitation include the following: attending to the inquiry, understanding what the question means, formulating an implicit feedback (i.e., generating an answer in students' mind), formulating a concrete or explicit answer; and often modifying the answer that is possibly grounded on teacher's probing or other feedback.

High-level student responses can be promoted by structuring questions, employing probes, or interactional frames as support for such responses (Hynds, 1992; Smagorinsky & Fly, 1993; Soter & Rudge, 2005, as cited in Boyd and Rubin, 2006). In 1992, Wells and Chang Wells have characterized such practices as responsive to the learners' efforts to create meaning of the subject matter under study. They further elaborated that dependently responsive behaviors of teachers elevate discourse competence growth through deliberately constructing learning situations for learners to employ major interactional roles such as to take the first moves in seeking topics for



discussion, to elucidate on their own answers, or to provide thoughtful inquiries to their fellow learners. In classroom settings where this strategy has been practiced, a new view of classroom interaction is played (Almasi, 1996) by allowing students to talk and perform a larger range of roles than mere recitation or performance. Thus, it may be concluded that the possibility of classroom instructors' inquiry is more essential than its authenticity in relation to its potential power in raising student discourse.

In a study conducted by Harris (2006), the children's categorized responses revealed the several effects of various strategies in asking questions on classroom interaction and the learners' contact with the learning task. It was found that (1) examination of the children's responses revealed that young learners had encountered several difficulties in responding to open inquiries; and (2) although the data maintain the significance of classroom instructor's inquiries in any learning condition, it needed to be the correct query, that is, an inquiry understandable by the children. These research results have suggested that the idea of openness in asking questions has to be hypothesized as spread out into the whole environment of interaction and not only of the syntactic component of the inquiry exemplified by the classroom teacher.

In addition, results revealed that (1) even the ability of the Year 4 pupils to respond to inquiries seemed to be contingent upon the contextual clues provide in the question itself; and (2) the younger children appeared to find it extremely difficult because of context appreciation and open questions seemed not to support the children's cognitive processing which trigger them not to make relationships with their generated ideas and their peers'. Thus, in general, inquiries that are closed give a sort of guidance; however, open questions seemed to be so intimidating to a young learner because of insufficient information. It can be concluded that the notion whether open or closed questions are scientifically productive is largely a context dependent one.



Mozaffari and Yagubi (2015) have conducted a research on question-answer sequences and their findings have revealed that the student-initiated contributions were limited. Student-initiated responses were due to the teacher's referential questions and feedback moves in meaning-and-fluency contexts. In addition, it was also found that (1) the short initiative turns which have showcased students' display of knowledge and their questions to check comprehension were excluded; and (2) both learner-initiated responses and learner initiatives was very minimal. However, though learner opportunity is only limited, the result has illustrated that learners have taken dialogical space to initiate interaction. Using the response card, learning is developed when the frequency of opportunities of students to actively respond during instruction is multiplied (Gardner, Heward and Grossi, 1994).

Levels of Comprehension Questions. Comprehension questions, either teacher-generated or student-formulated, carry in them their levels, i.e., classified as higher or lower. In this study, Barrett's Taxonomy is utilized to categorize the questions that the ESL learners may employ in the classroom interaction. The ensuing subsection delineates these two taxonomies of comprehension questions.

In a research study on questions asked by Science teacher, De la Cruz (1990) found that teachers' queries were classified as memory type, which was followed by translation, interpretation and application; the analysis type of questions was rarely asked; and synthesis and evaluation questions were the most rarely employed. Abonal (1993), in a study on classroom oral questions, found that in the Ateneo De Naga High School, the kinds of inquiries posed during the period of observation were largely of the lower order type: knowledge, comprehension, and application while the higher level types such as analysis, synthesis and evaluation seemed to be



neglected. Thus, she recommended that school administrators should plan and implement a training program to aid the classroom instructors in formulating higher level inquiries.

In addition, the skillful employment of questioning is the most useful and productive device available not only to the teacher but also to the students. Thus, it is but reasonable when Gallanosa-Garcia (1994) suggested that a large variety of inquiries must be made available in the preparation of instructional materials; teachers and student-teachers alike should be trained in constructing and using higher-order cognitive questions and intensive demonstration lessons on constructive questioning behaviors for all subject teachers must be conducted so that they should be adroit in terms of employing a variety of questioning strategies and techniques to improve their teaching skills and also to provide students the right exposure from low level to high level questions and other forms or ways of questioning behavior that make students participate in class discussion.

Similarly, Martinez (2012) found that (1) through questioning, the language teacher was able to facilitate classroom interaction; (2) the students articulated rather simple and limited responses and were unable to expound their thoughts in responding to display, closed inquiries; (3) the display, closed variety of questions generated restricted replies since they required mere identification or recall of information; and (4) the students provided elaborated replies when the language teacher asked referential, open questions that required them to expound their ideas by considering the background knowledge and experience that they brought to communication.

Furthermore, Dickson and Hargie (2006) have argued that most educational researchers and practitioners agree that effective teacher questioning promotes student-learning. Martinez (2012) believed that teacher questions provided in the classroom are significant in the teaching-learning situation. Rionda (1987) found that (1) the art of questioning is essential to good



teaching; (2) well-crafted questions can trigger both critical and creative responses from learners as they interact with their teacher or the text materials; (3) good questions accompanied by reinforcing feedback on the nature and quality of the response can raise the learners' level of sophistication in their use of the reading skills implicit in those questions; (4) the participants asked more text-explicit questions during the intervention instruction which were followed by the script-implicit questions and the text-implicit ones and (5) the data revealed that the reading teachers used script-implicit questions mostly in preparing activities to prepare the pupils by building and activating background knowledge before they read while some script-based questions also occurred in post-selection activities.

In the following section, spoken discourse is delineated in the lights of the ensuing notions: definition, theories, approaches, significance, and research findings as well as their implications to dialogic engagement, negotiation of meaning, questioning and spoken discourse comprehension.

Spoken Discourse Comprehension

Definition of Spoken Discourse Comprehension. In this study, spoken discourse comprehension pertains to the students' levels of understanding in terms of their comprehension scores when dialogic engagement through questioning and negotiation of meaning is utilized in an ESL classroom. It seems that these levels of spoken discourse comprehension can be also considered as the ESL learning indicators for they are the tangible evidences of language proficiency and performance.



Studies on Spoken Discourse Comprehension and Their Implications. In a study conducted by Cruz (1993) on spoken discourse, she found that in the participants' intellectualized talk in Metro Manila utilized three language varieties: pure Filipino/Tagalog, pure English, and a mixture of Tagalog-English conversational Code-switching variety.

Among the three varieties, Tagalog-English language code-switching oral variety was the dominant language utilized by the student-participants in their intellectualized, academic and scientific discussions. Inherent to the findings of Cruz (1993) was the notion that the student-participants have exhibited certain levels of spoken discourse comprehension; however her research did not elaborate on this. In addition, the sentential structure of this variety was largely Filipino/Tagalog with English lexical insertions. While the intellectualized Filipino variety employed by the collegiate student-participants in their spoken discourse had the Tagalog/Filipino structure and English loanwords, the 'yaya English' and the pidginized Chavacano borrowed English/foreign words holistically, i.e., the form and function of the lexical item were not modified, nor adapted. In other words, this only implies that the essential components of the lexical items are intact. The main reason why the student-participants borrowed and code-switched was the necessity to designate new things and concepts and the fact that some loanwords have no exact Filipino equivalent. Moreover, the results revealed that the bilingual student-participants code-switched in order to clarify, reinterpret, differentiate and explicate something. Furthermore, bilingualism phenomena such as code-switching, borrowing, and language converging were apparent in the spoken discourse.

In a research study on communication opportunities, Genuino (2000) found that the pattern of interaction in the classroom was teacher-individual student. Her findings revealed that the soliciting-responding pattern of the moves was assumed both by the teacher and the students



respectively. Teacher's role was to solicit something from the students while the students' role was to respond to the former's inquiry or request. In addition, communication opportunities were limited on the part of the students in classrooms where lessons are organized and classified as teacher-fronted ones. In other words, communication opportunities were predominantly assumed by the teacher. This implies that the students' opportunities for spoken discourse or communication were only triggered by the teacher's initiative in every instructional undertaking.

Further, when it comes to communicative acts, her study revealed that the pedagogical moves were frequently assumed by the students either in the contexts of teacher-fronted lessons or small group discussions. The employment of visual instructional materials, the less appearance of the teacher, and the ample freedom for turn-taking in small group discussions provided students a number of communication opportunities. Moreover, her findings revealed that in the teacher-fronted lessons, the student-participants communicated verbally by using the English language while in the small group discussions, a mixture of the mother tongue/native language and some insertion of English words were utilized. Perhaps, the learners preferred to be more formal in the presence of the teacher in the teacher-fronted lessons that is why they employ only target language; however, they seemed to be less formal in small group discussion settings.

In addition to the two foregoing studies, Nivera (2001), in her research study on spoken discourse, this time around, in the discipline of tertiary mathematics, she found that most of the questions (96.45%) that are categorized as cognitive (73%) and socio-affective (27%) respectively were asked by the teacher. This implies that in a classroom interaction the teacher assumed the role of initiating and generating questions while the students observed the role of responding or answering inquiries thrown. Likewise, results of her study revealed that in terms of communication strategies, the ones commonly employed were repetition (10.54%),



reformulation (7.91%), and redirection (3.09%) while ignoring (2%), reinitiation (1.82%) and code-switching (1.09%) were the ones less utilized. In addition, her findings on teacher talk (83%) and student talk (17%) revealed that most of the time the teacher was the one who did the talking in the classroom while the students were not so active. In terms of the varieties of language used, she found out that in both teacher talk and student talk English was the dominant language. However, the Taglish or code-switching was the language variety most of the student-participants preferred as the instructional medium for teaching mathematics because according to the student-participants it enhanced their understanding or comprehension of the lesson. On the other hand, those who preferred English as the medium for teaching mathematics reasoned out that they want the instruction in English because it can manage the requisitions of the mathematics register, a reality which cannot be handled through the Filipino language and at the same time the world's mathematical and scientific knowledge and information can be accessed through the participants' target language. This implies that the employment of a variety of language seems to be context and discipline dependent. In other words, some disciplines are better taught in English, in Taglish, in Filipino and in any other language around the world.

Further, in an analysis of discourse strategies in computer mediated communication, Nepomuceno (2005) found that 1) the larger portion of speech acts produced are questions and answers, wherein the students from DLSU assumed the initiating role and the WU students the responding role. Meanwhile, she elucidated that since discourse is one inherent entity of a certain culture, avenues to know cultural differences can be yielded in discourse analysis. Thus, language and discourse are acknowledged and regarded as socio-cultural and interactional phenomena in order to fathom conversation built on how the speaker and hearer construct meaning.



Saguid (2008), in her study on speech acts and discourse strategies, found that there were slight difference in the kinds of speech acts produced by the 30 test-takers who were grouped into three: the NS, the NNS and computer-based interlocutors. The oral test yielded similar speech acts negating Shohamy's (1994) study on different speech acts that were produced when employing different kinds of oral test. Her study revealed that there were differences in the kind of discourse strategy utilized by the test-takers on various formats of tests and the type of speakers affects the kind of discourse strategies employed.

In addition, many discourse strategies were utilized in oral test with the native speakers and non-native speakers when provided with the face-to-face interviews. Code-switching was used minimally with the face-to-face tests because the level of oral proficiency was at the intermediate level. The participants were able to maintain their interaction or conversation without having to depend so much on their first language. She concluded that the type of task affects the type of speech acts that had been produced.

Mediante (2010), in her research study on discourse analysis on communication breakdowns, found that communication deadlock is an index of interactional phenomena which is a product of collaboration by the customer service representatives and clienteles via the utilization of different discourse strategies. Communication breakdown was found in an organized series of actions such as in determination of the origins of the troubles, repair, initiation repair and evaluation. Organizational breakdown and pragmatic breakdown were the two forms of communication problem that surfaced in her study. The former was characterized by discourse incoherence; the latter was detected when misinterpreting speaker's meaning, misuse of expressions to send interactive purposes and misappropriation of pragmatic strategies.



Synthesis

Based on the delineation of the review and related literature section above, the interplay of dialogic engagement, negotiation of meaning, and questioning are potential instructional strategies in relation to spoken discourse comprehension in order to enhance ESL learning and pedagogy. These instructional constructs can lay the foundation of true emancipation and humanization by empowering the learners via dialogic engagement, negotiation of meaning and questioning. To put it in some other terminologies, they form a triumvirate to aid language learning performance and comprehension. Thus, the present researcher concurs with the sound and beneficial idea that the teachers' and students' status quo on the art of questioning, dialogic engagement and negotiation of meaning, with the strengths and weaknesses found in this study and other similar investigations could help a lot on what kind of instructional model or framework on negotiation of meaning in dialogic engagement can be proposed. The next section delineates the main and specific focus of the study. It is composed of one major objective which subsumes four focal research questions. In doing this, this study has assured that it follows the research convention.

Research Problems

This study aims to investigate negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.



Particularly, this research paper seeks to answer the ensuing questions.

1. How do ESL learners negotiate meaning in dialogic engagement in the classroom?
2. What are the manifestations of the spoken discourse comprehension of the learners?
3. Is there a relation between the way the learners negotiate meaning and their comprehension in spoken discourse?
4. What framework facilitating the negotiation of meaning in the classroom can be proposed?

The ensuing section pertains to the theoretical or conceptual framework of the study. It presents and illustrates the learning and reading theories which underpin or provide much scaffold on the present study. This study has included them because these constructs play significant roles in the realization of the objectives of the study.

Theoretical or Conceptual Framework

This theoretical and conceptual framework subsumes the following: *Conversation Analysis, metacognition and metacognitive strategies, key verbal behaviors and practices of dialogic teaching, seven principles of dialogic learning, Dornyei and Scott's Inventory of Communication Strategies, and dialogue inquiry model.*

Conversation Analysis. This paper is anchored on Conversation Analysis because of the inherent nature of the data gathered, i.e., an audio recorded one. Hoey and Kendrick (n.d.)



explained that CA is a qualitative method for investigating language evidently utilized in any setting of social interaction. It is likewise inductive and micro-analytic method which is particularly interested in gathering phenomena imbued with social interactions, a detailed analysis of the phenomena and the formulation of formal records of its operation.

Certain CA machineries such as turn-taking, sequence organization, turn design, and repair are employed. Turn-taking addresses the issues on who would be the first to talk, next and so on and when would they start talking via bridging the end of one turn with the start of the next (Sacks et al., 1974, as cited by Hoey and Kendrick, n.d.). Turns are made up words, phrases, clauses, etc. known as turn-constructual units (TCUs), and considered as complete utterance composed of linguistic units. Next CA machinery is the sequence organization. According to Schegloff (2007), sequence organization pertains to the ways series of turns are united to generate coherent tracks of action. The third CA machinery is the turn design which Drew (2013) refers to how speakers construct their turns to trigger some action, in some position, for some recipient(s) or interlocutors. In addition, Levinson (2013) amplified further that CA's primary pre-conceived hypothesis is that the interlocutors use talk and other operations to yield concrete actions via the utilization of grammatical formats as language capital to do so. Fourth, but absolutely not the last, is CA repair machinery. Repair as a CA machinery takes into account the deadlock or shortcomings in speaking, listening, and understanding and eventually find for ways to address them impeccably (Schegloff, Jefferson, & Sacks, 1977, as cited in Fairclough, 2012). A repair procedure includes three basic components: trouble source (e.g., an unfamiliar word), repair initiation (i.e., a signal that begins a repair procedure), and repair solution (e.g., a rephrasing of the unfamiliar word).



In this study, interaction is evident between the students and the teachers and this is exemplified by engaging in a dialog, negotiating meaning and generating questions *before*, *during* and *after reading* instruction. Tam's (2016) findings on negotiation of meaning, Kent and Taylor's (2002) five components of engagement, Flecha's (2000), as cited in Tellado (2017) seven key principles of dialogic learning and Reznitskaya's (2012) dialogic teaching have all illustrated learning and comprehension. According to Aliakbari and Mashhadialvar (2004), learner-formulated inquiries have been considered as an essential catalyst both in pedagogical and learning processes because of the ground that these questions can pave the way toward comprehension development and retention, enhance classroom interaction and learning. Learner-generated inquiries are also deemed as very effective in raising learners' interest, vigor and interaction.

Dornyei and Scott's (1997) Inventory of Communication Strategies. This inventory consists most of the communication strategies employed by an interlocutor to communicate or negotiate meaning to the other interlocutors. Particularly, they are designed to repair forms of communication breakdowns that occur in the classroom interaction. For the complete list of the inventory, please see Appendix A.

Dialogue Inquiry Model. The Institute for Adult Learning (2012) has articulated that the dialogue inquiry model is developed as a temporary guide for helping learners and classroom instructors to be more conscious of the several ways they learn and inquire in order to expand their choices. The bases of this model are the four aspects of Kolb's (1984) learning model which includes experiencing, reflecting, theorizing, and applying and Julia Atkin's (2000)



Integral Learning model which include detail, logic, holistic, and feeling. The conceptualization of the dialog inquiry model is built upon the combination of the aforementioned models. These models imply that all individuals have their preferences on how to learn; however, in order to achieve integration of learning, all the four aspects have to be put together in cyclical learning processes. In addition, the dialogical inquiry model is a map of the several learning ways that both the learners and the teachers may employ in any classroom interaction.

Moreover, the dialogue inquiry model can turn out to be a shared means that teachers and students utilized to formulate questions at the same time perspectives that is worthy to be considered. Likewise, the model serves as a prompt to questioning and as an aid to help build learners' consciousness on their whereabouts in relation to aspects of the model.

Furthermore, employing the dialog inquiry model gives a useful vista to cognize on the ways of learning and questioning, creates self-consciousness about the individual's unique ways of learning, offers an inquiry profile, creates capacity to ask questions and initiates a dialog or conversation of inquiry with other interlocutors, construct the capability to give meaningful and productive feedback about learning, and builds on the current existing models of learning. For the comprehensive view of the dialog inquiry model, please see the Appendix C.

Drawing from the theories, researches, concepts, and views illustrated above and in the literature review section, a framework is crafted to show the perceived relationships of the variables, as well as their contributions and influences.

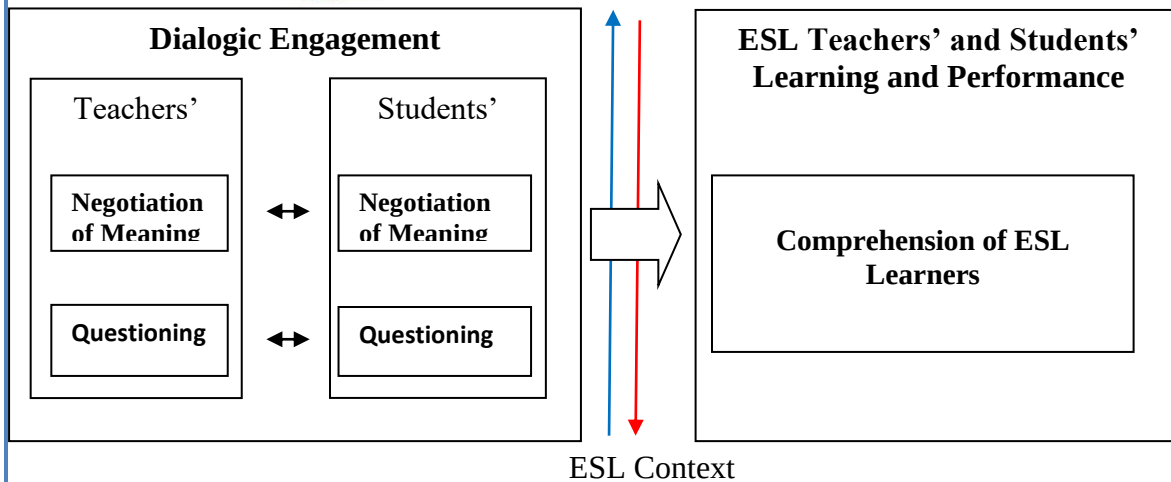


Figure 1: The Schematic Diagram of Conceptual Framework.

Figure 1 indicates that in an ESL context the teachers and students employ negotiation of meaning (NoM), and questioning (Q) as strategies for dialogic engagement to teach and learn English language respectively. This paradigm provides a conceptual basis for the analytical framework that examines participants' DE in terms of NoM and Q. It supports the present study in understanding instructional and learning scenarios, in general, and teachers' and students' dialogic engagement as evident in their employment of negotiation of meaning and questioning, in particular. Primarily, the bulk of knowledge, concepts and pieces of information delineated above and captured in the diagram above have become the essential scaffold in conducting this study.

Negotiation of meaning and questioning that foster classroom dialogic interaction eventually fuels ESL learners' performance in comprehension and problem solving. The relationship between dialogic engagement and ESL learners' performance in comprehension and problem-solving abilities is soldered and fortified by the use of dialog and interaction which imply the employment of communication strategies and other strategies that are evident in any classroom undertaking. Thus, the more frequent the teachers and students utilize dialogic



engagement in classroom interaction the better the ESL learners' performance in terms of comprehension and problem-solving is as indicated by the upward arrow; however, the less frequent they employ dialogic engagement the worse the ESL learners' performance is as signified by the red downward arrow.

Dialog and interaction go beyond their denotative definitions because they are a means of co-constructing meaning, knowledge, understanding, solution, and learning. This co-construction of meaning, knowledge and learning can only be realized by religiously applying the principles, constructs and ideals under the umbrellas of dialogic engagement, negotiation of meaning and questioning without reluctance and reservation. The existence of DE in ESL classes is dependent on the inclusion of principles of dialogic engagement, key verbal behaviors and practices of dialogic teaching, seven principles of dialogic learning, communication strategies and other strategies, which in turn are utilized to determine the DE evidences that may occur. Thus, the absence of such constructs in the classroom means that the traditional form of education does still exist. This is a perennial problem in pedagogy which Freire (2000) called 'banking system,' DE possesses the potential to promote equal opportunities between the students and teachers in terms of learning. This means that in dialogic classrooms, teachers are not the only source of knowledge. In other words, the students are not passive learners who just listen to the teachers' talk; but they, who are interactively engaging to learn through a well-crafted dialog and classroom interaction, can be also the source of knowledge.

The presence of dialog and interaction are also palpable in the teachers' and students' attempts to negotiate meaning when communication breakdowns occur in ESL classes. Like DE, NoM and Q see dialog and interaction not as an end in themselves but as means to an end. While the common goal of the triumvirate is for ESL learning to



occur, NoM is dedicated to resolve issues on communication and comprehension problems by utilizing communication strategies and other strategies to negotiate meaning. To negotiate meaning means more than just requesting for clarification, checking for confirmation, and checking for comprehension because based on Dornyei and Scott's (1997) Inventory of Communication Strategies, the aforementioned ones are just part of the various strategies. Thus, this study has adopted Dornyei and Scott's (1997) inventory to document the strategies the participants may utilize in the classroom interaction.

In the same manner, dialog and interaction are also evident in questioning. Questioning can be done by negotiating meaning and engaging in dialog and vice-versa. In other words, questions are tools for dialogic engagement and negotiation of meaning, in particular, and ESL learning in general. Good and well-crafted questions can, likewise, enhance second language learning and performance and foster spoken discourse comprehension. Questioning can be produced by the interplay of background knowledge, metacognition, communication strategies and other strategies. The participants either consciously or unconsciously feel this interplay even in the initial stage of interaction or communication. While metacognition is the foundation which they could use it in learning, background knowledge pertains to their direct or indirect knowledge learning experiences which likewise play a vital role in the participants' attempt to generate questions for discussion.

Direct learning occurs primarily in school where the teachers and the students come together and do the teaching-learning processes while indirect learning has something to do with the students' vicarious experiences. Both types of learning constitute the learners' holistic background knowledge since the two modes of learning conglomerate and become one. Participants' questions display the interconnections of these entities. These entities create a lot of



interplays, i.e., from theories on metacognition to generated questions, dialogic engagement, negotiation of meaning, and vice-versa. The participants utilize their background knowledge in framing their questions as a response of what they have heard or as an initial attempt to pose new clarification for understanding purposes. Generated questions are to be subjected to the Barrett Taxonomy for classification purposes.

The teachers' and students' linguistic input are revealed in their use of dialogic engagement, negotiation of meaning, and questioning which, in turn, comprise communication strategies, principles, verbal behaviors and practices, other strategies and etc. Comprehension or communication problems are inevitable occurrence in any classroom undertaking. Communication shortcoming is signalled by the non-understanding linguistic indicators. When these occur, repair strategies must be employed. Teachers' and students' language inputs include a number of principles, strategies, skills, and etc. and have the potential power and sufficient resource to penetrate into the teachers' pedagogical strategies and students' learning strategies useful for language teaching, learning and comprehension.

Among the underpinning theories of DE, NoM, and Q include on Freire's (2000) Participatory Approach, Long's (1981, 1983a, 1983b) Interaction Hypothesis, Vygotsky's (1978) Sociocultural theory, Krashen's (1985) Comprehensible Input, and Swain's (1985, 1995) Output Hypothesis, which are discussed in the literature review section.

Scope and Limitations

Since this study focuses on investigating negotiation of meaning and questioning which are subsumed under the notion of dialogic engagement and may transpire in an ESL classroom



context, the following limitations are inevitable. First, the participants are selected only via a purposive sampling. Second, audio-recording is employed as a means to gather data in this study. The recording is realized through a five-hour recording of the three classes, equivalent to five sessions. Results and claims that this study arrived at are peculiar only to the subject under study. This means that they must not be used for generalization purposes because the participants represented only three classes, one from the Senior High School and two from the Junior High School. In other words, the data gathered are limited only to the research participants. Thus, findings are context-specific.

In investigating the DE evidences, the lenses employed are limited only to the principles of dialogic engagement, key verbal behaviors and practices of dialogic teaching, seven principles of dialogic learning, communication strategies and other strategies.

In examining the evidences of NoM, this study adopted Dornyei and Scott's (1997) Inventory of Communication Strategies because the inventory pulls together all the main linguistic devices discussed in the literature under the umbrella term 'Communication Strategy' and at the same time it offers a comprehensive delineation of the strategies L2 interlocutors may utilize in interacting with other interlocutors (Mingo, 2008).

Utterances uttered in Tagalog are also taken in as part of the data and are given equal treatment vis-a-vis utterances formulated in English. Another limitation of this study is found in the characteristics of the participants, i.e. being heterogeneous.



Definition of Terms

The ensuing terms are either operationally or conceptually defined in the context of the present study.

Dialogic engagement is any engagement that enables the classroom stakeholders to co-construct learning materials and co-create meaning.

Spoken Discourse Comprehension refers to the learners' understanding of the utterances fueled by dialogic engagement in terms of questioning and negotiation of meaning.

Student-Generated Questions are questions framed by the grade twelve students *before, during* and *after* instruction.

Teacher-Generated Questions are questions generated by the teachers under study.

Negotiation of meaning is any teaching and learning strategy employed by the teachers and student to send their intention or meaning across the other interlocutors.

Other terminologies are defined on sections where they appear.



Chapter 2

Procedures

Chapter 2 presents the qualitative design and methodology, research site, selection criteria of the participants, data collection, data analysis, role of researcher, methods of validation, and potential ethical issues.

Qualitative Design and Methodology

This research study utilizes qualitative design and methodology. Qualitative pertains to the descriptive design which according to Cayaban-Casela and Cuevas (2010), it is a simple design that accounts for human activity, and it deals with an existing condition. More specifically, this design is deemed suitable because the data involved pertained to the participants' negotiation of meaning, communication strategies and dialogic engagement, i.e., they are outputs of a human activity. In addition, dialogic engagement, negotiation of meaning and questioning the participants employ for communication and comprehension purposes are manifestations of the existing phenomena or conditions.

More importantly this qualitative methodology is in concordance with the utilization of the machineries subsumed in Conversation Analysis to treat and analyse the audio-recorded data. CA machineries such as turn-taking, sequence organization, turn design, and repair are identified and analyzed alongside with the communication



strategies employed to negotiate meaning in dialogic engagements. In order to project a smooth delivery of analysis, description and interpretation of the data, extracts of the transcripts are subjected into the CA.

Research Site

The research locus of this study is one of the senior high schools in Caloocan. Inside the school stood the four old edifices while four new other buildings are under construction to cater senior high school enrollees. Some of the classrooms do not have overhead projector (OHP) yet. That is why some teachers have managed to avail for themselves. In terms of the safety and protection concerns, the school is manned by the principal and the department heads who are supported by parent-teacher association (PTA) officers, faculty officers, teachers, office staffs, security guards and janitors. Rest assured that the participants of the study are definitely safe and protected because the investigation is conducted inside the school particularly in the classroom.

Selection Criteria and Participants

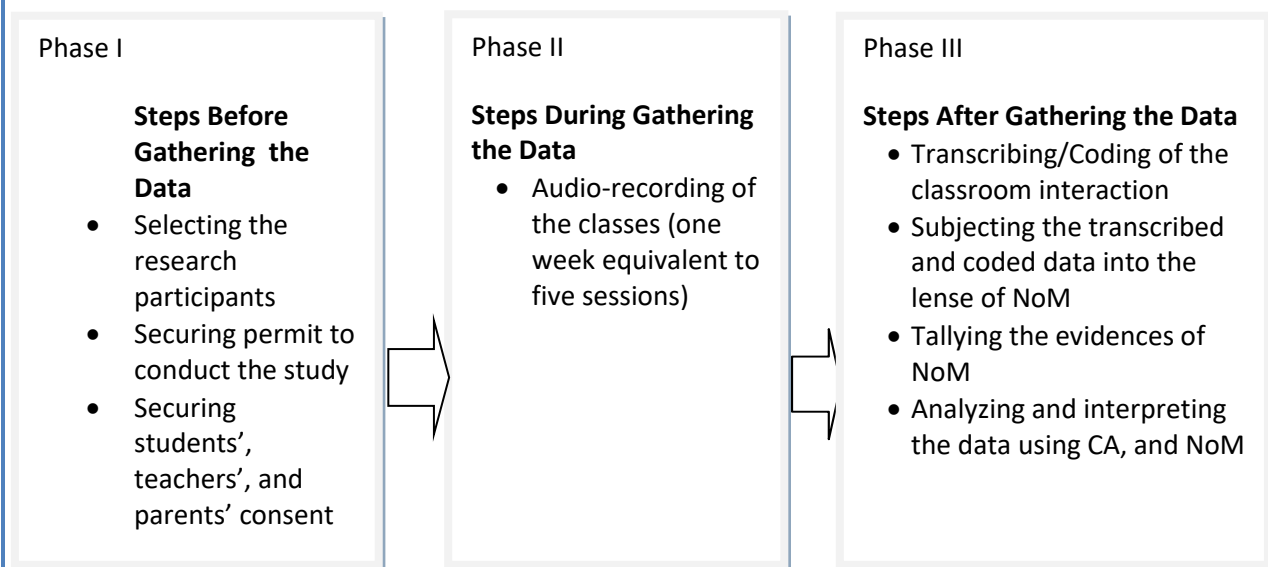
This study employs a purposive sampling technique where the researcher decides to choose his co-teachers in the English department and their respective classes as participants of the study. That the teacher participants are English teachers for English subjects is one of the selection criteria. Thus, English teachers who are not teaching English subjects are excluded from the study. Another criterion is that they have their consent for the researcher to record their classroom interaction. In addition, parents of the student-participants are also requested to give



consent their son or daughter to take part in the study. However, in case parents decide to pull out their son or daughter from the pool of the participants, the researcher should give in to their request out of respecting research ethics. The participants of this study are composed of three English teachers and their respective classes with five recorded episodes equivalent for five hours. Likewise, aside from the teacher's consent and parents' consent, the oral communication students are also requested to participate in the study.

Data collection

The data collection of this research study is carried out in three phases as shown below. These phases subsume research procedures and steps vis-à-vis the research instruments employed in the present study. The research instruments employed in this study are the audio recording, observation, Dornyei and Scott's (1997) Inventory of Communication Strategies, Barrett Taxonomy, Principles of Dialogic Engagement, Key verbal behaviors and practices of dialogic teaching, and Seven Principles of Dialogic Learning.





Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: *selecting the research participants, securing permit to conduct the study and securing students', teachers', and parents' consent.*

Selecting the Research Participants. Three English teachers and one of their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have permitted the researcher to conduct research; and 3) the participants have permitted the researcher to document their discussion for one week equivalent for five hours.

Securing Permit to Conduct the Study. The next step after the selecting the research participants is to secure a permit to the conduct the study from the school principal and the division superintendent. This step ensures the smooth administration of the study.

Securing Students', Teachers', and Parents' Consents. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase is devoted to the *audio-recording of the three classes.*



Audio-Recording of the Classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are properly informed of this prior to the recording. The teacher participants are given leeway in terms of their availability for recording.

Phase III pertains to the steps after gathering the data. This phase subsumes the *Transcribing and Coding of the audio-recorded classroom interaction, Subjecting the transcribed and coded data into the lenses of NoM, Tallying the evidences of NoM, and Analyzing and interpreting the data.*

Transcribing and Coding of the Audio-Recorded Classroom Interaction. After the audio-recording is completed, the next step is to code and transcribe the audio-recorded classroom interaction. In this step, the researcher patiently listens to the recorded classroom interaction and writes down the utterances uttered by the participants. The researcher's task here is to listen to the audio-recorded interaction, code and transcribe all the utterances correctly. Jefferson's Transcription Notation is employed to transcribe all the audio-recorded data. It is utilized because it is one of the comprehensive transcription conventions (Please see Appendix L for the transcription notation). In addition, to validate the coded and transcribed data, the researcher seeks the opinion of his researcher adviser and other knowledgeable professional who has enough knowledge on coding and transcription.

Subjecting the Transcribed and Coded data into the Lense of NoM. After the coded and transcribed data are validated, the next step is to subject them into the lense of NoM through the use of communication strategies.



Tallying the Evidences of NoM. After documenting the evidences of NoM, which are found in the communication strategies, the next step is to tally their occurrences.

Data Analysis

Analysis and Interpretation of Transcribed and Coded Data via, CA and NoM. The last step under Phase III is the *analysis and interpretation of the coded and transcribed data*. In carrying out this step and to answer the four research questions, CA and NoM are used. Specifically, to answer the research question number one, frequency and mean percentage are used. Primarily, to account the evidences for negotiation of meaning, Dornyei & Scott's (1997) Inventory of Communication strategies, and Other Strategies are utilized. To answer the research questions number two, communication strategies as well as the linguistic features, discourse markers within them are accounted to produce the manifestations of spoken discourse comprehension. Accounting such entities also answer the research question number three, i.e., to determine whether or not a relation between the way the learners negotiate meaning and their comprehension in spoken discourse does exist. And finally, to address the research question number four which pertains to the proposed framework facilitating negotiation of meaning in dialogic engagement among teachers and students in ESL classroom, it has to be based on the results of the data gathered and other pertinent information that relate to it. In sum, research questions are intended to be answered qualitatively.



Role of Researcher

The researcher plays a five-fold role: a field note-taker, recorder, encoder and coder, transcriber, and interpreter. As a field note-taker, the researcher must take into accounts all significant and even trivial things that are occurring in the research context. As a recorder, the researcher sets up the recorder in a place where it cannot distract the attention of the participants. As an encoder and coder, the researcher leaves no stones unturned so that everything is encoded, coded and transcribed. And last but not the least, as an interpreter the researcher puts every encoded, coded, and transcribed entity into scrutiny so that inferences and analyses made are all valid and reliable.

Methods of Validation

One of the methods of validation is triangulation which could potentially weed out any possibility of unjust description, analysis, interpretation or inferences made by the researcher. This would likely ensure not only the researcher but also the future readers and researchers that the results or findings are all reliable and valid.

Potential Ethical Issues

Ethical issues that may arise in the course of the study are those concerns pertaining to obtaining students', teachers' and parents' consents to participate in the study. Students who are not permitted by their parents are excluded from the pool of participants.



Chapter 3

Findings and Discussions

Chapter 3 presents the findings and discussions of the study. The order of presentation of the research findings follows the sequence of how research questions were presented in Chapter 1. Purposively, the researcher organized in this way so that there would be a smooth flow of the discussion of the research results.

Findings and Discussion

The researcher reposed the four research questions so that the readers are guided as properly as possible. Hence, below is the research question number one (1).

Research Question # 1: How do ESL learners negotiate meaning in dialogic engagement in the classroom?

To answer the research question number one (1), the delineation below Table 1 is realized. Table 1 pertains to the prevalent communication strategies utilized by the ESL classes. The occurrences of communication strategies was totaled, averaged and ranked in order to have a more comprehensive view. The Table 1 below captures the communication strategies since session one up to session five.



Table 1
Frequency of Communication Strategies Employed by the ESL Teacher and Learners

Communication Strategies	Class A	Class B	Class C	Total	Percentage	Rank
1. Message Abandonment	8	3	12	23	1.28%	19 th
2. Message Reduction	0	0	0	0	0.00%	30 th
3. Message Replacement	0	0	0	0	0.00%	30 th
4. Circumlocution (Paraphrase)	0	0	2	2	0.11%	28 th
5. Approximation	0	0	0	0	0.00%	30 th
6. Use of all-purpose words	0	0	0	0	0.00%	30 th
7. Word Coinage	0	0	0	0	0.00%	30 th
8. Restructuring	0	0	0	0	0.00%	30 th
9. Literal Translation (transfer)	1	1	1	3	0.17%	27 th
10. Foreignizing	0	0	0	0	0.00%	30 th
11. Code-Switching (Language Switch)	48	46	48	142	7.89%	2 nd
12. Use of similar-sounding words	0	0	0	0	0.00%	30 th
13. Mumbling	0	0	0	0	0.00%	30 th
14. Omission	0	0	0	0	0.00%	30 th
15. Retrieval	0	0	0	0	0.00%	30 th
16. a. Self-repair	5	0	2	7	0.39%	24 th
16. b. Other-repair	0	0	2	2	0.11%	28 th
17. Self-rephrasing	0	0	0	0	0.00%	30 th
18. Over-explicitness	0	0	0	0	0.00%	30 th
19 Mime (Nonlinguistic/paralinguistic strategies)	0	0	0	0	0.00%	30 th
20. Use of fillers	8	1	25	34	1.89%	14 th
21. a. Self-repetition	23	22	27	72	4.00%	9 th
21. b. Other-repetition	0	2	9	11	0.61%	22 nd
22. Feigning understanding	0	0	0	0	0.00%	30 th
23. Verbal strategy markers	0	0	0	0	0.00%	30 th
24. a. Direct appeal for help	0	0	0	0	0.00%	30 th
24. b. Indirect appeal for help	0	0	0	0	0.00%	30 th
25. Asking for repetition	0	0	0	0	0.00%	30 th
26. Asking for clarification	0	0	0	0	0.00%	30 th
27. Asking for confirmation	16	4	10	30	1.67%	16 th
28. Guessing	1	4	3	8	0.44%	23 rd
29. Expressing non- understanding	0	0	4	4	0.22%	26 th



30. Interpretative summary	0	0	0	0	0.00%	30 th
31. Comprehension check	8	3	8	19	1.06%	20 th
32. Own-accuracy check	0	0	0	0	0.00%	30 th
33. a. Response: repeat	0	0	0	0	0.00%	30 th
33. b. Response: repair	0	0	0	0	0.00%	30 th
33. c. Response: rephrase	0	0	0	0	0.00%	30 th
33. d. Response: expand	0	0	0	0	0.00%	30 th
33. e. Response: confirm	0	0	0	0	0.00%	30 th
34. Asking someone to do something	1	0	1	2	0.11%	28 th
35. Giving Praise or Appreciation	19	1	4	24	1.33%	18 th
36. Giving commands, orders, directions and instructions	13	4	2	19	1.06%	20 th
37. Requesting to do something (with please or may)	1	0	0	1	0.06%	29 th
38. Greeting someone	37	1	1	39	2.17%	13 th
39. Discussing/Explaining/Defining something	51	4	25	80	4.44%	8 th
40. Uttering a prayer	2	1	0	3	0.17%	27 th
41. Expressing certain emotions, feelings, ideas, claims etc.	41	31	50	122	6.78%	4 th
42. Not responding to the interlocutor	3	0	2	5	0.28%	25 th
43. Expressing willingness to do something	57	6	1	64	3.56%	11 th
44. Reading a word, phrase, sentences etc.	82	8	23	113	6.28%	6 th
45. Responding to a yes-no question				5	0.28%	25 th
45. a. correct response	5	0	0			
45. b. incorrect response	0	0	1	1	0.06%	29 th
45. c. answering no	12	12	17	41	2.28%	12 th
45. d. answering yes	26	23	40	89	4.94%	7 th
46. Responding to a wh-question	118	148	178	444	24.67%	1 st
46. a. correct response						
46. b. incorrect response	9	20	3	32	1.78%	15 th
47. Introducing/stating/providing something/someone etc.	41	9	15	65	3.61%	10 th
48. Using transitional	1	0	1	2	0.11%	28 th



devices						
49. Calling someone to answer/respond to a question	42	17	57	116	6.44%	5 th
50. Utterance/response is not audible	56	13	57	126	7.00%	3 rd
51. Following directions, instructions, orders, commands, requests etc.	13	2	13	28	1.56%	17 th
52. Ending the class, conversation etc.	3	1	1	5	0.28%	25 th
53. Responding to the expressions of willingness to do something	0	0	0	0	0.00%	30 th
54. Responding to someone who's calling attention	3	0	0	3	0.17%	27 th
55. Using filling the blank expressions	1	2	11	14	0.78%	21 st
Grand Total	755	389	656	1800	100.00%	

Table 1 indicates the frequency of communication strategies utilized by all the three classes, Class A (CA), Class B (CB), and Class C (CC). Among the three ESL classes, Class A was able to employ a total of 755 communication strategies, while the other classes, Class B and Class C were able to utilize a total of 389 and 656 communication strategies. It can be deduced from these data that Class A is more active than either Class B or Class C. In the same manner, Class C is more active than Class B because of the recorded frequency of communication strategies. Findings revealed that the top ten most prevalent communicative strategies employed by the ESL learners are: 1) responding to a wh-question (with a correct response), 2) code-switching (language switch), 3) uttering/responding not audible, 4) expressing certain emotions, feelings, ideas, claims, etc., 5) calling someone to answer/respond to a question, 6) reading a word, phrase, sentences etc., 7) responding to a yes-no question (answering yes), 8) discussing/explaining something, 9) self-repeating, and 10) introducing/stating/providing



something/someone etc. Tam (2016) found that communication strategies may be employed in isolation or in combination to attain the communication goal. This is also confirmed by the present study because student participants made use of communication strategies either in isolation or in combination to other forms of strategies. Compared to the present study, Nivera (2001) found that in terms of communication strategies, the ones commonly employed were repetition, reformulation, and redirection while ignoring, reinitiation, and code-switching were the ones less utilized.

Findings show that the role of ESL learner participants in an English class seems to answer only to questions posted by their respective ESL teachers. This pattern of interaction can be traced back in the past, i.e., the initiation-response-feedback. This study conforms to Chin (2006) and Yang (2006) in their arguments that the typical classroom dialogue in the past starts on an initiation-response-feedback (IRF) connectivity. The role of the teacher in this pattern is to initiate the lesson for the day and provide feedback to the students' responses through evaluations and assessments. On the other hand, this study adheres to the idea that certain modifications to the end part of the pattern could initially disclose the door of dialogic engagement and potentially showcase and pave the way of allowing learners to be co-creators of knowledge and meaning. Thus, ESL learners primarily negotiate meaning in dialogic engagement in the classroom by responding to their teachers' inquiries which are part of the latter's communication strategies in their pedagogical undertakings. The present study is related to Matibag-Angeles' (2008) findings because she found that asking questions for meaning negotiation and construction was dominated by the teachers. However, this picture could be changed depending on the learning task provided. This seems to be a reasonable argument because Nguoi and Aziz (2015) found that the task that is closed and communicative in



nature can provide greater meaning negotiation compared to task that is open and communicative. For the purpose of helping readers locate the samples of data easily, this study used the following codes to represent the utterances either that of the students (classes) or teachers: LCA1 leads the readers to Appendix I Class A's utterance one (1); MCB1 directs the readers to Appendix J Class B's utterance one (1); NCC1 helps the readers locate Appendix K Class C's utterance one (1); LTA1 directs the readers to Appendix I Teacher A's utterance one (1); MTB1 guides the readers to see Appendix J Teacher B's utterance one (1); and NTC1 directs the readers to Appendix K Teacher C's utterance one (1). The following are some of the samples of instances of responding to a wh-question abstracted from the audio-recorded data: 1) *"It gives human characteristics to inanimate objects (LCA180);"* 2) *"A graphic organizer is a visual communication tool that uses visual symbols, express ideas and convey meaning (MCB213);"* and 3) *"Sir, ahh, maybe, ahh, he is hungry or she need money to buy something (NCC342)."*

In addition, ESL learner participants utilized code-switching from second language (L2) to first language (L1) in order to answer questions, express, explain and communicate their thoughts, ideas, and feelings to their teachers and their classmates. Code-switching was second most prevalent communication strategy employed by the ESL participants. Unlike the present study, Nivera (2001) found that code-switching was among the communication strategies less utilized. The following are the samples taken from the transcribed and coded data: 1) *"Ma'am, di na po ba naming gagawin yong number 1 and number 2 (LCA44);"* 2) *"Are number 1 and number 2 bonus (LCA46);"* 3) *"Sir, sabi babalikan ka nalang naming, nangyari kasi na yan kasi at this this time meron pa akong pinaprioritized kaysa sa kanya (NCC264)."*

However, transcribed data revealed that the lines and directions of meaning negotiation, in particular, and dialogic engagement, in general, were dominantly between the teacher and the



students (Please see Appendices I, J, and K). This means that there were only few instances of student-to-student interactions. Perhaps, this is because of the controlling power of the teacher. This is exemplified when Shim (2007) found that the teacher utilized global confirmation request strategy more frequently than any other signal category in both modes of communication; and teacher's utilization of indicators or signals surfaced more often crafted to aid her understand learners' utterances in face-to-face classroom interactions. Student-to-student negotiation of meaning or dialogic engagement only occurred in situations when group activities were utilized by their teachers. In relation to this, Oliver's (2002) findings revealed that in learner-to-learner interactions, nativeness and proficiency pairings affect the amount of negotiation of meaning that happens. In addition, Tam (2016) found that negotiation of meaning may occur between and among teachers and students as they negotiate their message to be comprehensible to all parties involved. Co-construction of knowledge is evident in any group activity because Foster and Ohta (2005) found that students actively helped each other to do the activity via co-creation and prompting. This study considers group activities as one of the limitations of study because of the fact that audio recording cannot capture all the negotiations of meaning and dialogic engagements that may transpire in each group. Another limitation this study has is the inaudible utterances and responses of ESL student participants. Transcribed data yielded a total of 126 instances of inaudible utterances from the students.

The ESL learner participants also employed the communication strategy by expressing certain emotions, feelings, ideas, claims and etc. A total of 122 instances of this strategy were recorded. This communication strategy is exemplified in the ensuing lines abstracted from the data gathered: 1) *"I am happy to tell that all of my members are all present; (LCA5)"* 2) *"I*



realized that I'm happy;(NCC372)" and 3) "Could, may, might, shall, should, will, would, ought to, hahahaha (MCB288)."

Next, student participants used communication strategy, i.e., calling someone to answer/respond to a question. The following lines are some samples of this communication strategy: 1) *"Ma'am, Ma'am, Ma'am; (LCA85)"* 2) *"Sir, Sir;(NCC179)"* 3) *"Ma'am, Ma'am ako naman Ma'am, nag-effort pa naman ako (LCA122)."* Likewise, ESL learner participants employed reading a word(s), phrase(s), sentence (s) as a communication strategy. It is good to note, however, that this strategy only surfaced because the students were ordered, commanded or requested by their teacher to do so. Otherwise, the students may not resort to this type of communication strategy. The ensuing lines below are the concrete samples abstracted from the data gathered: 1) *"Audience analysis;(NCC2)"* 2) *"Graphic organizer depicts the relationship between facts or an idea;(MCB214)"* 3) *"The breeze squeezed my cheeks (LCA20)."*

The ESL learner respondents, likewise, employed the communication strategy, responding to a yes-no question (answering yes) to foster their comprehension of the topic discussed. Answering yes, therefore, entails that the students who uttered it perhaps have fully understood the interlocutor's intentions or purposes. *"Yes, Ma'am, Oo, and Yes, Sir"* are the samples of this communication strategy. Aside from this communication strategy, the ESL learner participants also utilized discussing, explaining, and defining something as a strategy to convey their understanding of the topic or subject being studied. Discussing and explaining something pertains to the articulation of the topic at hand while defining something is to provide definitions, meanings to the terms or concept under investigation. Here are the samples for this communication strategy: 1) *"They are called context clues because they are found in the context of the sentence/passage;(MCB261)"* 2) *"Author card, the name of the author is printed on the*



top of the card and title card is the book, the title of the book is printed on top of the card (LCA260);” and 3) “I think they are abusing because they are not accepting the responsibilities (NCC268).”

Likewise, ESL student participants, perhaps, used self-repetition as a communication strategy to clarify things that confuse them, to emphasize something or to reorganize thoughts and ideas that were not stated logically and structurally correct. MorAudia-Gutierrez (2013) found that in using cognitive strategies, the most frequently used were repeating new ideas learned, Repetition seems to put much emphasis on the newly acquired or learned concepts, ideas and knowledge. The following samples are extracted from the audio-recorded data: 1) *“Ah kaya pala, kaya pala (NCC143);”* 2) *“Spain, Spain, Spain;(MCB26)”* 3) *“On my own perspectives, the writer’s purpose...On my own perspectives, I think that the writer’s purpose for using personification in any of their products as of poems, novels, or any genre are they want us to easily understand and comprehend what they want us to learn, what they want us to learn in their own products (LCA141).”* These samples exemplify the grounds stated above why the ESL learners self-repeat the utterances they have initially or finally made to respond to the queries posed by their respective English language teachers.

Moreover, this research study found that ESL learner participants know how and when to introduce, state, and provide something or someone etc. This communication strategy enables the learners to present either their individual or group output before an audience, their classmates and their teacher. Indirectly, this may develop students’ confidence and their self-esteem because of the opportunity the communication strategy offers them. Thus, learning to introduce, state, and provide something or someone seems to ignite the urge to learn something, in this case L2 learning. In making use of this communication strategy, the ESL learners utilized



demonstratives, declaratives, and expletives. Under declaratives, this, that, these and those are employed in the learners' utterances or responses, while here and there are utilized as expletives to introduce something or someone. In addition, declaratives come (and more often overlaps with that of the demonstratives) in different forms such as *"They are Desiree and Drew,"* and *"This verse, the lines 'Every color, every hue.'"* To amplify further, all the statements generated by the learners all forms of demonstrative sentences which in one way of another introduces something. A sample of introducing something or someone that make use of an expletive is evident in the line, *"Here is the presentation of our group."*

What are illustrated and demonstrated above are just the top ten communication strategies employed by the Class A, Class B, and Class participants. Other communication strategies which were also used by the research participants were respectively listed here based on their ranked: *expressing willingness to do something; responding to a yes-no question (answering no); greeting someone; use of fillers, responding to a wh-question (incorrect response); asking for confirmation; following directions, instructions, orders, commands, requests etc.; giving praise or appreciation; message abandonment; comprehension check; giving commands, orders, directions and instructions; using filling the blank expression; other-repetition; guessing; not responding to the interlocutor; ending the class, conversation etc.; responding to a yes-no question (correct response); expressing non-understanding; literal translation (transfer); responding to someone who's calling attention; uttering a prayer; circumlocution (paraphrase); using transitional devices; asking someone to do something; and requesting to do something (with please or may).*

Research results revealed that teacher's questions were most prevalent and were intended to check comprehension, construct and negotiate meaning. However, the act of asking questions



was dominated by the teachers (Matibag-Angeles, 2008). This is comparable to monologic instruction where students are definitely passive. Chin (2002, 2006, 2007); Diaz (2011); Kitiyanusan (2004); and Boyd and Rubin (2006) have confirmed this pedagogical phenomenon but provided a potent alternative by claiming that student questions can enhance comprehension and critical thinking skills. In addition, the monopoly of interaction, engagement, negotiation of meaning, and questioning is what Freire (2000) called as '*banking system*,'—teachers as depositors and students as the bank.

On the other hand, the present study revealed that student-generated questions were less prevalent. Hence, classifying questions using Barrett Taxonomy was not anymore realized because the research found only three to five questions. Either questions are teacher-generated (Aban, 2006; Buendicho, 2009; Capacity Building Series, 2011; Martinez, 2012; Matibag-Angeles, 2008; McAninch, 2015; Santos, 2004; Tofade, Elsner, & Haines, 2013), or student-formulated ones (Chin, 2002, 2006, 2007; Chin and Osborne;2008; Commeyars, 1995; Diaz, 2011; Look 2011; Marbach-Ad & Sokolove, 2000; Maskill and Pedrosa de Jesus, 1997a; Rosenshine, Meister, & Chapman,1996; Watts, Alsop, Gould, & Walsh, 1997) still both can have great impacts on language learning.

In addition, research results revealed that conversation promote mental exercises and questioning as well as scaffold friendly relationships in the learning milieu. This is because it could tap different philosophies and point of views and enliven learner opinions, thoughts and outputs. Maine and Hofmann (2016) underscored this by focusing on whether this produces a performance of dialogue or genuine dialogic engagement while Mozaffari and Yagubi (2015) found that dialogic engagement trigger learning to take place.



Likewise, the present study found that only Class A was into dialogic engagement and negotiation of meaning while Class B and Class C were still moving towards the principles of dialogism and negotiation. This is because the other two classes, B and C were having a discussion or lecture type of instruction; whereas, Class A observed a balance approach, i.e., both teacher and students were able to utilize such pedagogical strategies.

Findings revealed that ESL learners employed metacognitive strategy to double check, revise or correct what they have already been expressed or uttered. The ensuing section centers its discussion on the manifestations of the spoken discourse comprehension of the learners.

Research Question # 2: What are the manifestations of the spoken discourse comprehension of the learners?

Manifestations of the spoken discourse comprehension of the ESL learners are delineated below through the presentation and analysis of the sample extracts taken from the transcripts of all the three audio-recorded classes. This was realized by accounting the communication strategies, linguistic features, and discourse markers employed by the participants in negotiation of meaning in dialogic engagement. These communication strategies, linguistic features and discourse markers manifest spoken discourse comprehension of the research participants. Text 1 below illustrates how comprehension is manifested.



Text 1

- 1 T: Okay, let's ↑start. I have ↑here jumbled ↑wo::rds and I
want you (0.2) to arrange the jumbled ↑wo::rds to ↑form a
meaningful meaning.
- 2 ↑Who ↑wants to start? ↓
- 3 Yes, Ashanty, =1. (0.2) And then for group =for sentence
number 2, =yes, Brent. (11.2) And ↑then after you form (0.2)
the sentence, I want you to ↑read aloud the (0.2) sentence that
you formed. (27.1)
- 4 ↑There is already a clue, ↑right?
- 5 [A sentence must ↑start with a capital letter and ends with
a punctuation mark.
- 6 MFS: Yes.]
- 7 ((Students are talking with each other))
- 8 FS1: MA'AM, MA'AM
- 9 MS1: MA'AM, MA'AM
- 10 T: ↑Read (0.2) ↓the sentence, Ashanty. ↑
- 11 FS2: The breeze squeezed my cheeks.
- 12 T: Is that correct? ↑
- 13 MFS: Yes.
- 14 T: ↑Next, (12.1) =will you please read, ↑Brent?
- 15 ((noise))
- 16 MS2: The blanket wraps around it arms.
- 17 T: ↑Who wants to try? Yes, Shantei? (20.3) ↑Will you please
read?
- 18 FS3: The blanket wraps its arms around me.
- 19 T: Is that ↑correct?
- 20 MFS: Yes.
- 21 T: Very ↓good.

Manifestations of the spoken discourse comprehension of the ESL learners were evident when they were able to respond to the questions raised by their teachers. In other words, either the answers to the questions are correct or not, still, learners' comprehension is disclosed. If the answers of the ESL learners were correct then it is tantamount to say that they had a good grasp and an understanding of the lesson at hand or to whatever was being asked. However, if the answers of ESL learners were wrong, then the students do not exhibit understanding of that



particular item but this does not mean that they do not have comprehension of the topic in general. Definitely, this is true in wh-, yes-no and multiple choice types of questions which ESL learner participants responded to.

Text 1, an extract sample taken from the teacher A and class A transcribed data, exemplifies this manifestation. It shows how certain yes-no questions are structurally constructed in the light of prescriptive or descriptive grammatical conventions. As regards Conversation Analysis (CA), this research paper reserves an ample space for the illustration of the four CA machineries, turn-taking, sequence organization, turn design, and repair. In CA, linguistic structural construction refers to the turn design machinery. Drew (2013) articulated that turn design refers to the format the speakers utilize in their turns in order to execute certain action in certain position for message decoders.

The type of question mentioned above is not simply a question per se but it entails much more than just answering either a yes or no for it involves much cognizing, construing and assessing the truth value or veracity of something being asked by the teacher. In other words, before the students could answer such type of inquiries, they should have understood the notion and intention therein in the first place. For example, lines 4, 12 and 19 require the student participants to self-assess and self-judge whether what they have formed out of their teacher's instructions are grammatical sentences or not. Thus, the student respondents have to resort to their stored knowledge regarding sentence construction and its grammaticality. While lines 12 and 19 are structurally identical in the sense that their constructions follow the same sequence of linguistic features, i.e., linking verb plus subject and adjective, line 4 is constructed by combining a simple declarative sentence or statement followed by a single word with a rising intonation. The comma separating the statement and the single word yes-no question, 'right?,'



indicates a pause in the utterance but it does not entail any sort of terminal discontinuity of the whole utterance.

As regards the answers to this type of question, the students have answered the teacher's inquiry by responding 'yes' in chorus—an affirmative answer. Structurally, it is made up only of a single affirmative word. However, this linguistic feature is a shortened version of a much more formal one. Such that if the teacher wanted the student participants to respond to it more formally and appropriately, their response to line 4 could have been this, "*Yes, there is.*" and to lines 12 and 19, "*Yes, that is.*"

Findings revealed that research participants utilized *asking for confirmation* and *responding to yes-no question* as communication strategies in order to negotiate meaning. On one hand, the teacher participant negotiated meaning by asking for confirmation to see to it that the student participants were able to construe or understand her instruction or intended message. On the other hand, the student participants were able to negotiate meaning back by *responding to a yes-no question* of their teacher. When the students' responses to the yes-no questions are all correct then it is only apparent that they have exhibited comprehension while they negotiate meaning. The negotiation of meaning is very clear if and when the students show much confidence in answering the said queries. This is likewise sealed if there is a certain teacher's confirmation that the responses of the students are definitely correct. However, there is no confirmation offered by the teacher in the yes-response of the students in line 13. Thus the silence of the teacher right after the yes-response of the students to the question in line 12 is also another indicator that the students' response is correct. Uttering a correct response to a yes-no type of question is a manifestation of comprehension exhibited by the students in their attempt to negotiate their understanding to the question raised by their teacher.



In addition, wh-question in line 2 does not only indicate that the teacher is looking for those students who want to start responding to the instruction provided but also it does identify who have the guts and courage to do it first. The inquiry “↑*Who* ↑*wants to start?*↓” could also mean who is the bright guy to arrange the jumbled words into a meaningful sentence. Of course, if the combination is incorrect then it would not yield a meaningful statement. But this does not entail that the guy is not a bright one anymore. The word combination provided by the FS2 in line 11 is confirmed correct both by the teacher and her classmates. Her response, therefore, is a proof that she manifested her comprehension while she combines the jumbled words to form a meaningful sentence. The act of combining individual words to form a sentence is her initial way of negotiating meaning while the actualization of meaning negotiation is realized when she utters completely her word combination.

Moreover, it is worthy to note, however, that the question has given all student participants equal chances to be the first one to form sentences out of the jumbled words. Further, the rising and dropping of intonation also negotiate meaning. This happens when the speaker wants to emphasize some linguistic features more than the other features that are present. For instance, in line 2, the words ‘*who*’ and ‘*wants*’ have received more emphasis than the words ‘*to*’ and “*start.*” Perhaps, this is because of the fact that latter receives a drop in intonation. The turn design of line 2 follows a sequence of wh-question word, ‘*who,*’ plus main verb, ‘*wants,*’ plus a verbal in the form an infinitive, ‘*to answer,*’ that functions as a noun. This is likewise true for the beginning of line 17 which reads “↑*Who wants to try?*”

Another communication strategy employed by the teacher participant is the act of *giving commands, orders, directions and instructions* which also negotiate meaning between and



among interlocutors. Apparently, the ESL teacher was the one always employing this communication strategy. Lines 1, 3, and 10 demonstrate this communication strategy to send meaning across interlocutors through the use of three different linguistic structures. Commonly, an imperative structure is utilized in prescriptive grammar, i.e., following the sequence of base form of the verb plus the other linguistic entities. This is evident in line 10, “*↑Read (0.2) ↓the sentence, Ashanty.↑.*” Lines 14 and 17 exemplify a more polite form of an imperative structure by using the word ‘*please*’. The polite structure follows a linguistic feature sequence of helping verb plus subject plus please (a polite linguistic feature) and the main imperative verb. Line 14, “*↑Next, (12.1) =will you please read, ↑Brent?*” exemplifies this polite structure of giving instructions. The word ‘next’ is a discourse marker to indicate an addition to what has already been done or finished. Discourse markers are also known as transitional devices which are likewise forms of manifestations of spoken discourse comprehension. The silence of twelve point one seconds indicates that the teacher is giving students enough time to prepare for who will be the next one to perform. The equal sign signals that the rest of the linguistic features after it is part of a continuation of talk.

In this paper, *requesting to do something* (with please or may) is considered as a communication strategy in order to negotiate meaning. However, lines 1 and 3 do not follow such linguistic sequence of giving commands, orders, directions and instructions. These sentences are declarative in their structures but are imperative in their functions or intentions. The sentence, “*I have ↑here jumbled ↑wo::rds and I want you (0.2) to arrange the jumbled ↑wo::rds to ↑form a meaningful meaning.,*” is superficially structured as a statement; however, its function or intention is to give an instruction. What is more essential between the two notions involved here is the intended meaning or intention of



the speaker. This is also true in the statement, “*And ↑then after you form (0.2) the sentence, I want you to ↑read aloud the (0.2) sentence that you formed.*”

Similar to the discourse marker mentioned above, the words ‘*and*,’ and ‘*and then*’, also indicate addition while ‘*after*’ signals the notion of time. Clearly, these discourse markers guide both the speaker and the message recipients to connect series of intertwining thoughts and ideas so that the former’s intended meaning is flawlessly conveyed and eventually understood by the latter.

In giving instructions, the teacher slows down in her speech so that the students can catch up with what she is saying. This is represented by the timed paused plus the elongated speech, a stretched sound of uttering terms. The term ‘*↑wo::rds*’ has exemplified what an elongated speech looks like. This may direct the attention of the students to focus on what does the term refer to. In a way, elongated speech is a communication strategy to negotiate meaning because of the function it serves that is quite peculiar to the usual communication strategies to negotiate meaning.

It can be deduced then that not all statements are stating statements per se. Some are giving instructions in disguise of declarative structures of linguistic expression. *Following directions, instructions and orders* is another communication strategy directly linked to another communication strategy that is *giving commands, orders, directions and instructions*. Definitely, student participants who are able to follow directions, instructions and orders have grasped the meaning negotiated by their teacher. This is exhibited in line 10 when the female student 2 (FS2) actually enacted the instruction given by her teacher, i.e., to read the sentence. Thus, following directions, instructions and orders is another manifestation of comprehension of ESL learners.



Turn-taking is another CA machinery which accounts the recurrent concerns of who would be the next speakers and when would they be speaking. It is done by connecting the ending of one turn with the start of the next (Sacks et al., 1974). Findings of this study in ESL classroom revealed that turn-taking is always controlled by the teacher. For instance, still in Text 1, the teacher has the authority and freedom to select the next speaker by *calling someone to respond to/answer a question* right after the utterance of a question while the students wait for their names to be called. Lines 2 and 3 demonstrate this notion. Although the students have the option to be the next speaker by *expressing willingness to do something*, a communication strategy to negotiate meaning through linguistic feature for calling such as “*Ma’am, Ma’am*” in lines 8 and 9 and in some other parts of the transcripts where they occur, they still do not have any control of their learning. Thus, the act of turn-taking is largely teacher-directed—not student-directed. The act of calling ‘*Ma’am, Ma’am*’ is the students’s initial way of negotiating meaning. The meaning that they want to send is the notion that they know the correct and expected response of their teacher and this can only be fully realized once the students are given opportunity to utter the answer, a correct one.

Expressing willingness to do something is also a form of manifestation of spoken discourse comprehension of ESL learners because of their apparent intrinsic and extrinsic evidences illustrated above. Intrinsic evidence pertains to the intended meaning of the linguistic expression while the extrinsic evidence refers to the action happening in performing the linguistic expression. Hence, in the same manner, these strategies were employed to negotiate meaning. The very moment the teacher calls student’s name, be it a surname or a first name, the former’s intended meaning that he/she wants send to his/her recipient is context-dependent, i.e., the act of calling out a name entails that the one who is called has to do something. For example,



lines 3, 10, 14 and 17 are not definitely independent linguistic utterances because of the fact that they have to be connected or coordinated to the other linguistic utterances that are related to them.

Specifically, in line 3 for instance, “*Yes, Ashanty, =1.*” should not be taken as a separate linguistic utterance because its existence or appearance depends upon the existence of lines 2 and 1. This means that they are interrelated with one another. The same is true when it comes to the act of expressing willingness to do something. The moment the FS1 and MS1 participants express their willingness to do something by calling “*Ma’am, Ma’am*” in lines 8 and 9, which also appears in other parts of the transcripts, these students want to send to their teacher that they have already decoded and fathomed the intended meaning from their teacher and that is why they are willing to participate in negotiation of meaning or in any meaning making undertakings.

Undoubtedly, the act of *calling someone to do something* is done by teacher most of the time while the act of *expressing willingness to do something* is performed always by the students. The former’s turn design is made up of first names which are proper nouns while the latter’s turn design is made up of ‘ma’am’ which is a common noun.

Text 1 discloses also the presence of sequence organization, another form of CA machinery which is evident in greeting-greeting, question-answer, invitation/ acceptance/ declination, complaint-account, and so on. For Schegloff (2007) sequence organization pertains to how series of turns are connected to arrive at unified avenues for action enactment. Apparently, question-answer is the adjacency pair produced by two different speakers in Text 1, specifically in lines 12 to 13 and 19 to 20. The two adjacency pairs are both identical in their turn designs, i.e., the linguistic structure of the yes-no question in lines 12 and 19 are the same and



the corresponding answers are identical too. The yes-no question in lines 12 and 19 are intended for asking for confirmation whether the provided response or answer is correct or not. And by responding 'yes' the students confirmed that the response of their classmates are indeed correct. Thus, comprehension is likewise manifested in responding to a yes-no question.

Repair is another CA machinery which treats problems in speaking, hearing, and understanding (Schegloff, Jefferson, & Sacks, 1977). Trouble source, repair initiation and repair solution are its three basic components. In Text 1, second sentence of line 2 shows that there is a problem in using words. The trouble source is the unintentional use of inappropriate phrase, "*for group*," which the speaker starts to begin a repair procedure by repeating the word 'for' and eventually repair the problem by rephrasing "*for group*" into "*for sentence number 2*," a more appropriate phrase that fits in the rest of linguistic utterance. It can be noticed that the teacher is aware of her wrong choice of word that is why she self-initiated self-repair (e.g. "*And then for group =for sentence number 2, =yes, Brent.*") in which she as the trouble source initiates and executes the repair procedure independently. In doing the repair solution, the teacher was able to self-correct herself and negotiate meaning successfully to her students. Self-repair is also a communication strategy to negotiate meaning which is done by making self-initiated correction in one's speech.

The notable injustice exemplified in Text 1 is the dominant functions or roles of the research participants in an ESL class. Obviously, the role of the student-participants in the sequence of Initiation-Response-Feedback (IRF) pattern in Text 1 is a response-seeker. This dehumanizes them because of their passive role. According to Chin (2006), for the purpose of promoting a student-centered form of education, students should be active and participative in the sequence of Initiation-Response-Feedback (IRF) pattern. In other words, students should



participate in all stages of this IRF pattern. Lines 6, 11, 13, 18, and 20 are students' utterances that exhibit the notion that the students have no control of their own learning for they just depend on whatever their teacher told them to do so. To put it in other terminologies, consciously or unconsciously the ESL teacher has the dehumanizing control of the students' learning by making the latter the repository of language input while the former the depositor. Freire (2000) termed this scenario as a '*banking system*' form of education. This finding is predicated by the lines 1, 2, 3, 4, 5, 10, 12, 14, 17, 19 and 21. These lines take control of the initiation and feedback in an IRF pattern of teaching-learning undertaking. Perhaps, the reason why the ESL teacher employs this form of teaching is her background knowledge or it could be inadvertently used to trigger learning. However, this form of learning that is not void of dehumanization has been debunked by Freire (2000) on the grounds that students must be co-constructors of meaning, in particular, and learning in general. For learning to be meaningful and devoid of dehumanization, all the stakeholders should see to it that all are equal and are co-constructors of meaning via teaching and learning.

Text 2 below illustrates other manifestations of spoken discourse comprehension. One manifestation is evident when student participants presented their linguistic output before their classmates.

Text 2

- 1 T: Okay, O, class, everybody, listen ↑to Bhe. [So, he will
present hi::s (0.2) output.
- 2 →FO::R se::ven chi::ps. [So, louder your voice.
- 3 FS11: ↑Go, Bhe.]
- 4 MS5: →MA'AM, MA'AM MA'AM, MA'AM chips]
- 5 T: Yes.
- 6 MS13: 1. A. walk; B. pencil; C. walk pencil; D. My pencil
↑walk around ↓the ↑room.
- 7 2. A. ↑vomited; B. ballpen; C. ballpen vomited



- 8 D. My ballpen ↑vomited and it's ↑inking my
↑shirt.
- 9 3. A. ↑kissed; B. electric fan; C. electric fan
↑kissed; D. The ↑wind of the electric fan ↑kissed me
slowly. ↓
- 10 4. A. smile; B. picture; C. picture smile;
- 11 D.The ↑picture smiled ↑at me↓.
- 12 5. A. run; B. chair; C. chair run;
- 13 D. The chair ↑run across ↓the ↑room.
- 14 MS14: Ma'am.
- 15 T: ↑Very good. Okay. [Let's give hi::m (0.2) a ↑warm
ro::und of applause (0.3) =for hi::s well-done (). Very
good. Next, Ashantei?

MS13 presents his linguistic output in Lines 6 to 13. Exhibiting or sharing the learners' linguistic output is an indicator of the former's understanding of the task provided by the teacher. The initial negotiation of meaning can be traced in the act of initiating or formulating the responses to the task while the concrete and final meaning negotiation is apparent in the actual linguistic output presentation of ESL learners. This manifestation of comprehension is capitalized when the linguistic output of the learners is impeccably constructed.

Line 1 prepares the classroom atmosphere to be ready for the presentation of the output while line 2 announces the number of chips to be given as incentives in case the output of the student participants is correct. Structurally speaking, the teacher's turn design in sentence one of line 1 starts with fillers, 'Okay,' and 'O,' a Filipino linguistic expression used as a sentence opener, (and sometimes closer) to mean *now*, *see*, *please*, or *okay* plus two direct addresses, 'class' and 'everybody' plus an imperative statement, 'listen to Bhe,' which is a combination of an imperative verb 'listen' plus a prepositional phrase, *to Bhe.*

The appearance of the Filipino linguistic utterance 'O' indicates another communication strategy, i.e., language switching. Specifically, it is called as intersentential code-switching, a



language switch that is done at sentence boundaries (Abu- Krooz (2019). This communication strategy seems to amplify the means to negotiate meaning because of the fact that it is a sort of repeating an utterance via translating an English word into a Filipino counterpart. The word ‘*O*’ may equally mean ‘*Okay*.’

The turn design for sentence two in line one (1) is composed of a discourse marker, ‘*so*,’ plus a declarative sentence that is made up of a subject (he) and predicate (will present hi::s (0.2 output) complementation. The elongation of the utterance, ‘hi::s,’ and the timed pause, (0.2), right after the stretching of sound provides the next speaker to be ready for his presentation. Conversely, it gives the teacher a sense of assurance that the student called to present would not hesitate to share what he has done. Inadvertently, the line two (2) utterance embodies a clear error in pronouncing the word chips as /chi::ps/. The elongated speech in ‘*chi::ps*’ makes the pronunciation an erroneous one. That is why MS5 immediately called the attention of his teacher and said “*MA’AM, MA’AM MA’AM, MA’AM chips*” even without the permission from his teacher. However, for whatever reason, it seems that the teacher did not seem to recognize the realization uttered by MS5 and proceeded to acknowledging the student presenter by saying ‘yes.’ Perhaps, the teacher did not fathom the illocutionary meaning, a particular intention in making the utterance, MS5 wanted to send. Notably, MS5’s utterance is another manifestation of comprehension. The communication strategy utilized by MS5 to negotiate meaning is *other-repair* which means correcting something in the interlocutor’s speech. The process of other-repair to correct the linguistic utterance of the source speaker by the ESL learner is a form of negotiation of meaning that is also a perfect index that comprehension is manifested by the latter. In relation to CA, this is called simply as *repair*.



Giving praise or appreciation after the presentation of certain linguistic output entails that the student presenter has done a great job. This is tantamount to say that the presenter manifested comprehension while and after the presentation of the linguistic output. Providing praise or appreciation is also a communication strategy to negotiate meaning. What the teacher wants to negotiate is the fact that the presenter's presentation and linguistic output are all acceptable even if they not impeccable ones. Line 15 illustrates the act of giving praise and appreciation to the student presenter who presented his linguistic output.

Praise and appreciation are not definitely limited to phrasal utterances. Phrasal and sentential expressions of praise and appreciation such as, "*↑Very good,*" and "*[Let's give hi::m (0.2) a ↑warm ro::und of applause (0.3) =for hi::s well-done (),*" situated in line 15 project that there is a common understanding between the teacher and students. Structurally, the phrasal expression is made up of an intensifier in the form of an adverb, 'very,' followed by a positive adjective, 'good' while the sentential utterance is composed of a contracted form of an imperative verb, *let*, and direct object, *us*, plus a zero infinitive, *give*, plus an indirect object, '*him*,' plus a phrasal direct object, *a warm round of applause*, and a prepositional phrase, *for his well-done ()*. The transcription symbol () is used in this line to replace a noun that names a thing or something because the word(s) spoken was/were too unclear to transcribe. Although both seemingly sound not too uncommon in everyday classroom undertaking, still, they have maintained their space in any teaching-learning milieu because of their efficacy toward the learners. In other words, they could become motivating factors for students to strive more to participate in the class.

An interesting linguistic utterance Text 2 has is the one spoken by FS11 in line 3 which reads "*↑Go, Bhe.J.*" It is an interesting utterance because it overlaps with the teacher's utterance



in line 2 which reads “[*So, louder your voice.*” This overlapping initiated by FS11 does not entail that she is imposing certain power over her teacher nor challenging her teacher’s authority in the class. Perhaps, what FS11 utterance wants to show is the act of bridging the teaching-learning space necessary for completing the sequence organization of an adjacency pair, order/acceptance. In CA transcription, square brackets denote where overlapping speech occurs. The open square bracket, [, indicates overlapping begins while the close square bracket,], where it ends. This utterance is structured in an imperative verb, ‘*Go,*’ plus a direct address, ‘*Bhe.*’ In addition, it is a notion of urging her classmate to do what their teacher has asked of him. Encouraging someone do something is an unsolicited yet friendly suggestion that could boost the confidence of the interlocutor.

Worthy to mention in text 2 is the use the notion of mutuality as illustrated in line 15 particularly the use of the contracted term ‘*let’s.*’ Mutuality is one of the principles of dialogic engagement. It is evident when certain person in an organization makes use of the words ‘*we,*’ ‘*our,*’ ‘*ours,*’ and ‘*us.*’ In addition, the use of appreciation seems to be a good practice especially when students performed the task correctly. The only critical concern in this extract is the controlling power which emanated from the ESL teacher. Line 1 demonstrates this form of control.

Research findings revealed that another manifestation of spoken discourse comprehension among ESL learner was depicted when the learner participants were able to complete their teacher’s utterance by filling in or supplying the missing information or finishing the statement of their teacher ahead of the latter. Completing an utterance by filling in or supplying the needed missing information seems to be a way to negotiate meaning. The meaning negotiated in this process is definitely the notion that the students



have inklings or hints of what would be the next word or concept. This is depicted in Text 3 below.

Text 3

- 1 T: Okay, so the capital of China i::s [=Beijing.
- 2 MFS: Beijing]
- 3 T: And the famous landmark i::s =
- 4 MFS: [Great Wall of China
- 5 T: Great Wall of China, okay. ↑ (3.0)
- 6 Familiar of the Great Wall of China?↑]
- 7 MFS: Yes.

Apparently, ESL teacher participant purposively strategized filling the blanks, i.e., she does not finish right away her statement so that students would cognize and provide what is missing therein. Perhaps, this strategy was employed in order to check whether or not her students were able to catch up or understand with what she was discussing or explaining. Lines 1 to 4 in Text 3 demonstrate this manifestation. Thus, negotiation of meaning in this context comes in dichotomy. The first one derives from the teacher-participant and the other originates from the ESL students who have correctly completed the former's utterance. For example, line 1 is complemented or more appropriately completed by line 2. These lines form an adjacency pair of an indirect question and answer.

The elongated utterance of the word 'i::s' in lines 1 and 3 indicates the notion that the teacher wants the students to complete the two statements with the necessary information. The implied idea under the usage of this strategy is the indirect way of asking the students. Thus, the statement, "*Okay, so the capital of China i::s [=Beijing.*", should be treated or assumed as a wh-question sentence, (*Okay, so, what is the capital of China?*" asking for something. It can be



deduced then that the act of using and responding to *filling the blank* is another communication strategy to negotiate meaning in any dialogic engagement. The uttered response, '[=Beijing.], does not only provide all the students to answer but also allows them to overlap in their teacher's utterance.

Another adjacency pair is depicted in lines 6 and 7. This pair is in the form of a yes-no question/answer. Structurally, line 1 is constructed by employing a filler, '*Okay,*' and a discourse marker, '*so,*' plus a subject, '*the capital of China*' and a linking verb, *is*. However, the turn design of line 2 starts with a discourse marker, '*and*', which connects the two notions, the ideas in lines 1 and 2 plus the subject, '*the famous landmark,*' and a linking verb, '*is.*' The sequence organization in lines 6 and 7 is structurally made up of phrases and a word respectively.

Line 6 is a phrase within a phrase within a phrase. This means that there are three phrases employed. The first one is adjective phrase, "*Familiar of the Great Wall of China?*↑"; the second is prepositional phrase, '*of the Great Wall*'; and another prepositional phrase, '*of China*'. Line 6 seems to be the shortened version of "*Are you familiar of the Great Wall of China?*" The students were able to understand this incomplete and chunky yes-no question, perhaps because of the grounds that the question phrase still delivers the intended sense or meaning while the recipients were alert enough to understand such utterance.

Line 7 is structurally composed of an affirmative response, '*Yes*'. Clearly, this denotes that an utterance does not have to be structurally complete in the lights of grammatical convention in order to convey the intended meaning.

The critical issue of text 3 has already been discussed under text 2, i.e., the roles of research participants in Initiation-Response-Feedback pattern where the ESL learners play the



role of a response-seeker while the teacher as the one controlling the teaching-learning process. These roles seem to dehumanize not only the students but also the teacher because of the fact that the participation of the learners is very limited. Thus, learners' participation should be holistic, i.e., including the initiation, response and feedback stages, in order to address the foregoing critical concern.

The scores Class A obtained in identifying whether or not the sample sentences are examples of personification are likewise manifestations of spoken discourse comprehension. This is demonstrated in Text 4 below.

Text 4

- 1 T: May I see the ↑hands of THOSE who GOT five?
- 2 Very good. Form your ↑line and I will give you ch::ips.
- 3 MFS: (The students are noisy talking each other).
- 4 WOOOHHHH
- 5 T: Ssshhh.
- 6 MS30: Sana all perfect.

It could be interpreted that obtaining a passing score is an indicator of comprehension of the students. Perhaps, this is because prior to the quiz there was first the discussion of the lesson which enabled them to answer correctly the test at hand. Text 4 illustrates this line of thought specifically in lines 1 and 6 where linguistic utterances provide enough hints that most, if not all, got a perfect score. In line 1, "*May I see the ↑hands of THOSE who GOT five?*" the teacher does not only want to know who obtained a perfect score but also she wants to identify who among her students comprehended well. At the surface level, it seems that it is also asking a yes-no question because of its punctuation mark at the end; however, in a deeper sense, it is not for it is politely requesting something, i.e., to raise the hands of her students who got a score of five. The act of



raising their hands complements the notion that the ESL students negotiated meaning to their teacher by responding to their teacher impeccably.

Structurally, the turn design for line 1 is in the form of a polite request. To negotiate meaning using this structure, the teacher starts with the modal auxiliary verb, ‘*may*,’ plus the subject, ‘*I*,’ plus the main verb, ‘*see*,’ together with the part of the predicate, ‘*the hands of those who got five*’. Line 6, “*Sana all perfect.*”, is a linguistic utterance that indicates that not all of the students got a perfect score. At the same time, it is an expression of regret after knowing that his (MS30) score is not perfect. Further, it is an expression of hope or wish and is structured through code-switching from one language (Filipino) to another (English). However, in some situations, this utterance is a common joke to many Filipino people nowadays though some would mean it as it is in its literal projection.

This extract does not exhibit any critical concern. In fact, the conversation seems to be so light, accommodating, friendly and interactive.

Research findings revealed another form of manifestation of spoken discourse comprehension. Text 5 below exhibits this manifestation.

Text 5

1	T: So, for Confucius, he is famous for his golden rule: “Do not ↑do unto others what you ↑don’t want others to ↑do unto you.”
2	↑What does that mean?
3	MS5: Huwag mong gawin ang mga bagay na ayaw mong gawin sayo.
4	T: Yan you translated it.
5	O, ↑what does it mean? (3.0)
6	Hm::mm. What, =what ↑does it tell us, the golden rule, ha? ↑
7	Aron?
8	MS6: If you ↑done something to someone, they ↑will



- always repay you back.
- 9 T: Yes, ha, ↑ It has a principle of Karma, ha? ↑
- 10 That whatever you ↑do bad to other people, it will
↑come back to you, ha? ↑
- 11 So, whatever you ↑do good to other people, it will
also come back ↑to you, okay? ↑
- 12 So, that's the Gold::en Rule.

Manifestation of spoken discourse comprehension of the ESL learners was also manifested in their ability to translate linguistic expression from L2 to L1 and/or vice-versa. Translating any linguistic expression from one language to another language is a communication strategy used to negotiate meaning in order to foster understanding of the language input. Particularly, lines 3 and 4 of Text 5 exhibit this manifestation via communication strategy, i.e., language switching or code-switching. Being able to translate L2 input into L1 equivalent entails that one has fully understood the intended meaning of the said linguistic utterance. In other words, one cannot provide the L1 equivalent translation of an L2 utterance if there is no comprehension involved in the first place.

Although the translation provided by MS5 is not the response the teacher is seeking, still it cannot be denied that the student's utterance is a manifestation of his comprehension. Perhaps the teacher just wants to hear any elucidation of the quotation, "*Do not ↑do unto others what you ↑don't want others to ↑do unto you.*" In other words, the teacher is not asking for its translation but certain form of explanation and/or delineation. Structurally, it is formulated through the use of an imperative. The introductory clause in line 1 is structured by beginning with a discourse marker, '*so*', plus a prepositional phrase, '*for Confucius,*' plus a declarative sentence, '*he is famous for his golden rule:*' This introductory clause conditions the mindset of the students that there is an ensuing rule or regulation. Line 2, "↑*What does that mean?*," directs them on what to do, i.e., to provide a meaning to it.



As regards the sequence organization, clearly it follows a question/answer relationship. This is done typically by the teacher who asks a question while the students play the role as response-seekers. Line 4 signals that the teacher needs another response without stating that she does not like the previous answer by stating *“Yan you translated it.”* The lines, *“O, ↑what does it mean?,”* and *“Hm::mm, What, =what ↑does it tell us, the golden rule, ha? ↑,”* respectively seal the claim that another answer is sought by the teacher. The explanation provided by MS6 in line 8 satisfies the question of the teacher. This is also confirmed by the teacher in lines 9 to 12 expounding more on what the golden rule is all about. MS6’s utterance is structured using a conditional clause, the if-clause, *“If you ↑done something to someone,”* plus a main clause, the result-clause, *“they ↑will always repay you back.”* It is evident that the if-clause states the condition while the result-clause, the effect after meeting the requirement proposed by the if-clause.

However, certain grammatical rule has been violated in the utterance of MS6. This fuels another error that is pertaining to semantics. Therefore, it can be deduced that grammar and semantics are interrelated because of the ground that if grammatical structures are erroneously formulated, the chances are the intended meaning is lessened or worse they may convey a different meaning other than the intended one. In short, meaning making is jeopardized. Hence, repair must be made. In grammar, an if-clause that is in the present tense must be paired with a main clause that is in the future tense. Therefore, if this rule is observed, then the utterance of MS6 must have been this: *“If you do something to someone, it will always come back to you.”* This utterance exhibits the correct grammar rule for conditional and observes completeness of thought and idea. The verb, ‘do,’ in the if-clause is in the present tense while the verb phrase, ‘will always come back,’ is in the future tense.



Definitely, the teacher noticed the problem on grammatical structures that is why she repaired it by not mentioning it before the class. Perhaps, the teacher did not want the child to be a fish out of water, a situation where that student can be put into shame once his error was pointed out. Before repairing the problematic utterance of MS6, the teacher found time to acknowledge his response by stating “Yes, ha, ↑ *It has a principle of Karma, ha?* ↑.” This line provides an assurance that the answer seems to be acceptable and comprehensible enough. In other words, the student was able to negotiate the intended meaning.

Lines 10 to 11 are the indirect initiated repair provide by the teacher. The initiated repair is structured in a that-clause, “*That whatever you ↑ do bad to other people, ↑*” plus a main clause, “*it will ↑ come back to you, ha?*.” However, the counterpart for this initiated repair is structured by starting it with a discourse marker, ‘so,’ plus a whatever-clause plus a main clause. In prescriptive grammar these lines would also be questioned because of the fact that it does not follow the grammatical convention. Though these lines do not follow the structure of an if-clause, still the repair initiated was closely similar to the utterance provided by MS6.

MorAudia-Gutierrez (2013) found that code mixing of two languages was used most of the time in employing support strategies to rephrase information read. Thus, code-switching and code-mixing were among the many forms of communication strategies second language learners may resort to whenever they were groping for L2 vocabulary or expression. This can be interpreted as one of the coping strategies of the learners in order to convey their thoughts, ideas, emotions and etc. In a way, the student still negotiate meaning.

Aside from the critical issue on the controlling power mentioned under text 1, text 5 also demonstrates another critical concern that is pertaining to the explanation provided by the ESL



teacher in lines 9 to 12. This seems to be an act of spoon-feeding the students on the part of the teacher. Perhaps, instead of providing an explanation, it would be just and appropriate to find ways and means so that students can provide more elaboration or explanation regarding the topic involved.

Another spoken discourse comprehension is exemplified in Text 6 below.

Text 6

1	T: ↑How can we describe the police there, = the authorities? They ar::e_____?
2	MFS: Irresponsible
3	T: Irresponsible.
4	What ↑else?
5	They ar::e?
6	MFS: Loser
7	T: Loser? ↑
8	Lazy.
9	MFS: lazy

Research findings revealed that comprehension of the ESL learner participants was also manifested in their use of circumlocution, i.e., exemplifying, illustrating or describing the properties of the target object or action. In this case, the student participants may use of paraphrasing, i.e., explaining the concept using their own words. This communication strategy can be used as a gauge on how far the learners understand the lesson, topic, subject or concept. Aware or not, the student participants who provide an example of what is being asked, illustrate something, and describe the characteristics of something were showcasing their understanding or comprehension which can be either grounded by the newly-learned L2 inputs or by their background knowledge.



What has been exemplified in Text 6 is the act of describing somebody. With the prompt of their teacher through asking the question, “↑*How can we describe the police there, = the authorities?*,” the students were able to describe the police in chorus. Additionally, line 1, particularly the end part of it which says “*They are::e _____?*,” hints the students to provide a one-word description of the police. The ESL learners were able to show their comprehension and negotiate meaning by describing the police and this was triggered by the hint provided by their teacher. Teacher’s prompts were structured using a wh-question sentence and an incomplete statement intended for students to finish it.

After the students have responded to the second prompt of their teacher, the incomplete thought became meaningful and complete. Question-response/answer is evidently the sequence organization of the text. Again, the teacher is the one asking questions while the students are the response or answer seekers. The students’ response to line 1 is a one-word description, ‘*irresponsible*,’ describing the police.

Line 3 exhibits another communication strategy to negotiate meaning, i.e., other-repetition. The teacher repeated the word ‘*irresponsible*’ to show that the response of the students was definitely correct. This repetition was done in a normal tone of the teacher’s voice. When the teacher is asking another response in line 4 with the same hint used in line 5, the students’ answer is a bit off the target description. The students’ response in line 6 does not fit to the description for the police in relation to the context, incident and course of action the latter has taken. Perhaps, that is the reason why the teacher repeated the response with a question mark that triggers a rising intonation. It would have been better if the teacher did not provide the sought answer/response in line 8 because in doing so the students were not given leeway to think of the appropriate response.



Text 6 above illustrates the same critical issue delineated in Text 1 and in the other foregoing texts. This issue is pertaining to the roles the students and their teacher portray in their teaching and learning endeavor. It is evident that lines 1, 4, 5, 7, and 8 take control of the teaching-learning undertaking while lines 2, 6, and 9 are controlled utterances.

The next indicator of spoken discourse comprehension of the ESL learners was the act of self-repairing their own utterances or speeches. This is illustrated in Text 7 below where the student presenter made some linguistic adjustment via self-initiated corrections.

Text 7

- 1 T: Heindrich?
- 2 Ssshhhh
- 3 →Ben, Chicko.
- 4 MS19: MA'AM,PASENSYA NA
- 5 T: Go.
- 6 MS5: On my own percep, [perceptives the writer's purpose...
- 7 MFS: →↑Maysakit kana.
- 8 ↑Makonsensya ka rin.
- 9 ↑Maysakit kana.] [I feel you.
- 10 T: Ssshhhhhh
- 11 Stop.]
- 12 FS: >Parang tanga si< Chi::cko.
- 13 T: O, continue Heindrich.
- 14 MS5: On my own ↑perceptives, I think that the >writer's purpose< for using personification in any of their (0.2) products as of poems, books novels or any genre are (0.2) they want us to easily understand and (0.2) comprehend <what they want us>, <what they want us to learn> in their ↑own products.

Self-repair is a communication strategy to negotiate meaning by making self-initiated corrections in one's speech. For instance, line 6 uttered by MS5 exhibits self-initiated correction when he reconceptualize the unfinished utterance, '*On my own percep*' into a more understandable



one, '*perceptives*.' The troublesome utterance, '*percep*,' is replaced with '*perceptives*'. This could mean that the L2 learner made use of his metacognitive prowess to monitor and double check his linguistic utterances as answers to the questions posed. Rahimian's (2013) findings revealed that the second language learner participants revised their linguistic output during meaning negotiation to achieve their communication goal. In addition, Tam (2016) found that negotiation of meaning is inseparable classroom undertaking that contains a trigger that signals the need to repair communication problems.

Structurally, the correction employed is a one-word utterance because the speaker was not able to utter the right word completely. Before he can continue expounding on his response, the teacher halted him because of the MFS utterances. These utterances were spoken both by male and female students who were in petty misunderstanding. The teacher asked them to observe silence by saying '*ssshhh, stop*.' The first utterance, '*ssshhh*' is an indicator that she wanted the class to be silent while the student presenter had the floor to respond to the question while the second utterance, '*stop*' seems to imply an authoritative order for students to stop whatever they were doing. When all were pacified, MS5 continued his response in line 14 where another self-initiated correction was also made but this time around in the form of a clause.

Structurally, there is no apparent troublesome with the trigger, "<what they want us>" but when MS5 rephrases it with an addition of an infinitive and a prepositional phrase, "<*what they want us to learn*> in their [↑]*own products*," it is clear that the speaker himself has identified the incompleteness of his idea that is why he corrected it right away by repeating the original trigger and by adding the needed structures.

Text 7 delineates the implied unfair treatment as to who always answer the queries of the teacher. This becomes a critical issue in this extract due to the fact that some students have



sensed the disparity treatment among them. Lines 7, 8 and 9 are among the indicators of this kind of treatment. Perhaps, some students indirectly questioned MS5 because the latter was always called to recite and to answer the inquiry posed by their teacher. For the ESL teacher to mitigate such concern, she should have devised a recitation strategy devoid of inadvertent or advertent favoritism.

Similar to the communication strategy demonstrated above is the act of correcting something in the interlocutor's speech. Text 8 below shows how this communication strategy is utilized in a dialogic engagement between interlocutors in negotiating the intended meaning.

Text 8

- 1 T: Persuasive speech =you are trying to persuade to make
your audience believe you. If I tell you that, for example, Vice
Ganda and Ion are not really boyfriend and boyfriend.
- 2 MS18: boyfriend and girlfriend
- 3 T: They are not boyfriend and boyfriend. ↓
- 4 ↑Do you believe me on that?
- 5 MFS: Yes
- 6 No
- 7 T: Some of you yes and some of you are no, because it is
really debatable if they are really in a relationship or not.

Correcting the interlocutor's speech is called as other-repair which negotiates meaning by providing corrections to someone's utterances. In the opening statement in line 1, the teacher is illustrating what a persuasive speech is all about and in the latter part the teacher provides an example of a conditional statement, *"If I tell you that, for example, Vice Ganda and Ion are not really boyfriend and boyfriend."* It appears that this utterance is just a condition without the main clause. However, it is not because the main clause is structured in the form of a yes-no question found in line 4.



Supposedly, following the grammatical format, parts of the conditional statement should be constructed in one linguistic utterance conveying a complete thought and idea. Since dialogue or conversation is an inevitable entity in any classroom undertaking, overlapping of utterances is a possibility to be, consciously or unconsciously, considered. However, what cut the teacher short before he could connect his main clause was the communication strategy employed by MS18, i.e., other repair, correcting the phrase, *'boyfriend and boyfriend'* into *'boyfriend and girlfriend.'* Either of the utterances has its own bearing and notion. Perhaps, on the student's perception and probably based on his background knowledge that when a boy has committed a relation to either male or female gender his treatment to that relationship is that of a boyfriend and girlfriend. On the other hand, with a practical notion of male to male relationship seems to be the basis of the teacher to reconceptualize the norm stating *'boyfriend and boyfriend.'* Thus, the teacher restated his previous utterance in line 3, *"They are not boyfriend and boyfriend."* This statement confirms that the previous utterance was intentionally constructed that way and there was nothing wrong with it on the perspective of the teacher. Thus, both perspectives, that of the MS18 and that of the teacher are based on their preconceived thoughts.

Line 4 is a yes-no question asking the students whether or not they believe on what the teacher has stated. Students' responses in lines 5 and 6 apparently show that they are confused because of the fact that the syntactic and semantic implications are absolutely new to them. This seems to be the reason why the students answered both, *'yes'* and *'no.'* However, line 7 justifies the students' response by elucidating that some of the students answered *'yes'* while some answered *'no'* because he said his statement is really debatable whether Vice Ganda and Ion are indeed in a relationship. Evidently, question/answer is the sequence organization employed in



this extract. This happens when two or more interlocutors are in a conversation and are exchanging inquiries and feedbacks.

The critical issue manifested in Text 8 is the passive role of the students in terms of initiating their own learning. However, their teacher has dominated the talk and manipulated the teaching-learning proceedings. Lines 1, 3, 4, and 7 are instances of dominating power because of the grounds that they control the possible responses of the students. To improve this scenario, perhaps it would be good if the dominance of teacher talk be minimized in order to provide equal opportunities for students to take control of their own learning. Of course, this suggestion is not to eradicate the presence of the teacher in the classroom but to recommend to cognize some pedagogical and learning strategies that are geared towards the realization of a humanizing teaching-learning environment.

Research findings revealed that spoken discourse comprehension was also manifested when ESL learners indulge in the act of self-repeating their responses. Self-repetition is a communication strategy to negotiate meaning by means of self-repeating a word or a string of words immediately after they were said. This study found at least four reasons why ESL learners repeat their responses or answers. These reasons are the indirect request because of unclear utterance, the direct request of someone to repeat the utterance again and again, the notion of teasing someone or kidding aside, and the idea of emphasizing something.

Texts 9, 10, 11, and 12 below illustrate each reason. Text 9 below illustrates how an indirect request can be done by utilizing a rising intonation triggered by a question mark.

Text 9



- 1 T: You reside where?
- 2 MS25: Samatadd
- 3 T: Street? ↑
- 4 Batad? ↑
- 5 MS25: Samatadd Sir.
- 6 T: Samatadd Street?

Particularly, lines 2 to 5 have exemplified this. When the student (MS25) answered the question of his teacher regarding his residence, the teacher was not able to hear the response, ‘*Samatadd*,’ clearly. This prompts the teacher to utter the words in line 3 (*Street?* ↑) and line 4 (*Batad?* ↑) both in rising intonation. This rising intonation seems to be an indirect request asking the student to repeat his response. Realizing that his teacher needed to hear his response once again, the student immediately repeated his response by saying ‘*Sammatadd Sir*.’

It is clear that the student exhibited comprehension by responding to the ESL teacher as a form to negotiate meaning. This only shows he understood the underlying meaning of his teacher’s utterance. In line 5, the teacher confirms that he hears now, loud and clear, the student’s response through the use of other-repetition, a communication strategy to negotiate meaning in any dialogic engagement that repeats something what the interlocutor has said.

Meanwhile, one interesting linguistic structure or perhaps feature too is found in line 1 of Text 9. Syntactically, it is a statement in form; however, it functions as an interrogative asking for the residence of MS5. Although it does not observe the grammatical convention, still the intended meaning is understandable.

Although it is just a short conversation and it seems only incidental in nature, still it provides an insight on certain critical issue on who asks always the question and



who responds to it. Lines 1, 3, and 6 indicate that the ESL teacher is the one who always formulates inquiries while lines 2 and 5 are evidences that the student just play the role of response-seeker. The sequence organization, question/answer, utilized in this extract seems to be passive because the students are not given a leeway to formulate inquiries even in some other parts of the transcript. Perhaps, the ESL teacher, together with the students, should strategize teaching and learning gambits that would provide equal opportunities for all parties involved.

Text 10 below shows how a direct request to repeat an utterance can be dialogically done in order to negotiate meaning using such communication strategy.

Text 10

- 1 T: That is the focal point of your speech.
- 2 ↑Can you please tell your seatmate "focal point."
- 3 MFS: focal point
- 4 T: One more time. Pakisabi, focal point.
- 5 MFS: focal point.

Unlike the strategy employed in Text 9, direct request provides explicitly the intended meaning to be negotiated. This is to say that direct request can be structurally constructed in the form which observes the grammatical convention for making requests. However, a sample of direct request in line 2, "↑*Can you please tell your seatmate "focal point."*" poses an issue on the use of the auxiliary modal, *can*. Modal *can* does not fit to the structure of polite direct request because it entails the notion of ability to do something. Perhaps, the teacher was not able to cognize the appropriate modal to be used.

More precisely, modal verbs such as *will* and *would* grammatically fit to the structures for making requests. Or, simply taking out the modal verbs and maintaining only the polite word,



please, plus the remaining imperative structure serve the purpose of polite direct request. Although the word, *can*, created a structural and semantical trouble, still the intended meaning had been decoded by the students. This is illustrated in line 3 when students (MFS) responded to the polite direct request by telling their respective seatmates 'focal point'. Self-repetition was observed when they were told by their teacher to say it to their seatmates once again. Line 5 is the self-repeated utterance that triggered the polite direct request.

The critical issue in Text 10 is the notion of whether or not the students understand the phrase '*focal point*.' However, either way is not confirmed in the sample extract. What has been understood by the ESL learners is the instruction in the form of a request. Thus, although the phrase '*focal point*' has its referent still it must be elucidated further for a better comprehension to prosper. In the same manner, the purpose of telling it to their seatmate should also be clarified so that students would not find themselves in confusion.

Text 11 demonstrates how the notion of teasing someone or kidding aside transpired to negotiate meaning in an ESL dialogic classroom.

Text 11

- 1 T: Parang yong taho diba↑ just like the taho.
- 2 MFS: Taho::ooo, tahoo::oooo
- 3 ((Students are kidding in chorus.))
- 4 T: Pag nasa labas ang daming tumatawag ng taho pero
alam mo yong taho na palagi mong binibilhan.
- 5 Diba? ↑

Injecting humor in any classroom undertaking creates a light and lively atmosphere which in turn provides students a comfortable stance while engaging in any teaching-learning activities. In other words, classroom undertakings devoid of humor dive into a dull and boring



educational space which could potentially affect students' learning. Line 1 becomes the basis for students to kid aside, particularly the word '*taho*' which is commonly heard ubiquitously every time '*taho*' vendors shout '*tah:o*' to sell their product.

Lines 2 and 3 signal that the students are familiar with the '*taho*' and that they uttered it in an elongated manner to kid aside and tease each other. Lines 4 and 5 provide hints that the teacher is open for the possible inclusion of kidding aside and teasing (or cracking jokes) because she was not angered by the students' actions. Perhaps, she and her students have already developed rapport among them. Building rapport means they have fostered a good relationship with another.

Structurally, the repeated utterance is composed only of a single word that is uttered in an elongated manner. The involvement of elongation or stretching of sound seems to be a notion of roleplaying the utterance of the actual voice '*taho*' vendors. Other communication strategies employed in Text 11 are the act of language switching and translating from one language to another language. These are actually depicted in lines 1, 4 and 5 respectively.

The only critical issue on Text 11 is the fact that the ESL teacher dominated the talk. Lines 1, 4 and 5 predicate the claim stated above. Perhaps, the teacher just wanted to clarify everything regarding the present lesson that is why she was unmindful of the domination she has imposed either advertently or inadvertently. To mitigate this issue, both parties should craft certain teaching and learning strategies that provide parity-laden opportunities for all.

The last but not the least reason why self-repetition transpired in ESL classroom is the idea of emphasizing something. This is exemplified in Text 12 below.

Text 12

- 1 T: They map out their ideas in a visual manner, MAP OUT.
- 2 ↑What's the purpose of a map?



- 3 (8.0) T::o...
- 4 MFS: To GUIDE, to GUIDE.
- 5 T: To give direction, so through the use of graphic organizers, we are ahh...→our ideas in mind ↑are given directions, okay? ↑
- 6 Mas naoorganize yong ideas natin, mas alam natin kung saan papunta yong ideas natin through the use of graphic organizers, because in mind, masyadong ano, masyadong malawak yong ideas na meron tayo so if we are not... ahhhh =through the use of graphic organizer, we simplified the ideas in our mind.

To repeat something is to emphasize that something. This is demonstrated in line 4 when the students repeated the word, guide, in a loud voice. The loudness of the voice in utterance is indicated by capital letters. Structurally, the self-repeated utterance is made up of an infinitive. The students' response was triggered by the clues provided by the teacher in lines 1, 2, and 3. Line 1 provides hint on the function of graphic organizers, specifically a map. Line 2 drives the students to cognize on the purpose of a map while line 3 signals that the sought response is composed of an infinitive.

Although students' response, '*to guide*,' is not the exact structure sought by the teacher, still it is a manifestation of students' syntactic understanding. Apparently, line 5 seems to be a proof of the foregoing claim that the response, to guide, is not the actual structure in the mind of the teacher. Nevertheless, certain amount of similarities between the provided structure and the actual structure does exist. This is because they share common linguistic feature. To guide entails a sense of giving direction and to give direction offers a sense of guiding someone toward certain place or destination. In addition, lines 5 and 6 are the teacher's elucidation of the function and features of graphic organizers.



The critical issue that the Text 12 above shows is the same concern as the other foregoing texts, i.e., the dominance of teacher talk. Lines 1, 2, 3, 5 and 6 are the teacher's utterances that dominate the talk while line 4 is the only utterance of the students. This critical issue has already been delineated in the previous discussion.

Spoken discourse comprehension was likewise manifested in the act of answering yes-no questions for confirmation, i.e., requesting for confirmation that the ESL learner heard or understood something impeccably. Text 13 illustrates this manifestation.

Text 13

- 1 T: So, everybody listen. You are ↑going to listen to the song and then as you listen to the song, imagine, you ↑have to imagine the things that you have ↑to accomplish.
- 2 >Is that clear?<
- 3 MFS: [Yes.
- 4 T: Okay, so, ↑are you ready to listen?]
- 5 MFS: Yes.
- 6 T: ↑Are you ready to listen?
- 7 MFS: Yes, we ↑are.

Answers to this communication strategy are either yes or no. ESL learners would say 'yes' to signal that they understand the language input; whereas, they would say 'no' if they do not. Answering either 'yes' or 'no' to yes-no questions is a communication strategy to negotiate meaning confirming what is being ask. It is to be noted, however, that the responses of the students are contextually dependent. Text 13 illustrates this strategy, particularly lines 3, 5 and 7.

Structurally, lines 3 and 5 are identical and are shortened version of line 7. Line 2 asks the students whether the instruction provided by their teacher in line 1 is clear. Definitely, the word, clear, denotes understanding or comprehension of the information given. The word, 'yes,'



as a response confirms affirmatively that the students have understood the teacher's utterance. This is also the case of lines 5 and 7 where the teacher asks whether the students are ready or not. Their difference lies only on their structural construction. Line 5 is formulated using only a single word while line 7 is structured in a more formal way.

The critical issue involved in Text 13 is also the same with the concern delineated in the previous texts, i.e., the students' and teacher's role in the conversation. Students' role in the talk seems to be so passive for they are just responding to their teacher's inquiries. Perhaps, it would be a good dialogic practice if students are given chances to initiate the act of asking questions. In this way, students can be so active and interactive in their quest to learn something.

Similarly, when students answered 'no' to a yes-no question that seeks for confirmation, the response does its function, i.e., to confirm negatively. Text 14 illustrates this contention.

Text 14

- 1 T: Will you please ↑give me an example of a situation in the past.
- 2 Yes, Jamila? (5.2) Larson? (12.2) Christine?
- 3 FS6: I lived in Cebu for ten years. ↓
- 4 T: Okay, I lived in ten, =in Cebu for ten year.
- 5 Okay, what does it ↑mean?
- 6 ↑Is that person ↑still living in Cebu?
- 7 MFS: NO.
- 8 T: No.

Specifically, line 7 shows this line of thought which confirms that the person is not living in Cebu anymore. The students were so confident with their response, 'NO,' because they uttered it in a very loud voice which emphasizes something. This response has been triggered by the



provided sample statement that already happened in the past. In other words, the action is already completed in the past. This notion is hinted not only by the simple past tense of the verb, ‘*lived*,’ but also by the time expression in the past, ‘*for ten years*,’ which also denotes a certain duration of time in the past.

Teacher’s feedback, ‘no,’ in line 8 also confirms that FS6 is not anymore living in Cebu. This reaffirms that the students were able to negotiate meaning and eventually manifest their comprehension. The sequence organizations that are evident in this extract come in two forms: 1) request/acceptance and question/response/answer. Lines 1, 2 and 3 comprise the request/acceptance organization while lines 5, 6, 7 and 8 the question/response/answer organization.

The critical issue involved in Text 14 is the same with the concern raised in Text 13. Thus, it does not have to be discussed further.

The next manifestation of spoken discourse comprehension was the act of guessing which is similar to asking for confirmation but the latter exhibits greater degree of certainty in relation to key terminology or point being asked while the former involves a sense of hesitation and uncertainty. Text 15 below demonstrates the act of guessing which is largely controlled by the ESL teacher participant because of the fact that she is the one initiating the process.

Text 15

- 1 T: In class, Julia was so cantankerous that her grumpy behavior negatively affected everyone. ↓
Cantankerous, hmmm.
- 2 ↑Have you encountered this word?
- 3 FS3: Sorry po Ma’am.
- 4 T: H(h)a?↑
- 5 Hahahahaha, hmmm?



- 6 O, sigeng nga, any guess?
- 7 MS10: Behavior?
- 8 T: Ha? ↑
- 9 ↑What do you think is the meaning of the word?
Grumpy behavior negatively affected everyone. (3.0)
grumpy.
- 10 FS4: Hyper.
- 11 T: Hyper?
- 12 Hmmmm, yes?
- 13 FS5: Easily annoyed.
- 14 T: Easily angry?
- 15 FS5: Easily annoyed.
- 16 T: O, ah easily annoyed.
- 17 Okay, o, moody.
- 18 O, let's see, cantankerous means grouchy or ill-
tempered. ↓
- 19 O, What's ill-tempered? ↓
- 20 Malapit-lapit yong sagot ni ano ni Samera. ↓
- 21 Ill-tempered it means you easily get angry, you
easily get mad.
- 22 Makanti ka lang ng konti galit kana agad,
nagpapaliwanag lang naman.
- 23 Ha? ↑
- 24 If you are cantankerous, the way you talk is like
you are, it's like you are always having quarrel with
someone. ↓
- 25 Ha? ↑
- 26 Okay, so, ill-tempered, grouchy.

Particularly, lines 1, 2, 4, 5, and 6 are basically the prompts which are utilized by the teacher to direct the students to guess the points or ideas she wanted them to embody just to show that there is understanding or comprehension of the lesson at hand. Lines 7, 10, 13, 15 are the students' guesses as to what the definition of the unfamiliar word, *cantankerous*, is all about. Out of these lines, lines 13 and 15 of FS5 are the correct guesses for the word while the other lines are just quite close to the meaning of the unfamiliar word. Her guess was confirmed by their teacher's utterance in lines 14, and 16 to 26. Thus, an act of guessing the definition of an



unfamiliar term has to be confirmed correct by the teacher in order for it to become a manifestation of spoken discourse comprehension of the ESL learners. How the students execute the guessing part is a form of negotiation of meaning which in turn reveals their comprehension.

Aside from the issue on the students' and teacher's roles and the dominance of teacher talk, one critical issue that has to be delineated in Text 15 is the notion of providing the answer and explanation. Perhaps, it would be better if answers, even questions, should be thought of and posed by the ESL learners. Lines 1, 2, 4, 5, 6, 8, 9, 11, 12, 14, and 16 to 26 illustrate the critical issues.

This study also found that *expressing non-understanding* is another manifestation of spoken discourse comprehension was utilized by the ESL learners to show that they do not know exactly the response sought by their teacher or they just forget the previously tackled lesson. Text 16 demonstrates this manifestation.

Text 16

- 1 T: (6.1) ↑What are the three theories of or about
=what's that?
- 2 →Speech act?
- 3 Bonna?
- 4 MS24: Nakalimutan ko po Sir.
- 5 T: Oh, ask somebody to help you.
- 6 Lo, il, per.
- 7 Liza could /ng/...tionary.
- 8 You? /ng/ —tionary.
- 9 FS4: Diko nga alam e.
- 10 T: Okay, the first one is locutionary.
- 11 Everybody, say locutionary.
- 12 MFS: Locutionary
- 13 T: NEXT, illocutionary
- 14 MFS: Illocutionary
- 15 T: and the perlocutionary.



For instance, MS4 expresses in line 4 that he cannot remember the answer to his teacher's question. In other words, he already knew the answer but could not remember it. This is a direct expression of no understanding and in a way it is a form of negotiating meaning, i.e., non-understanding. Additionally, an ESL learner explicitly stated in line 9 that she does not know the answer by saying "*Diko nga alam e.*" Due to these responses the teacher perhaps lost his patience and started to provide the answers to the question he has asked. Apparently, this is one form of what Freire (2000) termed as '*banking system*' where the teacher deposits information to the repository, the students, through spoon-feeding. Lines 10 to 16 are evidences of directly spoon-feeding information the students. Evidently, the turn taking still revolved around the initiation on the part of the teacher while students' class participation was controlled and their learning seemed to be manipulated only by the teacher. Turn design of expressing non-understanding in this particular extract is in the form of a declarative sentence which is constructed using the L1 of the ESL learners.

Another manifestation of spoken discourse comprehension was embodied when the ESL learners perform the act of *discussing, explaining and defining some key words and concepts* under scrutiny. Text 17 demonstrates this manifestation and how meaning is negotiated across the interlocutor.

Text 17

- 1 MFS: LOVE REQUIRES SACRIFICE ALWAYS.
- 2 T: Agree or disagree?
- 3 MFS: Agree.



- 4 T: Agree, okay.
5 Explain.
6 Hmmm.
7 ↑Why do you agree?
8 Ay, it's always Aron.
9 Another one, ha?↑
10 FS10: Ma'am si Edison.
11 T: Samiray, you want to say something?
12 O sige, louder anak ha? ↑
13 FS11: When you love someone
14 ((Her classmates are teasing her.))
Nakarecord yan ma'am?
15 FS11: If you love someone, you need to
sacrifice.
16 T: Kayo naman eh.
17 Of course, in loving, it is a...we can
always equate that with sacrifice,
18 diba? ↑

Discussing, explaining and defining topics, concepts and terminologies is a communication strategy to negotiate meaning where ESL learners exhibit their comprehension via the use of discussion, explanation and definition techniques. Student participants demonstrated this in presenting their language outputs as a group or as an individual. Text 17 illustrates the act of explaining something particularly in line 15 where FS11 provides her own view of line 1. Though line 15 of FS11 is just a one-liner explanation still the intended meaning of line 1 is also capsulized in it.



Structurally, the explanation given by FS11 follows the format of a conditional statement. It begins with an if-clause, “*If you love someone,*” and ends with the main clause, “*you need to sacrifice.*” Although this line of an ESL poses a grammatical trouble for it does not follow the grammatical convention in constructing conditional sentences still the intended meaning is present. The sequence organization that is available in this extract is the question/answer/response. As with the other extracts delineated above, the turn-taking was in the control of the teacher. For example, in line 2, the teacher asks a question with two alternatives as possible responses while the students are directed to cognize their response. Line 11 introduces another instance of a sequence organization which asks a yes-no question but the response provided is not either a ‘yes’ or ‘no’ but it is a sort of explanation that is actually the indirect intended intention of the query. Perhaps, this is because FS11 understood the intended meaning of the informal yes-no question. Line 17 affirms that the explanation of FS11 as to what the quotation is all about is definitely correct.

Research findings also revealed that spoken discourse comprehension was manifested when ESL learners are expressing certain emotions, feelings, ideas, claims etc. Text 18 exemplifies this manifestation and how it is negotiated.

Text 18

- 1 TS: ((Students and the teacher are praying)). (22.8)
- 2 T: Good morning!
- 3 S: Good morning, Ma’am ____.
- 4 T: Take your seat.
- 5 S: Thank you.
- 6 T: Okay, let us have our attendance.
- 7 Group 1.
- 8 S: Good morning Ma’am ____, good morning classmates. I’m happy to tell you that all of members are



all present.

9 T: Very good.

10 MFS: ((Clapping of hands)).

ESL learner participants resorted to this communication strategy in order to share their personal reactions to something. Transcribed data yielded three avenues in expressing certain, emotions, feelings, ideas, claims etc. These are the use of direct verbal expression, such as, *'I am happy to tell you that...'*, the use of linguistic utterance, *'hahahaha,'* and the use of meaningful actions such as *'clapping of hands.'* Text 18 shows how the verbal expression is employed to express emotions or feelings. This is exemplified particularly in the second sentence of line 8. Evidently, the sequence organizations utilized in Text 18 come in the form of greeting/greeting, offering/acceptance/appreciation, and request/acceptance.

Greeting someone is also a manifestation of spoken discourse comprehension. This is because the speaker exhibits a contextual understanding of the time of the day and the notion of the linguistic expressions or terminologies employed. Greeting/greeting organization is observed in lines 2 and 3 where the teacher greeted the students after a prayer has been uttered as indicated in line 1. In return, the students greeted back their teacher.

The turn designs employed by both parties are similar. However, the students added a direct address at the end of the greeting, *'good morning.'* Uttering a prayer is also a manifestation of spoken discourse comprehension. This is because the students and the teacher communicate to God Almighty so that their teaching and learning undertaking would be successful. One notion that must be inherent in communicating ideas is the fact that the speakers should have an understanding of the lines or speech they are going to deliver in the first place. Whether the speech is a memorized or not, still the fact remains that there must be an understanding of the lines.



Turn taking is initiated and controlled by the ESL teacher participant while her students act as the plain recipients of messages. Lines 4 and 5 demonstrate the offering/acceptance/appreciation form of sequence organization where the teacher made an offer to the students to sit down while the students accepted it and appreciated it by stating *'Thank you.'* Line 6 is an indirect request of the teacher to start presenting the number of absentees of the day. After the group leader greeted her teacher and her classmates, she happily announced that all of her group members are present. Although these forms of sequence organization are considered as part of the daily routine activities before the lesson proper begins, still they cannot be discounted for they are, in one way or another, part and parcel of the ESL teaching and learning endeavors.

In addition, Text 19 illustrates how the linguistic utterance, *'hahahaha,'* has surfaced to express emotions or feelings.

Text 19

- 1 MS4: Ma'am, nakakapunta ↑ba sa Great Wall of China ang mga turista?
- 2 T: Yes, it is, =it is one of their tourists' spots, ha? ↑
- 3 It's open for public to (0.2), =for tourists t::o ↑go there.↓
- 4 <You wanna go?< ha? ↑ hahahahahaha
- 5 MFS: Hahahaha
- 6 T: Hahahhaha.

Apparently, turn-taking in line 1 is initiated by a male student (MS4) who asked his teacher if tourists were allowed to go to the Great Wall of China. Teacher's response in line 2 confirms that tourists were allowed to go there because of the fact that Great Wall of China is their tourists' spot. This response was made right after the teacher noticed that the yes-no question had ended.



The turn-design of line 1 is a combination of a direct address and a yes-no question constructed through the use of two codes, i.e., Filipino (L1) and English (L2) while the structural composition of the teacher's response is composed of a formal response to a yes-no question plus a declarative sentence to support her answer and linguistic utterance 'ha?'. This linguistic utterance, 'ha?', seems to be an informal tag-question. It is informal because it deviates from the grammatical convention. If it is strictly following the grammatical convention, then the construction would *"isn't it?"* instead of 'ha?'

Lines 3 to 4 add additional support to the teacher's response, particularly line 3 which states that the Great Wall of China is open not only for the public but also for the tourists who want to go there while line 4 is a combination of an informal yes-no question plus the linguistic utterance, 'ha?', which serves to amplify the yes-no question and the linguistic utterance, 'hahahahaha,' that serves to make the teaching and learning undertaking light eventually full of fun. Not only learning must be fun but also the way the teacher teaches the lessons to the students. This is demonstrated in lines 5 and 6 where the students were laughing with the teacher and vice-versa. This expression of emotions or feelings of the interlocutors connotes that they both shared a common understanding or comprehension and they negotiated meaning by employing the linguistic utterance.

Moreover, the use of meaningful actions, for instance the *'clapping of hands,'* also expresses feelings and emotions. Text 20 illustrates this manifestation of comprehension.

Text 20

- 1 T: Oh, sige. ↑Who's the funniest speaker (2.0) in the Philippines?



- 2 MS17: Bayani
3 T: Okay, Bayani Agbayani.
4 →Oh, he has a different taste, no? ↑
5 Okay, ↑ can you please appreciate that?
6 Let's clap okay.
7 MFS: ((Students are clapping their hands)).
8 T: So, Bayani Agbayani is one of the funniest
entertainer.

Unless the intention is genuine, clapping of hands entails appreciation or happiness on the part of the persons who are performing it. Text 20 illustrates this scenario particularly lines 5, 6 and 7. Lines 1, 2, 3 and 4 are the initial utterances leading to the focal point of expressing appreciation through understandable gestures. However, findings of this study are limited only to the gesture of clapping the hands which is an action with an accompanying sound. The act of clapping seems to be the process of negotiating meaning, i.e., expressing genuine appreciation.

The sequence organizations that are present in this extract are question/answer and request/acceptance. Lines 1, 2 and 3 exhibit the question/answer organization. Specifically, line 1 asks a question on who is the funniest speaker in the Philippines while line 2 answers the query. Line 3 seems to confirm the response made by MS17. Line 4 is a teacher's description of MS17 taste vis-à-vis his taste regarding the notion of funniest speaker. Line 5 is a direct request for students to appreciate what has been done by MS17 while line 6 is an inclusive form of imperative sentence which gives order in a polite manner.

The peculiar notion of the contracted form '*Let's*' entails inclusivity which means that the speaker and his interlocutors are going to do whatever is ordered. Line 7 is the realization of the teacher's polite request and inclusive order while line 8 is a conclusion that Bayani is not the only funniest entertainer/speaker in the Philippines. The act of clapping of hands by the students showed that they fathomed the intended message of their teacher. That is the reason why they did



it. However, perhaps, the teacher had a lot of qualified answers at the back of his mind when he asked the question in line 1. But because the response of MS17 is Bayani Agbayani, the teacher had to process it and eventually considered it as one of the many possible answers.

Additionally, the teacher took control of the turn-taking where he dominated the talk while the students were just waiting for their teacher's cues as to when to talk and in this extract when to clap as a gesture of appreciating the effort done by their classmate. Teacher's cues come in two forms: direct and indirect. Direct cue is utilized when the teacher explicitly instructs the students what to do just like in lines 5 and 6. However, indirect cue is employed when the teacher implicitly instructs the students to do something just like in line 1 when the teacher asked something and MS17 responded it immediately without giving his teacher a chance to call a student's name to answer a query.

The structural compositions or the turn designs utilized in Text 20 are likewise a mixed of two codes woven together. For instance, line 1 employs a distinct utterance, "*Oh, sige,*" that is a Filipino linguistic expression while connecting it with an L2 utterance asking for someone. Likewise, the inclusion or insertion of Filipino terminologies seems to be an integral part of ESL teaching and learning. Line 4 shows how the insertion has been employed. The word '*no,*' inserted at the end of a declarative sentence is not an English word but it is a Filipino word indicating a sense of an informal tag-question which can be treated as a form of yes-no question. The teacher sought a confirmation from his interlocutors that MS17 has a different taste when it comes to the concept of the funniest speaker in the Philippines. Although it conveys meaning, line 5 seems to be problematic in terms of its grammatical structure. This grammatical trouble is positioned by the use of the modal, *can*, instead of using the modal *would* or *will* which seem to be more appropriate in constructing requests.



The structural composition of line 6 exhibits a notion of mutuality, one of the principles of dialogic engagement. This is because of the term, *us*, in the contracted form '*let's*'. In line 8, the discourse marker, 'so', is used to indicate that what it follows is a concluding statement.

Research findings also revealed that spoken discourse comprehension can be manifested in message abandonment. Text 21 below illustrates this manifestation particularly in line 3.

Text 21

1	T:	↑What does it mean beheaded?
2	MS23:	Gaganunin gigilitan.
3	MS24:	Tatangalan ng ...
4	T:	Gaga(h)nunin hahahahaha
5		Ha? ↑
6		Puputulan ng leeg.
7		Ha? ↑
8		Beheaded, okay? ↑

MS24 was not able to complete his response in line 3 perhaps because he inadvertently forgot the right term though it is very common and simple. However, this does not mean that he does not understand what he was saying. It would be seemingly all right to say that MS24 demonstrated a partial comprehension based on his incomplete utterance. This incomplete linguistic utterance is augmented by the ESL teacher in line 6. Teacher's linguistic augmentation exemplifies that she fathomed completely what MS24 wanted to say or convey in line 3. Thus, it can deduced from the delineation above that partial or incomplete linguistic utterance can possibly trigger holistic comprehension in a context where the message recipient or the interlocutor is able to process the utterance successfully. In this sense, the act of message abandonment reflected the form of partially negotiating meaning.



Turn-taking in this extract is unconsciously or consciously controlled by the ESL teacher through her pedagogical principles in teaching and learning. The teacher initiated this control by asking a closed-ended wh-question to her students. In asking such questions, students were directed to a single correct response. No other answer or response would suffice to the query posed. Thus, this type of questions adds a controlling power in the court of the teacher. It seemed that the ball was in her court all the time due to the grounds that students were, in the first place, not given any freedom to generate and ask their own inquiries/questions, which are also palpable in the previously delineated texts or extracts, nor were they provided opportunities to take control of their own learning.

For sequence organization, question/answer is exhibited in lines 1, 2, and 3 where the teacher poses an inquiry in line 1 while MS23 and MS24 provide their answers in lines 2 and 3 respectively. This form of an organization seemed to be a dehumanizing act positioning unfriendly effects on the part of the students, consciously or unconsciously planned by their teacher. It seemed to be dehumanizing because the students were always arrested by the fact that they were always playing the role of being the message recipients and information repositories. In this context, the co-construction of meaning had been undermined.

Turn-design of line 1 is a wh-question with an addition of the term being scrutinized. Structurally, there is a syntactical and grammatical problem posed by the utterance, “↑*What does it mean beheaded?*.” This is exhibited by the term, *beheaded*, right after the complete and meaningful query, “*What does it mean?*.” Perhaps the teacher did it this way because of the fact that she wanted to clarify as to what the word ‘*it*’ refers to. By adding the actual word, ‘*beheaded*,’ rest assured that the students were provided the term being asked. The act of adding the word right after realizing that the term, *it*, in the wh-question has no referent is a form of



repairing the insufficient utterance. Thus, the question, “*What does it mean?*” can be structurally correct but semantically insufficient when the referent of ‘*it*’ is not presented.

The response of MS23 in line 2 is constructed purely in LI, i.e., a Filipino language. The word, ‘*gaganunin*’ is also structurally acceptable but semantically insufficient. That is why MS23 immediately added the right term, ‘*gigilitan*’ so that the intended meaning would be holistic.

Another manifestation of spoken discourse comprehension was triggered when the teacher utilized comprehension check as a communication strategy to negotiate meaning in a dialogic engagement. Text 22 exemplifies this when FS15 answered the question posed by her ESL teacher in line 1.

Text 22

- 1 T: →So, the bamboo tree was wiser. ↑Why do you think that the bamboo tree is wiser than the mango tree?
- 2 Yes, Jadelyn?
- 3 FS15: Bamboo tree is wiser than the mango tree because, =because bamboo tree, bamboo tree was able to survive against the wind.
- 4 T: Very good.
- 5 The blow of the wind.
- 6 What ↑else, Heindrich?
- 7 MS2: Bamboo tree is wiser because if you noticed it is not rigid instead it stand with the calamity.
- 8 So, it bends its () , =it bends its body, and let the wind have its sway.
- 9 T: Yes, actually, it’s not the body but it’s head.
- 10 Right? ↑
- 11 We are ↑so humbled enough to accept or we are strong enough to accept whatever problems that we mi::ght encounter.



Specifically, line 3 illustrates that FS15 was able to showcase her comprehension when she explained the reason why the bamboo tree is wiser than a mango tree. Turn-taking in this extract is also controlled by the ESL teacher who initiated the dialogic engagement by asking a wh-question. As regards sequence organization, Text 22 illustrates question/answer and with the inclusion of appreciation for correct responses and an additional elucidation of the query.

As in the case of the foregoing sample texts, the role of the students was characterized as response seeker while the teacher as inquirer. When it comes to the turn designs, line 1 is a combination of a conclusion which concludes that bamboo tree was wiser plus a wh-question which asks why is it wiser than the mango tree. Line 2 is an act of calling a student to respond to the question. The word, 'yes,' seems to be a form of an acceptance of the possible willingness-to-answer gesture of FS15. Perhaps, the student (FS15) was raising her hand as a sign to respond to her teacher's inquiry. The direct address following the word, 'yes,' completes the turn of the ESL teacher while it is also the signal for FS15 to start expressing her own understanding regarding the question posed. Line 3 completes the question/answer form of sequence organization.

Structurally, it is constructed through a combination of a claim plus the reason of such claim. The clause "*bamboo tree was able to survive against the wind*" is a metaphor which means that Filipinos are pliant and resilient who can to surpass and overcome the trials, hardships and tribulations that beset them like a bamboo surviving the test and force of strong winds. It likewise entails that the mango tree was not able to stand against the wind.

Line 4 is an expression of appreciation to the response made by FS15 and it denotes that the answer is correct. Line 5 seems to repair the phrase '*the wind*' into "*the blow of the wind.*" Perhaps the teacher wanted to emphasize that it is not just a simple wind but a wind which is



strong, forceful and antagonistic. That is why she used the term '*blow*.' Line 5 indicates the end of the turn while line 6 initiates the start of another turn by seeking or asking for another response aside from what has been given by FS15.

The direct address used by the teacher after her question signals that her turn is over and the MS2 immediately frame his own explanation on how come that the bamboo tree is wiser than the mango tree. MS2 in line 7 provides first a sort of description of the bamboo by stating that the bamboo is not that rigid but it overcomes the natural calamity. He then reasoned that the bamboo is wiser because of it bends every time the wind blows. MS2 self-repeated his response particularly the clause "*it bends its ()*" perhaps due to the missing term and eventually self-correct it into "*it bends its body*" after realizing the term body would fit in the incomplete clause. The ESL teacher accepted the response but she corrected it by stating that what bends is not the body but the head of the bamboo. She followed up her statement with a single word yes-no question, 'right?' to seek for confirmation that what she stated was definitely correct.

But the students were not given chance to respond to their teacher's question because the latter continued talking in line 11. This instance can be understood as part of the teacher's dominating power in an ESL classroom. Cognizant of the embedded metaphor in the line "*the bamboo is wiser than the mango tree*," the ESL teacher took the time to explain that Filipinos are humble and strong enough to accept and overcome problems in life. Although the teacher has her point in correcting the student's answer, still the response of MS2 cannot be discounted nor undermined because it is also a fact that the bamboo can bend a part of its body whenever strong wind blows.

Research findings also revealed that spoken discourse comprehension of ESL learners is manifested when their teacher is asking or requesting someone to do something and the former



do it correctly whatever is requested or ordered of them. Text 23 a sample extract from the transcript demonstrates this manifestation.

Text 23

- 1 T: ↑Next, (12.1) =will you please read,
 ↑Brent?
2 ((productive noise))
3 MS2: The blanket wraps around it arms.
4 T: ↑Who wants to try? Yes, Shantei? (20.3)
 ↑Will you please read?
5 FS3: The blanket wraps its arms around me.
6 T: Is that ↑correct?
7 MFS: Yes.
8 T: Very ↓good.

Specifically, lines 1, 3, 4 and 5 exhibit how ESL learners manifested comprehension. MS2 and FS3 in lines 3 and 5 respectively perform the instruction provided by their teacher. However, unlike FS3's response, MS2's response is structurally and semantically problematic. Thus, it can be deduced that the correct response of FS3 is the one that has negotiated holistic meaning while the problematic response of MS2, the partial negotiation of meaning. Giving in to the request or responding affirmatively to the request is a form of meaning negotiation.

The act of taking turns is evidently initiated, controlled and manipulated by the ESL teacher while the student-participants wait for some go signals for them to take their own turns. In other words, students stay passive unless they are called to do something. This kind of turn-taking dehumanizes the students because of the fact that their pursuit to learn something in a classroom milieu is controlled only by their teacher. In a dialogic engagement, co-construction of meaning must be at the center of teaching-learning undertakings.



Structurally, line 1 is made of discourse marker, '*next*,' an imperative sentence requesting someone to do something, "*will you please read*," and a direct address, '*Brent*'. The discourse marker, '*next*', entails that there was a previous task other than this one while the imperative sentence exemplifies a polite request. The act of calling someone after certain form of request completes the teacher's turn. Thus, the interlocutor, MS2, has to perform whatever is requested of him.

Line 2 is an inevitable occurrence in any classroom undertaking. Noise can either be productive or unproductive depending on the context where it occurs. In this extract, however, the noise is a productive one due to the fact that the students are expressing their willingness to respond to their teacher's requests or inquiries. Line 3 is the realization of the spoken discourse comprehension because MS2 does it exactly what is being requested of him by his teacher. However, there was a structural problem on the response of MS2 and that is the reason why the teacher immediately asks another student to answer. The teacher failed to acknowledge the response made by MS2 and perhaps gave a sort of justice as to why it is problematic or incorrect.

The teacher jumped into another question by asking "*Who wants to try?*" After calling on the name of the next student to try, the teacher paused for about 20.3 seconds. Perhaps, she wanted the student to have enough time to be able to arrive at a meaningful combination. Teacher's turn ended up when she uttered her request, i.e., to read the student's response openly. FS3 has combined the jumbled words correctly as shown in line 5. FS3 got the perfect structural combination. In order to confirm that FS3's response is syntactically correct, the ESL teacher asked the students if the response is correct. Responding yes to their teacher's yes-no question, the students were sure enough that answer of FS3 was impeccably correct. However, this is not always the case because there might be some instances that the students would say yes even



though they are not sure enough whether their answer is really correct or not. In line 8, the ESL teacher confirms the response of the students as correct in relation to the answer uttered by FS3.

Not responding to the interlocutor or simply keeping themselves silent can be misleading because this can either manifest spoken discourse comprehension or not. Text 24 illustrates not responding to the interlocutor as a manifestation of spoken discourse comprehension of ESL learners.

Text 24

- 1 T: Let us all stand.
- 2 MFS: ((No response from the students)).
- 3 T: Let us all stand.
- 4 MFS: ((Students stand up)).
- 5 T: Good morning class!
- 6 MFS: Good morning Sir!
- 7 T: Take your seats.
- 8 MFS: Thank you.
- 9 T: I hope you ca::n see the slides here in front.
- 10 So, today, we are going to have, =we are going to have the critical thinking because it is really a must fo::r students to be critical, right?
↑
- 11 S: ((Students do not respond.))
- 12 T: Right? ↑
- 13 MFS: Yes.

This only happens when the teacher repeated the utterance so that the students could have a second time to respond. This is demonstrated in lines 3 and 12. In line 1, the teacher requests the students to stand; however, line 2 indicates that the students are not responding to the request. When students do not respond to the interlocutor, one cannot hastily jump into conclusion that



the students do not manifest comprehension or they do not understand what has been uttered. Various factors can be triggering such unresponsive behavior of the students.

One ground of not responding to the interlocutor is when the students were not able to hear the utterance. Another one is when the students do not really know the answer to the inquiry. The only conclusive way to prove that not responding to the interlocutor can manifest spoken discourse comprehension is to give them another chance to respond to the utterance made. Lines 3 and 4 exemplify this notion wherein the teacher, who is hoping to receive the right feedback from his students, advertently repeats his utterance while the students responded to it positively. The same is the case with lines 12 and 13.

The taking of turns is still controlled by the ESL teacher participant while the students do the things they are told to do so. Sequence organizations in this extract come in the forms of request/offer/acceptance, greetings/greetings, and question/answer. Lines 3-4 and 7-8 illustrate sequence organization of request/offer/acceptance while lines 5 and 6 demonstrate greetings/greetings. Lines 12 and 13 demonstrate the sequence of question/answer. Within this taking of turns, negotiation of meaning is inevitable.

The notion of mutuality, one of the principles of dialogic engagement, is utilized in the turn designs of the lines 1, 2, and 10. The use of the words '*us*' and '*we*' have made their designs dialogically inclined. It is the concept of inclusivity of the interlocutors inside the ESL classroom that makes the lines dialogically engaging for all parties involved. Turn designs of lines 1 and 3 are identical because the latter is just a repetition of the former. It is constructed using an imperative sentence in a form of request. Line 2 is just a description of certain contextual information, i.e., the state of being unresponsive or the state of being silent despite of the



utterance has been uttered. The double brackets enclosing the description are used because there is no transcription for silence or for not responding to the interlocutor.

Lines 4 and 11 have the same case with line 2. Lines 5 and 6 follow the same sequence, i.e., linguistic expression for greetings plus direct address. The inclusion of direct address in their greetings seems to render completeness and appropriateness compared to greetings without direct address. Line 7 offers the ESL learners to take their seat and this denotes that they must be ready now for the lesson of the lesson of the while line 8 accepts the offer by expressing gratitude. Lines 9 and 10 introduce the lesson for the day while line 12 is a single word yes-no question. Line 13 confirms that the students need to be critical.

Research findings likewise revealed that spoken discourse comprehension is manifested when ESL learners introduce, state, and provide something or someone etc. Text 25 exemplifies this manifestation of comprehension particularly lines 2 to 7 which introduce the responses of an ESL learner to his teacher.

Text 25

- 1 T: Okay, ssssttt, ↑everybody listen. (6.1)
Ssssstttt
- 2 MS2: 1. A. ↑dancing; B. curtain; C. curtain
dance; D. The ↑curtain ↑dance in the
↑room.
- 3 2. A. ↑shouted; B. fan; C. fan
↑shouted; D. The fan ↑shouted↓ at me that
↑I need to clean my ↑eye.
- 4 3. A. cells; B. feel; C. cell ↑feels; D. My ()
cells ↑feel that I ↑like ↓the vicinity. ↓
- 5 4. A. watch; B. CCTV; C. CCTV watch; D.
The CCTV ↑watch at me every time I entered
the ↑room.
- 6 5. A. knock; B. lectern; C. lectern ↑knock;
- 7 D. ↓The lectern ↑knock at my ↑body.
- 8 T: Very good. So, ↑here is your chi::ps



Ashanty.

As what is the case in the foregoing delineated texts or extracts, Text 25 is managed and controlled by the ESL teacher in terms of turn-taking. This research paper found that the ESL teachers took, most of the time, control over the language input to be taught and learned and the language output to be made and presented. This controlling power extends its influence in the sequence organization where ESL teacher play as the key bearer as well as the driver of most of the sequences while the ESL students are the car which take and perform the commands, orders, and requests of the former.

Order/acceptance and presentation/appreciation were the sequence organizations of the sample extract below. Structurally, line 1 is made up of an order, which is accompanied by fillers, *okay* and *sssstt*, and a direct address, *everybody*. Lines 2 to 7 are an implied acceptance of the order while line 8 is a linguistic utterance of appreciation for the successful presentation of the student's language output.

Research findings revealed that spoken discourse comprehension was manifested in using transitional devices or discourse markers that generally come at the beginning of clauses and sentences which relate back to previous discourse. Text 26 demonstrates this manifestation particularly lines 8, 9, 11, 12, 13, 15, 16, 17, 24, 27, 29, 31, 33, 35 and 37.

Text 26

- 1 T: Okay, next group, (5.0) next group.
- 2 MS16: Good morning Ma'am _____. Good morning classmates.
- 3 T: Face your classmates.
- 4 Psssst!
- 5 MS16: Good morning, Ma'am _____. Good morning classmates.



- 6 What do we have is () words that add value and meaning ().
- 7 Number 1: "Different voices, different choices."
- 8 This line (0.2) means that ↑ we people have many differences, but we have also common sides. ↓
- 9 And one of those common sides is (0.2) we live in the same (0.2) worl..=world and the same place. ↓
- 10 No. 2, "some live alone with no better half." (5.0)
- 11 This line also means (0.2) that we have our differences and some of us finds or >maybe most of us< finds our better half <but unfortunately some don't.>
- 12 No. 3, "others grieve while others curse."
- 13 <This line means that ↑others mourn for their loss while ↑others not to put the blame on others or themselves.>
- 14 No. 4, "And others mourn behind a big black hearse."
- 15 This has connection with the line from no. 3 <because the word grieve and mourn have some> >common denominators.<
- 16 <Some mourn behind because they don't want their loved ones to know that they're crying or saw, see a sudden cry because some people hide their feelings.>
- 17 And these are words from no 5. Some are friends and some are foes.
- 18 MFS: Yehey...
- 19 ((Students are clapping their hands)).
- 20 T: Psssst!]
- 21 T: Okay, everybody, listen.
- 22 You just listen to the reporter.
- 23 Psssssst.
- 24 MS16: In the whole world we are over-suddenly relieve, you have realizes that the () that we have our flaws, our differences but we ↑shall live in harmony in its whole term.
- 25 No. 6, "Others lie while others some or some tell the truth."
- 26 T: Pssst!
- 27 MS16: Some choose to lie and fought for their mistakes, while others choose to tell the



truth just like storytelling. ↓

- 28 T: →But if you ↑are listening to Heindrich he
is good in explaining every line of the
poem, or the song rather.
- 29 MS16: <While some choose to not, to not cover-
up their mistakes or divide without
incorrect but correct and say out loud.>
- 30 T: Pssst.
- 31 MS16: No. 7, "Some know it all, while some act
dumb." <Some knows (0.2) what, what
↑are, what ↑are the cause of fights in the
world. Or even that and some keep their
goal while some know it all and upheaval.>
- 32 No. 8, "You can't talk peace and have a
gun."
- 33 You can't want peace and put the gun to
head of others. ↓ (4.0) In other words,
you can't want peace and starts war.
- 34 No. 9, "Every color, every hue is
represented by me you."
- 35 <This verse, the lines "every color, every
hue" it's a metaphor for it represents by
me and you or us. That even with all these
differences we can still live, live in
harmony and peace in the world.>
- 36 No. 10, the last one, "Take a look in the
Kaleidoscope, spinnin' round, make it twirl
in this kaleidoscope world."
- 37 <This last, this last verse is for us the most
valuable because that's the world has wars
fight with other countries but we still
chose to cooperate and help others help
one another to be able to live in harmony
and peace.>
- 38 That's all. ↓
- 39 Thank you. ↓
- 40 T: Very good....

The coordinating conjunction, '*but*' in line 8 connects clauses and indicates the notion of introducing a statement, "*we have also common sides,*" that adds something to previous statement,



“*we people have many differences*” and usually contrast with it in some way. Similar notions are also found in lines 11, 24 and 37 while a word-to-word connection is evident in line 29. Another coordinating conjunction, ‘*and,*’ in line 9 connects another statement which provides an example of the similarities among people mentioned in line 8. This notion is also realized in lines 11, 17, and 33 where clauses are joined to produce a meaningful utterance. Additionally, lines 15, 27, 31, 35, and 37 employ the coordinating conjunction, ‘*and,*’ to link words.

The subordinating conjunction, ‘*while,*’ in line 13 denotes that this linguistic expression gives an expression to two ideas which contrast but do not contradict each other while the coordinating conjunction, ‘*or,*’ indicates the notion of an alternative. The use of the subordinating conjunction, ‘*while,*’ in lines 29 and 31 shares the same line of thought as stated above while the coordinating conjunction, ‘*or,*’ in lines 16 and 35 and lines 29 and 31 connects words, phrases and clauses respectively.

In addition, the subordinating conjunction, ‘*because,*’ in lines 15 and 16, illustrates the relationship between cause and effect. In line 33, the transitional phrase, ‘*in other words,*’ demonstrates the notion of restating or paraphrasing something into other forms of linguistic expression while the discourse marker, ‘*for,*’ in line 35 is a conjunction which has an equivalent notion of the subordinating conjunction, ‘*because.*’

Structurally, discourse markers or transitional devices are either made up of a single word or a combination of words, i.e., a phrase. In this extract, although the talk is dominated by MS16 via presenting his group’s language output, turn-taking is still manipulated by the ESL teacher by controlling the ingress and egress of turns. Request/acceptance, instruction/obedience, and gratitude or obedience/appreciation are the sequence organizations of Text 26. Lines 1, 2, 5-17 illustrate request/acceptance form of organization while lines 3, 4 and 5 onwards demonstrate



instruction/obedience. Lines 39 and 40 exemplify gratitude or obedience/appreciation form of organization.

The last but not the least manifestation of spoken discourse comprehension is apparent in the act of ending the class. This is demonstrated in lines 7 to 11.

Text 27

1	T:	Okay, sige. Everybody listen.
2		So, ↑pick up all the pieces of paper under your chair, chairs, and will you ↑please arrange your chairs properly.
3		Sige, ↑do it now.
4		Presentation of the card catalog on Wednesday. So, long test tomorrow if >there is no suspension of classes.<
5		Maliwanag?
6		Okay, sige.
7		See you tomorrow.
8		Good bye class...
9	MFS:	GOOD BYE, MA'AM _____.
10	T:	Again.
11	MFS:	GOOD BYE MA'AM _____.

Line 7 is an indirect form of ending the class or calling a day a day while line 8 is a direct way of closing the class formally. Line 9, a response to the utterance of the ESL teacher, is a linguistic utterance which is a form of accepting and understanding that the class is over. This response of the ESL learners shows their own spoken discourse comprehension of their teacher's utterance. In other words, they understood what their teacher was trying to send them in line 7. In a way, negotiation of meaning is initiated and realized because of the foregoing ground that both parties involved, the teacher and the students exhibit common understanding of the utterance they have uttered.



It is also evident in the text that the ESL teacher dominates the process of turn-taking. The turn design of the manifestation mentioned above seems to be identical particularly lines 8, 9 and 10. Structurally, these lines are made up of linguistic utterance of bidding goodbye plus a direct address. Bidding goodbye/bidding goodbye and request/obedience are the apparent sequence organizations. Lines 8 and 9 are examples of bidding goodbye/bidding goodbye while lines 10 and 11 are instances of request/obedience organization.

Research findings also revealed that other notable linguistic features were found. One of which is the use of linguistic expression '*ha*' which could either be used as a filler, a communication strategy in asking for confirmation, a form of code-switching and an expression of laughter when repeated many times. Line 6 of Text 5 illustrates that the word '*ha?*' at the end of the line indicates that this is a communication strategy that is asking for confirmation and it is also a form of code-switching because it is a Filipino word. The word, '*ha,*' in line 9 of the same text is a Tagalog filler used to sustain the linguistic utterance; however, the utterance '*hahahahaha*' in line 4 in Text 21 is a concrete expression of laughter. In addition, fillers are utilized to maintain the flow of communication lines open and fluid.

The use of the Tagalog word '*diba?*' anywhere in the transcript positions another linguistic feature that is intended to ask for confirmation. It seems that it is comparable to a positive tag-question which is attached right after a statement. One example of this is found in line 18 of Text 17 which serves as a tag-question. It is also a form of code-switching which has its English counterpart utterance, i.e., '*right?*' Line 10 of Text 25 has illustrated this.



The next one is the use of the Tagalog word, ‘no?,’ after certain statement. This insertion before a statement serves also as a tag-question asking for confirmation of the truth value of the statement. Further, this seems to elicit a positive response which confirms the statement.

Another linguistic feature is the use of the word, ‘*again*,’ which can either be a communication strategy to negotiate meaning that is asking for a repetition or transiting from one point to another point. LTA38 demonstrates the former while LTA60 illustrates the latter.

The foregoing findings relate to the research results of Zainal and Ching (2016) because their male participants were inclined to utilize meaning-laden adaptations through conversation for comprehensible output while female participants employed dialogic interaction more for comprehensible input. The manifestations of spoken discourse comprehension of the student participants were evident in their use of the strategies which are present in the inventory of communication strategies of Dornyei and Scott’s (1997). However, findings revealed that there are a number of communication strategies which are not found in the adopted inventory. Thus, the researcher coined phrases to represent for these kinds of communication strategies. These communication strategies include 1) asking someone to do something, 2) giving praise or appreciation, 3) giving commands, orders, directions and instructions, 4) requesting to do something (with please or may), 5) greeting someone, 6) discussing/explaining/defining something, 7) uttering a prayer, 8) expressing certain emotions, feelings, ideas, claims etc.; 9) not responding to the interlocutor, 10) expressing willingness to do something, 11) reading a word, phrase, sentences etc., 12) responding to a yes-no question (a. correct response, b. incorrect response, c. answering no, d. answering yes), 13) responding to a wh-question (a. correct response, b. incorrect response), 14) introducing/stating/providing something/someone etc., 15) using transitional devices, 16) calling someone to answer/respond to a question, 17)



utterance/response is not audible, 18) following directions, instructions, orders, commands, requests etc., 19) ending the class, conversation etc., 20) responding to the expressions of willingness to do something, 21) responding to someone who's calling attention, and 22) using filling the blank expressions.

It can be deduced that spoken discourse comprehension is manifested in the foregoing delineation of the text and talk among parties involved, the teacher and the students, through the use of communication strategies in order to negotiate meaning in an ESL classroom undertaking.

It is also evident that the ESL teachers dominate, control and manipulate the classroom talk and the rest of teaching and learning undertakings.

Research Question # 3: Is there a relation between the way the learners negotiate meaning and their comprehension in spoken discourse?

Based on the Texts 1-27 and on the foregoing discussions under the research question number one and two, it can be interpreted that there is a relation between the way the learners negotiate meaning and their spoken discourse comprehension. The relationship is inevitable because of the fact that in order to negotiate meaning research participants have utilized communication strategies, linguistic features, and discourse markers which are indicators or manifestations of spoken discourse comprehension.

Research Question # 4: What framework facilitating the negotiation of meaning in the classroom can be proposed?



Table 2

Summary of Communication Strategies Employed by the Three Classes

Class Participants	Communication Strategies Employed					Total	Percent	Rank
	Session 1	Session 2	Session 3	Session 4	Session 5			
Class A	281	86	155	118	115	755	41.944%	1st
Class B	187	64	33	57	48	389	21.611%	3rd
Class C	199	127	71	118	136	656	36.444%	2nd
Grand Total						1800	100	

Table 3

Summary of Communication Strategies Employed by the Three Teachers

Teacher Participants	Communication Strategies Employed					Total	Percent	Rank
	Session 1	Session 2	Session 3	Session 4	Session 5			
Teacher A	419	219	303	317	418	1676	22.554%	3rd
Teacher B	1043	397	529	523	620	3112	41.879%	1st
Teacher C	1084	446	306	430	371	2643	35.567%	2nd
Grand Total						7431	100	

Table 7 and Table 8 show that the ESL learner participants were able to employ a total number of 1,800 communication strategies while their L2 teachers were able to utilize 7,431. A consistent pattern is also evident between the ESL learners and that of the L2 teachers. This pattern seems to reveal that the more the ESL learners are given chances to talk, engage and converse with either their L2 teacher or with their classmates the lesser their teachers employ communication strategies and vice-versa. In other words, the more the students talk the more they resort to communication strategies which could possibly trigger better understanding. This is also true in the case of their teachers. This study found that Class A was more active compare to Class B and C because it ranked first among the three classes. Class A was able to generate a total of 755 or 41.944%, while Class B 389 or 21.611%, and Class C, 656 or 36.444%. From these data, it could be deduced that Class A students were performing better compared to Class B. This is proven true by their comprehension scores in which they got 9 as their class average



that is also at par with that of Class C. Thus, Class C also performs better than Class B. This is because of the fact that both Class A and B were provided more chances to be interactive. Thus, Class B was as less interactive one. The most interactive class was Class A which used more negotiation of meaning in dialogic engagement, followed by Class B and Class C. Foster and Ohta (2005) found that instances of meaning negotiation was so low in their quantitative analysis.

The foregoing delineation above seems to be supported by the data of the ESL teachers. Teacher A was able to provide Class A lots of opportunities to be dialogically engaged by limiting her own self to do the talking all the time. Teacher A made sure that her students must be able to participate in the class discussion. She even provided her students more opportunities to present, explain, and discuss concepts, lines taken from the song, Kaleidoscope of the late Francis Magalona. Likewise, Teacher A asked many questions and made sure that the students would be able to answer. She was only able to employ a total of 1676 or 22.554% communication strategies while Teacher B, 3112 or 35.567%, and Teacher C, 2643 or 41.879%. Teacher B and C, however, were seemingly unable to provide more dialogic engagements among the students for their style in teaching Class B, and Class C, i.e., discussing, explaining and not giving students ample opportunities to be interactive. Perhaps, Teacher B and Teacher C believe that they are the experts in the class that is why they, most of the time, did the talking and even answering their own inquiries. In addition, this is also one of the findings of Nivera (2001) where her research revealed that most of the time the teacher was the one who did the talking in the classroom while the students were not so active. However, in any dialogic classroom, the existence of collaboration to construct and negotiate meaning must be felt and practice because

research findings of Tam (2016) revealed that collaboration between and among the interlocutors facilitates negotiation of meaning.

Thus, out of the research results, the researcher has crafted and proposed a **Framework** that could facilitate negotiation of meaning, questioning and dialogic engagement in the classroom. The main goal of this framework is to empower ESL stakeholders in fostering a fair and equal share and participation vis-à-vis meaning negotiation via communication strategies, questioning, dialogic engagement, teaching, learning etc.

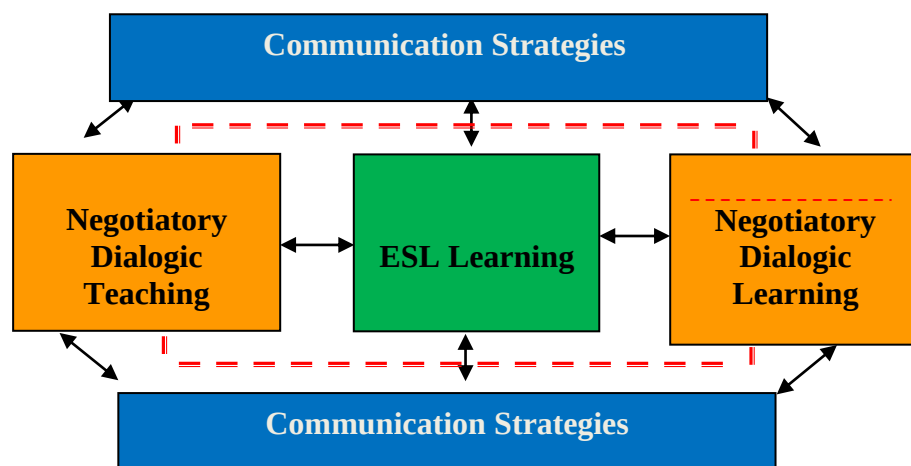


Figure 2: Negotiatory Dialogic Teaching and Learning Framework of ESL learning

Figure 2 exemplifies that in an ESL context the teachers and students should employ dialogic teaching and dialogic learning as a denominator of negotiation of meaning (NoM) to teach and learn English language respectively. The framework provides ESL teaching-learning stakeholders a conceptual basis for utilization of negotiatory dialogic teaching and negotiatory dialogic learning via communication strategies. This framework offers supports for the researcher in understanding teaching and learning scenarios, in general, and teachers' and



students' dialogic engagement, and negotiation of meaning, in particular. Definitely, the bulk of knowledge, concepts, pieces of information, research findings captured in the discussions above have become the researcher's scaffold in cognizing this ESL learning framework.

ESL learning occurs when communication strategies are utilized both in negotiatory dialogic teaching and negotiatory and dialogic learning. The use of dialogic engagement or interaction implies the employment of communication strategies and other strategies that are deemed necessary in any classroom undertaking. Negotiatory dialogic teaching and negotiatory dialogic learning are ways of co-constructing meaning, knowledge and learning. Utilizing dialogic engagement, and negotiation of meaning, without reluctance and reservation, helps to co-construct meaning, knowledge and learning. Manifestations of both negotiatory dialogic teaching and negotiatory dialogic learning in ESL classes are dependent on to what extent communication strategies and other strategies are utilized. Therefore, without such constructs in ESL classrooms entails that traditional form of education does still thrive. This is a perennial problem in pedagogy which Freire (2000) called it as 'banking system,' Negotiatory dialogic teaching and negotiatory dialogic learning possess the potential to promote equal opportunities between and among the students and teacher in terms of teaching and learning. The framework does not consider teachers as the only source of knowledge, information and productive experiences. In other words, ESL students are not passive learners who just listen to the teachers' talk and wait for whatever instructions; but they, who are dialogically engaging to internalize something through a well-crafted dialog and classroom interaction, can be also the source of knowledge, information and productive experiences.



Teachers' and students' employment of negotiation of meaning in times of communication deadlock or problems is an imminent thing to transpire in ESL classes. Negotiatory dialogic teaching deems interaction as not an end in itself but as a means to an end. This seems to be true in the case of negotiatory dialogic learning. The goal of the negotiatory dialogic teaching and negotiatory dialogic learning is for ESL learning to occur in favor to all stakeholders—not siding on either side. NoM is dedicated to resolve issues on communication and comprehension problems by offering the ESL stakeholders communication strategies and other strategies to negotiate meaning to be used. To negotiate meaning means more than just requesting for clarification, checking for confirmation, and checking for comprehension because they are just part of the various strategies. Thus, this study considers all the known and unknown communication strategies as good source of strategies for ESL teaching and learning to succeed. Some communication strategies employed by the present participants were not listed in the inventory of Dornyei and Scott's (1997). Thus, the researcher has cognized and termed those communication strategies according to their intentions.

In the same manner, dialogic engagements are also evident in questioning or generating questions and in answering to questions. Asking and answering question is a form of negotiating meaning and engaging in dialog and vice-versa. In other terminology, asking and answering questions are tools to foster ESL classrooms interactions that are empowered by negotiatory dialogic teaching and negotiatory dialogic learning, in particular and ESL learning in general. Good and well-crafted questions can, likewise, enhance second language learning. Unfortunately, findings revealed that student-generated questions were next to nil because the student-participants were given opportunities to formulate their own inquires that may foster their understanding. Asking questions happens when interplay of background knowledge,



metacognition, communication strategies and other strategies transpires. Interplay may occur in the initial, middle and final stage of teaching and learning scenarios.

Meanwhile metacognition is the foundation ESL stakeholders could use in learning while background knowledge pertain to their direct or indirect knowledge learning experiences which play a vital role in order to formulate queries for discussion and for comprehension purposes. Direct learning occurs primarily in school where the teachers and the students come together and do the teaching-learning processes while indirect learning has something to do with the students' vicarious experiences. Both types of learning constitute the learners' holistic background knowledge since the two modes of learning conglomerate and become one. Their questions display the interconnections of these entities that eventually create a lot of interplays, i.e., from theories on metacognition to generated questions and dialogic engagement, negotiation of meaning, and vice-versa. ESL stakeholders should utilize their stored knowledge in generating inquiries as a response to what they have heard or as an initial attempt to pose new clarification strategy Questions are not only for classification purposes but also for identification, i.e., either they belong to higher order thinking skills (HOTS) or lower order thinking skills (LOTS).

Both teachers' and students' linguistic input are revealed in their use communication strategies in their respective negotiatory dialogic teaching and negotiatory dialogic learning. The broken lines are in red to indicate that comprehension or communication problems are inevitable occurrences in any classroom undertakings. When these happen, communication and repair strategies or other communication strategies must be employed. This find support from Rahimian's (2013) findings which revealed that the second language learner participants revised their linguistic output during meaning negotiation either in one-way or in two-way tasks on a self-triggered manner. Communication shortcomings are signalled by the red broken lines.



However, the black double arrows signify the linguistic inputs are processed via communication strategies of the teachers and the students for ESL learning to be successful. These linguistic inputs include a number of principles, strategies, skills, etc and have the potential powers and sufficient resources to penetrate into the teachers' pedagogical strategies and students' learning strategies necessary for language teaching and learning to triumph respectively. The present study conforms to the dialogic engagement (Reznitskaya, 2012), negotiation of meaning (Gass & Selinker, 1995) and questioning (Chin, 2002). Thus, these concepts should be employed in ESL classroom instruction for these are the potent constructs for teaching and learning.



Chapter 4

Summary, Conclusion and Recommendations

Chapter 4 encapsulates the summary, conclusions and recommendations of the present study on negotiation of meaning in dialogic engagement in ESL classes. The summary captures research findings deemed as significant and worthy for negotiation of meaning and dialogic engagement. Conclusion pertains to the researcher's interpretations and inferences based on what the data gathered and what they have illustrated, while recommendations pertain to the suggestions or course of action to take after the whole picture of this research paper is revealed, i.e., what should be in and what should be out.

Summary of the Study

This study employed a qualitative research design in investigating negotiation of meaning in dialogic engagement in three ESL classes. It utilized purposive sampling technique in selecting the participants and employed three phases for data collection. Phase I includes steps before gathering the data; Phase II pertains to the steps during gathering the data, and Phase III involves steps after gathering the data.

Phase I includes *selecting the research participants, securing permit to conduct the study, and securing students', teachers', and parents' consent* as initial steps. Phase II focuses on the steps during gathering the data. This phase is devoted to *audio-recording of the three classes* and Phase III pertains to the steps after gathering the data. This phase subsumes the *Coding and Transcribing of the audio-recorded classroom interaction, Subjecting the coded and transcribed*



data into the lenses of NoM, Tallying the evidences of NoM, and Analyzing and interpreting the data.

Summary of the Findings

Findings revealed that the top ten most frequent communicative strategies employed by the ESL learners are: 1) responding to a wh-question (with a correct response), 2) code-switching (language switch), 3) uttering/responding not audible utterances, 4) expressing certain emotions, feelings, ideas, claims, etc., 5) calling someone to answer/respond to a question, 6) reading a word, phrase, sentences etc., 7) responding to a yes-no question (answering yes), 8) discussing/explaining something, 9) self-repeating, and 10) introducing/stating/providing something/someone etc. Findings show that the role of ESL learner participants in an English class seems to answer only questions posed by their respective ESL teachers. In addition, research results revealed that 1) ESL learner participants utilized code-switching from second language (L2) to first language (L1) in order to answer questions, express, explain and communicate their thoughts, ideas, and feelings to their teachers and their classmates; 2) transcribed data revealed that the lines and directions of meaning negotiation, in particular, and dialogic engagement, in general, were dominantly between the teacher and the students; 3) student participants used communication strategies to foster their comprehension of the topic, convey their understanding of the topic or subject being studied, clarify things that confuse them, emphasize and reorganize something, thoughts and ideas that were not stated logically and structurally correct, introduce, state, and provide something or someone etc.; and 4) Class A is more active than either Class B or Class C.



Research results revealed the following manifestations of the spoken discourse comprehension of the ESL learners: 1) ESL learners were able to respond to the questions posed; 2) they were able to present their output before the class; 3) the learner participants were able to fill in the blanks with missing information or finish the statement of their teacher ahead of the latter; 4) ESL learners were able to illustrate verbally or on the board what was being asked; 5) Class A scores obtained in providing the past tense of the verbs; 6) the ability to translate linguistic expression from L2 to L1 and vice-versa; 7) ESL learners code-switched or code-mixed from L2 to L1 or vice-versa; 8) they were able to use of circumlocution, i.e., exemplifying, illustrating or describing the properties of the target object or action; 9) they were able to execute the act of making self-initiated corrections in their own utterances or speeches; 10) they corrected the responses of their classmates; 11) they were able to make use of self-repeating their responses as well as the act of repeating the responses of other learners; 12) they were asking for confirmation, i.e., requesting for confirmation that the ESL learner heard or understood something impeccably; 13) they were guessing which is similar to asking for confirmation but the latter exemplifies greater degree of certainty in relation to key terminology; however, the former involves a sense of indecision; 14) they were expressing non-understanding; 15) they were discussing, explaining and defining some key words and concepts under scrutiny; and 16) they were expressing certain emotions, feelings, ideas, claims etc.

It was also found that communication strategies, linguistic features and discourse markers were employed to negotiate meaning. In addition, findings revealed that teacher talk dominated the ESL classroom undertakings; the role of ESL learners was the response-seeker in an IRF pattern; ESL teachers control students learning by utilizing a '*banking system*' form of teaching-learning endeavor; and students were seldom given chances to ask questions.



Class B participants were not so participative in every lesson perhaps due to the teaching style of their teacher; (4) there was little evidence of interactions or dialogic engagements between and among students in Class B; (6) Class C participants were attentive but not so participative in every lesson of their teacher; (7) there was little evidence of interactions or dialogic engagements between and among students in Class C; and (8) Teacher B and Teacher C always employed the discussion strategy while Teacher A found ways and means to let her Class A students discuss, explain concepts and answer questions.

Furthermore, results revealed that the more the ESL learners are given chances to talk, engage and converse with either their L2 teacher or with their classmates the lesser their teachers employ communication strategies and vice-versa.

Moreover, there is a relation between the way the students negotiate meaning and their spoken discourse comprehension.

Finally, research findings revealed that there is a need to conceptualize and propose a ***Negotiatory Dialogic Teaching and Learning Framework*** that could facilitate negotiation of meaning, questioning and dialogic engagement in ESL classroom, with the main objective of empowering ESL stakeholders to foster a fair and equal share and participation vis-à-vis meaning negotiation via communication strategies, questioning, dialogic engagement, teaching, learning etc.

Limitations

The researcher found the following as the limitations of study: (1) audio recording cannot capture all the negotiations of meaning and dialogic engagements that have transpired in



group activities; (2) inaudible utterances both from the teachers and the students; (3) results and claims that the researcher arrived at are peculiar only to the subject under study; (4) findings are context-specific; (5) student-generated questions were next to nil; and (6) characteristics of the participants, i.e. being heterogeneous.

In addition, since the data is audio-recorded, suprasegmental, pauses, nodding, gestures and other non-verbal cues were excluded from the present study. Thus, these are among the limitations of the study.

Conclusions

Based on the research findings, this study concludes that there is a need to reconceptualize ESL teaching and learning practices because of the fact that the teacher participants have the inclination to stick to the discussion type of pedagogy which curbs the students' opportunities to be dialogically engaged and interactive with their respective classmates and teachers.

Recommendations

The research results seem to suggest the following: (1) for ESL teachers, (a) they must provide students more opportunities to engage dialogically through the use of communication strategies and questioning; (b) they must facilitate learning not to discuss everything for discussion type strategy conditions the students to be passive learners; (c) they should strategize more interactive or dialogic engagement activities to empower their students vis-à-vis L2 learning; (d) they should utilize discussion type minimally; (e) they should be informed with the results of the present study and with the proposed *Negotiatory Dialogic Teaching and Learning Framework*



for ESL learning; (2) for ESL learners, (a) they should be attentive and responsive to the teaching-learning activities; (b) they should know how to formulate questions that would foster understanding; (c) they should be cognizant of the levels of questions and thinking and knowledgeable enough how to generate them; and (d) they should know and utilize the communication strategies properly; (3) for future researchers, (a) they should focus on the limitations this study has identified; and (b) they may use the research reviews and results in their own research endeavor; and (4) for school administrators, (b) they should be informed of the research results; (b) they should devise a seminar on communication strategies, dialogic engagement and questioning both for teachers and students to ensure that traditional form of education must be limited; and (c) they should maintain an ESL learning environment that promotes the principles and philosophy of Paulo Freire (2000) vis-à-vis teaching and learning.

In addition, research findings can be presented in the school, division, regional, and national educational communities in order to enlighten the educators as well as the parents and students about the realities found in the fields of ESL in terms of teaching and learning endeavors.

Further, Critical Discourse Analysis maybe utilized by future researcher in relation to negotiation of meaning and dialogic engagement in an ESL context.



References

- Aban, L.C. (2006). *Instruction on questioning, teaching style, student question level and achievement in physics*. (Unpublished master's thesis). University of the Philippines, Quezon City.
- Abonal, G. R. (1993). *Classroom oral questions related to students and teacher factors in the Ateneo De Naga High School*. S.Y. 1992-1993. Retrieved from <http://rizal.lib.admu.edu.ph/thesis/abstract/The%20E3%20. A26%2093.pdf>.
- Humos, O.A. (2012). An evaluative analysis of comprehension questions' level of difficulty: A case of 12th Grade Palestinian English student's textbook. *An - Najah Univ. J. Res. (Humanities)*. 26(3), 768-788.
- Humos, O. A. (2014). Eleventh grade comprehension questions in a Palestinian context: A textbook analysis of linguistic phrases. *Arab World English Journal*. 5(3), 170 -179.
- Adams. M., & Bruce, B. (1982). *Background knowledge and reading comprehension*. In J. A. Langer & M. T. Smith—Burke (Eds.), *Reader meets author/bridging the gap: A psycholinguistic and sociolinguistic perspective*. Newark, DE: *International Reading Association*. (ERIC Document Reproduction Service No.ED 217 395).
- Adler, C. R. (2001). Put reading first: The research building blocks for teaching children to read advanced reading comprehension tests. *National Institute for Literacy*. 49-54. Retrieved from http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html.
- Albergaria-Almeida, P. (2010). Classroom questioning: teachers' perceptions and practices. *Procedia Social and Behavioral Sciences*. 2, 305–309.
- Alexander, R. J. (2008). *Towards dialogic teaching: Rethinking classroom talk* (4th ed.). York, United Kingdom: Dialogos.
- Aliakbari, M., & Mashhadialvar, J. (2006). *Does it matter who makes comprehension questions? A comparison between the levels of comparison obtained from author-generated questions and student-generated questions*. Ilam University & Islamic Azad Science and Research University, Ahvaz Branch. Retrieved from www.paaljournal.org/resources/proceedings/PAAL_11/pdfs?01.pdf. on May 11, 2014.
- Almasi, J. (1996). A new view of discussion. In L. Gambrell & J. Almasi (Eds.), *Lively discussions: Fostering engaged reading* (pp. 2–24). Newark, DE: International Reading Association.
- Almeida, P., & de Souza, F. N. (2010). Questioning profiles in secondary science classrooms. *International Journal of Learning and Change*, 4(3), 237-251.



- Almeida, P., Pedrosa de Jesus, H. & Watts, M. (2008). Developing a mini-project: students' questions and learning styles. *The Psychology of Education Review*, 32, 6-17.
- Alul, F. (2000). *Analyzing english textbook questions for the elementary english 8th grade in Palestine based on Bloom's taxonomy of educational goals at its cognitive domain*. (Published master's thesis). An- Najah National University, Nablus, Palestine.
- Alvermann, D., & Phelps, S. (2005). *Content reading and literacy*. Boston: Allyn & Bacon.
- Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete edition). New York: Longman.
- Andre, M.E.A. & Anderson, T.H. (1979). The Development and Evaluation of a Self-Questioning Study Techniques. *Reading Research Quarterly*, 14, 605- 623.
- Applebee, A., Langer, J., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40, 685–730.
- Aston, G. (1986). Troubleshooting interaction with learners: the more the merrier? *Applied Linguistics*, 7, 128–43.
- Baker, L. (2008). *Metacognition in comprehension instruction: What we've learned since NRP*. In C. C. Block & S. R. Parris, (Eds.), *Comprehension Instruction. Research Based Best Practices*. (2nded.). New York: Guilford Press.
- Bakhtin, M.M. (1984). *Problems of Dostoevsky's poetics* (Vol. 8). Minneapolis, MN: University of Minnesota.
- Barnes, D. (1990). Language in the secondary classroom: A study of language interaction in twelve lessons in the first term of secondary education. In D. Barnes, J. Britton, & H. Rosen (Eds.), *Language, the Learner and the School*, (pp. 11- 77). Baltimore, MD.: Penguin Books.
- Barquero Vargas, A.P. (2010). Can Meaning Negotiation Work with English Language Learners in the Writing Center? *Revista de Linguas ModeRnas*, 12, 131-138.
- Barrett, T. C., (1972). *A taxonomy of reading comprehension*. In Reading 360 Monograph. Lexington MA: Ginn, A Xerox Educational Company.
- Biddulph, F., Symington, D., & Osborne, R. (1986). The place of children's questions in primary science education. *Research in Science and Technological Education*, 4(1), 77–88.
- Bigenho, F.W. (1992). Conceptual developments in schema theory. *Educational Resources Information Center* (ERIC). ED351392.



- Billings, L., & Fitzgerald, J. (2002). Dialogic discussion and the Paideia seminar. *American Educational Research Journal*, 39(4), 907–941. doi:10.3102/00028312039004905
- Bloom, B. (1956). *Taxonomy of Educational Objectives: The classification of educational goals* (Handbook I: Cognitive domain). New York: David McKay.
- Bloom, B. S., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives*. Handbook I: The cognitive domain. New York: Longmans.
- Borromeo, J. (1998). The effects of metacognitive learning strategies on third year high school students' reading comprehension. (Unpublished master's thesis). University of the Philippines, Quezon City.
- Botan, C. (1997). Ethics in strategic communication campaigns: The case for a new approach to public relations. *Journal of Business Communication* 34, 188–202.
- Boyd, M. (2000). *Classroom discourse conditions for engendering elaborated talk in elementary school ESoL instruction*. (Unpublished doctoral dissertation). University of Georgia, Athens.
- Boyd, M. P., & Rubin, D. L. (2002). Elaborated student talk in an elementary ESoL classroom. *Research in the Teaching of English*, 36(4), 495–530.
- Boyd, M., & Rubin, D. (2006). How Contingent Questioning Promotes Extended Student Talk: A Function of Display Questions. *Journal of Literacy Research*, 38(2), 141–169
- Boyd, M.P., & Markarian, W.C. (2015). Dialogic teaching and dialogic stance: Moving beyond interactional form. *Research in the Teaching of English*, 49(3), 272-296.
- Brady, C. (2014). *An action research investigation into the effectiveness of a teacher's questioning and feedback strategies during a 40-minute low-level young learner EFL class in South Korea*. University of Birmingham
- Brisk, M. and Harington, M. (2000). *Literacy and bilingualism: A handbook for all teachers*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. .
- Brock, C. A. (1986). The effects of referential questions on ESL classroom discourse. *TESOL Quarterly*, 20(1), 47-59.
- Brunning, R., Schraw, G., Norby, M., Ronning, R. (2004). *Cognitive psychology and instruction* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Buendicho, B.M. (2009). *Effects of student-initiated questions on reasoning ability and geometry achievement*. (Unpublished master's thesis). University of the Philippines, Quezon City.



- Burbules, N. C. (1993). *Dialogue in teaching: Theory and practice*. New York: Teachers College Press.
- Burton, E. (2010). *Research brief: High level thinking and questioning strategies by Indonesia EFL learners*. Education Partnerships, Inc., Universitas Lampung, Bandar Lampung Retrieved from <http://www.educationpartnerships.org/>.
- Byrnes, J.P. (1996). *Cognitive development and learning in instructional contexts*. University of Michigan. Allyn and Bacon. Digitized on October 31, 2008. ISBN: 0205159508, 9780205159505
- Cahill, C (2010) 'Why do they hate us?' Reframing immigration through participatory actionresearch. *Area* 42(2), 152–161.
- Capacity Building Series, (2011). *Asking effective questions*. Retrieved from www.edu.gov.on.ca/eng/literacynumeracy/inspire/
- Caretta, M.A. & Riaño, Y. (2016) Feminist participatory methodologies in geography: Creating spaces of inclusion. *Qualitative Research*, 16(3), 258-266.
- Cartwright, K. B. (2008a). Cognitive flexibility and reading comprehension: Relevance to the future. In C. C. Block & Parris, (Eds.), *Comprehension instruction. Researched based best practices*. (2nd ed.). New York: The Guilford Press.
- Cartwright, K. B. (2008b). The role of cognitive flexibility in reading comprehension: Past, present, and future. In S. E. Israel & G. Duffy (Eds.), *Handbook of research on reading comprehension* (Chapter 5). Mahwah, NJ: Erlbaum.
- Cayaban-Casela, N. & Cuevas, G. J. (2010). *Developing technical writing skills towards meeting academic challenges*. Philippines: Books Atbp. Publishing Corp.
- Celce-Murcia, M.(1991).*Teaching English as a second or foreign language*. USA: Heinle & Heinle Publishers.
- Cequena, M. B. (1999). *A proposed reading program for second year students of Siena College Taytay, Rizal*. Graduate School. Ateneo De Manila University.
- Chilvers, J. (2009). Deliberative and participatory approaches in environmental geography. In: Castree N, Demeritt D, Liverman D and Rhoads B (eds.) *A Companion to Environmental Geography*. Oxford: Wiley-Blackwell, 400–417. doi: 10.1002/9781444305722.ch24
- Chin C., (2002). Student-generated questions: Encouraging inquisitive minds in learning science. *Teaching and Learning*, 23(1), 59-67. Nanyang Technological University & National Institute of Education.



- Chin, C. & Osborne, J. (2008). Students' questions: a potential resource for teaching and learning science. *Studies in Science Education*, 44, 1-39, doi: 10.1080/03057260701828101
- Chin, C. (2001). Learning in science: What do students' questions tell us about their thinking? *Education Journal*, 29(2), 87-103.
- Chin, C. (2006). Using self-questioning to promote pupils' process skills thinking. *School Science Review*, 87(321), 113-122.
- Chin, C. (2007). Teacher Questioning in Science Classrooms: Approaches that Stimulate Productive Thinking. *Journal of Research In Science Teaching*, 44(6), 815-843.
- Christoph, J., & Nystrand, M. (2001). Taking risks, negotiating relationships: One teacher's transition towards a dialogic classroom. *Research in the Teaching of English*, 36(2), 249-286.
- Chua-Askali, G. (1994). *Relationship of the metacognitive strategies in reading and science achievement of intermediate pupils*. (Published master's thesis). Philippine Normal University, Manila.
- Chuck, W. (1995). *Cooperative learning and higher level thinking: The Qmatrix*. San Juan Capistrano, Calif. Kagan Cooperative Learning. Retrieved from <http://www2.etown.edu/bap/Resources/Studentgenerquest>.
- Clifton, J. (2006). Facilitator talk. *ELT Journal* 60(2), 142-150.
- Collamar, R., Karaan, A. M., Palma, M. S. S. (2017). Questions students ask as indices of their comprehension. *The Normal Lights*, 11(1), 109 -140.
- Commeyars, M. (1995). What can we learn from students' questions? *Theory Into Practice*, 34(2), 101-106. doi: 10.1080/00405849509543666
- Cotton, K. (2000). *Classroom questioning*. Retrieved from <http://www.nwnel.org/scpd/sirs/cu5.html>.
- Crowl, T. K., Kaminsky, S., & Podell, D. M. (1997). *Educational psychology, windows on teaching*. New York: Brown & Benchmark.
- Cruz, C.C. (1993). Spoken discourse on the campus: A context for language intellectualization. (Published doctoral dissertation). Philippine Normal University, Manila.
- Cuccio-Schirripa, S., & Steiner, H. (2000). Enhancement and analysis of science question level for middle school students. *Journal of Research in Science Teaching*, 37, 210-224. doi:10.1002/(SICI)1098- 2736(199904)36:43.0.CO;2-E



- Cunningham, R. T. (1987). What kind of question is that? In W. Wilen (Ed.), *Questions, questioning techniques, and effective teaching* (pp. 67-94). Washington DC: National Education Association.
- Davey and McBride (1986) Davey, B., & McBride, S. (1986). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology*, 78, 256-262.
- Davey, B., & McBride, S. (1986). Generating self-questioning after reading: A comprehension assist for elementary students. *Journal of Educational Research*, 80(1), 43-46.
- De la Cruz, T. (1990). *An analysis of questions asked by science teachers*. (Unpublished master's thesis). Philippine Normal College, Manila.
- de Leeuw, S. Cameron, E.S. & Greenwood, M.L. (2012). Participatory and community-based research, indigenous geographies, and the spaces of friendship: a critical engagement. *The Canadian Geographer/Le Géographe Canadien*, 56(2): 180-194. doi:10.1111/j.1541- 0064.2012.00434.x
- Deen, J., & van Hout, R. (1991). Clarification sequences in native-nonnative interaction. In R. van Hout & E. Huls (Eds.), *Artikelen van de Eerste Sociolinguistische Conferentie* [Articles from the first sociolinguistic conference] (pp. 121-138). Delft, The Netherlands: Eburon.
- Dewitz, P., & Dewitz, P. K. (2003). They can read words, but they can't understand. *Reading Teacher*, 56, 422-435.
- Diaz, J.F. Jr. (2011). *Examining student-generated questions in an elementary science classroom*. (Published doctoral dissertation). University of Iowa. Retrieved from <http://ir.uiowa.edu/etd/946>.
- Dickson, D. & Hargie, O. (2006). Questioning. In O. Hargie, (Ed.), *The handbook of communication skills* (3rd ed.) (pp.121-145). New York: Routledge.
- Dillon, J.T. (1983). *Teaching and the art of questioning*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Dillon, J.T. (1990). *The Practice of Questioning*. London, Routledge.
- Dori, Y. J., & Herscovitz, O. (1999). Question-posing capability as an alternative evaluation method: Analysis of an environmental case study. *Journal of Research in Science Teaching*, 36(4), 411-430.
- Dornyei, Z. & Scott, M.L. (1997). Review article on communication strategies in a second language: Definitions and taxonomies. *Language Learning*, 47(1), 173-210.



- Doughty, C. (2000). Negotiating the L2 linguistic environment. University of Hawaii. *Working Papers in ESL*, 18(2), 47-83.
- Durkin, D. (1979). What classroom observations reveal about reading comprehension. *Reading Research Quarterly*, 14, 481-533.
- Elicaño, M. C. A. (2007). *Listening and reading comprehension: The modality proficiencies in the comprehension of narratives of different types of learners*. (Unpublished master's thesis). De La Salle University, Manila.
- Ellis (1993) Ellis, R. (2003). *Task-based language learning and teaching*. Oxford, UK: Oxford University Press.
- Ellis, K. (1993). *Teacher questioning behavior and student learning: What research says to teachers*. Albuquerque, NM: Paper presented at the Annual Meeting of the Western States Communication Association.
- Ellis, R, Basturkmen, H. and Loewen, S. (2001). Learner uptake in communicative ESL lessons. *Language Learning*, 51(2), 281-318.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Elves, D.L. (2013). *Questioning student questioning: Helping primary students begin to take more responsibility within the inquiry cycle (independent, small group and whole class inquiry activities)*. Vancouver Island University.
- Enger, (1977). *Teacher-generated questions*. Retrieved from <http://www.wfu.edu/physics/news/2004>
- Ernst, G. (1994). "Talking circles": Conversation and negotiation in the ESL classroom. *TESOL Quarterly*, 28, 293–322.
- Eun, M.S. (1991). The effect of schema on Korean and Filipino students' reading comprehension of literary and scientific texts. (Unpublished doctoral dissertation). University of the Philippines, Quezon City.
- Fairclough, N. (2010). *Critical discourse analysis: The critical language study*. (2nd ed.). Routledge Taylor and Francis. London and Newyork.
- Fan, S.C. (1995). *Comprehension monitoring strategies*. Retrieved from <http://www.en@fed.cuhk.edu.hk>.
- Fisher, R. (1990). *Teaching children to think*. London: Simon and Shuster.



- Fitria, E., Syarif, H., & Refnaldi, (2014). *An analysis of reading comprehension questions in textbooks English texts in use and look ahead for senior high school grade X*. State University of Padang.
- Flanders, N. (1970). *Analyzing teacher behavior*. Reading, MA: Addison-Wesley.
- Flecha, R. (2000). *Sharing words. Theory and practice of dialogic learning*. Lanham, MD: Rowman & Littlefield.
- Floyd, W. D. (1960). *An analysis of the oral questioning activities in selected Colorado classrooms*. (Doctoral dissertation). Colorado State College, Colorado.
- Fogarty, R., & Pete, B.M. (2010). The Singapore vision: Teach less, learn more. In J. Bellanca, and R. Brandt, (Eds.), *21st century skills: Rethinking how students learn*. (pp. 97-113). Solution Tree Press.
- Forood, S. M. (2013). *A comparative study between the performance of Iranian high and low critical thinkers on different types of reading comprehension questions*. Retrieved from <http://www.deltastate.edu/PDFFiles/DJE/Delta%2520Education%%2520JournalSpring05.pdf>
- Foster, C. (2011). *Student-generated questions in Mathematics teaching*. Retrieved from <https://www.researchgate.net/publication/255982429>. doi: 10.5951/mathteacher.105.1.0026
- Foster, P., & Ohta, A.S. (2005). Negotiation for meaning and peer assistance in second language classrooms. Oxford University Press. *Applied Linguistics*, 26(3), 402–430. doi:10.1093/applin/ami014
- Foster, P. (1998). A classroom perspective on the negotiation of meaning. *Applied linguistics*, 19(1), 1-23. Retrieved from <http://dx.doi.org/10.1093/applin/19.1>.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum International Publishing group.
- Freire, P. (1985). *The politics of education: Culture, power and liberation*. Macmillan, London.
- Freire, P. (1997). *Pedagogy of the heart*. New York: The Continuum.
- Freire, P. (2000). *Pedagogy of the oppressed*. (30th anniversary ed.). M.B. Ramos, translator. New York: Bloomsbury.
- Gaerlan, M. J. (2005). *Metacognitive in ESL reading: Strategies used by selected DLSU freshmen in comprehending a narrative and an expository text*. (Unpublished master's thesis). De La Salle University, Manila.



- Gall, M. (1984). Synthesis of research on teachers' questioning. *Educational Leadership* 42, 40-47.
- Gallonosa-Garcia, F. (1994). *A sourcebook of questioning strategies for teachers of English*. (Unpublished master's thesis). Philippine Normal University, Manila.
- Galton, M.J. (2007). *Learning and teaching in the primary classroom*. London: Sage.
- Gambrell, L., & Almasi, J. (1996). Lively discussions: Fostering engaged reading. Newark, DE: *International Reading Association*.
- Gardner, R., Heward, W.L., & Grossi, T.A. (1994). Effects of response cards on student participation and academic achievement: a systematic replication with inner-city students during whole-class science instruction. *Journal Of Applied Behavior Analysis*, 27 (1), 63-71.
- Gass, S. M., & Mackey, A. (2007). Input, interaction and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), *Theories of second language acquisition* (pp. 175-199). Mahwah, NJ: Lawrence Erlbaum.
- Gass, S. M., & Varonis, E. M. (1985b). Variation in native speaker speech modification to nonnative speakers. *Studies in Second Language Acquisition*, 7, 37-58.
- Gass, S., & Selinker, L. (1994). *Second Language Acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gocer, A. (2014). The assessment of Turkish written examination questions based on the text in accordance with the Barrett taxonomy. *International Journal of Languages' Education and Teaching*, 3, 1-16.
- Genuino, C. (2000). *Communication opportunities in the tertiary second language classrooms: An analysis*. (Published master's thesis). Philippine Normal University, Manila.
- Golob, U., & Bartlett, J. L. (2007). Communicating about corporate social responsibility: A comparative study of CSR reporting in Australia and Slovenia. *Public Relations Review* 33, 1-9.
- Graesser, A., & Olde, (2003). How does one know whether a person understands a device? The quality of the questions the person asks when the device breaks down. *Journal of Educational Psychology*, 95, 524-536.
- Habermas, J. (1984). *The theory of communicative action, 1: Reasons and the rationalization of society*. Boston, MA: Beacon Press.
- Harris, D. (2006). *Open or closed – that is the question: Paper presented at the British Educational Research Association Annual Conference*. University of Warwick.



- Harris, M. (2000). Twenty-Five years ago. *Mathematics Teaching*, 171, 27. doi: 3427645
- Harvey, S., & Goudvis, A. (2000). Questioning: The strategy that propels readers forward. In *Strategies that work: Teaching comprehension for understanding and engagement* (pp. 81–94). York, ME: Stenhouse.
- Abu- Krooz, H. (2019). *Code switching and code mixing: A sociolinguistic study of Senegalese international students in Iraqi colleges*. Retrieved from <https://researchgate.net/publication/330225079>
- Hassany, E. (1995). *The effect of deductive and inductive teaching of grammar on reading comprehension of Iranian highschool students*. (Unpublished master's thesis). Tehran: University of Allame Taba-Tabae, Iran.
- Heath, R.L. (2006). Onward into more fog: Thoughts on public relations' research directions. *Journal of Public Relations Research*, 18(2), 93-114.
- Hoey, E. M., & Kendrick, K. H. (in press). Conversation Analysis. In A. M. B. de Groot & P. Hagoort (eds.), *Research methods in psycholinguistics: A practical guide*. Wiley Blackwell.
- Hoffman, N., Steinberg, A., & Wolfe, R. E. (2012). Teaching and learning in the era of the common core (pp. 1-68). *Students at the Center*: Boston: Jobs for the Future.
- Hunaifi, A. (2008). *Analysis of levels of questions toward language testing based on Barrett's taxonomy*. University of Malang, Indonesia.
- Hynds, S. (1992). Challenging questions in the teaching of literature. In J. Langer (Ed.), *Literature instruction: A focus on student response* (pp. 78–100). Urbana, IL: National Council of Teachers of English.
- Inocencio, O. (1992). *Questioning and responding in high school science classes: A classroom interaction analysis*. (Published doctoral dissertation). De La Salle University, Manila.
- Isaacs, W. N. (1999). *Dialogue and the art of thinking together*. New York, NY: Currency.
- Janssen, T. (2002). Self-questioning as a literary reading strategy: An exploration of empirical research. *L1 Educational Studies in Language and Literature*, 2, 95—120.
- Johnson, D.W., & Johnson, R.T. (2010). Cooperative learning and conflict resolution: Essential 21st century skills. In J. Bellanca, and R. Brandt, (Eds.), *21st century skills: Rethinking how students learn*. (pp. 201-218). Solution Tree Press.
- Johnson, D.W., & Johnson, R.T., Holubec, E. (2008). *Cooperation in the classroom* (7th ed.). Edina, MN: Interaction Book Company.



- Johnson, P., (1982). *Effects on reading comprehension of building background knowledge*. *TESOL Quarterly*, 16, p. 504.
- Katims, D.S.(1997). Improving the reading comprehension of middle school students in inclusive classrooms. *Journal of Adolescent and Adult Literacy*, 2, 116-125. Retrieved from <http://faculty.dominican.edu/peters/comprehe.htm>.
- Kent, M. L., & Taylor, M. (1998). Building dialogic relationships through the World Wide Web. *Public Relations Review* 24, 321–334.
- Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. *Public Relations Review*, 28, 21–37.
- Keys, C. W. (1998). A study of grade six students generating questions and plans for open-ended science investigations. *Research in Science Education*, 28(3), 301–316.
- Kim, S. (2015). *An analysis of teacher question types in inquiry-based classroom and traditional classroom settings*. (Published doctoral dissertation). University of Iowa. Retrieved from <https://ir.uiowa.edu/etd/1979>.
- Kindon, S., Pain, R., & Kesby, M. (2010). Connecting people, participation and place. In: Kindon S, Pain R and Kesby M (eds.), *Participatory action research approaches and methods*. New York: Routledge, 1–5.
- King, A. (1991). Improving lecture comprehension: Effects of a metacognitive strategy. *Applied Cognitive Psychology*, 5(4), 331–346.
- King, A. (1992). Facilitating elaborative learning through guided student-generated questioning. *Educational Psychologist*, 27(1), 111–126.
- Kitchin, R.M., & Hubbard, P. (1999). Research, action and ‘critical’ geographies. *Area* 31(3): 195–198.
- Kitiyanusan, R. (2004). *Facilitating the questioning skills of student teachers through action research*. Victoria University of Technology. Retrieved from <http://vuir.vu.edu.au/id/eprint/15620>.
- Kötter, M. (2003). Negotiation of meaning and codeswitching in online tandems. *Language Learning & Technology*, 7(2), 145-172. Retrieved from <http://llt.msu.edu/vol7num2/kotter/>
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford Pergamon.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. London: Longman.



- Lantolf, J.P. (1994). Sociocultural theory and second language learning. *The Modern Language Journal*, 78, 418–20.
- Lave, J., & Wenger, E. (1990). *Situated learning: Legitimate peripheral participation*. Cambridge, United Kingdom: Cambridge University Press.
- Lee, Y., & Kinzie, M. B. (2012). Teacher question and student response with regard to cognition and language use. *Instructional Science*, 40(6), 857–874.
- Lefstein, A. (2010). More helpful as problem than solution: Some implications of situated dialogue in classrooms. In K. Littleton & C. Howe (Eds.), *Educational dialogues: Understanding and promoting productive interaction* (pp. 170–191). Abindon, United Kingdom: Routledge.
- Lehr, F., & Osborn, J. (2005). Focus on reading comprehension. Retrieved from www.prel.org/programs/rel/rel.asp.
- Lightbown, P.M., & Spada, N. (2006). *How languages are learned*. (3rd Ed.) Oxford, UK: OUP.
- Long, M. H. (1980). *Input, interaction, and second language acquisition*. (Unpublished doctoral dissertation). University of California, Los Angeles.
- Long, M. H. (1981). Input, interaction and second language. In H. Winitz (Ed.), *Native language and foreign language acquisition* (pp. 250–278). New York: Annals of the New York Academy of Sciences.
- Long, M. H. (1983a). Linguistic and conversational adjustments to nonnative speakers. *Studies in Second Language Acquisition*, 5, 177–193.
- Long, M. H. (1983b). Native speaker/nonnative speaker conversation and the negotiation of com-prehensible input. *Applied Linguistics*, 4, 126–141.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & R. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). New York: Academic.
- Long, M. H., & Sato, C. (1983). Classroom foreigner talk discourse: Forms and functions of teachers' questions. In H. Seliger & M. H. Long (Eds.), *Classroom-oriented research in second language acquisition* (pp. 268–285). Rowley, MA: Newbury House.
- Look, S.M. (2011). Question generation. *Pacific Resources for Education and Learning*. Retrieved from http://prel.org/wp-content/uploads/2014/06/QuestionGen_lo_res.pdf.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 20, 37–66.



- Mackey, A., Gass, S., & McDonough, K. (2000). Do learners recognize implicit negative feedback as feedback? *Studies in Second Language Acquisition*, 22, 471–97.
- Maine, F., & Hofmann, R. (2016). Talking for meaning: The dialogic engagement of teachers and children in a small group reading context. *International Journal of Educational Research*, 75, 45-56.
- Marbach-Ad, G., & Sokolove, P. G. (2000b). Good science begins with good questions. *Journal of College Science Teaching*, 30, 192-195.
- Martinez, K. M. (2012). An exploration of interactional features of classroom discourse: Teacher questions and student responses. (Unpublished master's thesis). Ateneo De Manila University, Quezon City.
- Marzano, R. J. (2001). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.
- Maskill, R., & Pedrosa De Jesus, H. (1997a). Pupils' questions, alternative frameworks and the design of science teaching. *International Journal of Science Education*, 19, 781–799.
- Maskill, R., & Pedrosa De Jesus, H. (1997b). Asking model questions. *Education in Chemistry*, 34(5), 132–134.
- Matibag-Angeles, H. (2008). *Effects of two types of input modification and self-questioning on level of students' comprehension of science texts*. (Unpublished master's thesis). De La Salle University, Manila.
- May, F. B., (1990). *Reading as communication: An interactive approach*. (3rd ed.). Portland State University. Merrill Publishing Company.
- McAninch, M.J. (2015). *A qualitative study of secondary mathematics teachers' questioning, responses, and perceived influences*. (Doctoral dissertation). University of Iowa. Retrieved from <https://ir.uiowa.edu/etd/1691>.
- McBride, S., & Davey, B. Reviewed (1986). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology*, 78, 256-262.
- Mehan, H. (1998). The study of social interaction in educational settings: Accomplishments and unresolved issues. *Human Development*, 41(4), 245–269. doi: 10.1159/000022586
- Men, L. R. (2012). CEO credibility, perceived organizational reputation, and employee engagement. *Public Relations Review* 38, 171–173.



- Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking: A socio-cultural approach*. London: Routledge.
- Merriam-Webster, Incorporated (2012). Merriam-Webster, Incorporated. Retrieved from <http://www.gnu.org/copyleft/lgpl.html>
- Miguel, F. O. (1996). *Metacognitive strategies in reading: Their effects on writing competence*. (Doctoral dissertation). University of the Philippines, Quezon City.
- Millar, R., & Osborne, J.F. (Eds.). (1998). *Beyond 2000: Science education for the future*. London: King's College London.
- Mingo, L.L. (2008). *The negotiation of meaning in the talking circle in the tertiary ESL context*. (Unpublished doctoral dissertation). Philippine Normal University, Manila.
- Minstrell, J., & van Zee, E. (Eds.). (2000). Inquiring into inquiry learning and teaching in science. Washington, D.C.: American Association for the Advancement of Science.
- Mitchell, R., & Myles, F. (1998). *Second language learning theories*. London: Arnold.
- MorAudia-Gutierrez, M. R. (2013). *Teachers as ESL readers: Their comprehension processing of an English expository text*. (Unpublished master's thesis). Philippine Normal University, Manila.
- Morton, K. J. (2016). *Communicating food reform through instagram: A grounded theoretical assessment of dialogic engagement on Jamie Oliver's 'food revolution' instagram account*. Virginia Polytechnic Institute and State University.
- Mozaffari and Yagubi (2015), Learner initiatives across question-answer sequences: a conversation analytic account of language classroom discourse. *The Journal of Teaching Language Skills (JTLS)*, 7(2), 93-125.
- Muayanah, M. (2014). Reading comprehension questions developed by english teachers of senior high schools in Surabaya. *Jurnal Sosial Humaniora*, 7(1), 21-44.
- Musumeci, D. (1996). Teacher-learner negotiation in content-based instruction: Communication at cross-purposes? *Applied Linguistics*, 17, 286-325.
- Nakahama, Y., Tyler, R., & Lier, L. (2001). Negotiation of meaning in conversational and information gap activities: A comparative discourse analysis. doi: 10.2307/3588028
- National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read - an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. (NIH Publication No. 00-4769). Jessup, MD: National Institute for Literacy.



- National Research Council. (1996). *National science education standards*. Washington, D.C.: National Academy of Sciences.
- Neal, MA. (2012). Engaging students through effective questions. *Educ Can.* 52(4). Retrieved from www.cea-ace.ca/education-canada/article/engaging-students-through-effective-questions.
- Neri de Souza, F., Neri, D. C., & Costa, A. P. (2016). Asking Questions in the Qualitative Research Context. *The Qualitative Report*, 21(13), 6-18. Retrieved from <https://nsuworks.nova.edu/tqr/vol21/iss13/2>
- Nivera, G. (2001). *Spoken discourse in the tertiary mathematics classroom*. (Published master's thesis). Philippine Normal University, Manila.
- Nguoi, C.C., & Aziz, A.B. (2015). Meaning Negotiation of LEP Learners in Communicative Tasks. *3L: The Southeast Asian Journal of English Language Studies*, 21(3): 175 – 190.
- Nunan, D. (1985). Content familiarity and the perception of textual relationships in second language reading. *Regional Language Center*, 16, 44.
- Nuttal, C. (1998). *Teaching reading skills in a foreign language*. Oxford: Heinemann.
- Nuttal, C. (1996). *Teaching reading skills in a foreign language*. Oxford: Macmillan.
- Nystrand, M. (1997). *Opening dialogue: Understanding dynamics of language and learning in the English classroom*. New York: Teacher College Press.
- Nystrand, M., & Gamoran, A. (1991). Instructional discourse, student engagement, and literature achievement. *Research in the Teaching of English*, 25, 261–290.
- Nystrand, M., Wu, L., Gamoran, A., Zeiser, S., & Long, D.A. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse Processes*, 35(2), 135–198. doi:10.1207/S15326950DP3502_3
- Oczkus, L. D. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.
- Oliver, R. (2002) The Patterns of Negotiation for Meaning in Child Interactions. *The Modern Language Journal*, 86, i, 97-111
- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge, England: Cambridge University Press.
- Ostrom, E. (2003). Towards a behavioral theory linking trust, reciprocity and reputation. In E. Ostrom & J. Walker (Eds.), *Trust and reciprocity: Interdisciplinary lessons from experimental research* (pp. 19–79). New York, NY:



- Pacific Resources for Education and Learning (PREL). (2008b). *Pacific CHILD teachers' manual*. Honolulu.
- Palincsar, A., & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 7(2), 117–175.
- Palma, M. S., (2006). *Use of prior knowledge on text content and structure: Effects on first year high school students' comprehension of the Philippine narrative texts*. (Unpublished master's thesis). Ateneo De Manila University, Quezon City.
- Pangilinan, C. A. (2001). *Using open-ended questions for enhancement of students' conceptual understanding*. (Unpublished master's thesis). De La Salle University, Manila.
- Parcon, H. (1995). *The effectiveness of advance organizers in developing metacognitive skills and reading comprehension of technological texts*. (Unpublished doctoral dissertation). University of the Philippines, Quezon City.
- Pearson, R. (1989a). Business ethics as communication ethics: Public relations practice and the idea of dialogue. In C. H. Botan & V. Hazleton, Jr. (Eds.), *Public relations theory* (pp. 111–131). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pearson, R. (1989b). *A theory of public relations ethics*. (Unpublished doctoral dissertation). Ohio University, Athens.
- Penick, J.E., Crow, L.W., & Bonnsteter, R.J. (1996). Questions are the answers. *Science Teacher*, 63, 26–29.
- Peregroy, S., & Boyle, O. (2005). *Reading, writing, and learning in ESL: A resource book for K–12 teachers*. Boston: Allyn & Bacon.
- Phillips, L., Kristiansen M., Vehviläinen, M., & Gunnarson, E. (2013) Tackling the tensions of dialogue and participation. In: Phillips L, Kristiansen M, Vehviläinen M and Gunnarsson E (eds.), *Knowledge and Power in Collaborative Research: A Reflexive Approach*, 1–18.
- Piaget, J. (1972). *The child's conception of the world*. New Jersey: Littlefield, Adams & co.
- Pica, T., and Long, M.H. (1986). 'The linguistic and conversational performance of experienced and inexperienced teachers.' In Day, R.R. (Ed.) *Talking to learn: conversation in second language acquisition*, (pp. 85-98). Rowley, Mass.: Newbury House.
- Pica, T. (1992). The textual outcomes of native speaker—nonnative speaker negotiation: what do they reveal about second language learning. In C. Kramsch, and S. McConnell-Ginet (eds): *Text and Context: Cross-Disciplinary Perspectives in Language Study*. Lexington, MA: D. C. Heath and Company.



- Pica, T. (1994). Research on negotiation: What does it reveal about second language learning conditions, processes, and outcomes? *Language Learning*, 44, 493–527.
- Pica, T., Lincoln-Parker, F., Paninos, D., & Linnel, J. 1996. Language learner's interaction: How does it address the input, output, and feedback needs of L2 learner? *TESOL Quarterly*, 30, 59-84.
- Pressley, M. (2002). *Metacognition and self-regulated comprehension*. In A. E. Farstrup & S. S. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 291–309). Newark, DE: International Reading Association.
- Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum.
- Pressley, M., et. al., (1998). The nature of literacy instruction in ten grade-4/5 classrooms in upstate New York. *Scientific Studies of Reading*, 2, 159-191.
- Poway Unified School District, (2005). *Critical thinking strategies*. Retrieved from <http://ca.us/projects/criticalthinking..>
- Rahimian, M. (2013). Negotiation of meaning and modified output elicitation across two tasks. *English Language Teaching*, 6(12), 114-128.
- RAND Reading Study Group, (2002). *Reading for understanding: Toward an R & D program in reading comprehension*. Retrieved from www.rand.org/publications/MR/MRI1465/.
- Reznitskaya, A. (2012). Dialogic teaching: Rethinking language use during literature discussions. *The Reading Teacher*, 65(7), 446–456.
- Rionda, C. S.A. (1987). *Reading teachers' comprehensibility and cognitive strategies in developing learners' schema in discourse comprehension: A classroom interaction analysis*. (Unpublished master's thesis). University of the Philippines, Quezon City.
- Robinson, P. (2001). *Cognition and second language acquisition*. Cambridge: Cambridge University Press.
- Rooks, D. L. (2009). *Science for all: Experiences and outcomes of students with visual impairment in a guided inquiry-based classroom*. The University of Arizona. Retrieved from <http://pqdtopen.proquest.com/doc/304846690.html?FMT=AI>.
- Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.



- Rost, M., & Ross, S. (1991). Learner use of strategies in interaction: Typology and teachability. *Language Learning*, 41, 231-249.
- Rothstein, D. & Santana, L. (2011). *Make just one change: Teach students to ask their own questions*. Cambridge, MA: Harvard Education Press.
- Royer, J.M. (2003). *Finding solutions to reading problems*. Retrieved from <http://www.svt.Reading>.
- Rubin, D. (1990). Introduction: Ways of talking about talking and learning. In S. Hynds & D. Rubin (Eds.), *Perspectives on talk and learning* (pp. 1–20). Urbana, IL: National Council of Teachers of English.
- Ruck, K., & Welch, M. (2012). Valuing internal communication; management and employee perspectives. *Public Relations Review*, 38, 294–302.
- Ruiz-Primo, M. A., & Furtak, E. M. (2007). Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry. *Journal of Research in Science Teaching*, 44(1), 57-84. doi: 10.1002/tea.20163
- Sahin, (2007). The effects of types, quantity, and quality of questioning in improving students' understanding. (Published doctoral dissertation). Texas A&M University. Retrieved from <https://core.ac.uk/download/pdf>
- Sanders, N. M. (1966). *Classroom questions: What kinds?* New York: Harper & Row.
- Santos, M.L. (2004). *Formulating questions in mathematics discourse and student achievement in Algebra*. (Unpublished master's thesis). University of the Philippines, Quezon City.
- Santrock, J. W. (2009). *Educational psychology*. (4th ed.). University of Texas at Dallas: Mc GrawHill.
- Scarcella, R. C., & Higa, C. (1981). Input, negotiation, and age differences in second language acquisition. *Language Learning*, 31, 409–432.
- Schmidt, H.G. (1993). Foundations of problem-based learning: Rationale and description. *Medical Education*, 17, 11–16.
- Schmidt, M. (1980). Coordinate structures and language universals in interlanguage. *Language Learning*, 30, 397-416.
- Shim, Y.S. (2007). Negotiation of Meaning between an L2 Teacher and Students in Face-to-Face Interactions and CMC. *English Teaching*, 62(3), 265-288.
- Shohamy, E. (1994). The validity of direct versus semi-direct oral tests. *Language Testing*, 11, 99-123.



- Shomoossi, N. (2004); The effects of teachers' questioning behavior on efl classroom interaction: a classroom research study. *The Reading Matrix* 4(2), 96-104.
- Short, K. G. (2009). Inquiry as a stance on curriculum. In Davidson, S. & Carber, S. (Eds.), *Taking the PYP Forward: The Future of the IB Primary Years Programme*. Suffolk, UK: John Catt Educational Ltd.
- Silver, R. E., & Huynh, T. C. D. (2010). Manual for coding negotiation for meaning in classroom interaction. Singapore: *Centre for Research in Pedagogy and Practice*, National Institute of Education.
- Smagorinsky, P., & Fly, P. (1993). The social environment of the classroom: A Vygotskian perspective on small group process. *Communication Education*, 42, 159–171.
- Smith, M. K. (2002). Paulo Freire and informal education. *The Encyclopaedia Of Informal Education*. Retrieved from [https:// www.infed.org/thinkers/et-freir.htm](https://www.infed.org/thinkers/et-freir.htm).
- Smitko, K. (2012). Donor engagement through Twitter. *Public Relations Review* 38, 633–635.
- Sommerfeldt, E. J. (2013). The civility of social capital: Public relations in the public sphere, civil society, and democracy. *Public Relations Review* 39, 280–289.
- Soter, A., & Rudge, L. (2005, April). *What the discourse tells us: Talk and indicators of high-level comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Soter, A., Wilkinson, I.A., Murphy, P.K., Rudge, L., Reninger, K., & Edwards, M. (2008). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research*, 47(6), 372–391. doi:10.1016/j.ijer.2009.01.001
- Stockero, S. L., & Van Zoest, L. R. (2013). Characterizing pivotal teaching moments in beginning mathematics teachers' practice. *Journal of Mathematics Teacher Education*, 16(2), 125-147.
- Sunggingwati, D. (2001). *Reading Questions of Junior High School English Textbooks*. (Unpublished master's thesis). Malang: Graduate Program of the Malang University.
- Sunggingwati, D. (2003). *Reading question of junior high school English*. Retrieved from <http://www.idci.dikti.go.id/pdf/jurnal/BAHASA@SENI>.
- Swain, M. (1985). Communicative competence: Some role of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235-256). Cambridge: Newbury House.



- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & G. Seidhofer (Eds.), *Principles and practice in applied linguistics: Studies in honor of H. G. Widdowson* (pp. 125-144). Oxford, England: Oxford University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82, 320-337.
- Taboada, A. M. (2003). *The association of student questioning with reading comprehension*. University of Maryland.
- Tam, T.H. (2016). *Negotiation of meaning between teacher and students in EFL classrooms*. (Unpublished doctoral dissertation). Philippine Normal University, Manila.
- Taylor, M. (2010). Public relations in the enactment of civil society. In R. L. Heath (Ed.), *Handbook of public relations II* (pp. 5-12). Thousand Oaks, CA: Sage.
- Taylor, M., & Kent, M.L. (2014). Dialogic engagement: Clarifying foundational concepts. *Journal of Public Relations Research*, 26(5), 384-398. doi:10.1080/1062726X.2014.956106
- Tellado, I. (2017). Bridges between individuals and communities: dialogic participation fueling meaningful social engagement. *Research on Ageing and Social Policy*, 5(1), 8-31. doi: 10.4471/rasp.2017.2389
- Thalheimer, W. (2003-2014). *The learning benefits of questions*. Retrieved from www.work-learning.com/catalog.html
- The National Reading Panel (2000). *The new survival skills our children need— and what we can do about it*. New York, NY: Basic Books.
- Tofade, T., Elsner, J., & Haines, S.T. (2013). Best Practice Strategies for Effective Use of Questions as a Teaching Tool. University of Maryland School of Pharmacy, Baltimore, Maryland. *American Journal of Pharmaceutical Education*, 77 (7), Article 155.
- Tucker, C. (2015). More than a Google search. *Educational Leadership*, 73(1), 78-79.
- Vacca, R., & Vacca, J. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Boston: Allyn & Bacon.
- Van Dijk, T. A. (2012) 'Critical Discourse Analysis'. In Hamilton, Heidi, Tannen, Deborah & Schiffrin, Deborah (Eds.) *Handbook of Discourse Analysis*. Oxford: OUP (in press).



- Varonis, E. M., & Gass, S. M. (1985). Non-native/non-native conversations: A model for negotiation and meaning. *Applied Linguistics*, 6, 71-90. (Walterstein, 1983).
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what can we do about it*. Retrieved from <http://d1pf6s1cgo6y0.cloudfront.net>
- Walsh, S. (2006). *Investigating classroom discourse*. Cambridge: Cambridge University Press.
- Wang, J., & Chaudhri, V. (2009). Corporate social responsibility engagement and communication by Chinese companies. *Public Relations Review* 35, 247–250.
- Watts, M., & Alsop, S. (1995). Questioning and conceptual understanding: The quality of pupils' questions in science. *School Science Review*, 76(277), 91–95.
- Watts, M., Alsop, S., Gould, G. & Walsh, A. (1997). Prompting teachers' constructive reflection: pupils' questions as critical incidents. *International Journal of Science Education*, 19, 1025-1997.
- Welch, M. (2012). Appropriateness and acceptability: Employee perspectives of internal communication. *Public Relations Review* 38, 246–254.
- Wells, G., & Chang Wells, G. L. (1992). *Constructing knowledge together: Classrooms as centers of inquiry and literacy*. Portsmouth, NH: Heinemann.
- Westgate, D., & Hughes, M. (1997). Identifying quality in classroom talk: An enduring research task. *Language and Education*, 11(2), 125-139.
- White, L., & Lightbown, P. (1984). Asking and answering in ESL classes. *Canadian Modern Language Review*, 40, 288-344.
- Wiggins, G., & McTighe, J. (2013). Essential questions: opening doors to student understanding. Alexandria, Virginia USA. Retrieved on October 19, 2018 at <https://www.ascd.org/pdf/books>
- Wilén, W. (1987). Effective questions and questioning: A classroom application. In W. Wilén (Ed.), *Questions, questioning techniques, and effective teaching* (pp. 107-135). Washington, D. C.: National Education Association.
- Willis, P. (2012). Engaging communities: Ostrom's economic commons, social capital and public relations. *Public Relations Review* 38, 116–122.



- Windschitl, M. (2002). Framing constructivism in practice as the negotiation of dilemmas: An analysis of the conceptual, pedagogical, cultural, and political challenges facing teachers. *Review of Educational Research*, 72(2), 131–175. doi:10.3102/00346543072002131
- Wittrock, M.C. (1981). Reading comprehension. In F.J. Pirozzolo & M.C. Wittrock (Eds.), *Neuropsychological and Cognitive Process in Reading*. New York: Academic Press.
- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem-solving. *Journal of Child Psychology and Psychiatry and Allied Disciplines* 17, 89–100.
- Wynne-Jones, S., North, P., & Routledge, P., (2015). Practising participatory geographies: potentials, problems and politics. *Area* 47(3): 218–221. doi: 10.1111/area.12186
- Yang, M. K. (2002). Exploring the characteristics of students' questioning in class and their educational implications. *Korean Journal of Educational Research*, 40(1), 99-128.
- Yang, M. K. (2006). A critical review of research on questioning in education: limitations of its positivistic basis. *Asia Pacific Education Review*, 7(2), 195-204.
- Yang, S., & Kang, M. (2009). Measuring blog engagement: Testing a four-dimensional scale. *Public Relations Review*, 35(3), 323-324. Retrieved from <https://instituteforpr.org>
- Yiğiter, K., Sariçoban, A. & Gürses, T. (2005). Reading strategies employed by ELT learners at the advanced level. *The Reading Matrix*. 5(1). Retrieved from <https://www.researchgate.net>
- Yufrizal, H. (2001). *Negotiation of meaning and language acquisition*. Universitas Lampung, Bandar Lampung.
- Zainal, A. & Ching, H.S. (2016). Negotiation of Meaning in Face- to- Face Interaction among High Proficiency ESL Learners: 'Generation Y' Gender Interaction. *Asian EFL Journal Professional Teaching Articles*, 89. Retrieved from <https://www.researchgate.net/publication/301660511>
- Zinar, S. (2000). The relative contributions of word identification skill and comprehension-monitoring behaviour to reading comprehension ability. *Contemporary Educational Psychology*, 25, 363—377.
- Zoller, U., Tsapalis, G., Fatsow, M. & Lubezky, A. (1987). Student self-assessment of higher-order cognitive skills in college science teaching. *Journal of College Science Teaching*, 27, 99-101.



Appendices

Appendix A

Inventory of Communication Strategies (Dornyei & Scott, 1997, as cited in Mingo, 2008).

Strategy	Description
1. Message Abandonment	Leaving a message unfinished because of some language difficulty
2. Message Reduction	Reducing the message by avoiding certain language structures or topics considered problematic language wise or by leaving out some intended elements for a lack of linguistic resources
3. Message Replacement	Substituting the original message with a new one because of not feeling capable of executing it
4. Circumlocution (Paraphrase)	Exemplifying, illustrating or describing the properties of the target object or action
5. Approximation	Using a single alternative lexical item, such as a superordinate or related term; this shares semantic feature with the target word or structure
6. Use of all-purpose words	Extending a general, 'empty' lexical item to contexts where specific words are lacking
7. Word Coinage	Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word
8. Restructuring	Abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan
9. Literal Translation (transfer)	Translating literally a lexical item, an idiom, a compound word or structure from L1 to L2
10. Foreignizing	Using a L1/L3 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation/morphology)
11. Code-Switching (Language Switch)	Including a L1/L3 with L1/L3 pronunciation in L2 speech; this may involve stretches of discourse ranging from single words to whole chunks or even complete turns
12. Use of similar-sounding words	Compensating for a lexical item, whose form the speaker is unsure of, with a word which sounds more or less like the target item
13. Mumbling	Swallowing or muttering inaudibly a word (or part of a word) whose correct form the speaker



	is uncertain about
14. Omission	Leaving a gap when not knowing a word and carrying on as if it had been said
15. Retrieval	In an attempt to retrieve a lexical item, saying a series of incomplete or wrong forms or structures before reaching the optimal form
16. a. Self-repair	Making self-initiated corrections in one's speech
16. b. Other-repair	Correcting something in the interlocutor's speech
17. Self-rephrasing	Repeating a term, but not quite as it is, by adding something or using paraphrase
18. Over-explicitness	Using more words to achieve a particular communicative goal than what is considered normal in similar L1
19 Mime (Nonlinguistic/paralinguistic strategies)	Describing the whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration
20. Use of fillers	Using gambits to fill pauses, to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty
21. a. Self-repetition	Repeating a word or a string of words immediately after they were said
21.b. Other-repetition	Repeating something the interlocutor said to gain time
22. Feigning understanding	Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand
23. Verbal strategy markers	Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code
24. a. Direct appeal for help	Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge
24. b. Indirect appeal for help	Trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or nonverbally
25. Asking for repetition	Requesting repetition when not hearing or understanding something properly
26. Asking for clarification	Requesting for explanation of an unfamiliar meaning structure
27. Asking for confirmation	Requesting confirmation that one heard or understood something correctly
28. Guessing	Guessing is similar to a confirmation request



	but the latter implies a greater degree of certainty regarding the key word; whereas, guessing involves real indecision
29. Expressing non-understanding	Expressing that one did not understand something properly either verbally or nonverbally
30. Interpretative summary	Extended paraphrase of the interlocutor's message to check that the speaker has understood correctly
31. Comprehension check	Asking questions to check that the interlocutor can follow the speaker
32. Own-accuracy check	Asking questions to that the interlocutor can follow the speaker
33. a. Response: repeat	Repeating the original trigger or the suggested corrected form (after another-repair)
33. b. Response: repair	Providing other-initiated self-repair
33. c. Response: rephrase	Rephrasing the trigger
33. d. Response: expand	Putting the problem word/issue into a larger context
33. e. Response: confirm	Confirming what the interlocutor has said or suggested



Appendix B Parent's Informed Consent

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension of ESL Learners

PRINCIPAL INVESTIGATOR

Name: Ronelo G. Collamar

Department: English

Address: Phase 5, Package 5, Block 20, Lot 6, Bagong Silang, Caloocan City

Phone: 09457064163

Email: collamar_ronelo@yahoo.com

PURPOSE OF STUDY

As a parent, you are being asked to consent your son/daughter to take part in a research study. Before you decide, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.

STUDY PROCEDURES

Study procedures are divided into three phases which are clearly described below. Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: selecting the research participants, securing permit to conduct the study, securing students', teachers', and parents' consent and conducting an informal interview.

Selecting the research participants. Three English teachers and their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have consented the researcher to conduct research; and 3) the participants have permitted the researcher to document their lesson for one week.

Securing permit to conduct the study. After the selecting the research participants, the next step is to secure permit to the conduct the study from the school principal and the division superintendent.



Securing students', teachers', and parents' consent. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase is devoted to the audio-recording of the three classes.

Audio-recording of the classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are informed of this prior to the recording.

Classroom observation. This observation is done while the classroom interaction is being audio recorded. Its purpose is to cover all the teaching and learning behavior that may transpire in the classroom. Likewise, this is to see to it that no stone is left unturned in terms of gathering the relevant data.

Phase III pertains to the steps after gathering the data. This phase subsumes the following:

Coding and transcribing of the audio-recorded classroom interaction. After the audio-recording, the next step is to code and transcribe the audio-recorded classroom interaction.

Subjecting the coded and transcribed data into the lenses of DE, NoM, and Q. After the coded and transcribed data are validated, the next step is to subject them into the lenses of DE, NoM, and Q.

Tallying the evidences of DE, NoM, and Q. After documenting the evidences of DE, NoM, and Q, the next step is to tally their occurrences.

BENEFITS

1. This study would benefit school authorities who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension.
2. Results may serve as the bases for designing and implementing a pedagogical instruction, i.e., void of dehumanizing and alienating efficacies and is geared towards not only to enhance students' spoken discourse comprehension but to give birth to an education embellished by pure and real humanizing process.
3. This study would not only offer teachers and students a comprehensive view of how they process their understanding through questioning, dialogic engagement, and negotiation of



meaning but also trigger them to rethink their instructional and learning strategies and to try new innovations to address problems that could hinder students' language learning, and spoken discourse comprehension.

4. Further, this study can be a good reference of review of related literature, concepts and ideas, for future researchers who intend to conduct a similar study in their own pedagogical sphere and perspective.

CONFIDENTIALITY

The recorded negotiation of meaning, questions and responses will be kept confidential and anonymous. The researcher will not write any of your son's or daughter's identifying information. Every effort will be made by the researcher to preserve his/her confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents

Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of consenting your son or daughter in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

The participation of your son or daughter in this study is voluntary. It is up to you to decide whether or not to consent him or her to take part in this study. If you decide to consent your son or daughter to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw your son or daughter at any time and without giving a reason. Withdrawing him or her from this study will not affect the relationship you have, if any, with the researcher. If you withdraw him or her from the study before data collection is completed, your son's or daughter's data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask



questions. I understand that my decision to consent my son or daughter to participate in this study is voluntary and that I am free to withdraw him or her at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to consent my son or daughter to take part in this study.

Parent's signature _____ Date _____

Investigator's signature _____ Date _____



Appendix C Teacher's Informed Consent

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension of ESL Learners

PRINCIPAL INVESTIGATOR

Name: Ronelo G. Collamar

Department: English

Address: Phase 5, Package 5, Block 20, Lot 6, Bagong Silang, Caloocan City

Phone: 09457064163

Email: collamar_ronelo@yahoo.com

PURPOSE OF STUDY

You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.

STUDY PROCEDURES

Study procedures are divided into three phases which are clearly described below. Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: selecting the research participants, securing permit to conduct the study, securing students', teachers', and parents' consent.

Selecting the research participants. Three English teachers and their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have consented the researcher to conduct research; and 3) the participants have permitted the researcher to document their lesson for one week.

Securing permit to conduct the study. After the selecting the research participants, the next step is to secure permit to the conduct the study from the school principal and the division superintendent. This step ensures the smooth administration of the study.



Securing students', teachers', and parents' consent. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase is devoted to the audio-recording of the three classes.

Audio-recording of the classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are informed of this prior to the recording.

Classroom observation. This observation is done while the classroom interaction is being audio recorded. Its purpose is to cover all the teaching and learning behavior that may transpire in the classroom. Likewise, this is to see to it that no stone is left unturned in terms of gathering the relevant data.

Phase III pertains to the steps after gathering the data. This phase subsumes the following:

Coding and transcribing of the audio-recorded classroom interaction. After the audio-recording, the next step is to code and transcribe the audio-recorded classroom interaction.

Subjecting the coded and transcribed data into the lenses of DE, NoM, and Q. After the coded and transcribed data are validated, the next step is to subject them into the lenses of DE, NoM, and Q.

Tallying the evidences of DE, NoM, and Q. After documenting the evidences of DE, NoM, and Q, the next step is to tally their occurrences.

BENEFITS

1. This study would benefit school authorities who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension.
2. Results may serve as the bases for designing and implementing a pedagogical instruction, i.e., void of dehumanizing and alienating efficacies and is geared towards not only to enhance students' spoken discourse comprehension but to give birth to an education embellished by pure and real humanizing process.
3. This study would not only offer teachers and students a comprehensive view of how they process their understanding through questioning, dialogic engagement, and negotiation of meaning but also trigger them to rethink their instructional and learning strategies and to try new



innovations to address problems that could hinder students' language learning, and spoken discourse comprehension.

4. Further, this study can be a good reference of review of related literature, concepts and ideas, for future researchers who intend to conduct a similar study in their own pedagogical sphere and perspective.

CONFIDENTIALITY

Your recorded negotiation of meaning, questions and responses will be kept confidential and anonymous. The researcher will not write any of your identifying information. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents, and

Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.



Participant's signature _____ Date _____

Investigator's signature _____ Date _____



Appendix D Informed Student's Consent/Assent

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension of ESL Learners

PRINCIPAL INVESTIGATOR

Name: Ronelo G. Collamar

Department: English

Address: Phase 5, Package 5, Block 20, Lot 6, Bagong Silang, Caloocan City

Phone: 09457064163

Email: collamar_ronelo@yahoo.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.

STUDY PROCEDURES

Study procedures are divided into three phases which are clearly described below. Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: selecting the research participants, securing permit to conduct the study, securing students', teachers', and parents' consent.

Selecting the research participants. Three English teachers and their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have consented the researcher to conduct research; and 3) the participants have permitted the researcher to document their lesson for one week.

Securing permit to conduct the study. After the selecting the research participants, the next step is to secure permit to the conduct the study from the school principal and the division superintendent. This step ensures the smooth administration of the study.



Securing students', teachers', and parents' consent. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase is devoted to the audio-recording of the three classes.

Audio-recording of the classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are informed of this prior to the recording.

Classroom observation. This observation is done while the classroom interaction is being audio recorded. Its purpose is to cover all the teaching and learning behavior that may transpire in the classroom. Likewise, this is to see to it that no stone is left unturned in terms of gathering the relevant data.

Phase III pertains to the steps after gathering the data. This phase subsumes the following:

Coding and transcribing of the audio-recorded classroom interaction. After the audio-recording, the next step is to code and transcribe the audio-recorded classroom interaction.

Subjecting the coded and transcribed data into the lenses of DE, NoM, and Q. After the coded and transcribed data are validated, the next step is to subject them into the lenses of DE, NoM, and Q.

Tallying the evidences of DE, NoM, and Q. After documenting the evidences of DE, NoM, and Q, the next step is to tally their occurrences.

BENEFITS

1. This study would benefit school authorities who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension.
2. Results may serve as the bases for designing and implementing a pedagogical instruction, i.e., void of dehumanizing and alienating efficacies and is geared towards not only to enhance students' spoken discourse comprehension but to give birth to an education embellished by pure and real humanizing process.
3. This study would not only offer teachers and students a comprehensive view of how they process their understanding through questioning, dialogic engagement, and negotiation of meaning but also trigger them to rethink their instructional and learning strategies and to try new



innovations to address problems that could hinder students' language learning, and spoken discourse comprehension.

4. Further, this study can be a good reference of review of related literature, concepts and ideas, for future researchers who intend to conduct a similar study in their own pedagogical sphere and perspective.

CONFIDENTIALITY

Your recorded negotiation of meaning, questions and responses will be kept confidential and anonymous. The researcher will not write any of your identifying information. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents

Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.



Participant's signature _____ Date _____

Investigator's signature _____ Date _____



Appendix E
Request Letter to Conduct a Study

May 17, 2019

CECILLE G. CARANDANG, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Dear Madam Carandang:

Conducting and publishing educational researches are one of the forms of professional development. They position the past, present and future pedagogical milieus which eventually become greener pasture not only for teachers but also for students to hone skills necessary for the 21st century education.

In line with this, I would like request permission from your good office to conduct my dissertation titled *“Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension of ESL learners.”*

Rest assured that the teacher and student participants would not spend even a single centavo for this research endeavour.

Thank you so much!

Sincerely yours,
Ronelo G. Collamar
Ph. D. ELE--Student

Appendix F

Frequency of Communication Strategies Employed by Teacher A and Class A

[illegible]



[illegible]



45. c. answering no	0	3	0	4	0	1	0	3	0	1	0	12	0	1.589
45. d. answering yes	4	7	0	4	0	7	0	2	0	6	4	26	0.239	3.444
46. Responding to a wh-question														
46. a. correct response	4	27	0	11	0	11	0	37	2	32	6	118	0.358	15.629
46. b. incorrect response	0	2	0	0	0	0	0	7	0	0	0	9	0	1.192
47. Introducing/stating/providing something /someone etc.	43	30	22	2	35	7	17	1	30	1	147	41	8.771	5.430
48. Using transitional devices	48	0	7	0	14	1	13	0	13	0	95	1	5.668	0.132
49. Calling someone to answer/respond to a question	51	27	28	3	31	5	45	5	64	2	219	42	13.067	5.563
50. Utterance/response is not audible	0	20	3	3	1	13	1	8	0	12	5	56	0.298	7.417
51. Following directions, instructions, orders, commands, requests etc.	0	3	0	0	0	5	0	4	0	1	0	13	0	1.722
52. Ending the class, conversation etc.	1	1	1	2	0	0	0	0	0	0	2	3	0.119	0.397
53. Responding to the expressions of willingness to do something	0	0	2	0	0	0	15	0	29	0	46	0	2.745	0
54. Responding to someone who's calling attention	0	0	0	0	0	3	0	0	0	0	0	3	0	0.397
55. Using filling the blank expression	0	0	0	0	1	0	0	0	1	1	2	1	0.119	0.132



s				
Grand Total	1,67 6	755	100	100



Appendix G
Frequency of Communication Strategies Employed by Teacher B and Class B

Communication Strategies	Session 1		Session 2		Session 3		Session 4		Session 5		Total		%	
	TB	CB	TB	CB	TB	CB	TB	CB	TB	CB	TB	CB	TB	CB
1. Message Abandonment	0	3	0	0	0	0	0	0	0	0	0	3	0	0.771
2. Message Reduction	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Message Replacement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Circumlocution (Paraphrase)	0	0	0	0	0	0	4	0	43	0	47	0	1.510	0
5. Approximation	0	0	0	0	0	0	5	0	0	0	5	0	0.161	0
6. Use of all-purpose words	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Word Coinage	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Restructuring	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Literal Translation (transfer)	9	1	1	0	1	0	2	0	2	0	15	1	0.482	0.257
10. Foreignizing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Code-Switching (Language Switch)	172	32	66	5	104	2	82	7	91	0	515	46	16.549	11.825
12. Use of similar-sounding words	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13. Mumbling	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. Omission	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Retrieval	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16. a. Self-repair	9	0	2	0	4	0	2	0	8	0	25	0	0.803	0
16. b. Other-repair	0	0	0	0	0	0	0	0	1	0	1	0	0.032	0
17. Self-rephrasing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. Over-explicitness	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19. Mime (Nonlinguistic/paralinguistic strategies)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20. Use of	31	1	91	0	150	0	168	0	170	0	897	1	28.824	0.257



fillers	8													
21. a. Self-repetition	14	9	4	4	5	4	10	2	2	3	35	22	1.125	5.656
21.b. Other-repetition	17	0	10	0	4	0	10	1	9	1	50	2	1.607	0.514
22. Feigning understanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23. Verbal strategy markers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24. a. Direct appeal for help	1	0	0	0	1	0	0	0	0	0	2	0	0.064	0
24. b. Indirect appeal for help	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25. Asking for repetition	0	0	2	0	2	0	0	0	0	0	4	0	0.129	0
26. Asking for clarification	0	0	0	0	0	0	0	0	0	0	0	0	0.179	0
27. Asking for confirmation	100	3	69	1	75	0	87	0	121	0	452	4	14.524	1.028
28. Guessing	0	0	0	0	0	0	0	4	0	0	0	4	0	1.028
29. Expressing non-understanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30. Interpretative summary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31. Comprehension check	64	1	19	0	47	0	29	2	25	0	184	3	5.913	0.771
32. Own-accuracy check	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33. a. Response: repeat	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33. b. Response: repair	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33. c. Response: rephrase	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33. d. Response: expand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33. e. Response: confirm	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34. Asking someone to do something	10	0	0	0	1	0	0	0	2	0	13	0	0.418	0
35. Giving Praise or	8	1	8	0	3	0	1	0	2	0	22	1	0.707	0.257



Appreciation 36. Giving commands, orders, directions and instructions	24	2	9	0	8	0	16	2	5	0	62	4	1.992	1.028
37. Requesting to do something (with please or may)	2	0	2	0	1	0	1	0	0	0	6	0	0.193	0
38. Greeting someone	0	0	1	1	0	0	0	0	0	0	1	1	0.032	0.257
39. Discussing/ Explaining/ Defining something	12 2	2	46	1	52	0	33	1	81	0	334	4	10.733	1.028
40. Uttering a prayer	0	0	0	0	0	1	0	0	0	0	0	1	0	0.257
41. Expressing certain emotions, feelings, ideas, claims etc.	7	22	0	3	6	0	2	3	9	3	24	31	0.771	7.969
42. Not responding to the interlocutor	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43. Expressing willingness to do something	0	4	0	2	0	0	0	0	0	0	0	6	0	1.542
44. Reading a word, phrase, sentences etc.	2	1	2	2	0	3	9	1	2	1	15	8	0.482	2.057
45. Responding to a yes-no question	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45. a. correct response	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45. b. incorrect response	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45. c. answering no	0	3	0	4	0	0	0	3	0	2	0	12	0	3.085
45. d. answering yes	4	13	2	2	3	1	3	2	0	5	12	23	0.386	5.913
46. Responding to a wh- question	6	65	2	26	6	13	6	15	2	29	22	148	0.707	38.046



46. a. correct response															
46. b. incorrect response	0	5	0	6	0	0	6	7	0	2	6	20	0.193	5.141	
47. Introducing/ stating/ providing something/s omeone etc.	59	5	22	2	18	1	24	1	26	0	149	9	4.788	2.314	
48. Using transitional devices	50	0	29	0	23	0	18	0	10	0	130	0	4.177	0	
49. Calling someone to answer/respond to a question	18	10	7	1	8	0	2	5	4	1	39	17	1.253	4.370	
50. Utterance/response is not audible	1	1	0	4	1	6	0	1	0	1	2	13	0.064	3.342	
51. Following directions, instructions, orders, commands, requests etc.	1	2	0	0	0	0	0	0	0	0	1	2	0.032	0.514	
52. Ending the class, conversation etc.	1	1	0	0	0	0	0	0	0	0	1	1	0.032	0.257	
53. Responding to the expressions of willingness to do something	6	0	1	0	1	0	1	0	1	0	10	0	0.321	0.000	
54. Responding to someone who's calling attention	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000	
55. Using filling the blank expressions	18	0	2	0	5	2	2	0	4	0	31	2	0.996	0.514	
Grand Total											3112	389	100	100	

Appendix H

Frequency of Communication Strategies Employed by Teacher C and Class C

[illegible]



24. a. Direct appeal for help	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
24. b. Indirect appeal for help	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
25. Asking for repetition	1	0	1	0	0	0	0	0	1	0	3	0	0.114	0.000
26. Asking for clarification	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
27. Asking for confirmation	75	0	20	0	31	1	23	0	48	9	197	10	7.454	1.524
28. Guessing	3	2	0	1	0	0	0	0	1	0	4	3	0.151	0.457
29. Expressing non-understanding	0	1	1	2	0	1	0	0	0	0	1	4	0.038	0.610
30. Interpretative summary	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
31. Comprehension check	91	1	42	1	31	1	74	0	30	6	268	8	10.140	1.220
32. Own-accuracy check	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
33. a. Response: repeat	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
33. b. Response: repair	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
33. c. Response: rephrase	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
33. d. Response: expand	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
33. e. Response: confirm	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
34. Asking someone to do something	0	0	0	0	0	0	0	1	0	0	0	1	0.000	0.152
35. Giving Praise or Appreciation	6	0	9	0	7	0	12	0	0	4	34	4	1.286	0.610
36. Giving commands, orders, directions and instructions	46	1	39	0	14	0	40	0	48	1	184	2	6.962	0.305
37. Requesting to do something (with please or may)	2	0	1	0	0	0	7	0	4	0	14	0	0.530	0.000
38. Greeting someone	1	0	0	0	0	0	0	0	1	1	2	1	0.076	0.152
39. Discussing/Explaining/	145	0	45	6	34	4	44	5	21	10	289	25	10.935	3.811



Defining something														
40. Uttering a prayer	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000
41. Expressing certain emotions, feelings, ideas, claims etc.	16	31	4	1	0	0	3	4	5	14	28	50	1.059	7.622
42. Not responding to the interlocutor	0	0	0	0	0	0	0	0	0	2	0	2	0.000	0.305
43. Expressing willingness to do something	0	0	0	1	0	0	0	0	0	0	0	1	0.000	0.152
44. Reading a word, phrase, sentences etc.	1	11	2	7	2	1	0	4	5	0	10	23	0.378	3.506
45. Responding to a yes-no question	0	0	0	0	0	0	0	0	1	0	1	0	0.038	0.000
45. a. correct response														
45. b. incorrect response	1	0	0	1	0	0	0	0	0	0	1	1	0.038	0.152
45. c. answering no	6	4	2	2	4	6	1	1	1	4	14	17	0.530	2.591
45. d. answering yes	6	23	3	3	4	3	7	2	2	9	22	40	0.832	6.098
46. Responding to a wh-question														
46. a. correct response	13	45	1	52	4	28	1	40	5	13	24	178	0.908	27.134
46. b. incorrect response	0	0	0	1	0	0	0	0	0	2	0	3	0.000	0.457
47. Introducing/stating/providing something/someone etc.	83	6	49	8	21	0	20	0	40	1	213	15	8.059	2.287
48. Using transitional devices	12 2	0	38	0	21	0	29	1	27	0	237	1	8.967	0.152
49. Calling someone to answer/respond to a question	17	14	16	8	14	3	20	9	11	23	78	57	2.951	8.689
50. Utterance/response is not audible	6	22	6	6	0	11	0	18	1	0	13	57	0.492	8.689



51. Following directions, instructions, orders, commands, requests etc.	0	0	0	5	0	0	0	0	0	8	0	13	0.000	1.982	
52. Ending the class, conversation etc.	1	1	0	0	0	0	0	0	0	0	1	1	0.038	0.152	
53. Responding to the expressions of willingness to do something	4	0	3	0	0	0	0	0	0	0	7	0	0.265	0.000	
54. Responding to someone who's calling attention	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.000	
55. Using filling the blank expressions	9	0	7	0	14	3	13	8	2	0	45	11	1.703	1.677	
Grand Total												2643	656	100	100



Appendix I
Utterances of Teacher A and Class A

First Session: Personification			
Teacher A's Utterances		Students' Utterances	
LTA1	Good morning!	LCA1	(Students and the teacher are praying).
LTA2	Take you seat.	LCA2	Good morning, Ma'am ____.
LTA3	Okay, let us have our attendance.	LCA3	Thank you.
LTA4	Group 1.	LCA4	Good morning Ma'am _____, good morning classmates.
LTA5	Very good.	LCA5	I'm happy to tell you that all of members are all present.
LTA6	Group 2.	LCA6	(Clapping of hands).
LTA7	Group 3.	LCA7	Good morning Ma'am _____, good morning classmates.
LTA8	Very good.	LCA8	I'm happy to say you that all of members are all present.
LTA9	Okay, group 4.	LCA9	(Clapping of hands).
LTA10	Carissa, why are you clapping your hands?	LCA10	Good morning Ma'am _____, good morning classmates.
LTA11	Group 5.	LCA11	I'm happy to tell you that all of members are all present.
LTA12	Okay, let's start.	LCA12	(Clapping of hands).
LTA13	I have the jumbled words and I want you to arrange the jumbled words to form a meaningful meaning.	LCA13	Good morning Ma'am _____, good morning classmates.
LTA14	Who wants to start?	LCA14	I'm sad to say you that one of members is absent and he's returning on Thursday.
LTA15	Yes, Ashanty, 1.	LCA15	(No answer).
LTA16	And then for sentence no 2, Yes, Brent.	LCA16	Good morning Ma'am _____, good morning classmates.
LTA17	And then after you form the sentence, I want you to read aloud the sentence that you formed.	LCA17	I'm happy to tell you that all of members are all present.



LTA18	There is already a clue, right?	LCA18	(The students are clapping their hands).
LTA19	A sentence must start with a capital letter and ends with a punctuation mark.	LCA19	Ma'am, Ma'am.
LTA20	Read the sentence, Ashanty.	LCA20	The breeze squeezed my cheeks.
LTA21	Is that correct?	LCA21	(Chorus) Yes.
LTA22	Next, will you please read, Brent?	LCA22	The blanket wraps around it arms.
LTA23	Who wants to try?	LCA23	The blanket wraps it arms around me.
LTA24	Yes, Shantei?	LCA24	(Chorus) Yes.
LTA25	Will you please read?	LCA25	(Chorus) The blanket wraps its arms around me.
LTA26	Is that correct?	LCA26	The breeze squeezed my cheeks.
LTA27	Very good.	LCA27	Personification
LTA28	So, now by this time, altogether, Let us read the sentences.	LCA28	(The students are clapping their hands).
LTA29	Go.	LCA29	It is human interaction at nilalagay sa non-human.
LTA30	Number 2.	LCA30	It is human interactions to inanimate objects.
LTA31	Will you please ah will you get me, O, what do you think is our lesson for this day, based on the sentences given or presented?	LCA31	A comparison in which non-human thing or qualities talk about as if it were a human attributes.
LTA32	Anyone?	LCA32	It talks about feelings, and emotions.
LTA33	Yes, Adrian.	LCA33	Personification, it is giving of human qualities to inanimate objects.
LTA34	Personification.	LCA34	Wrapped /-t/
LTA35	So, if we said or if you said that that is an example of personification, what do you think is the meaning of personification?	LCA35	Kissed



LTA36	What is personification?	LCA36	Laughing.
LTA37	Yes, Chicko.	LCA37	Laughing pencil
LTA38	Again?	LCA38	(Students are making noises). Hahahaha... Oh, laughing pencil.
LTA39	Okay, human touches or inanimate objects or the characteristics of human, okay?	LCA39	Laughing pencil or pencil laughing.
LTA40	What else aside from that?	LCA40	(Students are talking with each other).
LTA41	What do you think is the meaning of personification? Yes, Shantei. Yes.	LCA41	(Students are talking with each other). (But its all productive noise).
LTA42	Very good.	LCA42	O, diba?
LTA43	What else?	LCA43	My ham-sandwich whispers loudly that it hates being wrapped in plastics.
LTA44	Yes, Christine?	LCA44	Ma'am di na po ba naming gagawin yong number 1 and number 2 bonus?
LTA45	Feelings and emotions?	LCA45	
LTA46	Yes, Heindrich?	LCA46	Are number 1 and number 2 bonus?
LTA47	Human qualities to inanimate objects.	LCA47	Ma'am?
LTA48	Let us have these sentences.	LCA48	Diba po yong dizzy Ma'am ano po yong tagalog nyan?
LTA49	Will you please identify the human qualities use in the first sentence.	LCA49	(Response is not audible enough).
LTA50	Yes, Justine?	LCA50	O, ang hirap din.
LTA51	Wrapped /+t/, correct.	LCA51	(Activitiy: Writing sentences for ten minutes.)
LTA52	Number 2.	LCA52	Wow....woooohh. Ma'am lahat nalang Ma'am.
LTA53	Yes, Eury?	LCA53	Hala Ma'am. (aham coughing plus a productive noise).
LTA54	Kissed.	LCA54	Wooohh.. ang dami.
LTA55	So, now for this time, let us have an activity about personification.	LCA55	Wooh.



LTA56	Okay, so, this is the instruction.	LCA56	Oh, shit. (Productive noise).
LTA57	So, Everybody, bring out your English notebook and listen to the instructions.	LCA57	Ayan.
LTA58	So, we have here letter A, letter B, and letter C. Instructions for letter A.	LCA58	Ma'am, pwede ba yong....
LTA59	First, make a list of action verbs that describe things that humans do.	LCA59	Yes, yes.
LTA60	Again make a list of five action verbs that describe things that humans do.	LCA60	(Students are talking each other).
LTA61	So, this one is action verbs. 1, 2, 3, 4, and 5.	LCA61	(Students are talking each other altogether).
LTA62	For example, what's the word?	LCA62	Ma'am, pwede daw pagkain?
LTA63	Letter B.	LCA63	(Students are talking altogether).
LTA64	This is the instruction.	LCA64	Ma'am, lahat daw Ma'am? Pangalawa lang. Ma'am, lahat yan?
LTA65	Now, take a look around the room, take a low...take a look around the room or imagine the things that you've seen inside our canteen.	LCA65	Ma'am, lahat po bayan?
LTA66	And then write down five objects that you see, okay? For example, letter A, we have laughing.	LCA66	Ma'am five sentences po?
LTA67	Okay, take around, take ara... oh take a look around the room, okay, so observe the things that you've seen inside our room or the scenario inside the canteen.	LCA67	(Students are exhibiting productive noise).
LTA68	So, write down objects that you've seen.	LCA68	Per number po Ma'am? Per Number?
LTA69	For example, pencil.	LCA69	Ma'am.



LTA70	Next, look at your two things, or two lists, for xxx and find funny or interesting ways to combine the objects with the verbs.	LCA70	Yes, Plus one.
LTA71	Again, look at your two lists, and funny or interesting ways to combine the objects with the verbs.	LCA71	Ma'am. (Students are shouting 'Ma'am').
LTA72	So, now let's combine the letter A and letter B.	LCA72	Ma'am.
LTA73	So, what's the combination of words?	LCA73	Ma'am.
LTA74	Okay, laughing pencil or pencil laughing.	LCA74	Ma'am (Students are shouting 'Ma'am').
LTA75	Laughing pencil or pencil laughing.	LCA75	Go, bhe.
LTA76	Next, we have letter D.	LCA76	a. walk; b. pencil; c. walk pencil; d. My pencil walk around the room.
LTA77	And then for letter D, what are you going to do?	LCA77	a. vomited; b. ballpen; ballpen vomited
LTA78	Since you already combine letter A and B, there is already a combination.	LCA78	Hala lahat na yan. (A student interferes)
LTA79	Now for this time, you are going to construct a sentence.	LCA79	d. My ballpen vomited and it's inking my shirt.
LTA80	Let us see.	LCA80	3. a. kissed; b. electric fan; c. electric fan kissed; d. The wind of the electric fan kissed me slowly.
LTA81	Letter A whispers letter B.	LCA81	4. a. smile; b. picture; c. picture smile; d. The picture smile at me.
LTA82	Number 2.	LCA82	5. a. run; b. chair; c. chair run; d. The chair run across the room.
LTA83	Sandwich combination?	LCA83	(Clappings) Wooooohh.
LTA84	Sandwich whispers.	LCA84	Ma'am.
LTA85	What's the sentence?	LCA85	Ma'am, ma'am, ma'am.



LTA86	Everybody, read the sentence.	LCA86	(Students are noisy).
LTA87	So, I will just give you ten minutes to do this activity. Time starts now.	LCA87	a. dancing; b. curtain; c. curtain dancing; d. the curtain dance in the room.
LTA88	Do it now.	LCA88	a. shouted; b. fan; c. fan shouted; d. The fan shouted at me that I need to clean my eye.
LTA89	8:27 at exactly 8:37 finished or not-finished we are about to check the activity.	LCA89	a. cells; b. feel; c. cell feels; d. My cells feel that I like the vicinity.
LTA90	Yes, Heindrich?	LCA90	a. watch; b. CCTV; c. CCTV watch; d. The CCTV watch at me every time I entered the room.
LTA91	Again?	LCA91	a. knock; b. lectern; c. lectern knock; d. The lectern knock at my body.
LTA92	Bonus?	LCA92	Sana all.
LTA93	No, These are only examples.	LCA93	Wooohhh.. (Clapping of hands).
LTA94	Yes.	LCA94	(Students are making noise).
LTA95	Again?	LCA95	a. dancing; b. fan; c. dancing fan; d. There is a dancing fan behind me like a dancer.
LTA96	Ten minutes.	LCA96	a. write; b. chalk; c. chalk write; d. The chalk is writing smoothly.
LTA97	I will give an incentive to those students who can recite their composed sentences for personification.	LCA97	a. talking; b. scissors; c. scissors talking; d. The scissors are talking loudly.
LTA98	I will give you 2, 4, 6, 7 chips.	LCA98	a. swinging; b. things; c. things swinging; d. The three things are swinging slowly.
LTA99	Ten minutes, ten minutes.	LCA99	(Ako lang naalala nyan.)
LTA100	I want you to focus on the activity.	LCA100	a. singing; b. birds; c. birds singing; d. The birds in the sky are singing beautifully.
LTA101	Five minutes.	LCA101	Wooohhh..
LTA102	Focus on the activity, for	LCA102	(Students are noisy and calling



	you to get the chips.		out Ma'am)
LTA103	Yes, inside your room or imagine the things that you see inside our school canteen.	LCA103	Ma'am, ma'am, ma'am.
LTA104	We do have electric fan, table, brooms, dustpans.	LCA104	a. crying; b. ballpeen; c. crying ballpen; d. My ballpen is crying because it hurts.
LTA105	Yes.	LCA105	(Students are noisy, talking each other).
LTA106	Yes, seven chips.	LCA106	Hahahaha
LTA107	You are going to present and receive seven chips for your sentences.	LCA107	a. dancing; b. chair, c. chair dancing; d. The chair of my seatmate is dancing.
LTA108	Five sentences.	LCA108	a. singing; b. paper; c. paper singing; d. I saw my paper singing.
LTA109	Ssssssh, sssshhhh	LCA109	a. running; b. bag; c. running bag; d. My bag is running like a horse.
LTA110	Ssshhh, ssshhh	LCA110	a. talking; b. donut; c. talking donut; d. I saw a donut talking with other donut.
LTA111	Okay, who can share his or her activity?	LCA111	Ma'am, Ma'am.
LTA112	Come here bhe.	LCA112	Ma'am.
LTA113	Okay, O, class, everybody, listen to Bhe.	LCA113	(Students are producing a lot of noise. Some of them are shouting so loud. Some keep on calling Ma'am).
LTA114	So, he will present his output.	LCA114	a. running; b. hotdog; c. running hotdog; d. The hotdog was running because it don't want to be eaten.
LTA115	For seven chips.	LCA115	Hahahaha (Students are laughing).
LTA116	So, louder your voice.	LCA116	a. singing; b. lunchbox; c. singing lunchbox; d. The lunchbox was singing a wonderful song for its owner.
LTA117	Very good.	LCA117	a. talking; b. wallet; c. talking wallet; d. The wallet is talking for it wants more money.



LTA118	Let's give him a warm round of applause for his well-done presentation.	LCA118	a. shouting; b. bag; c. shouting bag; d. The bag is shouting because the owner forgot her/him in the room.
LTA119	Next, Ashantei?	LCA119	a. crying; b. ballpen; c. crying ballpen; d. The ballpen was crying because of his/her ink was gone.
LTA120	Okay, everybody, listen.	LCA120	Ma'am maawa ka Ma'am.
LTA121	Sssshhhhhhh, ssshhh	LCA121	(Students are talking each other and are calling their Ma'am, Ma'am. And the noise which indicates a willingness to participate or recite was really dominant).
LTA122	Very good.	LCA122	Ma'am Nag-effort pa ako Ma'am.
LTA123	Oh, here isy our chips Ashanty.	LCA123	a. busy; b. wheel; c. busy wheel; d. The wheel is busy because it goes round and round.
LTA124	Next, Adrian.	LCA124	Hahahahaha (Students are laughing and producing different noise).
LTA125	Everybody, listen.	LCA125	a. Thirsty; b. plant; c. thirsty plant; d. The thirsty plant needed clean water everyday.
LTA126	Last number.	LCA126	a. singing; b. radio; c. singing radio; d. The radio is singing loudly.
LTA127	Very good. Next.	LCA127	a. dancing; b. tress; c. dancing trees; d. The trees are dancing greatly.
LTA128	Michael.	LCA128	a. walking; b. ballpen; c. walking ballpen; d. My ballpen walks alone.
LTA129	Oh, listen.	LCA129	(Students are clapping their hands).
LTA130	Ssshhh	LCA130	Ma'am, Ma'am.
LTA131	Listen!	LCA131	Ako pa Ma'am.
LTA132	Next.	LCA132	Ma'am, Ma'am.
LTA133	Everybody, listen.	LCA133	Ma'am.
LTA134	So, precisely, since this is	LCA134	Ma'am



	the last one, I want you to choose (listen!)		
LTA135	ssshhh ssshhh	LCA135	Ma'am
LTA136	Okay, go...	LCA136	Ako naman Ma'am.
LTA137	Okay, very good.	LCA137	Ma'am (Shouting). No, no, no.
LTA138	Okay, so everybody, listen.	LCA138	Ma'am, pagpasensyahan.
LTA139	So, your classmates share the presentation or share their works in the class.	LCA139	Ma'am tama na yan Ma'am.
LTA140	So, what do you think (everybody, listen) based on the given activity?	LCA140	On my own perceptives, the writer's purpose...
LTA141	What do you think is the purpose of the writer in using personification?	LCA141	On my own perceptives, I think that the writer's purpose for using personification in any of their products as of poems, novels or any genre are they want us to easily understand and comprehend what they want us to learn, what they want us to learn in their own products.
LTA142	Ilang chips?	LCA142	Ma'am,
LTA143	I will give you five chips.	LCA143	Ma'am,
LTA144	Based on our activity, what do you think is the purpose of the writer in using personification?	LCA144	Ma'am
LTA145	Heindrich?	LCA145	Ma'am, Ma'am, Ma'am, Ma'am.
LTA146	Ssshhhh	LCA146	The writer or the author wants us to understand easily his feelings or emotions using personification.
LTA147	Ben,Chicko.	LCA147	Ma'am, Ma'am.
LTA148	Go.	LCA148	Ma'am, Ma'am.
LTA149	Ssshhhhh	LCA149	Go, Lina.
LTA150	Stop.	LCA150	In my opinion, directors want to entertain, ay, the writers want to entertain their readers and to easily understand what the writers that to we



			understand that.
LTA151	O, continue Heindrich.	LCA151	Ma'am.
LTA152	Very good.	LCA152	Dinnertime Chorus
LTA153	Who else?	LCA153	(The students are reading the poem).
LTA154	Ashantei.	LCA154	"Dinnertime Chorus
LTA155	Through personification, and you have to remember class that personification can be used to emphasize a point in your writing.	LCA155	The teapot sang as the water boiled
LTA156	Okay, last.		The ice cubes cackled in their glass
LTA157	Lina Rose.		The teacups talked to one another
LTA158	Directors?		While the chairs were passing gas
LTA159	The writers...		The Gravy burped happily
LTA160	For entertainment, and so, personification is a way to add more description to your poem.		As the oil danced in a pan
LTA161	Okay, so I have here a poem.		Oh my dinnertime chorus
LTA162	What's the title?		What a lovely lovely band."
LTA163	Everybody, read the title.	LCA156	Dinner Time Chorus
LTA164	Will you please sit properly?	LCA157	(Jane is reading the poem).
LTA165	Let us read the poem.	LCA158	(Jane is reading the poem again but this time around she corrected what she has just read).
LTA166	Dinner Time Chorus	LCA159	The teapot sang as the water boiled
LTA167	Will you please it aloud?		The ice cubes cackled in their glass
LTA168	Yes, Jane?		The teacups talked to one another
LTA169	Again?		While the chairs were passing gas
LTA170	Very good.		The Gravy burped happily



LTA171	Last, who can read it aloud.		As the oil danced in a pan
LTA172	Yes, Heindrich.		Oh my dinnertime chorus
LTA173	So, based on the poem, will you please identify the lines that use personification?		What a lovely lovely band.”
LTA174	Yes, Jabai.	LCA160	(Heindrich is reading the poem aloud).
LTA175	What else?	LCA161	“The teapot sang as the water boiled
LTA176	Next, Yes, Joe.		The ice cubes cackled in their glass
LTA177	Next, what else, Jabai?		The teacups talked to one another
LTA178	What else?		While the chairs were passing gas
LTA179	Yes, Piamonte		The Gravy burped happily
LTA180	Again?		As the oil danced in a pan
LTA181	What else?		Oh my dinnertime chorus
LTA182	Yes, Chicko.		What a lovely lovely band.”
LTA183	What else?	LCA162	The teapot sang as they walk around.
LTA184	Yes, Christine.	LCA163	The ice-cubes cackled in their glass.
LTA185	What else?	LCA164	Xxx (No answer was uttered)
LTA186	Yes, Justine.	LCA165	The gravy burped happily.
LTA187	Is this an example of personification?	LCA166	xxx
LTA188	Joana?	LCA167	While the chairs are passing gas.
LTA189	What else?	LCA168	Ma’am.
LTA190	Yes, Drew?	LCA169	What a lovely lovely band.
LTA191	The ice-cubes cackled in their glass.	LCA170	No, no, (Chorus)
LTA192	What else?	LCA171	The teacups talked to one another.
LTA193	Given already.	LCA172	Ma’am.
LTA194	What else?	LCA173	The ice-cubes cackled in their glass.
LTA195	So, since you have already identified the lines that	LCA174	Ma’am.



	have personification, again, what is personification?		
LTA196	What is personification?	LCA175	Xxx
LTA197	Yes, Ashantei.	LCA176	Tapos na, tapos na.
LTA198	Okay, it gives human attributes to inanimate objects.	LCA177	Ma'am.
LTA199	So, what are you going to do?	LCA178	Drew.
LTA200	You are just going to put a check (/) if you think the statements or sentences is about personification, and then put an ex (x) if it is not, okay?	LCA179	Xxx (Alvin did not answer).
LTA201	Answers only.	LCA180	It gives the human characteristics to inanimate objects.
LTA202	Five minutes.	LCA181	(Students are getting their own notebooks).
LTA203	Seatwork number....Four.	LCA182	Hoy, tulungan niyo si Ma'am.
LTA204	Let us check?	LCA183	Ma'am.
LTA205	No. 1. ____.	LCA184	(Students are answering).
LTA206	Read and answer.	LCA185	Four.
LTA207	Ssshhh , listen!	LCA186	(After five minutes)
LTA208	No. 1. Correct.	LCA187	(Chorus) Yes.
LTA209	No. 2, Arabela.	LCA188	(Students are making noise, a productive noise).
LTA210	I almost died laughing.	LCA189	The trucking is a beautiful xxx xxx
LTA211	No.2, X.	LCA190	I almost died laughing.
LTA212	No. 3. Check.	LCA191	Xxx
LTA213	No. 4, Bless.	LCA192	Ma'am.
LTA214	No. 4, Check.	LCA193	The telephone...
LTA215	Last no. 5, Arby?	LCA194	Xxx
LTA216	X	LCA195	Hyperbole.
LTA217	Very good.	LCA196	Iyak.
LTA218	Form your line and I will give you chips.	LCA197	Perfect.
LTA219	Ssshhh.	LCA198	(Students are talking with each other—making a noise).



LTA220	I said very good to those who got a perfect score.	LCA199	Hala.
LTA221	So, will you please give them a round of applause?	LCA200	(Students are making noise).
LTA222	Here are your chips.	LCA201	Sana all perfect.
LTA223	Seatwork no. 5, seatwork no. 4 letter B.	LCA202	Oy saan ang papel ko.
LTA224	Bring out your English book.	LCA203	(Students are making noise).
LTA225	Turn your book on 209, Task 8.2.	LCA204	(Students are clapping their hands).
LTA226	So, what are you going to do on page 209?	LCA205	Wooohhhh
LTA227	So, Task 8.2.	LCA206	(The students are noisy talking each other).
LTA228	Encircle the number if it, if it uses personification and cross out if it does not use personification.	LCA207	None.
LTA229	Note that there are only three statements that do not use personification.	LCA208	(Students are making noise).
LTA230	Let us check?	LCA209	Wag kayo maingay oh.
LTA231	No.1, Read and answer.	LCA210	(Students are still making noise).
LTA232	Personification, correct!	LCA211	(Students are still making noise).
LTA233	Correct, X.	LCA212	(Students are talking with each other).
LTA234	No. 3, Yuri?	LCA213	Yes.
LTA235	No. 4, Piamonte?	LCA214	Xxx
LTA236	Personification	LCA215	Xxx
LTA237	No. 5, Christine	LCA216	Xxx
LTA238	No. 6, Axel?	LCA217	Xxx (The students are reading and answering either the sentences are examples of personification or not.
LTA239	No.7, Adrian?	LCA218	xxx
LTA240	Personification	LCA219	xxx
LTA241	X	LCA220	xxx
LTA242	X	LCA221	David's feet are like the Pillars.



LTA243	Personification.	LCA222	His stroke is like a movement of a beautiful butterfly.
LTA244	Very good.	LCA223	Xxx until its last its consciousness.
LTA245	And those who got a perfect score, your chips will be given tomorrow.	LCA224	Perfect!
LTA246	Good bye class.	LCA225	(Students are raising their hands).
		LCA226	Good bye Ma'am _____.

Second Session: Card Catalog

Teacher A's Utterances		Students' Utterances	
LTA2 47	Sige, everybody stand.	LCA227	Classmates, are you ready pray?
LTA2 48	Let us pray.	LCA228	(Chorus) Yes, we are.
LTA2 49	Good morning class.	LCA229	Let us pray.
LTA2 50	Sige, take your seat.	LCA230	(Students are praying).
LTA2 51	Let us have the attendance.	LCA231	Good morning Ma'am _____.
LTA2 52	Group 1.	LCA232	Thank you.
LTA2 53	Are absent?	LCA233	Good morning Ma'am _____.
LTA2 54	Desiree and Drew Vincent, okay.	LCA234	Good morning classmates.
LTA2 55	Next, group 2.	LCA235	I'm....I'm sad to tell you that two of our members is absent, are absent.
LTA2 56	Very good, group 3.	LCA236	They are Desiree and Drew Vincent.
LTA2 57	Next group 4.	LCA237	Good morning Ma'am _____.
LTA2 58	Very good, group 5.	LCA238	Good morning classmates.
LTA2	Again, Joshua.	LCA239	I'm happy to tell you



59			that all my members are present.
LTA2 60	Again, again,	LCA240	(The students are clapping their hands).
LTA2 61	Joshua.	LCA241	Good morning Ma'am _____, good morning classmates.
LTA2 62	Group 5.	LCA242	I'm sorry to tell you that two of my members are absent and they are Shawn David and Tejada.
LTA2 63	All of my members are present.	LCA243	Good morning Ma'am _____, good morning classmates.
LTA2 64	Okay, very good.	LCA244	I'm glad to tell you that all of my members are present.
LTA2 65	So, is there anyone here ahh...ka... will you please tell me what was our lesson last Friday?	LCA245	(The students are clapping their hands).
LTA2 66	Anyone? Lesson.	LCA246	Good morning Ma'am _____, good morning classmates.
LTA2 67	Card catalog, will you please give me the definition of a card catalog.	LCA247	Good morning Ma'am _____, good morning teacher.
LTA2 68	Yes, Heindrich?	LCA248	Good morning Ma'am _____, good morning classmates.
LTA2 69	Okay, it was arranged alphabetically and you can find out the different information.	LCA249	I'm happy to tell you that all of my friends are present.
LTA2 70	Okay, about books, journal or it could be ahhhh magazine.	LCA250	(Chorus) Hahahahaha (Students are laughing).
LTA2 71	Ok how many kinds of card catalog do we have?	LCA251	Good morning Ma'am _____, good morning classmates.
LTA2 72	Yes, Justine.	LCA252	I'm happy to tell you that all of my members are



			present.
LTA2 73	Three, and what are these? Noemi?	LCA253	All about card catalog.
LTA2 74	Author card.	LCA254	Card catalog a set of ... a set of cards in the library. This have this have that information, about books, journals etc.
LTA2 75	Okay, we have author card, title card and subject card.	LCA255	Written on them are in, are in arrange in alphabetical order.
LTA2 76	Will you please give me the definition of author card or what's the difference between the author card from a title card?	LCA256	(Chorus) Three.
LTA2 77	What's the difference?	LCA257	Three
LTA2 78	Yes, Lina Rose?	LCA258	Author card.
LTA2 79	Okay, on the top of the card.	LCA259	Title card.
LTA2 80	Okay, so, this time I have here an example of catalog and let us try to answer the following information.	LCA260	Author card, the name of the author is printed on the top of the card and title card is the book, the title of the book is printed on top of the card.
LTA2 81	Are you ready class?	LCA261	(Chorus) Yes, we are.
LTA2 82	Again, what's the answer?	LCA262	(Chorus) Yes, we are.
LTA2 83	Okay, let us read the following information.	LCA263	(Chorus) (Students are reading).
LTA2 84	Who wants to answer no. 1?	LCA264	Who wrote the book, Camp Well Laurence.
LTA2 85	Read and answer.	LCA265	How to report and write the...
LTA2 86	Yes Yuri?	LCA266	What does the...
LTA2	Correct.	LCA267	What does the page



87			of the book?
LTA2 88	No. 2,	LCA268	How to report and correct xxx.
LTA2 89	Yes?	LCA269	Xxx
LTA2 90	No. 2?	LCA270	An author card.
LTA2 91	What does....	LCA271	How many pages does...592 pages.
LTA2 92	Okay, so, it could be about reporting and writing the news, how about no. 3?	LCA272	Do you find any features in this book?
LTA2 93	Mo. 3?	LCA273	Yes.
LTA2 94	Yes, Sophia?	LCA274	Because of the work and illustration.
LTA2 95	No. 3?	LCA275	What does C on the upper left body?
LTA2 96	Who is the publisher?	LCA276	Corner, tell me about the book.
LTA2 97	Yes, Arson?	LCA277	The letter C on the upper the first letter of the left card is surname of the authors.
LTA2 98	Very good, xxx xxx how about no. 4?	LCA278	Authors numbers.
LTA2 99	Is this a subject, title or an author card?	LCA279	(chorus) Yes.
LTA3 00	Yes, Drego?	LCA280	(Chorus) Author card.
LTA3 01	Very good.	LCA281	(Chorus) Subject card.
LTA3 02	It is an author card, why?	LCA282	(Chorus) Yes.
LTA3 03	The name of the author written on the top of the card.	LCA283	(Chorus) Yes, Ma'am.
LTA3 04	Okay, next.	LCA284	(Chorus) None.
LTA3 05	No. 5?	LCA285	Ma'am, Ma'am.
LTA3 06	Yes?	LCA286	Xxx
LTA3	592 pages.	LCA287	(The students are



07			noisy).
LTA3 08	No. 6 Heindrich?	LCA288	Card Catalog, Tama ba?
LTA3 09	Yes, how will you say so?	LCA289	Ma'am, si Edcel Ma'am.
LTA3 10	Very good.	LCA290	(Students are their activity).
LTA3 11	Okay, illustration meaning to say you can find the print pictures printed on that kind of book. How about number 7?	LCA291	Yes.
LTA3 12	Yes, Yuri?	LCA292	Card catalog? Card catalog?
LTA3 13	Very good.	LCA293	(Students are talking and laughing with each other).
LTA3 14	And then if we are going to determine or identify letter C stands for?	LCA294	Okay na?
LTA3 15	Very good.	LCA295	No, no.
LTA3 16	Author numbers, next.	LCA296	(Students are talking and laughing with each other).
LTA3 17	So, we have here an example of an author, author card.	LCA297	(Students are talking and laughing with each other).
LTA3 18	Last time or last Friday I told you to bring the following ahh the bring the following materials such as illustration board, marker, scissors, so far, so far.	LCA298	(Chorus) Good bye Ma'am _____.
LTA3 19	Did you bring it?	LCA299	(Chorus) Good bye Ma'am _____.
LTA3 20	So, I want you to form a small circle among your group so that I can explain the things that you need to accomplish.		
LTA3 21	Do it now.		
LTA3 22	So, what are going to do?		
LTA3 23	Everybody, listen for the instruction.		
LTA3 24	So, 1, 2, 3, 4, and 5.		



LTA3 25	Sige take your seat.		
LTA3 26	I have here a example of... what do think is this card?		
LTA3 27	Author card, and the other card?		
LTA3 28	Subject card, okay, so, I want you to arrange the following information to have a format like this. So, arrange the following information correctly in your illustration board.		
LTA3 29	So, each group will just choose only one kind of card.		
LTA3 30	It could be an author card or a subject card.		
LTA3 31	So, what are you going to do?		
LTA3 32	You have the illustration, right?		
LTA3 33	So, your illustration board will serve as your card catalog and then after that your colored paper will be the cut out.		
LTA3 34	The marker, if you have the lettering of the talent in lettering and also after that class you to be remind that okay?		
LTA3 35	Everybody, listen.		
LTA3 36	If your material or card catalog will be chosen, we are going to display this in the exhibit for the English month.		
LTA3 37	So, are you ready to have your card catalog?		
LTA3 38	Okay.		
LTA3 39	So, you can have the scratch paper before you put that on your illustration board, okay?		
LTA3 40	So, any question class?		
LTA3 41	Questions?		
LTA3 42	Okay, so start doing your activity.		



LTA3 43	Work quietly.		
LTA3 44	Yes?		
LTA3 45	It could be the cut out itself, the information of the author, the title of the book.		
LTA3 46	Okay, so everybody, listen.		
LTA3 47	This would be the rubrics for your card catalog.		
LTA3 48	So, first category...		
LTA3 49	So, first category, attractiveness or organization 10 points;		
LTA3 50	Content accuracy or ideas another 10 points;		
LTA3 51	Writing mechanics or conventions 10 points; Graphics or pictures it could be the letter cut outs, How will you presents your card catalog 10 points. And the sources itself.		
LTA3 52	If it is correctly written, another 10 points.		
LTA3 53	So, the total of 50 points.		
LTA3 54	Okay?		
LTA3 55	So, start doing your card catalog.		
LTA3 56	Pssssst.		
LTA3 57	Work quietly.		
LTA3 58	Psst.		
LTA3 59	You just choose one card class.		
LTA3 60	It could be the author card of the subject card...		
LTA3 61	Yes?		
LTA3	Information.		



62			
LTA3 63	Psssst.		
LTA3 64	Psssst.		
LTA3 65	Psssst.		
LTA3 66	Work quietly.		
LTA3 67	Oh!		
LTA3 68	Everybody, listen first.		
LTA3 69	So, tomorrow if time permits, we will be having our long test.		
LTA3 70	Okay?		
LTA3 71	These are pointers to review.		
LTA3 72	Do not be absent.		
LTA3 73	Literary or figurative language, xxx, noun phrases, verb phrases, and kinds of card catalog.		
LTA3 74	Is that clear?		
LTA3 75	Okay, so your card catalog presentation will be on Wednesday.		
LTA3 76	Everybody, listen.		
LTA3 77	Presentation of the card catalog on Wednesday.		
LTA3 78	Pssst! Pssss! Psssst!		
LTA3 79	Class if you think you're not feeling well...		
LTA3 80	Psssst.		
LTA3 81	Psssst.		
LTA3 82	Psssst!		
LTA3	Okay, sige.		



83			
LTA3 84	Everybody listen.		
LTA3 85	So, pick up all the pieces of paper under your chair, chairs, and will you please arrange your chairs properly.		
LTA3 86	Sige, do it now.		
LTA3 87	Presentation of the card catalog on Wednesday. So, long test tomorrow if there is no suspension of classes.		
LTA3 88	Maliwanag?		
LTA3 89	Okay, sige.		
LTA3 90	See you tomorrow.		
LTA3 91	Good bye class...		
LTA3 92	Again.		

Third Session: Kaleidoscope World

Teacher A's Utterances		Students' Utterances	
LTA3 93	Prayer, leader.	LCA300	Classmates are you ready to pray?
LTA3 94	Good morning!	LCA301	(Chorus) Yes, we are. Let us pray.
LTA3 95	Take your seat.	LCA302	(Students are praying).
LTA3 96	Let us have your attendance.	LCA303	Good morning Ma'am ____!
LTA3 97	Group 1.	LCA304	Thank you.
LTA3 98	Okay.	LCA305	Good morning Ma'am _____, good morning classmates.
LTA3 99	Group 2.	LCA306	I am sad to tell you that three of my members are absent.
LTA4	Next, group 3.	LCA307	They are xxx JR, xxx and xxx.



00			
LTA4 01	Very good.	LCA308	Good morning Ma'am _____, good morning classmates.
LTA4 02	Next.	LCA309	I'm sad to tell you that one of my members is absent and he is Benjamin Quintero.
LTA4 03	Very good.	LCA310	Good morning Ma'am _____, good morning classmates.
LTA4 04	Now for this time, will you please get your English notebook.	LCA311	I'm happy to tell you that all of my members are present.
LTA4 05	Let us have your spelling no. 1.	LCA312	(The students are clapping their hands).
LTA4 06	Please do write the date today, spelling no. 1.	LCA313	Good morning Ma'am _____, good morning classmates.
LTA4 07	So, November 13, 2019 at the back of your English notebook.	LCA314	I'm happy to tell you that all of my members are present.
LTA4 08	Number 1. Pliant, no. 1. pliant.	LCA315	(The students are clapping their hands).
LTA4 09	Number 2. Bamboo, no. 2. Bamboo.	LCA316	Pliant, Ma'am.
LTA4 10	No. 3. forty, no. 3. forty, forty.	LCA317	Try ko lang Ma'am.
LTA4 11	No. 4 committee, No. 4 committee.	LCA318	Forty, forty
LTA4 12	No. 5. creativity, no. 5. creativity.	LCA319	Try ko lang ulit Ma'am.
LTA4 13	No. 6. articulation, no. 6. articulation.	LCA320	Ma'am, Ma'am.
LTA4 14	No. 7. criticism.	LCA321	Ma'am. (Students are talking with each other)
LTA4 15	No. 8. commission, no. 8 commission.	LCA322	Ma'am..... Ma'am.....Ma'am.
LTA4 16	No. 9. commandable, no. 9. commandable.	LCA323	Criticize yan.
LTA4 17	Then last number, no. 10. address, no. 10 address. Exchange your notebook.	LCA324	No. 10, Ma'am.
LTA4 18	Let us check.	LCA325	Tama ako oh. (Students are talking with each other).



LTA4 19	No. 1. Who wants to answer no. 1?	LCA326	(Chorus) Pliant, bamboo, forty, committee, creativity, articulation, criticism, commission, commendable, address.
LTA4 20	Yes, Ashantei.	LCA327	Ah, okay.
LTA4 21	No. 1 is pliant.	LCA328	Tall and bee
LTA4 22	How do you spell that word, Pliant?	LCA329	Xxx xxx address.
LTA4 23	Yes, Chico?	LCA330	Xxx
LTA4 24	Just like the story 'Pliant Like a Bamboo.'	LCA331	Xxx
LTA4 25	Correct.	LCA332	Xxx
LTA4 26	No. 2.	LCA333	(Chorus) Yes.
LTA4 27	Kent, No. 2.	LCA334	(Chorus) Yes, we are.
LTA4 28	Correct.	LCA335	(Chorus) Yes, we are.
LTA4 29	No. 3, Yuri.	LCA336	Nooooooooo.
LTA4 30	How do you spell the word forty?	LCA337	Psssst.....psssst
LTA4 31	Timothy, forty, forty.	LCA338	Xxx
LTA4 32	Azel.	LCA339	It has different colors and fascinating in our sight.
LTA4 33	Correct.	LCA340	Different shapes.
LTA4 34	No. 4.	LCA341	Different patterns.
LTA4 35	Lina Rose.	LCA342	Optical illusion.
LTA4 36	My God you are being confused for the word forty. Very good!	LCA343	Kaleidoscope.
LTA4 37	No. 5, Adrian.	LCA344	Kaleidoscope is the difference of



			everything.
LTA4 38	Creativity.	LCA345	Kaleidoscope is with an optical instrument, different colors.
LTA4 39	Correct!	LCA346	Kaleidoscope.
LTA4 40	No. 6, Vince.	LCA347	(Chorus) Kaleidoscope
LTA4 41	Correct.	LCA348	(Students are talking to each other).
LTA4 42	No. 7, Den.	LCA349	as you listen, imagine what is being described in the song and predict what happens to that is for group 1 and 3.
LTA4 43	7 is criticism.	LCA350	(Chorus) As you listen list down key words that play a value or meaning to the song.
LTA4 44	Psssst.	LCA351	As you listen....
LTA4 45	Correct!	LCA352	As you listen, list down the big idea presented by the singer and give the meaning of that.
LTA4 46	No. 8.	LCA353	The writer of the song Kaleidoscope World is Francis Magalona.
LTA4 47	Liam.	LCA354	The rapper
LTA4 48	Correct.	LCA355	Rapper.
LTA4 49	That's correct, criticism.	LCA356	He is a wrapper.
LTA4 50	No. 8, criticism.	LCA357	Francis Magalona is the King of rapper.
LTA4 51	Correct.	LCA358	(Chorus) Yes.
LTA4 52	No. 9.	LCA359	Yes, we are.
LTA4 53	Jong.	LCA360	(Music is now playing).
LTA4 54	No. 9.	LCA361	Yes, we are.



LTA4 55	Correct.	LCA362	(Music is now playing).
LTA4 56	Last no., Jane.	LCA363	(Chorus) (Students are talking to each other).
LTA4 57	Heindrieck, Naomie.	LCA364	Yehey...
LTA4 58	Correct.	LCA365	Listen.
LTA4 59	So, everybody count the no. of correct answers. Let us read the following words: No. 1 Pliant.	LCA366	Listen.
LTA4 60	Go.	LCA367	Good morning Ma'am _____, good morning classmates.
LTA4 61	So, I want you to choose only one word and then construct a sentence related to this word.	LCA368	This is the work of our group activity.
LTA4 62	Just choose one word and then create a sentence or construct a sentence.	LCA369	As we listen this is the things that big ideas presented in the song.
LTA4 63	Yes, Jadelyn?	LCA370	Xxx
LTA4 64	Tall and bee.	LCA371	The Kaleidoscope represents many colors and the represents symbol of peace and our individual uniqueness.
LTA4 65	Very good.	LCA372	It is the weakness and differences in the world.
LTA4 66	Yes, Ashanti.	LCA373	It is the human diversity to make the world a good place to live in.
LTA4 67	Very good.	LCA374	Speaks about the various situation of world. Francis Magalona speaks that we have different kinds of people in our world, different experiences. T
LTA4 68	Who else?	LCA375	hank you for listening.
LTA4	Drew?	LCA376	(Students are clapping).



69			
LTA4 70	Again?	LCA377	Good morning Ma'am _____.
LTA4 71	Have meet where?	LCA378	Good morning, Ma'am _____.
LTA4 72	Have, have a meeting.	LCA379	What do we have is.....words that add value and meaning.
LTA4 73	How about Heindrich?	LCA380	<i>"Different voices, different choices."</i>
LTA4 74	Okay, now for this time, I will show you a picture, actually these are two pictures.	LCA381	This line also means that we people have many differences.
LTA4 75	I want you to observe properly the pictures and then tell me what is your observation, regarding the pictures?	LCA382	But we also common sides.
LTA4 76	Are you ready?	LCA383	One of the common sides is we live in the same world and the same place.
LTA4 77	Yes, we are.	LCA384	No. 2, <i>"some live alone with no better half."</i>
LTA4 78	Again.	LCA385	This line means that we have our differences and some of us finds or maybe most of us finds our better half.
LTA4 79	Ulit, are you ready?	LCA386	No. 3, <i>"others grieve while others curse."</i>
LTA4 80	Okay, let us have the following pictures.	LCA387	This line means that other mourn for their loss while others not to and put the blame on others or themselves.
LTA4 81	Okay, I want you to look properly at the picture, observe.	LCA388	No. 4, <i>"And others mourn behind a big black hearse."</i>
LTA4 82	Next, this one.	LCA389	This has connection with the line from no. 3 because the word grieve and mourn have some common denominators.
LTA4 83	What can you say about the picture?	LCA390	Some mourn behind because they don't want their loved ones



			to know that they're crying or saw, see a sudden cry because some people hide their feelings.
LTA4 84	Yes, Cristine?	LCA391	And these are words from no 5. <i>Some are friends and some are foes.</i>
LTA4 85	What else?	LCA392	Yehey
LTA4 86	Kristine Rose.	LCA393	(Students are clapping their hands).
LTA4 87	Very good!	LCA394	In the whole world we are over-suddenly relieve, you have realizes that the xxx that we have our flaws, our differences but we shall live in harmony in its whole term.
LTA4 88	What else?	LCA395	No. 6, " <i>Others lie while others some or some tell the truth.</i> "
LTA4 89	Different shapes.	LCA396	Some choose to lie and fought for their mistakes, while others choose to tell the truth just like storytelling.
LTA4 90	What else?	LCA397	While some choose to not, to not cover-up their mistakes or divide without incorrect but correct and say out loud.
LTA4 91	Different patterns.	LCA398	No. 7, " <i>Some know it all, while some act dumb.</i> " Some knows what, what are, what are the cause of fights in the world. Or even that and some keep their goal while some know it all and upheaval.
LTA4 92	How about the other one?	LCA399	No. 8, " <i>You can't talk peace and have a gun.</i> "



LTA4 93	Different forms, shapes, colors and it has something to do with illusion, right?	LCA400	You can't have peace and put the gun to head of others.
LTA4 94	Optical illusion.	LCA401	In other words, you can't peace and starts war.
LTA4 95	So, these or these pictures are related to the song that we are about to listen.	LCA402	No. 9, <i>"Every color, every hue is represented by me you."</i>
LTA4 96	So, you have any idea what's this, what's this picture about?	LCA403	This verse, the lines <i>"every color, every hue"</i> it's a metaphor for it represents by me and you or us. That even with all these differences we can still live, live in harmony and peace in the world.
LTA4 97	Very good.	LCA404	No. 10, the last one, <i>"Take a look in the Kaleidoscope, spinnin' round, make it twirl in this kaleidoscope world."</i>
LTA4 98	So, this one is a reflection of kaleidoscope.	LCA405	This last, this last verse is for us the most valuable because that's the world has wars fight with other countries but we still chose to cooperate and help others help one another to be able to live in harmony and peace.
LTA4 99	So, now if you tell me that this one is a reflection or the mirror inside the kaleidoscope, what do you think is the meaning of kaleidoscope?	LCA406	That's all.
LTA5 00	Sige nga, what is kaleidoscope?	LCA407	Thank you.
LTA5 01	Yes, Jadelyn?	LCA408	Ma'am si Arby po talaga yan Ma'am eh.
LTA5 02	Differences of everything?	LCA409	Ma'am.



LTA5 03	What else?	LCA410	Good morning Ma'am _____.
LTA5 04	What is kaleidoscope?	LCA411	Good morning classmates.
LTA5 05	Very good.	LCA412	Here is the presentation of our group.
LTA5 06	When we say kaleidoscope, it's an optical instrument that is normally cylindrical in shape containing different shapes, pebbles and glass, that when xxx different colorful patterns will be shown due to the light coming in the other end in the repeated reflection in the mirror.	LCA413	Xxx
LTA5 07	I will show you an example of kaleidoscope, the one that I've shown that is ahh, the only reflection inside the kaleidoscope.	LCA414	Xxx
LTA5 08	So, look at the picture. It is cylindrical in shape, right.	LCA415	How to help the people.
LTA5 09	So, this is what we called the kaleidoscope.	LCA416	Who tells the lie?
LTA5 10	In inside the kaleidoscope, as you notice there is optical illusion, right, different forms, shapes, colors forms.	LCA417	What you can do to people?
LTA5 11	Okay today, we will be having the activity entitled, everybody read.	LCA418	Francis Magalona describing that all people have differences and uniqueness.
LTA5 12	Again?		
LTA5 13	Okay, so what are you going to do?		
LTA5 14	Before you listen to the song, I will give the task that you need to accomplish but before that, will you please proceed to the designated area?		
LTA5 15	1, 2, 3, 4, and 5.		
LTA5 16	So, form a small circle.		
LTA5	Do it now.		



17			
LTA5 18	So, these are the task that you need to accomplish per group.		
LTA5 19	So, for group 1 and everybody read, as you listen.		
LTA5 20	Again?.		
LTA5 21	Next group 2 and 4.		
LTA5 22	Everybody, read.		
LTA5 23	Go.		
LTA5 24	So, that is for 2 and 4.		
LTA5 25	Next, the last group, everybody read.		
LTA5 26	Go.		
LTA5 27	Again?		
LTA5 28	So, these are the task that you need to accomplish, okay.		
LTA5 29	So, before you listen to the song, let us have the brief discussion of the title of the song.		
LTA5 30	So, kaleidoscope world was recorded in written in 1994 and released in 1995.		
LTA5 31	So, do you have ah, any idea who is the singer or the rapper who recorded and written this song, Yuri?		
LTA5 32	Very good.		
LTA5 33	So, Francis Magalona is the singer or the writer, the one also who recorded the song during 1994 and written in 1995.		
LTA5 34	So, do you have any idea who is Francis Magalona?		
LTA5 35	Yes, Adrian?		
LTA5 36	He is a wrapper.		



LTA5 37	What else, Yuri?		
LTA5 38	Very good!		
LTA5 39	So, he was known as the Father of Filipino rap as well as leading figure and pinoy rap okay.		
LTA5 40	So, for this time, you are now going to listen to the song.		
LTA5 41	So, everybody listen. You are going to listen to the song and then as you listen to the song, imagine, you have to imagine the things that you have to accomplish.		
LTA5 42	Is that clear?		
LTA5 43	Are you ready to listen?		
LTA5 44	So, now, for this time, as you listen to the song, I am playing again the song.		
LTA5 45	So, this time, for this time, you are going to sing the song.		
LTA5 46	So, you have the lyrics, right?		
LTA5 47	So, if you know the song, try to song it.		
LTA5 48	Is that clear?		
LTA5 49	Okay, as you listen to the song, I just give you four minutes to accomplish the task that you need to do.		
LTA5 50	So time starts now.		
LTA5 51	(Children are doing now their task).		
LTA5 52	Work quietly, minimize your voice.		
LTA5 53	Two minutes left.		
LTA5 54	You just need to do at least two.		
LTA5 55	One minute....		



LTA5 56	Okay, time's up.		
LTA5 57	Time's up.		
LTA5 58	Let's start with...		
LTA5 59	Let's start with group 5.		
LTA5 60	Followed by 2, 1, 3 and 4.		
LTA5 61	Let's start.		
LTA5 62	So, this is the criteria.		
LTA5 63	Everybody, listen.		
LTA5 64	Ideas presented 30 points, cooperation 20.		
LTA5 65	So, a total of 5 points.		
LTA5 66	So, let's start with group representatives, who's the representative group?		
LTA5 67	If there are someone speaking, what will you do?		
LTA5 68	Group 5, let's start.		
LTA5 69	It seems that you're not ready specially group 3. Let's start.		
LTA5 70	Louder your voice.		
LTA5 71	Pssst.		
LTA5 72	Very good!		
LTA5 73	Let us give them three (3) claps.		
LTA5 74	(Clap, clap, clap).		
LTA5 75	Okay, next group, next group.		
LTA5 76	Face your classmates.		



LTA5 77	Psssst!		
LTA5 78	Psssst!		
LTA5 79	Okay, everybody, listen.		
LTA5 80	You just listen to the reporter.		
LTA5 81	Psssssst.		
LTA5 82	Pssst!		
LTA5 83	But if you are listening to Eldrich he is good explaining every line of the poem, or the song rather.		
LTA5 84	Pssst.		
LTA5 85	Very good....		
LTA5 86	So, you have to remember.		
LTA5 87	Very good din naman si Arvey.		
LTA5 88	Okay, so, you have to remember class, Kaleidoscope could refer to the different kinds of people living in the world, as you listen to ahh Ashanti's group, okay.		
LTA5 89	We have individual differences and uniqueness. One character is different from the one character okay, next group, next group.		
LTA5 90	Group 1.		
LTA5 91	Group 1, oh group 1, 1 minute.		
LTA5 92	Everybody listen....		
LTA5 93	Louder your voice nak.		
LTA5 94	Louder		
LTA5	Okay, thank you so much.		



95			
Session 4: Past Tense			
Teacher A's Utterances		Students' Utterances	
LTA59 6	So, I what you bring out your notebook and turn your book on page 309.	LCA419	Task 11: Language selection: Complete each of the following sentences by supplying the correct word, choose form the word pool below:
LTA59 7	Okay, have you seen in page 309, task 11?	LCA420	(Chorus) Welcomed, came, used, learned, worked, viewed
LTA59 8	What is the instructions.	LCA421	(Chorus) welcome
LTA59 9	Will you please read.	LCA422	(Laughing)
LTA60 0	Lina Rose.	LCA423	(Chorus) Welcomed, came, used, learned, worked, viewed
LTA60 1	Everybody, let us read the word pool below.	LCA424	(Chorus) Welcomed, came, used, learned, worked, viewed
LTA60 2	Go.	LCA425	(Chorus) Welcomed, came, used, learned, worked, viewed
LTA60 3	<i>Welcome</i>	LCA426	(Chorus) Welcomed, came, used, learned, worked, viewed
LTA60 4	How about group 1?	LCA427	(Chorus) Welcomed, came, used, learned, worked, viewed
LTA60 5	Will you please read?	LCA428	Yes, no, learned
LTA60 6	Go.	LCA429	used, used, learned, learned, used.
LTA60 7	Word pool, welcome.	LCA430	Learned, learned, used, learned
LTA60 8	Again group 1.	LCA431	Wait ma'am.
LTA60 9	Go.	LCA432	Wait ma'am.
LTA61 0	Group 2.	LCA433	xxx



LTA61 1	Group 3.	LCA434	Learned.
LTA61 2	Group 4.	LCA435	(Chorus) No, used.
LTA61 3	And then, last group.	LCA436	The Filipino blood <i>how</i> to be brave to fight for freedom, learned.
LTA61 4	Okay, from the word pool below, I want you to complete each of the following sentence by supplying the correct word.	LCA437	Welcomed.
LTA61 5	Number 1.	LCA438	Came.
LTA61 6	Will you please read and answer.	LCA439	The Filipinos worked hard to survive.
LTA61 7	Yes, Ashanti?	LCA440	(The students are counting).
LTA61 8	No. 1.	LCA441	(The students are clapping their hands).
LTA61 9	What's the answer Ashanti?	LCA442	Simple past tense.
LTA62 0	<i>They used different ways to achieved freedom.</i>	LCA443	In the past.
LTA62 1	Is it to used?	LCA444	Past tense.
LTA62 2	What's the answer?	LCA445	We used the simple past tense to talk about action that happen specifically in the past.
LTA62 3	Learned?	LCA446	There can be action happening or after another.
LTA62 4	You analyze first, okay?	LCA447	The Filipinos survived difficulties in the past.
LTA62 5	Everybody, listen.	LCA448	Past
LTA62 6	Before we answer the different statements, see to it that you've seen, you observe the different sentences.	LCA449	In the past...past.
LTA62 7	Sige, I will give you three minutes to answer the following sentences.	LCA450	Survived.
LTA62 8	Answers only in your notebook.	LCA451	Ma'am.
LTA62 9	Do it now, three minutes.	LCA452	(A student is calling teacher's attention to answer the question).
LTA63 0	Let's start?	LCA453	Past



LTA63 1	Answers only.	LCA454	Time.
LTA63 2	Who's still answering?	LCA455	I lived in Cebu for ten years.
LTA63 3	1 minute	LCA456	(Chorus) No.
LTA63 4	Let us check.	LCA457	The past simple can also be used for the few action of the past happening for being one after the another.
LTA63 5	Exchange notebook with your seatmate.	LCA458	The example that "The Filipino fought for their freedom promote there is our country as they loved their own.
LTA63 6	No. 1.	LCA459	xxx
LTA63 7	Yes, Ashanti again.	LCA460	(Chorus) Find, view, contract, rise
LTA63 8	Is it learned?	LCA461	Irregular.
LTA63 9	Correct.	LCA462	Irregular.
LTA64 0	1, viewed.	LCA463	Ma'am.
LTA64 1	No.2, Rina.	LCA464	(The students are noisy).
LTA64 2	Correct!	LCA465	Regular.
LTA64 3	The Filipino learned daw to...to be brave.	LCA466	Irregular.
LTA64 4	No. 3.	LCA467	Construct.
LTA64 5	Yes, Benjamin?	LCA468	Constructed.
LTA64 6	Correct.	LCA469	(Laughing)
LTA64 7	Welcome.	LCA470	Xxx
LTA64 8	No. 4, Kenchin	LCA471	Regular ay irregular
LTA64 9	Correct.	LCA472	Irregular.
LTA65 0	And then the last no., Naomie.	LCA473	(Chorus) regular
LTA65	Very good.	LCA474	Ma'am, ma'am,



1			
LTA65 2	So, count the numbers of correct answers.	LCA475	(Chorus) ma'am?
LTA65 3	Who got five?	LCA476	(Chorus) Talking....
LTA65 4	Very good.	LCA477	Ma'am.
LTA65 5	Let us give them three claps.	LCA478	Ma'am, ma'am, kanin...ma'am.
LTA65 6	Again three claps for those who got 5.	LCA479	Ma'am.....ma'am.
LTA65 7	Okay, so what form of verb is used?	LCA480	Rose
LTA65 8	What form of verb is used?	LCA481	Irregular.
LTA65 9	Chiko?	LCA482	In the regular verb, you change the spelling of the verb, the regular past tense of the verb, you just add -ed in the word. -ed, -ed.
LTA66 0	Okay, simple past tense.	LCA483	Talk, walk, laugh
LTA66 1	When did the actions happen?	LCA484	Talked.
LTA66 2	When did the actions happen?	LCA485	(Laughing)
LTA66 3	Heindrich.	LCA486	Walked.
LTA66 4	In the past, and then what...what tense of the verb is being used?	LCA487	Wag ako ma'am.
LTA66 5	Past tense of the verb.	LCA488	Mali ako kanina ma'am.
LTA66 6	Is anyone have tried to give me the meaning of the past tense of the verb?	LCA489	Laughed.
LTA66 7	What is the past tense of the verb?	LCA490	(Chorus) Talked, walked, laughed, fought, xxx, constructed, xxx
LTA66 8	Yes, Lina?	LCA491	Fought.
LTA66 9	Okay, so we have the past action that are now finished.	LCA492	People fought a battle a better game.
LTA67 0	So will you please give me an example of an action that are now finished.	LCA493	Our ancestors build house and passed through one generation to another



			generation.
LTA67 1	<i>The Filipinos survived difficulties in the past.</i>	LCA494	Xxx
LTA67 2	In the past	LCA495	Xxx
LTA67 3	From this sentence, will you please identify the verb?	LCA496	After we defeated our enemies we rose to build our homeland.
LTA67 4	Axel?	LCA497	I always talk to my classmates.
LTA67 5	If you are to identify the tense of the verb, what is the tense of the verb?	LCA498	(Laughing)
LTA67 6	Ian Jadelyn.	LCA499	Ahm, Ma'am.
LTA67 7	Past tense of the verb.	LCA500	Nakalimutan ko Ma'am
LTA67 8	So Filipino survived difficulties in the past. Meaning to say there is a specific time of the past.	LCA501	Yesterday we talked about....ahmmm onomatopoeia.
LTA67 9	Event, so another thing that we have to remember is a situation in the past.	LCA502	I laughed lasting.
LTA68 0	Will you please give me an example of situation in the past.	LCA503	Xxx in the past.
LTA68 1	Yes, Jamila?	LCA504	Last time
LTA68 2	Larson?	LCA505	Last week,
LTA68 3	Christine?	LCA506	last minute
LTA68 4	Okay, <i>I live in Cebu for ten years.</i>	LCA507	Last year
LTA68 5	Okay, what does it mean?	LCA508	Last day
LTA68 6	Is that person still living in Cebu?	LCA509	A while
LTA68 7	No.	LCA510	A while ago, last month
LTA68 8	So therefore when we say I don't lived in Cebu for ten years.	LCA511	Before
LTA68 9	There is a specific..ah time where the person is living, okay.	LCA512	A long time ago
LTA69 0	So, he or she is the ahh doesn't live in Cebu anymore.	LCA513	Century
LTA69 1	Another thing that you have to remember is no. 3 used a, used no. 3 a series of actions in the past.	LCA514	Found.
LTA69	What does it mean?	LCA515	Felt.



2			
LTA69 3	Yes, Heindrich?	LCA516	(Chorus) Yes.
LTA69 4	Will you please give me an example?		4
LTA69 5	Since we are dealing with the past tense of the verb, let us read the following sentences ahhhhh....following words.		
LTA69 6	And then, I want you to give the past tense of the verb, you see in the following word.		
LTA69 7	No. 1 and then you tell me if it's regular verb or irregular verb. Yes Lauren?		
LTA69 8	Yes, Brent?		
LTA69 9	Kenji? Yes, Marilyn.		
LTA70 0	What is the past tense of the verb?		
LTA70 1	And is that a regular or irregular verb?		
LTA70 2	Correct.		
LTA70 3	Regular or irregular?		
LTA70 4	Very good.		
LTA70 5	Next no. 2.		
LTA70 6	Adrian?		
LTA70 7	Correct!		
LTA70 8	Regular or irregular?		
LTA70 9	Yes, Xander?		
LTA71 0	No. 3...No 3.		
LTA71 1	Sakura?		
LTA71 2	Construct?		
LTA71 3	Jaydee?		
LTA71 4	Construct?		



LTA71 5	Regular or irregular.		
LTA71 6	Ha?		
LTA71 7	Is it irregular?		
LTA71 8	Regular verb.		
LTA71 9	How about no. 4?		
LTA72 0	Rise, what is the past tense?		
LTA72 1	Pssst....		
LTA72 2	Anyone?		
LTA72 3	Rise.		
LTA72 4	You have to remember that a past tense or a simple past tense is different sometime to the past participle.		
LTA72 5	Xxx		
LTA72 6	Correct.		
LTA72 7	Regular, irregular.		
LTA72 8	Irregular.		
LTA72 9	What's the difference between regular and irregular verb?		
LTA73 0	When it comes to the transformation of the tense of the verb?		
LTA73 1	Yes, Ashanti?		
LTA73 2	Louder, louder.		
LTA73 3	Very good.		
LTA73 4	Regular past tense of the verb, we are just going to add -d or -ed just like construct, constructed, -d or -ed to make it in the past tense of the verb, but somehow if we are talking about the irregular verbs there are changes that we need to change, okay.		
LTA73 5	Just like these examples, you are change the spelling of the word, it could be one		



	letter or two letters, okay?		
LTA73 6	Next, let us read the following:		
LTA73 7	Will you please give me the past tense of the verb?		
LTA73 8	Yes, Marian, what's the past tense of the verb?		
LTA73 9	Correct.		
LTA74 0	How about walk?		
LTA74 1	Ken?		
LTA74 2	Correct.		
LTA74 3	Walked.		
LTA74 4	How about laugh?		
LTA74 5	Justine?		
LTA74 6	Correct.		
LTA74 7	Okay, now let us read the following words.		
LTA74 8	Will you please give me a sentence using the word 'fought' Chicko.		
LTA74 9	Jacob?		
LTA75 0	Again, louder your voice again.		
LTA75 1	Very good.		
LTA75 2	Next, how about deal?		
LTA75 3	Yes, Christine Claros.		
LTA75 4	Again, our ancestors...		
LTA75 5	Our ancestors...		
LTA75 6	Ahh and passted? with -ed?		
LTA75 7	Through generation to another generation, how about constructed?		
LTA75 8	Constructed?		



LTA75 9	Ted, constructed?		
LTA76 0	Next, how about Rose?		
LTA76 1	Heindrich?		
LTA76 2	Very good!		
LTA76 3	Next, how about talked, Axel?		
LTA76 4	Talked?		
LTA76 5	"I always talk to my classmates" is in the present time.		
LTA76 6	How about talked.		
LTA76 7	Yes, Yuri?		
LTA76 8	About.... on what?		
LTA76 9	Again?		
LTA77 0	Onomatopoeia, how about laughed?		
LTA77 1	Yes, Drew?		
LTA77 2	You laughed, laughed.		
LTA77 3	How about laughed, laughed, past tense?		
LTA77 4	Okay, since we talk the past tense of the verb, will you please give me the different time expressions you are using to identify whether if it's in the past form of the verb.		
LTA77 5	Yes, Ashanti?		
LTA77 6	Very good!		
LTA77 7	What else?		
LTA77 8	Then, last week.		
LTA77 9	Last year		
LTA78 0	What else?		
LTA78	Last day		



1			
LTA78 2	A while, perhaps.		
LTA78 3	What else?		
LTA78 4	A while ago		
LTA78 5	Before		
LTA78 6	A long time ago.		
LTA78 7	What else?		
LTA78 8	Last night.		
LTA78 9	Century.		
LTA79 0	Very good!		
LTA79 1	Okay, so, those are the time expressions that you have to remember in identifying the past tense of the verb.		
LTA79 2	Now, for this time, you are going to solve a puzzle using a past tense of the verb.		
LTA79 3	I will explain the mechanics.		
LTA79 4	So what are you going to do with our activity?		
LTA79 5	You are going to solve this cross-word puzzle.		
LTA79 6	So, we have the cross.		
LTA79 7	We have also down.		
LTA79 8	So how are you going to do that?		
LTA79 9	Example, let us going to do that.		
LTA80 0	Example, let us proceed to a cross.		
LTA80 1	Past tense of no. 2.		
LTA80 2	Try to observe no.2.		
LTA80 3	You are going to solve across.		



LTA80 4	No. 2. Find.		
LTA80 5	So therefore, how many boxes, 1, 2, 3, 4, 5.		
LTA80 6	So, think of the past tense of verb find.		
LTA80 7	Sige, let us have that as an example.		
LTA80 8	Yes, Heindrich?		
LTA80 9	Found, very good.		
LTA81 0	So, F, O, U, N, D.		
LTA81 1	So, look at no. 2 down, down.		
LTA81 2	Past tense of 2, feel.		
LTA81 3	What is the past tense of the word feel.		
LTA81 4	So, we have how many boxes?		
LTA81 5	1, 2, 3, 4... 4.		
LTA81 6	So, therefore, what is the past tense of the word feel?		
LTA81 7	Very good, Chiko.		
LTA81 8	Felt.		
LTA81 9	So you are going to write felt, F, E, L, T.		
LTA82 0	So, what is the problem with this cross-word puzzle?		
LTA82 1	So, what's the difficulties, if you commit a mistake in answering the across direction.		
LTA82 2	You will be committing another mistake for the down direction.		
LTA82 3	Is that clear?		
LTA82 4	So, I will give you ten minutes to answer this cross-word puzzle.		
Fifth Session: Pliant like a Bamboo			
Teacher A's Utterances		Students' Utterances	



LTA8 25	Okay, so let's start the discussion on the pliant like the bamboo.	LCA517	Xxx
LTA8 26	If you've seen the word or the title pliant like a bamboo, what comes to your minds?	LCA518	Stand straight.
LTA8 27	Anyone?	LCA519	(Students are talking with each other).
LTA8 28	Yes, Ashantei?	LCA520	Ma'am, may tinatanong po.
LTA8 29	Again?	LCA521	Be strong like a bamboo.
LTA8 30	What else?	LCA522	Be strong like a bamboo.
LTA8 31	Pliant like a bamboo, what do you mean by that? What comes to your mind?	LCA523	I'm yielding like a bamboo.
LTA8 32	When you hear the word or the title Pliant like the bamboo?	LCA524	I'm yielding like a bamboo.
LTA8 33	Yes, Drew?	LCA525	It's tall and green?
LTA8 34	Okay, the question is what comes to your mind when you hear the word pliant like a bamboo?	LCA526	Simple but strong.
LTA8 35	Yes, Jane?	LCA527	Rich and unyielding.
LTA8 36	Again?	LCA528	Ismael Villanueva Mallari
LTA8 37	Be strong like a bamboo, what else, Heindrich? Again?	LCA529	Ismael Villanueva Mallari was one of the early in Filipino writer in English, he is ranked in leader literary who are critic in xxx more than anything else, he was an essayist.
LTA8 38	Again?	LCA530	An expert in writing an essay.
LTA8 39	Okay, yielding like a bamboo.	LCA531	Xxx
LTA8 40	So, therefore now, let's take a look at the picture of the bamboo.	LCA532	Creativity
LTA8 41	Will you please describe a bamboo tree, Carissa?	LCA533	He's good in creating essay.
LTA8 42	Very good.	LCA534	No.1 Yield—to produce or provide a crop.



LTA8 43	It's tall and green.	LCA535	Basahin ko na lang.
LTA8 44	What else?	LCA536	Hindi daw po siya pumapasok.
LTA8 45	Simple yet strong.	LCA537	Dali na.
LTA8 46	What else?	LCA538	(Students are pushing Laurence to participate).
LTA8 47	Aside from that, yes Heindrich?	LCA539	Robust—Strong or vigorous.
LTA8 48	Rich and unyielding.	LCA540	Onslaught—a fierce or violent attack.
LTA8 49	So, for now, let us proceed to the author of the story, 'Pliant Like a Bamboo.'	LCA541	Locust—short-horned grasshoppers.
LTA8 50	It was written by by Ivy Mallari.	LCA542	Pestilence—epidemic disease.
LTA8 51	IVY stand for Ismael Villanueva Mallari.	LCA543	Magnanimity-generosity
LTA8 52	Again who is the author of Plaint Like a Bamboo?	LCA544	Morrow—the following day.
LTA8 53	Will you please describe describe who is Ismael Villanueva Mallari.	LCA545	(Students are trying to pronounce the word). /un/-per/-turbed/.
LTA8 54	Yes, Jane?	LCA546	(Chorus) Unperturbed.
LTA8 55	So, he was an essayist.	LCA547	Unconcerned
LTA8 56	What does it mean?	LCA548	Xxx –accurate
LTA8 57	So, Ismael Villanueva Mallari was considered as essayist.	LCA549	Vicissitude—a change of circumstances or fortune
LTA8 58	What do you think is the characteristics of an essayist?	LCA550	Lark—a game or situation
LTA8 59	Yes, Heindrich?	LCA551	Perseverance—patience
LTA8 60	Very good.	LCA552	Lavish—presented something in generous
LTA8 61	What else?	LCA553	(Students are watching the



			video).
LTA8 62	Chicko?	LCA554	Which one is the strongest of the two?
LTA8 63	Again Chicko, louder your voice.	LCA555	Yes.
LTA8 64	Creativity.	LCA556	(Chorus) Yes.
LTA8 65	What else?	LCA557	Bamboo tree.
LTA8 66	Very good.	LCA558	Xxx
LTA8 67	So, for now this time, his hometown is in Malabon in Rizal Province.	LCA559	Strong.
LTA8 68	So, his famous work is called the stranger which focuses mainly of a life of a regular person to good believing person.	LCA560	It's wise and know when to bend.
LTA8 69	And he was also a teacher at the Philippine Normal University.	LCA561	Yes, because the Filipino know to sway like the bamboo, when they have problems they remain standing after.
LTA8 70	So, this one Ismael Villanueva Mallari.	LCA562	Remain standing after problem.
LTA8 71	The one who wrote story Pliant Like a Bamboo but before that let us proceed to the different vocabulary words that you might encountered while you are reading the story.	LCA563	Even if we have a problem or circumstances in our life, we manage to survive and prove that we are strong enough to fight for.
LTA8 72	So, these are some of the unfamiliar or hifalutin words that can you see in the story.	LCA564	We Filipinos are wise.
LTA8 73	Will you please read no. 1, please read no. 1, Yuri.	LCA565	We know when to bow our heads specially when the Japanese came to invade our country.
LTA8 74	Yes, yield.	LCA566	We cooperate that in faithfulness but then the American and the Filipinos



			and the Americans together sweep away Japanese in the Philippines but we still masters all, all traditions and cultures.
LTA8 75	No. 2 Laurence.	LCA567	Bamboo tree is the wiser than the mango tree because bamboo tree, bamboo tree universal to survive blow flowers of the wind bamboo tree.
LTA8 76	Go, Laurence.	LCA568	Bamboo tree is wiser because if you noticed it is not rigid instead it stand with the calamity.
LTA8 77	What's that?	LCA569	So, it bends its head, it bends its body and let the wind out of its way.
LTA8 78	Strong and vigorous.	LCA570	Positive.
LTA8 79	No. 3, Heindrich?	LCA571	Yes.
LTA8 80	Correct.	LCA572	(Chorus) Yes.
LTA8 81	No. 4, Jomari?	LCA573	Happy and at peace.
LTA8 82	No.5, Kelly?	LCA574	Xxx
LTA8 83	No. 6, What's that word?	LCA575	I can say that I am contented as a student because God gave me the chance to, to, to take a knowledge from a school.
LTA8 84	Yes, Axel?	LCA576	(Chorus) Yes.
LTA8 85	So, you're being generous.	LCA577	Yes.



LTA8 86	Magnanimity.	LCA578	The reason why I'm happy because I am here learning everything that I should learn and I know that even in this struggle, there are people, my friends, my family even the teachers I have.
LTA8 87	No.7, Lina?	LCA579	You help me to overcome all my struggles.
LTA8 88	No. 8, Unperturbed.	LCA580	(Students are talking each other).
LTA8 89	Charles, what's the word?	LCA581	The father helps his child when rainy season is coming.
LTA8 90	Unperturbed.	LCA582	The moonsoon comes again but the sun will come out again.
LTA8 91	Everybody, say the word, unperturbed.	LCA583	If you have the problem, you still have hope.
LTA8 92	What does unperturbed mean?	LCA584	A new day, welcome and peacefulness.
LTA8 93	Unconcerned.	LCA585	A new responsibility.
LTA8 94	Yes, no. 9, Christine?	LCA586	Xxx
LTA8 95	Unconcerned.	LCA587	Juan Tamad.
LTA8 96	No. 10. Adrian?	LCA588	Lazy.
LTA8 97	Vicissitude—circumstances	LCA589	Walang...
LTA8 98	Next, no.11, Noamie?	LCA590	No.
LTA8 99	12, Chicko?	LCA591	The picture that the calamity try but the Filipinos together help each other and gave



			others food or need, the others praying to their believes and stick to their Gods and the others to survive the calamity that onslaught in their life.
LTA9 00	Last Number, Drew?	LCA592	Ma'am Tagalog.
LTA9 01	So, these are the familiar, the unfamiliar words that you encounter while you are reading the story.	LCA593	(Chorus) Yes.
LTA9 02	Right?	LCA594	Because the Filipino are submissive but know when to act or fight.
LTA9 03	Okay, I'll show you a video presentation of the story, you have to focus, you have to view, you have to observe the different things that happen in the story, based on the story, Pliant Like the Bamboo by Ismael Villanueva Mallari.	LCA595	And every Filipino are good communicator.
LTA9 04	(The teacher plays the video).	LCA596	The Filipino are good communicators to different races.
LTA9 05	Psssst.	LCA597	America, Japan and Spain.
LTA9 06	Okay, what is the question, Heindrich?	LCA598	333 years.
LTA9 07	Okay, which one is the strongest of the two?	LCA599	Even if we have, we have too much problems, we can still manage to survive.
LTA9 08	Is it the mango tree or a bamboo tree?	LCA600	I am proud to be a Filipino because even though we encountered many problems in other countries, we Filipinos still afford to laugh and understand other



			countries.
LTA9 09	Let us find out.	LCA601	Do not
LTA9 10	(Now playing the video again).	LCA602	Problems
LTA9 11	Do you like the story?	LCA603	Filipinos do not need to afford to any conference. (False)
LTA9 12	Let's discuss it.	LCA604	Only the problem that scares me xxx.
LTA9 13	The first question is "As a Filipino will you consider your self like the bamboo?"	LCA605	(True)
LTA9 14	Why and why not?	LCA606	The Filipinos are submissive but know when to fight for their right.
LTA9 15	Do you consider yourself as the bamboo tree? Benjamin?	LCA607	(True)
LTA9 16	Why and why not?	LCA608	3
LTA9 17	Yes, Benjamin?	LCA609	We never learned to fight for our freedom. (False)
LTA9 18	What will you choose a mango tree or a bamboo tree?	LCA610	Xxx
LTA9 19	Benjamin, Benjamin, what will you choose?	LCA611	The Filipinos were rude to foreign conquerors. (True)
LTA9 20	Bamboo tree, why?	LCA612	They are easily influenced by other people.
LTA9 21	Sige why?	LCA613	(False)
LTA9 22	Will you please give me a characteristics of a bamboo that you think you are an example of bamboo tree? Yes, Carissa?	LCA614	Xxx
LTA9 23	Strong,	LCA615	We Filipinos are...xxx
LTA9 24	What else?	LCA616	The essay give us an idea that Filipino identity is the product of other races.
LTA9 25	Heindrich?	LCA617	(True)



LTA9 26	Very good!		
LTA9 27	So, let us go back to the question, "As a Filipino, do you consider yourself like a bamboo?"		
LTA9 28	Why or why not?		
LTA9 29	Yes, Lina Rose?		
LTA9 30	Remain and?		
LTA9 31	After that?		
LTA9 32	Yes, Jane?		
LTA9 33	Very good!		
LTA9 34	Yes, Heindrich?		
LTA9 35	Very well said.		
LTA9 36	So, the bamboo tree was the wiser, what do you think that the bamboo tree is wiser than the mango tree?		
LTA9 37	Yes, Jadelyn?		
LTA9 38	Very good.		
LTA9 39	The xxx of the wind.		
LTA9 40	What else, Heindrich?		
LTA9 41	Yes, actually, it's not that body but it's head.		
LTA9 42	Right?		
LTA9 43	We are so humbled enough to accept or we are strong enough to accept whatever problems that we might encounter.		
LTA9 44	Next, so, the Filipino welcome any kind of life that God offer him.		
LTA9 45	Will you please cite those example of the kind of life that we are welcoming, is it a positive or negative?		
LTA9 46	Positive.		
LTA9 47	Sometime it's negative but still we can manage.		



LTA9 48	We learn how to solve that kind of problems.		
LTA9 49	Okay, so they're indeed happy.		
LTA9 50	As a student, are you or do you consider yourself as contented, happy and at peace.		
LTA9 51	Yes, in what way?		
LTA9 52	When do you say that you are contented as a student?		
LTA9 53	In what way?		
LTA9 54	Yes Yuri?		
LTA9 55	Happy and at peace.		
LTA9 56	Okay, what else?		
LTA9 57	Yuri?		
LTA9 58	Very good.		
LTA9 59	And you have the opportunity to educate yourself. You are here.		
LTA9 60	You can study.		
LTA9 61	Some the children they can't afford to or some of the parents they can't afford to send their children to school.		
LTA9 62	So, you are very lucky, you are very fortunate and you belong to this section, not only to this section itself but you are here.		
LTA9 63	You are acquiring different knowledge from teachers, from your classmates and from your colleagues.		
LTA9 64	Okay next, are you happy?		
LTA9 65	Right, now?		
LTA9 66	In what way that you are not happy or you are happy, right now....		
LTA9 67	Yes I am happy with my friends, with my I am happy Ma'am.		
LTA9 68	What else?		
LTA9 69	Heindrich?		



LTA9 70	Very good.		
LTA9 71	So, you know what guys, happiness is equal to peacefulness, right?		
LTA9 72	If you are happy and contented you are at peace.		
LTA9 73	You have a peace of mind.		
LTA9 74	Let us take a look at the picture.		
LTA9 75	What can you say about the picture?		
LTA9 76	He is saying that life is sometimes it is up and sometimes it is down.		
LTA9 77	What does it mean?		
LTA9 78	First, question, observe the, the picture itself.		
LTA9 79	What can you say.		
LTA9 80	Drew?		
LTA9 81	What can you say about the picture?		
LTA9 82	You observe the picture.		
LTA9 83	What can you say about the picture.		
LTA9 84	Yes, Justine?		
LTA9 85	Ashanti?		
LTA9 86	Okay, very good.		
LTA9 87	So, the father is trying to help the daughter to his child during the times of calamities or typhoons. Okay, this season comes and he has to undercover but then the sun comes again.		
LTA9 88	What does it mean?		
LTA9 89	During the typhoon, during the typhoon season, you can say that whatever happen, whatever it takes we survived with our family with the help of our family. He has not to worry about tomorrow.		
LTA9 90	Tomorrow will there be another day no winter of discontent.		



LTA9 91	Ganda noh?		
LTA9 92	What does it mean?		
LTA9 93	Tomorrow never ends, it always comes.		
LTA9 94	What is it mean?		
LTA9 95	You don't have to worry about tomorrow.		
LTA9 96	Tomorrow will be only another day.		
LTA9 97	No winter of discontent.		
LTA9 98	Trisha?		
LTA9 99	Lina?		
LTA1 000	Just like the song of the South Border, <i>"There's a rainbow always after the rain,"</i>		
LTA1 001	It means that...		
LTA1 002	Yes, Jadelyn?		
LTA1 003	Very good.		
LTA1 004	That term or the word that we need a vision is this, every tomorrow is a vision of hope.		
LTA1 005	When we say it is a vision of hope, what is the meaning of that?		
LTA1 006	Chicko.		
LTA1 007	Every tomorrow is a vision of hope.		
LTA1 008	Drew?		
LTA1 009	Very good.		
LTA1 010	A new day, welcome tomorrow.		
LTA1 011	What else?		
LTA1 012	A new opportunity, a new responsibilities will come, Very good.		
LTA1 013	Next, look at the different pictures.		



LTA1 014	No wonder that the Filipino can afford to laugh, whatever calamities, trials is that, that comes along our way.		
LTA1 015	We Filipinos we manage to laugh.		
LTA1 016	Have you seen the interview of the Philippines in Mindanao wherein they experienced earthquake but still they manage to laugh.		
LTA1 017	Right?		
LTA1 018	Whatever calamities are coming, typhoons are coming still we survived.		
LTA1 019	Yes, Lina?		
LTA1 020	Yes, next this one.		
LTA1 021	I know that you can easily rely to this picture.		
LTA1 022	The Filipinos has often been accused in being indolent or lacking initiative, these pictures will tell a lot.		
LTA1 023	Picture is about?		
LTA1 024	Juan Tamad and we Filipinos are accused of being indolent.		
LTA1 025	What do you mean by indolent?		
LTA1 026	Lazy.		
LTA1 027	Very good.		
LTA1 028	Lazy and lack of initiative.		
LTA1 029	What do you mean by that?		
LTA1 030	Are you ahhh, do you belong to those who lack initiative sometimes?		
LTA1 031	How about indolency or laziness?		
LTA1 032	Are you one of the students who are being considered as lazy?		
LTA1 033	You are just trying to daydream that one day Ma'am _____ will give me 98 in my grade without doing anything.		
LTA1 034	Right, something, sometimes like that.		
LTA1	Okay?		



035			
LTA1 036	So, in this picture we can say that we Filipinos should have proper ways, proper initiative in order for us to get what are the things that we wanted.		
LTA1 037	Okay?		
LTA1 038	Next, how about this one.		
LTA1 039	The Filipino, in fact, has way of escaping from the rigors problems of life.		
LTA1 040	Let us based our answers from the different pictures. During the calamities, this one is the picture of evacuation area.		
LTA1 041	What else?		
LTA1 042	It could be a father and a son.		
LTA1 043	One is praying, they are queuing up.		
LTA1 044	Follow lines.		
LTA1 045	Yes, Heindrich?		
LTA1 046	We, Filipinos, are resilient.		
LTA1 047	Whatever happens, we still manage to survive, okay? So, from the different pictures we can say that even though we don't have anything or we don't have anything whatever status that you have, whatever calamities that you or that we may experience, still there are different ways of solving that kind of problem, and at the same time, there are different ways in order for us to survive.		
LTA1 048	It seems that we are ahh, what we call survival of the fittest, right?		
LTA1 049	O, next, we're very lucky we belong in the Filipino culture.		
LTA1 050	Filipino beliefs and at the same time, we can speak at least three languages fluently.		
LTA1 051	We can speak English, and at the same time, Visaya and any other languages.		
LTA1 052	But if the foreigner or foreign country, they do not have to learn its language, of course, that is, that's their language and our English is our oh		



	English only our second language.		
LTA1 053	So, from these different examples, we can say that we Filipinos we still have to speak and fluently communicate well to other countries.		
LTA1 054	Why is it that, we Filipinos should be proud to be a Filipino.		
LTA1 055	That's the last slide, why he said that we Filipinos or should be proud of becoming a Filipino.		
LTA1 056	Anyone?		
LTA1 057	Heindrich again?		
LTA1 058	How about the others?		
LTA1 059	Ashantei?		
LTA1 060	Are you not proud to be a Filipino?		
LTA1 061	Sakura.		
LTA1 062	Sakura, are you not proud to be a Filipino?		
LTA1 063	Yes or no.		
LTA1 064	Yes, why?		
LTA1 065	Why?		
LTA1 066	O, how about the others?		
LTA1 067	Are you not proud to be a Filipino?		
LTA1 068	Yes, Lina.		
LTA1 069	The Filipinos are_____.		
LTA1 070	Okay, and we survive the different countries who conquered us.		
LTA1 071	Let us name the countries invade the Philippines. There are how many countries being mentioned in the video presentation?		
LTA1 072	Yes, Axel?		



LTA1 073	Okay, will you please cite how many years were we Filipinos are being invade by the Spaniards.		
LTA1 074	Yes, Benjamin?		
LTA1 075	Okay, 333 years to be exact, right?		
LTA1 076	But still we manage to survive those countries.		
LTA1 077	And there are different contributions given by these countries.		
LTA1 078	Okay, so, o, last question.		
LTA1 079	Why is it that you are proud to be a Filipino?		
LTA1 080	Except for Heindrich.		
LTA1 081	How about the others?		
LTA1 082	Yes, Drew.		
LTA1 083	Yes, Ashantei.		
LTA1 084	Very good.		
LTA1 085	So, we to remember that whatever problems that we might encounter, whether it could be positive or it could be negative, we have to accept the fact, the fact that we are Filipinos and we Filipinos do not, do not what?		
LTA1 086	Do not surrender in times of difficulties and problems.		
LTA1 087	Okay, so, questions about the story "The Pliant Like a Bamboo."		
LTA1 088	Question?		
LTA1 089	There are different characteristics that we need to discuss in the story, Pliant Like a Bamboo.		
LTA1 090	Okay, now for this time, will you please get your English notebook.		
LTA1 091	Let us check the activity by Heindrich and Chicko last time.		
LTA1 092	It is a true or false activity, right?		
LTA1 093	Okay, let us check.		
LTA1	Exchange your notebook.		



094			
LTA1 095	No. 1, will you please read and answer.		
LTA1 096	Page 307.		
LTA1 097	No. 1, Lina.		
LTA1 098	Correct.		
LTA1 099	False.		
LTA1 100	Next, No.2.		
LTA1 101	Jadelyn.		
LTA1 102	True.		
LTA1 103	Correct.		
LTA1 104	No. 3, Judea.		
LTA1 105	No. 3.		
LTA1 106	No.?		
LTA1 107	Yes, true.		
LTA1 108	No. 4, Carissa.		
LTA1 109	False.		
LTA1 110	No. 5, Joana.		
LTA1 111	No. 5. False.		
LTA1 112	No. 6. Joshua.		
LTA1 113	True.		
LTA1 114	No. 7, Ashantei.		
LTA1 115	No. 7, what is the statement?		
LTA1 116	They are easily influenced by other people.		
LTA1 117	Of course, false.		



LTA1 118	No. 8, Christine. True.		
LTA1 119	No. 9, No. 9, Jadelyn.		
LTA1 120	Correct.		
LTA1 121	And then...		
LTA1 122	Yes, Aballa.		
LTA1 123	10		
LTA1 124	True.		
LTA1 125	Sige, count the numbers of the correct answers.		



Appendix J

Utterances of Teacher B and Class B

First Session: Chinese Literature			
Teacher B's Utterances		Students' Utterances	
MTB1	All right, so we're talking about Chinese literature, ha, Chinese civilization, and as I have said Chinese language it has over twenty thousand characters and the Chinese.	MCB1	Five thousand (girl)
MTB2	An average Chinese can only memorize up to five thousand in his lifetime, ha, in the whole time that he lives.	MCB2	Hahahahaha (laughter)
MTB3	So probably the Chinese ahh people can grow old as let's say 60 or 70 years old.	MCB3	Monselejo
MTB4	So, still what he can only remember from the the Chinese characters is... only five thousand okay?	MCB4	Chinese mother
MTB5	Very difficult, diba?	MCB5	(Sign language affirming that the mother is pure Chinese.)
MTB6	It's very difficult okay?	MCB6	No.
MTB7	There are some for your information there are even Chinese people who can just communicate in Chinese but they cannot do it in writing ha.	MCB7	Beijing (chorus)
MTB8	They cannot read any Chinese character.	MCB8	Great Wall of China (Chorus)
MTB9	Probably, they have a problem in their memory so they cannot remember the Chinese character, okay?	MCB9	Yes. (chorus)
MTB10	That's why, this is one reason also why Chinese people are very good in Mathematics ha kasi they are very good in memorizing.	MCB10	Yes.
MTB11	You know naman kapagka ah if it's Math class diba if it's a Math lesson, you have to remember the formula diba?	MCB11	Not yet.
MTB12	Without the formula, you cannot do the solution to the problem okay.	MCB12	Yes ma'am.
MTB13	So, it is similar to that, okay.	MCB13	Ma'am nakakapunta ba sa Great Wall of China ang mga turista?
MTB14	So, the flag of China originally adopted on October 1, 1949.	MCB14	Hahahahahaha
MTB15	So, the red in the Chinese flag it symbolizes the communist revolution and, of course, this is the	MCB15	Okay.



	traditional color for Chinese people, ha.		
MTB16	It's even their lucky color, okay?	MCB16	Huwag mong gawin.
MTB17	Is there any one here who has the Chinese blood? Ha?	MCB17	If you done something to someone, they will always repay you back.
MTB18	From whom?	MCB18	Yes.
MTB19	Mother?	MCB19	Uy
MTB20	Father?	MCB20	Hindi na ako naglalaro.
MTB21	Ha?	MCB21	(Chorus) kala mo mali
MTB22	Mother side.	MCB22	Hala ma'am.
MTB23	Is your mother a pure Chinese?	MCB23	Si kuya yon ma'am.
MTB24	No or half-Chinese na.	MCB24	Hahahahaha (Chorus)
MTB25	Pure Chinese.	MCB25	Oo.
MTB26	Can you speak Chinese?	MCB26	(Chorus) Spain, Spain, Spain
MTB27	No. Okay.	MCB27	Uno, dos, tres.
MTB28	Then, of course, in their flag, there is this large gold star ha, this one.	MCB28	Ma'am
MTB29	So, this symbolizes their form of government which is communism, okay.	MCB29	Ako ma'am
MTB30	And then the four smaller stars.	MCB30	Ma'am, ma'am.
MTB31	It represents the social classes of the people, okay.	MCB31	(Students are raising their hands.)
MTB32	So, the Republic of China has an area of 9, 597, 000 million square meters.	MCB32	Whoooooh
MTB33	So, of all the countries we can find in Asia, China is the biggest.	MCB33	Alam ko yan, sa ano yan eh bell ng simbahan (boy and girl)
MTB34	And since they are the biggest, they have the largest population, ha, kaya nga sila mga nagkalat na sila even in Philippines diba?	MCB34	Alam ko yan
MTB35	Hmmm... what is the latest issue in China and Philippines?	MCB35	Yong bell.
MTB36	Still in the West Philippine Sea because they are occupying the islands that is within the boundaries of the Philippines diba?	MCB36	Ice cream bell (Boy)
MTB37	Okay, so the capital of China is.....Beijing.	MCB37	Besikleta (Girl)
MTB38	And the famous landmark is..... Great Wall of China, okay.	MCB38	Ice cream (boy)
MTB39	Familiar of the Great Wall of China?	MCB39	Kring Kring (Boy)
MTB40	Have you watched the...have you watched the movie, "Great Wall?"	MCB40	Bicycle bell
MTB41	Sinong hindi?	MCB41	(Chorus) Bell
MTB42	Yes.	MCB42	Fire bell



MTB43	Their enemies are the monstrous-like animals, diba?	MCB43	School bell
MTB44	And the soldiers are really in stationed in the Great Wall, ha, okay.	MCB44	Fire bell
MTB45	So, their religions and beliefs of Chinese people are Islam, over 22 million, Catholicism is 4 million, Protestant over 10 million.	MCB45	School bell?
MTB46	Yes.	MCB46	Hahahaha
MTB47	Yes, it is one of their tourists' spots ha?	MCB47	Alarm
MTB48	It's open for public, and for tourists to go there. You wanna go?	MCB48	Ice cream
MTB49	ha?	MCB49	Ice cream
MTB50	Hahahahaha.	MCB50	Hahahahahahaha
MTB51	Okay, then there are also aetheist who doesn't believe in God.	MCB51	Jingle bell, jingle bell jingle all the way.
MTB52	Okay, then, of course, Confucianism.	MCB52	Wala na Ma'am.
MTB53	I hope you remember this in your AP classes.	MCB53	(Chorus) Church bell.
MTB54	Confucianism, of course with the famous Confucius.	MCB54	Nauna ka lang.
MTB55	Then, Taoism.	MCB55	hahahahha
MTB56	Oh remember the stone Budha?	MCB56	Yan lang inaanatay ko
MTB57	Ha?	MCB57	Hahahaha
MTB58	So, Confucius, he is famous for his golden rule, "Do not do unto others what you don't want others to do unto you."	MCB58	Yes (boy)
MTB59	What does that mean?	MCB59	Yes (Chorus)
MTB60	Yan yun translated it.	MCB60	Diko Makita eh.
MTB61	O, what does it mean?	MCB61	Pag may tumatawid...
MTB62	What does it tell us, the golden rule ha?	MCB62	To get out the road when you hear the bell.
MTB63	Aron?	MCB63	To get out of the bell...to get out of the road when you hear the bell.
MTB64	Yes, ha, it has a principle of Karma, ha.	MCB64	Childhood (girl)
MTB65	That whatever you do bad to other people, it will come back to you, ha.	MCB65	Bike
MTB66	So, whatever you do good to other people, it will also come back to you, okay.	MCB66	Karen (boy)
MTB67	So, that's the Golden Rule, culture and tradition in Chinese.	MCB67	Hahahahaha
MTB68	So, again red is the color specially in weddings.	MCB68	Sigh...
MTB69	Then, the most important event in China is the Chinese New Year.	MCB69	Ma'am maano naman kami masugatan
MTB70	So, this is not the typical new year that we	MCB70	Yes.



	celebrate from thirty first December 31 st going to January 1.		
MTB71	That is, New Year for us.	MCB71	Whooohh
MTB72	Chinese New Year is different because they have this Lunar Calendar.	MCB72	Childhood (girl)
MTB73	So, it is based on the full moon, I think ha.	MCB73	Ang galling ni....
MTB74	Then, they also have Lantern Festival and the Dragon Boat Festival.	MCB74	Tahoooo, tahoooooo
MTB75	And education in China has always been a highly-valued.	MCB75	Taho, taho, taho
MTB76	And the Great Master Confucius taught that it is essential to learn something, okay?	MCB76	(Kidding in chorus)
MTB77	Chinese students, they are very studious.	MCB77	It's about the mass.
MTB78	They are very disciplined when it comes to their studies.	MCB78	A story from a certain place.
MTB79	When I was not yet a public school, I had a chance to work in China.	MCB79	A story that of someone.
MTB80	And I really noticed that Chinese students, you know, they are very ah..., they are very patient when it comes to studying, ha, when it comes to learning.	MCB80	Bell. (Chorus)
MTB81	They spend most of their day, ha, parang ha, parang nakatira na sila sa iskwelahan, kasi they start their classes as early as six in the morning and then they end their classes at three o'clock.	MCB81	Usog ka nga konti.
MTB82	And then after three o'clock, they have to go to different learning centers to have extra hours studying English, studying their Chinese ha, kasi nga you have to memorize their Chinese characters eh.	MCB82	Diko nga Makita din.
MTB83	They spend their extra time to learn Chinese writing nila and even ah 'yong mga musical instruments, ha.	MCB83	Wag ka ngang ano.
MTB84	So, some of them, they learn the piano, they learn the violin, yan, they are very much inclined to those kinds of ah ah activities ha.	MCB84	Opo, gumanon ako.
MTB85	So, Chinese students, they are really really busy, ha.	MCB85	Sira ulo ka pala eh.
MTB86	How about you?	MCB86	Hahahahaha (chorus)
MTB87	How busy are you as a student?	MCB87	Alvin usog ka lang konti
MTB88	Ha?	MCB88	Hahahahaha
MTB89	Busy texting ha, busy with the facebook, busy with the ML?	MCB89	(Students are watching the video).
MTB90	Am I right?	MCB90	Kongay (chorus)
MTB91	Ha?	MCB91	Kongay (boy and girl)



MTB92	Who's not playing, ML?	MCB92	Kwan Yu
MTB93	NOT PLAYING!	MCB93	Kwan Yu, Kwan Yu.
MTB94	Are you sure?	MCB94	Father
MTB95	NOT PLAYING?	MCB95	Kongay
MTB96	Hoy, may post si mama mo dati.	MCB96	Yong Lo
MTB97	Ha, in the corner of your house, you and your kuya are playing ML.	MCB97	Sino si Yong Lo?
MTB98	Sabi pa ni mama mo edouble kill ko kaya tong dalawang to.	MCB98	China (girl)
MTB99	O, O, Hindi, I mean seriously, who is really not into playing ML.	MCB99	China (boy)
MTB100	Yan ako ganyan.	MCB100	China (chorus)
MTB101	You know my son, Grade 3 nagaaway kami kasi he wants to play ML pero ako talaga I limit his time.	MCB101	Ming Dynasty (boy)
MTB102	His cellphone is only during weekends.	MCB102	Ming Dynasty.
MTB103	Yon lang talaga.	MCB103	Yes (chorus)
MTB104	Kasi I notice ha, if he is playing ML kasi in ML kasi diba you cannot pause the diba?	MCB104	Make.
MTB105	So nagagalit sya.	MCB105	Make a bell. (Chorus)
MTB106	Siguro he's attacking or whatever it is diba yong ganyan?	MCB106	To make a perfect bell. (Chorus)
MTB107	Nagagalit sya "mommy wait lang eh mommy wait lang malapit na nga to.	MCB107	Silver, brass (chorus)
MTB108	Siguro he's attacking or whatever it is diba yong ganyan?	MCB108	Yes. Opo.
MTB109	Nagiging ano, nagiging parang aburido, na nagagalit sya ha.	MCB109	Au (chorus)
MTB110	So, I refrained him from playing ML.	MCB110	Ag.
MTB111	Only on weekends, okay.	MCB111	Opo, opo.
MTB112	Then, Chinese has seven dialects: Mandarin, Cantonese and of course the other versions of other varieties of the Chinese language, okay.	MCB112	Copper
MTB113	Chinese literature, I'll just go over this ha, mabilisan lang.	MCB113	Cu (Boys and Girls)
MTB114	All right, contemporary, present age, and of course, the different dynasties in China.	MCB114	Cu (Chorus)
MTB115	In Philippine History, our history is divided into periods.	MCB115	Cu
MTB116	American Period, the Japanese Period.	MCB116	She can't...(boy)



6			
MTB11 7	Ah, these are the times when we were colonized by American and Japanese and the and Spain. Okay?	MCB117	All the materials can't mix.
MTB11 8	Among these periods, which period has the longest, is the longest?	MCB118	A letter (boy)
MTB11 9	The Spanish Period, okay.	MCB119	Gaganunin gigilitan.
MTB12 0	That's why Filipino culture is very much influenced or very if not similar with the Spanish culture ha?	MCB120	Tatanggalan ng ...
MTB12 1	Even our language ha?	MCB121	Danger (chorus)
MTB12 2	In fact, the numbers that we used diba it is Spanish?	MCB122	Jewel girl
MTB12 3	Ang talaga ng numbers is isa, dalwa, tatlo but for us diba sometimes we use uno, dos, tres? Magkano?	MCB123	Ma'am xxx
MTB12 4	Tres isa.	MCB124	Maiden (boy)
MTB12 5	Mga those kinds of mga instances okay?	MCB125	Virgin girl
MTB12 6	So, those are Spanish influence okay?	MCB126	Yes. (Chorus)
MTB12 7	So, in China, their history is according to the dynasty, okay.	MCB127	Hahahahaha (chorus)
MTB12 8	Yan, madami yan, ha okay?	MCB128	Opo, ma'am.
MTB12 9	Where am I right now?	MCB129	(Students are talking alotogether)
MTB13 0	Okay, so let's have this vocabulary.	MCB130	She leap. (Girl)
MTB13 1	So, in your notebooks, all you have to do is to write the answers.	MCB131	Bed. (boy)
MTB13 2	So figure out the meaning of each italicized word using context clues.	MCB132	Father (chorus)
MTB13 3	So, I'll show to you in the screen, the words in sentences and their siguro twenty seconds to answer.	MCB133	Wife (boy)
MTB13 4	Write only the answer, okay?	MCB134	Yes (boy)
MTB13 5	Ready?	MCB135	Yes (Girl)
MTB13 6	Any paper that you have or notebooks okay.	MCB136	(They are silent).
MTB13 7	Write only the answer.	MCB137	Sacrifice (chorus)



MTB13 8	So, the... here we go.	MCB138	Narrative (Some murmur)
MTB13 9	So therefore, the worthy Mandarin folio assemble the master molders and the reknowned bellsmith of the empire and all men of great refute and cunning in foundry works.	MCB139	Third person... third....third
MTB14 0	So cunning means_____.	MCB140	Point of view (chorus)
MTB14 1	Choose one: innocent, expert, skillful.	MCB141	Nakikita yong gawa nya.
MTB14 2	Write your answer.	MCB142	Di kasali sa...
MTB14 3	Foundry means a process, art of making plastics, art of casting metals, or art of painting metals.	MCB143	Yes.
MTB14 4	Okay, next, five four, three, two, one.	MCB144	Fifty.
MTB14 5	Twenty seconds only.	MCB145	We'll do everything to that person.
MTB14 6	Therefore, the most have to be once more prepared and the fires rekindled and the metal be melted and all the work tediously and toilsomely repeated.	MCB146	No (chorus)
MTB14 7	Rekindled means _____, lighted again, set on fire again, stop the fire.	MCB147	Sacrifice. (chorus)
MTB14 8	Toilsomely means _____with difficulty, lightly, or unmindfully.	MCB148	Giving your baon ma'am. (boy)
MTB14 9	And time's up.	MCB149	Giving a toy. (boy)
MTB15 0	Last one, number five.	MCB150	(Noise everyone is talking)
MTB15 1	And even as she cried, she leaped into the white flood of metal.	MCB151	Releasing (boy)
MTB15 2	Leaped means: to squat, jump or run.	MCB152	Love requires sacrifice always.
MTB15 3	Okay?	MCB153	(Students are reading.)
MTB15 4	So, everybody stop writing.	MCB154	Agree. (chorus)
MTB15 5	So, these are the answers.	MCB155	Ma'am si Edison.
MTB15 6	Be honest ha.	MCB156	When you love someone...
MTB15 7	Cunning means skillful.	MCB157	(Classmates are teasing Samiray..)
MTB15 8	Foundry means art of casting metals.	MCB158	Nakarecord yan ma'am?



MTB15 9	Rekindled is to set on fire again, and the, number four is with difficulty.	MCB159	(Students are teasing with different loud voices)
MTB16 0	Leaped means to jump, okay?	MCB160	If you love someone, you need to sacrifice.
MTB16 1	How many got five?	MCB161	Oh....
MTB16 2	Oh very good.	MCB162	Ayieeee.
MTB16 3	Four?	MCB163	Go.
MTB16 4	Three?	MCB164	Happiness
MTB16 5	Two?	MCB165	Goodbye ma'am _____.
MTB16 6	One?		
MTB16 7	Zero?		
MTB16 8	Ha?		
MTB16 9	It's okay.		
MTB17 0	It's not recorded.		
MTB17 1	Okay?		
MTB17 2	So, let's have this one.		
MTB17 3	So, you are asked to close your eyes and be silent while you are listening to a recording of bell sounds.		
MTB17 4	Never closing your eyes.		
MTB17 5	All I want you to do is listen.		
MTB17 6	But I have to take it out of the screen kasi you will see the answer.		
MTB17 7	Okay?		
MTB17 8	So, please listen.		
MTB17 9	So, as you listen to the different bell sounds, I want you to ah identify what kind of bell sound is that?		
MTB18 0	Ha?		



MTB18 1	Okay?		
MTB18 2	So, this is the first one.		
MTB18 3	1. Kring, kring		
MTB18 4	2. kring, kring		
MTB18 5	Hmmmm?		
MTB18 6	1. Kring, Kring		
MTB18 7	2. Kring, Kring		
MTB18 8	Raise your hand.		
MTB18 9	What's your answer?		
MTB19 0	It's a bicycle bell.		
MTB19 1	Okay, next.		
MTB19 2	1. Sound two (school bell? fire bell?)		
MTB19 3	It's a school bell, fire bell or fire alarm, no?		
MTB19 4	Sometimes, it's also a school bell ha?		
MTB19 5	There are schools that ah ah that kind of bell signals dismissal time, ha?		
MTB19 6	It's time to go home.		
MTB19 7	Okay, next.		
MTB19 8	Third sound.....		
MTB19 9	Alarm?		
MTB20 0	Yan ha.		
MTB20 1	So, this is the...what we know is the ice cream bell, ha?		
MTB20 2	Kasi it's the smaller kind of the bell okay?		
MTB20 3	Okay, last.... fourth sound.		
MTB20	That was fast ha?		



4			
MTB20 5	Okay, so that is ac church bell.		
MTB20 6	Okay, now, so why did I give you these different bell sounds?		
MTB20 7	Okay, let's try to answer these questions.		
MTB20 8	Okay, let me go back to my slide.		
MTB20 9	Ops.		
MTB21 0	Oh.		
MTB21 1	Is it in the screen?		
MTB21 2	So, what are you reminded of when you hear the bell sounds?		
MTB21 3	Let's start with the bicycle.		
MTB21 4	What were you reminded of?		
MTB21 5	Ha?		
MTB21 6	Yes.		
MTB21 7	To....?		
MTB21 8	But what were you reminded of?		
MTB21 9	Your child...hood, ha?		
MTB22 0	Diba your childhood is not complete without learning how to...bike?		
MTB22 1	Who doesn't know how to ride a bicycle?		
MTB22 2	Oh my God.		
MTB22 3	You should learn how to ride a bicycle.		
MTB22 4	Ha?		
MTB22 5	Ha?		
MTB22 6	It's all right ha, okay.		
MTB22 7	Kasi it all starts from the bicycle.		



MTB22 8	You cannot ride, in the long run, you cannot ride in a motorcycle without learning how to bike, diba?		
MTB22 9	You cannot drive a car if you haven't experience riding a bicycle.		
MTB23 0	Diba?		
MTB23 1	It all starts from the basic.		
MTB23 2	And that is from our childhood, okay?		
MTB23 3	What about the ice cream bell?		
MTB23 4	Also childhood.		
MTB23 5	Ha?		
MTB23 6	Diba? We know, you know the bell?		
MTB23 7	Ha?		
MTB23 8	Are aah...have you experienced that you, of all the ice cream vendors there is this one particular ice cream bell that you know that that is the vendor that you usually go to?		
MTB23 9	Diba?		
MTB24 0	Parang yong (diba taho, ha?) just like the taho.		
MTB24 1	Pag nasa labas ang daming tumatawag ng taho pero alam mo yong taho na palagi mong binibilhan.		
MTB24 2	Diba?		
MTB24 3	Okay, how about, how about the church bells? What does it remind you of the?		
MTB24 4	Paula.		
MTB24 5	Very good.		
MTB24 6	It's about the mass.		
MTB24 7	Especially now that we are in the ber-months. Diba?		
MTB24 8	First mass, so you will hear again the sound of the church bell,		
MTB24	And what else?		



9			
MTB250	Weddings, diba?		
MTB251	It's also the church bells.		
MTB252	Okay, so let's have now the why bells because the folktale that we will have for today is "The soul of the great bell."		
MTB253	Ha?		
MTB254	Folktale.		
MTB255	Any idea of what a folktale is?		
MTB256	Folktale, what kind of story is folktale?		
MTB257	A traditional story?		
MTB258	Ha? It's a.....Yes, Paula.		
MTB259	From a certain place?		
MTB260	Origins from a certain place?		
MTB261	Hmmm, probably.		
MTB262	Other answers?		
MTB263	Ha?		
MTB264	Camera, any idea?		
MTB265	A...ha.		
MTB266	Okay.		
MTB267	Probably.		
MTB268	So, a folktale is a kind of story that is passed on by mouth.		
MTB269	Ha.		
MTB270	So, it passed on from one generation to another.		
MTB271	So, when we talk about folktale, it is very difficult to make a documentation of a folktale because you will never know what is really the original story.		
MTB272	Ha?		
MTB273	Because every time it is passed on, it will always have a different version.		
MTB274	Do you understand?		
MTB275	Ha?		
MTB276	So, we are done with Korean folktale.		
MTB277	So, now we go to Chinese folktale.		
MTB278	So, the title is "The Soul of the Great Bell."		
MTB279	Ops.		
MTB280	(Video is playing).		
MTB281	Psssst. Listen.		



MTB282	Okay.		
MTB283	Did you understand?		
MTB284	Is it clear?		
MTB285	The story?		
MTB286	With you?		
MTB287	So, Let's try to discuss the story using the story wheel.		
MTB288	Okay, so, this is the story wheel.		
MTB289	Can you see at the back?		
MTB290	Ha?		
MTB291	Okay.		
MTB292	So, the story wheel, it consists of the basic questions ha in understanding the story, Wh-questions.		
MTB293	Okay?		
MTB294	So, let's try to have the first one.		
MTB295	Who are involved?		
MTB296	Who are the characters?		
MTB297	One is Kongay.		
MTB298	Kongay is the daughter.		
MTB299	Kwan Yu, the worker (right?) and the father of Kongay.		
MTB300	And, of course, is Yong Lo.		
MTB301	Okay?		
MTB302	Yong Lo is the Emperor.		
MTB303	Okay, second question.		
MTB304	Ah, where did this happen?		
MTB305	Where?		
MTB306	Obviously, this is from China, because this is a Chinese folktale.		
MTB307	Okay?		
MTB308	Let's go to... here.		
MTB309	When did the story takes place or when did the action takes place?		
MTB310	During the_____.		
MTB311	Very good.		
MTB312	During the Ming Dynasty.		
MTB313	Is my spelling correct?		
MTB314	Thank you .		
MTB315	Next.		
MTB316	Here.		



MTB317	What happened?		
MTB318	Let's just cite the important events in the story. Let's go first to the Emperor.		
MTB319	What does the Emperor want?		
MTB320	To make a.....bell.		
MTB321	Specifically, the emp... emperor's instruction is to make a bell composed of three metals, right?		
MTB322	Gold, silver and brass.		
MTB323	The brass that we know is bronze.		
MTB324	Ha?		
MTB325	It's the same.		
MTB326	So, these elements.		
MTB327	Oh, do you remember in your Science classes? Have you studied the Periodic Table of Elements?		
MTB328	Have you studied the Periodic Table of Elements?		
MTB329	Do you remember?		
MTB330	What's the symbol of gold?		
MTB331	Au, very good.		
MTB332	How about silver?		
MTB333	Are you sure?		
MTB334	Kasi I'm not sure eh hehehehe.		
MTB335	Ha Ag really?		
MTB336	How about bronze?		
MTB337	Diba bronze is like copper?		
MTB338	Am I right?		
MTB339	In the periodic table diba?		
MTB340	This is Cu.		
MTB341	O diba, biglang science class, okay?		
MTB342	No?		
MTB343	I just want to see if you remember, diba?		
MTB344	So, all these three elements.		
MTB345	But, what is the problem?		
MTB346	Ha?		
MTB347	What's the problem?		
MTB348	Anyone?		
MTB349	O, yes anak?		
MTB350	Very good.		
MTB351	All these elements in some way or another		



	cannot mix together.		
MTB352	Ha?		
MTB353	Two times, they try.		
MTB354	The first attempt it was unsuccessful.		
MTB355	Ha?		
MTB356	It will not just mix together.		
MTB357	The second try still it is unsuccessful it was even worse kasi when they try pass the bell, the bell will crack.		
MTB358	Ha?		
MTB359	Okay, so, because the two attempts, two unsuccessful attempts, the Emperor got angry.		
MTB360	So, what did he said to Kwan Yu?		
MTB361	He sent it a letter.		
MTB362	It's actually a letter of death.		
MTB363	It's like a letter of execution.		
MTB364	Ha?		
MTB365	That for the third time that he will fail the making of the bell then he will be what?		
MTB366	He will be executed.		
MTB367	He will be beheaded.		
MTB368	What does it mean beheaded?		
MTB369	Gaganunin hahahahaha		
MTB370	Ha?		
MTB371	Puputulan ng leeg.		
MTB372	Ha?		
MTB373	Beheaded, okay?		
MTB374	Now, so, how come ah pano na s Kongay?		
MTB375	Ha?		
MTB376	So, from that problem Kongay comes in.		
MTB377	So, it was Kongay who was able to receive the letter and from then she knew that her father is in great...danger.		
MTB378	So, to help his father his she, she sought what? Jewel girl?		
MTB379	Ha?		
MTB380	The Astrologer ha?		
MTB381	It's like a fortune teller ha?		
MTB382	The astrologer okay.		
MTB383	So, when she went to the astrologer, the astrologer told her that the only way for		



	these elements to be mixed is to sacrifice a what?		
MTB384	A virgin?		
MTB385	Like a virgin, touch by the very first time.		
MTB386	Ha?		
MTB387	It's a song.		
MTB388	You know that?		
MTB389	Oy Madonna yon ha?		
MTB390	Wag kayong ganyan ha.		
MTB391	The virgin, it doesn't only mean that one has no experience in sex.		
MTB392	It's not like that ha?		
MTB393	If it's a virgin, then that person means that she is single.		
MTB394	She is not married to anyone.		
MTB395	That is a virgin, a maiden.		
MTB396	Do you understand?		
MTB397	So, we need to sacrifice a maiden.		
MTB398	So, the elements will be mixed together.		
MTB399	Okay, now, so from there, from the astrologer, ah, Kongay already knew what she had to do.		
MTB400	So, in the end what did she do?		
MTB401	She leaped in the in the flood of metals.		
MTB402	Ha?		
MTB403	Kung saan tinutunaw ang mga metals.		
MTB404	Don, she leaped in there.		
MTB405	Nag jump na sya doon.		
MTB406	Okay?		
MTB407	She e, a it only means that she sacrifice herself to save her father.		
MTB408	Okay, now, were they able to make the bell after that sacrifice?		
MTB409	Definitely, yes.		
MTB410	And it xxx.		
MTB411	It even sounded well, very good and the bell can be heard, the sound of the bell can be heard from miles and miles.		
MTB412	Okay?		
MTB413	So, that's the story of the Soul of the Great Bell. Ay, we are done yet pa pala.		



MTB414	What happened?		
MTB415	Now, why did the author tell this story?		
MTB416	Because, the author wants us to learn the idea or concept of... sacrifice, okay.		
MTB417	How about this question in the story wheel?		
MTB418	How is the story told?		
MTB419	Ha?		
MTB420	What point of view?		
MTB421	Is it the first person, second person, or third person?		
MTB422	Second person or third person?		
MTB423	Hmmm Macbeth.		
MTB424	Walang ganun ha?		
MTB425	O, this is in the third.... can you explain to me, third person?		
MTB426	What does it mean?		
MTB427	Third person point of view.		
MTB428	First person is you, diba?		
MTB429	Ikaw mismo na nagsasalita.		
MTB430	Second person is...the person you are talking to.		
MTB431	Third person is ...the other person that does not includes ah that is not included in the conversations.		
MTB432	So, in the story, it is the third person point of view because we have a separate character which serves as our narrator.		
MTB433	Do you understand?		
MTB434	Ha?		
MTB435	So, it's not Yong Lo who is telling us the story.		
MTB436	It is not Kwan Yu and it is not Kongay, okay.		
MTB437	So, we have a narrator who tells us the story, that is third person point of view.		
MTB438	Okay?		
MTB439	Is this clear?		
MTB440	All right.		
MTB441	So, the author is trying to teach us sacrifice.		
MTB442	So, what is your idea of sacrifice?		
MTB443	Is it always Aron who is raising his hand?		
MTB444	Ha?		
MTB445	How many are you in this class?		



MTB446	O, how about the others?		
MTB447	O, Merma.		
MTB448	Yan, you do everything for that person.		
MTB449	So, my question is when it comes to sacrifice, a xxx does it always have a death in sacrifice?		
MTB450	No, of course not, hindi kailangan palagi may namamatay just to show the concept of sacrifice. Ha?		
MTB451	In our own little ways, we can also have, or we can also,ah, give sacrifice.		
MTB452	How?		
MTB453	Sige nga, can you give me instances?		
MTB454	Yes, anak?		
MTB455	Giving your baon.		
MTB456	Yes, that's true, ha.		
MTB457	If you know that your classmate is hungry and he doesn't have the baon diba?		
MTB458	It doesn't mean that you give him the money that you have diba?		
MTB459	Just...just sharing your food to your hungry classmate.		
MTB460	It is already a sacrifice.		
MTB461	O, what else?		
MTB462	Hmmmm Giving a toy to your younger brothers. Nagpaparaya.		
MTB463	How, how do you say nagpaparaya in English? Sacrifice nga yon diba?		
MTB464	It is sacrifice.		
MTB465	Ha?		
MTB466	Ang hirap kasi ng direct translation eh diba?		
MTB467	Ha?		
MTB468	Kayo pa naman you are always asking ma'am, what is the English of ganito ganyan.		
MTB469	Ha?		
MTB470	Kelangan ipaintindi nyo naman sa akin wha...wha... what is your context in your words diba?		
MTB471	Before I can translate it.		
MTB472	Okay?		
MTB473	So, are you willing to sacrifice just for the people you love?		



MTB474	Of course, definitely.		
MTB475	Okay, this one.		
MTB476	Everybody please read.		
MTB477	Agree or disagree?		
MTB478	Agree, okay.		
MTB479	Explain.		
MTB480	Hmmm.		
MTB481	Why do you agree?		
MTB482	Ay, it's always Aron.		
MTB483	Another one, ha?		
MTB484	Samiray, you want to say something?		
MTB485	O sige, louder anak ha?		
MTB486	Kayo naman eh.		
MTB487	Of course, in loving, it is a...we can always equate that with sacrifice.		
MTB488	Diba?		
MTB489	Yes, anak.		
MTB490	What do you want to say?		
MTB491	Ikaw, O.		
MTB492	You were raising your hand diba?		
MTB493	Have you loved someone?		
MTB494	If you love someone, you need to sometimes, you need to sacrifice diba?		
MTB495	Even if you have to let her go.		
MTB496	Yes, letting go someone that you love that really means sacrifice.		
MTB497	Because, you will sacrifice your own happiness. Diba?		
MTB498	Very good.		
MTB499	That is sacrifice.		
MTB500	So, love requires sacrifice always.		
MTB501	Okay, this is for group performances tomorrow.		
MTB502	This will be discussed that with on out next meeting, okay?		
MTB503	Any question?		
MTB504	Any question about our lesson today?		
MTB505	None.		
MTB506	Ha?		
MTB507	Okay, so, that's all for today.		
MTB508	Thank you Amethyst, goodbye.		



Second Session: Fact and Opinion

Teacher B's Utterances		Students' Utterances	
MTB509	Okay, again good morning eight amethyst!	MCB166	Good morning Ma'am _____.
MTB510	Okay, before I introduce to you our lesson, again let's try to answer some of the riddles.	MCB167	C
MTB511	Ha?	MCB168	(Students are laughing in chorus).
MTB512	Hahaha.	MCB169	C (Students are laughing in chorus).
MTB513	Okay, so I am your ability that you can find in charts.	MCB170	C
MTB514	Ha?	MCB171	SEE.
MTB515	Can you please raise your hand and give me the answer?	MCB172	(Chorus) Chart.
MTB516	O.	MCB173	F.
MTB517	Very good.	MCB174	(chorus) F.
MTB518	Leter C.	MCB175	(Students are laughing).
MTB519	Why letter C?	MCB176	(Chorus) A, A, S, S, A,A, vitamin
MTB520	Because we have the ability to _____?	MCB177	S
MTB521	And C can be found I the spelling of chart.	MCB178	Letter A, A.
MTB522	No. 2, okay.	MCB179	Vitamin A.
MTB523	I am first in final, Aron?	MCB180	Tiki-tiki
MTB524	Letter F.	MCB181	Vitamin A
MTB525	Okay, next.	MCB182	Tiki-tiki
MTB526	O this one, ha?	MCB183	(Chorus) No.
MTB527	I am a vitamin that you can get in squash but never in grass.	MCB184	T.
MTB528	I am a vitamin that you can get in squash but never in grass.	MCB185	T, Tea.
MTB529	Vitamin?	MCB186	T, T.
MTB530	Vitamin S?	MCB187	T, Tea.
MTB531	Are you sure about that?	MCB188	(Chorus) FACT.
MTB532	Ha?	MCB189	(Chorus) Yes.
MTB533	Vitamin that you can get in squash but never in grass.	MCB190	(Chorus) FACT.
MTB534	Ha?	MCB191	FACT



MTB535	Yes, vitamin A, ha.	MCB192	Replayan mo yan ah!
MTB536	What is squash, pumpkin?	MCB193	(Laughing)
MTB537	Kalabasa, diba?	MCB194	(Chorus) Sunday is the best day of the week.
MTB538	We can get vitamin A in squash.	MCB195	(Chorus) Opinion.
MTB539	Can you get vitamin A in grass?	MCB196	Not yet.
MTB540	Of course not, okay, this is the last one.	MCB197	Fact.
MTB541	I am the sound of a three letter word, kind of drink that is healthy for the body.	MCB198	YES.
MTB542	Three letter word kind of drink?	MCB199	Because of history.
MTB543	What's your answer?	MCB200	Para sa akin... para sa akin.
MTB544	Letter ____?	MCB201	Sorry.
MTB545	Why letter T?	MCB202	Someone only think that President Duterte is the best.
MTB546	What drink is a three letter word?	MCB203	None.
MTB547	T, E, A.	MCB204	Emilio Aguinaldo is the former President of the Philippines.
MTB548	Okay, so, from the answers in the riddles, we have letter C, we have letter F, A, C, T.	MCB205	History.
MTB549	So, if you mix those letters, what word can you form?	MCB206	Xxx
MTB550	FACT, because if you don't do that it will mean another thing, ha?	MCB207	Google ko na lang.
MTB551	And it will mean a very very bad word.	MCB208	When you dip your fries in it is delicious.
MTB552	Do you understand?	MCB209	When you dip your fries to icecream...it is delicious.
MTB553	Okay, again everybody say FACT.	MCB210	None.
MTB554	I don't hear the sound of T ? /FACT/	MCB211	Xxx
MTB555	Good, okay next okay.	MCB212	Pwede po bang maging fact ang opinion?
MTB556	Hahahaha.		
MTB557	Okay, look at these examples.		
MTB558	French fries taste better with ketchup.		
MTB559	Okay, second.		
MTB560	What's this?		
MTB561	Very good!		
MTB562	So, this is the example of opinion.		
MTB563	Okay?		



MTB564	So, our lesson for today is about fact and opinion, okay?		
MTB565	O, everybody ready with your pens.		
MTB566	This is the lecture that I want you to copy as we discuss.		
MTB567	Fact is something which can be verified with evidences and its probable, observable and measurable.		
MTB568	Okay?		
MTB569	Fact can be considered as universal truth.		
MTB570	Ha?		
MTB571	You can never be mistaken with a fact, okay, because it's probable, observable, and measurable, okay?		
MTB572	Finished?		
MTB573	All right, next line.		
MTB574	So, next.		
MTB575	Facts can be proven by rely, reliable authorities, such as no.1: statistics, ha?		
MTB576	Anyone here who has an idea in statistics?		
MTB577	Ha?		
MTB578	Fact can be proven by reliable authority such as statistics.		
MTB579	What is statistics?		
MTB580	Ha?		
MTB581	Statistics is something that present data.		
MTB582	Ha?		
MTB583	Valid and reliable data to prove a study, to prove a research, okay, because if something is proven through a study or research it is already considered a fact, okay?		
MTB584	Kasi a study becomes a theory and theory is always proven by statistics.		
MTB585	Okay?		
MTB586	Then facts can also be proven by scientific law, so, anything that goes or proves ahh....anything that is proven through science that is considered fact.		
MTB587	Okay, then history book, of course, anything that is written in history it cannot be altered anymore, once it is written in history.		
MTB588	It means it already happened in the past.		



MTB589	And what happened in the past, we cannot change it anymore.		
MTB590	Okay?		
MTB591	Governmental laws, of course, the law that we obey that we must obey, that we must follow and through observation.		
MTB592	For instance, you see an apple and apple is red.		
MTB593	Ha? It's already a fact because you've seen it (ha?) already.		
MTB594	Eh, babaguhin mo pa ba, nakita nyo ng pula, sasabihin nyo pa bang green?		
MTB595	Diba kung nakita nyo na agad then you have observed it , so, we considered it fact.		
MTB596	Okay?		
MTB597	Next one, example of fact.		
MTB598	Ferdinand Marcos is the former president of the Philippines.		
MTB599	Do you agree?		
MTB600	Ha?		
MTB601	Yes.		
MTB602	So, this is a fact.		
MTB603	What proves that is a fact?		
MTB604	Very good!		
MTB605	It is through history.		
MTB606	Totoo naman diba?		
MTB607	That President Marcos once became was the President of the Philippines.		
MTB608	Okay?		
MTB609	Next, okay.		
MTB610	Let's have opinion.		
MTB611	So, opinion is something which cannot be proven and they are based on someone's thoughts, feelings and understanding.		
MTB612	In short, an opinion is someone's point of view, your own personal judgment, okay?		
MTB613	So, your judgment maybe agreed upon by someone, pwede rin namang hindi, diba?		
MTB614	Ha?		
MTB615	So, it is an opinion.		
MTB616	Okay.		
MTB617	O, next slide...sige okay.		
MTB618	O next one.		



MTB619	So, example of opinion, President Duterte is the best president, okay.		
MTB620	What makes this an opinion?		
MTB621	Ha? Because....ha?		
MTB622	Hindi sure....		
MTB623	Can you say it in English please?		
MTB624	Hmmm.		
MTB625	What makes this statement an opinion?		
MTB626	Aron?		
MTB627	Yeah, because only the one who is giving the statement thinks that President Duterte is the best president.		
MTB628	Of course, some may not agree with the statement, okay?		
MTB629	So, again, this is a personal view.		
MTB630	There is a personal judgment in the statement.		
MTB631	So, this becomes an opinion.		
MTB632	Okay?		
MTB633	Next, there are key points that we need to remember in order to identify a fact from opinion.		
MTB634	So, say, do you use facts to add credibility in opinion, if it is still an opinion?		
MTB635	There are times that we make a judgment or there are times that when we give our reactions or point of view.		
MTB636	When we give our opinion, we based from facts, although we based in fact, we cannot declare that our statement is a fact.		
MTB637	Still, it is opinion.		
MTB638	Do you follow what I'm saying?		
MTB639	Forexample, ang statement nyo ay "Si President Duterte ay marahas sa kanyang pamamahala sa droga.		
MTB640	Okay.		
MTB641	Ano naging bases ng judgment ko na yon?		
MTB642	Pwedeng yong mga nababalitaan ko ha?		
MTB643	Mga natokhang, nabaril diba ?		
MTB644	Yong kaliwat kanang nababalita.		
MTB645	Yong mga extra-judicial killing.		
MTB646	So, these are all news that are proven that we encounter everyday.		



MTB647	Diba?		
MTB648	So, although there are reports, ahh there are police reports that back up by opinion, still a statement is considered as opinion.		
MTB649	Am I clear with that?		
MTB650	Ha?		
MTB651	Okay, key point no. 2.		
MTB652	Though an opinion maybe widely accepted, it does not make any fact .		
MTB653	Even if your opinion s agreed upon by a big number of people, still it is an opinion as long as there is a personal judgment included in the statement.		
MTB654	Kahit may kapareho ka pa.		
MTB655	Kahit 100% pa kayo dito sa section ninyo nag agree kayo sa iisang opinion, still it is an opinion.		
MTB656	Do you understand?		
MTB657	Okay?		
MTB658	Any question so far?		
MTB659	None.		
MTB660	Sige nga, can you give me your own example of fact and opinion?		
MTB661	Sige...pwede hmmm let start with a fact.		
MTB662	Give me one fact.		
MTB663	Hmmm anyone?		
MTB664	Yes?		
MTB665	Very good!		
MTB666	Emilio Aguinaldo is the former President of the Philippines.		
MTB667	What's your basis that makes it a fact?		
MTB668	Very good!		
MTB669	It is a through history.		
MTB670	O, what about opinion?		
MTB671	What's your sentence ba?		
MTB672	Ha?		
MTB673	When you dip your rice in icecream...		
MTB674	Ahh rice naman ako bingi, ha?		
MTB675	When you dip your fries in sundae, it is delicious... ginagawa ko rin yan.		
MTB676	Ha? Although I agree with your statement, still it is an opinion.		
MTB677	Very good.		



MTB678	Okay, next, so these are the signal word that may help us identify the fact from opinion.		
MTB679	So, if you see these words, automatically it will give you a clue that the statement is an opinion.		
MTB680	Okay?		
MTB681	So, first the word 'maybe' second is 'perhaps' is the best or worst, diba?		
MTB682	Kanina yong sentence natin.		
MTB683	President Duterte is the best president.		
MTB684	Okay, no.4. Probaby and no. 5 is apparently ha?		
MTB685	O, there are only a few signal words.		
MTB686	There still more but once you encountered statement or anything that you are reading.		
MTB687	Ha?		
MTB688	It will give you a clue that it is an opinion.		
MTB689	Okay?		
MTB690	Question?		
MTB691	None?		
MTB692	Yes, Wacky?		
MTB693	If opinion is proven, give me an example.		
MTB694	It can be a fact if it's proven din sa mga bagay na basis kanina.		
MTB695	If proven sa Science.		
MTB696	Ha?		
MTB697	If it can be proven through statistics.		
MTB698	Ha?		
MTB699	Halimabawa, sinabi mo na...uhmm ang statement mo ang opinion mo ay "Boys are smarter than girls."		
MTB700	Papano natin mapoprove na tama yong opinion mo?		
MTB701	Ha?		
MTB702	We can use statistics in that case.		
MTB703	Diba?		
MTB704	So, halimbawa, gumagawa na namn kayo ng survey.		
MTB705	Kung meron kayong valid and reliable survey na ginagawa na totoong nagsasabi na mas maraming boys ang nagkakaroon ng honors, ng achievements, mas maraming boys ang nabibigyan ng recognition		



	academically, then we may say that your opinion can turn to a fact.		
MTB706	Is this clear?		
MTB707	Ha?		
MTB708	But to prove an opinion to be a fact, dadaan siya sa ahh dadaan siya sa process kasi nga kailangan ay statisitcs.		
MTB709	Ha?		
MTB710	Ito yong mga ganito, ito yong mga nangyayari in researches and studies.		
MTB711	Okay?		
MTB712	Kasi in studies and researches, you are trying to make a theory diba?		
MTB713	Meron kayong iniisip na problem na sa tingin niyo mabibigyan niyo ng solusyon.		
MTB714	Ha?		
MTB715	Meron kayong ipoprove na point, then you have to prove your point correct only through statistics, only through Scicence.		
MTB716	Do you get what I mean here?		
MTB717	Okay, very good.		
MTB718	Wacky, very good.		
MTB719	Question.		
MTB720	Ha?		
MTB721	O, anything else?		
MTB722	Ha?		
MTB723	Wala na po?		
MTB724	Okay.		

Third Session :Graphic Organizer

Teacher B's Utterances		Students' Utterances	
MTB725	Alright, so, the lesson yesterday and the other day it was all about the fact and opinion.	MCB213	A graphic organizer is a visual communication tool that uses visual symbols, express ideas and convey meaning.
MTB726	Okay ahmmm, for today I am going to discuss with you graphic organizer, okay.	MCB214	Graphic organizer, depicts the relationships between facts or an idea.
MTB727	So, this lesson already been taken up in the	MCB215	Graphic organizer map



	second quarter.		out the ideas in a usual manner.
MTB728	Ha?	MCB216	To guide...to guide.
MTB729	But, ahhh, I was only able to present a few examples graphic organizer.	MCB217	Xxx
MTB730	So, now the lesson graphic organizer for today, we have more detailed ahh examples of graphic organizers.	MCB218	Map
MTB731	Okay, so what graphic organizer.	MCB219	May nagcutting.
MTB732	Okay.	MCB220	Story sa Facebook
MTB733	Can someone please read?	MCB221	A.P.
MTB734	Ha?	MCB222	Xxx
MTB735	Nak, please read.	MCB223	Xxx
MTB736	To convey meaning, visual symbols are the use of different shapes, use of arrows to row ahh, to show a process or system okay.	MCB224	Yong nagkakonekt-connect.
MTB737	Second meaning.	MCB225	Pagmamana ng kaharian.
MTB738	Yes, nak?	MCB226	Xxx
MTB739	In, ah, learning facts, so, depicts a relationships.	MCB227	Xxx
MTB740	It shows a one idea to another.	MCB228	Principal
MTB741	Okay, please don't copy yet, because doing this in a hurry.	MCB229	Teacher...teacher.
MTB742	I will give you time tomorrow to do the copying for the meantime just look at the presentation ha.	MCB230	Department head
MTB743	Okay?	MCB231	Students.
MTB744	So, next slide, okay.	MCB232	(Chorus) Life cycle; life cycle.
MTB745	What are graphic organizers?	MCB233	Food chain.
MTB746	Oh Cassandra?	MCB234	Xxx Water cycle
MTB747	They map out the ideas in a usual manner, map out.	MCB235	(Chorus) Yes.
MTB748	What the purpose of map?	MCB236	Life cycle.
MTB749	To.....?	MCB237	Ano ma'am?
MTB750	To give direction, so through the use of graphic organizer, we are ahh...our ideas in mind are given directions.	MCB238	Flatterfly.
MTB751	Okay, mas naoorganize yong ideas natin, mas alam natin kung saan papunta yong ideas natin through the use of graphic organizers, because in mind, masyadong ano, masyadong malawak yong ideas na meron tayo so if we are not... ahhhh	MCB239	(Chorus) Gilid, gilid.



	through the use of graphic organizer, we simplified the ideas in our mind.		
MTB752	It gives us a better direction, okay?		
MTB753	Next.		
MTB754	Or concept diagram.		
MTB755	So these are already the classification of graphic organizers.		
MTB756	So, in the next slide we have.....wait, there, so we have the different kinds of graphic organizers.		
MTB757	So, this one that you see this is what we called spider map.		
MTB758	Okay?		
MTB759	Any reaction?		
MTB760	Why do you think it's called a spider map?		
MTB761	Ha?		
MTB762	Bakit kaya siya spider map?		
MTB763	Ha?		
MTB764	Where do you see the bigger concept?		
MTB765	Ha?		
MTB766	The bigger concept is in the middle and then through the...yong mga parang mga kamay, kamay niya.		
MTB767	Yes, yong mga legs niya just like spider.		
MTB768	Doon nakasulat yong mga information about the general idea, or any idea that we can relate to our main idea, okay?		
MTB769	So, spider map, describe the central idea so it could be a thing, a process or proposition with support yan.		
MTB770	Okay, so, the key frame questions for a spider map is, what is the central idea.		
MTB771	So, we can find it here in the middle, the center. Aand what its attribute?		
MTB772	What are its functions?		
MTB773	Yon na yong mga makikita nila sa legs na naka spread don sa ideas.		
MTB774	Yes, nak?		
MTB775	Ilwan nyo nalang ba to sakin?		
MTB776	May nag cutting?		
MTB777	O sige later nalang anak ha.		
MTB778	Thank you.		
MTB779	Okay, next, series of events chain okay.		



MTB780	Are you familiar with this one?		
MTB781	Ha?		
MTB782	Series of events.		
MTB783	So, obviously, what's the purpose of this chain?		
MTB784	Ha?		
MTB785	To show the sequence of what?		
MTB786	Sequence of a story, ha?		
MTB787	The ah, how the ah, how the events happen?		
MTB788	Okay?		
MTB789	What happen first?		
MTB790	What happen next until the end?		
MTB791	Okay, so ahh series of events chain.		
MTB792	It is used to describe the stages of something, the steps of a linear procedure, linear because in a straight line.		
MTB793	Okay?		
MTB794	Then a sequence of events ahh, the goals action outcome of a circle thing.		
MTB795	So, there are examples.		
MTB796	So, the key frame question for the series event.		
MTB797	What is the object or initiating events?		
MTB798	We can also ask, what are the stages or steps?		
MTB799	Okay?		
MTB800	Next.		
MTB801	Continuum scale okay?		
MTB802	A continuum scale is used for timeline, showing historical events or ages.		
MTB803	So, this is continuing scale is more of timeline ha? Saan natin nagagamit ang timeline?		
MTB804	Ha?		
MTB805	Sa facebook?		
MTB806	Haha.... Ha?		
MTB807	Where do we often see a timeline?		
MTB808	Anong subject ang madalas gumagamit ng timeline?		
MTB809	A.P. History.		
MTB810	Ano ang pwedeng maging subject in history where we can use timeline?		



MTB811	Ha?		
MTB812	Pwedeng ma.... ahhh...yong evolution of man.		
MTB813	Saan pa?		
MTB814	Pwede rin sa technology.		
MTB815	Improve diba through the years, what else?		
MTB816	The?		
MTB817	Again?		
MTB818	Ha?		
MTB819	Pwede rin yong pamumuhay ng tao diba?		
MTB820	Okay, so, it is used to showing historical events, okay?		
MTB821	Next, compare and contrast matrix.		
MTB822	Dito tayo sa sunod muna, problem-solution outline, okay?		
MTB823	Ito, I think napagamit ko na sa inyo to...ay hindi pa ba?		
MTB824	Problem-solution outline use to represent a problem instead solutions and results, okay?		
MTB825	So, in this figure, in this outline, it uses dito, it uses boxes.		
MTB826	So, the problem: who is the problem?		
MTB827	What is the problem?		
MTB828	And then why is it a problem?		
MTB829	There's an arrow pointing down below another box to show us the solutions, answers to those problems.		
MTB830	Okay?		
MTB831	And then another arrow pointing down the last box is for the end results.		
MTB832	Okay?		
MTB833	Next, this one network tree.		
MTB834	Okay?		
MTB835	This one shows causal information hierarchy or branching procedures.		
MTB836	Okay, network tree.		
MTB837	Where do you see, this kind of organizer?		
MTB838	Saan natin to pwede gamitin?		
MTB839	Yong nag coconnect-connect sa tao ha.		



MTB840	We may use din don sa family tree diba?		
MTB841	If you branch out your family tree ma, iidentify niyo sino yong pinaka kalolo-lolohan niyo na.		
MTB842	Sino yong mga kapatid ni....?		
MTB843	Sino yong mga anak ni lolo?		
MTB844	Naging tito and tita niyo diba?		
MTB845	Sino yong tatay ninyo?		
MTB846	Sometimes, yong family tree can be useful kasi you will never know baka mamaya yong katabi mo kamag-anak mo na pala, diba?		
MTB847	Kasi sa apelyido yan makikita diba <i>at the middle name</i> , it shows relationships diba?		
MTB848	Ha?		
MTB849	Okay, san pa natin to pwedeng gamitin network tree?		
MTB850	Pagmamana ng kaharian.		
MTB851	Pwede diba?		
MTB852	In England, diba, sa kanila, they still have Kings and Queens?		
MTB853	Kung sino yong mga Royal families you will be the nest in line diba?		
MTB854	Sino ang susunod na magiging King, susunod na Queen?		
MTB855	Okay, sino na ba ang next in line ngayon?		
MTB856	Si Queen Elizabeth kasi she is still alive, ha?		
MTB857	So, kumbaga ang korona nasa kanya pa.		
MTB858	Medyo matatanda na yong mga papasahan nya.		
MTB859	Ang susunod na magmamana ng crown is si ano si Prince Charles.		
MTB860	Ha?		
MTB861	May dalawa siyang anak.		
MTB862	Si?		
MTB863	Ano na ngang pangalan nito?		
MTB864	I forgot the name, yong dalawang ano, yong anak ni Princess Diana.		
MTB865	Si...ahh....yong isa kakakasal lang eh.		
MTB866	I'm sorry I forgot the names.		
MTB867	Ha?		



MTB868	Si... si prince Harry ba yong isa?		
MTB869	And then the ahh yon ata yong latest na nagpakasal diba?		
MTB870	Si Prince Harry and then the older brother is si Prince, I forgot sorry nakalimutan ko na yong pangalan niya.		
MTB871	Ha?		
MTB872	Now, the older, yong older na brother may anak na.		
MTB873	So, whatever happens ahhh...to older brother, yong next in line na is yong first child na non.		
MTB874	Ha?		
MTB875	So, they are just, you know, next in line kasi the Throne is still in Queen Elizabeth.		
MTB876	Okay?		
MTB877	O, next.		
MTB878	Can we use this network tree in ahhh....in organization?		
MTB879	Yes, diba?		
MTB880	How can we use this network tree?		
MTB881	Who will be the first?		
MTB882	Followed by?		
MTB883	Master teacher of the, if there are an, if there is an assistant principal diba?		
MTB884	And then ...?		
MTB885	Yong nasa third line na.		
MTB886	Who will that be?		
MTB887	Head teachers first and fourth line teacher first and then...?		
MTB888	Students talaga?		
MTB889	Pwede naman, ha?		
MTB890	But in a school nahahati pa sya sa, nahahati pa siya sa dalawa: administrative staff at merong teaching staff.		
MTB891	Okay, so iba yong higher key for teacher who are really teaching.		
MTB892	Iba din yong higher key na mga staff na nakikita lang natin sa mga offices inside the school.		
MTB893	Is that clear?		



MTB894	Okay, next one...ahh let's skip this one... this one I think this is the one I presented to you fish bone map.		
MTB895	So, what's the use of a fish bone map for cause and effect?		
MTB896	Okay, it is used to pose interaction of a complex given.		
MTB897	Ha?		
MTB898	Or, phenomenon.		
MTB899	So, the key frameworks here factors that cause. Ha?		
MTB900	Ito fish bone, it looks like the bone of a fish.		
MTB901	Okay, so, causes nilalagay natin don sa pinaka-bone niya.		
MTB902	Don sa parang tinik nya, okay.		
MTB903	And then, the effect could be don sa pinakahead, okay.		
MTB904	Or it could be the other way around.		
MTB905	Pwede naman na ang cause mo eh yong andito sa dulo and then yong bones niya yong effects.		
MTB906	All right, next cycle.		
MTB907	Oh this one I think your familiar with this, ha?		
MTB908	It use to show how a series of events, interact to produce a set of results again and again.		
MTB909	So, it's repetition.		
MTB910	Ha?		
MTB911	Never ending ha?		
MTB912	So, what is a good example of a cycle?		
MTB913	Recycle?		
MTB914	Hahahaha.		
MTB915	Water cycle, yes nak?		
MTB916	Ha?		
MTB917	Anak you go straight to ma'am.		
MTB918	Anak, I have a class, ha?		
MTB919	You need to wait ha?		
MTB920	You go; you go to Ma'am Crusat muna.		
MTB921	Ha?		
MTB922	Oh, kaya nga anong oras naba?		
MTB923	What time is it? What time is it?		



MTB924	12:04 pa anak eh.		
MTB925	Ha?		
MTB926	May klase pa talaga?		
MTB927	Mga 12:30, ha, sasabihin kay tita.		
MTB928	Kasi I have class hindi na ako pwede umalis.		
MTB929	Ha?		
MTB930	Hmmm sige na, next.		
MTB931	Ano yong sabi nyo, water cycle ha?		
MTB932	Kala ko water interruption eh.		
MTB933	Ha?		
MTB934	Is there still water interruption?		
MTB935	Sa inyo? Kakainis na diba?		
MTB936	Hindi kana makakalaba, kailangan gigising ka madaling araw para maglaba, okay?		
MTB937	So, water cycle, what else?		
MTB938	Life cycle of a butterfly.		
MTB939	Ha?		
MTB940	Ano nga pala, bigla ko tuloy naalala sa trivia question.		
MTB941	What is the original name for the butterfly?		
MTB942	What was the original name?		
MTB943	Very good, flatterfly, okay.		
MTB944	Kasi may nagsabi it starts with letter F, Faro-Faro.		
MTB945	Okay, next one, Venn diagram.		
MTB946	Ha?		
MTB947	So use.		
MTB948	It is commonly used in pre-writing activity, okay.		
MTB949	It shows comparison and contrast, similarities and differences.		
MTB950	Where will you find differences?		
MTB951	Saang part ng diagram?		
MTB952	Yan, ito yong nasa side.		
MTB953	So, we have, A, C, and B.		
MTB954	So differences are in the A, C and similarities are in the middle, B.		
MTB955	Ahh, that's the last one, okay, ha?		



MTB956	So, I will give you an assignment ha?		
MTB957	Your assignment is choose two kinds of ahh...two kinds of graphic organizers and fill it with information.		
MTB958	Wag na yong fish bone kasi we have it na already done that, okay.		
MTB959	So, for instance, you show Venn diagram, you choose a topic.		
MTB960	You can show ahh the ideas in a Venn diagram. Okay?		
MTB961	Sequence of events , oo sequence of events, cycle.		
MTB962	You may choose cycle.		
MTB963	Ha?		
MTB964	You put it on your notebook.		
MTB965	I will signit in your notebook.		
MTB966	Okay.		
MTB967	O, any question?		
MTB968	Ha?		

Fourth Session: Context Clues

Teacher B's Utterances		Students' Utterances	
MTB967	Okay, let's begin.	MCB240	Doon ka sa may xxx
MTB968	So, let us have now context clues.	MCB241	Umbrella
MTB969	Okay?	MCB242	Since it was raining outside, I used my bamboo shoot to keep from getting wet.
MTB970	So, let's first have the riddle game for context clues.	MCB243	(Chorus) Raincoat, boots
MTB971	So, the instruction is for you to read each sentence silently, think about what the highlighted word means and the type of context clues you used to arrive to your answer.	MCB244	Not directly stated in the sentence, an assumption.
MTB972	You do not have to write anything down.	MCB245	Xxx
MTB973	Okay?	MCB246	Ano ibig sabihin?
MTB974	Just read silently, okay?	MCB247	Waiter, waiter.



MTB975	And try to figure out the meaning of the highlighted word based on how it is used in the sentence.	MCB248	Hater. Hater.
MTB976	Okay?	MCB249	Ranivorous, amphibian, wild
MTB977	So, riddle no. 1, okay.	MCB250	An animal that eats frogs.
MTB978	Can you see?	MCB251	Sorry po Ma'am.
MTB979	Since.	MCB252	Behavior?
MTB980	Okay, can someone please read?	MCB253	Hyper.
MTB981	Ha?	MCB254	Easily annoyed.
MTB982	Please read.	MCB255	Sandali iinom ako.
MTB983	Okay, so, the highlighted word is the bamboo shoot.	MCB256	(Students are laughing).
MTB984	Any idea what bamboo shoot means?	MCB257	Words.
MTB985	Umbrella, any other answer, ha?	MCB258	(Chorus) True.
MTB986	Okay, raincoat, any other answer, ha?	MCB259	(Chorus) Easier.
MTB987	Boots, probably.	MCB260	(Chorus) Yes.
MTB988	Okay, so, let's see.	MCB261	They are called context clues because they are found in the context of the sentence passage.
MTB989	Which one is the right answer?	MCB262	Paslant.
MTB990	So, the answer is a bamboo shoot is an umbrella.	MCB263	Red fruits.
MTB991	Okay?	MCB264	Grow on trees.
MTB992	So, the context clue that we use is inference.	MCB265	Fastidious
MTB993	What is inference?	MCB266	Unlike
MTB994	Ha?	MCB267	Portly
MTB995	Ha?	MCB268	Overweight
MTB996	Any idea what inference means?	MCB269	Overweight.
MTB997	Yes?	MCB270	Hungry
MTB998	Okay, so it is not directly stated in the sentence.	MCB271	Poor.
MTB999	When we say inference it is more of an assumption or a guess.	MCB272	Pagkain
MTB1000	Okay?	MCB273	(Children are talking each other).
MTB1001	So, next riddle.	MCB274	Synonym.
MTB1002	So, unlike Kyle who is a conformer and a	MCB275	Inference



	follower, Jeremy is a maverick.		
MTB1003	Hmmm...what do you think is the meaning of maverick, ha?	MCB276	None.
MTB1004	O, any guess?	MCB277	Definition
MTB1005	Ha?	MCB278	None.
MTB1006	Conformer, follower.	MCB279	Calendar.
MTB1007	Hmmm again?	MCB280	Ma'am among months yon?
MTB1008	Hater?	MCB281	December, yes January lang Ma'am.
MTB1009	Basher?	MCB282	Nasa inyo yong Portfolio Ma'am.
MTB1010	Ha?	MCB283	None.
MTB1011	Hmm, O, let's see.		
MTB1012	So, maverick means a loner, okay?		
MTB1013	A maverick is a loner.		
MTB1014	Someone who is independent of the group.		
MTB1015	Okay?		
MTB1016	So, the context clues that we use for riddle number 2 is antonym or contrast.		
MTB1017	Antonym, the opposite meaning, okay?		
MTB1018	Next riddle, no. 3.		
MTB1019	The ranivorous hawk an animal that eats frog is found in central and eastern Africa.		
MTB1020	Ranivorous.		
MTB1021	Carnivor?		
MTB1022	Amphibian?		
MTB1023	Wild?		
MTB1024	Okay, any other answers?		
MTB1025	O, Let's see...		
MTB1026	Ranivorous means frog eating.		
MTB1027	Okay?		
MTB1028	So, for this clue, for this context, we use definition.		
MTB1029	Ha?		
MTB1030	Can you figure out what's the definition in the sentence?		
MTB1031	Let's go back to the sentence.		



MTB1032	Very good.		
MTB1033	An animal that eats frogs.		
MTB1034	The ranivorous is the animal that eats frogs, okay?		
MTB1035	So, let's have the riddle no. 4.		
MTB1036	In class, Julia was so cantankerous that her grumpy behavior negatively affected everyone. Cantankerous, hmmm.		
MTB1037	Have you encountered this word?		
MTB1038	Ha?		
MTB1039	Hahahahaha, hmmm?		
MTB1040	O, sige nga, any guess?		
MTB1041	Ha?		
MTB1042	What do you think is the meaning of the word grumpy behavior negatively affected everyone, grumpy.		
MTB1043	Hyper?		
MTB1044	Hmmmm, yes?		
MTB1045	Easily angry?		
MTB1046	O, ah easily annoyed.		
MTB1047	Okay, o, moody.		
MTB1048	O, let's see, cantankerous means grouchy or ill-tempered.		
MTB1049	O, What's ill-tempered?		
MTB1050	Malapit-lapit yong sagot ni ano ni Samera.		
MTB1051	Ill-tempered it means you easily angry, you easily get mad.		
MTB1052	Makanti ka lang ng knoti galit kana agad, nagpapaliawanag lang naman.		
MTB1053	Ha?		
MTB1054	If you are cantankerous, the way you talk is like you are, it's like you are always having quarrel with someone.		
MTB1055	Ha?		
MTB1056	Okay, so, ill-tempered, grouchy.		
MTB1057	This riddle we use context clue, synonym or restatement, okay?		



MTB1058	Sige uminom kana.		
MTB1059	Hahahahahahaha, yan na naman tayo eh, no? Okay, a context clue, hmmm?		
MTB1060	Why are context clues important?		
MTB1061	One, they help us define unfamiliar, difficult word in text.		
MTB1062	True or false?		
MTB1063	Of course, this is very true, okay?		
MTB1064	They help us to become a better perceptive readers.		
MTB1065	Perceptive.		
MTB1066	It means, you are analytical.		
MTB1067	When it comes to reading critically, because as you read, you think, diba?		
MTB1068	Kaya nga in definition, ay ano yong isang context clue kanina?		
MTB1069	Yong, ahhh inference, diba?		
MTB1070	You are able to make an assumption, okay?		
MTB1071	They come in handy during test when a dictionary or internet is not available to us.		
MTB1072	So, from all the riddles that I showed you, did you use any google?		
MTB1073	Ha?		
MTB1074	Did you use our dictionary?		
MTB1075	Diba, it's all your sentence?		
MTB1076	Okay?		
MTB1077	Speaking of no dictionary and no internet ahmmm, next week ahhhh no no no, this is our last week diba?		
MTB1078	And then when we go back in January, January 6, January 6.		
MTB1079	We only have one diba?		
MTB1080	And then after that is exam week na, periodical test which on January 16 and 17.		
MTB1081	Okay?		
MTB1082	Now, in our test ahm, do not be, do not be shocked ha kasi all the items will be a multiple choice item, ha, in your test.		
MTB1083	Not only in English.		
MTB1084	Ha?		
MTB1085	All subjects.		
MTB1086	Ha?		



MTB1087	All multiple choice item.		
MTB1088	Will it be difficult to you or easier?		
MTB1089	Are you sure?		
MTB1090	Ha?		
MTB1091	Ako, personally, sometimes I find multiple choice items more difficult than other test types.		
MTB1092	Ha?		
MTB1093	Kasi ahh, most especially if...there are, if answers are, you know, very similar with each other.		
MTB1094	Diba?		
MTB1095	Specially meron tayong context clues.		
MTB1096	Ha?		
MTB1097	In our context clues, ahmm, it will be all the difficult words will be in a sentence and it is for you to find out ahhh, nearest meaning of that difficult word.		
MTB1098	Okay, so bahala na kayo mag choice sa a, b, c, and d.		
MTB1099	Okay, but all items are multiple items are multiple items, okay.		
MTB1100	So, where are context clues found in the same sentence as the difficult and unfamiliar word.		
MTB1101	It is also found in the same paragraph, or passage as the unknown word.		
MTB1102	Context clues can be in sentences following the word.		
MTB1103	Okay?		
MTB1104	Let's have this example.		
MTB1105	Ikaw naman.		
MTB1106	The passage, so context.		
MTB1107	Ha?		
MTB1108	Naka quote dito yong word context.		
MTB1109	What does it mean?		
MTB1110	Context?		
MTB1111	Hmmm why do we call it context?		
MTB1112	What do we mean by context?		
MTB1113	Hmm... context means what?		
MTB1114	Context means the meaning the sentence gives. Ha?		
MTB1115	As to how the word use in a sentence,		



	okay? Context clues, okay.		
MTB1116	So, we have definition, the unfamiliar word is directly defined in the sentence in which it appears.		
MTB1117	Definition is usually set off by commas, dashes.		
MTB1118	What is a dash?		
MTB1119	Ha?		
MTB1120	Ano yong dash?		
MTB1121	Ha?		
MTB1122	Paano...paa..?		
MTB1123	Not slant, ang slant in ano siya eh, slash yon.		
MTB1124	Ha?		
MTB1125	Dash, yong paano, yong pahiga, okay?		
MTB1126	Yong horizontal na line, okay?		
MTB1127	And may include the use of the words as, or, that is, and in other words, okay?		
MTB1128	Example, apples—red fruits that grow.		
MTB1129	This is not an arrow ha?		
MTB1130	Grow on trees are my teachers.		
MTB1131	See what is the given definition of apple in sentence?		
MTB1132	Red fruits that _____?		
MTB1133	Grow on trees, okay?		
MTB1134	Next, antonym or contrast.		
MTB1135	So, unfamiliar word is defined by using the words opposite or contrasting meaning.		
MTB1136	This type of context clue usually includes the words, whereas, unlike, as oppose to, however, in contrast to, but, and on the other hand.		
MTB1137	Okay?		
MTB1138	Next, ahhh my meaning pala, my example pala okay?		
MTB1139	So, unlike Jhen who was easy going, Jacky was fastidious.		
MTB1140	Okay?		
MTB1141	What are the two opposite words here?		
MTB1142	Easygoing and _____?		
MTB1143	Fastidious, ano yong clue natin?		
MTB1144	Ano yong word na ginamit?		
MTB1145	Unlike, okay.		



MTB1146	So, no. 3.		
MTB1147	Synonym or restatement—words with similar meaning which use in the same sentence or around the unfamiliar word.		
MTB1148	Example, Santa Clause was so portly, that is the doctor declared that he is overweight.		
MTB1149	O, what's the synonym here?		
MTB1150	Portly and overweight.		
MTB1151	Ang overweight madali natin maa –identify cause its very common word we use.		
MTB1152	Yong portly yong difficult word nain so the synonym of portly is overweight.		
MTB1153	Okay?		
MTB1154	O kung medyo sosyal na kayo sabihan nyo, ha?		
MTB1155	Classmate nyo na ha.		
MTB1156	You look so portly, ha?		
MTB1157	Yon pala overweight pala ibig sabihin.		
MTB1158	Ha?		
MTB1159	Okay, next, inference the word meanings are not stated in the text but definition of unfamiliar word can be assumed by both prior knowledge and the context in which the words sits, okay?		
MTB1160	She was so famished, the people felt sorry for her, they give the food to eat.		
MTB1161	So, our word is famished.		
MTB1162	O, what can you assume to be the meaning word famished?		
MTB1163	Hungry, hmmm		
MTB1164	Ha?		
MTB1165	Poor, okay.		
MTB1166	Bakit niyo naisip yong hungry?		
MTB1167	Bakit byo naisip yong poor?		
MTB1168	Because in the context diba?		
MTB1169	Meron tayong word na they give your food to him, yon ang tinatawag natin na inference, okay?		
MTB1170	Wala tayong electricity.		
MTB1171	O, ahhh may magic okay.		
MTB1172	Okay, so this is one strategy for you to easily remember context clues.		
MTB1173	All you have to do is to remember the acronym SAID.		
MTB1174	So, S is for synonym.		
MTB1175	A is for antonym.		



MTB1176	I is inference.		
MTB1177	D is for definition.		
MTB1178	Okay, so that is said, question?		
MTB1179	None?		
MTB1180	No question?		
MTB1181	By the way your portfolio ahhh during your Christmas vacation, probably, I will assign you magbibigay ako ng assignment na worksheet, pero it's all about ano modals, ha?		
MTB1182	Yong ano lesson natin tomorrow.		
MTB1183	Okay?		
MTB1184	Kasi modals confusing.		
MTB1185	Ha?		
MTB1186	So, probably yon.		
MTB1187	Ha?		
MTB1188	And then the other assignment is for you to complete your ahhh yong output ninyo na ano to.		
MTB1189	Yong calendar, okay?		
MTB1190	Two months only for November and December.		
MTB1191	O, yes, may output one kayo that is your slogan.		
MTB1192	Output 2 is your poster.		
MTB1193	Output 3 is your film viewing, film review.		
MTB1194	Output 4 is the calendar.		
MTB1195	Okay?		
MTB1196	Susundan natin yan pero by January na.		
MTB1197	So that will be on modals.		
MTB1198	Okay?		
MTB1199	Yes.		
MTB1200	November, December lang.		
MTB1201	Wala ng January.		
MTB1202	Yes, nasa akin.		
MTB1203	So, yon lang ang assignment niyo for your Christmas break.		
MTB1204	Kumpletuhin niyo lang yong calendar kasi it takes time to do.		
MTB1205	Ha?		
MTB1206	So, pagdating, pagbalik natin ng January.		
MTB1207	Ano nalang tayo uli, ano naman kasi all your outputs are with me, diba?		
MTB1208	Na sakin lahat, okay?		
MTB1209	No question?		
MTB1210	None.		



Fifth Session: Modals

Teacher B's Utterances		Students' Utterances	
MTB1211	Okay, so, have I given you the, ah, lecture for modals?	MC B28 4	Yes.
MTB1212	Are you sure?	MC B28 5	Yes, Ma'am.
MTB1213	You didn't finish?	MC B28 6	Yes.
MTB1214	Ha?	MC B28 7	Yes.
MTB1215	May I see your lecture?	MC B28 8	(Chorus together with their teacher) could, may, might, shall, should, will, would,
MTB1216	Ahh, this one.	MC B28 9	ought to. hahahahaha
MTB1217	Ah ang haba din naman pala ng lecture niyo.	MC B29 0	Verb.
MTB1218	Okay, everybody, look here.	MC B29 1	(Chorus) Subject.
MTB1219	So, so, this is grammar lesson, okay, modal verbs. So, what are modal verbs?	MC B29 2	(Chorus) Modal.
MTB1220	Okay.	MC B29 3	(chorus) main verb
MTB1221	Modal verbs are also known as auxiliary verbs that provide additional specific meaning to the main verb of the sentence.	MC B29 4	(Chorus) He.
MTB1222	Okay?	MC B29 5	Can
MTB1223	Verbs that we commonly use in a sentence, those are what called action verbs.	MC B29 6	Ski.
MTB1224	Ha?	MC B29	Can



		7	
MTB1225	So, they function as main verbs.	MC B29 8	Me, me.
MTB1226	Ha?	MC B29 9	(Students are talking to each other).
MTB1227	So, modal verbs, these has the different function from the verb.	MC B30 0	Eat.
MTB1228	So, they help the ahh they help the main verb to have specific, to have a specific meaning, okay?	MC B30 1	(Students are talking each other).
MTB1229	So, auxiliary verb or commonly known as helping verbs.	MC B30 2	(Chorus) Yes, yes.
MTB1230	Yon ang tinatawag natin na modal verbs.	MC B30 3	(Students are talking very loud).
MTB1231	Okay?	MC B30 4	(Students are talking each other).
MTB1232	Modal verbs are sometimes referred to as modal auxiliary verb because they help other verbs.	MC B30 5	Masbate
MTB1233	So, verbs you see here are the examples of modals, okay?	MC B30 6	xxx
MTB1234	So, we have can, could, may, might, shall, should, will, would, ought to.	MC B30 7	It is necessary.
MTB1235	How do we use modal?	MC B30 8	I shall return.
MTB1236	Okay?	MC B30 9	You should see.
MTB1237	So, in a sentence, in a sentence, in every part of a sentence, we have a subject and our verb, the verb here as you see in the green circle, this is the main verb.	MC B31 0	Past tense.
MTB1238	Okay?	MC B31 1	(Students are talking to each other).
MTB1239	So, modal verbs you place the modal verbs in front of the, oh no, before the verb.	MC B31 2	Write, write.



MTB1240	Okay?	MC B31 3	Eat, ate
MTB1241	So, we have subject, verb and the main verb. Okay?	MC B31 4	Drive, drove.
MTB1242	So, example, Mary could play the piano.	MC B31 5	Fall, fell, fallen
MTB1243	So, Mary highlighted as blue.	MC B31 6	Buy, bought, bought
MTB1244	So, Mary is ah...the subject.	MC B31 7	(Students are talking each other).
MTB1245	Could is our modal verb.	MC B31 8	Break, broke, broken
MTB1246	And then <i>play</i> is our_____.	MC B31 9	Heart broken
MTB1247	Do you understand?	MC B32 0	Wedding.
MTB1248	Ha?	MC B32 1	Could, have
MTB1249	Okay.	MC B32 2	I.D., I want to be.
MTB1250	So, they do not accept conjugation.	MC B32 3	Yieeee. hahaha
MTB1251	So, when you say conjugation, it means they do not always come together.	MC B32 4	None.
MTB1252	Ha?	MC B32 5	None.
MTB1253	You may use and you may use a modal verb.		
MTB1254	Ha?		
MTB1255	But, of course, once you use a modal verb, it will ahh create a different meaning to the main verb. Do you understand?		
MTB1256	Ha?		
MTB1257	You follow what I'm saying?		
MTB1258	Okay?		



MTB1259	So, they do not need other auxiliary verbs.		
MTB1260	Okay, so, modal verbs, in form, we do not use s in singular, okay?		
MTB1261	We also, there is no do or does in the question, there is no don't or doesn't in the negative.		
MTB1262	So, for example, in this sentence, "He can ski," what is the ver.. the subject?		
MTB1263	He.		
MTB1264	Main verb?		
MTB1265	Ha?		
MTB1266	Main verb?		
MTB1267	Modal is....		
MTB1268	So, can, we never add -s and -es to modal verbs. So, for this one, cans ski or he can skies.		
MTB1269	Ha?		
MTB1270	X yon, it will be grammatically wrong.		
MTB1271	Ha?		
MTB1272	For the question, would you come with me?		
MTB1273	We do not add the question do, or does okay?		
MTB1274	Do you would come with me?		
MTB1275	That is wrong.		
MTB1276	Okay?		
MTB1277	Also we use a negative word not, they can't be serious.		
MTB1278	So, we never use don't or doesn't, ha?		
MTB1279	They don't can't be serious.		
MTB1280	Nasusundan po ba?		
MTB1281	Ha?		
MTB1282	Yong sinasabi ko?		
MTB1283	Do you have this in the lecture?		
MTB1284	Ha?		
MTB1285	I think you don't have this in the lecture.		
MTB1286	Ha?		
MTB1287	Okay, so another form for modal verbs.		
MTB1288	We do not have infinitives or have forms, infinitive to, yong merong to, ha,to can, ha?		
MTB1289	Pagmeron ng can hindi na tayo nagdadagdag ng to.		
MTB1290	So, can lang siya dapat.		
MTB1291	Hindi rin natin siya pwedeng dinudugtungan ng -ing.		
MTB1292	Okay, so to must, must lang siya wala ng gagamit ng infinitive na to.		
MTB1293	Also, there is no word such as musting kasi we cannot add -ing.		



MTB1294	Wala naman siyang –ing forms.		
MTB1295	Okay?		
MTB1296	Modal verbs are followed by an infinitive without to.		
MTB1297	Okay?		
MTB1298	So, ito sya.		
MTB1299	She must study.		
MTB1300	We should have gone the other way.		
MTB1301	He could play football in his youth, okay?		
MTB1302	Then, modal verbs do not have all the tenses.		
MTB1303	Ano ba yong mga tenses ng verb?		
MTB1304	Sige nga, are you familiar with the tenses of the verb, ha?		
MTB1305	Diba we have the present, the past, and the future tense?		
MTB1306	Okay?		
MTB1307	In grammar meron pa nga tayong mga ano eh, meron pa tayong past perfect, past progressive. Diba, meron pa tayong ganyan?		
MTB1308	Pero para di kayo mailto, tandaan niyo muna yong tatlong tenses natin: past, present and the future. Okay?		
MTB1309	Modal verbs use other verbs to complete the tenses.		
MTB1310	Can is completed with <i>be able to</i> .		
MTB1311	Must is completed with <i>have to</i> okay?		
MTB1312	What do they express?		
MTB1313	Modal verbs can have more than one meaning depending on situations.		
MTB1314	Okay?		
MTB1315	Sige, let's skip ano slide kasi too much information to.		
MTB1316	Don muna tayo sa medyo basic.		
MTB1317	Ay naku, it's too small.		
MTB1318	Can you?		
MTB1319	Naku, it's too difficult to see.		
MTB1320	Okay?		
MTB1321	So, ang modals, modals, it will give different meanings in a sentence depending on how you use it.		
MTB1322	It depends on the purpose of the modals.		
MTB1323	Okay?		
MTB1324	There are modals where the function is to give probability and possibility.		
MTB1325	There are modals will show ability where the function is to give permission.		



MTB1326	There are modals that is used to give obligation or advice.		
MTB1327	Okay?		
MTB1328	Let's see in these sentences.		
MTB1329	Okay?		
MTB1330	So, the modal, hindi ito yong pinakabasic kasi nga may mga modals na makikita natin.		
MTB1331	So, can, if the function of can is ability, how do use this in a sentence?		
MTB1332	I can play the piano.		
MTB1333	Okay, ability.		
MTB1334	Who can play the piano?		
MTB1335	Ha?		
MTB1336	What talents can you do?		
MTB1337	Ha?		
MTB1338	What's your other abilities?		
MTB1339	Hahaha.		
MTB1340	Eat?		
MTB1341	Ha?		
MTB1342	Well, you can say, <i>I can eat</i> .		
MTB1343	Eating is an ability thing that you can do.		
MTB1344	What else?		
MTB1345	What modal you can?		
MTB1346	What you can do?		
MTB1347	I can dance.		
MTB1348	Ha?		
MTB1349	Naku naalala, may naalala ako, ngayon kinakanta na ni Wacky oh.		
MTB1350	Ha?		
MTB1351	Kinakanta na ni Wacky, ha?		
MTB1352	I can live.		
MTB1353	I can fly.		
MTB1354	I can reach the heaven so high.		
MTB1355	I can reach the heavens above.		
MTB1356	Oh, I can write what is wrong.		
MTB1357	I can sing just any song.		
MTB1358	Modal yon.		
MTB1359	Ha?		
MTB1360	Kasi it's something that you can do.		
MTB1361	It shows ability.		
MTB1362	Okay?		
MTB1363	Then we have can.		
MTB1364	So, for this time, it's in negative form.		
MTB1365	What you cannot do, okay?		
MTB1366	Is there anything that you cannot do?		
MTB1367	Syempre meron din diba?		



MTB1368	O, katulad nito.		
MTB1369	I can't speak German.		
MTB1370	Can you speak Visaya?		
MTB1371	Ha?		
MTB1372	Who?		
MTB1373	Ano, what's your visaya?		
MTB1374	Anong bisaya yong, anong, anong klase?		
MTB1375	Is it Ilonggo?		
MTB1376	It is ah Waray?		
MTB1377	You can?		
MTB1378	Ha?		
MTB1379	Masbate.		
MTB1380	Ha?		
MTB1381	Ano yon?		
MTB1382	Bisaya din na ano?		
MTB1383	You can understand, you can speak the... okay?		
MTB1384	Then, oh ito meron siya ah another purpose is to ask, to ask for permission.		
MTB1385	So, may I?		
MTB1386	Ha?		
MTB1387	Can I go out?		
MTB1388	Can I borrow the car?		
MTB1389	Okay, for the purpose to might, probability, of possibility and modals might.		
MTB1390	It might rain tomorrow.		
MTB1391	There is a possibility that it will rain tomorrow.		
MTB1392	Ha?		
MTB1393	Pwede umulan, pwede din hindi kasi possibility.		
MTB1394	Okay?		
MTB1395	Could, so, it could rain tomorrow.		
MTB1396	I could already read when I was two.		
MTB1397	Could I see your passport please?		
MTB1398	Okay, can.		
MTB1399	The past form is could.		
MTB1400	Ha?		
MTB1401	Okay, may is in the present tense.		
MTB1402	The past is might.		
MTB1403	Okay?		
MTB1404	So, it may rain tomorrow.		
MTB1405	May I leave the table?		
MTB1406	Okay?		
MTB1407	Ito naman must.		
MTB1408	She must be a sister because they look alike.		
MTB1409	The other one function to ayan obligation kasi		



	yong word na must.		
MTB1410	Ang must it gives you to a meaning that you really have to do it.		
MTB1411	So, you must leave before the clocks arrives 12.		
MTB1412	Ito yong.. ang meaning niya hindi yong ano hindi mo pwede syang hindi gagawin kasi it is a must. Okay?		
MTB1413	Okay?		
MTB1414	It is necessary.		
MTB1415	Very good.		
MTB1416	You have to.		
MTB1417	I have to study tonight, okay?		
MTB1418	Shall.		
MTB1419	You shall pay on Tuesday.		
MTB1420	Do you remember the famous line of Mc Arthur?		
MTB1421	I shall return.		
MTB1422	Eh galing ni Mc Arthur gumagamit siya ng modal. Diba?		
MTB1423	O, should.		
MTB1424	You should see it.		
MTB1425	It's excellent.		
MTB1426	Okay?		
MTB1427	Should is the past form of shall.		
MTB1428	Okay?		
MTB1429	So, should and ought to has the same meaning. Okay?		
MTB1430	Then, had better.		
MTB1431	You had better sleep more.		
MTB1432	Okay?		
MTB1433	We have would, okay?		
MTB1434	Ito modals in the past refers to actions happened in the past.		
MTB1435	So, we have the modals plus the verb in the past participle, ha?		
MTB1436	Ahh, ito, what is a past participle.		
MTB1437	Ha?		
MTB1438	Noong nakaraang lingo nakita ko si Ma'am pinaparecite nya yong Grade 7 nya ng present tense at saka past tense ng verb at saka ng past participle.		
MTB1439	Sige nga, can you give me an example of a verb na meron siyang past participle?		
MTB1440	Sige nga example.		
MTB1441	Write, eat.		



MTB1442	Eaten is the past participle.		
MTB1443	Sige nga Cassandra.		
MTB1444	Drive, drove?		
MTB1445	It is driven, ha?		
MTB1446	Hehe not drove, okay?		
MTB1447	O, another one?		
MTB1448	Very good!		
MTB1449	Another one?		
MTB1450	Buy, bought.		
MTB1451	What's the?		
MTB1452	What's the past participle, bought.		
MTB1453	It's the same.		
MTB1454	Yes, Amara?		
MTB1455	Break, Broke, Broken		
MTB1456	Are you broken?		
MTB1457	Hahaha.		
MTB1458	Wag naman, ha?		
MTB1459	Si Merma?		
MTB1460	Kaya kaba nagparebond because you're broken, ha?		
MTB1461	Let's take a look in the example.		
MTB1462	It must have been a difficult decision.		
MTB1463	Okay?		
MTB1464	They should have invited her to their..?		
MTB1465	Wedding daw, wedding.		
MTB1466	Ito let's skip this kasi too much.		
MTB1467	Ayan, so, ito yong modals in the past.		
MTB1468	You have should, could, have, may have, should have and must have, okay?		
MTB1469	Last na.		
MTB1470	These are modal-like verbs.		
MTB1471	They need to be conjugated.		
MTB1472	Ito yong mga types ng modals na nagkakapartner siya palagi.		
MTB1473	Ha?		
MTB1474	You cannot separate, okay?		
MTB1475	Examples are this one, <i>want to, need to, have to, have got to, look forward to.</i>		
MTB1476	Okay?		
MTB1477	So, <i>like to</i> , the concept is to enjoy.		
MTB1478	Kaya, I like to watch TV.		
MTB1479	I like to watch.		
MTB1480	I like to eat ice cream, diba?		
MTB1481	<i>Want to</i> is yong desire.		
MTB1482	Wants to buy a car.		
MTB1483	What's your desire?		



MTB1484	Hmmm?		
MTB1485	What is something that you desire?		
MTB1486	You have?		
MTB1487	Ha?		
MTB1488	Successful man, ha?		
MTB1489	<i>Need to, need to</i> is necessity.		
MTB1490	We really <i>need to</i> talk to you, okay?		
MTB1491	You <i>need to</i> .		
MTB1492	I really need to go to the bathroom.		
MTB1493	Oh, need to.		
MTB1494	Ha?		
MTB1495	Kasi kaylangan naman talaga diba?		
MTB1496	Ginagawa kasi talaga yon.		
MTB1497	<i>Have to</i> it's your obligation.		
MTB1498	So, Susan had to pay the rent, okay?		
MTB1499	Have to kasi it's in the present form.		
MTB1500	Dito naging had to kasi past.		
MTB1501	Okay?		
MTB1502	Then have got to go, have to go now, look forward to is a future plan.		
MTB1503	So, I look forward to seeing you again.		
MTB1504	Okay?		
MTB1505	Ay may sagot.		
MTB1506	Nakakainis, nevermind.		
MTB1507	Okay?		
MTB1508	Question?		
MTB1509	Ha?		
MTB1510	Yes, tapos na yong trabaho niyo.		



Appendix K
Utterances of Teacher C and Class C

First Session: Speech Writing (Narrowing Down Topics)			
Teacher C's Utterances		Students' Utterances	
NTC1	Okay, so, our lesson for today is speech writing.	NCC1	I think it is writing
NTC2	We are done with oral communication, process of communication and also.. ahhh three are various communication strategies, speech act and a lot of things about speaking.	NCC2	Audience Analysis
NTC3	But right now, what we have to do had more this term, for the final term, we will be okay, applying everything that we have learned from the past lessons.	NCC3	Xxx...
NTC4	So, again what is our topic for today?	NCC4	(Chorus) Yes.
NTC5	Yes.	NCC5	Audience
NTC6	Thank you.	NCC6	Xxx.. Educational Background, affiliation, nationality xxx.. xxx.. personality, marital status, other information pertaining to demography.
NTC7	Specifically, it is the process of speech writing. Okay, because before you conduct a speech, before you will have a speech, you should write it first.	NCC7	Education
NTC8	And there are a lot of things you have to consider when you are writing a speech.	NCC8	Bilang.
NTC9	Okay, you have to take down notes of these, because these will come out ahm	NCC9	No
NTC10	In our exam obviously, okay so we will be starting with the first thing that you have to remember when you are writing a speech.	NCC10	16
NTC11	If theres one thing is, everybody read, xxx..	NCC11	19
NTC12	123 go	NCC12	15
NTC13	Okay, when you say Audience Analysis is it is xxx..	NCC13	16
NTC14	Okay the following information will be follow later on so what do we have here looking into the profile of your target Audience.	NCC14	16 years old
NTC15	Okay, so your speech, we gonna have your speech, okay after examination you will be a	NCC15	Yes,Sir.



	delivering a speech, that is included in your final requirement in the subject.		
NTC16	Okay?	NCC16	_____
NTC17	So, again the profile of your what?	NCC17	_____
NTC18	Audience, Are you with me?	NCC18	_____
NTC19	Focus ha? eyes on xxx.. cge again The profile of your audience.	NCC19	_____
NTC20	Listen up okay ahm, im just writing before you rest.. okay ahh I think your part is interesting.	NCC20	_____
NTC21	Right now ahm but we cannot have the rest because you have a lot of things to finish for today. Okay, so Audience Analysis.	NCC21	16 by 3 (Chorus)
NTC22	When you are writing a speech okay, you have to know your Audience.	NCC22	Xxx
NTC23	Who are they?	NCC23	Medicine
NTC24	That is the most important thing.	NCC24	Xxx
NTC25	One of the most important thing when you writing a speech its not essay writing, even in essay writing, you should what?	NCC25	Autobiography
NTC26	Analyze the audience that you have.	NCC26	Xxx..
NTC27	So, for example, there is somebody to ask you ahm.	NCC27	Yes
NTC28	Sir can you please write a speech for us?	NCC28	Yes
NTC29	Can you be a speaker for this and for that?	NCC29	Yes sir!
NTC30	It is not just like a okay, I will be the speaker and then you will just go there and make a powerpoint. No, it's not like that.	NCC30	Yes sir!
NTC31	You have to consider things, okay a lot of things you have to know your audience.	NCC31	[CHORUS]
NTC32	What are the things that you have to remember, when it comes to your Audience?	NCC32	Describing my school
NTC33	The first what, okay you shall have the xxx..	NCC33	Hahahahaha, no, no, no, no
NTC34	What's demography..?	NCC34	[CHORUS]
NTC35	Very good.	NCC35	Xxx..
NTC36	Okay so that is demography.	NCC36	Xxx..
NTC37	We will be talking about that further in our discussion.	NCC37	The purpose of speech is to entertain.
NTC38	The next one is...	NCC38	(Chorus)
NTC39	Yes, anak.	NCC39	To entertain and to persuade
NTC40	Okay and the last one we have.	NCC40	(Chorus)
NTC41	Yes.	NCC41	(Chorus) Information
NTC42	Sorry?	NCC42	(Chorus)



NTC43	Okay	NCC43	(chorus)
NTC44	Okay so demography.	NCC44	(chorus)
NTC45	This talks about the age or by number okay the quantity of your audience.	NCC45	information
NTC46	What to do you mean by quantity?	NCC46	Xxx
NTC47	Okay, the count of your audience is the matrix.	NCC47	inform
NTC48	Are they female or male?	NCC48	Xxx
NTC49	For example as a teacher, we are considering how many males and female there are in the classroom.	NCC49	(chorus)
NTC50	We consider our example based of your strand, based on the number of boys inside the classroom as you can remember.	NCC50	(chorus)
NTC51	I don't know if you can still remember this one that in the beginning of your discussion.	NCC51	Funny
NTC52	Here before what, what I notice I always ask the girl if I can crack the joke.	NCC52	Yes, sir.
NTC53	Like this and like that and then I say this one.	NCC53	Xxx
NTC54	I say excuse me to the girls you guys because this examples for the boys only so like that like that, right?	NCC54	It's Showtime.
NTC55	So you have to consider all of that and a lot of things more.	NCC55	Bayani
NTC56	The situation, the time, 1pm to 2pm.	NCC56	Xxx (Students are clapping their hands).
NTC57	Do you think it is ahm an a lifetime?	NCC57	(chorus)
NTC58	No!	NCC58	Persuasive speech.
NTC59	Also, right now the time is so sleepy.	NCC59	(Chorus) Boyfriend and girlfriend
NTC60	Right?	NCC60	Yes and No (chorus)
NTC61	So, we have a really uhm gloomy day today.	NCC61	Di ako sanay.
NTC62	It's raining plus its teacher's day today and but the teacher is teaching.	NCC62	The important of meaning to persuade.
NTC63	Okay since like that so we have to consider the time, the venue.	NCC63	Xxx
NTC64	Is the room/space is enough for my voice or if my voice enough for the venue.	NCC64	Focal point
NTC65	Just like that.	NCC65	Focal point.
NTC66	Okay, so it what's the occasion today?	NCC66	Focal point.
NTC67	There is occasion today.	NCC67	Hahahahaha
NTC68	Okay and the size of the audience.	NCC68	Oral communication
NTC69	What is the size of the audience?	NCC69	Narrowing the topic.
NTC70	How big?	NCC70	Hahahaha
NTC71	Okay, it's the population of the audience.	NCC71	Illocutionary act



NTC72	How many are we in the class today?	NCC72	The speech act context.
NTC73	You are 19 okay.	NCC73	Seven Cs of communication
NTC74	Let us consider this one okay you are 19 in the class.	NCC74	Communicative strategies.
NTC75	Okay, so how about if you are 50 plus in the class? Like for example in my Grade 8 I got 52 students. You are smallest population of the class.	NCC75	Speech community
NTC76	Oh ayy no its HE because ahm they are many but not all of them are coming.	NCC76	Speech Writing
NTC77	Next psychology their beliefs, values, attitudes. Okay?	NCC77	Nakalimutan ko po Sir.
NTC78	Is that you are always uhm out of doing things? You're trying to adjust in everything in the classroom unlike for other classes, I adjust to them but in your case you are adjusting to me.	NCC78	Diko nga alam e.
NTC79	Okay, just like that.	NCC79	Locutionary (chorus)
NTC80	Next is the racial ideology.	NCC80	Illocutionary (chorus)
NTC81	We cannot use life descrinating words to our what?	NCC81	Perlocutionary (chorus)
NTC82	Audience.	NCC82	Balikan yong topic ng nakaraan.
NTC83	Like for example dark skinned people, but for audience are Aetas.	NCC83	Management
NTC84	Do you think it's okay?	NCC84	Yes (chorus)
NTC85	Of course you have to consider that one and right now we will have our sample checklists.	NCC85	Twenty pesos
NTC86	And this what we gonna do.	NCC86	Samatadd
NTC87	We will gonna do this tomorrow okay.	NCC87	Samatadd Sir.
NTC88	So, list this is down and make sure that you gonna have an answer fort this tomorrow.	NCC88	Namamasahe parin Sir.
NTC89	Make this in table.	NCC89	Thirty sir.
NTC90	Like for example: Age-range.	NCC90	Thirty pesos (boy)
NTC91	The first one is range.	NCC91	Wow (Chorus)
NTC92	In your classroom you are what is your range, range in your classroom, yes?	NCC92	Sana all
NTC93	Just 16 or let us say the range.	NCC93	Dyan lang
NTC94	Age-range	NCC94	Yes, sir. Fifty pesos
NTC95	15 to, 15 to 22	NCC95	Yun oh (Boy)
NTC96	16 years old to 22 years old so that is the age range.	NCC96	500 Sir
NTC97	So, when you are having a speech you consider that.	NCC97	100 Sir



NTC98	What if your audience are lolos and lolas?	NCC98	One year.
NTC99	Your jokes should be appropriate to their ages. You cannot joke, like sana all kasi they cannot understand that, right?	NCC99	Hahahahaha
NTC100	But in your case, all of the things that is popular and trending.	NCC100	Hahahahaha
NTC101	You can use that, because you know all of those things, uhmm for example I cracked a joke about the boogey man, you know that?	NCC101	Tapit.
NTC102	The boogey man you have any idea about that?	NCC102	hahaha
NTC103	Okay, so lucky for you.	NCC103	Yon.
NTC104	Okay, so if you know the boogey man, okay, that's why but how about the one that they don't know? But not all of you know the boogey, okay.	NCC104	Three.
NTC105	Probably, you know the...the red evil in the insidious.	NCC105	Panglima
NTC106	Ohh, you don't know okay.	NCC106	Causal
NTC107	Probably.	NCC107	Chronological (chorus)
NTC108	Next, we have the male and the female ratio.	NCC108	Comparison and contrast (chorus)
NTC109	You should know that in your class.	NCC109	Problem-Solution (chorus)
NTC110	What's the ratio of male and female?	NCC110	Yes, Yes.
NTC111	How many males and how many females?	NCC111	Pwede
NTC112	Everybody, the ratio of female and male in the class is _____.	NCC112	Hehehe....Yes Pwede
NTC113	Male and Female?	NCC113	Hindi parang nasa kanto Sir.
NTC114	Xxx	NCC114	Pwede sir (Boy)
NTC115	Okay, today the ratio of your population is you have _____?	NCC115	Pwede sir.
NTC116	Okay, stand up...your ratio is _____?	NCC116	For example sir sa mga pulis ngayon
NTC117	16 by 3, so that is the ratio of your class, next educational background.	NCC117	Adik sa kalye...
NTC118	You don't need to copy your students just like they know everything.	NCC118	Hahahahaha
NTC119	That is how we consider that in our class most especially we teachers, we don't talk to our students like they know everything.	NCC119	Yes.
NTC120	You're students and you're trying to learn something.	NCC120	Yes, Philosophy (chorus)
NTC121	Okay, so better to down or adjust our standards or something like that or educational	NCC121	Yes (chorus)



	background. What if your audience are doctors?		
NTC122	You're students and there your audience are doctors.	NCC122	Nakakaadik (boy)
NTC123	What do you think will be the topic appropriate to the doctors if you are the speaker?	NCC123	Family problem, depression, stress, influence
NTC124	Hmmm?	NCC124	Hahahha
NTC125	Try?	NCC125	Hahahhahaha (chorus)
NTC126	About?	NCC126	Shabu lang yan.
NTC127	Ah, you will be taking about medicine to the doctors, while you're just a student.	NCC127	Hahahhaha
NTC128	Nice try but, of course, it's quite uhm impossible. Of course they know medicine well than you, correct?	NCC128	Naoverdose
NTC129	Even than I they know medicine better than me. Okay, so I think medicine is not a better topic for that maybe you can have... ahm..	NCC129	Blackout
NTC130	What do you think is, are the things that you know what doctors don't?	NCC130	16-Jul-02
NTC131	Yes!	NCC131	1951 (boy)
NTC132	It's possible.	NCC132	Hahaha (chorus)
NTC133	Autobiography, you can tell them your life.	NCC133	Hahahaha
NTC134	What? How important your life is to them?	NCC134	(students are teasing)
NTC135	Maybe if you are sick and then you self-medicated yourself.	NCC135	Xxx
NTC136	No? Your disease and then you, you overcome the disease because of tawa-tawa.	NCC136	Mga spoiled yong iba sir.
NTC137	That's good diba?	NCC137	Vision
NTC138	Do you know tawa-tawa?	NCC138	Private
NTC139	Tawa-tawa is ahm medicine for dengue.	NCC139	(Students are clapping.)
NTC140	Okay next Education Institution, in public school.	NCC140	Hahahahahahaha
NTC141	Okay...	NCC141	Hahahahahahaha
NTC142	Lumabas na?	NCC142	Why sweeter Sir?
NTC143	Yan.	NCC143	Ah kaya pala.
NTC144	Okay, Educational Institution public school, private school.	NCC144	Kaya pala.
NTC145	What's the name of the school?	NCC145	Hahahahaha
NTC146	Okay, for example, you will be talking in U.P, someday.	NCC146	Di ako yon sir.
NTC147	Ask me to go to U.P, and you'll be talking as speaker to them.	NCC147	Gumawa ng maaga.
NTC148	What do you think will be your topic?	NCC148	(noise)
NTC149	Ha?	NCC149	Hahahhaha delay



NTC150	Right?	NCC150	Okay. Okay na sir.
NTC151	Describing your school.	NCC151	Good bye sir.
NTC152	Okay, you will try to describe the ambiance or how the students in M. B. Asistio students ahm, act. Okay, yes possible.		
NTC153	Place of residence.		
NTC154	Are you in subdivision?		
NTC155	Squatters area?		
NTC156	Ha?		
NTC157	Ano pa?		
NTC158	Okay, we have to consider that too marital status of the people there.		
NTC159	Are they single?		
NTC160	Do they have children?		
NTC161	Do they have wives and husbands?		
NTC162	Diba?		
NTC163	So, we have to consider that too.		
NTC164	Economic status.		
NTC165	This talks about the money that the family gets or that person gets like less than 40 thousand or more than 30 thousand.		
NTC166	Whose family earns 30 thousand below?		
NTC167	30 thousand below monthly, so all of you, your families get 30 thousand above.		
NTC168	Yeah! we're talking about 30 thousand below.		
NTC169	Who's family is that?		
NTC170	Okay, how about if your family earns 30 thousand above?		
NTC171	It doesn't mean that you are rich.		
NTC172	If you, you... because you're a student.		
NTC173	So you're still not rich.		
NTC174	It's not being rich.		
NTC175	But it's like knowing the economic status of those people.		
NTC176	Like for example in your case we know that, diba? Oh, language spoken, for example you are in a province and then you don't know how to speak a bisaya.		
NTC177	You try to learn a little so you can get their attention and to ahm get connection to them.		
NTC178	Like for example, like your teachers are doing.		
NTC179	Diba we're trying to learn like millennial terms.		
NTC180	We try to use it so that you can, we can give		



	with the topic.		
NTC181	And religious affiliations and xxx.		
NTC182	That is so.		
NTC183	So, that's how to do it.		
NTC184	Do not argue about religion when you are speaking or you're a speaker.		
NTC185	But if your topic is about the religion that's okay. Just make sure you can carry it all, right?		
NTC186	Okay next after knowing your audience you have to know your purpose.		
NTC187	What's the purpose?		
NTC188	Anybody?		
NTC189	Read, yeah.		
NTC190	Okay, the first one is everybody.		
NTC191	Uhm sorry, to entertain and to...the first one is every body.		
NTC192	Read..		
NTC193	Okay, by determine itself, okay you are just, you are just giving_____.		
NTC194	You are trying to speak in front of people, okay.		
NTC195	And your purpose is to give information okay.		
NTC196	The purpose is to...?		
NTC197	Okay, again, if you wanted to speak in front of people, you wanted to inform them through your speech.		
NTC198	Okay, what, specific?		
NTC199	Okay.		
NTC200	Amusement meaning that they will be amused.		
NTC201	They will feel what?		
NTC202	Entertain.		
NTC203	They will laugh.		
NTC204	They will what?		
NTC205	Most specially entertaining is humorous.		
NTC206	Okay, when we say humorous.		
NTC207	What do you mean by that?		
NTC208	Nak?		
NTC209	Okay, when you say humorous, what's humorous?		
NTC210	Usually an entertaining speech or the purpose to entertain is with humor.		
NTC211	What do you mean by humorous?		
NTC212	Humorous means funny.		



NTC213	Okay so do you think, uhm, what do you call this one?		
NTC214	Ahm the...program on TV nowadays are funny.		
NTC215	What's the funniest program?		
NTC216	Oh, sige.		
NTC217	Who's the funniest speaker in the Philippines?		
NTC218	Okay, Bayani Agbayani.		
NTC219	There's a difference taste no?		
NTC220	Okay, let's appreciate Bayani Agbayani.		
NTC221	Let's clap okay.		
NTC222	So Bayani Agbayani is one of the funniest entertainer.		
NTC223	No?		
NTC224	In the country today and even not today, before, they're funny, okay.		
NTC225	Next, persuasive speech.		
NTC226	Everybody go...		
NTC227	Okay, Just like that.		
NTC228	Persuasive speech you are trying to persuade to believe you.		
NTC229	If I tell you that, for example, Vice Ganda and Ion are not really boyfriend and boyfriend.		
NTC230	They are not boyfriend and boyfriend.		
NTC231	Do you believe me on that?		
NTC232	Some of you yes and some of you are not, because it really debatable if they are really in a relationship or not.		
NTC233	But as a speaker if I wanted to have (no) a purpose to persuade you and I wanted you to believe that they are not in a relationship.		
NTC234	They are not boyfriend and boyfriend, okay.		
NTC235	I have to give you arguments.		
NTC236	I have to make you believe on that.		
NTC237	Number one argument and only argument that I have.		
NTC238	They are in showbusiness (period).		
NTC239	Next, Go Diane...		
NTC240	That's the only argument that I have and I believe that's strong enough, okay.		
NTC241	So next, knowing your purpose for example we have example of here okay.		
NTC242	These are specific purpose your general purpose is these three but your specific is dealing with		



	your audience.		
NTC243	What do you want them to know depending on the topic?		
NTC244	Okay?		
NTC245	It depends on the topic.		
NTC246	Okay, so for example, to inform, to inform (grade) level student about the process of conducting an automated student government election.		
NTC247	Diba?		
NTC248	And so and so forth.		
NTC249	Tomorrow we will have this one...		
NTC250	Okay will be working with a lot of writing tomorrow.		
NTC251	Next is knowing your topic.		
NTC252	Okay, what stage is this already?		
NTC253	This is the third process okay.		
NTC254	The third stage, okay, know your topic, but in my little own belief, I think topic should be known first before the purpose, okay.		
NTC255	You should know the topic first knowing your purpose because you cannot name your specific purpose without knowing the topic that you have, okay.		
NTC256	So, that's it.		
NTC257	That is the focal point of your speech.		
NTC258	Can you please tell your seatmate focal point.		
NTC259	One more time, pakisabi.		
NTC260	Okay.		
NTC261	Pabarangay kita.		
NTC262	Okay, next.		
NTC263	Do you have the fourth one?		
NTC264	What is the fourth one?		
NTC265	We have narrowing down the topic.		
NTC266	The topic is...oral communication.		
NTC267	That's the topic, oral communication in context. How can we narrow down our topic?		
NTC268	Can we narrow down?		
NTC269	Try to focus in specific area in oral communication. We have a lot of lessons in communicating, right? Okay and I'm gonna tell you right now.		
NTC270	Choose a topic that you know best about		



	oral communication.		
NTC271	These all of these.		
NTC272	What is the topic Sir?		
NTC273	We don't know anything.		
NTC274	Wait, you don't know any topic from oral communication.		
NTC275	What?		
NTC276	Anybody?		
NTC277	Have you learned something?		
NTC278	Sorry na.		
NTC279	Or what my topic that you know something about oral communication?		
NTC280	So, I will not ask you to explain.		
NTC281	Ha?		
NTC282	Just tell you a topic that you know about it.		
NTC283	Stand up.		
NTC284	What topics do you know?		
NTC285	Or what topic do you know the best about communicating?		
NTC286	Ah, illocutionary act, the speech act, the speech theory.		
NTC287	Okay, very good.		
NTC288	That's it.		
NTC289	O, what else?		
NTC290	Just narrow it down.		
NTC291	Yeah, Seven Cs of communication.		
NTC292	What else?		
NTC293	Ah, communicative strategies.		
NTC294	Yes, and of course, the thing that you are having right now.		
NTC295	We have ... writing.		
NTC296	You can't have that one.		
NTC297	So, the topic oral communication but you can have narrow it down to a more specific topic.		
NTC298	O again, like for example, we have that, yan, speech act theory.		
NTC299	We can also narrow it down more.		
NTC300	How can we narrow it down?		
NTC301	You can have the three.		
NTC302	Ano 'yong tatlo?		
NTC303	What are the three theories of or about		



	what's that?		
NTC304	Speech act?		
NTC305	Bonna?		
NTC306	Oh, ask somebody to help you.		
NTC307	Lo, cu, per.		
NTC308	Liza could /ng/...tionary.		
NTC309	You? /ng/ —tionary.		
NTC310	Okay, the first one is locutionary.		
NTC311	Everybody, say locutionary.		
NTC312	Next, illocutionary and the perlocutionary.		
NTC313	Do you still remember yong gestures nya?		
NTC314	Naalala yong gestures?		
NTC315	I set you the video of that, right?		
NTC316	Oh, may gestures yon para ma lalo nyong maintindihan.		
NTC317	Feeling ko may lababas ulit na ganun sa exam.		
NTC318	So, balikan ha?		
NTC319	Balikan nyo to.		
NTC320	Next natin, quality examples.		
NTC321	We have a general purpose.		
NTC322	We have informed grade 11 students of the importance of effective money management.		
NTC323	O, yong topic ano financial literacy or effective money management.		
NTC324	Pano natin inarrow down yan e we have ah different examples.		
NTC325	Una, effective money management.		
NTC326	How do you manage your money?		
NTC327	Are you saving?		
NTC328	How much is your baon?		
NTC329	Twenty pesos.		
NTC330	Now, that's good ha for a senior high school twenty pesos ang liit nyan.		
NTC331	You reside where?		
NTC332	Street?		
NTC333	Batad?		
NTC334	Samatadd Street?		
NTC335	A okay, so twenty pesos that's okay.		
NTC336	I think it's not big enough but it's good for lunch.		



NTC337	Okay.		
NTC338	What else?		
NTC339	How about Tina?		
NTC340	How much is your baon?		
NTC341	Thirty pesos.		
NTC342	Oh, medyo lamang ka ng sampo sa kanya.		
NTC343	Tapos 'yong sampo mo pinagcoomputer mo pa. Anyway, when I was in high school, ang baon ko ay seventy pesos.		
NTC344	Tapos noong nag fourth year na ako one hundred na.		
NTC345	Hindi, kasi kayo malapit lang naman kayo.		
NTC346	Shimpre ako sumasakay pa ako.		
NTC347	Ikaw?		
NTC348	Where do you reside?		
NTC349	Where do you live Aguire?		
NTC350	Then, how much is your baon?		
NTC351	Fifty pesos para sa dyan lang malaki narin no?		
NTC352	E kasi I'm staying in school before like 7:00 am to 7:00 pm.		
NTC353	E kayo half-day lang naman kayo.		
NTC354	Kaya yong 100 pesos, ah, you have your meryienda, your lunch, another meryienda.		
NTC355	Okay, plus your fare.		
NTC356	So, that's it narrowing down your topic.		
NTC357	See, the topic is financial literacy 'no', but we have about your baon.		
NTC358	So, that is narrowing down your topic.		
NTC359	So, it's like this.		
NTC360	I'll be giving a percentage ha, 100%, 20% savings, 10% walwal, 70% finances, expenses for school. Okay, ngayon, isang daan nag baon mo.		
NTC361	10 pesos for walwal pwede kanang maghalf-hour sa computer or one hour na nga ata yon diba?		
NTC362	So, twenty pesos ng baon for savings.		
NTC363	Tapos 70 pesos para sa gastusin mo sa loob ng school.		
NTC364	Yong mga tigbebente tig sasampo bibili kang ticket para sa exhibit.		
NTC365	Mga ganun, diba?		



NTC366	Pwede na.		
NTC367	Oh imagine, how much is that in one week?		
NTC368	100. A anyway, but 20% is just like 100 pesos for one week, 200 pesos for two weeks, 400 pesos in one month.		
NTC369	In two months, 800 pesos, in ten months, 4000. Oh, so, if you started saving January tapos kupit ka konti kapag summer.		
NTC370	Biro lang.		
NTC371	Kupit ka konti tapos pasukan na naman uli.		
NTC372	O ipon ka na naman ulit.		
NTC373	Ten months mo you have your four thousand pesos in twenty pesos per day.		
NTC374	Good narin di na masama no?		
NTC375	O tapos yong 4000 mo nay an bukas mo ng bank account.		
NTC376	May bank account ngayon 2000 pesos lang makakapagbukas kana.		
NTC377	Ibig sabihin, meron kana agad in your bank account na 2000 pesos.		
NTC378	E kung taon taon ka nagsasave.		
NTC379	Sa sampung taon meron ka ng 40,000.		
NTC380	O five years nalang.		
NTC381	In five years, pagnagstart ka ngayon Grade 12 plus four years mo sa college meron ka ng 20,000 pesos.		
NTC382	Pagkagraduate mo ng college may 20,000 ka pangwalwal mo.		
NTC383	O, that is financial management, diba?		
NTC384	Diko naisip yon dati e.		
NTC385	Ngayon natuto ako ngayon.		
NTC386	So, talagang magtatabi ka para sa future mo.		
NTC387	O, next na, data gathering.		
NTC388	Pang-ilan na 'to?		
NTC389	Narrow it down kasama.		
NTC390	Four, five.		
NTC391	Panglima nay an data-gathering.		
NTC392	O you gather-data sa library.		
NTC393	Makapaglibrary tayo bukas, because you will be gathering data about the topics that you have. Next, these are the writing patterns.		



NTC394	O, write it down ha?		
NTC395	The first one is biographical.		
NTC396	Importante to lalabas sa exam.		
NTC397	Next, Categorical or causal.		
NTC398	Causal, everybody say causal.		
NTC399	Hindi yan casual ha, causal yan.		
NTC400	Next natin, chronological.		
NTC401	Everybody go...		
NTC402	Read go...		
NTC403	Comparison and contrast.		
NTC404	Plus, we have the problem-solving.		
NTC405	Okay, these are the patterns.		
NTC406	Diba nakaisip kana?		
NTC407	You have narrowed down your topic.		
NTC408	Now, you will be thinking about the pattern of your speech.		
NTC409	Ano bang gusto ko?		
NTC410	Do I want it to have to be biographical?		
NTC411	Cate-categorical?		
NTC412	Causal?		
NTC413	Chronological?		
NTC414	Comparison and Contrast?		
NTC415	Problem-Solution?		
NTC416	What is the difference between them?		
NTC417	O the first one is biographical.		
NTC418	It means life.		
NTC419	Pwed mo bang gamitin ang buhay ko?		
NTC420	Kung ang topic ay kunyare ang topic natin ay drug abuse, drug addiction.		
NTC421	Buhay mo gamitinn mo?		
NTC422	Pwede?		
NTC423	Pwede bang gamitin?		
NTC424	O, ang topic mo drug addiction ha?		
NTC425	Will you be effective kahit wala ka pang experience sa drugs kapag naging speaker ka?		
NTC426	A hahahaha.		
NTC427	May time naman sa life natin na naging adik tayo sa kalye diba?		
NTC428	Okay, you are now to persuade.		
NTC429	O, isip ka ngayon.		



NTC430	Ang purpose ko ngayon ay how to persuade nalang Sir.		
NTC431	Tapos, ang ang gagawin ko po ay biographical, life ko nalang na never akong tumikim ng drugs, pwede diba?		
NTC432	That's okay.		
NTC433	How about categorical?		
NTC434	O, just like your teachers.		
NTC435	Just like what I'm doing right now.		
NTC436	This is categorical, this is topical.		
NTC437	No, yong discussion ko topic by topic.		
NTC438	Starting from the audience to the purpose of the topic, narrowing it down, gathering of data, problem-solution, the writing pattern of speech. Yan, so that is categorical.		
NTC439	You can also do that.		
NTC440	Usually yan ang ginagawa kapagka reporting. Nakapagreport naba kayo?		
NTC441	Anong topic nyo?		
NTC442	Philosophy.		
NTC443	Philo...and then reporting?		
NTC444	So, okay.		
NTC445	So, that's good.		
NTC446	At least you know the tips of reporting.		
NTC447	Next, causal.		
NTC448	Causal means the cause-and-effect relationship. Again the topic is drug addiction.		
NTC449	What's, what are the causes of it?		
NTC450	What are the effects of it?		
NTC451	Siguro no.		
NTC452	What do you think are the causes of drug addiction? Stress no stress.		
NTC453	Influence no, I think that is number 1.		
NTC454	Not only from the friends but also from the social media.		
NTC455	No, from the news, you are being curious of the things that you see and you read and you watch. Siguro nga.		
NTC456	Curiosity is number one of causing it.		
NTC457	Ano epekto non?		
NTC458	No, I have to say yes.		



NTC459	Thank you, hallucinating.		
NTC460	Okay, hehehe.		
NTC461	So, hallucination.		
NTC462	That's the effect.		
NTC463	Do I have to watch a video?		
NTC464	Sabi niya, Oh, you're so busy.		
NTC465	You have your shows.		
NTC466	You have your taping.		
NTC467	You have your hosting a skits and so on and so forth.		
NTC468	And now, you are here to entertain us.		
NTC469	Sabing ganun.		
NTC470	No,Shabu lang yan.		
NTC471	Diba, parang you are doing a lot of things if you wanted to be free from stress.		
NTC472	Shabu lang yan.		
NTC473	Pwede ka magpahinga, okay.		
NTC474	Cobra nalang cobra.		
NTC475	Diba masarap ang cobra drink?		
NTC476	Sino nakainom ng cobra drink?		
NTC477	Gusto ko yon, favorite ko nga pala yon.		
NTC478	When I was in college, that is my favorite drink.		
NTC479	At dahil doon naospital ako.		
NTC480	Oy totoo, but what happened to me is that, I always drink cobra every after breakfast, after lunch and after dinner for I think for a month.		
NTC481	I've been doing that.		
NTC482	If I'm going to my work...when I go to my work in Pasay, I act normal.		
NTC483	I'm, I'm so normal where I just lay around in the house and suffer.		
NTC484	And when I step out of the house, just literally step out of the house, I got fainted.		
NTC485	You know what's fainted?		
NTC486	Yes,...		
NTC487	I got blackout and I woke up in the hospital.		
NTC488	I promise you that overdose over pa more.		
NTC489	And from that day on, since then when I was in college, since then, I haven't tasted cobra from that day on.		



NTC490	That was year 2010?		
NTC491	Because I was already in fourth year college if I'm not mistaken.		
NTC492	No, 2010, ah 2008, 2008 nang nangyare yon.		
NTC493	Okay, so, that's it.		
NTC494	These are the descriptions and we have the appropriateness of it and we have the examples. Next, sorry ha tapusin lang natin ang topic.		
NTC495	We have a chronological pattern.		
NTC496	What do we have here?		
NTC497	Chronological timeline from 2019-2013.		
NTC498	Like that o a pwede sa birthday.		
NTC499	When is your birthday?		
NTC500	July what?		
NTC501	O sige.		
NTC502	You gonna talk about your life from the year 2002 until 2019.		
NTC503	O 2000 ka pala siguro mga 19 kana, 19 something. 19?		
NTC504	Who is 19 na?		
NTC505	19 years old, so you are born in 2000.		
NTC506	A pwede narin.		
NTC507	Okay ka na non a nasa 19 narin yon kasi opening yon ng millennium.		
NTC508	Millennium.		
NTC509	Siguro ano ako nyan grade 3.		
NTC510	Pagkapanganak sayo ako grade 3 ako.		
NTC511	Anyway, next natin, we have comparison and contrast.		
NTC512	O just compare and contrast because these are just comparison.		
NTC513	Compare mo yong naging school in private and naging school sa public.		
NTC514	O, Ashley what's the difference?		
NTC515	Anthony what's the difference.		
NTC516	But ganun, okay.		
NTC517	The difference is in...		
NTC518	What are we talking about, the students or the... students?		
NTC519	The students in public school are more respectful than in private school students		



	specifically, not all of them, are sweeter than the public school.		
NTC520	So far, so far.		
NTC521	Haha bakit Sir?		
NTC522	Bakit sweeter oh tanong mo?		
NTC523	Oy, tanong mo, tawang-tawa mongoloid.		
NTC524	Why sweeter?		
NTC525	Kasi namimigay ng sobre.		
NTC526	Next natin, we have problem-solution.		
NTC527	Anong problema mo pera?		
NTC528	You cannot make your project on time.		
NTC529	You cannot pass your requirements on time.		
NTC530	O, what's the solution?		
NTC531	Yes, don't study, so that you don't have your deadline.		
NTC532	Okay na.		
NTC533	Stand up, you all.		
NTC534	Good bye.		

Second Session: Two Versions of Taxonomy

Teacher C's Utterances		Students' Utterances	
NTC535	All right this will be our topic for today and the things that were gonna do starts with these pictures, who do you think these pictures is?	NCC152	No, Sir.
NTC536	What do you think these pictures, do you have any idea?	NCC153	I don't have any idea.
NTC537	Stand up!	NCC154	Yung parang katulad ng ano...
NTC538	Do you have any idea with this pictures?	NCC155	A, C
NTC539	Answer me no sir I have no idea.	NCC156	C, A, B
NTC540	Ok, so, you don't have any idea.	NCC157	H, E
NTC541	How many lines do we have here?	NCC158	R, H, letter Z, F
NTC542	We have like one, two, three, four, five, six, seven, eight.	NCC159	F (Chorus)
NTC543	Okay, so let us have our representative from this group, anybody?	NCC160	FA
NTC544	You're gonna take too much.	NCC161	N
NTC545	Don't worry, this is an easy task.	NCC162	N (Chorus) N, N
NTC546	Anybody?	NCC163	Na



NTC547	Any representative from this group 3, 2 okay stand up.	NCC164	xxx
NTC548	How about in this group?	NCC165	xxx
NTC549	Any representative, 3, 2 okay.	NCC166	B, C, H, J, B, S, X, R, L, P
NTC550	This is what we gonna do.	NCC167	L
NTC551	We just gonna give a letter and I will tell you where the letter is okay?	NCC168	L, L one more time, O, O, S
NTC552	Okay?	NCC169	Ah Sir, ako alam ko Sir, Martin Luther.
NTC553	I forget the name of this game but just gonna give us letters okay then you the audience will guess who this person is based on the letters, okay. That's it.	NCC170	A, R (Chorus) W, B, N, B, I, T
NTC554	O, lets starts with you, okay.	NCC171	J
NTC555	Hmm?	NCC172	(Chorus) Benjamin, B, B
NTC556	Huh?	NCC173	(Chorus) Benjamin, Sir, Sir.
NTC557	Okay	NCC174	H, H, P, Sir!
NTC558	F, M, F?	NCC175	Bloom, Benjamin Bloom, yes (Chorus)
NTC559	MA, FA?	NCC176	No sir
NTC560	Okay FA, Huh?	NCC177	Chorus (I don't know) kasi dati yan
NTC561	Na?	NCC178	2, 3, 4, 5
NTC562	Ah okay change, change letter	NCC179	Sir, sir
NTC563	L, L one more time, O, O, S	NCC180	(Chorus) xxx
NTC564	Huh, I'm sorry that's already in given	NCC181	P, N, E
NTC565	That's right, okay letter	NCC182	M, S
NTC566	That's already given.	NCC183	S sir, S
NTC567	J	NCC184	Sir, H, Sir! Sir, H, I, I, R, I
NTC568	W	NCC185	(Chorus)
NTC569	Letter	NCC186	(Chorus) revision
NTC570	Huh?	NCC187	(Luaren Anderson)
NTC571	Very good.	NCC188	(Chorus) xxx
NTC572	Okay, Benjamin Bloom.	NCC189	Kinder
NTC573	This is, very good Benjamin Bloom.	NCC190	I think I learned answer this take two
NTC574	Benjamin Bloom together with the team of educational psychologist of this taxonomy of cognitive domain assisted and classified	NCC191	I think I learned how to answer this when I was in



	the level of thinking, important for learning.		kindergarten
NTC575	Okay, what did Benjamin Bloom do?	NCC192	I think I learn answer. ano?
NTC576	Okay, together with his team okay, educational psychologist they focus in taxonomy of cognitive domain the taxonomoy of the brain.	NCC193	I think I learn to answer this, ano, when I was elementary.
NTC577	There are times, they level our thinking skills how high do we have if we think and started that, all rihgt?	NCC194	Grade 3 po.
NTC578	So that is Benjamin bloom.	NCC195	(Chorus) xxx
NTC579	That is why we have our, ahm, order of thinking skill.	NCC196	Grade 7
NTC580	We have a low order thinking skills, and a high order thinking skills, weather we think lowly or highly okay.	NCC197	I think I learn to answer this in Grade 7.
NTC581	So that is Benjamin bloom.	NCC198	I think I learned to answer it grade 10 when I was in grade 10
NTC582	I'll be showing you, ahm, the taxonomy later on. But thid is the transition version.	NCC199	Di po sir...
NTC583	Okay, everybody, who knows thar person?	NCC200	(Chorus) grade 10
NTC584	Do you know that person?	NCC201	Remmebering answering this when I was in Grade 10.
NTC585	Stand up.	NCC202	A+B
NTC586	Do you know this person.	NCC203	Knowledge comprehension, knowledge application xxx (Chorus) Analysis, evaluation, synthesis.
NTC587	No sir, I don't know this person.	NCC204	Analysis (Chorus)
NTC588	All right, 1, 2, 3, 4, 5	NCC205	Synthesis (Chorus)
NTC589	Okay, let's start, how about here?	NCC206	Evaluation (Chorus)
NTC590	Okay let's start here.	NCC207	Benjamin Bloom
NTC591	Sorry.	NCC208	Benjamin Bloom
NTC592	So you have Lauren Anderson.	NCC209	Old version
NTC593	Okay, Lauren Anderson.	NCC210	Understanding, applying, analyzing, evaluating



NTC594	Okay, later on Bloom's former student okay.	NCC211	Creating
NTC595	We have Benjamin Bloom a while ago and this is his student okay, Lauren Anderson and their group of cognitive.	NCC212	Analyzing, evaluating, and creating.
NTC596	And a while ago we have an educational psychologist but right now we have a cognitive psychologist.	NCC213	(students: tion, tion, tion)
NTC597	When we say cognitive its talks about brain, cognitive psychologist published revision.	NCC214	(students: -ing -ing ing).
NTC598	What's they published?	NCC215	ESSAAK
NTC599	Revision, everybody say revision, the older form of taxonomy to make relevant to the 21st century students and teachers.	NCC216	Knowledge
NTC600	All right, so here is the story of Lauren Anderson for his version we have and the other one is.	NCC217	Comprehension
NTC601	Lauren Anderson okay we are good to talks about the taxonomy, okay let us.	NCC218	Application
NTC602	Something here, determine by xxx...	NCC219	Analysis
NTC603	What they have learned.	NCC220	Synthesis
NTC604	Answer the following math problems, just tell me when did you study this one?	NCC221	Evaluation
NTC605	Okay, when did you learn to answer this question? Or the problem?	NCC222	ESAACK
NTC606	But you don't need to answer it.	NCC223	Sir.
NTC607	Don't worry, you don't need to answer it.	NCC224	CEAAUR
NTC608	Don't worry, I know that your...	NCC225	Remembering
NTC609	Math is my favorite yeah math is my favorite subject, when I was in high school.	NCC226	Understanding
NTC610	Got high scores in mathematics.	NCC227	Applying
NTC611	Right now I'm becoming a math teacher.	NCC228	Applying, applying, applying
NTC612	Okay one plus one.	NCC229	Analyzing
NTC613	When did you learn this?	NCC230	Evaluating
NTC614	Oh raise your hand.	NCC231	Creating
NTC615	Don't answer me in chorus.	NCC232	The -ing.
NTC616	I think I learned to answer this....	NCC233	The -ing.
NTC617	Yes	NCC234	Sir, the evaluating and creating.
NTC618	When I was in kindergarten...xxx.	NCC235	Creating
NTC619	Okay so how about the second one.	NCC236	Yes, Sir.
NTC620	When do you think you learn to answer	NCC237	I think the new



	this?		version.
NTC621	Yes nak?	NCC238	Because today you need to... output... to see them
NTC622	When do you think you learned to answer this one?	NCC239	To see the other people create about create the output
NTC623	Or you learn to answer this one.	NCC240	And to learn how to do the evaluation
NTC624	I think I learn answer this specifically what grade?	NCC241	Today, I realize that.
NTC625	Grade 3 okay probably know to answer in grade 3.	NCC242	Two.
NTC626	How about this one negative 1 + -1.	NCC243	I realize that there are two versions.
NTC627	I think I learned to answer this ...	NCC244	Of taxonomies.
NTC628	Answer it...	NCC245	Of cognitive taxonomies.
NTC629	Grade 7, okay.	NCC246	I realize that there are two peoples xxx
NTC630	In my time it was called ah first year?	NCC247	Hahahahaha
NTC631	Ah! okay.	NCC248	Psychologists
NTC632	How about this one?	NCC249	Psychologists.
NTC633	Yes, nak?	NCC250	Sir, I realize to arrange by finding the Anderson versions.
NTC634	Stand up.	NCC251	Yes, sir.
NTC635	When do you think you have learned answer this one?		
NTC636	When you were a grade 10.		
NTC637	I think I have that... thank you		
NTC638	I think I have learned this one in grade 10... 9 or 10 but in your case you learn to answer this, grade 11.		
NTC639	So, when you're in Grade 10 you don't know to answer this?		
NTC640	Okay, how about this one?		
NTC641	Yes, ah okay sorry sorry.		
NTC642	Grade 10...		
NTC643	I remembering answering this when I was in college...		
NTC644	I just don't remember.		
NTC645	That day, when I was in high school I just		



	don't know if you learned in grade 10.		
NTC646	Alright... in the 6 levels of blooms taxonomy of the cognitive they found a successive pattern.		
NTC647	Just like we have talked, talked about a while ago. In math problems they are teaching you depending on a capability of your mind.		
NTC648	Okay, they're not teaches something that you will learn easily that's why started with the 1+1 and then the 1x1, because it depends on the level, just like the taxonomy that you have.		
NTC649	Okay you start with the simple one and then going to the most difficult.		
NTC650	Okay?		
NTC651	So, in here there is a successive pattern meaning from 1 to 10, you talks about level here.		
NTC652	This means that to proceed to next level, you must, okay the third one, must be mastered first for example the 1+1.		
NTC653	You should know how to add first before you multiply.		
NTC654	1+1, 1+1. Your parents, your teachers keep on repeating it to you 1+1, 1+2.		
NTC655	Okay when you mastered it already, the teachers will teach you the multiply.		
NTC656	And after that you will have your division and so and so forth, until it will become an what do you call pag iintegers.		
NTC657	Okay you can have the x the y the negative the positive.		
NTC658	You can answer math problem, now.		
NTC659	You think you can answer?		
NTC660	Because you should master it before you become a senior high school, right?		
NTC661	So if I gonna give you a quadratic formula, can you answer it?		
NTC662	The A+B whats that? A+B, x+B...		
NTC663	Like that, okay so the levels are everybody let us read.		
NTC664	The first one we have...		
NTC665	Everybody say analysis.		
NTC666	Synthesis.		



NTC667	Evaluation.		
NTC668	Okay, so that it again this is Benjamin Blooms version of taxonomy.		
NTC669	He start with the knowledge.		
NTC670	Next is comprehension.		
NTC671	Next is application.		
NTC672	Another one is the analysis.		
NTC673	Next is synthesis, and evaluation.		
NTC674	That is his taxonomy.		
NTC675	This is the old version or the original version. According to...?		
NTC676	Okay the old one is from?		
NTC677	Benjamin Bloom made the what?		
NTC678	The old version, okay the old version are nouns. nouns.		
NTC679	Okay, but the next version is from Anderson.		
NTC680	He revised it.		
NTC681	He create another one.		
NTC682	Okay, just like a.		
NTC683	It's a definition that we have a while ago.		
NTC684	Okay, so Lauren Anderson revised it.		
NTC685	Okay.		
NTC686	Aside, a instead of using nouns, he made it verbs. --ING forms.		
NTC687	Okay, ahm, also restructure because CREATING is more complex form of thing than evaluating.		
NTC688	Let us see what's the difference the two.		
NTC689	But, this is his version.		
NTC690	Let us start with remembering.		
NTC691	Next...		
NTC692	And the last is...		
NTC693	Very good.		
NTC694	Okay, this is his version.		
NTC695	This is the new version of Lauren Anderson okay. He start with remembering and he followed by understanding and he followed by applying.		
NTC696	The higher ones are: Analyzing, evaluating, and creating.		
NTC697	Of this two.		



NTC698	A look at their differences.		
NTC699	Okay, the only differences is that the synthesis and evaluation, and evaluating and creating.		
NTC700	Because the first four is just the same.		
NTC701	Okay?		
NTC702	Knowledge-remembering; comprehension- understanding; application- is of applying; analysis is analyzing, synthesis, evaluating, evaluation and new creating.		
NTC703	That's why we are doing a of things night now.		
NTC704	We are not just evaluating.		
NTC705	In our time, we are evaluating or we are being evaluated.		
NTC706	But, just remember about these things.		
NTC707	Later on we will talk what are these things.		
NTC708	What are these levels?		
NTC709	Sir, ano po yung mga levels na yan?		
NTC710	How do we know what are these things?		
NTC711	Later on we will talk about this but for now what I want you to do is just to remember all of these things.		
NTC712	And for you to better remember all of these but for now what I want you to do is just to remember all of these things.		
NTC713	And for you to better remember all of these.		
NTC714	Again the old version is noun.		
NTC715	The new version is verbs.		
NTC716	We have the -ing -ing here.		
NTC717	Okay? So you say tion tion-tion.		
NTC718	You say -ing -ing		
NTC719	And for you to better remember it.		
NTC720	I have old version you just have to remember ESAAK.		
NTC721	ESAAK here's?		
NTC722	Okay, you will read it from the right to the left. Okay, everybody say ESAAK.		
NTC723	Oh, let's start with letter K, which is knowledge,		
NTC724	C		
NTC725	Very good,		



NTC726	A. Application		
NTC727	Another A.		
NTC728	Analysis very good next?		
NTC729	Synthesis		
NTC730	Next evaluation okay.		
NTC731	So, everybody say, ESAAK.		
NTC732	So that is the old version, the old version is ESAAK. Okay.		
NTC733	Now let us have the new version.		
NTC734	Okay.		
NTC735	You will just read CEAAUR.		
NTC736	Everybody say CEAAUR.		
NTC737	Okay CEAAUR what does it mean?		
NTC738	Again, we will start with the right.		
NTC739	The first one.		
NTC740	Remembering next,		
NTC741	Understanding next,		
NTC742	Creating?		
NTC743	Applying		
NTC744	Analyzing		
NTC745	Evaluating, okay and?		
NTC746	Creating.		
NTC747	So, that is the new version.		
NTC748	Hopefully ah you will remember these.		
NTC749	The question is what do you think is imminent difference between the two?		
NTC750	What is the clear difference between the two?		
NTC751	Yes.		
NTC752	The?		
NTC753	Okay the -ing and the ing.		
NTC754	Aside from that, what is the difference between the two?		
NTC755	Yes.		
NTC756	Yes.		
NTC757	The evaluating and the creating.		
NTC758	Okay, the old version is for evaluation and the new version is for...		
NTC759	Creating		
NTC760	Right		
NTC761	Which do you think of two versions is		



	suitable for today's generation?		
NTC762	The evaluating?		
NTC763	Or the creating?		
NTC764	Yes.		
NTC765	The new version, why?		
NTC766	Oh to see an output		
NTC767	To see people		
NTC768	Okay, you wanted the people to see your output, the work that you have done, very good.		
NTC769	That is why you have always passing a lot of things you are creating in the subject.		
NTC770	Okay, we are, we are very... sorry.		
NTC771	Okay.		
NTC772	Today... I realize that		
NTC773	What?		
NTC774	What do you realize?		
NTC775	What have you learned today?		
NTC776	How many got summaries?		
NTC777	How many versions do we have?		
NTC778	Okay. I realize that...		
NTC779	Of?		
NTC780	Of?		
NTC781	Okay, very good.		
NTC782	What else?		
NTC783	What have you realized?		
NTC784	Psychologists, psychologists		
NTC785	Okay, you don't read the P.		
NTC786	Okay?		
NTC787	Just say psychologists.		
NTC788	The everybody say psychologists.		
NTC789	Okay, yeah.		
NTC790	Versions		
NTC791	All right.		
NTC792	This is your quiz.		
NTC793	Okay this quiz is your assignment too.		
NTC794	Oh, this will be your assignment.		
NTC795	Ha?		
NTC796	Oh just put it in your notebook.		
NTC797	So that your will have content in your		



	notebook. Joshua, take a picture, and send it in your GC. Please join me in your gc.		
NTC798	Ha?		
NTC799	GC.		
NTC800	Take a picture of this and send it on your gc.		
NTC801	Again, announcing a lot of things.		
NTC802	For example, I will not come to class today and so on and so forth.		
NTC803	Oh take a picture.		
Third Session: Pia's Story			
Teacher C's Utterances		Students' Utterances	
NTC804	Okay, so what was the last topic that we have?	NCC252	Memories of...
NTC805	We have the?	NCC253	Xxx
NTC806	Okay, the first of thinking.	NCC254	Remembering
NTC807	Okay the first 3 levels of thinking and what are those 3 levels?	NCC255	(Chorus) Understanding
NTC808	Hmm?	NCC256	(Chorus) Applying
NTC809	We have the first one remembering, Understanding , Applying.	NCC257	Memorize
NTC810	Very good everyone.	NCC258	Explaining
NTC811	That's the first 3 levels of thinking.	NCC259	Solve... solving
NTC812	What are the terms that we have to remember when we are trying to remember the word is?	NCC260	Xxx (The student is retelling the story but it was not clearly recorded).
NTC813	Yes, memorize.	NCC261	Xxx Ano problema mo Sir?
NTC814	Very good.	NCC262	Appritis
NTC815	How about for understanding?	NCC263	Apprehend
NTC816	Explaining.	NCC264	Sir, sabi babalikan ko nalang namin
NTC817	Very good.	NCC265	Nangyare kasi na yan kasi at this time meron pa akong pinapriorities kaysa sa kanya.
NTC818	How about for applying?	NCC266	Authorities
NTC819	Solve okay.	NCC267	The authorities don't help



NTC820	Solving problems solving ahh... yeah complex, alright.	NCC268	I think they are abusing because they are not accepting the responsibilities to ahm to
NTC821	So let us continue the story of Pia.	NCC269	To
NTC822	Okay, Pia is pickpocketing...	NCC270	No sir
NTC823	Let's see what pia did next after bumping to the child.	NCC271	I will help.
NTC824	Okay 123, everybody ahh I just want to hear you... Yes, you anak?	NCC272	xxx
NTC825	Just want to hear you 123 and go.	NCC273	xxx I will
NTC826	Very good.	NCC274	xxx I have no idea Sir.
NTC827	Okay,	NCC275	I will ask the father.
NTC828	Your next, why?	NCC276	xxx
NTC829	c'mon.	NCC277	xxx
NTC830	Stand up	NCC278	xxx
NTC831	Or anyway, I don't have any problem with that.	NCC279	I will response right away
NTC832	Apprehend	NCC280	yes
NTC833	Okay look at the problem here.	NCC281	No
NTC834	Look at the story after pia's ahmm when pia saw the child.	NCC282	Irresponsible
NTC835	Okay she talked to the child and now his reporting this to the authority.	NCC283	Loser
NTC836	Okay and right now.	NCC284	xxx
NTC837	What happened next?	NCC285	(Chorus) Compare.
NTC838	So, they comes...	NCC286	Evaluating, judge
NTC839	Contacted the authorities to have the child and to apprehend his father, meaning?	NCC287	Judge.
NTC840	To punish the father, okay; however, they were told that if was already reported months before, meaning months before it means, its keep repeating right?	NCC288	Bad
NTC841	Okay and that the authorities will look into the issue, once they have time, pag may oras na kami because they have other priorities.	NCC289	No!
NTC842	Okay, so Pia went there and talk to the authorities. The authorities contacted the proper authorities. They thought that ahh it was already reported. They told me the story.	NCC290	No, because you didn't know what happen



NTC843	Okay, we will look into that one more time if we have time, because we have other priorities.	NCC291	xxx
NTC844	The question is okay, I'm gonna ask the following question right now.	NCC292	No.
NTC845	High order thinking skills.	NCC293	Bad kid, good kid, bad...
NTC846	You should use you creativity.	NCC294	Both..., good kid
NTC847	You should use your mind on this, proper thinking, higher order thinking skills.	NCC295	xxx
NTC848	First question, based on the response of the authorities, what inference can you make regarding their treatment on the case?	NCC296	Sir.
NTC849	What can you say about their treatment on the case?	NCC297	He's a good kid because he didn't fight back to his father and...
NTC850	Do you think that is the proper response on that? What do you say about it?	NCC298	None.
NTC851	Ahh the authorities told you na ohh will look... if we have time.	NCC299	About the thinking high levels
NTC852	We will look into that because we have another priorities.	NCC300	They are...
NTC853	O, in tagalog, who can translate that in tagalog? Translate that in tagalog, ha?	NCC301	creating
NTC854	Anong sabi nga don?	NCC302	analyzing
NTC855	If we have ahh... we will look into that once we have time, but right now we have other priorities. Yes, nak.	NCC303	creating
NTC856	Okay what do you say about that statement?	NCC304	Evaluating...
NTC857	Okay yes anak?		
NTC858	Who... the authorities?		
NTC859	Authorities don't help more time		
NTC860	Yes, authorities probably don't care about it okay. What else can you say about that aside from the authorities don't care about it?		
NTC861	Yes, nak.		
NTC862	Next question.		
NTC863	Okay is the actions of the authorities justified?		
NTC864	Is it the proper response?		



NTC865	Why is it not the proper response?		
NTC866	Yes, stand up.		
NTC867	Do you think the reaction of the authorities justified?		
NTC868	Is it they response?		
NTC869	Is that a good response?		
NTC870	No, it's not a response.		
NTC871	Why do you think it's not a good response?		
NTC872	Why is it not a good response?		
NTC873	Guys, what do you think they should their response to the situation?		
NTC874	If you're the police what will you gonna do?		
NTC875	If you're the police, what will you do?		
NTC876	If you're the police what will you do?		
NTC877	I'm telling you there's a trial.		
NTC878	I'm pia, I'm bothered.		
NTC879	Pia's bothered you want do anything?		
NTC880	What's your name?		
NTC881	How about the others?		
NTC882	What do you think the proper response?		
NTC883	Yes nak?		
NTC884	How can you respond on that?		
NTC885	If you're the police what will you do?		
NTC886	If somebody reported that thing?		
NTC887	You will?		
NTC888	I am pia, you're the police, I'm telling you that there's a kid being hit by his father, what do you do?		
NTC889	You will?		
NTC890	Sir?		
NTC891	What?		
NTC892	And then what?		
NTC893	Ha?		
NTC894	What?		
NTC895	I will?		
NTC896	Just give me a verb what will you do?		
NTC897	Verb, pandiwa, what will you do?		



NTC898	I will eat.		
NTC899	I will run.		
NTC900	I will dance.		
NTC901	I will what?		
NTC902	Louder please!		
NTC903	Ahh okay, the kid...		
NTC904	Very good.		
NTC905	You will go to the house of the kid and question the father.		
NTC906	Oh that is your response regarding to that.		
NTC907	There's no wrong interpretation to that.		
NTC908	Oh how about the others, what will you do?		
NTC909	If you're the police, what will you do?		
NTC910	Ha?		
NTC911	Oh how about the others?		
NTC912	Ha?		
NTC913	Very good.		
NTC914	You will response right away.		
NTC915	You have to do it.		
NTC916	How will you illustrate the highlights of the events including the first part of...		
NTC917	Okay anyway, so this is right doing.		
NTC918	This, already create if you have to draw something in, on a paper okay in bond paper.		
NTC919	What your gonna do is, include the first part in a four panel comic strip.		
NTC920	You know four panel comic strip.		
NTC921	You know what is panel strip.		
NTC922	Tapos what happen?		
NTC923	Ganun lang?		
NTC924	That's your... but okay, this question... in answering that question.		
NTC925	Okay you have to examine the cause and make differences on them.		
NTC926	Okay.		
NTC927	Cause, cause of that situation.		
NTC928	Bakit?		
NTC929	Why did it happened?		
NTC930	Next, is that action justified?		
NTC931	When thinking your answer to judge the		



	action, you are judging it.		
NTC932	Is it right to do it?		
NTC933	If I am the police, is that a proper response for me to do?		
NTC934	Oh, No...		
NTC935	No if I have time.		
NTC936	No, no, no.		
NTC937	I have other priorities right now.		
NTC938	Okay it was a kid and it has reported to you months ago then you have no done anything?		
NTC939	How do you describe the authorities are?		
NTC940	Irresponsible.		
NTC941	What else?		
NTC942	They are?		
NTC943	Loser?		
NTC944	Lazy...		
NTC945	And then you judge them whatever you want to judge them.		
NTC946	How will you illustrate?		
NTC947	This is creating.		
NTC948	You will have to illustrate the situation.		
NTC949	You have to criticize the part into an output okay... The first question is analyzing.		
NTC950	You are analyzing, okay.		
NTC951	I will underline, okay.		
NTC952	Focusing down okay, I have the breaking down ideal here into parts and then you try to relate each part with one another.		
NTC953	You are trying to?...		
NTC954	Oh this is the term that we have.		
NTC955	What is that?		
NTC956	Everybody say?		
NTC957	What is that?		
NTC958	123 everybody lets go.		
NTC959	Okay.		
NTC960	In analyzing you have to compare.		
NTC961	Other people are doing this so what will		



	you do? Okay, so that's it.		
NTC962	Next is evaluating the word is?		
NTC963	Okay, everybody say judge.		
NTC964	Okay you are making judging judgment.		
NTC965	Is it good or bad?		
NTC966	Is it okay or not okay?		
NTC967	So that is judgment.		
NTC968	Are you doing that recently?		
NTC969	No, no what I mean, are you judging?		
NTC970	No?		
NTC971	Oh like, for example, a while ago about the policeman, the father, have you judged the father?		
NTC972	Yes me too.		
NTC973	I have judge the father and that a part of high order thinking skills because you are trying to judge whether it is good thing or bad thing.		
NTC974	So I judge the father.		
NTC975	Well say, he's not a good father, that's my thinking.		
NTC976	How about you?		
NTC977	Do you think his a good father?		
NTC978	His getting up his care, if he doesn't give money. Okay.		
NTC979	How about the kid?		
NTC980	Is a kid a good kid or a bad kid?		
NTC981	Is the kid, good kid or bad kid?		
NTC982	How do you think, he's a good kid		
NTC983	Stand up, stand up... stand up.		
NTC984	He's a good kid because...		
NTC985	Why is he good kid?		
NTC986	Don't you have any reason at all?		
NTC987	Why is he a good kid?		
NTC988	He's a good kid because...		
NTC989	Yes, nak?		
NTC990	Oh, that's all, okay.		
NTC991	He's a good kid because he didn't fight back his father.		



NTC992	He follows his father.		
NTC993	And that is your judgment.		
NTC994	Okay that is your judgment.		
NTC995	I cannot say that his uhmm the right answer or the wrong answer, but you judge him by the way you see him.		
NTC996	Right?		
NTC997	Next creating...		
NTC998	What will you creating, you construct, your information's or ideas just like Lauren Anderson did.		
NTC999	H constructed new idea.		
NTC1000	The old versionis now a new person because he constructed something else.		
NTC1001	So we can say that lauren Anderson is already on a highest thinking order thinking skills in his career. Okay, but not only professionals can do that.		
NTC1002	We can also do it.		
NTC1003	That is why I'm asking you to make a four panel comic strip, because that is creating, any questions?		
NTC1004	Okay will just gonna do this later on.		
NTC1005	Okay, what did you learned?		
NTC1006	Today, yes?		
NTC1007	Thinking skill...		
NTC1008	They are what?		
NTC1009	Just tell me the bottom		
NTC1010	Analyzing?		
NTC1011	Creating?		
NTC1012	It is the highest analyzing.		
NTC1013	Evaluating very good and creating okay.		
NTC1014	Hopefully, you have learned something today.		

Fourth Session: Two Versions of Taxonomy

Teacher C's Utterances		Students' Utterances	
NTC1015	Okay, what are the two versions that we have? The first version is?	NCC305	Benjamin Bloom
NTC1016	Ha?	NCC306	Knowledge



NTC1017	What is the name of the first version?	NCC307	The knowledge of application xxx
NTC1018	Yes, nak?	NCC308	Evaluating, analyzing, understanding
NTC1019	Yeah its from Benjamin, so we called it the?	NCC309	Cognitive psychology
NTC1020	So, it includes all of those noun, and we called it the blooms taxonomy of cognitive domain.	NCC310	Student
NTC1021	How about the new one?	NCC311	Benjamin Bloom's student.
NTC1022	What do we have guys?	NCC312	Lauren Anderson was Benjamin Blooms student
NTC1023	Very good.	NCC313	xxx
NTC1024	Those are the two different version.	NCC314	Millennial sir... millennial
NTC1025	Okay, so, we have the blooms taxonomy and the Andersons taxonomy.	NCC315	Teacher
NTC1026	Okay, what happen to the two?	NCC316	21st century
NTC1027	Why do we have the... the new one, why do we have two versions?	NCC317	(Clap, clap, clap)
NTC1028	Who is Anderson anyway?	NCC318	Knowledge...
NTC1029	Who's Lauren Anderson?	NCC319	(Chorus) Creating
NTC1030	Something that you know about him.	NCC320	Creating...
NTC1031	Who's that?	NCC321	New version sir
NTC1032	Anybody who knows Andesons.	NCC322	We use the new one
NTC1033	Yes, nak?	NCC323	(Clap, clap, clap)
NTC1034	Okay, he is cognitive psychologist, but specifically how is he related to Bloom?	NCC324	Remembering
NTC1035	Stand up please?	NCC325	No sir.
NTC1036	Stand up please.	NCC326	(Chorus) remembering, analyzing, applying
NTC1037	Yeah so Lauren Anderson is Benjamin bloom's students.	NCC327	(Chorus) applying, evaluating, creating
NTC1038	One more time, will you please do it in complete sentence.	NCC328	(Chorus) xxx
NTC1039	Lauren Anderson....	NCC329	In the summer before Pia become a grade 11 student.
NTC1040		NCC330	She decide to whether in a won



	Yes, very good.		government organization which a centered for street children during the orientation.
NTC1041	Okay.	NCC331	She was told a report incident of street children engaging an illicit activity.
NTC1042	He was a former students of Benjamin bloom, but anyway talking about of... of all cognitive of taxonomy okay.	NCC332	One day she found one of the children who use to go to the shelter, pickpocketing in the market so xxx xxx went want to him, he said his father threatened him xxx xxx not enough money by the end of the day.
NTC1043	Let us now proceed to the difference between the two, those evident difference between, two aside from the old one is a noun, and a new one is a verb or are verbs.	NCC333	Ah sir, sorry for the interruption I'm representing our section...
NTC1044	Okay.	NCC334	xxx
NTC1045	What do you think the evident difference between the two?	NCC335	pia.
NTC1046	These evident difference between, two aside from the old one is a noun, and a new one is a verb or are verbs.	NCC336	Volunteer sir of non-government
NTC1047	Okay what do you the evident difference between the two?	NCC337	(Chorus) Helping people sir.
NTC1048	Which is more suitable or appropriate in our generation?	NCC338	(Chorus) Helping...
NTC1049	Which is better to use?	NCC339	(Chorus) Helping children
NTC1050	The old one or the new one, the?	NCC340	Sir ah! sir she trying to beat the thing on the bag of the girl ahh or in short thief or xxx
NTC1051	If ever... this taxonomy.	NCC341	Yes sir.
NTC1052	Which are better of using this one or the new one, the new one?	NCC342	Sir ahh... maybe ahh he is a hungry



			or she need money to buy something
NTC1053	Why do you think is the new one?	NCC343	Because his father is threatening him.
NTC1054	Aside from the ING, for whom or what, do you, what?	NCC344	xxx
NTC1055	Yeah... ohh yeah, we are all, but what do you call this generation?	NCC345	Pia during summer...
NTC1056	Aside from the word millennial is concluded in generation yeah, its starts from the number.	NCC346	Work on non-volunteer organization
NTC1057	This taxonomy needs the teacher...	NCC347	During summer the... pia (Laughing)
NTC1058	21 st century, very good, will you please appreciate that?	NCC348	During summer pia volunteer to non-government organization
NTC1059	The differences of the two is that the old version is for the old people like us, not the really old but like us...	NCC349	I can say that the children
NTC1060	Blooms taxonomy when we were studying before but now me, as a student and you as a students we use the 21 st century taxonomy and we use the what?	NCC350	The kid is
NTC1061	The /-tion/ or the -ing? /-tion/ ion or ing?	NCC351	I can say that the kid is poor .
NTC1062	Noun or verbs?	NCC352	I can say that the kid is poor.
NTC1063	If the old version use noun, knowledge comprehension oh, application how about now what are used?	NCC353	Pia
NTC1064	You use, verbs... ING okay so Anderson.	NCC354	Wurzback.
NTC1065	Let us review all of these, blooms taxonomy it is noun, okay it uses nouns.	NCC355	Ah! first I will ask children why he do some kind ahm that bad intension.
NTC1066	What else?	NCC356	So the only thing that I should do, I will bring the child to the DSWD to give the beautiful life to the children.



NTC1067	It is the old version of course next, the new version of course next, the new version are verbs ING.	NCC357	Pia xxx
NTC1068	Okay and that is the new version that is the one we are using right now...	NCC358	Work
NTC1069	Do you want to see that one more time?	NCC359	Job.
NTC1070	Okay this is the old version and new one.	NCC360	Yes, so.
NTC1071	You have that in your notebook right?	NCC361	Remembering
NTC1072	Okay the difference between the two is evaluation or for the old version the highest level of thinking is evaluation, while highest level of thinking in Anderson taxonomy is creating?	NCC362	(Chorus) xxx
NTC1073	Okay and what we are using right now because, we have, we have 21 st century learned we used the?	NCC363	involves the xxx and recalling of the information, asking question which is used to define, memorize xxx
NTC1074	Old or new?	NCC364	Memorize
NTC1075	Old or new?	NCC365	Memorize.
NTC1076	What do we use old or new?	NCC366	Memorize whispering
NTC1077	Ha?	NCC367	Memorize....whispering
NTC1078	Stand up, anak, we use?	NCC368	Understanding, construction of meaning, understand by the question and describe, paraphrase or formation.
NTC1079	Of course, that is the new and we use the new version very good, okay.	NCC369	(Chorus) xxx
NTC1080	So that's it.	NCC370	Today, I realized that...
NTC1081	We use the new version is for the 21 st century, for learners the teachers.	NCC371	Today, I realized that..



NTC1082	Okay, right now we will talking about the levels of thinking 21 st century learning.	NCC372	I realized today that I'm happy.
NTC1083	Meaning, we will be studying...which version?	NCC373	Sir.
NTC1084	Of course, we will studying about the new one.	NCC374	I realize that I'm happy...
NTC1085	Because the old one is already old, we don't use it anymore.	NCC375	Beacause...
NTC1086	That is our basis but we have the new one.	NCC376	Yes.
NTC1087	Is this one, what's the first level?	NCC377	I realize that Pia volunteer...
NTC1088	Of course we have remembering from the bottom going up lower to highest.	NCC378	Xxx
NTC1089	Okay, we start from remembering.	NCC379	Today I realize that remembering, understanding and applying xxx.
NTC1090	Next is understanding and applying.	NCC380	I re... realize today, memorizing, understanding, and applying.
NTC1091	So, that is the first 3 levels.	NCC381	It is effective
NTC1092	Okay, next is the highest levels.	NCC382	If we use in everyday life.
NTC1093	Okay, the high order thinking skills.	NCC383	So, today, I realize to how to differentiate between the three: memorizing, understanding and applying.
NTC1094	We have analyzing, evaluating and creating.		
NTC1095	Okay, so, if you are thinking or if you are analyzing, if you are already using your high order thinking skills, meaning you're using the higher thinking.		
NTC1096	Do you think you already using the highest level of thinking?		
NTC1097	Are you using it?		
NTC1098	Excuse me!		
NTC1099	Are you using the highest level of thinking?		
NTC1100	I think you are already using that one.		
NTC1101	Later on we will be talking what are these levels. Okay, let us start, the first one is		



	the... 123 go.		
NTC1102	Okay highest...		
NTC1103	Let us have the story telling... and let us use the level of thinking okay depending on the question that you are answering, is that?		
NTC1104	Alright, let's begin.		
NTC1105	Everybody let us read, 123 go.		
NTC1106	Okay, I need one to read it one more time. Anybody read it.		
NTC1107	Anybody?		
NTC1108	Yes?		
NTC1109	Okay very good.		
NTC1110	Alright, so what's the story all about?		
NTC1111	Okay, the story goes ahhm around the story about grade 11 students name?		
NTC1112	Pia, okay what?		
NTC1113	Of a non-volunteer, organization during summer.		
NTC1114	Okay, what is she doing in a non-government organization?		
NTC1115	Helping not the people but the children, okay and trying to take care of these children what?		
NTC1116	What?		
NTC1117	What's happening?		
NTC1118	To report the... they ask herto report okay incidents of children engaging in an illicit, illicit what?		
NTC1119	Activities... what are these activities?		
NTC1120	What do you mean by that?		
NTC1121	Okay bad activities.		
NTC1122	What happen... Karen, what happen when she found out that one of the children did what?		
NTC1123	So, what did she doing that?		
NTC1124	Alright, the child is a thief, thief pocketing.		
NTC1125	You know, getting something from someone, somebody's pocket okay...		
NTC1126	The children is doing that so ah your thief pocketing.		



NTC1127	What did she do?		
NTC1128	If I were pia, what did I do?		
NTC1129	She?		
NTC1130	What?		
NTC1131	She went to the... to him and what is the reason of the kid why ahh, why is he doing that?		
NTC1132	Let's go back to the story.		
NTC1133	What's the story tells us?		
NTC1134	Yes?		
NTC1135	Yeah, threatening to beat him if he doesn't have money right.		
NTC1136	So okay later on I'll be asking you the some question...		
NTC1137	Okay, all right so we will talking about remembering, understanding, applying for the last...?		
NTC1138	The low thinking skills, will be answering questions in a low level of thinking.		
NTC1139	Meaning you can answer this... okay first question, what did pia do during summer?		
NTC1140	Pia during summer...		
NTC1141	Pia		
NTC1142	One more time, during summer		
NTC1143	Ahh I will help you stand up		
NTC1144	During summer pia		
NTC1145	Very good.		
NTC1146	Okay that is what Pia or she did during summer. Next question, what can you say about the situation of a street child?		
NTC1147	What his situation?		
NTC1148	What do you say about it?		
NTC1149	She's thief pocketing, his father is threatening him if he doesn't have money... again this is in a low level thinking skills meaning you may probably master this level okay.		
NTC1150	What can you say about the situation of the kid?		
NTC1151	In tagalog, ano masasabi niyo?		
NTC1152	Hmmm?		
NTC1153	Stand up...		
NTC1154	I can say that .		



NTC1155	Stand up, nak, c'mon you can do it.		
NTC1156	The kid is?		
NTC1157	The kid		
NTC1158	The kid is what?		
NTC1159	One more time stand up properly.		
NTC1160	Okay go.		
NTC1161	Very good.		
NTC1162	That is how you can say it because of the child that's what you can say about the situation.		
NTC1163	If you were Pia, how would you approach the incident of seeing one of the children?		
NTC1164	If you were Pia, what do you see one of the think would be your reaction?		
NTC1165	Oh what pia did is that, he talk to the child.		
NTC1166	Okay the approach the child and talk to him.		
NTC1167	How about in your case?		
NTC1168	For example you are pia a kid okay... if you are pia...		
NTC1169	Okay, so this the kid, the kid is thief pickpocketing he is getting money from this guy.		
NTC1170	Okay so Pia saw him.		
NTC1171	Now what will you do (you sit down the two of you)		
NTC1172	What will you do as pia?		
NTC1173	Okay.		
NTC1174	But the child is already in the shelter diba?		
NTC1175	He is already in the shelter so probably there's ahh...		
NTC1176	Yes, anak?		
NTC1177	Yeah if I pia, influence people to help other people alright.		
NTC1178	So next there are the questions that I have already ask a while ago, but there is a reason why you were able to answer it.		
NTC1179	To answer the questions it requires you to recall you the information you just read.		
NTC1180	The question is what did Pia do during summer? You don't need to think too much on that because the answer is already given in the statement, correct?		
NTC1181	It's already in the story.		
NTC1182	You don't need to think about that.		



NTC1183	You just have to remember what is that all about? The next question that I have ask you is, what can you say about the situation of the street child? And how will you able to answer it?		
NTC1184	How will you answer it?		
NTC1185	You answer it because you drawn your own interpretation why the child is pickpocketing?		
NTC1186	You have thought of something, maybe the kid is poor.		
NTC1187	Maybe the father is jobless.		
NTC1188	We cannot judge the father yet.		
NTC1189	We just think about try to understand the situation.		
NTC1190	You cannot say the father is irresponsible.		
NTC1191	We are not in a high level skills, we thinking understanding, may we can sya interpret that the father doesn't have a work or a?		
NTC1192	Good.		
NTC1193	If you were pia didn't ahh!		
NTC1194	Sorry, approach the incident of seeing one of the children.		
NTC1195	To answer this question you have to draw on a knowledge learn to use in the situation.		
NTC1196	You have read that Pia talk to the kid.		
NTC1197	And then probably you have learned that people can talk to other people do their best or to be good.		
NTC1198	You'll be able to talk to them too it is because of the knowledge that you know in the past.		
NTC1199	Okay.		
NTC1200	You know that, you have something to do to people.		
NTC1201	So, you are going to do something good to people too.		
NTC1202	Okay, how will you solve the problem?		
NTC1203	Okay, it depends on you.		
NTC1204	Some people may answer like, I will bring to the authorities.		
NTC1205	I will bring the kid to the jail.		
NTC1206	I will them like a criminal or I will be talking to the kid and there's no problem with that that is your own way of solving the problem.		



NTC1207	Next, these are the questions have these corresponding level, the first question that we have in remembering.		
NTC1208	What do we have in remembering?		
NTC1209	Everybody, let us read. 1, 2, 3 go.		
NTC1210	Let's start with the numbering, 1, 2, 3, go.		
NTC1211	Okay you just have focus on the word memorize, can you memorize?		
NTC1212	And tell your seatmate, memorize with whispering, you go.		
NTC1213	Whispering.		
NTC1214	You just say whisper to your seatmate.		
NTC1215	Ready 1, 2, 3, go.		
NTC1216	Hindi, you just whisper to your classmate and tell your seatmate memorize.		
NTC1217	Go.		
NTC1218	Okay very good.		
NTC1219	I just expecting to don't hear anything, okay.		
NTC1220	So, that is remembering, you just have to memorize.		
NTC1221	You just get the answer from the....from the statement that is given, next understanding, anybody?		
NTC1222	Yes?		
NTC1223	Okay, so explain, if you are going to explain, you are trying to interpret, that is understanding.		
NTC1224	You are drawing interpretation.		
NTC1225	Why?		
NTC1226	Is this thing happening?		
NTC1227	Okay, so that is understanding.		
NTC1228	Okay, any question about the word understanding?		
NTC1229	Okay, just remember the word, describe, explain... Okay next, applying, refers to the use and implementation in various situation, apply knowledge by asking question which demonstrate, you have to demonstrate something.		
NTC1230	Solve, you are solving a problem or anything or use information.		
NTC1231	You gonna use information okay to deliver right? Ano yan?		
NTC1232	Yes?		
NTC1233	Everybody read 1, 2, 3 go.		
NTC1234	You just continue the statement, okay.		



NTC1235	Anybody?		
NTC1236	Just continue the statement...what do you realized today?		
NTC1237	Today, I realized the... can you do it, yes?		
NTC1238	Louder, yeah.		
NTC1239	What did you realize today?		
NTC1240	That?		
NTC1241	What did you realize today?		
NTC1242	You realized that I'm happy.		
NTC1243	What do you mean by that?		
NTC1244	Okay, what did you realize?		
NTC1245	What did you learn today?		
NTC1246	Stand up.		
NTC1247	Stand up please.		
NTC1248	Come on.		
NTC1249	Today, I realize...		
NTC1250	Because?		
NTC1251	Youre happy because you learned something?		
NTC1252	Oh, yon nalang,very good.		
NTC1253	Oh, yes.		
NTC1254	That Pia volunteer?		
NTC1255	How about our lesson for today?		
NTC1256	What did you realize about the lesson?		
NTC1257	Pia is just ahmm a sample story that we can.		
NTC1258	You realized that?		
NTC1259	Your happy because?		
NTC1260	Okay, how about you, nak?		
NTC1261	Very good.		
NTC1262	At least you learned something.		
NTC1263	What you realized is what you have learned.		
NTC1264	Okay, so meaning, you learned how to be happy.		
NTC1265	You learned also how to be happy, but how about the cognitive?		
NTC1266	What did you learn in the class?		
NTC1267	The three levels of thinking skills.		
NTC1268	What else did you realize?		
NTC1269	Yes?		
NTC1270	Yes, everyday that is the question.		
NTC1271	When do we use that one?		
NTC1272	So, it's every day.		
NTC1273	Yes, anak?		
NTC1274	Okay, now okay, now, you can differentiate		



	the three, okay?		
NTC1275	Good. Next.		
NTC1276	Okay, no more?		
NTC1277	Oh, just take a picture of it and send it on your gc.		
Fifth Session: Critical vs. Non-Critical Thinking			
Teacher C's Utterances		Students' Utterances	
NTC1278	Let us all stand.	NCC384	(No response from the students).
NTC1279	Let us all stand.	NCC385	(Students stand up).
NTC1280	Good morning class!	NCC386	Good morning Sir!
NTC1281	Take your seats.	NCC387	Thank you.
NTC1282	I hope you can see the slides here in front.	NCC388	(No response)
NTC1283	So, today, we are going to have, we are going to have the critical thinking because it is really a must for students to be critical, right?	NCC389	(Chorus) Yes.
NTC1284	Right?	NCC390	Sir.
NTC1285	It's very essential for students, not only for students but all people around the globe.	NCC391	(Students are looking for a partner. At the same time, are talking with each other).
NTC1286	Okay?	NCC392	Tanga shimpre kakarinig ko lang.
NTC1287	So, let us have a lot of tasks today.	NCC393	Sir, isang paper lang sa dalawang members?
NTC1288	The first one here is I want you to list at least five provinces that start with letter B.	NCC394	(Students are talking each other).
NTC1289	I want you to do this one in a pair-activity.	NCC395	Sino pa walang partner ?
NTC1290	Okay, find a partner, prepare one paper.	NCC396	Ako.
NTC1291	Please prepare one paper and write fi...five at least five provinces that start with letter B. Prepare...ssshhh... excuse me.	NCC397	Yes.
NTC1292	Prepare one yellow paper, okay.	NCC398	Yes.
NTC1293	That's only for ah two minutes only.	NCC399	Sir.
NTC1294	Just one whole.	NCC400	None.
NTC1295	So, it's very clear ha that you have to write five at least five provinces that start with	NCC401	What's the answer?



	letter B. Provinces of the Philippines.		
NTC1296	One paper per pair.	NCC402	Gagamitan ba ito ng Math Sir?
NTC1297	All right, next.	NCC403	(Chorus) Yes.
NTC1298	You can go back to that later, okay.	NCC404	(Chorus) Yes.
NTC1299	You can go back later.	NCC405	Sir, ako po maghehead phone lang, okay lang po ba?
NTC1300	And then look at the following figure carefully and replace, that's replace without s.	NCC406	What's your problem? (A boy asks his classmate).
NTC1301	Replace the question mark with the correct number.	NCC407	(Chorus) 6
NTC1302	So, you have to use your analysis, all right, your analyzing power.	NCC408	(Chorus) 6
NTC1303	So, this is the...you to guess through analysis, through critical thinking.	NCC409	(Chorus) 19
NTC1304	What would be the number to replace here the question mark?	NCC410	No. City po yon.
NTC1305	But you have your own ground.	NCC411	(The students continue doing their tasks).
NTC1306	You have your reason why you have that number. There must be critical thinking behind it.	NCC412	(The students are talking with their respective partners. They produce a productive noise).
NTC1307	Is that clear?	NCC413	(Students are consulting their responses with their teacher).
NTC1308	I pondered on this last night and I got the correct answer.	NCC414	Sir. No. 2 po ba to?
NTC1309	So, you, too, must get the correct answer.	NCC415	Pwede po bang maulit ang number Sir sa boxes?
NTC1310	One digit only, only one digit.	NCC416	Sir, san ditto yng 2? 3?
NTC1311	Please, write down the boxes on your paper.	NCC417	(The students are doing their tasks).
NTC1312	Write down the boxes.	NCC418	Sir.
NTC1313	That's number 2, ha?	NCC419	Hahahahaha
NTC1314	No. 1 is your five provinces.	NCC420	(The students are talking to their respective



			partners).
NTC1315	No. 2, you have to draw the boxes on your piece of paper and then try to analyze what number, out of ten, is the correct answer.	NCC421	Sir, number 4 sir percentage?
NTC1316	Out of ten, you have to choose out of ten.	NCC422	Sir pwede maunit yong number?
NTC1317	Okay.	NCC423	Multiplication, division.
NTC1318	O, out of nine nalang, out of nine, okay.	NCC424	(The students are talking with each other).
NTC1319	Because, it's only one digit, okay.	NCC425	Yahoo.
NTC1320	This is a test of your comprehension powers.	NCC426	No.
NTC1321	Write down, write down the...	NCC427	Bulacan, Batanes, Butuan, Benguet, Batangas, Basilan, Babuyan
NTC1322	Do you have any questions?	NCC428	Balenzuela
NTC1323	What's the answer?	NCC429	(Chorus) 4
NTC1324	Your classmate asks "What's the answer?"	NCC430	5+1=6, tapos isipin nating 4 to,
NTC1325	Later.	NCC431	6+4=10
NTC1326	Yes, mathematical abstractions so that you can get the answer.	NCC432	1+3=4
NTC1327	Your answer must be powered by mathematical abstraction.	NCC433	10+11=21
NTC1328	If you are not stressed, you can get the answer.	NCC434	4+7=11
NTC1329	If you are stressed, good luck to you.	NCC435	3+4=7
NTC1330	Have you counted the boxes?	NCC436	5+1=6
NTC1331	Let us just check that later, okay?	NCC437	6+4=10
NTC1332	You can go back later because you have a lot of things to do.	NCC438	1+3=4
NTC1333	All right, so, I want you to analyze this one.	NCC439	10+11=21
NTC1334	You can take a picture of it, okay?	NCC440	4+7=11
NTC1335	Do you have your cell phones?	NCC441	3+4=7
NTC1336	You can use your cell phones for educational purposes.	NCC442	Galing.
NTC1337	<i>"A couple went on a climbing trip, but only the husband returned from the vacation. He claimed that his wife slipped while climbing and died. After investigating, the local sheriff arrested the husband and told him, 'We determined that you committed the crime, thanks to the tip of your travel agent who called and claimed you murdered your</i>	NCC443	(The students are clapping their hands).



	wife."		
NTC1338	Take a picture of it and then you answer the questions that follow.	NCC444	Kennard.
NTC1339	Okay.	NCC445	Bobo
NTC1340	Are you done?	NCC446	Bobo 4
NTC1341	Are you done?	NCC447	5-6=1
NTC1342	All right, let's read the question for number.	NCC448	6-10=4
NTC1343	How did the agent know that the wife was murdered?	NCC449	10-21=11
NTC1344	Who wants to answer?	NCC450	3-7=4
NTC1345	No.4.	NCC451	1-4=3
NTC1346	This is your no. 4.	NCC452	Galing
NTC1347	Read the following word problem and solve it.	NCC453	Mali daw O
NTC1348	Okay.	NCC454	Bobo
NTC1349	<i>"There are 25 rooms in Dream Land Hotel. But only 6 are occupied. Out of 25 the occupied is only 6.</i>	NCC455	Yes.
NTC1350	<i>Calculate the percentage of unoccupied rooms.</i>	NCC456	Yong response po na ginawa namin.
NTC1351	The occupied are... 6.	NCC457	Kung ano ginagawa ng travel agent.
NTC1352	The unoccupied are ...19.	NCC458	So, the travel agent, so sa side naming kaya nalaman ng agent na ang husband ang pumatay dahil sa ticket.
NTC1353	So, what is the percentage of the unoccupied rooms?	NCC459	Kasi dalawa ang ticket na binili ng husband sa pagpunta palang nila pero sa pabalik na sila isa nalang yong binili.
NTC1354	You have to answer that, okay?	NCC460	Bali isa nalang imbis na dalawa.
NTC1355	Is that clear?	NCC461	(chorus) No.
NTC1356	My fellow countrymen.	NCC462	Sir, connected sya sa answer ni Christine.
NTC1357	Reaction?	NCC463	Pwede pong connected ang sagot naming kay Christine?



NTC1358	Okay na?	NCC464	Yong travel agent po yong nag act.
NTC1359	Oh, this one would individual.	NCC465	So, bali po sinabi nila, probably yong place na yon ay walang mountains kaya...
NTC1360	I want you to do now the four tasks for 15 minutes, okay?	NCC466	Hahahha
NTC1361	For 15b minutes.	NCC467	Ahh Sir kasi ang hirap eexplain..
NTC1362	Chechekan natin to mamaya, okay?	NCC468	Hahahahahaha
NTC1363	Are there questions?	NCC469	Sirrr
NTC1364	Clarifications?	NCC470	Hahahahaha
NTC1365	All right, I think you can start now. 8:50 or I give you additional 5 minutes, 8:45.	NCC471	Sya nagsabi sakini nyan Sir, si Marvin Sir.
NTC1366	You use your reasoning in the boxes, ha?	NCC472	Naisip ko lang po kasi diba.
NTC1367	There must be reason.	NCC473	Nagisa nalang po sya nauwi baka pwede kasi idahilan ng travel agent na pwede nya isisi ang husband pero malay mo sya talaga ang nag commit ng murder.
NTC1368	Sorry.	NCC474	Sinisisi nya lang yong husband kasi yon ang iisipin ng mga tao.
NTC1369	Is Baguio a province?	NCC475	Kasi Sir ano pano nya nalaman so paranng naisip ko lang Sir na sinisisi nga.
NTC1370	Ang Baguio ba province?	NCC476	Lalong gumulo.
NTC1371	Is it a province?	NCC477	Hahahaha
NTC1372	City yong Baguio, diba?	NCC478	Ang hirap isipin nyan Sir eh.
NTC1373	Let's see the provinces that start with letter B. Because I'm not also familiar with the provinces.	NCC479	(Students are talking each other).
NTC1374	Is Baguio a province or a city?	NCC480	Sali ako Sir ha?
NTC1375	It's not written on the text so you have to use your inference.	NCC481	Sir hala, sino-sino pa sasama, sasali?



NTC1376	Hindi naman naisulat ah, na nalaman ng agent.	NCC482	(Students are deciding who will join the contest in English).
NTC1377	Yes.	NCC483	The husband is the suspect.
NTC1378	No. 2 yong mga boxes?	NCC484	Hahahahha
NTC1379	Only one.	NCC485	(Chorus) Yes.
NTC1380	As long as the answer is correct.	NCC486	(chorus) Yes.
NTC1381	Are you done? Not yet?	NCC487	Hahahahaha
NTC1382	This is the number three, right?	NCC488	(chorus) 76%
NTC1383	This is number 2.	NCC489	Ano... hahahahaha
NTC1384	Number three.	NCC490	CK
NTC1385	Have you taken a picture of it?	NCC491	(A student is demonstrating how she arrives at their answer).
NTC1386	Picturan nyo muna.	NCC492	(The students are talking with each other).
NTC1387	We gonna have to stop at 8:45 because we are going to check your answers and discuss the lesson on critical vs non-critical thinking.	NCC493	(One student is explaining her answer in different way).
NTC1388	This is the question now.	NCC494	Yes, Sir.
NTC1389	Hey, hey, these are the questions for number 3.		
NTC1390	Number 4.		
NTC1391	What's that?		
NTC1392	Wala pa kayong no. 4.		
NTC1393	No. 3 pala ito.		
NTC1394	This is number 4. Sorry.		
NTC1395	The no. 3 is the wife who was murdered.		
NTC1396	Maynard, this is number 4, rather.		
NTC1397	What's your reason why do you write an 8?		
NTC1398	What is your reasoning?		
NTC1399	Faster, faster.		
NTC1400	Last two minutes.		
NTC1401	Are you done?		
NTC1402	Those who are done from 1, 2, 3. 4. Or number 1 and 2.		
NTC1403	As long as there is reasoning in the answer.		
NTC1404	(The teacher is consulting to the queries of the students).		
NTC1405	Just use mathematical abstraction.		
NTC1406	You know what's mathematical abstractions class? You're noisy.		



NTC1407	Excuse me.		
NTC1408	You can use one of the mathematical abstractions. What are the four mathematical abstractions?		
NTC1409	Addition, subtraction, multiplication, division.		
NTC1410	Out of these, use only one.		
NTC1411	All right.		
NTC1412	Time is up.		
NTC1413	Exchange your paper with your other classmates, other pairs.		
NTC1414	Let's have the number 1.		
NTC1415	Okay.		
NTC1416	Are you familiar with the provinces?		
NTC1417	So, are you confused about the provinces?		
NTC1418	For example, Baguio.		
NTC1419	Is it really a province?		
NTC1420	Benguet.		
NTC1421	So, Baguio is the city.		
NTC1422	So, whatever your answers here.		
NTC1423	Let us double check.		
NTC1424	So, what are the provinces that begins with the letter B?		
NTC1425	Sandali lang, you double check your answers ha? Sige kahit city pagbibigyan ko.		
NTC1426	Either that is a city or province let us consider that as correct, okay?		
NTC1427	But I advise that you have to double check.		
NTC1428	Balenzuela?		
NTC1429	Va, yon, Valenzuela		
NTC1430	O, sandal.		
NTC1431	So, now what about no. 2?		
NTC1432	Analyze the figure carefully and replace the question mark with the correct number.		
NTC1433	You have to give your own reasoning how you arrive at your answer.		
NTC1434	There are people, there are pairs who got the correct answers, as I roamed a while ago.		
NTC1435	So, there are also who get the correct answer.		
NTC1436	But there are also who don't get the correct answer.		
NTC1437	Okay, so, what's your answer here?		
NTC1438	Why four?		
NTC1439	Defend your answer, Richardson.		



NTC1440	What?		
NTC1441	Very good.		
NTC1442	Ulitin mo nga sinabi mo.		
NTC1443	Sssttt.		
NTC1444	Very good.		
NTC1445	There is another way of reasoning.		
NTC1446	The one used by Richardson is not the one used by yours truly.		
NTC1447	Who got the other answer?		
NTC1448	I mean the answer is 4 but the process is different. O, Kennard?		
NTC1449	Go.		
NTC1450	Hey		
NTC1451	Sssttt		
NTC1452	Hindi pwedeng 3-7		
NTC1453	$6-5=1$		
NTC1454	$10-6=4$		
NTC1455	$21-10=11$		
NTC1456	$11-4=7$		
NTC1457	$7-3=4$		
NTC1458	Okay?		
NTC1459	Both addition and subtraction		
NTC1460	Because the checking of addition is subtraction and vice-versa.		
NTC1461	Is that clear?		
NTC1462	And that is for five points, okay?		
NTC1463	Five points to ha?		
NTC1464	Who got the correct answer?		
NTC1465	1, 2, 3.		
NTC1466	Meron kasing sumagot ng 8.		
NTC1467	Next, this one very hard.		
NTC1468	<i>"A couple went on a climbing trip, but only the husband returned from the vacation. He claimed that his wife slipped while climbing and died. After investigating, the local sheriff arrested the husband and told him, 'We determined that you committed the crime, thanks to the tip of your travel agent who called and claimed you murdered your wife.'"</i>		
NTC1469	The question now is how did the agent know that the wife was murdered?		
NTC1470	Any answer?		
NTC1471	Yes, Christine?		
NTC1472	Yes.		
NTC1473	So, if you were the husband, are you going		



	to leave your wife there?		
NTC1474	So, either alive or dead you have to avail one for the dead person.		
NTC1475	So, that's correct.		
NTC1476	Okay, the line of thinking is correct.		
NTC1477	There are many possibilities.		
NTC1478	There are no wrong answers here as long as you are right in your own way of thinking.		
NTC1479	So that's five points.		
NTC1480	Okay, what else?		
NTC1481	CK.		
NTC1482	Come on.		
NTC1483	Go.		
NTC1484	Walang mountains nag mountain climbing sila?		
NTC1485	Next, any other answer.		
NTC1486	Pssst.		
NTC1487	Sophia's answer is an example of a punch to the moon.		
NTC1488	What's your answer then?		
NTC1489	How did the agent know that the husband murdered his wife?		
NTC1490	Right now is about this time, yeah		
NTC1491	What's the claim of the husband?		
NTC1492	He claimed that his wife slipped while climbing and died.		
NTC1493	SO, you have to think that you have to come home alone?		
NTC1494	Without your wife, alive or dead?		
NTC1495	If you really loved your wife, you have to bring home your wife dead or alive.		
NTC1496	Do you understand?		
NTC1497	So, that's the xxx...either that xxx, for example, you still have to find ways to bring your wife.		
NTC1498	That's the reason why the agent know the wife was murdered.		
NTC1499	Okay, or you can defend for example, the agent was able to see that there were stab-wounds. Nakita nila yong dead na mayroong saksak.		
NTC1500	It's not really because of the fallinf down.		
NTC1501	Okay, is that clear?		
NTC1502	Or it can be about a rope, for example, around her neck.		
NTC1503	Do you have your answers?		



NTC1504	If you have I give you two points because you are not defending your answer.		
NTC1505	Okay.		
NTC1506	In your case it's three.		
NTC1507	So, there.		
NTC1508	Okay, so, what's the answer here?		
NTC1509	So, how did you arrive at 76%?		
NTC1510	Who would like to demonstrate on the board?		
NTC1511	What's the answer then?		
NTC1512	What's that?		
NTC1513	So, the answer is correct.		
NTC1514	Why did you divide?		
NTC1515	Is there any other process?		



Appendix L
Jefferson's Transcription Notation

Jefferson's Transcription Notation Symbols	
Symbols	Description
(.)	A full stop inside brackets denotes a micro pause, a notable pause but (not) of no significant length.
(0.2)	A number inside brackets denotes a timed pause. This is a pause long enough to time and subsequently show in transcription.
[]	Square brackets denote where overlapping speech occurs [where it begins,] where it ends
> <	Arrows surrounding talk like these show that the pace of the speech has quickened.
< >	Arrows in this direction show that the pace of the speech slowed down.
()	Where there is space between brackets denotes that the words spoken here were too unclear to transcribe.
(())	Where double brackets appear with a description inserted denotes some contextual information where no symbol of representation was available.
_____	Underlining denotes a raise in volume or emphasis.
↑	There is a raise in intonation.
↓	There is a drop in intonation.
→	This arrow denotes a particular sentence of interest to the analyst.
CAPITALS	Capital letters denote something was loudly or even shouted.
Hum(h)or	When a bracketed 'h' appears it means that there was laughter with the talk.
=	The equal sign represents latched speech, a continuation of talk.
::	Colons appear to represent elongated speech, a stretched sound.



Appendix M

Transcribed Audio-Recorded Data of Teacher A and Class A Utterances.

First Session: Personification

Time Duration: 53:56.5 minutes

1	TS: ((Students and the teacher are praying)). (22.8)
2	T: Good morning!
3	S: Good morning, Ma'am _____.
4	T: Take your seat.
5	S: Thank you.
6	Teacher A's Utterances
7	T: Okay, let us have our attendance.
8	Group 1.
9	S: Good morning Ma'am _____, good morning classmates. I'm happy to tell you that all of members are all present.
10	T: Very good.
11	MFS: (Clapping of hands).
12	T: Group 2.
13	S: Good morning Ma'am _____, good morning classmates. I'm happy to say you that all of members are all present.
14	T: Very good.
15	MFS: (Clapping of hands).
16	T: Group 3.
17	S: Good morning Ma'am _____, good morning classmates. I'm happy to tell you that all of members are all present.
18	T: Very good.
19	MFS: (Clapping of hands).
20	T: Okay, group 4.
21	S: Good morning Ma'am _____, good morning classmates. I'm sad to say you that one of members is absent and he's returning on Thursday.
22	T: Carissa, why are you clapping your hands?
23	S: (No answer).
24	T: Group 5.
25	S: Good morning Ma'am _____, good morning classmates. I'm happy to tell you that all of members are all present.
26	(The students are clapping their hands).
27	(1:25.4)
28	T: Okay, let's ↑start. I have ↑here jumbled ↑wo::rds and I want you (0.2) to arrange the jumbled ↑wo::rds to ↑form a meaningful meaning.
29	↑Who ↑wants to start?



30	Yes, Ashanty, =1. (0.2) And then for group =for sentence number 2, =yes, Brent. (11.2) And ↑then after you form (0.2) the sentence, I want you to ↑read aloud the (0.2) sentence that you formed. (27.1)
31	↑There is already a clue, ↑right?
32	[A sentence must ↑start with a capital letter and ends with a punctuation mark.
33	MFS: (Chorus) Yes.]
34	((Students are talking with each other))
35	FS1: MA'AM, MA'AM
36	MS1: MA'AM, MA'AM
37	T: ↑Read (0.2) ↓the sentence, Ashanty. ↑
38	FS2: The breeze squeezed my cheeks.
39	T: Is that ↑correct?
40	MFS: Yes.
41	T: ↑Next, (12.1) =will you please read, ↑Brent?
42	((noise))
43	MS2: The blanket wraps around it arms.
44	T: ↑Who wants to try? Yes, Shantei? (20.3) ↑Will you please read?
45	FS3: The blanket wraps its arms around me.
46	T: Is that ↑correct?
47	MFS: Yes.
48	T: Very ↓good.
49	So, ↑now for this time, =altogether let us ↑read the (0.02) sentences. ↑Go.
50	MFS: (Chorus) The ↑blanket ↑wrappped its ↑arms ↑ar::ound me.
51	T: Number ↑2.
52	MFS: ↓The ↑breeze ↑squeezed ↓my ↑cheeks.
53	T: Will ↑you please ah =will ↑you give me, or, what do you ↑think is our lesson for this day, [↑based on (0.2) the sentences ↑given or presented? Anyone? Yes, ↑Adrian.
54	MS3: Ma'am.
55	Ma'am.]
56	>personification <
57	T: <personification> =so, if ↑we said or if ↑you said that this is an example of personification, ↑what do you think is the meaning of personification? (5.2) ↑What is <personification>? ↑Yes, Chicko.
58	MS4: It uses >human interaction< ().
59	T: <again>?
60	MS4: It uses >human interactions< to inanimate objects.
61	T: Okay, hu::man (4.1) objects or inanimate objects or the characteristics of (0.2) human, okay? What ↑else aside from that? ↑What do you think is the meaning of personification? (16.1) ↑Yes, Shantei. (11.1) Yes.
62	FS3: >A comparison in which non-human thing or qualities talk about as if it were a human a



	human attributes.<
63	T: Very good. What ↑else? ↑Yes, Christine?
64	FS4: It talks about feelings, emotions.
65	T: <Feelings> (0.2) and <emotions>? Yes, ↑Heindrich?
66	MS5: >Personification<, is the giving of human (0.2 human qualities in inanimate >inanimate objects<
67	T: →Human qualities to inanimate (0.2) objects.
68	↑Let us have these sentences. Will you please identify the human qualities use (0.2) in the first sentence, Yes, ↑Justine?
69	MS6: Wrapped /-t/
70	T: Wrapped /+t/, correct.
71	Number ↑2. Yes, ↑Eury?
72	MS7: Kissed /-t/
73	T: Kissed /+t/. So, ↑now for this time let us have an activity about personification. Okay, so, this is the instruction. >So, Everybody, bring out your English notebook< (2.0) and listen to the instructions. (9.0) So, we have here le::tter ↑A, le::tter ↑B, (4.0) a::nd letter C. <Instructions for letter ↑A>. First, ↑make a list of five action verbs that describe ↑things that humans ↑do. A::gain ↑make a list of five action verbs that describe ↑ things that (0.2) humans ↑do. So, ↑this one i::s (0.2) act::ion verbs. <1, 2, 3, 4>, a::nd >5<. For example, (5.0) ↑what's the ↑word?
74	MFS: Laughing.
75	T: Everybody ↑read the word.
76	MFS: Laughing.
77	T: Letter ↑B. This is the instruction. Now, ↑take a look ↑around the ↑room, take a ((low))...> ↑take a look ↑around the ↑room< or imagine the ↑things that you've ↑seen inside our canteen. >And then< ↑write down five ↑objects that you ↑see, okay? For example, letter ↑A, we have laughing. Okay, ↑take aro::und, ↑take ara... ah ↑>take a look< aro::und the ↑room, okay↓, so ↑observe the things that you've ↓seen inside our room or the scenario inside the canteen. So, ↑write down ↑objects that you've ↑seen. (0.2) For example, (0.3) pencil. (0.3) Next, ↑look at your () things, or ↑two lists, and ↑find funny or interesting ways to combine the ↑objects with the ↑verbs. A::gain, ↑look at your ↑two lists, and ↑find funny or interesting ↑ways to combine the ↑objects with the verbs. So, now ↑let's combine the letter ↑A and letter ↑>B<. >So, ↑what's the combination of wo::rds<?
78	MFS: [Laughing pencil
79	T: →Okay, laughing pencil or pencil laughing.]
80	MFS: ((Students are making noises)). Hahahaha... Oh, laughing pencil.
81	T: Psss::sst. Chicko.
82	T: ↑Okay, Laughing pencil or [pencil laughing.
83	MFS: pencil laughing.]
84	((Students are talking with each other but its all productive noise)).
85	T: NEXT, we ↑have letter ↑D. (30.1) And ↑then for letter D, what are you ↑going to ↑do? ↑Since you already combine letter ↑A and ↑B, there is already a combination. Now for this



	time, you are ↑going to construct a sentence.
86	Let ↑us (0.2) see. ↑Letter ↑A whisPERS letter ↑B. Number 2. ↑Sandwich.
87	↑Combination: Sandwich whispers. ↑What's the sentence? Everybody, ↑read the sentence.
88	MFS: <My ↑ham-sandwich ↑whispers↓ ↑loudly↓ that it hates being wrapped in ↑plastics.>
89	T: So, I will just give you (0.2) ten minutes >to do this activity<. Stime ↑starts now. >↑Do it now<. 8:27 at ↑exactly 8:37 >finished or not-finished< we are about to check the (0.2) activity. Yes, Heindrich?
90	MS5: ↑Ma'am, di na po ba namin gagawin
91	yong ↑bonus?
92	T: Again?
93	MS5: ↑Are number 1 and number 2 bonus? ↓
94	T: Bonus? No, These ↑are only↓ examples.
95	MS6: Ma'am?
96	T: Yes.
97	S: Diba po yong dizzy Ma'am >ano po yong tagalog nyan?<
98	T: Again?
99	MS6: ()
100	O, ang hirap din.
101	T: Ten minutes.
102	((Activitiy: Writing sentences for ten minutes.))
103	T: <I will ↑give an incentive for those students who can recite their (0.2) composed sentences for personification.> I will give you 2, 4, 6, 7 chips.
104	MFS: WOW....WOOOHH. MA'AM [lahat nalang Ma'am.
105	Hala Ma'am. ((aham coughing plus a productive noise)).
106	T: Ten minutes, ten minutes. I want you to focus on the activity.]
107	T: Five minutes. (2:22) ↑Focus on the activity, for ↑you to get (0.2) the chips.
108	MFS: WOOOHH.. ang dami.
109	WOOH.
110	OH, shit.
111	((Productive noise)).
112	Ayan.
113	MS7: Ma'am.
114	T: Yes.
115	MS7: Pwede po ↑ba yong...
116	(Students are talking altogether).
117	T: Yes, ↑inside the room or imagine the things that you see inside our school canteen. (0.18)
118	We ↑do have electric fa::n, ta::ble, bro::oms, dust p::ans.
119	MS8: Ma'am, pwede ↑daw pagkain?



120	T: Yes. (1:1.2) Yes, seven chips.
121	FS5: MA'AM, MA'AM LAHAT DAW MA'AM LAHAT?
122	FS6: Pangalawa lang. ↓
123	T: You ↑are going to () the sentences.
124	FS7: Ma'am, lahat yan?
125	FS8: >Oy isa lang yan.<
126	MS9: MA'AM.
127	MS10: ↑Ba't ang dami nyong sentence?
128	FS9: Ma'am five sentences ↑po?
129	T: <Fi:ve sentences.>
130	FS10: PER NUMBER MA'AM? MA'AM PER NUMBER?
131	T: Sss::ssshh,
132	MFS: Ma'am.
133	Ma'am.
134	T: Sss:hh,
135	S: ((Students are exhibiting productive noise)).
136	T: <Okay, who can ↑share [his or her activity?>
137	>Come ↑here,< Bhe.
138	MS11: MA'AM, MA'AM
139	MS12: MA'AM ME. MA'AM ME] ANAK NG ().
140	T: Okay, O, class, everybody, listen ↑to Bhe. [So, he will present hi::s (0.2) output.
141	→FO::R se::ven chi::ps. [So, louder your voice.
142	FS11: ↑Go, Bhe.]
143	MS5: →MA'AM, MA'AM MA'AM, MA'AM chips]
144	T: Yes.
145	MS13: 1. A. walk; B. pencil; C. walk pencil; D. My pencil ↑walk around ↓the ↑room.
146	2. A. ↑vomited; B. ballpen; C. ballpen vomited
147	D. My ballpen ↑vomited and it's ↑inking my ↑shirt.
148	3. A. ↑kissed; B. electric fan; C. electric fan ↑kissed; D. The ↑wind of the electric fan ↑kissed me slowly. ↓
149	4. A. smile; B. picture; C. picture smile;
150	D.The ↑picture smiled ↑at me↓.
151	5. A. run; B. chair; C. chair run;
152	D. The chair ↑run across ↓the ↑room.
153	MS14: Ma'am.
154	T: ↑Very good. Okay. [Let's give hi::m (0.2) a ↑warm ro::und of applause (0.3) =for hi::s well-done (). Very good. Next, Ashantei?
155	FS12: Next,Next]



156	MFS: WOOOOHH. MA'AM
157	((Clappings))
158	((Students are expressing their desire to
159	Recite their work.))
160	Ma'am. Ma'am, ma'am, ma'am.
161	T: Okay, ssssttt, ↑everybody listen. (6.1) Ssssstttt
162	MS2: 1. A. ↑dancing; B. curtain; C. curtain dance; D. The ↑curtain ↑dance in the ↑room.
163	2. A. ↑shouted; B. fan; C. fan ↑shouted; D. The fan ↑shouted↓ at me that ↑I need to clean my ↑eye.
164	3. A. cells; B. feel; C. cell ↑feels; D. My () cells ↑feel that I ↑like ↓the vicinity. ↓
165	4. A. watch; B. CCTV; C. CCTV watch; D. The CCTV ↑watch at me every time I entered the ↑room.
166	5. A. knock; B. lectern; C. lectern ↑knock;
167	D. ↓The lectern ↑knock at my ↑body.
168	T: Very good. So, ↑here is your chi::ps Ashanty.
169	NEXT, (0.2) Adrian.
170	S: Sana all.
171	Wooohhh.. ((Clapping of hands)).
172	T: Everybody, ↑listen.
173	MS15: 1. A. dancing; B. fan; C. dancing ↑fan; D. There's a ↑dancing fan behind me like a ↑dancer.
174	2. A. write; B. chalk; C. chalk ↑write; D. The chalk is ↑writing↓ ↑smoothly. ↓
175	3. A. talking; B. scissors; C. scissors ↑talking; D. The scissors are ↑talking loudly. ↓
176	4. A. swinging; B. things; C. things ↑swinging; D. The three ↑things are ↑swinging slowly. ↓
177	T: Last ↑number.
178	5. A. singing; B. birds; C. birds ↑singing↓; D. The ↑birds in the sky are ↑singing beautifully. ↓
179	T: Very [good. NEXT.
180	MFS: Wooohhh..]
181	[MA'AM, MA'AM, MA'AM.
182	T: (). (0.3) Oh, listen.]
183	MS16: 1. A. crying; B. ballpeen; C. crying ↑ballpen; [D. My ballpen is ↑crying because it hurts.
184	MFS: ((Students are noisy, talking each other)).
185	Hahahaha
186	T: Sssssssshhhh]
187	2. A. dancing; B. chair, C. chair ↑dancing; D The chair of my seatmate is dancing.
188	3. A. singing; B. paper; C. paper ↑singing; D. ↑I saw my ↑paper ↑singing. ↓
189	4. A. running; B. bag; C. running ↑bag; D. My bag is ↑running like a↑horse.
190	5. A. talking; B. donut; C. talking ↑donut; ↓ D. I saw a ↑donut ↑talking with other↓ ↑donut.↓



191	S: MA'AM, MA'AM.
192	MA'AM.
193	T: Next.
194	MFS: (((Students are producing a lot of noise. Some of them are shouting so loud. Some keep on calling MA'AM))).
195	T: Everybody, listen.]
196	FSs: MA'AM, MA'AM.
197	MS17: 1. A. running; B. hotdog; C. [running ↑hotdog; D. The hotdog was ↑running because it don't want to be eaten.
198	MFS: Hahahaha]
199	2. A. singing; B. lunchbox; C. singing ↑lunchbox; D. The lunchbox was ↑singing a wonderful ↑song (0.2) for its <owner>.
200	3. A. talking; B. wallet; C. talking ↑wallet; D. The wallet is ↑talking for it ↑wants more money.
201	4. A. shouting; B. bag; C. shouting ↑bag; D. The bag is ↑shouting because the ↑owner forgot her/him in the ↑room.
202	5. A. crying; B. ballpen; C. crying ↑ballpen; D. The ballpen was ↑crying because of hir or him ().
203	T: So, precisely, [since this is the last one, I want you to choose (8.1) =LISTEN! (10. 2) ssshhh ssshhh
204	MFS: MA'AM,
205	MA'AM,maawa ka Ma'am.
206	((Students are talking each other and are calling their Ma'am, Ma'am. And the noise which indicates a willingness to participate or recite was really dominant)).
207	MS18: Ma'am Nag-effort pa ako Ma'am.]
208	T: Okay, ↑go.
209	MS18: 1. A. busy; b. wheel; C. busy ↑wheel; D. The wheel is ↑busy because it ↑goes round and round.
210	MFS: [Hahahahaha
211	2. A. thirsty; B. plant; C. thirsty ↑plant; D. The thirsty ↑plant needed to ↑feel water ↑everyday.↓
212	3. A. singing; B. radio; C. singing ↑radio; D. The radio is ↑singing loudly↓.
213	4. A. dancing; B. tress; C. dancing ↑trees; D. The trees are ↑dancing ↑greatly. ↓
214	5. A. walking; B. ballpen; C. walking ↑ballpen; D. My ballpen ↑walks al(h)one.]
215	T: Okay, very good.
216	MFS: ((Students are clapping their hands)).
217	MA'AM, MA'AM ako pa MA'AM.
218	T: O::kay, so everybody, listen. So, your ↑classmates share the presentation or share their works in in the ↑class. So, what do you ↑think, =everybody, listen. (0.2) Based on the given activity, what do you ↑think is the purpose of the writer in using <personification>?
219	Ilang ch::ips? I will give you five ch::ips. Based on the = Based on our activity, what do you think is the purpose of the writer in ↑using <personification>?
220	MFS: MA'AM, MA'AM.



221	AKO PA MA'AM.
222	MA'AM, MA'AM.
223	MA'AM.
224	MA'AM
225	MA'AM
226	T: Heindrich?
227	Ssshhhh
228	→Ben, Chicko.
229	MS19: MA'AM, PASENSYA NA
230	T: Go.
231	MS5: On my own percep, [perceives the writer's purpose...
232	MFS: →↑Maysakit kana.
233	↑Makonsensya ka rin.
234	↑Maysakit kana.] [I feel you.
235	T: Ssshhhhh
236	Stop.]
237	FS: >Parang tanga si< Chi::cko.
238	T: O, continue Heindrich.
239	MS5: On my own ↑perceptives, I think that the >writer's purpose< for using personification in any of their (0.2) products as of poems, books novels or any genre are (0.2) they want us to easily understand and (0.2) comprehend <what they want us>, <what they want us to learn> in their ↑own products.
240	T: Very good.
241	Who ↑else? Ashantei.
242	MFS: MA'AM, MA'AM, MA'AM, MA'AM
243	MA'AM
244	FS3: The writer or the author ↑wants us to understand easily his feelings or emotions using personification.
245	MFS: [MA'AM, MA'AM.
246	MA'AM, MA'AM.
247	T: Through (0.2) personification, =and you ↑have to remember class that <personification can be used to emphasize a point in your (0.2) writing.>
248	>Okay, last. [< Lina Rose.]
249	MS: MA'AM, MA'AM.
250	MA'AM]
251	MS20: ↑GO, Lina.
252	FS13: In ↑my opinion, the directors ↑want to entertain, [=ay, the writers ↑want to entertain their readers and to easily understand what the
253	() understand that the writer.
254	T: →Directors? The writers...]



255	T: Okay, for entertainment, and so, <personification is a way to ↑add MORE description to ↑your poem.>
256	Okay, so I have ↑here a ↑poem. ↑What's the title?
257	MFS: DINNERTIME CHORUS
258	T: >Everybody<, ↑read the title.
259	MFS: DINNERTIME CHORUS
260	T: Will you ↑please sit properly↑? (0.3) Let ↑us read the poem. Dinnertime Chorus. ↑Go.
261	MFS: DINNERTIME CHORUS
262	((The students are reading the poem)).
263	<The teapot sang as the water boiled
264	The ice cubes cackled in their glass
265	The teacups talked to one another
266	While the chairs were passing gas
267	The Gravy burped happily
268	As the oil danced in a pan
269	Oh my dinnertime chorus
270	What a lovely lovely band.>
271	S: Will you ↑please read, =read it aloud? Yes, Jane?
272	FS14: DINNERTIME CHORUS
273	((Jane is reading the poem)).
274	THE TEAPOT SANG EHEH..
275	T: Again?
276	FS14: DINNERTIME CHORUS
277	((Jane is reading the poem again but this time around she corrected what she has just read)).
278	THE TEAPOT SANG AS THE WATER BOILED
279	THE ICE CUBES CACKLED IN THEIR GLASS
280	THE TEACUPS TALKED TO ONE ANOTHER
281	WHILE THE CHAIRS WERE PASSING GAS
282	THE GRAVY BURPED HAPPILY
283	AS THE OIL DANCED IN A PAN
284	OH MY DINNERTIME CHORUS
285	WHAT A LOVELY LOVELY BAND.
286	T: Very GOOD.
287	Last, <who can read it aloud.>
288	Yes, Heindrich.
289	MS5: ((Heindrich is reading the poem aloud)).
290	THE TEAPOT SANG AS THE WATER BOILED
291	THE ICE CUBES CACKLED IN THEIR GLASS



292	THE TEACUPS TALKED TO ONE ANOTHER
293	WHILE THE CHAIRS WERE PASSING GAS
294	THE GRAVY BURPED HAPPILY
295	AS THE OIL DANCED IN A PAN
296	OH MY DINNERTIME CHORUS
297	WHAT A LOVELY LOVELY BAND.
298	T: So, >↑based on the poem, will you please ↑identify the lines that ↑use personification? ↓
299	Yes, Jabai.<
300	FS15: The teapot ↑sang as they ↑walk around.
301	T: Very good. What ↑else? NEXT, Yes, Joe.
302	MS21: The ice-cubes ↑cackled in their ↑glass.
303	T: NEXT, Jabai?
304	MS22: MA'AM
305	FS15: ((No answer was uttered))
306	T: What ↑else? (5.0) Yes, Piamonte
307	MS22: The gravy ↑burped happily. ↓
308	T: A::gain?
309	MS22: The gravy ↑burped happily. ↓
310	T: What ↑else? Yes, Chicko.
311	MS23: The oil ↑danced in a ↑pan.
312	T: What ↑else? Yes, Christine.
313	FS16: ()
314	T: Ag::ain?
315	FS16: ↓While the ↑chairs are ↑passing gas.
316	T: While (0.2) the chairs (0.2) are passing gas.
317	What ↑else?
318	MS24: Ma'am.
319	T: Yes, Justine.
320	MS24: What a lovely lovely ↑band.
321	T: Is THIS an example of [personification?
322	Joana?
323	MFS: NO, NO,]
324	FS17: The teacups ↑talked to one ↑another. ↓
325	T: The (0.2) teacups ↑talked to one ↑another. ↓
326	(8.1) What else?
327	MS25: MA'AM.
328	T: Yes, Drew?
329	MS25: The ice-cubes ↑cackled in their glass.



330	T: <The ice-::cubes cac::kled in the::ir glass.>
331	>What ↑else?<
332	MS26: Ma'am, ()
333	T: [Given already.
334	S: Tapos na, tapos na.]
335	T: What else? So, since you have already identified →the lines that had =that have personification, AGAIN, what is personification?
336	MFS: Ma'am, Ma'am.
337	T: Alvin, <what is personification?> < Based on your understanding, what is personification?>
338	Yes, Ashanty.
339	MS27: ((Alvin does not utter any answer.))
340	FS2: It gives to ↑human characteristics to [↑inanimate ↑objects. ↓
341	T: Okay, it gives human characteristics to inanima::te (0.2) objects. NOW for this TIME, let us have your seatwork for personification. ↓
342	Get your English notebook. (57.1) So, what are you going to ↑do? You are just going to put a check (/) if you think the state::ments or sentences is ab;;out personification, and then put an X if it is NOT. Okay, [start answering.
343	MFS: MA'AM, ANSWERS ONLY?]
344	T: Answers only. (0.3). Five minutes. Seatwork numb::er 4.
345	MFS: 4.
346	((After five minutes))
347	T: Let us check?
348	MFS: Yes.
349	T: No. 1. Read and answer.
350	MFS: MA'AM, MA'AM
351	((Students are noisy))
352	T: Ssshhh , listen!
353	MS: ()
354	T: No. 1.
355	S: This trucking is a ↑beautiful ().
356	T: Correct. No. 2. O, num::ber 2 Arabela.
357	FS18: ().
358	T: I al::most ↑died laughing.
359	MFS: [X
360	T: No.2, X.]
361	No. 3. Check.
362	MFS: Ma'am, Ma'am.
363	()
364	T: Check.



365	No. 4, Bless.
366	FS19: The ↑telephone (). Check
367	T: Check. Last number, [Last number 5, Arby?
368	FS20: MA'AM]
369	MS28: C, C, C ganda tapos bearer relax.
370	T: Check, Ah. () [X
371	MFS: X]
372	MS29: Perfect.
373	T: Okay, it's NOT an ↑example of ↑personification. →Okay? That is an ↑example of ↑hyper::bole, okay?
374	MFS: ((Students are making noise)) .
375	T: May I see the ↑hands of THOSE who GOT five ?
376	Very good. Form your ↑line and I will give you ch::ips.
377	MFS: (The students are noisy talking each other).
378	WOOOHHHH
379	T: Ssshhh.
380	MS30: Sana all perfect.
381	MS31: Oy saan ang papel ko? ↓
382	((Students are talking with each other thereby making a noise)).
383	T: <I said very good class to those who got a perfect [score.> →So, will you please give them (0.2) a round of applause?
384	MFS: WOOOOOHHHHHH
385	((Students are clapping their hands.)))
386	T: Here's your [chips.
387	MFS: hahahahaha]
388	T: OKAY, so, this is our ↑seatwork no. four letter A. Seatwork no. 5, ay seatwork no. 4 letter B. Bring ↑out your English book. ↑Turn your book on page 209, Task 8.2. (Pa::ge 209. Answers only. So, what are you going to do on page 209? So, Task 8.2. The title is Figuratively Speaking. Okay. >So, what are you going to ↑do?<
389	<Encircle the ↑number> if it, if it uses personification and cross out if it does not use >personification.< So, ↑since this is ahh answers only, you are just ↑going to have this format. No. 1, if you think it is an example of personification, you encircle it, if it is not. Questions? Another five minutes. >Do it now.<
390	Seatwork Number. 4. (0.2) B
391	T: ↑Note that ↑there are only THREE statements that do not belong to ↑personification. ↓
392	T: Let's SEE who can ↑still get a perfect SCORE.
393	MFS: ((Students are doing their task and at the same time making a noise)).
394	T: Let us check?
395	MFS: YES.
396	T: No.1, Read and answer, Ashanty?



397	FS21: () personification
398	T: Personification, correct! Number. 2, (0.2) Number 2. Chicko.
399	MS4: () X
400	T: Correct, X. (0.3) Number. 3, Yuri?
401	FS22: ()
402	T: Yes, Yuri again?
403	FS22: () [Personification
404	T: Personification] Number 4, Piamonte?
405	MS: () [Personification
406	T: Personification.] Number. 5, Christine
407	FS: () Personification.
408	T: Personification. Number. 6, Axel?
409	FS: () Personification
410	T: Correct. Number.7, (0.2) Adrian?
411	MS: () Personification
412	T: Correct. Number 8, Joe?
413	MS: David's ↑feet are like the ↑Pillars of (). X
414	T: X. Number. 9, (0.3) Ralph?
415	MS: His stroke is ↑like a movement of a beautiful butterfly. X
416	T: X, and the last number, Jane?
417	Personification.
418	S: He () and lost his ↑consciousness. Personification.
419	T: Correct. (6.0) Who ↑got ten?
420	MFS: MA'AM, MA'AM. Perfect
421	T: Very GOOD. So, everybody listen.
422	<Tomorrow, those who participate i::n this seatwork I will give your chips tomorrow>. Is that clear? And also those who ↑got a perfect score, chips will be ↑given tomorrow. Okay, so, ↑see you tomorrow. Good ↑bye class.
423	MFS: Good ↑bye, Ma'am _____.

Second Session: Card Catalog

Time Duration: 42:18 minutes

1	T: Sige, everybody stand.
2	Let us pray.
3	S: Classmates, are you ready pray?
4	MFS: Yes, we are.



5	Let us pray.
6	((Students are praying))
7	T: Good morning class.
8	S: Good morning Ma'am _____.
9	T: Sige, take your seat.
10	S: Thank you.
11	T: Let us have the attendance.
12	Group 1.
13	S: Good morning Ma'am _____.
14	Good morning classmates.
15	I'm....I'm sad to tell you that two of our members is absent, are absent.
16	They are Desiree and Drew Vincent.
17	T: Are absent?
18	Desiree and Drew Vincent, okay.
19	Next, group 2.
20	S: Good morning Ma'am _____.
21	Good morning classmates.
22	I'm happy to tell you that all my members are present.
23	(The students are clapping their hands).
24	T: Very good, group 3.
25	S: Good morning Ma'am _____, good morning classmates.
26	I'm sorry to tell you that two of my members are absent and they are Shawn David and Tejada.
27	T: Next group 4.
28	S: Good morning Ma'am _____, good morning classmates.
29	I'm glad to tell you that all of my members are present.
30	(The students are clapping their hands).
31	T: Very good, group 5.
32	S: Good morning Ma'am _____, good morning classmates.
33	T: Again, Joshua.
34	S: Good morning Ma'am _____, good morning teacher.
35	T: Again, again,
36	Joshua.



37	S: Good morning Ma'am _____, good morning classmates.
38	I'm happy to tell you that all of my friends are present.
39	Group 5.
40	S: Good morning Ma'am _____, good morning classmates.
41	I'm happy to tell you that all of my members are present.
42	(Chorus) Hahahahaha (Students are laughing).
43	T: All of my members are present.
44	Okay, very good.
45	(2:46.6)
46	T: So, (0.2) is ↑there anyone here ahh...kay... will you please ↑tell me what was our lesson last Friday? Anyone? Laison.
47	MS1: All about card catalog.
48	T: Card catalog, will you please ↑give me the definition of a ()?
49	Yes, Heindrich?
50	MS2: Card catalog (.) a set of ... a set of cards. This have this have that information, about books, journals (0.2) etc. <Written on alphabetical order.>
51	T: Okay, it was arranged ↑alphabetically and you can ↑find out Okay, about books, journal or it could be ahhhh magazine. Okay, ↑how many kinds of card catalog do we have? Yes, Justine.?
52	MS3: →THREE
53	MS4: Three.
54	T: Three, what are those, Naiomi?
55	FS1: Author card, [Title card and Subject Card.
56	T: Author card.] Okay, we ↑have author card, title card a::nd subject card.
57	T: Will you please ↑give me the definition of author card or <what's the difference between the author card from a title card?>
58	<What's the ↑difference?>
59	Yes, Lina ↑Rose?



60	FS2: Author card, the ↑name of the author is printed =printed on the top of (0.2) the card and title card is the ↑book, >the title of the book is printed< on top of the card.
61	T: Okay, on the top of the (0.2) card.
62	Okay, NOW for this time I have here an example of catalog and let us ↑try to answer the following information.
63	T: Are you ready CLASS?
64	MFS: <Yes, we are.>
65	T: Again, what's the answer?
66	MFS: <Yes, we are.>
67	T: Okay, let us read the ↑following information.
68	MFS: ((Students are reading)).
69	T: Okay, who ↑wants to answer number 1?
70	Read and answer.
71	Yes Yuri?
72	FS3: Who ↑wrote the ↑book? Camp Bell Laurence.
73	T: Correct.
74	Number. 2. (0.4) Yes, Jubai.
75	FS4: How to report and write ()?
76	T: Number ↑2.
77	FS4: What DOES the book ()?
78	T: What DO::ES...
79	FS5: What DOES the book page contain? How to report and write the news?
80	T: Okay, so, it could be ab::out reporting and writing the (0.2) [news. Okay, how about number three? Number three Sophia? Number three. Who is the publisher?
81	Yes, Larson?
82	MFS: News.]
83	MS4: Printice Hall
84	T: Very good, Printice Hall. How about number 4? (6.1) Is ↑this a subject, title or an author card? Yes, Drego?
85	MS5: It is an author card.
86	T: Very good. It is an author card. WHY? The ↑name of the author is written on the ↑top of the card. Okay. NEXT, number ↑5. Yes.
87	MS6: How many ↑pages does the book contain ? <592 pages.>



88	T: 5::92 ↑pages. Number ↑6, Heindrich?
89	MS2: Do you ↑find any features in ↑this book?
90	Yes.
91	T: Yes, ↑how will you ↑say so?
92	MS2: >Because of the work and illustration.<
93	T: Very good.
94	Okay, <illustration> >meaning to say you can find the print pictures (.)↑printed on that kind of (0.2) book. How about number 7? (7.1) Yes, Yuri?
95	FS6: What does ↑C on the upper left body
96	corner, tell me about the book?
97	The letter ↑C on the >upper left hand< of the card is the first letter of the ↑surname of the ↑authors.
98	T: Very good. A::nd then if we are ↑going to determine or identify letter C stands for?
99	MFS: Authors numbers.
100	T: Very good, Authors numbers, okay. NEXT.
101	So, we have ↑here an example of an author card. Last time or last Friday I ↑told you to ↑bring the following ahh =the following materials such as illustration boards, marker, scissors, ruler and so on and so forth. Did you bring it? ↑
102	MFS: YES.
103	T: Okay, so I WANT you to ↑form a small circle among your group so that I can explain the things that you need to ↑accomplish.
104	↑Do it now. (42.3) So, what are you ↑going to ↑do? Everybody, ↑listen for the <instructions.>
105	So, 1, 2, 3, 4, and 5. Sige, ↑take your seat. (6.0)
106	I have ↑here an example of (0.2) =what ↑do you think is this card?
107	MFS: Author card.
108	T: Author card, and the other card?
109	MFS: Subject card.
110	T: Subject (0.2) card,
111	MFS: Card
112	T: okay, so, I WANT you to ↑re-arrange the following information to have a (0.2) format like this. So, ar::range the following information correctly in your >illustration board.<
113	So, ↑each group will just choose only ONE KIND of card. It ↑could be an author card or a subject card.



114	So, what are you ↑going to do?
115	You have your illustration board, right? ↑
116	MFS: YES.
117	T: So, your illustration board will ↑serve as your card catalog <and then after that your colored paper could ↑be the la =the cutouts.>
118	The marker, if you know how to have a lettering or the talent in lettering and also after that class oh you have to ↑bear in mind THAT?
119	O, everybody, listen.
120	↑If (0.2) your (0.2) material or your card catalog will be ↑chosen, we are ↑going to display this in the exhibit for the English [(0.2) month. So, are you ready ↑to have your card catalog? ↑
121	MFS: MONTH]
122	MFS: [Yes, Ma'am.
123	T: Okay, so, you can ↑have the scratch paper before you ↑put that on your illustration board, okay, ↑ so, any question class?
124	Questions?]
125	MFS: NONE.
126	T: Okay, so start ↑doing your activity.
127	↑Work quietly.
128	MS7: Ma'am
129	T: Yes?
130	MS7: ()
131	T: It could be the cutouts itself, the information of the (0.2) author, the title of the book. (27.3) Sssshhhh. Okay, >so everybody, listen.<
132	This would be the >rubrics< for your ↑card catalog. So, first category, attractiveness or organization =10 points;
133	Content accuracy or ideas another 10 ↑points;
134	Writing mechanics or conventions 10 ↑points; Graphics or pictures it could be the letter cutouts, how will you ↑present your card catalog 10 ↑points. A::nd the sources itself,
135	=if it is correctly written, another 10 ↑points.
136	So for a total of (.) 50 points. (.) Okay? ↑
137	[So, start ↑doing your (.) card catalog.



138	MFS: ((The students are talking with their groupmates)).]
139	T: Pssssst. ↑Work quietly. (50.2) Pssssst.
140	(15.3) You just choose ↑one card class.
141	It could ↑be the author card or the subject card. Yes. Information.
142	Psssst.
143	MFS: ((The students are doing the task given.))
144	T: Pssssssttt
145	S: Card Catalog, Tama ba? ↑
146	T: Psssst.
147	S: Ma'am, si Edcel Ma'am.
148	T: Psssst.
149	↑Work quietly.
150	((Students are doing their activity)).
151	MS8: Ma'am, classes are suspended.
152	T: Oh!
153	Everybody, listen first.
154	S::o, <tomorrow if time permits, (0.2) we will be having our long test.> Okay?
155	>These are the pointers to review.<
156	↑Do not be absent.
157	Literary or figurative language, (), noun phrases, verb phrases, and kinds of card catalog.
158	Is that clear? ↑
159	MFS: YES.
160	T: Everybody, listen. Presentation of the card catalog [on (.) Wednesday.
161	FS6: Card catalog? Card catalog?]
162	MFS: ((Students are talking with their groupmates.))
163	T: Pssst! Pssss! Psssst!
164	MS: Ma'am, ()
165	T: Class if you think ↑you're not feeling well >do not< (0.3) attend the class anymore.
166	MFS: (Students are talking and laughing with each other).
167	T: Psssst.
168	S: Okay na? No, no.
169	T: Psssst.



170	S: (Students are talking and laughing with each other).
171	T: Psssst!
172	S: (Students are talking and laughing with each other).
173	T: Okay, sige. Everybody listen.
174	So, ↑pick up all the pieces of paper under your chair, chairs, and will you ↑please arrange your chairs properly.
175	Sige, ↑do it now.
176	Presentation of the card catalog on Wednesday. So, long test tomorrow if >there is no suspension of classes.<
177	Maliwanag?
178	Okay, sige.
179	See you tomorrow.
180	Good bye class...
181	MFS: GOOD BYE, MA'AM _____.
182	T: Again.
183	MFS: GOOD BYE MA'AM _____.

Third Session: Kaleidoscope World

Time Duration: 44:11 minutes

1	T: Prayer, leader.
2	S: Classmates are you ready to pray?
3	(Chorus) Yes, we are. Let us pray.
4	(Students are praying).
5	T: Good morning!
6	S: Good morning Ma'am _____!
7	T: Take your seat.
8	S: Thank you.
9	T: Let us have your attendance.
10	Group 1.
11	S: Good morning Ma'am _____, good morning classmates.
12	I am sad to tell you that three of my members are absent.
13	They are xxx JR, xxx and xxx.
14	T: Okay.



15	Group 2.
16	S: Good morning Ma'am _____, good morning classmates.
17	I'm sad to tell you that one of my members is absent and he is Benjamin Quintero.
18	T: Next, group 3.
19	S: Good morning Ma'am _____, good morning classmates.
20	I'm happy to tell you that all of my members are present.
21	T: Very good. Group 4, Next.
22	(The students are clapping their hands).
23	S: Good morning Ma'am _____, good morning classmates.
24	I'm happy to tell you that all of my members are present.
25	T: Very good.
26	S: (The students are clapping their hands).
27	T: So now for this ↑time, will you please ↑get your (.) English notebook.
28	Let us have ↑your spelling number 1. (2.0)
29	Please do ↑write the date ↑today. (11.0) Spelling number 1.
30	So, Novemb::er (0.2) 13, 2019 =so at the ↑back of your English notebook.
31	Number 1. pliant, no. ↑1. pliant. (4.0) no. ↑1. pliant.
32	Number 2. bamboo, no. 2. bamboo. (6.0)
33	Number 3. forty, no. 3. forty, forty.
34	No. 4 committee, no. 4 committee.
35	No. 5. creativity, no. 5. creativity.
36	No. 6. articulation, no. 6. articulation.
37	No. 7. criticism. 7. criticism. (7.0)
38	No. 8. commission, no. 8 commission. (10.0)
39	No. 9. commendable, no. 9. commendable. (0.6)
40	Then last number, no. 10. address, no. 10 address. (12.0) Exchange your ↑notebook.
41	Let us check.
42	>No. 1. Who wants to answer< no. 1?
43	Yes, Ashanty. (3.0) No. 1 is pliant. (2.0)
44	So, how do you ↑spell that word? (10.0) Pliant.
45	MS1: MA'AM.
46	T: Yes, Chico?
47	MS1: Try ko lang Ma'am.
48	T: Just like the ↑story 'Pliant Like a Bamboo.' Correct. No. 2. Kent, (3.0) No. 2. Kent.
49	MS2: forty, forty, forty
50	T: Correct. No. 3, (2.0) Yuri. (15.0) How do you ↑spell the word forty?
51	MS3: MA'AM, MA'AM, MA'AM
52	MS1: Try ko lang ulit Ma'am.



53	T: Timothy, forty, forty.
54	Azel.
55	MS4: MA'AM, MA'AM.
56	T: Correct. No. 4. Lina Rose.
57	My God you are being confused with the word ↑forty. (7.0) Very good!
58	No. 5, Adrian. No. 5.
59	MS5: Ma'am.
60	(Students are talking with each other)
61	T: Creativity. (7.1) Correct! No. 6, (2.0) Vince.
62	MS6: ()
63	T: Correct. No. 7, Den. (4.0) 7 is criticism. (12)
64	Psssst.
65	MFS: MA'AM, MA'AM, MA'AM.
66	T: Correct! No. 8. Liam.
67	Correct.
68	MS7: Criticize yan.
69	T: That's correct, criticism.
70	No. 8, commission.
71	Correct. No. 9. Jong. No. 9.
72	MS8: No. 10, MA'AM.
73	T: Correct.
74	Last no., Jane.
75	FS1: Tama ako oh. (Students are talking with each other).
76	T: Heindriech, Naomie.
77	Correct.
78	So, everybody count the no. of correct ↑answers. (4.0) Let us read the ↑following words: No. 1 Pliant. Go.
79	MFS: Pliant, bamboo, forty, committee, creativity, articulation, criticism, commission, commendable, address.
80	T: So, I ↑want you to choose only one ↑word and then construct a ↑sentence related to this word.
81	MS9: Ah, okay.
82	T: Just choose one =one word and then ↑create a sentence or construct a sentence. (0.2) Yes, Jadelyn?
83	FS2: () tall and big
84	T: Tall and big. Very good.
85	What ↑else? Yes, Ashantei.
86	FS3: ↑Where is your address?



87	T: Correct. Who ↑else? Drew?
88	MS10: The committee have ↑meet.
89	T: Again? Have...
90	MS10: Have meet.
91	T: Have meet, where?
92	Have, have a (0.2) [meeting. O last, Heindrich?
93	MFS: meeting, meeting]
94	MS11: () have been receiving harsh criticism.
95	T: Okay, now for this time, I will show you a picture, actually these are ↑two pictures. ↑
96	I want you to observe (0.2) properly the pictures and then ↑tell me what is your observation, regarding the pictures?
97	↑Are you ready?
98	MFS: Yes.
99	T: Yes, we are.
100	[Again.
101	MFS: Yes, we are.]
102	T: Ulit. ↑Are you ready?
103	MFS: Yes, we are.
104	MFS12: NOOOOOOO.
105	T: Psssssssst. (46.1). Okay, let us have the (.) following pictures. (7.2) Okay, I want you to look properly at the picture, observe. () this one.
106	What can you ↑say about the picture?
107	(5.0) Yes, Cristine?
108	FS4: colorful
109	T: What ↑else?
110	Llna Rose.
111	FS5: →>It has different colors and fascinating in our sight.<
112	T: Very good!
113	What ↑else?
114	FS6: Different shapes.
115	T: Different shapes.
116	What ↑else?
117	MS13: patterns.
118	T: Different patterns.
119	How about the ↑other one?
120	Different fo::rms, sha::pes, col::ors and >it has something to do< wi;;th illusion, right? ↑ [Optical illusion.
121	MFS: Optical illusion.]



122	T: So, this one or these pictures are related to the ↑song that we are about to ↑listen for this day.
123	So, do you have any ↑idea what's this, =what's this picture about?
124	MS14: Kaei... Kaleidoscope.
125	T: Very good. So, this one is a reflection of kaleido::[scope. So, now if you ↑tell me that this one is a reflection or the mirror inside the kaleidoscope, what do you ↑think is the meaning of kaleido::scope? (4.0) Sige nga, =what is kaleidoscope? Yes, Jadelyn?
126	MFS: scope]
127	FS8: Kaleidoscope is the, =the differences of ↑everything. ↓
128	T: Differences of (0.2) every::thing?↑ What ↑else? <What is kaleidosc::ope?>
129	FS9: >Kaleidoscope is an ↑optical instrument< in which its dimension is different patterns and different colors.
130	T: Very good. So, when ↑we say kaleidoscope, it is an optical instrument that is normally cylindrical in shape containing different (), pebbles and glass, that when viewed through one end, different colorful patterns will ↑be shown due to the light coming in the other end in the repeated reflection of the mirror. I will ↑show you an example of kaleidoscope, =the one that I've shown is an =is ah, is only a reflection inside the kaleidoscope. So, this ↑one is picture of kaleidoscope. (8.0) <So, look (0.3) at the picture.>↓ <It is cylindrical in shape,> right. ↑ So, this is what ↑we call the kaleidoscope. <In inside the kaleidoscope,> =so this one is the reflection inside the kaleidoscope. As ↑you will notice ↑there is an optical illusion, right?↑ Different patterns, shapes, colors ↑were =were formed.
131	Okay, NEXT, today, we ↑will be having (0.2) the activity entitled, =>everybody read.<
132	MFS: Kaleidoscope.
133	T: Ag::ain?
134	MFS: Kaleidoscope
135	T: Okay, so →what are you ↑going to do?
136	Before you listen to the song, I will give the task that ↑you need to accomplish =but before that, will you ↑please proceed to ↑your designated area? So 1, 2, 3, 4, and 5.
137	So, <form a ↑small circle.>
138	>Do it now. ↓<
139	MFS: ((Students are talking to each other)).
140	T: So, these are the task that you need to accomplish (0.2) per group.
141	So, for group 1 and 3, ↑everybody read. Go. [As you listen...
142	MFS: As you listen, imagine what is being described in the song and predict what happens.]
143	T: Again? As ↑you listen, imagine what is being described in the ↑song and predict ↑what happens. So, that is for group 1 and 3.
144	(2.0) Next group 2 and 4.
145	Everybody, read. Go.
146	MFS: As you listen, list down key words that play a value or meaning to the song.
147	T: So, that is for 2 and 4.



148	Next, and for the last group, everybody read.
149	Go.
150	MFS: As you listen...
151	T: Ag::ain?
152	MFS: As you listen, list down the big idea presented by the singer and give the meaning of that.
153	T: So,< these are the task that you need to accomplish, okay.>
154	So, before you listen to the song, let us have the brief description of the title of the song. Sssshhhhh. (3.0) So, kaleidoscope world was recorded and >written in 1994< and released in 1995. So, do you have a, any idea who is the sing:er or the rapp:er who recorded and written this song, Yuri?
155	FS10: The writ::er of the so::ng Kaleidoscope World is Francis Magalona. ↓
156	T: Very good. So, Francis Magalona is th:e singer or the writer, =the one also who recorded the song during 1994 and written in 1995.
157	So, ↑do you have any idea who is Francis Magalona?
158	MFS: rapper, rapper, rapper.
159	T: Yes, Adrian?
160	MS15: Francis Magalona is a rapper. ↓
161	T: Ehe, He is a rapper.
162	What ↑else, Yuri?
163	FS11: Francis Magalona is the King of rapper.
164	T: Very good! S:o, he was ↑known as the Father of Filipino rap as well as leading figure in Pinoy rap, okay. NEXT, so, NOW for this time, you ↑are now going to listen to the song.
165	So, everybody listen. You are ↑going to listen to the song and then as you listen to the song, imagine, you ↑have to imagine the things that you have ↑to accomplish.
166	>Is that clear?<
167	MFS: [Yes.
168	T: Okay, so, ↑are you ready to listen?]
169	MFS: Yes.
170	T: ↑Are you ready to listen?
171	S: Yes, we ↑are.
172	T: Okay, so let's now listen to the song.
173	((Music is now playing)).
174	T: So, now, for this time, as you listen to the song, I am ↑going to play again the song.↓
175	→Now for this time, but this time, you are ↑going to sing the [song. (3.0) So, you have your lyrics, right? So, if you know the song, try to sing it. ↓
176	↑Is that clear?
177	MFS: YEHE::Y]
178	MFS: Yes.



179	((Music is now playing again)).
180	T: So, as you listen to the song, I just give you seven minutes to accomplish the task that you need to do. So time starts now. ↓
181	((The students are now doing now their task)).
182	T: Work quietly, minimize your voice.
183	((Students are talking with their group mates)).
184	T: Two minutes left.
185	You just need to ↑do at least two.
186	One minute....
187	MFS: Yehey...
188	T: Time's up. Let's start with (3.0) =sige, let's start with group 5 followed by 2, 1, 3 and 4.
189	Let's start.
190	So, this is the criteria.
191	Everybody, listen.↓
192	Ideas presented 30 points, cooperation 20.
193	So, a total of 50 points.
194	So, let's start with group 5 representatives, who's the representative of group?
195	If there are someone speaking, what ↑will you do?
196	MFS: Listen.
197	T: Group 5, ↑let's start. (15.0)
198	It seems that you're not ready specially group 3. Let's start.
199	FS12: Good ↑morning Ma'am _____, good ↑morning classmates. This is the work of our group activity. As we listen this is the things that big ideas presented in the [song ()].
200	T: Louder your voice.]
201	T: Pssst.
202	FS12: The Kalei...=the Kaleidoscope represents many colors and the world is the symbol of each our individual uniqueness and differences. ↓
203	[It is a human diversity to make the world a good place to live in. It also spake..= speaks
204	about the current situation of world. Francis Magalona states that there are different kinds of people in our world () different experiences () Thank you for listening. I hope you understand.↓
205	T: Very good!]
206	T: Very good. Let us give them three (3) claps.
207	((Clap, clap, clap)).
208	T: Okay, next group, (5.0) next group.
209	MS16: Good morning Ma'am _____. Good morning classmates.
210	T: Face your classmates.
211	Psssst!



212	MS16: Good morning, Ma'am _____. Good morning classmates.
213	What do we have is () words that add value and meaning ().
214	Number 1: "Different voices, different choices."
215	This line (0.2) means that ↑ we people have many differences. But we have also common sides. ↓
216	And one of those common sides is (0.2) we live in the same (0.2) worl..=world and the same place. ↓
217	No. 2, "some live alone with no better half." (5.0)
218	This line also means (0.2) that we have our differences and some of us finds or >maybe most of us< finds our better half <but unfortunately some don't.>
219	No. 3, "others grieve while others curse."
220	<This line means that ↑others mourn for their loss while ↑others not to put the blame on others or themselves.>
221	No. 4, "And others mourn behind a big black hearse."
222	This has connection with the line from no. 3 <because the word grieve and mourn have some> >common denominators.<
223	<Some mourn behind because they don't want their loved ones to know that they're crying or saw, see a sudden cry because some people hide their feelings.>
224	And these are words from no 5. Some are friends and some are foes.
225	MFS: Yehey...
226	((Students are clapping their hands)).
227	T: Psssst!]
228	T: Okay, everybody, listen.
229	You just listen to the reporter.
230	Psssssst.
231	MS16: In the whole world we are over-suddenly relieve, you have realizes that the () that we have our flaws, our differences but we ↑shall live in harmony in its whole term.
232	No. 6, "Others lie while others some or some tell the truth."
233	T: Pssst!
234	MS16: Some choose to lie and fought for their mistakes, while others choose to tell the truth just like storytelling. ↓
235	T: →But if you ↑are listening to Heindrich he is good in explaining every line of the poem, or the song rather.
236	MS16: <While some choose to not, to not cover-up their mistakes or divide without incorrect but correct and say out loud.>
237	T: Pssst.
238	MS16: No. 7, "Some know it all, while some act dumb." <Some knows (0.2) what, what ↑are, what ↑are the cause of fights in the world. Or even that and some keep their goal while some know it all and upheaval.>



239	No. 8, "You can't talk peace and have a gun."
240	You can't want peace and put the gun to head of others. ↓ (4.0) In other words, you can't want peace and starts war.
241	No. 9, "Every color, every hue is represented by me you."
242	<This verse, the lines "every color, every hue" it's a metaphor for it represents by me and you or us. That even with all these differences we can still live, live in harmony and peace in the world.>
243	No. 10, the last one, "Take a look in the Kaleidoscope, spinnin' round, make it twirl in this kaleidoscope world."
244	<This last, this last verse is for us the most valuable because that's the world has wars fight with other countries but we still chose to cooperate and help others help one another to be able to live in harmony and peace.>
245	That's all. ↓
246	Thank you. ↓
247	T: Very good....
248	So, you have to remember. ↓
249	MS17: MA'AM SI ARVEY PO TALAGA YAN MA'AM EH.
250	T: Very good (0.2) very good din naman si Arvey.
251	Okay, so, you have to remember class that Kaleidoscope could refer to the different kinds of people >living in the world,< as you listen to ahh Ashanti's group, they said that okay.
252	We have individual differences and uniqueness. One character is different from the one character okay, next group, next group.
253	Group 1.
254	FS13: Ma'am.
255	T: Group 1, oh group 1, 1 minute.
256	FS14: >Good morning Ma'am _____.<
257	Good morning classmates. Here is the presentation of our group.<
258	T: Everybody listen....
259	S: [()
260	T: Louder your voice nak.]
261	S: [()
262	T: Louder]
263	S: How to help the people. ↓
264	Who tells the lie? ↓
265	What you can do to people? ↓
266	Francis Magalona describing that all people have differences and uniqueness. ↓
267	T: Okay, thank you so much. ↓



Fourth Session: Past Tense

Time Duration: 24:10

1	T: So, I want you to ↑bring out your notebook and turn your book on page 309. (24.2) Okay, ↑have you seen in page 309, task 11? (0.3) What is the instructions? Will you please read, Lina Rose.
2	FS1: Task 11: Language selection: Complete each of the following sentences by supplying the correct word, choose from the word pool below: ↓
3	T: Everybody, let us read (.) the word pool below. ↓ Go. Welcomed
4	MFS: Welcomed, came, used, worked, learned, , viewed
5	T: How about group 1?↓ Will you please read?
6	Go.
7	MFS: [welcomed, hahahaha
8	T: Word pool, welcomed.]
9	T: Again group 1. ↑Go.
10	MFS: Welcomed, came, used, learned, worked, viewed
11	T: Group 2.
12	MFS: welcomed, came, used, learned, worked, viewed
13	T: Group 3.
14	MFS: welcomed, came, used, learned, worked, viewed
15	T: Group 4.
16	MFS: welcomed, came, used, learned, worked, viewed
17	T: And then, last group. Go. Read.
18	MFS: welcomed, came, used, learned, worked, viewed
19	T: Okay, from the word pool below,↓ (.) I want you to complete each of the following sentence by supplying the correct word. ↓
20	Number 1, =will you please read and answer.
21	Yes, Ashanti? (8) No. 1. (12) What's the answer Ashanti?
22	They used (.) different ways to achieved freedom.↓
23	↑Is it used?
24	MFS: Yes,
25	No, learned.
26	T: What's the answer?↓ [They...
27	MFS: used, used, learned, learned, used.
28	T: Learned?
29	MFS: Learned, learned, used, learned



30	Learned, learned, used, learned]
31	T: >You analyze first.< Okay , everybody, listen.
32	<Before we answer the different statements, see to it th::at you've seen, you observe the different sentences.> ↓ (0.2) Sige, I will give you three minutes to answer the following sentences. ↓
33	>Answers only in your notebook.<
34	>Do it now.< =three minutes. (3:0.0)
35	Let's start?
36	MFS: Wait ma'am.
37	Wait po Ma'am.
38	T: Answers only. (21.1)
39	↑Who are still answering?
40	(3.0) 1 minute. (34) Let us check.
41	MFS: Wait ma'am.
42	T: Exchange notebook with your seatmate.
43	No. 1. Yes, Ashanti again. ↓
44	FS2: Learned.
45	T: ↑Is it learned?
46	MFS: NO, USED.
47	T: Correct.
48	1, used.
49	No.2, Lina.
50	FS1: The Filipino blood how to be brave to fight for freedom.↓ learned.
51	T: Correct!
52	The Filipino learned how to...to be brave.
53	No. 3.
54	Yes, Benjamin?
55	MS1: () Welcomed.
56	T: Correct.
57	Welcomed. (0.3) No. 4, Kenchin
58	MS2: () Came.
59	T: Correct.
60	And then the last number, Naomie.
61	FS3: The Filipinos worked hard to survive. ↓
62	T: Very good.
63	So, count the numbers of correct answers.
64	Who got five?
65	Very good.



66	Let us give them three claps.
67	MFS: ((clap, clap, clap)
68	T: Again three claps for those who got 5.
69	MFS: ((clap, clap, clap)).
70	T: Okay, <so WHAT FORM of the verb is used?>
71	<What form of the verb is used?>
72	Yes, Chiko.
73	MS3: simple past tense.
74	T: [<simple past tense.>
75	MFS: past tense]
76	<When did the actions happen? >↓
77	<When did the actions happen?> ↓
78	Heindrich.
79	MS4: In the past.
80	MS5: pa(h)st
81	T: In the past, (4.3) =<and then what tense of the verb is being used?>
82	MS6: Past tense.
83	T: Past tense of the verb.
84	↑ Can anyone here try to give me the meaning of the past tense of the verb?
85	<What is the past tense of the verb?> ↓
86	Yes, Lina?
87	FS4: We used the simple past tense to talk about action that happen (0.2) specific in the past.
88	↑ There can be new action happening or after another. ↓
89	T: Okay, so (0.2) we have the past action that are ↑ now finished. ↓
90	So, eh, will you please give me an example of an action that are ↑ now finished. ↓ Yes, Clarence.
91	MS7: The Filipinos ↑ survived difficulties in the past.
92	T: The Filipino::s [survived (0.2) difficulties in the [past.
93	MFS: survive (3.0) difficulties (3.1) in the past]...past.]
94	T: From ↑ this sentence, will you please identify the verb?
95	MS8: Ma'am
96	T: Axel?
97	MS8: survived
98	T: survived
99	T: If we are to identify the tense of the verb, what is the tense of the verb?



100	MS9: Ma'am, Ma'am.
101	T: la::n↑
102	Jadelyn↑
103	FS5: [Past
104	T: Past tense ↑of the verb.]
105	<So, Filipinos survived> difficulties in the past. Meaning to say there is a specific [time of the (0.2) past event.
106	MFS: TIME, past]
107	T: So another thing that we have to remember ↑is a situation in th::e (0.2) past.
108	Will you please ↑give me an example of a situation in the past.
109	Yes, Jamila? (5.2) Larson? (12.2) Christine?
110	FS6: I lived in Cebu for ten years. ↓
111	T: Okay, I lived in ten, =in Cebu for ten year.
112	Okay, what does it ↑mean?
113	↑Is that person ↑still living in Cebu?
114	MFS: NO.
115	T: No.
116	So therefore, (0.2) when we say I ↑don't I lived in Cebu for ten years.
117	There is a specific..ah ti::me where the person is living, okay.
118	So, he or she is the ahh does ↑not live in Cebu anymore. ↓
119	>Okay, another thing that you have to remember is< no. 3 used a, =used no. 3, a series of actions in the past.
120	What ↑does it mean?
121	Yes, Heindrich?
122	MS4: The past simple can also be used for the few action of the past happening for being one after the another.
123	T: Will you please give me an example?
124	MS4: The example of that is "The Filipino fought for ↑their freedom and promote ↑their own country as they loved ↑their own.
125	T: Since we are ↑dealing with the past tense of the verb, let us ↑read the following sentence =ahhh....following words.
126	MFS: find, view, contract, rise
127	T: And then, I ↑want you to give the past tense of the verb, you see in the following word.
128	No. 1 >and then you tell me if it's regular verb< or irregular verb. Yes Lauren?
129	Yes, Brent?
130	Kenji? Yes, Marilyn.



131	What is the past tense of the verb?
132	MFS5: Ma'am, Ma'am.
133	T: And ↑ is that a regular or irregular verb?
134	MS5: ()
135	T: Correct.
136	Regular or irregular?
137	MS5: Irregular.
138	T: Very good.
139	Next no. 2.
140	MS6: Ma'am.
141	T: Adrian?
142	MS6: ()
143	((The students are producing a productive noise)).
144	T: Correct!
145	Regular or irregular?
146	MS6: Regular.
147	MFS: hahahahaha
148	T: Yes, Xander?
149	MS7: Irregular.
150	T: No. 3 [(2.0) No 3.
151	Sakura?
152	MFS: Ma'am. Ma'am]
153	MS8: Construct.
154	T: Construct?
155	Construct?
156	Construct, Jaydilyn?
157	FS7: Constructed.
158	T: Regular or irregular.
159	FS7S: Regular ay irregular
160	T: Ha? ↑
161	FS7: Irregular.
162	T: ↑ Is it irregular?
163	MFS: REGULAR
164	T: regular verb.
165	How about no. 4?
166	MFS: MA'AM, MA'AM, MA'AM?
167	T: What is the past tense?
168	MFS: ((Students are producing productive noise)).



169	T: Pssst....
170	Anyone?
171	MFS: MA'AM.
172	T: Rise.
173	MFS: MA'::AM, MA'::AM, KANIN...MA'AM.
174	KANIN DA(h)W
175	T: You have to remember that a past tense or a simple past tense is different sometime to the past participle.
176	MFS: MA'::AM, MA::'AM.
177	T: Correct.
178	Regular, irregular.
179	MS9: Irregular.
180	T: >Irregular.<
181	↑What's the difference between regular and irregular verb?
182	When it comes to the transformation of the tenses of the verb?
183	Yes, Ashanti?
184	FS8: ()
185	T: Louder, louder.
186	FS8: In the regular verb, you change the (0.2) =in the regular past tense of the verb, you ↑change the spelling of the verb, the regular past tense of the verb, you just add -ed in the word.
187	MFS: -ed, -ed.
188	T: Very good.
189	Regular past tense of the verb, we are just ↑going to add -d or -ed just like construct, constructed, -d or -ed to make it in the past tense of the verb, but somehow if we are ↑talking about the irregular verbs ↑there are ↑changes that we need to ↑change, okay.
190	Just like these examples, you are going to change the spelling of the word, it could be one letter or two letters, okay?
191	NEXT, let us read the following: ↓
192	MFS: Talk, walk, laugh
193	T: ↑Will you please give me the past tense of the verb? Yes, [Marian, =↑what's the past tense of the verb talk?
194	MFS: hahahahahahaha]
195	FS9: Talked.
196	T: Correct.
197	How about walk?
198	Ken?
199	MF: hahahahahaha ((The students are teasing Ken.))



200	T: Ken?
201	MS10: Walked.
202	T: Correct. Walked.
203	How about laugh?
204	MS11: >Wag ako ma'am,
205	mali ako kanina ma'am.<
206	T: Justine?
207	MS12: Laughed.
208	T: Correct. Now , let us read the following words.
209	MFS: [talked, walked, laughed, fought, constructed, rose
210	T: talked]
211	T: →Will you please give me a sentence using the word 'fought,' Chicko.
212	MS13: People fought a battle a better game.
213	T: Chicko? Again, louder your voice again.
214	MS13: →People fought a battle a better game.
215	T: Very good.
216	NEXT, how about deal?
217	Yes, Christine Claros.
218	FS10: Our ancestors built, =built a house and passed through one generation to another generation.
219	T: Again, our ancestors...
220	FS10: Our ancestors built a house and passed through one generation to another generation. ↓
221	T: Ahh and passed? with -ed?
222	Through generation to another generation.
223	↑How about constructed?
224	Constructed?
225	Ted, constructed?
226	MS14: I constructed a ().
227	T: Next, how about ↑rose?
228	Heindrich?
229	MS15: After we defeated our enemies we rose to build our homeland. ↓
230	T: Very good!
231	NEXT, how about talked, Axel?
232	Talked?
233	FS11: I always talk to my classmates.
234	MFS: hahahahahahaha
235	T: "I always talk to my classmates" is in the present time.



236	How about talked?
237	MFS: tal(h)ked
238	Ahm, Ma'am.
239	T: Yes, Yuri?
240	FS12: Nakalimutan ko Ma'am
241	Yesterday, we talked [about(6.0) ahmmm
242	T: About.... on what?
243	Again?]
244	FS12: We talked about (3.0) onomatopoeia.
245	T: Onomatopoeia, how about laughed?
246	Yes, Drew?
247	You laughed, laughed.
248	How about laughed, laughed, past tense?
249	MS16: I laughed lasting.
250	T: Okay, since we are ↑talking about the past tense of the verb, will you please give me the different time expressions you are ↑using to identify whether if it's in the past form of the verb. ↓
251	Yes, Ashanti?
252	FS13: ().
253	T: Very good!
254	What ↑else?
255	MS17: Last time
256	T: Ben?
257	MS18: Last week,
258	MS19: last minute
259	T: Last year
260	MS20: Last year
261	T: What else?
262	MS21: Last day
263	T: Last day
264	FS14: A while
265	T: A while, perhaps.
266	→What ↑else?
267	FS15: A while ago, last month
268	T: A while ago
269	MS22: Before
270	T: Before. What ↑else?
271	FS16: A long time ago



272	T: A long time ago. →What ↑else?
273	Last night.
274	MS23: Century
275	T: Century.
276	Very good!
277	Okay, so, those ↑are the time expressions that you ↑have to remember in identifying the past tense of the verb. ↓
278	Now, for this time, you are ↑going to solve a puzzle using a past tense of the verb.
279	I ↑will explain the mechanics.
280	So what ↑are you ↑going to do with our activity?
281	You ↑are going to solve this cross-word puzzle.↓
282	So, we have the across.
283	We have also down.
284	So how ↑are you ↑going to do that?
285	Example, let us proceed to across.
286	Past tense of no. 2, find.
287	Try to observe no.2.
288	You ↑are going to solve across.
289	No. 2. Find.
290	So therefore, how many boxes, 1, 2, 3, 4, 5.
291	So, think of the past tense of verb find.
292	Sige, let us have that as an example.
293	Yes, Heindrich?
294	MS4: Found.
295	T: Found, very good.
296	So, F, O, U, N, D.
297	So, look at no. 2 down, down.
298	Past tense of 2, feel.
299	What is the past tense of the word feel?
300	So, we have how many boxes?
301	1, 2, 3, 4... 4.
302	MFS: 4
303	T: So, therefore, what (.)↑is the past tense of the word feel?
304	MS3: Felt.
305	T: Very good, Chicko.
306	Felt.
307	So you ↑are going to write felt, F, E, L, T.



308	So, ↑what's the problem with this cross-word puzzle? ↓
309	So, ↑what's the difficulties, if you commit a mistake in answering the across direction, you will be committing another mistake for the down direction.
310	↑Is that clear?
311	MFS: Yes.
312	T: So, ↑I will give you ten minutes to answer this cross-word puzzle. ↓

Fifth Session: Pliant like a Bamboo

Time Duration: 36:03

1	T: Okay, so let's start the discussion on the Pliant Like A Bamboo.
2	If you've seen the word or the title Pliant Like A Bamboo, what comes into your ↑minds?
3	Anyone?
4	Yes, Ashantei?
5	MFS: MA'AM, MA'AM, MA'AM
6	FS1: ()
7	T: Ag::ain?
8	FS2: Stand straight.
9	T: What ↑el::se?
10	Pliant Like A Bamboo, ↑what do you mean by that? (5.0) ↑What comes to your mind when you hear the word or the title Pliant Like The Bamboo?
11	(16.1) Anyone? Yes, Drew?
12	MS1: Ma'am, may tinatanong po.
13	T: Okay, the question is ↑what comes to your mind when you hear the word Pliant Like A Bamboo?
14	Yes, Jane?
15	FS3: Be ↑strong like a bamboo
16	T: Again?
17	FS3: Be ↑strong like a bamboo.
18	T: Be ↑strong like a bamboo.>What ↑else?< Heindrich?
19	MS2: I'm yielding like a bamboo
20	T: Ag::ain?
21	MS2: I'm yielding like a bamboo.



22	T: Okay, yielding like a bamboo.
23	So, therefore, let us ↑take a look at the picture of the bamboo.
24	→Will you please describe a bamboo tree, Carissa?
25	FS4: →It's ↑tall and colored green?
26	T: Very good.
27	→It's tall and green.
28	What ↑else?
29	MS3: Simple but strong.
30	T: →Simple and yet or but strong.
31	What ↑else?
32	Aside from that, yes Heindrich?
33	MS2: rigid and unyielding.
34	T: rigid and unyielding.
35	So, now, for ↑this time, let us proceed (0.2) to the author of the story, 'Pliant Like A Bamboo.'
36	It was written by IVY Mallari.
37	IVY stands for <Ismael Villanueva Mallari.>
38	Again who is the author of Pliant Like A Bamboo?
39	MFS: <Ismael Villanueva Mallari>
40	T: →Will you please describe who is <Ismael Villanueva Mallari?>
41	Yes, Jane?
42	FS5: →Ismael Mallari was one of the early in Filipino writer in English, he is ranked as leading literary critic in the Philippines. More than anything else, he was an essayist.
43	T: Okay, so, <he was an essayist.>
44	If ↑you are considered as an essayist, what does it mean? (5.0) So, Ismael Villanueva Mallari was considered as essayist.
45	What do ↑you think is the characteristics of an essayist?
46	Yes, Heindrich?
47	MS2: An expert in writing an essays.
48	T: Very good.
49	What ↑else?
50	T: Chicko?
51	MS4: ()
52	T: Again Chicko, louder your voice.
53	MS4: Creativity



54	T: Creativity.
55	What ↑else?
56	MS5: He's good at writing essay.↓
57	T: Very good.
58	So, now for this time, his hometown is in Malabon in Rizal Province.
59	So, his famous work i::s called the stranger which focuses mainly of a life of a regular person to good believing person.
60	And ↑he was also a teacher at the Philippine Normal University.↓
61	So, this one Ismael Villanueva Mallari. ↓
62	→The one who read =who wrote story Pliant Like a Bamboo so, but, but before that let us proceed to the different vocabulary words that you ↑might encounter while ↑reading the story. ↓
63	So, these ↑are some of the <unfamiliar> or hifalutin words that you can ↑see in the story. ↓
64	↑Will you please read number 1, Yuri.
65	MS6: No.1 Yield—to produce or provide a crop.
66	T: Yes, yield.
67	No. 2 [Laurence.
68	MFS: hahahahaha
69	MS7: Basahin lang.]
70	T: ↑Go, Laurence.
71	FS7: Hindi daw po siya pumapasok. Dali na.
72	((Students are pushing Laurence to participate)).
73	T: What's that?
74	MS8: Robust—Strong or vigorous.
75	T: Strong or vigorous.
76	No. 3, Heindrich?
77	MS2: Onslaught—>a fierce or violent attack.<
78	T: Correct.
79	No. 4, Jomari?
80	MS9: Locust—short-horned grasshoppers.
81	T: Number 5, Kelly?
82	FS8: Pestilence—epidemic disease.
83	T: No. 6, What's the word?
84	Yes, Axel?
85	MS10: Magna, =Magnanimity-generosity



86	T: Okay, so, you are ↑being generous.
87	Magnanimity.
88	No.7, Lina?
89	FS9: Morrow—the following day.
90	T: No. 8, Unperturbed.
91	Charles, what's the word?
92	MS11: unperturbed
93	T: Unperturbed.
94	Everybody, say the word, unperturbed. ↓
95	MFS: unperturbed.
96	T: What does it mean?
97	MFS: unconcerned
98	T: Unconcerned.
99	T: NEXT, Yes, no. 9, (0.2) Christine?
100	FS10: ()—accurate
101	T: accurate
102	T: No. 10. Adrian?
103	MS12: Vicissitude—a change of circumstance
104	T: circumstances
105	Next, no.11, Noamie?
106	FS11: Lark—a game or situation
107	T: 12, Chicko?
108	MS4: Perseverance—patience
109	T: Last Number, Drew?
110	MS13: Lavish—presented something in generous quantity.
111	T: So, these are some of the familiar, >unfamiliar words< that you encounter while reading th::e (0.2) story. ↓ Right? ↑ (0.2) I ↑will show you a video presentation of the story, you have to focus, you have to view, you have to observe the different things that happen in the story, based on (0.2) the story, Pliant Like the Bamboo by Ismael Villanueva Mallari.
112	((The teacher is playing the video)).
113	((Students are watching the video)).
114	T: Psssst.
115	Okay, what is the question, Heindrich?
116	MS2: Which one is the strongest of the two?
117	T: Okay, which one is the strongest of the two?



118	↑Is it the mango tree or a bamboo tree?
119	Let us find out.
120	(Now playing the video again).
121	T: ↑Do you like the story?↓
122	MFS: YES.
123	T: So, if you like the story, let's discuss it. ↓ (10.1) The first question is "As a Filipino ↑will you consider yourself like the bamboo? ↓
124	↑Why and [why not?
125	MFS: Yes.]
126	T: ↑<Do you consider yourself as the bamboo tree.> ↓ Benjamin?
127	↑Why and why not? (11.0)
128	Yes, Benjamin?
129	↑What will you choose a mango tree or a bamboo tree? Benjamin. (4.0) Benjamin, what will you choose? A mango tree or a bamboo tree? ↑
130	MS14: Bamboo tree.
131	T: Bamboo tree, why?
132	(5.0) Sige why?
133	Will you please give me a characteristics of a bamboo (0.2) that you think (0.2) <you are (0.2) an example of bamboo tree?> Yes,(.) Carissa?
134	FS12: Strong.
135	T: Strong, what ↑else?
136	Heindrich?
137	MS2: It's wise and know when to bow.
138	T: Very good! What ↑else?
139	So, let us go ↑back to my question, "As a Filipino, ↑will consider yourself like the bamboo? ↓
140	↑Why or why not?
141	Yes, Lina Rose?
142	FS13: →Yes, because the Filipino know to sway just like the bamboo, when they are () remain standing, remain and standing.
143	T: Remain and?
144	MS15: Remain standing after.
145	T: After that?
146	MS15: problem
147	T: Problem or hindrances
148	Yes, Jane?



149	FS14: →Even if we have a problem or circumstances in our life, we manage to survive and prove it we ↑are strong enough to fight for. ↓ T: Very good!
150	Yes, Heindrich?
151	MS2: →>We Filipinos are wise.<
152	>We ↑know when to bow our ↑heads specially when the Japanese came< to invade our country. ↓
153	We cooperate that in their faithfulness but then the American and the Filipinos and the Americans together sweep away Japanese in the Philippines but we still masters all, all traditions and cultures. ↓ No doubt to ours and whatever God offers us. ↓
154	T: Very well said.
155	→So, the bamboo tree was wiser, ↑why do you think that the bamboo tree is wiser than the mango tree?
156	Yes, Jadelyn?
157	FS15: Bamboo tree is wiser than the mango tree because, =because bamboo tree, bamboo tree was able to survive against the wind.
158	T: Very good.
159	The blow of the wind.
160	What ↑else, Heindrich?
161	MS2: Bamboo tree is wiser because if you noticed it is not rigid instead it stand with the calamity.
162	So, it bends its (), =it bends its body, and let the wind have its sway.
163	T: Yes, actually, it's not the body but it's head.
164	Right? ↑
165	We are ↑so humbled enough to accept or we are strong enough to accept whatever problems that we mi::ght encounter.
166	Next, so, for the Filipino we welcome any kind of life that God offer him.
167	Will you please cite those (0.5) examples of the ↑kind of life that we are welcoming, ↑is it a positive or negative?
168	MFS: positive
169	T: Positive, sometimes negative but ↑still we can manage.
170	We learn (0.2) <how to (0.2) solve that kind of problems.> ↓
171	Okay, so that is why he is contented, happy and at peace.
172	→As a student, ↑are you or =↑do you consider yourself as contended, happy and at peace.



173	MFS: Yes.
174	T: Yes, in what way?
175	(0.3) ↑When do you say that you are being contented as a student? (11.0) Yes, Jane.
176	FS16: ()
177	T: Through...
178	FS16: Please repeat the question.
179	T: Ah, the question is: ↑are you contented as a, as a student?
180	MFS: YES.
181	T: Yes, in what way?
182	Yes Yuri?
183	FS17: Happy and at peace.
184	T: Happy and at peace. Clarence.
185	MS17: ()
186	T: Okay, what ↑else?
187	Yuri?
188	FS18: I can say that I am contented as a student because God gave me the chance to, to, to ↑take a knowledge from a school.
189	T: Very good.
190	A::nd you have the opportunity to educate yourself. You are here.
191	You can study.↓
192	<Some of the children they can't afford to> or some of the parents they can't afford to (.) send their children to school.
193	So, you ↓are very lucky. ↓ You ↑are very fortunate and you belong to this (0.2) section, not only to this section itself but you ↑are here. ↓
194	You ↑are acquiring different knowledge from your tea(h)chers, from your classmates and from your colleagues.
195	Okay next, ↑are you happy?
196	MFS: Yes.
197	T: Right, now?
198	MFS: Yes.
199	T: In what way that you are not happy or you are happy, right now?(3.0)
200	Yes I am with my friends; I am with you; I am happy Ma'am.
201	What ↑else?



202	Heindrich?
203	MS2: I guess I am a happy person because I am here learning everything that I should learn and I know that even in this struggle, there ↑are people, my friends, my family even the teachers I have.
204	You help me to overcome all my struggles and become at peace.
205	T: Very good.
206	So, you ↑know what class, contentment and happiness is equal to peacefulness, right? ↑
207	>If you are happy and contented, if you are at peace<
208	you have a peace of mind.
209	Let us take a look at the picture. ↓
210	↑ What can you say about the picture? ↓ (4.0)
211	He is saying that life is sometimes it is up and sometimes it is down. (4.0)
212	↑ What does it mean?
213	First, question, you observe the picture itself.
214	↑What can you say?
215	Drew? (2.0)
216	↑ What can you say about the picture?↓ (5.0)
217	You observe the picture.
218	↑What can you say about it. ↓
219	Yes, Justine? (9.0)
220	Ashanti?
221	MFS: ((Students are talking each other)).
222	FS19: ()
223	T: Okay, very good.
224	So, the father is trying t::o help the daughter or his child during the times of calamities or typhoons. Okay, the monsoon season comes and he has to go undercover but then the sun ↑comes out again.
225	↑What does it mean?
226	During the typhoon, during the typhoon season, we can say that whatever happens, whatever it takes we survived with our family with the help of our family. ↓ It is not have no, =to worry about tomorrow. ↓
227	Tomorrow ↑will be only another day no winter of discontent.
228	Ganda noh?
229	↑What does it mean?



230	Tomorrow never ends, it always comes.
231	↑What does it mean?
232	He does not have to worry about tomorrow.
233	Tomorrow will be only another day.
234	No winter of discontent.
235	Trisha?
236	Lina?
237	FS20: The monsoon comes again but the, =the sun ↑will come out again.
238	T: Just like the so::ng the South Border, Rainbow, "There's a rainbow always after the rain,"
239	It means that...
240	Yes, Jadelyn?
241	FS21: It means that If you have the problem, you still have hope.
242	T: Very good.
243	The term or the word that we need envision is this, every tomorrow is a vision of hope.
244	>When we say it is a vision of hope,< what is the meaning of that?
245	Chicko.
246	MS4: ()
247	T: Every tomorrow is a vision of hope. Drew?
248	MS18: A new day of happiness and peacefulness.
249	T: Very good.
250	A new day welcome tomorrow.
251	What ↑else?
252	MS19: A new responsibility.
253	T: A new opportunity, a new responsibilities will come, Very good.
254	Next, (3.0) look at the different pictures.
255	No wonder that the Filipino can afford to laugh, whatever calamities, whatever trials is that, that comes along our way.
256	We Filipinos we manage to laugh.
257	Have ↑you seen the interview of the Philippines in Mindanao wherein they experienced earthquake but still they manage to laugh.
258	Right? ↑
259	>Whatever calamities are coming, typhoons are coming still we survived.<



260	Yes, Lina?
261	FS20: ()
262	T: Okay, next this one.
263	I know that you can easily relate to this picture.
264	And the Filipinos has often been accused of being indolent or lacking in initiative, these pictures will tell a lot.
265	Picture is about?
266	MFS: Juan Tamad
267	T: Very good. Juan Tamad and we Filipinos are accused of being indolent.
268	↑What do you mean by ↑indolent?
269	MFS: Lazy.
270	T: Lazy, very good, lazy a::nd lack of initiative. ↑What do you mean by that? ↑Are you ahh.. ↑Do you belong to those students who have lack of initiative. Sometimes, how about indolency? Or laziness. ↑Are you one of the students who ↑are being considered lazy? You ↑are being considered lazy. ↓You ↑are just trying to daydream that one day Ma'am _____ will ↑give me 98 in my Grade without ↑doing anything. Right? Sometimes like that. (3.0)
271	Okay?
272	So, in this picture we can say that we Filipinos should have proper ways, proper initiative in order for us to get what are the ↑things that we wanted.
273	Okay?
274	Next, ↑how about this one?
275	The Filipino, in fact, has way of escaping from the rigors problems of life.
276	Let us based our ↑answers from the different pictures. During the calamities, this one is the picture of evacuation area. ↓
277	What ↑else?
278	It could ↑be a father and a son.
279	One is praying, they ↑are queuing up.
280	Following lines.
281	Yes, Heindrich?
282	S: The picture tells that the calamity try but the Filipinos together help each other and gave others food or need, the others praying to their beliefs and stick to their Gods and the others to survive the calamity that onslaught in their life.



283	T: We, Filipinos, ↑are resilient, ↓ right? ↑
284	Whatever happens, we still manage to survive, okay? So, from the different pictures we can say that even though we don't have anything or >we don't have anything< whatever status that you have, whatever calamities that you (0.2) or that we may experience, still there are different (0.2) ways of (0.2) solving that kind of problem, ↓ and >at the same time, there are different ways< in order for us to (0.2) survive.
285	>It seems that we are< in the, what we call survival of the (0.2) fittest, right? ↑
286	O, next, WE ARE very lucky that we belong in the Filipino culture, Filipino beliefs and >at the same time,< we can speak at least three languages fluently.
287	We can speak Filipino. We can speak English, >and at the same time, Visaya and any other languages.<
288	Bu::t in the foreigner or foreign country, →they do not have to learn his language, of course, that is, that's their first language and our English is our oh Eng.. is only our second language.
289	So, from THESE different examples, we can say that we Filipinos still have to speak and fluently communicate well to other countries. (0.2)
290	↑Why is it that, <we Filipinos should be proud> to be a Filipino? (4.0) That's the last slide, ↑why is it that we Filipinos or should be proud of becoming a Filipino.
291	Anyone?
292	Heindrich again?
293	↑How about the others? ↓
294	Ashantei? (2.0)
295	↑Are you not proud to be a Filipino? (11.0)
296	Sakura.
297	Sakura, ↑are you not proud to be a Filipino?
298	Yes or no.
299	Yes, why?
300	Why?
301	MS20: Yes.
302	T: O, ↑how about the others?
303	↑Are you not proud to be a Filipino?
304	Yes, Lina.
305	The Filipinos are_____.
306	FS20: Because the Filipino are submissive but know when



	to act or fight.
307	And every [Filipino are good communicator.
308	The Filipino are good communicators to different races. Even if we have, we have too much problems, we can still manage to survive.
309	T: The Filipinos are] Okay, and we survive the different countries who conquered us.
310	Will you please name the countries invade the Philippines. →There ↑are how many countries being mentioned in the video presentation?
311	Yes, Axel?
312	S: →America, Japan and Spain.
313	T: Okay, will you please cite how many years were =we Filipinos are being invaded by the Spaniards.
314	Yes, Benjamin?
315	MS21: 333 years.
316	T: Okay, 333 years to be exact, right? ↑
317	But ↑still we manage to survive those countries.
318	And there ↑are different contributions given by these countries. ↓
319	Okay, so, o, last question.
320	↑Why is it that you are proud to be a Filipino?
321	Except for Heindrich.
322	↑How about the others?↓
323	Yes, Drew.
324	MS22: Even if we have too much problems we still manage to survive.
325	MFS: OOOHHHH.
326	T: Yes, Ashantei.
327	FS22: ()
328	T: Very good. So, we to remember that whatever problems that we might encounter, whether it could be positive or it could be negative, we have to accept the fact, the fact that we are Filipinos and we Filipinos do not, do not what?
329	Do not surrender in times of difficulties and problems.
330	Okay, so, questions about the story "The Pliant Like a Bamboo."
331	Question?↑
332	There ↑are different characteristics that we need to discuss in the story, Pliant Like a Bamboo.



333	Okay, now for this time, ↑will you please get your English notebook.
334	Let us check the activity by Heindrich and Chicko last time.
335	It is a true or false activity, right? ↑
336	MFS: Yes.
337	T: Okay, let us check.
338	Exchange your notebook.
339	No. 1, will you please read and answer.
340	Page 307.
341	No. 1, Lina.
342	FS20: Filipinos do not need to afford to any conference. (False)
343	T: Correct.
344	False.
345	Next, No.2. Jadelyn?
346	FS21: Only the problem that scares me ().
347	(True)
348	T: True.
349	Correct.
350	T: No. 3, Judea.
351	FS22: The Filipinos are submissive but know when to act or fight (true)
352	T: No?. 3.
353	MFS: 3
354	T: Yes, true. No. 4, Carissa.
355	FS23. They never learned to fight for their freedom. ↓false
356	T: False, No. 5 Joana
357	FS24: () False
358	T: No. 5?
359	FS24: True
360	T: True. No. 6. Joshua?
361	MS23: The Filipinos were rude to foreign conquerors. (Ture)
362	T: True. No. 7. Ashanty?
363	FS25: They are easily influenced by other people. ↓
364	(False)
365	T: No. 7?
366	MFS: False



367	T: ↑What is the statement? ↓
368	They are easily influenced by other people. ↓ Of course, false. No. 8, Christine. True.
369	FS26: ()
370	T: True. No. 9. No. 9 Jadelyn?
371	FS27: ()
372	T: Correct.
373	And then...
374	Yes, Aballa.
375	FS28: The essay give us an idea that Filipino identity is the product of other races. ↓
376	(True)
377	T: True.
378	Sige, count the numbers of the correct answers. ↓



Appendix N

Transcribed Audio-Recorded Data of Teacher B and Class B Utterances

First Session: Chinese Literature

Time Duration 42:25 minutes

1	T: All right, so we're ↑talking ab::out Chinese literature, ha, Chinese civilization, and as I have said Chinese language it has over twenty thousand characters and the Chinese, =an average Chinese can only memorize (0.2)up to [five thousand in his lifetime, ha, in the whole time that ↑he lives.
2	FS1: Five thousand]
3	T: So probably the Chinese ahh people can grow old as let's say 60 or 70 years old.
4	So, still what he can only remember from the the Chinese characters is... only five thousand, okay? ↑ Very difficult, diba? ↑
5	It's very difficult, okay? ↑
6	There ↑are some for your information there ↑are even Chinese people wh::o can just communicate in Chinese but they cannot ↑do it in writing, ha. ↑
7	They cannot ↑read any Chinese character. ↓
8	>Probably, they have< a (0.2) problem in their memory so they cannot remember the Chinese character, okay? ↑
9	↑That's wh::y, this is ↑one reason also why Chinese people ↑are very good in Mathematics, ha↑ kasi they ↑are very good in memorizing.
10	You know naman kapagka ah if it's a Math class diba↑ if it's a Math ,ah, lesson, you have to remember the formula, diba? ↑
11	Without the formula, you cannot ↑do the solution to the problem, okay. ↑
12	>So, it is similar to that,< okay? ↑
13	(2.0) So, the flag of China originally adopted on October 1, 1949.
14	So, the red in the Chinese flag it symbolizes the communi::st (0.2) revolution and, of course, this is the traditional color for Chinese people, ha? ↑
15	It's even ↑their lucky color, okay? ↑
16	>↑Is there anyone ↑here< who has a Chinese blood? ↑ Ha? ↑
17	MS1: Hahaha, Mon(h)selejo
18	T: Fro::m whom?
19	Mother? ↑
20	Father? ↑
21	H::a? ↑
22	Mother side.
23	↑Is your mother a pure Chinese? ↑
24	No or half-Chinese na.



25	MS2: Chinese mother
26	T: Pure Chinese.
27	↑Can you speak Chinese? ↓
28	MS2: No.
29	T: No, okay.
30	The::n, of course, in their fl::ag, ↑there is this large gold sta::r ha? ↑
31	This o::ne, =so, this symbolizes their ↑form of government which is communism, okay? ↑
32	And then the four smaller stars.
33	It represents the social classes of the people, oka::y. So, the Republic of China has an ↑area of 9, 597, 000 million square meters, =million square meters.
34	So, of ↑all the countries that we can ↑find in Asia, China is (.) the biggest. ↓
35	And since they ↑are the biggest, they have the largest population, ha, ↑ kaya nga sila mga nagkalat na sila even in Philippines diba? ↑
36	Hmmm... ↑what is the latest issue (3.0) in China and Philippines?
37	→Still in the West Philippine Sea (.) because they ↑are occupying the islands that is within the boundaries of the Philippines, diba? ↑
38	Okay, so the capital of China i::s [=Beijing.
39	MFS: Beijing]
40	T: And the famous landmark i::s =
41	MFS: [Great Wall of China
42	T: Great Wall of China, okay. ↑ (3.0)
43	Familiar of the Great Wall of China?↑]
44	MFS: Yes.
45	T: ↑Have you watched th::e...↑=have you watched the movie, "Great Wall?" Ha? ↑
46	MFS: Yes.
47	MS3: Not yet.
48	T: Sinong hindi?
49	Yes. Ha? ↑
50	Their enemies ↑are th::e(0.2) monstrous-like animals, diba?↑
51	MFS: Yes ma'am.
52	T: And the soldiers ↑are really in stationed in the Great Wall, ha?↑ Okay, so, their religions and beliefs of Chinese people ↑are Islam, over 22 million, Catholicism i::s 4 million, Protestant over 10 million. Yes.
53	MS4: Ma'am, nakakapunta ↑ba sa Great Wall of China ang mga turista?
54	T: Yes, it is, =it is one of their tourists' spots, ha? ↑
55	It's open for public to (0.2), =for tourists t::o ↑go there.↓ <You wanna go?<
56	ha? ↑ hahahahahaha
57	MFS: Hahahaha
58	T: Hahahhaha.



59	Okay, then ↑there are also atheist who doesn't believe in God. Okay, then, of course, Confucianism.
60	I hope yo::u remember this in your AP classes. ↓ Confucianism, of course with the famous Confucius.
61	Then, Taoism.
62	O, remember the stone Budha?
63	Ha? ↑
64	So, for Confucius, he is famous for his golden rule: "Do not ↑do unto others what you ↑don't want others to ↑do unto you."
65	↑What does that mean?
66	MS5: Huwag mong gawin ang mga bagay na ayaw mong gawin sayo.
67	T: Yan you translated it.
68	O, ↑what does it mean? (3.0)
69	Hm::mm. What, =what ↑does it tell us, the golden rule, ha? ↑
70	Aron?
71	MS6: If you ↑done something to someone, they ↑will always repay you back.
72	T: Yes, ha,↑ It has a principle of Karma, ha? ↑
73	That whatever you ↑do bad to other people, it will ↑come back to you, ha? ↑
74	So, whatever you ↑do good to other people, it will also come back ↑to you, okay? ↑
75	So, that's the Gold::en Rule.
76	Culture and tradition in Chinese.
77	So, again red is the (0.2) color specially in weddings.(2.0) Then, the most important event in China i::s > New Year<.
78	So, this is ↑not th::e ah typical new year that we celebrate from thirty fir= December 31st going to January 1.
79	<That is, New Year for us.>
80	Chinese New Year is different because (0.2) they have this ah Lunar Calendar.
81	So, it is based on the full mo::on, I think ha. ↑
82	(5.0) Th::en, they also have Lantern Festival (0.2) and the Dragon Boat Festival.
83	A::nd education in China has always been a highly-val::ue.
84	And the Great Master Confuci::us taught that >it is essential to learn< something, okay? ↑
85	Chinese s:tudents, they ↑are very studious; they ↑are very disciplined when it comes to their studies. When I was not yet a public school teacher, I had a chance ↑to work in China.
86	And I really noticed that Chinese students, you know, they ↑are very ah..., they ↑are very patient when it comes to studying ha ↑ when it comes to learning.
87	They spend ↑most of their day, ha,↑ parang ha, ↑ parang >nakatira na sila< sa iskwelahan, kasi they ↑start their classes as early as six in the morning and then they ↑end their classes at three o'clock.
88	And then after three o'clock, they have to ↑go to different learning centers to have extra hours studying English, studying their Chinese ha? ↑, Kasi nga you have to memorize their



	Chinese characters eh.
89	They ↑spend their extra time ↑to learn Chinese writing nila and even a::h 'yong mga musical instruments, ha? ↑
90	So, some of them, they ↑learn the pian::o, they ↑learn the violin, yan, they ↑are very much inclined to those kinds of ah ah activities ha? ↑
91	So, Chinese students, they ↑are REALLY REALLY busy, ↓ ha? ↑
92	↑How about you?
93	↑How busy are you as a student?
94	Ha? ↑
95	Busy texting ha, busy with the facebook, busy with the ML?
96	↑Am I right?
97	Ha? ↑
98	↑Who's not playing, ML?
99	NOT PLAYING!
100	↑Are you sure?
101	MFS: Yes.
102	T: NOT PLAYING?
103	FS: Oy, hindi na ako naglalaro.
104	MFS: kala mo mali
105	T: Hoy, may post si mama mo dati.
106	FS2: HALA MA'AM.
107	T: ↑Ha, [in the corners of your house, you and your kuya ↑are playing ML.
108	FS2: Si kuya yon ma'am.]
109	T: Sabi pa ni mama mo edouble [kill ko kaya tong dalawang to.
110	MFS: Hahahahaha]
111	T: O, hmm, I mean seriously, ↑who is really not into playing ML.
112	Yan ako ganyan.
113	You know my son, Grade 3 nagaaway kami kasi he wants to play ML pero ako talaga I limit his time. His cellphone is only during weekends. ↓
114	Yon lang talaga. Kasi I notice ha, ↑ if he is playing ML kasi in ML kasi diba↑ you cannot pause (3.0) the ↑game [diba? ↑
115	MFS: Opo.]
116	So nagagalit sya, nagagalit sya "MOMMY WAIT LANG EH MOMMY WAIT LANG MALAPIT NA NGA TO siguro he's attacking or whatever it is diba↑ yong ganyan? Nagiging ano, nagiging parang aburido, ↓ na nagagalit sya ha?
117	So, I refrained him from playing ML.
118	Only on weekends, okay. ↑



119	Then, Chinese has seven dialects: Mandarin, Cantonese and of course the other versions of other varieties of the Chinese language, okay? ↑ Chinese literature, I'll ↑ just go over this ha? ↑ mabilisan lang.
120	All right, contemporary, present age, and of course, the different dynasties in China.
121	In Philippine History, our history is divided into periods.
122	Diba ↑ we have the American Period, we have the Japanese Period.
123	Ah, these ↑ are the times when we were colonized by American, by Japanese and the, =and Spain. Okay? ↑
124	So, among those periods, ↑ which period has the longest, is the longest?
125	MFS: Spain, , Spain
126	T: It is Spanish Period, okay? ↑
127	That's ↑ why Filipino culture is very much influenced or very if not similar with the Spanish culture ha? ↑ Even our language ha? ↑
128	In fact, the numbers that we used diba? ↑ It is Spanish. ↓
129	Ang tagalog talaga ng numbers is isa, dalawa, tatlo but for us diba ↑ sometimes we use [uno, dos, tres?
130	MFS: Uno, dos, tres.]
131	T: Magkano?
132	Tres isa.
133	Mga those kinds of ano yong mga instances, okay? ↑
134	So, those ↑ are Spanish influence, okay? ↑
135	So, in China, their history is according to the dynasty, ↓ okay? ↑
136	(2.0) Yan, madami yan, ha, ↑ okay? ↑
137	< ↑ Where am I right now? >
138	(7.0) Okay, > so let's have this < vocabulary. ↓
139	So, in your notebooks, all you have to do is to write the answers ↓ ha? ↓
140	So figure out the meaning of each italicized word using context clues.
141	So, I'll show to you in the screen, the words in sentences and then siguro twenty seconds to answer.
142	↑ Write only the answer, ↓ okay? ↑
143	↑ Ready? ↓
144	Any paper that you have or notebooks, okay? ↑ ↑ Write only the answer. ↓
145	So, the... = ↑ here we go.
146	So therefore, the worthy Mandarin folio assemble the master molders and the re-knowned bellsmith of the empire and all men of great refute and cunning in foundry works. ↓
147	So cunning means _____.
148	↑ Choose one: innocent, expert, skillful.
149	↑ Write your answer. ↓
150	Foundry means a process, art of making plastics, art of casting metals, or art of painting metals. Okay, next, five four, three, two, one.



151	MFS: MA'AM, MA'AM
152	MA'AM, MA'AM.
153	T: Twenty seconds only. ↓
154	Therefore, the most have to be once more prepared and the fires rekindled and the metal be melted and all the work tediously and toilsomely repeated.
155	Rekindled means _____, lighted again, set on fire again, stop the fire. (2.0) Toilsomely means _____ with difficulty, lightly, or unmindfully.
156	And time's up.
157	Last one, number five.
158	And even as she cried, she leaped into the white flood of metal. ↓
159	Leaped means, to squat, jump or run.
160	(11.0) Okay? ↑
161	(4.0) So, everybody stop writing.
162	So, ↑ these are the answers. ↓
163	Be honest ha? ↑
164	Cunning means skillful. Foundry means art of casting metals.
165	Rekindled is to set on fire again, and the, number four is with difficulty.
166	Leaped means to jump, okay? ↑
167	↑How many got five?
168	MFS: ((Students are raising their hands.))
169	T: Oh very good.
170	Four?
171	Three?
172	Two?
173	One?
174	Zero?
175	Ha?
176	It's okay.
177	It's not recorded.
178	Okay? ↑
179	So, let's have this one. ↓
180	So, you are asked to close your eyes and be silent while you ↑are listening to a recording of bell sounds.
181	Never mind closing your eyes. ↓
182	All I want you to do is to listen. ↓
183	But I have to take it out of the screen kasi you will see the answer. ↓
184	Okay? ↑
185	So, please listen. ↓



186	(2.0) So, as yo::u listen to the different bell sounds, I ↑want you to ah identify what kind of bell sound is that?
187	Ha? ↑
188	Okay? ↑
189	(9.0) So, this is the first one.
190	T: Kring, kring (The first bell rings.))
191	MS8: Ice cream bell
192	T: kring, kring
193	FS3: Besikleta
194	T: Hmmm?
195	Kring, Kring
196	MS9: Ice cream
197	T: Kring, Kring
198	MS10: Kring Kring
199	T: ↑Raise your hand. ↓
200	↑What's your answer? ↓
201	MS11: Bicycle bell
202	T: It's a bicycle [bell.
203	MFS: Bell]
204	T: Okay, next. (8.0)
205	((The second bell rings.))
206	MFS: Fire bell
207	MFS: School bell
208	T: It's a school bell, fire bell or [fire alarm, no?
209	MFS: Fire Bell, alarm]
210	MS12: Sch (h) ool bell?
211	T: Sometimes, it's also a school bell ha? ↑
212	↑There are schools that ah that kind of bell signals dismissal time, ha? ↑
213	It's time to ↑go home. ↓
214	Okay, next. (11.0)
215	((Third bell rings.))
216	MFS: Alarm, Alarm
217	T: Alarm?
218	MFS: Ice cream
219	T: Yan ha.
220	So, this is th::e what we know is the ice cream bell. But what we call this really is the hand [bell. ↓
221	MFS: bell]



222	T: Kasi it's the smaller kind of the bell, okay? ↑
223	(8.0) Okay, last. (The fourth bell rings.))
224	MFS: Church bell, Church bell
225	T: That was fast ha? ↑
226	Okay, so that is a church (0.2) bell.
227	MFS: bell
228	T: Okay, now, so ↑why did I give you these different bell sounds?
229	Okay, let's try to answer these questions. ↓
230	Okay, let me go back to my slide.
231	Ops.
232	Oh.
233	↑Is it in the screen?
234	MFS: yes.
235	T: So, ↑what are you reminded of when you hear the bell sounds?
236	Let's start with the bicycle. ↓
237	↑ What were you reminded of? ↓
238	Ha?↑ Yes.
239	MS13: To get out the road when you ↑are =when you hear the bell.
240	T: To....?
241	MS13: To get out of the bell...=to get out of the road when you hear the bell.
242	T: But what ↑were you reminded of? ↓ It's a bicycle bell.
243	Your [child...hood, ha? ↑
244	FS4: Childhood]
245	T: ↑Diba your childhood is not complete without learning ↑how t::o bike?
246	MFS: bike
247	T: ↑Who doesn't know how to ride a bicycle? ↓
248	MS14: Karen
249	MFS: Hahahahaha
250	T: Oh my God.
251	You should ↑learn how to ride a bicycle.
252	Ha? Ha?
253	MS15: Ma'am maano naman kami masugatan
254	T: It's all right ha, ↑ okay?
255	→Kasi it all starts from the bicycle.
256	You cannot ride, >in the long run, you cannot ride in a motorcycle without learning how to bike,< diba? ↑ You cannot drive a car if you haven't experience riding a bicycle.
257	[Diba? ↑ It all starts from the basic.
258	And that is from our childhood, okay? ↑



259	MFS: Yes.]
260	T: ↑What about the ice cream bell?
261	MFS: Childhood
262	T: Yan also childhood. ↓
263	Ha?
264	Diba? We know, you know the bell are
265	aah...have you experienced that you, of all the ice cream vendors there is this one particular ice cream bell that you know that that is the vendor that you usually go to?
266	Diba? ↑
267	Parang yong taho diba↑ just like the taho.
268	MFS: Taho::ooo, tahoo::oooo
269	((Students are kidding in chorus.))
270	T: Pag nasa labas ang daming tumatawag ng taho pero alam mo yong taho na palagi mong binibilhan.
271	Diba? ↑
272	Okay, ↑how about, ↑how about the church bells? ↑What does it remind you of? Th::e,
273	Paula.
274	FS5: ()
275	T: Very good.
276	It's about the mass.↓
277	Especially now that we are in the ↑ber-months. Diba?↑
278	First mass, so you will hear again the sound of the church bell.↓
279	And what ↑else?
280	Weddings, diba? ↑
281	It's also the church bells. ↓
282	Okay, so let's have now the why bells because the folktale that we will have for today is "The Soul Of The Great Bell."
283	Ha? ↑
284	Folktale.
285	Any idea of what a folktale is?
286	Folktale, what kind of story is the folktale?
287	A [traditional story? ↓
288	Ha?↑ It's a.....Yes, Paula.
289	MS16: A traditional story]
290	FS5: A story from a certain place.
291	T: From a certain place? ↑
292	Origins from a certain place? ↑
293	Hmmm, probably.



294	Other answers?
295	Ha? ↑
296	Camera, any idea?
297	A...
298	FS6: A story that of someone.
299	T: Okay.
300	Probably. Ha? ↑
301	→So, a folktale is a kind of story that is passed on by mouth.
302	Ha? ↑
303	So, it is passed on from one generation to another. So, when we talk about folktale, it is very difficult to make a documentation of a folktale because you will never know what is really the original story. Ha? ↑
304	Because every time it is passed on, it will always have a different version. ↓
305	↑Do you understand?
306	Ha? ↑
307	So, we are done with Korean folktale.
308	So, now we go to Chinese folktale.
309	So, the title is "The Soul Of The Great Bell."
310	MFS: Bell.
311	T: Ops. Okay.
312	((Video is playing)).
313	T: Psssst. Listen.
314	Okay.
315	↑Did you understand?
316	↑Is it clear?
317	The story?
318	With you?
319	MS17: Totoo yong kwento?
320	FS7: Shimpre hindi.
321	T: So, <Let's try to discuss the story (5.0) using the story wheel.>
322	Okay, so, this i::s the story wheel.
323	Can you ↑see at the back?
324	Ha? ↑
325	Okay.
326	So, the story wheel, it consists of the basic questions ha↑ in understanding the story, Wh-questions.
327	Okay? ↑
328	So, let's ↑try to have the first one. ↓
329	Who ↑are involved? ↓



330	Who ↑are the characters? ↓
331	MFS: Kongay
332	T: One is Kongay.
333	Kongay is the daughter. ↓
334	[Kwan Yu, the worker (right?) and the [father of Kongay.
335	MFS: Kwan Yu]
336	Kwan Yu, Kwan Yu.
337	Father
338	Kongay]
339	T: And, of course, is [Yong Lo.
340	MFS: Yong Lo]
341	T: Okay? ↑
342	MS18: Sino si Yong Lo?
343	T: Yong Lo is the Emperor. ↓
344	Okay, second question.
345	Ah, where did this happen? ↓
346	Where? ↑
347	MFS: China
348	T: Obviously, this is from (3.0) China, because this is a Chinese folktale.
349	MFS: China.
350	T: Okay? ↑
351	Let's ↑go to (2.0) here.
352	When ↑did the story take place ↓ or when ↑did the [action take place? ↓
353	MS19: Ming Dynasty]
354	T: During th::e... Very good. [Ming Dynasty
355	During the Ming Dynasty.
356	↑Is my spelling correct?
357	MS19: Ming Dynasty.
358	Yes.]
359	T: Thank you.
360	Next.
361	Here.
362	↑What happened? ↓
363	Let's just ↑cite the important events in the story. Let's go first to the Emperor.
364	↑What does the Emperor want?
365	MFS: Make. Make a bell.
366	T: To make a:: (2.0) bell.
367	MFS: perfect bell.



368	T: Specifically, the emp... emperor's instruction is to make a bell composed of three metals, right? ↑
369	Gold, [silver and brass.
370	MFS: Silver, brass]
371	T: The brass that we know is bronze.
372	Ha? ↑
373	It's the same.
374	So, these elements.
375	Oh, ↑do you remember in your Science classes? ↓
376	↑Have you studied th::e Periodic Table of Elements? ↑Do you remember?
377	MFS: Yes. Opo.
378	T: ↑What's the symbol of gold?
379	MFS: Au
380	T: Au, very good.
381	↑How about silver?
382	MFS: Ag.
383	T: ↑Are you sure?
384	MFS: Opo. Opo.
385	T: Kasi I'm not su(h)re eh hehehehehe
386	Ha, Ag really? ↑
387	↑How about bronze? (3.0)
388	Diba, ↑ bronze is like cop::per?
389	MFS: Copper
390	T: Am I right? ↑
391	In the periodic table diba? ↑
392	This is Cu.
393	MFS: Cu
394	T: O diba ↑, biglang science class, okay? ↑
395	No? ↑
396	I just want to see if you remember, diba? ↑
397	So, all these three elements. The emperor wanted the bell to be composed of these three elements.
398	BUT, ↑[what is the problem?
399	Ha? ↑
400	↑What's the problem?
401	MS20: She can't...]
402	T: Anyone?
403	O, yes anak?



404	MS21: All the materials can't mix.
405	T: Very good.
406	All these elements in some way or another cannot mix together. ↓
407	Ha? ↑
408	Two times, they try.
409	The first attempt it was [unsuccessful.
410	MFS: Unsuccessful]
411	T: Ha? ↑
412	It will not just mix together. ↓
413	The second try ↑still it is unsuccessful it was even worse diba↑ kasi when they ↑try to pass the bell, the bell ↑will crack.
414	Ha? ↑
415	Okay, s::o, because of the two attempts, two unsuccessful attempts, the Emperor got angry.
416	So, what did ↑he said to Kwan Yu?
417	He sent it a letter.
418	MS22: A letter
419	T: It's actually a letter of (2.0) death.
420	It's like a letter of execution.
421	Ha? ↑
422	That ah for the third time and ↑still he will fail the making of the bell then he ↑will be what?
423	→He will be executed.
424	→He will be beheaded.
425	↑What does it mean beheaded?
426	MS23: Gaganunin gigilitan.
427	MS24: Tatanggalan ng ...
428	T: Gaga(h)nunin hahahhahha
429	T: Ha? ↑
430	Puputulan ng leeg.
431	Ha? ↑
432	Beheaded, okay? ↑
433	Now, so, ↑how come ah pano na si Kongay?
434	Ha? ↑
435	So, from that problem Kongay comes in.
436	MS25: He jump in the balon.
437	T: So, it was Kongay who was able to receive the letter and from then she knew that
438	her father is in great (2.0) danger. ↓
439	MFS: Danger



440	T: So, to help his father () ah, she sought what?
441	MS26: Jewel girl
442	T: Jewel girl?
443	Ha? ↑
444	MS27: Ma'am, astrologer.
445	T: The astrologer ha? ↑
446	It's like a fortune teller ha? ↑
447	The astrologer okay? ↑
448	So, >when she went to the astrologer<, the astrologer told her that the only way for these elements to be mixed is to sacrifice a what?
449	MS28: Maiden
450	FS8: Virgin girl
451	T: A virgin. What does this word mean, virgin. ↓
452	↑Are you a virgin, like a virgin, touch by the very first time.
453	MFS: Ye(h)s. Hahahahaha
454	T: Ha? ↑
455	It's a song.
456	You know that?
457	MFS: Opo, ma'am.
458	T: Oy Madonna yon ha? ↑
459	Wag kayong ganyan ha? ↑
460	The virgin, it doesn't only mean that one has no experience in sex.
461	MFS: (Students are talking altogether).
462	T: It's not like that ha? ↑
463	If it's a virgin, then that person means that she is single.
464	She is not married to anyone.
465	That is a virgin, a maiden.
466	↑Do you understand?
467	So, we need to sacrifice a maiden.
468	So, the elements will be mixed together.
469	Okay, NOW, so from there, from the astrologer, ah, Kongay already knew what she had to do.
470	So, in the end what ↑did she do? ↑
471	FS9: She leap.
472	T: She leaped in [th::e in the flood of metals.
473	MS29: Bed.]
474	T: Ha? ↑
475	Kung saan tinutunaw ang mga metals. ↓



476	Don, she leaped in there.
477	Nag jump na sya doon. ↓
478	Okay? ↑
479	She e, a it only means that she sacrifice herself to save her [father. ↓
480	MFS: Father] ↓
481	MS30: Wife
482	T: Okay, now, were ↑they able to make the bell after that sacrifice?
483	MFS:Yes
484	T: Definitely, yes.
485	And it () =it even sounded (2.0) very well, very good and the bell can be ↑heard, =the sound of the bell can be ↑heard from miles and miles.
486	Okay? ↑
487	So, that's the story of ahh The Soul Of The Great [Bell.
488	MFS: bell]
489	T: Ay, we are not done yet pa pala. ↓
490	What happened? ↓
491	Now, ↑why did the author tell this story? ↓
492	→Because, the author wants us to learn the idea or concept of...
493	MFS: sacrifice
494	T: sacrifice, okay.
495	↑How about this question in the story wheel?
496	↑How is the story told?
497	MFS: narrative
498	T: Ha?↑ Narrative ha?↑
499	↑What point of view?
500	↑Is it the first person, second person, or third person?
501	MFS: Second person
502	Third person... third....
503	T: Hmmm Macbeth. hmmm
504	Walang ganun ha? ↑
505	O, ,this is in the third [person point of view.> ↑Can you explain to me, third person?
506	↑What does it mean?
507	Third person point of view?
508	MFS: person point of view]
509	MS31: Nakikita yong gawa nya.
510	T: First person is you, diba? ↑
511	Ikaw mismo na nagsasalita.



512	Second person i::s (2.0) the person you are ↑talking to. Third person i::s (2.0) the other person that does not includes ah that is not included in the conversations.
513	MS32: [Di ka kasali sa...
514	T: →So, in the story, it is the third person point of view because we have a separate character which serves as our narrator.]
515	↑Do you understand?
516	Ha? ↑
517	So, it is not Yong Lo who is telling us the story. ↓
518	It is not Kwan Yu and it is not Kongay, okay? ↑
519	So, we have a narrator who tells us the story, that is third person point of [view.
520	MFS: view]
521	T: Okay? ↑
522	↑Is this clear?
523	MFS: Yes.
524	T: All right. (8.0)
525	So, the author is trying to ↑teach us sacrifice.
526	So, ↑what is your idea of sacrifice?
527	↑Is it always Aron who is raising his hand?
528	Ha? ↑
529	↑How many are you in this class?
530	MFS:Fifty.
531	T: O, (4.0) ↑how about the others?
532	O, Merma.
533	MS33: We'll ↑do everything to that person. ↓
534	T: Yan, you ↑do everything for that person. ↓
535	So, my question is (2.0) when it comes to sacrifice, ah does it always have a death in sacrifice?
536	MFS: NO
537	T: NO, of course not, hindi kailangan palagi may namamatay just to show the concept of sacrifice.
538	MFS: Sacrifice.
539	T: Ha? ↑
540	In our own little ways, we can also have, or we can also, ah, give sacrifice.
541	How? ↑
542	Sige nga, can you give me instances?
543	Yes, anak?
544	MS34: Giving your baon ma'am.
545	T: Giving yo::ur baon.
546	Yes, that's true, ha? ↑



547	If you know that your classmate is hungry and he doesn't have the baon diba? ↑
548	It doesn't mean that you have to give him the money that you have diba? ↑
549	Just...just sharing your food to your hungry classmate. ↓
550	It is already a sacrifice.
551	O, what ↑else?
552	MS35: Giving a toy.
553	T: Hmmmm. Giving a toy to your younger brothers. Nagpaparaya.
554	↑How, ↑how do you say nagpaparaya in English? →Sacrifice nga yon diba?
555	MS36: Releasing
556	T: It is sacrifice.
557	Ha? ↑
558	Ang hirap kasi ng direct translation eh diba?
559	Ha? ↑
560	Kayo pa naman you are always asking ma'am, ↑what is the English of ganito ganyan.
561	Ha? ↑
562	Kelangan ipaintindi nyo naman sa akin wha...wha... ↑what is your context in your words diba? ↑
563	Before I can translate it.
564	Okay? ↑
565	So, ↑are you willing to sacrifice just for the people you love?
566	MFS: Yes,yes.
567	T: Of course, definitely. ↓
568	Okay, this one.
569	Everybody please read.
570	MFS: LOVE REQUIRES SACRIFICE ALWAYS.
571	T: Agree or disagree?
572	MFS: Agree.
573	T: Agree, okay.
574	Explain.
575	Hmmm.
576	↑Why do you agree?
577	Ay, it's always Aron.
578	Another one, ha?↑
579	FS10: Ma'am si Edison.
580	T: Samiray, you want to say something?
581	O sige, louder anak ha? ↑
582	FS11: When you love someone
583	((Her classmates are teasing her.. Nakarecord yan ma'am?))



584	FS11: If you love someone, you need to sacrifice.
585	T: Kayo naman eh.
586	Of course, in loving, it is a...we can always equate that with sacrifice.
587	Diba? ↑
588	Yes, anak.
589	↑What do you want to ↑say?
590	Ikaw, O.
591	You were ↑raising your hand diba? ↑
592	(6.0) ↑Have you loved someone? ↓
593	FS12: If you love someone, you need to sacrifice.
594	T: If you love someone, you need to sometimes, you need to sacrifice diba? ↑
595	Even if you have to let her go.
596	Yes, letting go someone that you love that really means sacrifice.
597	Because, you will sacrifice your own [happiness. Diba? ↑ Very good.
598	That is sacrifice.
599	So, love requires sacrifice always.
600	Okay, this is fo:r group performances tomorrow. But I will discuss that with on our next meeting, okay? ↑
601	Any question about our lesson today? ↑Yes, nak.
602	Ha? ↑
603	Okay, so, that's all for today.
604	Thank you .
605	Amethyst, goodbye.
606	MFS:happiness]
607	S: Goodbye ma'am _____.

Second Session: Fact and Opinion
Time Duration: 17:17 minutes

1	T: Okay, good morning eight amethyst!
2	MFS: Good morning Ma'am _____.
3	T: Okay, before I introduce to you our lesson, again let's try t::o answer some of the riddles.
4	Ha? ↑
5	MS1: C
6	((Students are laughing)).



7	T: Hahaha.
8	Okay, so I am your ability that you can find in charts.
9	MFS: C
10	T: Ha? ↑
11	Can you please raise your hand and give me the answer? O.
12	MS2: C
13	T: Ve(h)ry go(h)od.
14	MFS: hahahahahaha
15	T: ha? ↑
16	Lete::r
17	MS2: C
18	↑Why letter C?
19	→Because we have the ability t::o.
20	MFS: SEE.
21	T: →And C can be found in the spelling of chart.
22	MFS: Chart.
23	T: No. 2, okay.
24	I am first in final, ↓ Aron?
25	MS3: F.
26	T: (h) Let(h)ter F.
27	MFS: F.
28	T: Okay, next.
29	O this one, ha? ↑
30	(8.0) I ↑am a vitamin that you can get in squash but never in grass.
31	MFS: hahahahahaha
32	T: I ↑am a vitamin that you can get in squash but never in grass.
33	MFS: A, A, S, S, A,A, vitamin
34	T: Vitamin?
35	MFS: S
36	T: Vitamin S? ↑
37	↑Are you sure about th(h)at? ↑hahahaha
38	MFS: A, A.
39	MS4: vitamin Q
40	T: Raise your hand.
41	Ha? ↑
42	Vitamin that you can get in [squash (2.0) ha, ↑
43	MS5: Tiki-tiki]
44	T: Ha? ↑



45	FS1: Vitamin A
46	MS5:Tiki-tiki
47	T: Yes, vitamin [A, ha. ↑
48	MFS: A]
49	T: ↑What is a squash, pumpkin?
50	Kalabasa, diba? ↑
51	We can get vitamin A from squash.
52	Can you get vitamin A from grass?
53	MFS: NO.
54	T: Of course not, okay. This is the last one. ↓
55	I am the sound of a three-letter word, kind of drink that is healthy for the body. ↓
56	MFS: T
57	T: Three-letter word kind of drink?
58	T: ↑What's your answer? ↓
59	Lett::er...
60	MFS: T, T.
61	T: ↓Why letter T?
62	↑What drink is a three-letter word?
63	MFS: Tea, Tea.
64	T: T, E, A.
65	Okay, so, from the answers in the riddles, we have letter C, we have letter F, A, C, T.
66	So, if you mix those letters, ↑what word can you form?
67	MFS: FACT.
68	T: Very good. It's fact ha?. ↑
69	Everybody say fact /fact/.
70	MFS: FACT.
71	T: ↑Can you please emphasize the sound of letter t at the end.
72	MFS: FACT
73	T: FACT, because if you don't do that, (0.2) it will mean another thing, ha? ↑
74	And it will mean a very very bad word.
75	↑Do you understand?
76	MFS: YES.
77	T: Okay, again everybody say FACT.
78	MFS: FACT /-t/
79	T: I don't hear the sound of T. /FACT/
80	MFS: FACT./+t/
81	T: Good, okay ne(h)xt
82	okay.



83	MS6: Replayan mo yan ah! hahahahahaha
84	T: Hahahaha.
85	Okay, look at these examples.
86	French fries taste better with ketchup.
87	Okay, second.
88	MFS: Sunday is the best day of the week.
89	T: ↑What's this?
90	MFS: Opinion.
91	T: Very good!
92	So, this is the example of opinion. ↓
93	Okay? ↑
94	In short our lesson for today is about fact and opinion, okay?
95	MFS: fact and opinion. Okay? ↑
96	O, everybody ready with your pens.
97	This is the lecture that I want you to copy as we discuss.
98	Fact is something which can be verified with evidences and it's probable, observable and measurable.
99	Okay? ↑
100	Fact can be considered as universal truth.
101	Ha? ↑
102	You can never be mistaken with a fact, okay, ↑ →because it's probable, observable, and measurable, okay? ↑
103	(27.0) Finished? ↑
104	MFS: Not yet.
105	T: All right, next line.
106	So, next.
107	Facts can ↑be proven by rely, reliable authorities, such as no.1: statistics, ha? ↑
108	Anyone ↑here who has an idea on statistics?
109	Ha? ↑
110	Fact can ↑be proven by reliable authority such as statistics.
111	↑What is statistics?
112	Ha? ↑
113	→Statistics is something that present data. ↓
114	Ha? ↑
115	Valid and reliable data to prove a study, to prove a research, okay, because if something is proven through a study or research it is already considered a fact, okay? ↑
116	Kasi a study becomes a theory and theory is always proven by statistics.
117	Okay? ↑



118	Then facts can also ↑be proven by scientific law, so, anything that goes or proves ahh....=anything that is proven through science that is considered fact. Okay,↑ then history book, of course, anything that is written in history it cannot be altered anymore, once it is written in history. ↓
119	It means it already happened in the past.
120	And what happened in the past, we cannot change it anymore.
121	Okay? ↑
122	Governmental laws, of course, the law that we obey that we must obey, that we must follow and through observation.
123	For instance, you see an apple and the apple is red. Ha? ↑ It's already a fact because you've seen it ha?↑ already.
124	Eh, babaguhin mo pa ↑ba, nakita nyo ng pula, sasabihin nyo pa bang green?↑
125	Diba↑ kung nakita nyo na agad then you have observed it , so, we considered it a fact.
126	Okay? ↑
127	Next one, example of fact.
128	Ferdinand Marcos is the former president of the Philippines.
129	↑Do you agree?
130	MFS: YES.
131	T: Ha? ↑
132	Yes.
133	So, this is a fact.
134	↑What proves that is a fact?
135	MS7: Because of history.
136	T: Very good!
137	It is through history.
138	Totoo naman diba? ↑
139	That President Marcos once became was the President of the Philippines.
140	Okay? ↑
141	Next, (7.0) okay.
142	Let's have opinion.
143	So, opinion is something which cannot ↑be proven and they are based on someone's thoughts, feelings and understanding. ↓
144	In short, an opinion is someone's point of view, your own personal judgment, okay? ↑
145	So, your judgment maybe agreed upon by someone, pwede rin namang hindi, diba? ↑
146	Ha? ↑
147	So, it is an opinion.
148	(8.0) Okay.
149	O, next slide...sige



150	(14.0) okay.
151	O next one.
152	So, example of opinion, President Duterte is the best president, okay.
153	↑What makes this an opinion?
154	Ha? ↑ <Because>....ha? ↑
155	FS3: hindi sure
156	T: Hindi sure....
157	FS4: Para sa akin... para sa akin.
158	T: Can you say it in English please?
159	Hmmm.
160	What makes this statement an opinion?
161	Aron?
162	MS8: Someone only think that President Duterte is the best.
163	T: Yeah, >because only the one who is giving the statement< thinks that President Duterte is the best president. ↓
164	Of course, some may not agree with the statement, okay?↑
165	So, again, there ↑is a personal view.
166	There ↑is a personal judgment in the statement.
167	So, this becomes an opinion.
168	Okay? ↑
169	Next, there ↑are key points that we need to rememb::er in order to identify (3.0) a fact from opinion. So, one, ↑do you use facts to add credibility to an opinion, it is ↑still an opinion? ↓
170	There ↑are times that we make a judgment or there ↑are times that when we give our reactions or point of view, when we give our opinion, we based it from facts, although we based it from facts, we cannot declare that our statement is a fact. Still, it is opinion.
171	↑Do you follow what I'm saying?↓ Ha?↑
172	For example, ang statement ninyo ay "Si President Duterte ay marahas sa kanya::ng pamamahala s::a droga. ↓
173	Okay?↑
174	↑Ano yong naging basis ng judgment ko na yon? Pwedeng yong mga nababalitaan natokhang.
175	Yong mga suspect na nababaril diba? ↑
176	Yong kaliwat kanang nababalita.
177	Yong mga extra-judicial killing.
178	So, these ↑are all news that are proven that we encounter everyday. ↓
179	Diba? ↑
180	So, although there ↑are reports, ahh there ↑are police reports that back up by opinion, ↑still a statement is considered as opinion.



181	↑Am I clear with that?
182	Ha? ↑
183	Okay, key point no. 2.
184	Though an opinion maybe widely accepted, it does not make any fact , even if your opinion is agreed upon by a big number of people, ↑still it is an opinion as long as there ↑is a personal judgment included in the statement.
185	Kahit may kapareho ka pa.
186	Kahit 100% pa kayo dito sa section ninyo nag agree kayo sa iisang opinion, ↑still it is an opinion. ↓
187	↑Do you understand?
188	Okay? ↑
189	Any question so far?
190	MFS: None.
191	T: None.
192	Sige nga, ↑can you give me your own example of fact and opinion?↓
193	Sige...pwede hmmm let's start with a fact.
194	Give me one fact.
195	Hmmm anyone?↑
196	Yes?
197	MS9: Emilio Aguinaldo is the former President of the Philippines.
198	T: Very good!
199	Emilio Aguinaldo is the former President of the Philippines.
200	↑What's your basis that makes it a fact?
201	MS9: History.
202	T: Very good!
203	It is a through history.
204	O, ↑what about opinion? ↓
205	MS10: ()
206	MS11: Google mo na lang.
207	T: ↑What's your sentence ba? ↑
208	Ha? ↑
209	MS12: When you dip your fries in it is delicious.
210	T: When you dip your rice in icecream...
211	MS12: When you dip your fries to icecream...it is delicious.
212	T: →Ahh rice naman ako bingi, ha? ↑
213	When you dip your fries in sundae, it is delicious... ginagawa ko rin yan.
214	Ha? ↑ Although I agree with your statement, still it is an opinion.↓
215	Very good, okay? ↑



216	Next, so these ↑are the signal word that may help us identify the fact from opinion.
217	So, if you see these words, automatically it will give you a <clue th::at the statement is an opinion.> Okay? ↑
218	So, first the word 'maybe' second is 'perhaps' next is the best or worst,
219	Diba↑ kanina yong sentence natin. ↓
220	President Duterte is the best president. ↓
221	Okay,↑ no.4. Probably and no. 5 is apparently ha? ↑
222	O, there ↑are only a few signal words.
223	There ↑still more but once you encountered statement or anything that you ↑are reading.
224	Ha?↑
225	It ↑will give you a clue that it is an opinion.
226	Okay? ↑
227	Question?
228	T: Yes, Wacky?
229	MS13: Pwede po bang maging fact ang opinion?↓
230	T: If an opinion is proven, give me an example. ↓
231	It can ↑be a fact if it's proven don sa mga binigay na basis kanina.
232	If proven sa Science.
233	Ha? ↑
234	If it can ↑be proven through statistics.↓
235	Ha? ↑
236	Halimbawa, sinabi mo na...uhmm ang statement mo ang opinion mo ay "Boys are smarter than girls."
237	Papano natin mapoprove na tama yong opinion mo?
238	Ha? ↑
239	We can ↑use statistics in that case.
240	Diba?↑
241	So, halimbawa, gumagawa na namn kayo ng survey. ↓
242	Kung meron kayong valid and reliable survey na ginagawa na totoong nagsasabi na mas maraming boys ang nagkakaroon ng honors, ng achievements, mas maraming boys ang nabibigyan ng recognition academically, then we may say that your opinion can turn to a fact.
243	↑Is this clear?
244	Ha? ↑
245	But to prove an opinion to be a fact, dadaan siya sa ahh dadaan siya sa process kasi nga kailangan ay statistics.
246	Ha? ↑
247	Ito yong mga ganito, ito yong mga nangyayari in researches and studies.



248	Okay? ↑
249	Kasi in studies and researches, you ↑are trying to make a theory diba? ↑
250	Meron kayong iniisip na problem na sa tingin niyo mabibigyan niyo ng solusyon.
251	Ha? ↑
252	Meron kayong ipoprove na point, then you have to prove your point correct only through statistics, only through Science.
253	↑Do you get what I mean here?
254	Okay, very good.
255	Wacky, very good.
256	Question.
257	Ha? ↑
258	O, anything ↑else?
259	Ha? ↑
260	Wala na po? ↑
261	Okay? ↑

Third Session: Graphic Organizer

Time Duration: 18:42 minutes

1	T: Alright, so, <the lesson yesterday and th::e other day> it was all about the fact an::d opinion.
2	MFS: opinion
3	T: Okay↑ ahmmm, for today I am ↑going to discuss with you graphic organizer, okay?↑
4	So, ↑this lesson has already been taken up in the second quarter. ↓
5	Ha?↑
6	But, ahhh, I was only able to present a few examples of graphic organizer. ↓
7	So, now the lesson graphic organizer for today will have more detailed ah examples of graphic organizers. ↓ Okay?↑
8	So, what are graphic organiZERS.
9	Okay? ↑
10	↑Can someone please ↑read?
11	Ha? ↑
12	Nak, please ↑read.
13	MS1: A graphic organizer is a visual communication tool that uses visual symbols, express ideas and concepts to convey meaning.



14	T: To convey meaning, visual symbols. Visuals because we can see ha? ↑ So, through graphic organizer, visual symbols are the use of different shapes, use of arrows to row ahh, to show a process or system, okay? ↑
15	Second meaning. Yes, nak.
16	FS1: A graphic organizer often depicts the relationships between facts, terms and all ideas within a learning task.
17	T: Within a learning task, so, depicts a relationships. It shows relationships of ideas from one idea t::o another, okay? ↑
18	Please don't copy yet, because I'm doing this in a hurry, I will give you time tomorrow to do the copying for the meantime just look at the presentation, okay? ↑
19	So, next slide, okay.
20	↑What are graphic organizers? ↓
21	Oh, Cassandra?
22	FS2: ()
23	T: They map out their ideas in a visual manner, MAP OUT.
24	↑What's the purpose of a map?
25	(8.0) T::o...
26	MFS: To guide, to guide.
27	T: To give direction, so through the use of graphic organizers, we are ahh...→our ideas in mind ↑are given directions, okay? ↑
28	Mas naoorganize yong ideas natin, mas alam natin kung saan papunta yong ideas natin through the use of graphic organizers, because in mind, masyadong ano, masyadong malawak yong ideas na meron tayo so if we are not... ahhhh =through the use of graphic organizer, we simplified the ideas in our mind.
29	It gives ah, =it gives us a better direction, okay? ↑
30	Next.
31	MS: ()
32	T: Or concept diagram.
33	So these ↑are already the classification of graphic organizers. ↓
34	So, in the next slide we ha::ve (10.0) wait, there, so we have the different kinds o::f graphic organizers. ↓
35	So, this one that you see this is what we called spide::r [map.
36	MFS: map]
37	T: =Okay? ↑
38	Any reaction?
39	>↑Why do you think it's called< ah, a spider map?
40	Ha? ↑



41	Bakit kaya siya spider map?
42	(4.0) Ha? ↑
43	↑Where do you see the bigger concept? ↓
44	(3.0) Ha? ↑
45	The bigger concept is in the middle and then through th::e (3.0) yong mga parang mga kamay, [kamay niya.
46	MS3: legs]
47	T: =Yes, yong mga legs niya just like spider. ↓
48	Doon naka::sulat yong mga information about the general idea, or any idea that we can relate to our main idea, okay? ↑
49	So, a spider map used to describe the centr::al idea so it could be a thing, a process or proposition with support, yan, okay? ↑
50	So, the ↑key frame questions for a spider map is, what is the central idea.
51	>So, we can find it here< in the middle, the center.
52	And then, ↑what are its attribute?
53	↑What are its functions?
54	Yon na yong mga makikita nila sa legs na naka spread don sa ideas.
55	Yes, nak?
56	MS4: ()
57	T: >Ilwan nyo nalang ↑ba to sa akin?>
58	Ma::y? Nag-cutting?
59	O sige later nalang anak, ha? ↑
60	Thank yo::u. ↓
61	(5.0) Okay, next, series o::f ev::ents chain, okay? ↑
62	→↑familiar with this one?
63	Ha? ↑
64	Series of events.
65	So, obviousLY, ↑what's the purpose of this chain? Ha? ↑
66	To show the sequence of what?
67	Sequence of [a story, ha? ↑
68	MFS: a story]
69	T: The ah, how the ah, how the events happen? Okay? ↑
70	↑What happen first?
71	↑What happen next until the end, okay? ↑
72	So ahh series of events cha::in.
73	It is used to describe the stages of something, the steps in a linear procedure, linear because it is just in a straight ,ah, =line, okay? ↑



74	T: The::n a sequence of eve::nts ahh, the goals action and outcome of a ().
75	So, these ↑are examples.
76	So, the ↑key frame question for the series of event. ↑What is the object, procedure or initiating events?
77	We can also ask, what ↑are the stages or steps? Okay? ↑
78	Next.
79	Continuum scale okay? ↑
80	→A continuum scale is used for timeline, showing historical events or ages. ↓
81	So, this is continuum scale is more of timeline ha? ↑
82	Saan natin nagagamit ang timeline?
83	Ha? ↑
84	Sa face(h)book. hahahaha, ha? ↑
85	↑Where do we often see a timeline?
86	Anong subject ang madalas gumagamit ng timeline?
87	MFS: A.P.
88	T: A.P. () History.
89	Ano ang pwedeng maging subject in history where we can use timeline?
90	Ha? ↑
91	Pwede yong stages of ahh =yong ano yong evolution of man.
92	Saan pa?
93	MS4: Presidents
94	T: Pwede rin sa technology improve diba↑ through the years, what ↑else?
95	MS5: ()
96	T: The?
97	MS5: ()
98	T: Again? (6.0)
99	Ha? ↑
100	Pwede rin yong pamumuhay ng tao diba? ↑
101	Okay, so, it is used to showing historical events. Okay? ↑
102	Next, compare and contrast matrix.
103	Dito tayo sa susunod muna, problem-solution outline. Okay? ↑
104	Ito, I think napagamit ko na sa inyo [to...ay hindi pa ba? ↑
105	MFS: Hindi pa po.]
106	T: Problem-solution outline use to represent a problem <attempmted solutions and results,> okay? ↑



107	So, in this figure, in this outline, it uses dito, it uses boxes. ↓
108	So, the problem: ↑who is the problem? ↓
109	↑What is the problem? ↓
110	And then ↑why it is a problem? ↓
111	And then there's an arrow pointing down below another box to show us the solutions, the answers to those problems. ↓
112	Okay? ↑
113	And then another arrow pointing down the last box is for the end results.
114	Okay? ↑
115	Next, this one, network tree.
116	Okay? ↑
117	This shows causal information hierarchy or branching procedures. ↓
118	Okay?↑ Network tree.
119	↑Where do you see this kind of organizer?
120	Saan natin to pwede gamitin?
121	MS6: Yong nag coconnect-connect.
122	T: Yong nag coconnect-connect don sa tao ha? ↑
123	We may use this like a family tree diba? ↑
124	O,if you branch out your family tree ma, iidentify niyo sino yong pinaka kalolo-lolohan niyo na.
125	Sino yong mga kapatid n::i...
126	Sino yong mga anak ni lolo?
127	Na naging tito and tita niyo diba? ↑
128	Sino yong tatay ninyo?
129	Sometimes, there are times diba? ↑
130	Yong family tree it's very useful kasi you will never know baka mamaya yong katabi mo kamag-anak mo na pala, diba? ↑
131	Kasi sa apelyido yan makikita diba↑ at the middle names, it shows relationships diba? ↑
132	Ha? ↑
133	Okay?↑ San pa natin to pwedeng gamitin network tree?
134	MS7: Pagmamana ng kaharian.
135	T:Pagmamana ng kaharian, ha? ↑
136	Pwede diba? ↑
137	In England, diba, ↑ sa kanila, they still have the Kings and Queens?
138	Kung sino yong mga Royal families you will be the next in line diba? ↑
139	Sino ang susunod na magiging King, sino ang magiging susunod na Queen?



140	Okay, sino na ↑ba ang next in line ngayon?
141	Si Queen Elizabeth kasi she is still alive, ha? ↑
142	So, kumbaga ang korona nasa kanya pa.
143	Medyo matatanda na yong mga papasahan nya. Ang susunod na magmamana ng crown is si ano si Prince Charles.
144	Ha? ↑
145	May dalawa siyang anak.
146	Si?
147	Ano na ngang pangalan nito?
148	I forgot the name, yong dalawang ano, yong anak ni Princess Diana.
149	Si...ahh....yong isa kakakasal lang eh.
150	I'm sorry I forgot the names.
151	Ha? ↑
152	MFS: ()
153	T: Si... si prince Harry ↑ba yong is::a?
154	And then the ahh yon yata yong latest na nagpakasal diba? ↑
155	Si Prince Harry and then the older brother is si Prince, I forgot sorry nakalimutan ko na yong pangalan niya.
156	Ha? ↑
157	Now, the old.. the older, yong older na brother may anak na. ↓
158	So, whatever happens ahhh...to older brother, yong next in line na is yong first child na non.
159	Ha? ↓
160	So, they are just, you know, next in line kasi the Throne is still in Queen Elizabeth. ↓
161	Okay? ↑
162	O, next.
163	↑Can we use this network tree in ahhh in an organization? ↓
164	MFS: yes.
165	T: Yes, diba? ↑ Like in school.
166	↑How can we use this network tree?
167	↑Who will be the first?
168	MFS: Principal
169	T: Followed by?
170	MFS: Teacher, teacher
171	T: Master teacher or , if there are an, =if there is an assistant principal diba? ↑
172	And the::n...



173	MS7: Head Department
174	T: Yong nasa third line na.
175	↑Who will that be?
176	Head teachers first and fourth line teacher first and then...?
177	MFS: Students
178	T: Students talaga?
179	Pwede naman, ha? ↑
180	But in a school nahahati pa sya sa, nahahati pa siya sa dalawa: administrative staff at merong teaching staff.
181	Okay? ↑ So iba yong hierarchy for teacher who are really teaching. ↓
182	Iba din yong hierarchy na mga staff na nakikita lang natin sa mga offices inside the school.
183	↑Is that clear?
184	Okay, next one...ahh let's skip this one.
185	This one I think this is the one I presented to you. Fish bone map.
186	So, what's the use of a fish bone map.
187	→F::or [cause and effect]↓
188	MFS: effect]
189	T: Okay, so, it is used to show cause and effect interaction of a complex given.
190	Ha? ↑
191	Or, phenomenon.
192	So, the key frameworks here. What ↑are, =what ↑are the factors that cause X. Ha? ↑
193	Ito fish bone, kasi, of course, it looks like the bone of a [fish.
194	MFS: fish]
195	T: Okay, so, causes nilalagay natin don sa pinaka-bone niya.
196	Don sa parang tinik nya, okay? ↑
197	And then, the effect could ↑be don sa pinakahead, okay. ↑
198	Or it could be the other way around.
199	Pwede naman na ang cause mo eh yong andito sa dulo and then yong bones niya yong effects.
200	All right, next cycle.
201	Oh this one I think you ↑are familiar with this, ha? ↑
202	It is used to show ↑how a series of events, interact to produce a set of results again and again.
203	So, it's like a repetition.
204	Ha? ↑
205	Never ending ha? ↑



206	So, what is a good example of a cycle?
207	MFS: Life Cycle
208	Life Cycle
209	T: Re(h)cycle?
210	Hahahaha.
211	Water cycle, yes nak?
212	MFS: Food Chain
213	T: Ha? ↑
214	Anak you go straight to ma'am.
215	FS4: ()
216	T: Anak, I have a class, ha? ↑
217	You need to wait ha? ↑
218	You go; =you go to Ma'am Crusat muna.
219	Ha?
220	FS4: ()
221	T: Oh, kaya nga anong oras naba? ↑
222	↑What time is it? ↑ What time is it?
223	FS4: 12:04 pa anak eh.
224	Ha? ↑
225	May klase pa talaga?
226	Mga 12:30, ha, sasabihin kay tita.
227	Kasi I have class hindi na ako pwede umalis.
228	Ha? ↑
229	Hmmm sige na, next.
230	>Ano yong sabi nyo,< water cycle ha? ↑
231	→Kala ko water interruption eh.
232	Ha? ↑
233	↑Is there still water interruption? ↓
234	MFS: yes.
235	T: Sa inyo? Kakainis na diba? ↓
236	Hindi kana makakalaba, kailangan gigising ka madaling araw para maglaba, okay? ↑
237	So, water cycle, what ↑else?
238	MS8: life Cycle
239	T: Life cycle of a butterfly.
240	Ha? ↑
241	Ano nga pala, bigla ko tuloy naalala sa trivia question.
242	↑ What is the original name for the butterfly?



243	MS9: Ano Ma'am?
244	T: ↑What was the original name?
245	MS9: ()
246	T: Very good, flatterfly, okay? ↑
247	Kasi may nagsabi it starts with letter F, Faro-Faro. Okay, next one, Venn diagram.
248	O, this one [familiar, ha?
249	MFS: yes.]
250	T: Ha? ↑
251	So use. It is commonly used in pre-writing activity, okay? ↑
252	It shows comparison and contrast, similarities and differences.
253	↑ Where will you find differences?
254	Saang part ng diagram?
255	Yan, ito yong nasa side.
256	MFS: Gilid Gilid
257	T: So, we have, A, C, and B.
258	So differences are in the A, C and similarities are in the middle, B.
259	Ahh, that's the last one, okay, ha? ↑
260	So, I will give you an assignment ha? ↑
261	Your assignment is choose two kinds of ahh...two kinds of graphic organizers and fill it with information.
262	Wag na yong fish bone kasi we have it na already done that, okay? ↑
263	So, for instance, you show Venn diagram, you choose a topic.
264	You can show ahh the ideas in a Venn diagram. Okay? ↑
265	Sequence of events , oo sequence of events, cycle. You may choose cycle.
266	Ha? ↑
267	You put it on your notebook.
268	I will sign it in your notebook.
269	Okay? ↑
270	O, any question?
271	Ha? ↑



Fourth Session: Context Clues
Time Duration: 17:13 minutes

1	MS1: Doon ka sa may ()
2	T: Okay? ↑ Let's begin.
3	So, let's have now context clues.
4	Okay? ↑
5	(8.0) So, let's first have this riddle game for context clues.
6	So, the instruction is for you to read each sentence silently, think about <what the highlighted word means> and the type of context clues you use to arrive at your answer. ↓
7	You ↑do not have to write anything down.
8	Okay? ↑
9	So, just read silently, okay? ↑
10	And try to figure out the meaning of the highlighted word based on how it is used in (2.0) the sentence.
11	Okay? ↑
12	So, riddle no. 1, okay? ↑
13	MS2: Umbrella
14	T: ↑Can you see?
15	Since, =okay, ↑can someone please read?
16	Ha? ↑
17	>Please read.<
18	MS3: Since it was raining outside, ↓ I used my bumbershoot to keep from getting wet.
19	T: Okay, so, the highlighted word is the bumbershoot, any idea what bumbershoot means?
20	MFS: ()
21	T: Umbrella, any other answer, ↓ ha? ↑
22	MFS: Raincoat
23	T: Okay, raincoat, any other answers, ha? ↑
24	MS4: boots
25	T: Boots, probably. Okay? ↑
26	So, let's see.
27	↑Which one is the right answer? ↓
28	So, the answer ↓ is a Bumbershoot is an umbrella. Okay? ↑
29	So, <the context clue that we use is inference. ↓>
30	↑What's (3.0) =an inference? ↓



31	Ha? ↑
32	(7.0) Ha? ↑
33	Any idea what inference means.
34	Yes?
35	MS5: Not directly stated in the sentence, an assumption.
36	T: Okay. So, it is not directly stated (2.0) in the sentence. When we say inference it is more of an assumption or a guess.
37	Okay? ↑
38	So, next riddle. ↓
39	So, unlike Kyle who is a conformer ↓ and a follower, ↓ Jeremy is a maverick.
40	(3.0) Hmmm... ↑ what do you think is the meaning of maverick. Ha? ↑
41	O, any guess?
42	FS1: Ano ibig sabihin?
43	T: Hmmm
44	Conformer, follower.
45	MS6: hater, hater.
46	T: Hmmm again?
47	MS6: Hater. Hater.
48	T: Hater?
49	Basher?
50	Ha? ↑
51	Hmm, O, let's see.
52	So, maverick means a:: loner, okay? ↑
53	A maverick is a loner.
54	Someone who is independent of the group.
55	Okay? ↑
56	So, the context clues that we use for riddle number 2 is antonym or contrast.
57	Antonym, the opposite meaning, okay? ↑
58	Next riddle, no. 3.
59	The ranivorous hawk an animal that eats frog is found in central and eastern Africa.
60	Ranivorous.
61	MS7: Carnivor
62	T: Carnivor?
63	MS8: Amphibian



64	T: Amphibian?
65	MS9: Wild
66	T: Wild?
67	Okay, any other answers?
68	O, Let's see.
69	<Ranivorous means frog eating.>
70	Okay?↑
71	So, for this clue, for this context, we use definition. Ha?↑
72	↑Can you figure out what's the definition in the sentence?
73	Let's go back to the sentence.
74	FS2: An animal that eats frogs.
75	T: Very good.
76	An animal that eats frogs.
77	The ranivorous is an animal that eats frogs, okay? ↑
78	So, let's have the riddle numbe::r 4.
79	In class, Julia was so cantankerous that her grumpy behavior negatively affected everyone. ↓ Cantankerous, hmmm.
80	↑Have you encountered this word?
81	FS3: Sorry po Ma'am.
82	T: H(h)a?↑
83	Hahahahaha, hmmm?
84	O, sige nga, any guess?
85	MS10: Behavior?
86	T: Ha? ↑
87	↑What do you think is the meaning of the word? Grumpy behavior negatively affected everyone. (3.0) grumpy.
88	FS4: Hyper.
89	T: Hyper?
90	Hmmmmm, yes?
91	FS5: Easily annoyed.
92	T: Easily angry?
93	FS5: Easily annoyed.
94	T: O, ah easily annoyed.
95	Okay, o, moody.
96	O, let's see, cantankerous means grouchy or ill-tempered. ↓
97	O, What's ill-tempered? ↓
98	Malapit-lapit yong sagot ni ano ni Samera. ↓
99	Ill-tempered it means you easily get angry, you easily get mad.



100	Makanti ka lang ng konti galit kana agad, nagpapaliwanag lang naman.
101	Ha? ↑
102	If you are cantankerous, the way you talk is like you are, it's like you are always having quarrel with someone. ↓
103	Ha? ↑
104	Okay, so, ill-tempered, grouchy.
105	So for this riddle we use context clue, synonym or restatement, okay? ↑
106	MS11: Sandali iinom lang ako.
107	T: Sige uminom ka(h)na.
108	MFS: ((Students are laughing)).
109	T: Hahahahahahaha, yan na naman tayo eh, no? ↑ Okay, a context clue, hmmm.
110	↑ Why are context clues important?
111	One, they help us define unfamiliar, difficult word in text.
112	T: True or false?
113	MFS: True.
114	Of course, this is very true, okay? ↑
115	They help us to become a better perceptive readers.
116	Perceptive.
117	It means, you are analytical.
118	When it comes to reading critically, because as you read, you think, diba? ↑
119	Kaya nga in definition, ay ano yong isang context clue kanina?
120	Yo::ng, ahhh inference, diba? ↑
121	You ↑ are able to make an assumption, okay? ↑
122	They come in handy during test when a dictionary or the internet is not available t::o [us.
123	MFS: us]
124	T: So, from all the riddles that I showed you, ↑ did you use any google?
125	Ha? ↑
126	↑ Did you use any dictionary? ↓
127	Diba, ↑ it's all in the (2.0) sentence?
128	Okay? ↑
129	Speaking of no dictionary and no internet ahmmm, next week ahhhh >no no no, this is our last week diba? ↑ <
130	And the::n (2.0) when we go back in January, January 6, January 6.



131	We only have one week diba? ↑
132	And then after that week i::s exam week na, periodical test which o::n January 16 and 17.
133	Okay?↑
134	NOW, in our test ahm, do not b::e, do not be shocked ha kasi all th::e items will be a multiple choice item, ha, ↑ in your test.
135	It's not only in English, ha?↑
136	All subjects.
137	Ha?↑
138	All multiple choice item.
139	↑Will it be difficult to you or easier?
140	MFS: easier.
141	T: ↑Are you sure?
142	MFS: Yes.
143	T: Ha? ↑
144	Ako, personally, sometimes I find multiple choice items more difficult(2.0) than other test types.
145	Ha?↑
146	Kasi ahh, most especially if there ↑are, if answers↓ ↑are, you know, very similar with each other. ↓
147	Diba? ↑
148	Specially meron tayong context clues.
149	Ha? ↑
150	In our context clues, ahmm, it will b::e all the difficult words will be in a sentence and it is for you to find out ahhh, nearest meaning of that difficult word.
151	Okay, so bahala na kayo mag choice sa a, b, c, and d.
152	Okay, but all items ↑are multiple choice items, ↓ okay? ↑
153	(7.) So, where ↑are context clues found
154	? A: in the same, = context clues are found in the same sentence as the difficult and unfamiliar word.
155	It is also found in the same paragraph, or passage as the unknown word.
156	Context clues can be in sentences following the word.
157	Okay? ↑
158	Let's have this example.
159	↑Can you please read the example?
160	Ikaw naman.



161	MS12: They ↑are called context clues because they ↑are found in the context of the sentence or passage.
162	T: or the passage, so context.
163	Ha? ↑
164	Naka quote dito yong word context. ↓
165	↑What does it mean?
166	Context. (8.0)
167	Hmmm ↑why do we call it context? ↓
168	↓ What do we mean by context? ↓
169	→ (3.0) hmm... context mea::ns (5.0) =what? ↓
170	→ (6.0) Context means the meaning the sentence gives. Ha?↑
171	As to how the word is used in a sentence, okay? ↑ Context clues. Okay.
172	So, we have definition, the unfamiliar word is directly defined in the sentence in which it appears.
173	Definitions ↑are usually set off by commas, or dashes. ↑What is a dash?
174	Ha?↑
175	Ano yong dash?
176	Ha? ↑
177	Paano...paa..?
178	MS13: Paslant.
179	T: Not slant, ang slant in ano siya eh, slash yon.
180	Ha?↑
181	Dash, yong paano, yong pahiga, okay?↑
182	Yong horizontal na line, okay? ↑
183	A::nd may include the use of the words as, or, that is, and in other words, okay? ↑
184	Example: apples—red fruits that grow,
185	this is not an arrow, ha,↑ grow on trees (are my teachers).
186	So, ↑what is the given definition of apple in the sentence?
187	MS14: Red fruits.
188	T: They're red fruits tha::t...
189	MFS: [Grow on trees.
190	T: Grow on trees, okay?↑] (5.0)
191	Next, antonym or contrast.
192	→So, the unfamiliar word is defined by using the wor::ds opposite or contrasting meaning.



193	This type of context clue usually includes the words: whereas, unlike, as oppose to, however, in contrast to, but, and on the other hand.
194	Okay? ↑
195	Next, ahhh may meaning pala, may example pala okay? ↑
196	So, unlike Jhen who was easygoing, Jacky was fastidious.
197	Okay? ↑
198	↑What are the two opposite words here?
199	Easygoing a::nd [fastidious.
200	_?
201	MFS: fastidious]
202	T: Ano yong clue natin?
203	Ano yong word na ginamit. ↓
204	MFS: unlike
205	T: unlike, okay? ↑
206	(6.0) so, no. 3.
207	Synonym or restatement—words with similar meaning are used within the same sentence or around the unfamiliar word.
208	Example: Santa Clause was so portly, that is the doctor declared him overweight.
209	O, ↑what are the synonyms here?
210	MFS: portly
211	T: portly a::nd overweight.
212	MFS: overweight
213	T: Ang overweight madali natin maa –identify because it's a very common word we use.
214	Yong portly yong difficult word natin so the synonym of portly is overweight.
215	MFS: overweight.
216	T: Okay? ↑
217	O kung medyo sosyal na kayo sabihan nyo na yong classmate nyo ha? ↑
218	You know, you look so portly, ha? ↑
219	Yon pala overweight pala ibig sabihin.
220	Ha? ↑
221	Okay, next, inference: so, word meanings are not stated in the text but definition of unfamiliar word can be assumed by both prior knowledge and the context in which the words sits, okay? ↑



222	She was ↑so famished, the people felt sorry for her, and gave her food to eat.
223	So, our word is famished.
224	O, ↑what can you assume to be the meaning of the word famished?
225	MFS: hungry
226	T: Hungry, hmmm
227	Ha? ↑
228	MS15: poor.
229	T: poor, okay? ↑
230	Bakit niyo naisip yong hungry?
231	Bakit nyo naisip yong poor?
232	MFS: pagkain
233	T: Ha? ↑ Kasi in the context diba? ↑
234	Meron tayong word na gave her food to [eat.
235	MFS: eat.]
236	Yon ang tinatawag natin na inference, okay? ↑
237	Wala tayo::ng electricity?
238	O, (3.0) may magic, okay? ↑
239	((Children are talking each other)).
240	T: Okay, (3.0) so, this is one strategy for you to easily remember context clues.
241	All you have to do is t::o remember the acronym SAID. S, A, I, D.
242	So, S is for synonym.
243	MFS: Synonym.
244	T: A, antonym.
245	MFS: antonym
246	T: I is inference.
247	MFS: inference
248	T: D is for definition.
249	S: definition
250	T: Okay, so, that is said, question?
251	MFS: None.
252	T: None?
253	No question?
254	By the way your portfolio ahhh during your Christmas vacation, probably, I will assign you magbibigay ako ng assignment na worksheet, pero it's only about ano modals, ha? ↑



255	Yong ano lesson natin tomorrow.
256	Okay? ↑
257	Kasi modals can be confusing.
258	Ha? ↑
259	So, probably yon lang.
260	Ha? ↑
261	And then the other assignment is for you to complete your ahhh yong output ninyo na ano to?
262	MFS: Calendar.
263	T: Yong calendar, okay? ↑
264	Two months only for November and December.
265	O, yes, may output one kayo that is your slogan. Output 2 is your poster.
266	Output 3 is your film viewing, film review.
267	Output 4 is the calendar.
268	Okay? ↑
269	Susundan natin yan pero by January na.
270	So that will be on modals.
271	Okay? ↑
272	Yes.
273	MFS: Ma'am anong months yon?
274	T: November, December lang.
275	MFS: December, yes January lang Ma'am.
276	T: Wala ng January.
277	S: Nasa inyo po yong Portfolio Ma'am.
278	T:Yes, nasa akin. ↓
279	So, yon lang ang assignment niyo for your Christmas break.
280	Kumpletuhin niyo lang yong calendar kasi it takes time to do.
281	Ha? ↑
282	So, pagdating, pagbalik natin ng January.
283	Ano nalang tayo uli, ano naman kasi all your outputs are with me, diba? ↑
284	Na sakin lahat, okay? ↑
285	No question?
286	None?
287	MFS: None.



Fifth Session: Modals

Time Duration: 18:10 minutes

1	T: Okay, so, ↑have I given you th::e, ah, lecture for modals?
2	MFS: Yes.
3	T: ↑Are you sure?
4	MFS: Yes, Ma'am.
5	T: You did not finish?
6	MFS: Yes.
7	T: Ha? ↑
8	↑May I see your lecture?
9	(11.0) Ahh, this one.
10	(7.0) Ah ang haba din naman pala ng lecture ninyo, okay.
11	MFS: Yes.
12	T: O, everybody, look here.
13	S::o, so, >this is a < grammar lesson, okay, modal verbs. (9.0) So, ↑what are modal verbs?
14	Okay.
15	→ (2.0) Modal verbs ↑are also known as auxiliary verbs that >provide additional specific meaning to the main verb < o::f th::e sentence.
16	Okay.
17	Verbs that we commonly see in a sentence, those are what we called action verbs.
18	Ha? ↑
19	So, they function as main verbs, okay? ↑
20	So, modal verbs, these has the different function from the main verb.
21	So, they help th::e ahh they help th::e main verb to have a specific, =to have a specific meaning, okay? ↑
22	So, auxiliary verb or commonly known as helping verbs.
23	Yon ang tinatawag natin na modal verbs.
24	Okay?
25	Modal verbs are sometimes referred to as modal auxiliary verbs because they help other verbs.
26	So, the words that you see here ↑are the examples of modals, okay? ↑
27	So, we have can, [could, may, might, shall, should, will, would, ought to.



28	MFS: could, may, might, shall, should, will, would,
29	ought to. hahahahaha]
30	T: ↑How do we use modal?
31	Okay? ↑
32	So, in a sentence, in a sentence, in every part of a sentence, we have a subject and our verb, the verb here, that you see in the green circle, =this is the main verb.
33	Okay? ↑
34	So, modal verbs, =you place the modal verbs in front of the, oh no, before the main [verb.
35	Okay? ↑
36	MFS: Verb.]
37	T: Okay? ↑ So, we have subject, verb and the main verb. Okay? ↑
38	So, example: Mary could play the piano. ↓
39	So, Mary highlighted as blue.
40	So, Mary is ah...the subject.
41	MFS: subject.
42	T: Could is our modal verb.
43	MFS: modal.
44	T: And then play is ou::r [main verb.
45	MFS: main verb]
46	T: ↑Do you understand?
47	Ha? ↑
48	Okay.
49	So, they do not accept conjugation.
50	So, when you say conjugation, it means they do not always come together.
51	Ha? ↑
52	You may and you may not use a modal verb.
53	Ha? ↑
54	But, of course, once you use a modal verb, it wi::ll ahh create a different meaning to the main verb. ↑Do you understand?
55	Ha? ↑
56	>Do you follow what I'm saying?<
57	Okay? ↑
58	So, they do not need other auxiliary verbs.
59	Okay, so, modal verbs, in form, we do not use s in singular, okay? ↑
60	We also, there is no do or does in the question, there is no don't



	or doesn't in the negative.
61	So, for example, in this sentence, "He can ski," what is the ver.. ah, =what is the subject?
62	MFS: [He.
63	T: He.]
64	Main verb?
65	MFS: Can
66	T: Aaahh
67	Main verb?
68	MFS: Ski.
69	T: Modal i::s
70	MFS: Can
71	T: →Okay?↑ So, can, w::e never add -s and -es t::o modal verbs. So, for this one, it is exam () he cans ski or he can skies.
72	Ha? ↑
73	X yon, it will be grammatically wrong.
74	Ha? ↑
75	For the question, ↑would you like to come with me?
76	We do not add th::e question do, or does okay? ↑
77	→↑Do you would like to come with me?
78	That is wrong.
79	Okay? ↑
80	Als::o if we use a negative word NOT: They can't be serious. ↓
81	So, we never use don't o::r doesn't, ha? ↑
82	→They ↑don't can't be serious. ↓
83	>Nasusundan po ba? ↑<
84	Ha? ↑
85	>Yong sinasabi ko? ↑<
86	>↑Do you have this in the lecture? <
87	Ha? ↑
88	I think you ↑don't have this in the lecture. ↓
89	Ha? ↑
90	Okay, (2.0) so another for::m for modal ver::bs.
91	We do ↑not have infinitives or -ing forms, infinitive ito yong merong to, ha?↑
92	to can, ha? ↑
93	Pagmeron ng can hindi na tayo nagdadagdag ng to.
94	So, can lang siya dapat. ↓
95	Hindi rin natin siya pwedeng dudugtungan ng -ing.



96	Okay? ↑
97	So, to must, must lang siya wala ng yong infinitive na to.
98	Also, there is no word such as musting kasi we cannot add –ing.
99	Wala siyang –ing forms.
100	Okay? ↑
101	Modal verbs ↑are followed by an infinitive without to.
102	Okay? ↑
103	So, ito sya.
104	She must study. ↓
105	We should have ↑gone the other way.
106	He ↑could play football in his youth. Okay? ↑
107	The::n, modal verbs do ↑not have all th:e tenses.
108	Ano ba yong mga tenses ng verb?
109	Sige nga, ↑are you familiar with the tenses of the verb, ha? ↑
110	Diba↑ we have th::e present, the past, and the future tense?
111	Okay? ↑
112	In grammar meron pa nga tayong mga ano eh, meron pa tayong past perfect, past progressive. Diba,↑ >meron pa tayong ganyan?↓<
113	>Pero para di kayo malito,< tandaan niyo muna yong tatlo. Yong three tenses natin: past, present and future. Okay? ↑
114	Modal verbs use other verbs to complete the tenses.
115	Can is completed with be able to.
116	Must is completed with have to okay? ↑
117	↑What do they express?
118	Modal verbs can have more than one meaning depending on situations.↓
119	Okay? ↑
120	Sige, let's skip this ano slide (3.0) kasi ito medyo too much information to. ↓
121	Don muna tayo sa medyo basic. ↓
122	(4.0) Ay naku, it's too small. ↓
123	↑Can you?
124	(7.0) Naku, it's difficult to see.
125	→Okay. ↓
126	So, ang moda::ls, moda::ls, it will give different meanings in a sentence depending on how you use it.
127	It depends on the purpose of the modals.
128	Okay? ↑
129	So, ↑there are modals where the function is to give probability



	and possibility. ↓
130	There are modals that, =that will show ability. There are modals where the function is to give permission. ↓
131	There are modals that it is used to give obligation or advice.
132	Okay? ↑
133	Let's see in these sentences. ↓
134	Okay? ↑
135	So, the modal can, ito yong pinakabasic kasi nga may mga modals na makikita natin. ↓
136	So, can, if the function of can is ability, how do we use it in a sentence?
137	I can play the piano. ↓
138	Okay? ↑ ability. ↓
139	↑ Who can play the piano? ↓
140	MS1: me
141	T: Ha? ↑
142	↑ What other talents can you do?
143	Ha? ↑
144	↑ What are your other abilities?
145	MS2: Eat.
146	T: Hahaha. What? ↑
147	Eat? ↑
148	Ha? ↑
149	Well, you can say, I can eat.
150	>Because eating is an ability< the something that you can do.
151	What ↑ else?
152	Using the modal can.
153	What ↑ can you do?
154	((Students are talking with each other.))
155	T: Ha? ↑
156	I can dance.
157	Ha? ↑
158	Naku naalala, may naalala ako, ngayon kinakanta na ni Wacky oh.
159	Ha? ↑
160	Kinakanta na ni Wacky, ha? ↑
161	I can live.
162	I can fly.
163	I can reach there.
164	MFS: [heavens above



165	T: I can reach the heavens above.]
166	Oh, I can write what is wrong.
167	I can sing just [any song.
168	MFS: any song]
169	T: Modal yon. ↓
170	Ha? ↑
171	Kasi it's something that you can do.
172	It shows ability. ↓
173	Okay? ↑
174	Then we have can't.
175	So, for this time, it's in negative form.
176	↑What you cannot do, okay?↑
177	↑Is there anything that you cannot do?
178	Syempre meron din diba? ↑
179	O, katulad nito.
180	I can't speak German.
181	↑Can you speak Visaya?
182	MFS: YES, YES.
183	T: Ha? ↑
184	Who? ↑
185	(Students are talking very loud.))
186	T: Ano, what's your Visaya?
187	Ano::ng bisaya yo::ng, anong, anong klase?
188	↑Is it Ilonggo?
189	↑Is it Karay-A?
190	↑Is it ah Waray?
191	You can? ↑
192	((Students are talking with each other.))
193	T: Ha? ↑
194	MS3: Masbate
195	T: Masbate.
196	Ha? ↑
197	Ano yon?
198	FS1: ()
199	T: Bisaya din na ano?
200	FS1: ()
201	T: You can understand, you can speak the ano.
202	Okay. Then, oh, ito meron siya ah another purpose is to ask for



	permission.
203	So, ↑ can I go out?
204	Ha? ↑
205	↑ Can I go out tonight?
206	The other one.
207	↑ Can I borrow the car?
208	Okay? ↑ For the purpose of probability, and possibility we have the modal, might.
209	It might rain tomorrow.
210	↑ What does it mean?
211	There's a possibility that it will rain tomorrow.
212	Ha? ↑
213	Pwede umulan, pwede rin na hindi kasi possibility. Okay? ↑
214	Could, so, it could rain tomorrow. ↓
215	I could already read when I was two.
216	↑ Could I see your passport please?
217	Ah, can, =the past form of can is could.
218	Ha? ↑
219	Okay, may, may is in the present tense.
220	The past is might.
221	Okay? ↑
222	So, it may rain tomorrow.
223	↑ May I leave the table?
224	Okay? ↑
225	Ito naman must.
226	She must ↑ be her sister because they look alike.
227	The other one among function to have obligation kasi yong word na must.
228	Ang must it gives you (3.0) a meaning that you really have to do it. it is a must for you to do it.
229	So, you must leave before the clock strikes 12.
230	Ito yong.. ang meaning niya hindi pwedeng hindi mo sya gagawin kasi it is a must. Okay? ↑
231	It is necessary.
232	Very good.
233	So, have to.
234	I have to study tonight, okay? ↑
235	Shall.
236	You shall pay on Tuesday.



237	↑Do you remember the famous line of Mc Arthur?
238	MFS: I shall return.
239	T: Yan, I shall return.
240	→Eh galing ni Mc Arthur gumagamit siya ng modal. Diba? ↑
241	O, should.
242	FS2: You should see.
243	T: You should see it.
244	It's excellent.
245	Okay? ↑
246	Should is the [past form of shall.
247	Okay?
248	S: Past tense.]
249	T: Okay? ↑ →So, should and ought to has the same meaning.
250	Then, had better::r.
251	You had better sleep more.
252	Okay? ↑
253	We have would, okay? ↑
254	Ito modals in the past refers to actions happened in the past.
255	So, we have the modals plus the verb in the past participle, ha?↑
256	Ahh, ito, ↑what is a past participle.
257	Ha? ↑
258	Noong nakaraang lingo nakita ko si Ma'am pinaparecite nya yong Grade 7 nya ng present tense at saka past tense ng verb at saka ng past participle.
259	Sige nga, ↑ can you give me an example of a verb na meron siyang past participle?
260	Sige nga example.
261	MFS: Write
262	Eat
263	T: →eat.
264	MFS: Eat, ate, eaten
265	T: Eaten. Eaten is the past participle.
266	Sige nga Cassandra.
267	FS3: Drive, drove.
268	T: →Drive, drove? ↑
269	MFS: dri::ven
270	→It is driven, ha? ↑
271	Okay? ↑
272	O, another one?



273	MS4: fall, fell, fallen
274	T: Very good!
275	Another one?
276	MS5: [buy, bought, bought
277	T: buy, bought.]
278	What's th::e?
279	What's the past participle?
280	buy, bought, [bought.
281	MFS: bought]
282	T: It's the same.
283	Yes, Samarra?
284	FS4: break, broke, broken
285	T: break, broke, broken
286	→↑Are you brok(h)en? ↓
287	Hahaha.
288	Wag naman, ha? ↑
289	FS5: Si Merma.
290	T: Si Merma?
291	Kaya kaba nagparebond because you're broken. ↓ Ha? ↑
292	MFS: heart broken
293	T: heart broken
294	Let's take a look in the example.
295	It must have been a difficult decision. ↓
296	Okay? ↑
297	They should have invited her to thei::r...
298	S: [Wedding.
299	T: Wedding daw, wedding.]
300	Ito let's skip this (2.0) kasi too much.
301	Ayan, so, ito yong modals in the past.
302	We have would, could, could have, may have, might have, should have and must have, okay?↑
303	Last na.
304	These are modal-like verbs.
305	They need to be conjugated.
306	Ito yong mg::a (2.0) types ng modals na nagkakapartner siya palagi.
307	Ha? ↑
308	You cannot separate, okay? ↑



309	Examples are this one, want to, need to, have to, have got to, look forward to.
310	Okay? ↑
311	So, like to, the concept is to enjoy.
312	Kaya nga we always say, I like to watch TV.
313	I like to wah.
314	I like to eat ice cream, diba? ↑
315	Want to is your desire.
316	John wants to buy a car.
317	↑What's your desire?
318	Hmmm? ↑
319	↑What is something that you desire?
320	To have.
321	((Students are answering in chorus.))
322	T: Ha? ↑
323	I want to be a successful woman, ha? ↑Okay? ↑
324	Need to, need to is a necessity.
325	We really need to talk to you. Okay? ↑
326	need to.
327	I really need to go to the bathroom. ↓
328	Oh, need to.
329	Ha? ↑
330	>Kasi kailangan naman talaga,< diba? ↑
331	Ginagawa kasi talaga yon.
332	Have to it's your obligation.
333	So, Susan had to pay the rent. Okay? ↑
334	Have to kasi it's in the present form.
335	Dito naging had to kasi past.
336	Okay? ↑
337	Then have got to go, have got to go now, look forward to is a future plan.
338	So, I look forward to seeing you again.
339	Okay? ↑
340	Ay may sagot.
341	MFS: Yeh(h)ey. hahaha
342	T: Nakakainis, nevermind.
343	Okay? ↑
344	Question? ↑



345	S: NONE.
346	T: Ha? ↑
347	MFS: NONE.
348	T: Yes, tapos na yong trabaho niyo.



Appendix O

Transcribed Audio-Recorded Data of Teacher C and Class C

First Session: Speech Writing

Time Duration: 43:41 minutes

1	T: Okay, so, our lesson for today is speech writing. ↓
2	We are done with oral communication, process of communication and also.. ahhh there are various communication strategies, speech act and a lot of things about speaking. ↓
3	But right now, what we have to do have more this term, for the final term, we will b::e (2.0) okay, applying everything that we have learned from the past lessons. ↓
4	So, again ↑what is our topic for today?
5	MS1: I think it is writing. ↓
6	T: Yes.
7	Thank you.
8	Specifically, it is the process of speech writing. Okay, because before you conduct a speech, >before you will have a speech,< you should write it first.
9	And there are a lot of things you have to consider <when you are writing a speech.>
10	Okay? you have to take down notes of these, because these will come out ahmm in our exam probably.
11	Okay? ↑ So we will be starting with the first thing that you have to remember <when you are writing a speech.>
12	(7.0) The first one i::s...Everybody read.
13	1, 2, 3 go.
14	MFS: Audience Analysis
15	T: Okay, when you say Audience Analysis is it i::s. ↑Can you please read.
16	MS1: ()
17	T: Okay, the following information will be followed later on. So, what do we have here.
18	Looking into the profile of your target Audience. (2.0)
19	Okay, so your speech, >we gonna have your speech,< okay? ↑
20	After examination, you will be a delivering a speech, that is included in your fin::al requirement in the subject. ↓
21	Okay? ↑
22	So, again the profile of you::r what?
23	Audience.
24	↑Are you with me?
25	MFS: Yes.



26	T: Focus ha? ↑ Eyes on ()
27	Sige, again. The profile of you::r (2.0) [audience.
28	MFS: audience]
29	>Listen up,< okay.↑ Ahm, im just waiting for the rest, okay. Ahh I think your part is interesting.
30	Right now ahm but we cannot have the rest because you have a lot of things to finish for today. Okay, so Audience Analysis. ↓
31	When you are writing (2.0) a speech, okay, you have to know your Audience. ↓
32	↑Who are they?
33	That is the most important thing.
34	>One of the most important thing< when you're writing a speech, it's not essay writing, even in essay writing, you should (2.0) what? ↑
35	>Analyze the audience that you have.<
36	So, for example, there is somebody to ask you, ahm.
37	Sir, >↑ can you please write a speech for us? <
38	>↑Can you be a speaker for this and for that? <
39	It is not just like => a okay, I will be the speaker and then you will just go there and make a powerpoint. <
40	No, it's not like that.
41	>You have to consider a lot of things.<
42	But this is the first step.
43	↑What are the things that you have to remember, when it comes to your Audience?
44	The first one, okay you have a demography.
45	> What's demography? <
46	MS2: () Educational Background, affiliation, nationality () () personality, marital status, other information pertaining to demography.
47	T: Very good.
48	Okay, ↑ so, that is demography. ↓
49	We will be talking about that further in our discussion.
50	The next one i::s...
51	Yes, anak.
52	MS3: ()
53	T: Okay (3.0) and the last one we have.
54	Yes.
55	MS4: ()
56	T: Sorry? ↑
57	MS4: ()
58	T: Okay, so demography.



59	This talks about, okay, the age or by number, okay, the quantity of your audience.
60	↑What do you mean by quantity? ↓
61	MS5: bilang.
62	T: Okay, the count of your audience is the age-range.
63	<↑Are they female or male?>
64	For example, as a teacher, we are considering how many males and female are there in the classroom. ↓
65	We consider our example based of your strand, based on the number of boys inside the classroom.
66	As you can remember, >I don't know if you can still remember this one< ahh in the beginning of our discussion before, what, =what I notice I always ask the girls if I can crack a joke.
67	Like this and like that and then I say this one.
68	I say excuse me to the girls, you guys because this examples for the boys only so like that, right? ↑
69	>So you have to consider all of that and a lot of things more. <
70	The situation, the time, 1pm to, =to 2pm.
71	↑Do you think it is ahm an a lifetime?
72	MFS: No!
73	T: No!
74	Also, right now the time is so sleepy.
75	(2.0) Right? ↑
76	So, we have a really uhm gloomy day today.
77	It's raining plus its teacher's day but the teacher is teaching.
78	Okay, ↑ things like that so we have to consider th::e (2.0) time, the venue. ↓
79	↑Is the room small enough, big enough for my voice or if my voice enough for the venue? ↓
80	Just like that.
81	Okay, ↑ so it what's the occasion today?
82	>There is no occasion today. <
83	Okay and the size of the audience. ↓
84	↑What is the size of the audience?
85	↑How BIG?
86	Okay, it's the population of the audience. ↓
87	How, =how many are you in the class today?
88	MS6: 16
89	MS7:19
90	T: You a::re (2.0) 19 okay.
91	Let us consider this one. Okay, you a::re (2.0) 19 in the class.



92	Okay, ↑ so ↑ how about if you are (2.0) 50 plus in the class? >Like for example in my Grade 8< I got 5::2 students. (4.0) You are smallest population class.
93	Oh ah NO its HE because ahm they are (2.0) many but not all of them are coming ().
94	NEXT, psychology, their beliefs, values, attitude. Okay? ↑
95	>What I like about your attitude is that< you a::re al::ways uhm out of doing things? Okay, and you're trying to adjust to everything I do in your classroom. Unlike in other classes I adjust to them but in your case you are adjusting to me.
96	>Okay, it's like that.<
97	NEXT, is the racial ideologies. ↓
98	Now, we cannot use life discriminating words to ou::r (2.0) what? →Audience.
99	>Like for example you crack a joke about dark skinned people,< but your audience a::re Aetas.
100	>↑Do you think it's okay? <
101	>Of course not< you have t::o (2.0) consider that one AND right now we will have ou::r sample checklists.
102	>And this is what we gonna do.<
103	We will (2.0) gonna do this tomorrow, okay? ↑
104	So, (2.0) list this down and make sure that you gonna have an answer for this tomorrow.
105	Make this in table.
106	>Like for example, < age-range of the worker.
107	The first one is (2.0) age-range.
108	In your classroom you a::re =what is your age-range in your classroom. Yes?
109	MS8: 16
110	T: Just 16 or let us say the range.
111	Age-range
112	15 to, 15 to 22
113	MS9: 16 years old
114	T: 16 years old to 22 years old. Okay, so, that is the age- range.
115	So, when you ar::e having a speech you consider that.
116	→What if your audience are lolos and lolas?
117	Your jokes should b::e appropriate to their age. You cannot joke, like sana all kasi they cannot understand that, right? ↑
118	But in your case, >all of the things that is popular and trending. <
119	→You can use that, because you know all of those things.
120	Uhhh, >for example I cracked a joke< ab::out <the boogey man, < you know that? ↑
121	MFS: Yes, Sir.
122	T: The boogey man. ↑Do you have any idea about that?
123	>Okay, so lucky for you. <
124	You know the boogey man? ↑



125	So, if you know the boogey man, > that's fine, < but ↑how about if you don't know? But not all of your () know the boogey man.
126	Okay, probably, you know th::e (2.0) the red evil in the insidious.
127	MFS: ()
128	T: Ohh, you don't know, okay.
129	Probably ().
130	NEXT, we have the male and the female ratio. ↓
131	You should know THAT in your class.
132	What's the ratio (2.0) of male and female?
133	(2.0) ↑How many males and ↑how many females?
134	Okay, >anybody, < ().
135	The ratio of male and female in the class i:s ...blank by blank.
136	Male and Female?
137	()
138	Okay, today the ratio of...=the ratio of your population is you have_____?
139	Okay, stand up...your ratio is _____?
140	MS10: 16 by 3 Sir.
141	T: 16 by 3, so that is the ratio of you::r class.
142	Okay, next, educational background.
143	You don't need to copy your students just like they know everything.
144	That is how we consider that in our class most especially we teachers, we don't talk to our students like they know everything. ↓
145	You are just students and you're trying to learn something.
146	Okay? So, better to down or adjust our standards or >something like that< or educational background. >↑What if>your audience a::re doctors?
147	You're students and then your audience are doctors.
148	↑What do you think will be the topic appropriate to the doctors if you are the speaker?
149	Hmmm?
150	Try?
151	FS1: ()
152	T: Ab::out?
153	FS2: medicine
154	T: Ah, you will be talking about medicine to the doctors, while you're just a student.
155	Nice try but, of course, it's quite uhm impossible because they know medicine better than you, correct?
156	Even than I. They know medicine better than I. Okay, so I →think medicine is not a better topic for that. Maybe, you can have... ahm..
157	MS11: ()



158	T: ↑What do you think is, are the things that you know what doctors don't?
159	Yes!
160	MS12: ()
161	T: It's possible.
162	Autobiography, you can tell them your life.
163	But ↑how important your life is to them?
164	MS12: ()
165	T: →Maybe if you are sick and then you self-medicated yourself.
166	→No? (Seeking for a confirmation) Your disease and then you, you overcome the disease because of tawa-tawa.
167	That's good diba? ↑
168	↑Do you know tawa-tawa?
169	MFS: Yes
170	T: Tawa-tawa is ahm medicine for dengue.
171	Okay next Educational Institution, in public school.
172	-30
173	Lumabas na?
174	MFS: Yes sir! Yes sir!
175	T: Yan.
176	Okay, Educational Institution public school, private school.
177	↑What's the name of the school?
178	Okay, for example, you will be talking in U.P. Somebody
179	ask me to go to U.P, and you'll be talking as speaker to them.
180	↑What do you think will be your topic?
181	Ha?
182	MS13: Describing my school
183	T: ↑Right?
184	Describing your school.
185	→Okay, you will try to describe the ambiance or how the students in M. B. Asistio UNIT I , ahm, act. Okay, yes possible.
186	Place of residence.
187	↑Are you in subdivision?
188	Squatters area?
189	↑Ha?
190	Ano pa? ↑
191	Okay, >we have to consider that too,< marital status of the people there.
192	↑Are they single?
193	↑Do they have children?



194	↑Do they have wives and husbands?
195	Diba? ↑
196	So, we have to consider that too.
197	Economic status.
198	This talks about the money that the family gets or that person gets like less than 40 thousand or more than 30 thousand.
199	Whose family earns 30 thousand below?
200	30 thousand below monthly, so all of you, your families get 30 thousand above.
201	MFS: Hahahahaha, no, no, no, no
202	T: Yeah! we're talking about 30 thousand below.
203	↑Who's family is that?
204	Okay, ↑how about if your family earns 30 thousand above?
205	MFS: ()
206	T: It doesn't mean that you are rich.
207	If you, you... because you're a student.
208	So you're still not rich.
209	It's not being rich.
210	BUT it's like knowing the economic status of those people.
211	>Like for example< in your case we know that, diba? ↑ Oh, language spoken, for example you are in a province and then you don't know how to speak a bisaya.
212	You try to learn a little bisaya, so you can get their attention and to ahm get connection to them.
213	>Like for example, like your teachers are doing. >
214	↑Diba we're trying to learn like millennial terms.
215	We try to use it so that you can, we can () the topic. ↓
216	So, that's ↑how you do it?
217	And (2.0) religious affiliations and beliefs.
218	That is our reporter.
219	Do not argue about religion when you are speaking or you're a speaker.
220	BUT if your topic is about the religion that's okay. Just make sure you can carry it all, right? ↑
221	Okay, NEXT after knowing your audience you have to know you::r [purpose.
222	MFS: purpose]
223	T: What's the purpose?
224	>Anybody?<
225	Read, yeah.
226	MFS: The purpose of speech is to entertain.
227	T: Okay, the first one is everybody.



228	Uhm sorry, [to entertain and to...the first one is everybody.
229	Read..
230	MFS: To entertain and to persuade]
231	T: Okay, by determine itself, okay you are just, you are just giving_____.
232	MFS: information
233	T: When you are trying to speak in front of people, okay.
234	And your purpose is to give information.
235	The purpose is t::o...?
236	MFS: to inform
237	T: inform. Okay, again, if you wanted to speak in front of people, and you wanted to inform them, =you wanted to have an informative speech, your purpose is t::o...[inform.
238	MFS: inform]
239	T: Okay, what, specific?
240	Okay. Entertainment. Everybody go.
241	MFS: ()
242	T: Amusement, meaning that they will be amused.
243	They will feel what?
244	→Entertain.
245	They will laugh.
246	They will what?
247	Most specially entertaining is humorous.
248	Okay, when we say humorous.
249	↑What do you mean by that?
250	Nak?
251	FS2: ()
252	T: Okay, when you say humorous, what's humorous?
253	MFS: ()
254	T: Usually an entertaining speech or the purpose to entertain is with humor.
255	↑What do you mean by humorous?
256	MS14: funny
257	T: Humorous mean::s funny.
258	Okay so do you think, uhm, >what do you call this one?<
259	Ahm the...program on TV nowadays are funny.
260	MS15: Yes, sir.
261	T: What's the funniest program in the Philippines?
262	MS16: It's Showtime.
263	T: Oh, sige. ↑Who's the funniest speaker (2.0) in the Philippines?
264	MS17: Bayani



265	T: Okay, Bayani Agbayani.
266	→Oh, he has a different taste no? ↑
267	Okay, ↑ can you please appreciate that?
268	Let's clap okay.
269	MFS: ((Students are clapping their hands)).
270	T: So, Bayani Agbayani is one of the funniest entertainer.
271	→No, in the country today and even not today, before, they're funnier, okay.
272	NEXT, persuasive speech.
273	Everybody go.
274	MFS: Persuasive speech
275	T: Okay, Just like that.
276	Persuasive speech =you are trying to persuade to make your audience believe you. If I tell you that, for example, Vice Ganda and Ion are not really boyfriend and girlfriend.
277	MS18: boyfriend and girlfriend
278	T: They are not boyfriend and girlfriend. ↓
279	↑Do you believe me on that?
280	MFS: Yes
281	No
282	T: Some of you yes and some of you are not, because it is really debatable if they are really in a relationship or not.
283	But as a speaker if I wanted to have , no, a purpose to persuade you and I wanted you to believe that they are NOT in a relationship.
284	They are not boyfriend and girlfriend, okay? ↑
285	I have to give you arguments.
286	>I have to make you believe on that. <
287	Number one argument (2.0) and only argument that I have.
288	They are in showbusiness. →Period.
289	NEXT, go Diane.
290	FS3: ()
291	T: That's the only argument that I have and I think that's strong enough, okay? ↑
292	So next, knowing your purpose <for example we have example of here< before I am preparing to persuade.
293	These are::e specific purpose your general purpose is these three but your specific is (2.0) dealing with your audience. ↓
294	↑What do you want them to know depending on the topic?
295	Okay? ↑
296	It depends on the topic. ↓
297	Okay, so for EXAMPLE, to inform, =to inform grade level student about the process of conducting an automated student government election.



298	Diba? ↑
299	<And so on and so forth. >
300	Tomorrow we will have this one.
301	Okay, we'll be working with that writing tomorrow. ↓
302	MFS: ()
303	T: Next i:s (2.0) knowing your topic.
304	Okay, ↑what stage is this already? ↓
305	→This is the thi::rd [process.
306	MFS: process]
307	T: Okay, the third stage. Okay, know your topic, <but in m::y little own belief, I think topic should be known first before the purpose, okay? ↑>
308	You should know the topic first before knowing your purpose >because you cannot name your specific purpose without knowing the topic that you have, < okay? ↑
309	So, >that's it. <
310	That is the focal point of your speech.
311	↑Can you please tell your seatmate "focal point."
312	MFS: focal point
313	T: One more time. Pakisabi, focal point.
314	MFS: focal point.
315	MS19: hahahahaha
316	T: Okay.
317	Pabarangay kita.
318	Okay, next.
319	We have the fourth one. ↓
320	>What is the fourth one?<
321	We have narrowing down the topic. ↓
322	T: The topic i::s (2.0) oral communication.
323	MFS: Oral communication
324	T: Oral communication .That's the topic. Oral communication in context. ↑How can we narrow down our topic? ↓
325	↑Can we narrow it down?
326	Try to focus in specific area in oral communication. ↓
327	>We have a lot of lessons in communicating,< right? ↑ Okay and I'm gonna tell you right now.
328	Choose a topic that you know best about oral communication ().
329	↑What is the topic? ↓
330	(4.0) Sir, we don't know anything. ↓
331	Wait, you don't know any topic from oral communication. ↓



332	↑What?
333	Anybody?
334	(11.0) ↑Have you learned something?
335	Sorry na.
336	Or what any topic that you know something about oral communication?
337	No, I will not ask you to explain, ha. ↑
338	>Just tell you a topic that you know about it. <
339	Stand up.
340	↑What topics do you know?
341	Or ↑what topic do you know the best about oral communication?
342	MS20: Illocutionary act
343	T: Ah, illocutionary act, the speech act,= the speech theory.
344	Okay, very good.
345	>That's it. <
346	O, what ↑else?
347	Just narrow it down. Yeah.
348	MS21: The speech context.
349	T: The speech context. Okay.
350	MS22: Seven Cs of communication
351	T: Seven Cs of communication.
352	What ↑else?
353	MS23: Communicative strategies.
354	T: Ah, communicative strategies.
355	Yes, AND of course, >the thing that you are having right now.
356	<
357	WE HAVE (3.0) speech writing.
358	MFS: Speech Writing
359	T; You cannot have that one.
360	So, the topic is (2.0) oral communication but you can narrow it down to a more specific topic. ↓
361	O again, like for example, we have that, yan, speech act theory. ↓
362	>We can also narrow it down more. <
363	>How can we narrow it down?<
364	You can have the three.
365	↑Ano 'yong tatlo? ↓
366	(6.1) ↑What are the three theories of or about =what's that?
367	→Speech act?
368	Bonna?



369	MS24: Nakalimutan ko po Sir.
370	T: Oh, ask somebody to help you.
371	Lo, il, per.
372	Liza could /ng/...tionary.
373	You? /ng/ —tionary.
374	FS4: Diko nga alam e.
375	T: Okay, the first one is locutionary.
376	Everybody, say locutionary.
377	MFS: Locutionary
378	T: NEXT, illocutionary
379	MFS: Illocutionary
380	T: and the perlocutionary.
381	MFS: Perlocutionary
382	T: ↑Do you still remember yong gestures nya?
383	(2.0) Naalala yong gestures?
384	I set you the video of that, right? ↑
385	Oh, may gestures yon para mas lalo nyong maintindihan.
386	Feeling ko may lalabas ulit na ganun sa exam.
387	So, balikan ha? ↑
388	Balikan nyo to.
389	MFS: Balikan yong topic ng nakaraan.
390	T: Next natin, quality examples. ↓
391	We have a general purpose. ↓
392	We have to inform grade 11 students of the importance of effective money [management. ↓
393	O, yong topic ano financial literacy or effective money management. ↓
394	MFS: Management]
395	T: >↑Pano natin inarrow down yan e we have a different< ah examples.
396	Una, effective money management. ↓
397	↑How do you manage your money?
398	↑Are you saving?
399	MFS: Yes
400	T: →↑How much is your baon?
401	MS25: Twenty pesos
402	T: Twenty pesos.
403	Now, that's good, ha↑ >For a senior high school twenty pesos ang () nyan. <
404	You reside where?
405	MS25: Samatadd



406	T: Street? ↑
407	Batad?
408	MS25: Samatadd Sir.
409	T: Samatadd Street?
410	A okay, so twenty pesos. That's okay.
411	I think it's not big enough but it's good for lunch.
412	S: Namamasahe parin Sir.
413	T: Okay.
414	What ↑ else?
415	↑How about Tina?
416	FS6: Thirty sir.
417	T: ↑How much is your baon? ↓
418	THIRTY PESOS.
419	Oh, medyo lamang ka ng sampo sa kanya.
420	Tapos 'yong sampo mo pinagcocomputer mo pa. Anyway, when I was in high school, ang baon ko ay seventy pesos. ↓
421	Tapos noong nag fourth year na ako one hundred na.
422	MFS: Wow
423	Sana all
424	T: >Hindi, kasi kayo malapit lang naman kayo. <
425	Shimpre ako sumasakay pa ako.
426	Ikaw?
427	↑Where do you reside?
428	MS27: Dyan lang
429	T: Aguire?
430	Then, ↑how much is your baon?
431	MS28: Yes, sir. fifty pesos
432	MS29: Yun oh
433	T: Fifty pesos para sa dyan lang malaki narin no?
434	E kasi I'm staying in school before like 7:00 am to 7:00 pm.
435	E kayo half-day lang naman kayo. ↓
436	→Kaya yong one hundred pesos, ah, you have your meryienda, your lunch, another meryienda.
437	Okay, plus you::r fare.
438	So, that's it.
439	↑How do you narrow down your topic. ↓
440	See, the topic is financial literacy 'no' but we have about your baon.
441	So, that is narrowing down your topic. ↓



442	So, it's like this.
443	I'll be giving a percentage ha, 100%, 20% savings, 10% walwal, 70% finances, expenses for school. Okay, NGAYON, isang daan ang baon mo.
444	→10 pesos for walwal pwede kanang maghalf-hour sa computer or one hour na nga ata yon eh diba? ↑
445	So, twenty pesos ng baon for savings.
446	Tapos 70 pesos para sa gastusin mo sa loob ng school.
447	Yong mga tigbebeente tig sasampo bibili kang ticket para sa exhibit.
448	Mga ganun, diba? ↑
449	Pwede na.
450	Oh imagine, ↑how much is that in one week?
451	MFS: 500 Sir,
452	100 Sir
453	T: 100. Hay, talaga naman. A anyway, but 20% is just like 100 pesos for one week, 200 pesos for two weeks, 400 pesos in one month.
454	In two months, 800 pesos, in ten months, 4000.
455	Diba? ↑
456	Oh, so, if you started saving January >tapos kupit ka konti kapag summer.<
457	[Biro lang.
458	Kupit ka konti tapos pasukan na naman uli.
459	O ipon ka na naman ulit.
460	MFS: Hahahahaha
461	Hahahahaha
462	Tapit.
463	Hahaha]
464	T: Ten months mo you have your four thousand pesos in twenty pesos per day.
465	Good narin di na masama no?
466	O tapos yong 4000 mo nayon bukas mo ng bank account.
467	May bank account ngayon 2000 pesos lang makakapagbukas kana.
468	Ibig sabihin, meron kana agad in your bank account na 2000 pesos.
469	E kung taon taon ka nagsasave.
470	Sa sampong taon meron ka ng 40,000.
471	Okay five years nalang.
472	In five years, pagnagstart ka ngayon Grade 12 plus four years sa college meron ka ng 20,000 pesos.
473	Pagkagraduate mo ng college may 20,000 ka pangwalwal mo.
474	MS30: Yon.
475	T: O, that is financial management, diba? ↑



476	Diko naisip yon dati e.
477	Ngayon natuto ako ngayon.
478	So, talagang magtatabi ka para sa future mo.
479	O, next na, data gathering.
480	↑ Pang-ilan na 'to?
481	MFS: Panglima
482	T: Narrow it down kasama.
483	Four, five.
484	Five nayan data-gathering.
485	O you gather-data sa library.
486	Makapaglibrary tayo bukas, because you will be gathering data about the topics that you have. NEXT, these are the writing patterns. ↓
487	(4.0) O, write it down ha? ↑
488	The first one i::s biographical.
489	Importante to lalabas sa exam.
490	NEXT, Categorical or causal.
491	Causal, everybody say causal. ↓
492	MFS: Causal
493	T: Hindi yan casual ha, ↑ causal yan.
494	Next natin, chronological.
495	>Everybody go. <
496	MFS: Chronological
497	T: Read go.
498	MFS: Comparison and contrast
499	T: Comparison and contrast. Plus, we have th::e [problem-solution.
500	MFS: Problem-Solution]
501	T: Okay, these are the patterns.
502	Diba↑ nakaisip kana?
503	>You have narrowed down your topic. <
504	NOW, you will be thinking about the pattern of your speech.
505	↑ Ano bang gusto ko?
506	↑ Do I want it to have to be biographical?
507	Cate-categorical? ↑
508	Causal? ↑
509	Chronological? ↑
510	Comparison and Contrast? ↑
511	Problem-Solution? ↑
512	Isipin mo yon. ↓



513	↑What are the difference between these?
514	O, the first one is biographical.
515	It means (2.0) life.
516	↑Pwede mo bang gamitin ang buhay ko?
517	Kung ang topic ay kunyare ang topic natin ay drug [abuse, drug addiction.
518	MFS: Hehehe....Yes]
519	T: Buhay mo gamitinn mo?
520	MFS: Yes
521	T: ↑Pwede?
522	↑Pwede bang gamitin?
523	MFS: Pwede
524	T: O, ang topic mo drug addiction ha? ↑
525	↑Will you be effective >kahit wala ka pang experience sa drugs kapag naging speaker ka? <
526	MS31: Pwede sir, Pwede sir.
527	T: A hahahaha. May time naman sa life natin na naging adik tayo sa kalye diba? ↑
528	MS32: For example sir sa mga pulis ngayon
529	Adik sa kalye...
530	Hahahahaha
531	Yes.
532	T: Okay, you are now to persuade.
533	O, isip ka ngayon. ↓
534	Ang purpose ko ngayon ay how to persuade nalang Sir.
535	Tapos, ang ang gagawin ko po ay biographical, life ko nalang na never akong tumikim ng drugs, pwede diba?
536	That's okay.
537	↑How about categorical?
538	O, just like your teachers.
539	>Just like what I'm doing right now. <
540	This is categorical, this is topical.
541	No, yong discussion ko topic by topic.
542	Starting from the audience to the purpose of the topic, ↓ narrowing it down, gathering of data, problem-solution, the writing pattern of speech. Yan, so that is categorical.
543	>You can also do that. <
544	Usually yan ang ginagawa kapagka reporting. ↑Nakapagreport naba kayo?
545	MFS: Yes
546	T: ↑Anong subject yan?
547	MFS: Philosophy



548	T: Philosophy.
549	Philo...and then reporting? ↑
550	MFS: Yes
551	T: →So, okay.
552	So, that's good.
553	At least you know the tips of reporting.
554	Next, causal.
555	Causal means the cause-and-effect relationship. Again the topic is drug addiction.
556	What's, what are the causes of it?
557	What are the eFFECTS of it?
558	MS31: Nakakaadik
559	T: Siguro no.
560	↑What do you think are the causes of drug addiction? [Stress ikaw stress.
561	MFS: Family problem, depression, stress, influence]
562	T: Influence no, I think that is number 1.
563	Not only from the friends but also from the social media.
564	No, from the news, you are being curious of the things that you see and you read and you watch. Siguro nga.
565	Your curiosity is number one of causing it.
566	↑Ano epekto non?
567	MS31: Hallucination
568	MS32: Masira ang ulo po
569	T: No, I have to say yes.
570	Thank you, hallucinating.
571	Okay, hehehe.
572	So, hallucination.
573	That's the effect.
574	↑Do I have to watch a video?
575	Sabi niya, Oh, you're so busy.
576	You have your shows.
577	You have your taping.
578	You have your hosting a skits >and so on and so forth. <
579	And now, you are here to entertain US.
580	Sabing ganun.
581	NO,Shabu lang yan.
582	MFS: Hahahha
583	T: Diba, ↑ parang you are doing a lot of things if you wanted to be free from stress.
584	Shabu lang yan.



585	MS33: Shabu lang yan.
586	T: Pwede ka magpahinga, okay.
587	Cobra nalang cobra. ↓
588	Diba↑ masarap ang cobra drink?
589	Sino nakainom ng cobra drink?
590	Gusto ko yon, favorite ko nga pala yon.
591	When I was in college, that is my favorite drink.
592	At dahil doon naospital ako.
593	MFS: Hahahahaha
594	Naoverdose
595	T: Oy totoo, >but what happened to me is that,< I always drink cobra every after breakfast, after lunch and after dinner for I think for a month.
596	I've been doing that.
597	If I'm going to my work...when I go to my work in Pasay, I act normal.
598	I'm, I'm so normal where I just lay around in the house and suffer.
599	And when I step out of the house, just literally step out of the house, I got fainted.
600	↑You know what's fainted?
601	[Yes, I got blackout and I woke up in the hospital.
602	MFS: Blackout]
603	T: I promise you that overdose over pa more.
604	And from that day on, since then when I was in college, since then, I haven't tasted cobra from that day on.
605	That was year (2.0) 2010?
606	Because I was already in fourth year college if I'm not mistaken.
607	No, 2008, ah 2008 nangyare yon.
608	(3.0) Okay,↑ so, that's it.
609	These are the descriptions and we have the appropriateness of it and we have the examples. Next, sorry ha tapusin lang natin ang topic.
610	We have a chronological ah pattern.
611	>What do we have here? <
612	Chronological timeline from 2019 to 2013.
613	Like that o a pwede sa birthday.
614	↑When is your birthday?
615	MS34: July 16, 2002
616	T: July what?
617	2002
618	O sige.
619	You gonna talk about your life from the year 2002 until 2019.



620	O 2000 ka pala siguro nga 19 kana, 19 something. 19?
621	↑Who is 19 na?
622	MS35: 1951
623	MFS: Hahaha
624	Hahahaha
625	((students are teasing))
626	T: 19 years old, so you are born in 2000.
627	A pwede narin.
628	Okay ka na non a nasa 19 narin yon kasi opening yon ng millennium.
629	Millennium.
630	Siguro ano ako nyan grade 3.
631	(3.0) Pagkapanganak sayo ako grade 3 ako.
632	Anyway, next natin, we have comparison and contrast.
633	O just compare and contrast because these are just comparison.
634	<Compare mo yong naging school in private and naging school sa public.>
635	O, Ashley, what's the difference?
636	FS7: Mga spoiled yong iba sir.
637	T: Anthony what's the difference.
638	Ba't ganun, okay.
639	MS36: vision
640	T: The difference i::s in...
641	MS37: private
642	T: What are we talking about, the students or the... students?
643	→The students in public school are more respectful than in private school students specifically, not all of them, are sweeter than the public school.
644	MFS: ((Students are clapping.))
645	So far, so far.
646	Haha bakit Sir?
647	Bakit sweeter oh tanong mo?
648	Oy, tanong mo, tawang-tawa mongoloid.
649	MFS: Hahahahahaha
650	Hahahahahaha
651	T: ↑Why sweeter?
652	MS38: ↑ Why sweeter Sir?
653	T: Kasi namimigay ng sobre don.
654	MFS: Ah kaya pala. Kaya pala.
655	T: Next natin, we have problem-solution. ↓
656	Anong problema mo? →Pera



657	MS39: Di ako yon sir.
658	T: You cannot make your project on time.
659	You cannot pass your requirements on time.
660	O, what's the solution?
661	MS40: Gumawa ng maaga.
662	T: Yes, (2.0) don't study, so that you will not have your deadline.
663	MFS: Hahahahaha
664	T: Delay, Okay na? ↑
665	MFS: Okay. Okay na sir.
666	T: Stand up everyone.
667	Good bye.
668	MFS: Good bye sir.

Second Session: Two Versions of Taxonomy
Time Duration: 27:12 minutes

1	T: All right, this will be our topic for today AND the things that were gonna do starts with these (2.0) pictures.
2	↑Who do you think this pictures? ↓
3	↑Who do you think this pictures is? ↓
4	↑Do you have any idea?
5	(), ↑do you have an idea who this picture is?
6	MS1: No Sir.
7	T: Stand up!
8	↑Do you have any idea with this pictures?
9	Answer me no sir I have no idea.
10	MS1: No, Sir. I don't have any idea.
11	T: Ok, so, you don't have any idea.
12	>How many lines do we have here? <
13	We have like one, two, three, four, five, six, seven, (5.0) eight.
14	(4.0) Okay, so let us have ahh our representative from this group, anybody?
15	You're not gonna take too much.
16	>Don't worry. < This is an easy task.
17	>Anybody? <
18	>Any representative from this group.< 3, 2 okay stand up.
19	↑How about in this group?



20	Any representative, 3, 2 okay.
21	This is just what we're gonna do.
22	>We just gonna give a letter and I will tell you where the letter is, < okay? ↑
23	Okay? ↑
24	MS2: Sir, ano gagawin?
25	T: I forget the name of this game but just gonna give us letters okay?↑ Then you the audience will guess who this person is based on the letters, okay? ↑ >That's it.<
26	Okay, let's start with you, okay.
27	MS3: A, C
28	T: Hmm?
29	MS4: C, A, B
30	T: Huh?
31	MS5: H, E
32	T: Okay
33	MS6: R, H, letter Z, F
34	T: F, M, F?
35	MFS: F (Chorus)
36	T: MA or FA?
37	MFS: Students are laughing.))
38	MFS: FA
39	T: FA, F Okay.
40	MS7: N
41	T: Na?
42	MFS: N N, N
43	Na
44	()
45	()
46	B, C, H, J, B, S, X, R, L, P
47	T: Ah >okay change, change letter<
48	MS8: L
49	T: Ha? L?
50	>I'm sorry that's already given. < O, O, S
51	FS1: Ah Sir, ako alam ko Sir, Martin Luther.
52	T: That's right, okay letter
53	MFS: ((Students are laughing.))
54	MFS: A, R W, B, N, B, I, T
55	T: That's already given.
56	FS2: J



57	T: J
58	MFS: Benjamin, B, B
59	T: W
60	MFS: Benjamin, Sir, Sir.
61	T: Letter
62	FS3: H, H, P, Sir!
63	T: Huh?
64	MFS: Bloom, [Benjamin Bloom, yes
65	T: Benjam::in. Very good.]
66	Okay, so this i::s, very good, Benjamin Bloom.
67	MFS: Benjamin Bloom
68	T: Benjamin Bloom together with the team of educational psychologist of this taxonomy of cognitive domain assisted and classified the level of thinking, important for learning.
69	Okay, what did Benjami::n do?
70	→Okay, together with his team okay, educational psychologist they focus in taxonomy of cognitive domain, the taxonomy of cognitive domain.
71	There are trying to level our thinking skills UP HIGH do we have if we think and they started that, rihgt? ↑
72	So, that is Benjamin Bloom.
73	That is why we have our, ahm, order of thinking skills.
74	We have a low order thinking skills, and a high order thinking skills, whether we think lowly or think highly, okay? ↑
75	So, that is Benjamin Bloom.
76	I'll be showing you, ahm, the taxonomy later on. But this is the best version.
77	Okay, everybody, who knows that person? ↓
78	↑Do you know that person? ↓
79	MS9: No sir
80	T: Stand up.
81	↑Do you know this person? ↓
82	→No sir, I don't know this person. ↓
83	MS10: I don't know kasi dati yan.
84	T: All right, 1, [2, 3, 4, 5
85	S: 2, 3, 4, 5]
86	T: Okay, let's start. Representative. (4.0) ↑How about here?
87	MS11: Sir, sir
88	T: Okay, let's start here.
89	MFS: ()
90	P, N, E



91	M, S
92	S sir, S
93	Sir, H, Sir! Sir, H, I, I, R, I
94	T: Okay, so, we have Lauren Anderson.
95	(5.0) Okay, Lauren Anderson.
96	MFS: Yes Sir.
97	T: Okay, later on Bloom's former student. Okay,
98	we have Benjamin Bloom a while ago and <this is his> student. Okay?↑ Lauren Anderson and their group of cognitive psychologist,
99	#NAME?
100	When we say cognitive its talks about brain, cognitive psychologist published a revision.
101	↑What did they publish?
102	→Revision, everybody, say revision
103	MFS: revision
104	T: Revision to the original taxonomy to make relevant t::o the 21st century students an::d teachers.
105	All right, his student Lauren Anderson for his version we [have and the other one is.
106	MFS: Benjamin Bloom.
107	Luaren Anderson]
108	T: [Lauren Anderson, okay we are good when it comes to the taxonomy, okay let us
109	stay here, determined by what we have learned.
110	Answer the following Math, Math problems, just tell me when did you study this one?
111	Okay, ↑when did you learn to answer this question? Or the problem? ↑
112	But you don't need to answer it.
113	Okay, I know that you::r...
114	Math is my favorite yeah math is my favorite subject, when I was in high school I
115	got high scores in mathematics.
116	Right now I'm becoming a math teacher.↓
117	(6.0) Okay, one plus one.
118	T: >↑When did you learn this? <
119	MFS: ()
120	T: >Oh raise your hand. Don't answer me in chorus. <
121	FS4: Kinder?↑
122	T: I think I learned to answer this when
123	FS4: I think I learned to answer this... take two
124	T: Yes
125	FS4: I think I learned how to answer this when I was kinder.
126	T: →When I was in kindergarten.



127	→Okay when you were in kindergarten.
128	Okay↑ so, how about the second one.
129	↑When do you think you learn to answer this?
130	Yes nak?
131	>When do you think you learned to answer this one? <
132	FS5: I think I learn answer. ano?
133	T: I think I learn to answer this one.
134	FS5: I think I learn to answer this when I was elementary.
135	T: I think I learn to answer this specifically ↑what grade?
136	FS6: Grade 3 po.
137	T: Grade 3 okay probably you know to answer in grade 3.
138	MFS: ((Student are laughing.))
139	T: ↑How about this one ()
140	↑How about negative one plus negative one (-1+-1)? ()
141	(6.0) I think I learned to answer this when I was
142	FS7: I think I learned to answer this when I was:
143	T: Answer it...
144	FS7: Grade 7
145	T: Grade 7, yes.
146	In my time it was called ah first year?
147	Ah () Okay.
148	↑How about this one?
149	Yes, nak?
150	>Stand up. <
151	↑When do you think you have learned answer this one?
152	FS8: <I think I learned to answer it when I was in grade 10. <
153	T: <When you were in grade 10. >
154	I think I have that... >thank you<
155	I think I have learned this one in grade 10... 9 or 10 but in your case you learn to answer this, grade 11.
156	So, when you're in Grade 10 you don't know to answer this?
157	Okay, ↑how about this one?
158	()
159	FS9: Di po sir...
160	T: Yes, ah okay sorry.
161	()
162	FS10: I think I learned to answer this when I was in Grade 10.
163	T: Grade 10.



164	Because I remember, =I remember I'm answering this when I was in college. (6.0)
165	I just don't remember.
166	That day, when I was in high school I just don't know if you learned in grade 10. That's okay. Great.
167	Alright... in the 6 levels of Bloom's taxonomy of the cognitive domain, they found a successive pattern.
168	Just like what we ha::ve talked, a while =about a while ago. In math problems they are teaching you depending on a capability of your mind.
169	Okay? ↑They're not gonna teach you something that you will learn easily that's why we started with the 1+1 and then the 1x1, because it depends on the level, just like the taxonomy that you have.
170	Okay you start with the simple one and then going t::o the most difficult. ↓
171	Okay? ↑
172	So, in he::re there is a successive pattern. Meaning from 1 (2.0) to 10, you talk about levels here.
173	This means that to proceed to next level, you must, okay, (3.0) the third one must be mastered first. For example the 1+1.
174	You should know how to add first before yo::u [multiply.
175	MFS: multiply]
176	T: 1+1, 1+1. Your parents, your teachers keep on repeating it to you 1+1, 1+2.
177	Okay, when you mastered it already, the teachers will teach you to multiply.
178	And after that you will have your division and so on and so forth, until it will become an =what do you call that? → integers.
179	Okay you can have the x the y the negative, =because you can answer of that already.
180	So, if I will be giving you a math problem, now.
181	→You think you can answer? ↑
182	Because you should master it before you become a senior high school. (3.0) Right?↑
183	So if I gonna give you a quadratic formula, ↑can you answer it?
184	MFS: ()
185	T: The A+B, what's that? A+B, x+B...
186	Like that, okay so the levels a::re, everybody let us read.
187	Let us just start with the first one, we have...
188	MFS: knowledge, comprehension, application, analysis, evaluation, synthesis.
189	T: Everybody, say analysis.
190	MFS: Analysis
191	T: Synthesis.
192	MFS: Synthesis
193	T: Evaluation.
194	MFS: Evaluation
195	T: Okay, so that ii again this i::s Benjamin Blooms version of taxonomy. ↓



196	We start with the knowledge.
197	Next is comprehension.
198	Next is application.
199	Another one is the analysis.
200	Next is synthesis, and evaluation.
201	This is his taxonomy. ↓
202	This is the old version or the original version. According to?
203	MFS: Benjamin Bloom
204	T: Okay the old one is from? ↑
205	MFS: Benjamin Bloom,
206	T: Benjamin Bloom made the what?
207	→The old version. Okay, the old version are nouns, nouns.
208	Okay, but the next version is from Anderson.
209	He revised IT.
210	He create another one.
211	Okay, just like a.
212	It's a definition that we have a while ago.
213	Okay, so Lauren Anderson revised it.
214	→Aside, a, instead of using nouns, he made it (2.0) verbs, --ING forms.
215	Okay, ahm, also restructure because CREATING is more complex form of thing than evaluating.
216	Let us see what's the difference between the two.
217	But, this is his (2.0) version.
218	Let us start with remembering. Next...
219	MFS: Understanding, applying, analyzing, [evaluating
220	T: And the last is]
221	MFS: Creating
222	T: Very good.
223	Okay, this is his version.
224	This is the new version of Lauren Anderson, okay? ↑
225	We start with remembering and we followed by understanding and followed by applying.
226	MFS: applying
227	T: The higher ones are: [Analyzing, evaluating, and creating.
228	MFS: Analyzing, evaluating, and creating.]
229	T: O, this is two.
230	Ah, look at their differences. (8.0) Okay, that's their differences.
231	The only difference is that the synthesis and evaluation, and evaluating and creating.
232	Because the first four is just the same.



233	Okay? ↑
234	Knowledge-remembering; comprehension- understanding; application- is of course applying; analysis is analyzing, synthesis, evaluating, evaluation and now creating.
235	That's why we are doing a lot of things right now.
236	<We are not just evaluating. >
237	In our (2.0) time, we are evaluating or we are being evaluated.
238	But, just remember about these things.
239	Later on we will talk about ↑what are these things.
240	↑What are these levels?
241	→Sir, ↑ano po yung mga levels na yan?
242	↑How do we know ↑what are these things?
243	Later on >we will talk about this< but for now >what I want you to do< is just to remember all of these things.
244	And for yo::u to better remember all of these
245	→Again the old version i::s? ↑ NOUN.
246	The new version i::s? ↑ VERBS.
247	We have the /tion/ /tion/ /tion/ here.
248	We have the /ing/ /ing/ /ing/ here.
249	Okay?↑ So you say tion tion-tion.
250	MFS: /tion/ /tion/ /tion/
251	T: You say /ing/ /ing/ /ing/
252	MFS: You say /ing/ /ing/ /ing/
253	T: Okay, that's the old and the new.
254	And for you to better remember it.
255	I have made an acronym for that.
256	The old version you just have to remember ESAAK.
257	MFS: ESSAAK
258	T: ESAAK means?
259	Okay, you will read it from the right to the left. Okay, everybody, say ESAAK.
260	Oh, let's start with letter K, which is knowledge,
261	MFS: Knowledge
262	T: C
263	MFS: Comprehension
264	T: Very good,
265	A, [Application
266	MFS: Application]
267	T: Another A.
268	MFS: Analysis



269	T: Analysis, very good next?
270	MFS: Synthesis
271	T: Synthesis
272	MFS: Evaluation
273	T: Evaluation okay.
274	So, everybody, say, ESAACK.
275	MFS: ESAACK
276	T: So that is the old version, the old version is ESAACK. (3.0) Okay. ↑
277	Now let us have the new version.
278	You will just read CEAAUR.
279	Everybody, say CEAAUR.
280	MFS: CEAAUR
281	T: Okay CEAAUR ↑ what does it mean?
282	Again, we will start with the right.
283	The first one.
284	MFS: Remembering
285	T: Remembering next,
286	MFS: Understanding
287	T: Understanding next,
288	MFS: Creating.
289	T: Creating? ↑
290	MFS: Applying Applying, applying,
291	T: Applying
292	MFS: Analyzing
293	T: Analyzing
294	MFS: Evaluating
295	T: Evaluating, okay and?
296	MFS: Creating
297	T: Creating.
298	So, that is the new version.
299	Hopefully ah you will remember these.
300	The question is ↑ what do you think is imminent difference between the two? (3.0)
301	↑ What is the clear difference between the two?
302	Yes.
303	MS12: The -ing.
304	T: The?
305	MS12: The -ing.
306	T: Okay the -ing and the ing.



307	Aside from that, ↑what is the difference between the two?
308	Yes.
309	MS13: Sir, the evaluating and creating.
310	T: Yes.
311	The evaluating and the creating.
312	Okay, the old version is for evaluation and the new version is for?
313	MFS: [Creating
314	T: Creating
315	Right?]
316	MFS: Yes, sir.
317	T: ↑Which do you think of the two versions is suitable for today's generation?
318	The evaluating? ↑
319	Or the creating? ↑
320	Yes.
321	MS13: I think the new version. ↓
322	T: The new version, why? ↑
323	MS13: Because today you need to () to see them
324	T: Oh to see an output
325	MS14: To see the other people create about creating the output
326	T: To see people
327	MS14: And to learn how to do the evaluation
328	T: Okay, you wanted the people to see your output, the work that you have done, very good.
329	>That is why you have always passing a lot of< things you are creating in the subject.
330	Okay, we are, we are finishing it... sorry.
331	Okay? ↑
332	→Today... I realize that...
333	S: Today, I realize [that.
334	T: What? ↑]
335	↑What do you realize?
336	↑What have you learned today?
337	↑How many got summaries?
338	↑How many versions do we have?
339	MS15: Two.
340	T: Okay. I realize that...
341	MS15: I realize that there are two versions.
342	T: Of? ↑
343	S: Of taxonomies.



344	T: Of? ↑
345	S: Of cognitive domains.
346	T: Okay, very good.
347	>What ↑else? <
348	↑What have you realized?
349	MS16: I realize that there are two people ()
350	T: Psychologists, psychologists
351	MFS: Hahahahaha
352	MS16: Psychologists
353	Psychologists.
354	T: Okay, you don't read the P.
355	Okay? ↑
356	Just say psychologists.
357	Everybody, say psychologists.
358	MFS: Psychologists.
359	T: Okay, yeah.
360	MS17: Sir, I realize to arrange the taxonomy between Benjamin Bloom and Anderson versions.
361	T: Versions
362	MS17: Yes, sir.
363	T: All right.
364	This is your quiz.
365	Okay,↑ this quiz is your assignment too.
366	Oh, this will be your assignment.
367	Ha? ↑
368	Oh, just put it in your notebook so that you will have content in your notebook. Joshua, take a picture, and send it in your GC. Please join me in your GC.
369	Ha? ↑
370	GC.
371	Take a picture of this and send it on your GC.
372	Again, I'll be in the GC because I'll be announcing a lot of things.
373	For example, I will not come to class today and so on and so forth.
374	(2.0) Oh take a picture. ↓



Time Duration: 19:22 minutes

1	T: Okay, so, ↑what was the last topic that we have?
2	We have (2.0) th::e?
3	MS1: Memories of... [memories of
4	T: Okay, the first of thinking.
5	Okay the first three levels of thinking and ↑what are those three levels?]
6	MS2: ()
7	T: Hmm?
8	We have the first one [remembering,
9	Understanding , Applying.
10	MFS: Remembering, Understanding
11	Applying]
12	T: Very good everyone.
13	That's the first three levels of thinking.
14	↑What are the terms that we have to remember::r when we are trying to remember the word is?
15	MS3: memorize
16	T: Yes, memorize.
17	Very good.
18	↑How about for understanding?
19	MS4: Explaining
20	T: Explaining.
21	Very good.
22	↑How about for applying?
23	MS5: solve? ↑
24	T: Solve okay? ↑
25	Solving problems, solving ahh... yeah complex, all right.
26	So, let us continue the story of Pia.
27	Okay, Pia, so a kid pickpocket::ing and right now let's see what Pia did next after talking to the child. Okay?↑ 123, everybody ahh I just want to hear you... Yes, you anak?
28	>Just want to hear you 123 and go. <
29	MS6: ()
30	T: Very good.
31	Okay,
32	Your next, why? ↑



33	c'mon.
34	Stand up.
35	Or anyway, >I don't have any problem with that. <
36	MS7: ()
37	T: Okay, look at the problem here.
38	Look at the story after Pia, sss, ahmm when Pia saw the child.
39	Okay she talked to the child and now she is reporting this to the authorities.
40	Okay↑ and now.
41	↑What happened next?
42	So, they con, = contacted the authorities to have the child and to apprehend his father, meaning? ↑
43	To punish the father, okay; however, they were told that it was already reported months (4.0) before, meaning months before it means, it keeps on repeating, right? ↑
44	Okay, and that the authorities will look into the issue, once they have time, () pag may oras na because they have other priorities. ↓
45	Okay, so Pia went there and talk to the authorities. ↓The authorities contacted the proper authorities. They thought that ahh it was already reported. They told me that story.
46	Okay, we will look into that one more time if we have time, because we have other priorities. (4.0)
47	The question is okay, I'm gonna ask the following questions right now.
48	Higher order thinking skills.
49	You should use your creativity.
50	You should use your mind on this, proper thinking, higher order thinking skills.
51	First question, based on the response of the authorities, ↑what inference can you make regarding their treatment of the case?
52	↑What can you say about their treatment of the case? (4.0)
53	↑Do you think that is the proper response on that? ↑What do you say about it?
54	Ahh the authorities told you na ohh will look... if we have time.
55	We will look into that because we have another priorities. ↓
56	O, in tagalog, ↑who can translate that in Tagalog? Translate that in Tagalog, ha? ↑
57	↑Anong sabi nya don?
58	If we have ahh... >we will look into that once we have time, < (3.0) >but right now we have other priorities. < Yes, nak.
59	MS8: Sir, sabi babalikan ko nalang yan.
60	>Nangyare kasi na yan kasi at this time meron pa akong pinapriorities kaysa sa kanya. <
61	T: Okay, ↑what do you say about that statement?
62	Okay, yes anak?
63	↑Who... the authorities?↑
64	MS9: Authorities



65	T: Authorities [don't (2.0) care.
66	MS9: The authorities don't (2.0) care]
67	T: →O, one more time. Sir, I think...
68	MS9: Sir, I think the authorities don't care.
69	T: Yes, authorities probably don't care about it, okay. ↑What else can you say about that (5.0) aside from the authorities don't care about it?
70	Yes, nak.
71	MS10: I think they are abusing because they are not accepting the responsibilities to ahm to ().
72	T: Okay, next question.
73	↑Is the actions of the authorities justified? (6.0)
74	↑Is it the proper response?
75	MS11: No sir
76	T: ↑Why is it not the proper response?
77	(6.0) Yes,(2.0) stand up.
78	↑Do you think the reaction of the authorities are justified?
79	MS11: ()
80	T: ↑Is it an okay response?
81	↑Is that a good response?
82	MS12: No.
83	T: No, it's not a good response. (6.0)
84	>↑Why do you think it's not a good response? <
85	(9.0) ↑Why is it not a good response?(3.0)
86	↑What do you think they should response to the situation? (4.0)
87	If you're the police, ↑what will you gonna do?
88	(8.0) If you're the police, >↑what will you do? <
89	()
90	Sophia, I'm telling you there's a trial.
91	I'm Pia, I'm bothered.
92	Pia's bothered you want do anything?
93	↑What's your name?
94	↑How about the others?
95	↑What do you think the proper response?
96	Yes nak?
97	↑How can you respond on that? (7.0)
98	If you're the police, what will you do (2.0) =if somebody reported that thing?
99	MS13: ()
100	T: You will? ↑



101	(7.0) I am Pia, you're the police, I'm telling you that there's a kid being hit by his father, >↑what do you do? <
102	-17
103	MS14: () I will
104	T: You will?
105	Sir I will what? ↑
106	MS14: ()
107	T: And then what? ↑
108	Ha? ↑
109	What? ↑
110	I will? ↑
111	Just give me a verb, ↑what will you do?
112	→Verb, pandiwa, ↑what will you do?
113	I will...
114	I will eat.
115	I will run.
116	I will dance.
117	I will what?
118	MS14: () I have no idea Sir.
119	T: Louder please!
120	MS14: I will ask the father.
121	T: Ahh okay, the kid...
122	Very good.
123	You will go to the house of the kid and question the father.
124	Oh that is your response regarding to that.
125	There's no wrong interpretation to that.
126	Oh how about the others, ↑what will you do?
127	If you're, =you're the police, ↑what will you do?
128	Ha?↑
129	Oh ↑how about the others?
130	Ha? ↑
131	FS1: I will response right away.
132	T: Very good.
133	You will response right away.
134	That is how you do it. Okay.
135	↑How will you illustrate the highlights of the events including the first part of...
136	Okay, anyway, so this is right doing.
137	This, already creative if you have to draw something in, on a paper, okay in bond paper. ↓



138	↑What you gonna do is t::o include the first part in a four panel comic strip.
139	You know four panel comic strip? ↑
140	↑Do you know what is panel strip?
141	MFS: yes
142	T: Tapos ↑what happen?
143	>Ganun lang? <
144	That's your... =but okay, this question... in answering that question, okay, you have to examine the cause and make differences on them.
145	Okay? ↑
146	Cause, ↑what is the cause of that situation? ↓
147	Bakit?
148	↑Why did it happened? ↓
149	Next, ↑is that action of the authorities justified?
150	When thinking of your answer to judge the action, you are judging it.
151	↑Is it right to do it or not?
152	If I am the police, >is that a proper response for me to do? <
153	MFS: No
154	T: Oh, No...
155	No if I have time.
156	No, no, no.
157	>I have other priorities right now. <
158	Okay,↑ it was a kid and it was reported to you MONTHS ago then you're not even doing anything?
159	↑How can we describe the police there, = the authorities? They ar::e?
160	MFS: Irresponsible
161	T: Irresponsible.
162	What ↑else?
163	They ar::e?
164	MFS: Loser
165	T: Loser?
166	Lazy.
167	MFS: lazy
168	And then you judge them whatever you want to judge them.
169	↑How will you illustrate?
170	>This is creating. <
171	You will have to illustrate the situation.↓
172	Okay?↑ You have to criticize the part into an output Okay. (7.0) The first question is analyzing.
173	You are analyzing, okay. You are trying to, okay



174	I'm gonna underline it.
175	(10.0) Okay.
176	Focuses on breaking down okay, we have breaking down ideas here into parts (5.00 and then you try to relate each part with one another.
177	You are trying t::o?
178	Oh this is the term that we have.
179	↑What is that?
180	>Everybody say? <
181	MFS: ()
182	T: Next, everybody say.
183	123 everybody, say, ↑what do we call?
184	MFS: compare.
185	T: Okay.
186	<In analyzing you're trying to compare.>
187	Other people are doing this, so ↑what will you do? Okay, >so that's it. <
188	Next is evaluating the word i:s?
189	MFS: Evaluating, judge
190	T: Okay, everybody say judge.
191	MFS: judge
192	T: Okay?↑ You are making judgment.
193	↑Is it good or bad?
194	MFS: [Bad
195	T: ↑Is it okay or not okay?
196	So that is judgment.
197	↑Are you doing that recently? ↓]
198	MFS: No!
199	T: NO, what I mean, ↑are you judging?
200	FS2: NO, because you didn't know what happen
201	()
202	T: No?
203	O, like, for example, a while ago about the policeman, the father, ↑have you judged the father?
204	FS2: ()
205	T: YES, me too.
206	I have judge the father and that is higher order thinking skills because you are trying to judge whether it is a good thing or bad thing.
207	(3.0) So if I judge the father, I will say that he's not a good father. That's my thinking.↓
208	↑ How about you?



209	↑ Do you think he is s good father?
210	MFS: NO.
211	T: He's beating up his kid, if he doesn't give money. Okay.
212	↑How about the kid?
213	↑ Is the kid a good kid or a bad kid?
214	MFS: Bad kid, good kid, bad...
215	T: ↑ Is the kid, a good kid or bad kid?
216	FS4: good kid
217	T: ↑ How do you think, he's a good kid?
218	FS4: ()
219	T: Stand up, stand up... stand up.
220	He's a good kid because...
221	MS15: Sir.
222	T: ↑ Why is he a good kid?
223	(7.0) Don't you have any reason at all?
224	↑ Why is he a good kid?
225	He's a good kid because...
226	(14.0) Yes, nak?
227	FS5: He's a good kid because he didn't fight back to his father and...
228	T: Oh, that's all, okay? ↑
229	>He's a good kid because he didn't fight back his father. <
230	He follows his father.
231	And that is your judgment.
232	Okay,↑ that is your judgment.
233	>I cannot say that his< =uhmm the right answer or the wrong answer, but you judge him by the way you see him.
234	Right? ↑
235	Next creating...
236	↑What do we have in creating, you construct new information or ideas just like what Lauren Anderson did.
237	He constructed new idea. ↓
238	The old version is now a new version because he constructed something else.
239	→So we can say that lauren Anderson is already on a highest thinking order thinking skills in his career. Okay, but not only professionals can do that.
240	>You can also do it. <
241	>That is why I'm asking you to make a four panel comic strip,< because that is creating.
242	Any questions?
243	MFS: NONE.
244	T: Okay we'll just gonna do this later on.



245	Okay, >what did you learn?<
246	Today, (5.0) yes?
247	MS16: About the thinking high levels
248	T: Thinking skills
249	MS16: They [are...
250	T: They are what?]
251	MS16: creating
252	T: Just tell me the bottom
253	MS16: analyzing
254	T: Analyzing? ↑
255	MS16: creating
256	T: Creating? ↑
257	It is the highest, analyzing.
258	MS16: Evaluating...
259	T: Evaluating very good and creating okay.
260	Hopefully, you have learned something today.

Fourth Session: Two Versions of Taxonomy

Time Duration: 29:28 minutes

1	T: Okay, ↑what are those two versions that we have? The first version i::s?
2	(3.0)
3	↑What is the name of the first version? ↓
4	Yes, nak?
5	MS1: Benjamin Bloom
6	T: Yeah it's from Benjamin, so we called it th::e?
7	MS2: Knowledge.
8	The knowledge of application ()
9	T: So, it includes all of those nouns, and we called it the blooms taxonomy of cognitive domain.
10	↑How about the new one? (5.0)
11	↑What do we have guys?
12	FS1: Evaluating, analyzing, understanding
13	T: Very good.
14	So, those ar::e the two different version.
15	Okay? ↑ so, we have the blooms taxonomy and the Andersons taxonomy. ↓



16	Okay, ↑ what happen to the two?
17	↑ Why do we have th::e = the new one? ↑ Why do think we have two versions? ↓
18	↑ Who is Lauren Anderson anyway?
19	(3.0) ↑ Who's Lauren Anderson?
20	(5.0) Something that you know about him.
21	↑ Who's that?
22	Anybody who knows Lauren Anderson. ↓
23	Yes, nak?
24	FS2: Cognitive psychologist
25	T: Okay, he is a cognitive psychologist, but specifically how is he related to Bloom?
26	Stand up please?
27	MS3: Student
28	T: Stand up please.
29	MS3: Benjamin Bloom's student.
30	T: Benjamin Bloom's student.
31	Yeah so Lauren Anderson is Benjamin Bloom's student. ↓
32	One more time, ↑ will you please do it in complete sentence.
33	Lauren Anderson....
34	MS3: Lauren Anderson was Benjamin Bloom's student
35	T: Yes, very good.
36	Okay.
37	He was a former student of Benjamin Bloom, but anyway talking about of... of all cognitive of taxonomy. All right, let us now proceed to the difference between the two, the most evident difference between the two aside from the old one is a noun, and a new one is a verb or are verbs.
38	Okay.
39	↑ What do you think the evident difference between the two?
40	↑ Which is more suitable or appropriate in our generation?
41	↑ Which is better to use?
42	The new, the old one or the new one, th::e?
43	If ever you were to use this taxonomy,
44	↑ Which are are using in this generation, the new one or the old one? (4.0) The new one?
45	↑ Why do you think is the new one?
46	MS4: ()
47	T: Aside from the ING, for whom or what?
48	MS5: For us.
49	T: ↑ What do you call us? We are what?
50	Yeah... ohh yeah, we are all, but ↑ what do you call this generation?



51	MS6: Millennial Sir.
52	T: Aside from the word millennial is concluded in generation,ha,↑ it starts with the number.
53	MS7: ()
54	T: Ha? ↑
55	MS7: Students
56	T: Yeah students but this taxonomy includes the teacher.
57	FS3: 21st century ()
58	T: 21st century... very good, will you please appreciate that?
59	MFS: ((Students are clapping.))
60	T: The difference between the two is that the old version is for the old people like us, not the really old but we are, =we are having the old version, the
61	Blooms taxonomy when we were studying before. But right now in our generation, me or I as a teacher,and you as a student, we use the 21st century taxonomy and that is Anderson's taxonomy and we use the what?
62	The /-tion/ or the -ing? /-tion/ ION or ING?
63	Noun or verbs? (6.0)
64	If the old version use noun, knowledge comprehension O, application, ↑how about now ↑what are used? (4.0)
65	We use verbs. ING okay so Anderson, again
66	Let us review all of these, Bloom's taxonomy it is noun, okay it uses nouns.
67	↑What else?
68	It is the old version of course, next, the new version are verbs ING.
69	Okay,↑ and that is the new version that is the one we are using right now.
70	Okay, let us go back to that.
71	I want you to see that one more time.
72	Okay, this is the old version and new version. ↓
73	>You have that in your notebook, right?↑ <
74	Okay, the difference between the two is evaluation or for the old version the highest level of thinking is evaluation, while highest level of thinking in Anderson taxonomy is creating?
75	MFS: Creating
76	T: Creating. Okay an::d what we are using right now because, we have, =we are the 21st century learners and teachers, we used th::e?
77	Old or new?
78	MS8: Creating...
79	T: Old or new?
80	↑What do we use old or new?
81	MS9: New version sir
82	T: Ha? ↑
83	Stand up, anak, we use?



84	MS9: We use the new version.
85	T: Of course, because that is the new and we use the new version, very good, okay.
86	MFS: ((Students are clapping.))
87	T: So, that's it.
88	We use the new version because the new version is for the 21st century learners and teachers.
89	Okay, right now we will be talking about the levels of thinking for the 21st century learning.
90	Meaning, we will be studying which version. ↓
91	(10.0) Of course, we will be studying about (2.0) the [new one. Because the old one is already old, we don't use that anymore.
92	Although that is our basis but we will be using the new one.
93	Again the new one is this one, we start with first level. ↑What's the first level?
94	MFS: New one]
95	MFS: Remembering
96	T: Of course, remembering we should always start from the bottom going up. Lower to highest.
97	Okay, we start with the remembering.
98	Next is: [understanding
99	MFS: understanding
100	T: and applying.
101	MFS: applying
102	T: So, that is the first 3 levels.
103	Okay, next is: the highest levels.
104	Okay, the higher order thinking skills.
105	We have [analyzing, evaluating and creating.
106	MFS: analyzing, evaluating. creating]
107	Okay, so, if you are thinking okay, or if you are analyzing, evaluating or creating, you are already using your high order thinking skills. Meaning you're using the highest level of thinking.
108	> Do you think you already using the highest level of thinking? <
109	MFS: No.
110	T: ↑Are you using it?
111	MFS: No
112	T: Excuse me!
113	↑Are you using the highest level of thinking?
114	MFS: No, sir.
115	T: I think you are already using that one.
116	Later on we will be talking what are these levels. Okay, let us start, the first one is the... 123 go.
117	MFS: remembering, analyzing, applying



118	T: Okay highest...
119	MFS: evaluating, creating
120	T: Okay let's remember that one. Let us now have the story telling... and let us use the levels of thinking depending on the question that you are answering. ↑Is that okay? ↑
121	All right, let's begin.
122	>Everybody let us read,< one, two thr::ee go.
123	MFS: ((Students are reading as told.))
124	T: Okay, I need one to read it one more time. Anybody read it.
125	Anybody?
126	Yes?
127	MS10: ((A student is reading a passage.)) In the summer before Pia become a grade 11 student.
128	She decide to volunteer in a won government organization which run a center for street children during the orientation.
129	She was told a report incident of street children [engaging an illicit activity.
130	T: engaging]
131	One day she found one of the children who use to go to the shelter, pickpocketing in the market so xxx xxx went want to him, he said his father threatened him xxx xxx not enough money by the end of the day.
132	T: Okay very good.
133	MS11: Ah sir, sorry for the interruption I'm representing our section...
134	()
135	T: All right, so ↑what's the story all about?
136	Okay, the story goes, ahhm, around the story about grade 11 students named? ↑
137	MFS: Pia.
138	T: Pia, okay ↑what's with Pia?
139	MS12: Volunteer sir
140	T: Volunteer where? ↑
141	MS12: of non-government
142	T: non-government organization during sum::er.
143	Okay, ↑ what is she doing in a non-government organization?↓
144	MS13: Helping the people Sir.
145	T: Ha? ↑
146	MS14: Helping the people Sir
147	MS15: Helping children
148	T: Helping not the people but the children, okay ↑ and trying t::o take care of these children, ↑what?
149	(2.0) ↑What?
150	What's happening?



151	To report okay, =they ask her to report , okay, incidents of children engaging in illicit, illicit WHAT?
152	[activities.
153	MFS: activities]
154	T: ↑What are those illicit activities? >When we say illicit, what do you mean by that? <
155	→Okay bad activities. Okay?↑
156	So, ↑what happen?
157	→Sh::e found out that one of the children did what? ↑
158	MS16: Sir ah! She ah, =she trying to give the something on the bag of the girl ahh or in short thief or robber.
159	T: All right, the child is the [thief, [pickpocketing.
160	MS16: Yes Sir.]
161	Yes Sir.]
162	T: You know, getting something from someone's pocket. (2.0) Okay?↑
163	She found out that one, one, =one of the children is doing that so ↑what did she do? (2.0) ↑What did she do? Oh, you're pickpocketing, what did I do?
164	Sh::e?
165	What? ↑
166	→She went to () okay?↑ >And then what is the reason of the kid why is she, =why is he doing that? <
167	MS17: Sir maybe, ahh, he is a hungry or she need money to buy something?
168	T: Let's go back to the story.
169	↑What is the story telling, =tells us?
170	Yes?
171	MS17: Because his father is threatening him Sir.
172	T: Yeah, threatening to beat him if he doesn't have money, right? ↑
173	So okay, probably, later on I'll be asking you the same questions
174	Okay. (6.0) All right, so we will be talking about remembering, understanding, applying for the last.
175	The low order thinking skills. We will be answering questions in a low-level of thinking.
176	Meaning you can answer this, =all of these questions. Okay?↑ First question, ↑what did Pia do during summer? ↓
177	MS18: ()
178	T: Pia during summer...
179	MS18: Pia during summer...
180	T: Pia
181	MS18: Work on non-volunteer organization
182	During summer the... pia
183	MFS: ((Laughing))



184	T: One more time, during summer
185	Ahh I will help you stand up.
186	During summer Pia,
187	MS18: During summer, Pia volunteer to non- government organization
188	T: Very good.
189	Okay, that is what (2.0) he does or he did during summer. Next question, ↑ what can you say about the situation of the street child?
190	(4.0) ↑ What's with (2.0) his situation? ↓
191	↑ What can you say about it?
192	She's pickpocketing because his father is threatening to beat him up if he will not give money. (2.0) Again this is in a low order thinking skills. Meaning (2.) you may probably master (2.0) this level, okay? ↑
193	↑ What can you say about the situation of the kid?
194	In Tagalog, ↑ ano masasabi niyo?
195	Hmmm?
196	Yes, stand up.
197	→ I can say that...
198	> Stand up, nak. <
199	C'mon you can do it.
200	I can say that the kid is:
201	MS19: I can say that the [children
202	T: The kid is]
203	MS19: The kid is
204	T: The kid is what?
205	MS19: poor
206	T: > One more time. < Stand up properly.
207	Okay go.
208	MS19: I can say that the kid is poor.
209	T: Very good.
210	Okay, ↑ that is still, ahh, that is how you answer it. That is ↑ what you can say about the situation of the child. NEXT QUESTION. If you were PIA, ↑ how would you approach the incident of seeing one of the children? (4.0)
211	If you were Pia, ↑ what do you think would be your reaction?
212	O, what Pia did is that, he talked to the child.
213	Okay, he approached the child and talked to him.
214	↑ How about in your case? (3.0)
215	For example you are Pia, okay. > No you are not Pia you are the kid. <
216	MS20: Pia Wurzbach



217	T: Horseback riding. Okay, so this is the kid, and now the kid i::s pickpocketing, okay, ↑ you're getting money from this guy.
218	Okay so as Pia saw her, ay, saw him.
219	Now, ↑what >will you do< (>you sit down the two of you<)
220	↑What will you do as Pia?
221	MS21: Sir ah! first I will ask children WHY he do some kind ahm that bad intension.
222	So I think the one thing that I should do, I will bring the child to the DSWD to give the beautiful life to the children.
223	T: Okay.
224	So actually the child is already in the shelter diba? ↑
225	He is already in the shelter so probably the DSWD is not a () the matter. But talking to the child is okay.
226	Yes, anak?
227	MS22: Pia ()
228	T: Yeah, probably if you are Pia, you influence people to help other people, all right. ↑
229	Next, these are the questions that I have already asked you a while ago, but there is a reason WHY you were able to answer it.
230	<To answer the questions it requires you to recall the information you just read.>
231	The question is what did Pia do during the summer? You don't need to think too much on that because the answer is already given in the statement, correct?
232	It is already in the story. ↓
233	>You don't need to think about that. <
234	<You just have to remember what is that all about?> The next question that I have asked you is, ↑what can you say about the situation of the street child? And ↑how will you able to answer it?
235	↑How did you answer it?
236	You answer it because you have drawn your own interpretation based on what you have read.
237	The child is pickpocketing?
238	You have drawn your own interpretation ↑why is this kid pickpocketing. And of course you have thought of something, maybe (3.0) the kid i::s (2.0) poor.
239	(3.0) <Maybe the father i::s jobless.>
240	We cannot judge the father yet.
241	We just think about try to understand the situation.
242	>You cannot say the father is irresponsible. >
243	We are not in a high level thinking, we are still here in understanding, maybe we can say to interpret >that the father doesn't have< a [work or job?
244	MFS: Work
245	Job.]
246	T: Good. Okay? ↑



247	Next, If you were Pia, ↑how would you appreciate the incident?
248	→Sorry, approach the incident of seeing one of the children.
249	To answer this question you have to draw on a knowledge you learn to use in the situation.
250	You have read that Pia talk to the kid.
251	And then probably because you have learned that people can talk to other people to do their best or to be good, you'll be able to follow them too. It is because of the knowledge that you know in the past.
252	Okay. ↑
253	You know that we have to do something to don't to people.
254	So, >you are going to do something good to people too. <
255	Okay, ↑how will you solve the problem? ↓
256	Okay, it depends on you.
257	Some peo::ple may answer like, I will beat the kid. Okay?↑ Some would answer I will bring them to the authorities.
258	I will bring the kid to the jail.
259	I will () that they are criminal or I will be talking to the kid and >there's no problem with that.< It is your own way of solving th::e problem.
260	Next, (4.0) these are the questions have these corresponding level.
261	The first question that we have falls in the remembering.
262	↑What do we have in remembering?
263	Everybody, let us read. 1, 2, 3 go.
264	MFS: ()
265	T: Let's start with the remembering, 1, 2, 3, go.
266	MFS: Remembering involves the () and recalling of the information, asking question which is used to define, memorize statement ()
267	T: Okay, you just have focus on the word memorize. ↑Can you please say memorize?
268	MFS: Memorize
269	T: And tell your seatmate, memorize
270	MFS: Memorize.
271	T: Again, tell your seatmate memorize by whispering, ready go.
272	MFS: memorize
273	T: Whispering.
274	MFS: Memorize whispering
275	T: You just whisper to your seatmate. Ready 1, 2, 3, go.
276	MFS: Memorize....whispering
277	T: Hindi, you just whis(h)per to your seatmate and tell your seatmate memorize.
278	Go.
279	MFS: ((Students are whispering to their seatmate.))
280	T: Okay very good.



281	I'm just expecting to don't hear anything, okay.
282	So, that is remembering, you just have to memorize. Okay? ↑
283	You just get the answer from the text or from the statement that that person told you.
284	Next (3.0) understanding, >anybody? <
285	Yes?
286	MS23: Understanding refers to the construction of meaning, understand by asking questions and describe, paraphrase or explain connection. ↓
287	T: Okay, just the term that you have to remember the word explain. If you are already explaining, describing, you are trying to interpret that is understanding. You are drawing interpretation.
288	Why↑(2.0) is this thing happening?
289	Okay, so that is understanding.
290	Okay, ↑ any question about the word understanding?
291	Okay, ↑ just remember the word, describe, paraphrase or explain. Okay, next, applying, refers to the USE and implementation in various situations, apply knowledge by asking question which demonstrate, you have to demonstrate something. Solve, you are solving a problem or anything or use information. ↓
292	You gonna use information, okay, to deliver, right? ↑ (7.0) ↑Ano yan?
293	(7.0) Yes?
294	>Everybody read 1, 2, 3 go. <
295	MFS: ((Students are reading.))
296	T: ↑Who wants to continue the statement.
297	>Anybody? <
298	Just continue the statement. (3.0)
299	↑What do you realized today?
300	MS24: Today, I realized that ()
301	T: Today, I realized that... (7.0) yes?
302	Louder, yeah.
303	↑What did you realize today?
304	MS24: Today, I realized that..
305	T: That?
306	↑What did you realize today?
307	MS25: I realized today that I'm happy.
308	T: You are? You realized that I'm happy.
309	↑What do you mean by that?
310	>Okay, what did you realize? <
311	>What did you learn today? >
312	MS26: Sir.
313	T: Stand up.



314	Stand up please.
315	Come on.
316	Today, I realize...
317	MS26: Today, I realize that I'm happy...
318	T: Because?
319	MS26: Because...
320	T: You're happy because you learned something?
321	MS26: Yes.
322	T: Oh, yon nalang, very good.
323	(2.0) Oh, yes.
324	MS27: I realize [that Pia volunteered.
325	T: That Pia volunteered?]
326	↑How about our lesson for today?
327	↑What did you realize about the lesson?
328	Pia is just ahmm a sample story that we can, =have too.
329	You realized that?
330	You're happy because?
331	MS27: ()
332	T: Okay, how about you, nak?
333	MS28: Today I realize that remembering, understanding and applying ().
334	T: Very good.
335	At least you have learned something. Right? ↑
336	So, what you have, =what you have realized is ↑what you have learned (3.0.) in the class.
337	Okay, so meaning, you learned how to be happy.
338	You learned also how to be happy, but ↑how about the cognitive matter?
339	↑What did you learn in the class?
340	→Okay you learned that there levels in the lower level thinking skills.
341	↑What else did you realize?
342	Yes?
343	MS29: I re... realize today, memorizing, understanding, and applying. It is effective
344	If we use in everyday in our life.
345	T: Yes, okay, we use it every day. ↑There is a question.
346	↑When do we use that one?
347	→So, it's every day.
348	Yes, anak?
349	MS30: So, today, I realize to how to differentiate between the three: memorizing, understanding and applying.
350	T: Okay, now, you can differentiate the three, all right.



351	Good. Next.
352	(9.0) Okay, no more.
353	Oh, just take a picture of it and send it on your GC.

Fifth Session: Critical vs. Non-Critical Thinking
Time Duration: 46:35 minutes

1	T: Let us all stand.
2	MFS: ((No response from the students)).
3	T: Let us all stand.
4	MFS: ((Students stand up)).
5	T: Good morning class!
6	MFS: Good morning Sir!
7	T: Take your seats.
8	MFS: Thank you.
9	T: I hope you ca::n see the slides here in front.
10	So, today, we are going to have, =we are going to have the critical thinking because it is really a must fo::r students to be critical, right? ↑
11	S: ((Students do not respond.))
12	T: Right? ↑
13	MFS: Yes.
14	T: It's ver::y necessary for students, not only for students but for all people around the globe.
15	Okay? ↑
16	So, let us have a lot of tasks today.
17	The first one here is I want you to list at least five provinces that start with letter B.
18	I want you to do this one in a pair-activity.
19	Okay, ↑ find a partner, prepare one paper. ↑
20	Please prepare one paper and write fi...five =at least five provinces that start with lette::r B. Prepare...ssshhh... excuse me.
21	Prepare one yellow paper, okay. ↑
22	That's only fo::r, ah, two minutes only. ↓
23	MS1: Sir.
24	T: Yes.



25	MFS: ((Students are looking for their partner.))
26	FS1: Tanga shimpre kakarinig ko lang.
27	T: Just one whole.
28	So, it's very clear ha↑ that you have to write five =at least five provinces that start with letter B. Provinces of the Philippines.
29	MS1: Sir, isang paper lang sa dalawang members?↓
30	T: One paper per pair.
31	MFS: ((Students are talking with their partener)).
32	FS2: ↑Sino pa walang partner?↓
33	MS2: Ako.
34	T: All right, next.
35	You can go back to that later, okay. ↑
36	>You can go back later. <
37	And then look at the following figure carefully and replace. That's replace without S.
38	Replace the question mark with the correct number.
39	So, you have to use you::r analysis, all right, your analyzing power.
40	So, this is th::e (2.0) =you have to guess through analysis, through critical thinking.
41	↑What would be the number (2.0) to replace here in the question mark?
42	But you have your own ground.
43	You have your reason ↑why is it that number. ↓ Okay?↑ There must be critical thinking behind it. ↑Is that clear?
44	MFS: Yes.
45	T: I pondered on this last night and I got the correct answer. ↓
46	So, you too must get the correct answer.
47	One digit only, only one digit.
48	Please, write down the boxes on your paper.↓
49	>Write down the boxes. <
50	That's number 2, ha? ↑
51	No. 1 is you::r (2.0) [five provinces.
52	MFS: five provinces]
53	T: Number 2, you have to draw the boxes on your piece of paper and then try to analyze ↑what number, out of ten, is the correct answer.
54	>Out of ten,< you have to choose out of ten.
55	Okay. ↑
56	→O, out of nine nalang, out of nine, okay.
57	Because, it's only one digit, okay? ↑
58	>This is a test of< you::r comprehension powers. ↓



59	MS3: Sir
60	T: Write down, write down the...
61	↑Do you have any questions?
62	MFS: NONE
63	MS4: What's the answer? ↓
64	T: What's the answer? ↓
65	Your classmate asks "What's the answer?" ↓
66	Later.
67	FS3: Gagamitan ↑ba ito ng Math Sir?
68	T: Yes, mathematical abstractions, so that you can get the answer.
69	Your answer must be powered by mathematical abstraction.(9.0)
70	If you are not stressed, you can get the answer.
71	If you are stressed, good luck to you.(3.0)
72	↑Have you counted the boxes?
73	MFS: Yes.
74	T: Let us just check that later, okay?
75	You can go back later because you have a lot of things to do. (3.0)
76	All right, so, I want you to analyze this one.
77	You can take a picture of it, okay?↑
78	↑Do you have your cell phones?
79	MFS: Yes.
80	T: You can use your cell phones for educational purposes. ↓
81	T: ((The teacher reads the passage below))
82	"A couple went on a climbing trip, but only the husband returned from the vacation. He claimed that his wife slipped while climbing and died. After investigating, the local sheriff arrested the husband and told him, 'We determined that you committed the crime, thanks to the tip of your travel agent who called and claimed you murdered your wife.'"
83	T: Take a picture of it and then you answer the questions that follow.
84	MS5: Sir, ako po maghehead phone lang, okay lang po ba?
85	T: Okay. ↑
86	↑Are you done?
87	↑Are you done?
88	MFS: Yes.
89	T: All right, let's read the question for number [three.
90	MFS: three]
91	T: ↑How did the agent know that the wife was murdered?
92	↑Who wants to answer? ↓
93	MS6: What's your problem?



94	T: Number four.
95	This is your number four.
96	Read the following word problem and solve it.
97	Okay? ↑
98	"There are 25 rooms in Dream Land Hotel. But only 6 rooms are occupied. Out of 25 the occupied is only 6.
99	Calculate the percentage of unoccupied rooms.
100	T: The occupied are [6.
101	MFS: 6]
102	T: The unoccupied are [19.
103	MFS: 19]
104	T: So, what is the percentage of the unoccupied rooms?
105	You have to answer that, okay? ↑
106	↑Is that clear?
107	My fellow countrymen.
108	Reaction?
109	Okay na? ↑
110	T: O, this one would individual.
111	I want you to do now the four tasks for fifteen minutes, okay? ↑
112	For fifteen minutes.
113	Chechekan natin to mamaya, okay? ↑
114	↑Are there questions? ↓
115	Clarifications?
116	All right, I think you can start now. (7.0) 8:50 or I give you additional five minutes, 8:45. (10.0)
117	You use your reasoning in the boxes, ha? ↑
118	↑There must be reason. (10.0)
119	Sorry. (11.0)
120	↑Is Baguio a province? (3.0)
121	Ang Baguio ba province?
122	↑Is it a province?
123	City yong Baguio, diba? ↑ Diko alam.
124	FS4: No. City po yon.
125	T: Let's see the provinces that start with letter B. Because I'm not also familiar with the provinces.
126	T: ↑Is Baguio a province or a city?
127	It's not written on the text so you have to use your inference.
128	Hindi naman naisulat ah, na nalaman ng agent.
129	MFS: ((Students are consulting their responses with their teacher)).



130	FS5: Sir. Number two po ba to?
131	T: Yes.
132	Number two yong mga boxes?
133	FS6: Pwede po bang maulit ang number Sir sa boxes?
134	T: Only one.
135	As long as the answer is correct.
136	↑Are you done? Not yet? ↑
137	FS7: Sir, san dito yong 2? 3?
138	T: This is the number three, right? ↑
139	This is number 2.
140	Number three.
141	↑Have you taken a picture of it?
142	Picturan nyo muna.
143	>We gonna have to stop< at 8:45 because we are going to check your answers and discuss the lesson about critical vs non-critical thinking.
144	This is the question now.
145	Hey, hey, these are the questions for number 3.
146	MFS: ((The students are doing their tasks)).
147	MS7: Sir.
148	T: Number 4.
149	↑What's that?
150	Wala pa kayong no. 4?
151	No. 3 pala ito.
152	This is number 4. Sorry.
153	The no. 3 is the wife who was murdered.
154	Maynard, this is number 4, rather.
155	MFS: ((The students are talking to their respective partners)).
156	T: ↑What's your reason ↑why do you write an 8?
157	What is your reasoning?
158	MFS: Hahahahaha
159	T: Faster, faster.
160	Last two minutes.
161	T: ↑Are you done?
162	Those who are done from 1, 2, 3. 4. Or number 1 and 2.
163	MS8: Sir, number 4 sir percentage?
164	S: Sir pwede maulit yong number?
165	T: As long as there is reasoning in the answer.
166	Just use mathematical abstraction. ↓



167	You know what's mathematical abstractions class? You're noisy. ↓
168	Excuse me.
169	You can use one of the mathematical abstractions. ↑What are the four mathematical abstractions? ↓
170	Addition, subtraction, multiplication, division.
171	MFS: Multiplication, division.
172	T: Out of these, use only one.
173	MFS: ((The students are talking with each other in doing their tasks)).
174	T: All right.
175	Time is up.
176	Exchange your paper with your other classmates, other pairs.
177	Let's have the number 1.
178	Okay. ↑
179	↑Are you familiar with the provinces?
180	So, ↑are you confused about the provinces?
181	For example, Baguio.
182	↑Is it really a province?
183	MFS: NO.
184	T: Benguet.
185	So, Baguio is the city. ↓
186	↑Do you understand?
187	So, whatever your answers here.
188	Let us double check.
189	So, ↑what are the provinces that begins with the letter B?
190	MFS: Bulacan, Batanes, Butuan, Benguet, Batangas, Basilan, Babuyan
191	T: Sandali lang, you double check your answers ha? ↑Sige kahit city pagbibigyan ko.
192	Either that is a city or province let us consider that as correct, okay? ↑
193	But I advise that you have to double check, okay? ↑
194	MS8: Balenzuela
195	T: Balenzuela? ↑
196	Va, yon, Valenzuela
197	O, sandali.
198	So, now what about number 2?
199	Analyze the figure carefully and replace the question mark with the correct number.
200	You have to give your own reasoning ↑how you arrive at your answer. ↓
201	There are people, =there are pairs ↑who got the correct answers, as I roamed a while ago.



202	So, there are also ↑who get the correct answer.
203	But there are also ↑who don't get the correct answer.
204	Okay, so, what's your answer here?
205	MFS: 4
206	T: ↑Who answered 4? Why four?
207	Defend your answer, Richardson.
208	↑What?
209	MS9: $5+1=6$, tapos isipin nating 4 to,
210	$6+4=10$
211	$1+3=4$
212	$10+11=21$
213	$4+7=11$
214	$3+4=7$
215	T: Very good.
216	Ulitin mo nga sinabi mo.
217	Sssttt.
218	MS9: $5+1=6$
219	$6+4=10$
220	$1+3=4$
221	$10+11=21$
222	$4+7=11$
223	$3+4=7$
224	T: Very good.
225	MFS: Galing.
226	((The students are clapping their hands)).
227	T: ↑There is another way of reasoning.
228	The one used by Richardson is not the one used by yours truly.
229	↑Who got the other answer? ↓
230	I mean the answer is 4 but the process is different. O, Kennard?
231	Go.
232	MFS: Kennard.
233	Bobo
234	Bobo
235	T: Hey
236	Sssttt
237	MS10: $5-6=1$
238	$6-10=4$
239	$10-21=11$



240	3-7=4
241	1-4=3
242	MFS: Galing
243	Mali daw O
244	Bobo
245	T: Hindi pwedeng 3-7
246	6-5=1
247	10-6=4
248	21-10=11
249	11-4=7
250	7-3=4
251	Okay? ↑
252	Both addition and subtraction
253	Because the checking of addition is subtraction and vice-versa.
254	↑Is that clear?
255	MFS: Yes.
256	T: And that is for five points, okay? ↑
257	Five points to ha? ↑
258	↑Who got the correct answer?
259	1, 2, 3.
260	Meron kasing sumagot ng 8.
261	Next, this one very hard.
262	"A couple went on a climbing trip, but only the husband returned from the vacation. He claimed that his wife slipped while climbing and died. After investigating, the local sheriff arrested the husband and told him, 'We determined that you committed the crime, thanks to the tip of your travel agent who called and claimed you murdered your wife.'
263	The question now is ↑how did the agent know (3.0) that the wife was murdered?
264	Any answer?
265	Yes, Christine?
266	FS9: Yong response po na ginawa namin.
267	Kung ano ginagawa ng travel agent.
268	So, the travel agent, so sa side namin kaya nalaman ng agent na ang husband ang pumatay dahil sa ticket.
269	Kasi dalawa ang ticket na binili ng husband sa pagpunta palang nila pero sa pabalik na sila isa nalang yong binili.
270	Bali isa nalang imbis na dalawa.
271	T: Yes.
272	So, if you were the husband, are you going to leave your wife there?



273	MFS: No.
274	T: So, either alive or dead you have to avail one for the dead person. ↓
275	>So, that's correct. <
276	Okay? ↑
277	The line of thinking is correct.
278	↑There are many possibilities.
279	↑There are n::o, =no wrong answers here as long as you are right in your own way o::f (2.0) thinking.
280	> So that's five points. <
281	Okay, ↑what else?
282	CK.
283	Come on. Go.
284	FS10: Sir, connected sya sa answer ni Christine.
285	Pwede pong connected ang sagot namin kay Christine? ↑
286	Yong travel agent po yong nag act. So, bali po sinabi nila, probably yong place na yon ay walang mountains kaya...
287	T: Walang mountains nag mountain climbing sila?
288	FS10: Hahahha
289	Ahh Sir kasi ang hirap eexplain..
290	Hahahahahaha
291	T: Next, any other answer.
292	Pssst.
293	FS10:
294	Sya nagsabi sakín nyan Sir, si Marvin Sir.
295	FS11: Sir, Naisip ko lang po kasi diba, ↑
296	magisa nalang po sya nauwi baka pwede kasi idahilan ng travel agent na pwede nya isisi sa husband pero malay mo sya talaga ang nag commit ng murder.
297	Sinisisi nya lang yong husband kasi yon ang iisipin ng mga tao.
298	Kasi Sir ano pano nya nalaman so paranng naisip ko lang Sir na sinisisi nga.
299	T: Sophia's answer is an example of a punch to the moon.
300	FS12: Lalong gumulo.
301	MFS: Hahahaha
302	FS11: Ang hirap isipin nyan Sir eh.
303	(Students are talking each other).
304	Sali ako Sir ha?
305	Sir hala, sino-sino pa sasama, sasali?
306	((Students are deciding who will join the contest in English)).
307	T: What's your answer then?



308	↑How did the agent know that the wife was murdered?
309	FS13: The husband is the suspect.
310	T: Right now is about this time, yeah
311	↑What's the claim of the husband?
312	He claimed that his wife slipped while climbing and died.
313	SO, you have to think that you have to come home alone?
314	Without your wife, alive or dead?
315	If you really loved your wife, you have to bring home your wife dead or alive.
316	↑Do you understand?
317	MFS: Yes.
318	T: So, that's th::e () either that (), for example, you still have to find ways to bring your wife.
319	That's the reason ↑why the agent know the wife was murdered.
320	Okay, or you can defend for example, the agent was able to see that there were stab-wounds. Nakita nila yong dead na mayroong saksak.
321	It's not really because of the falling down.
322	Okay, ↑Is that clear?
323	Or it can be about a rope, for example, around her neck.
324	↑Do you have your answers?
325	MFS: Yes.
326	T: O, let us see. If you have I give you two points because you are not defending your answer.
327	Okay.
328	In your case it's three.
329	So, there.
330	MFS: Hahahahaha
331	T: Okay, so, what's the answer here?
332	So, ↑how did you arrive at 76%?
333	↑Who would like to demonstrate on the board?
334	↑What's the answer then?
335	MFS: 76%
336	Ano... hahahahaha
337	CK
338	((A student is demonstrating how she arrives at their answer)).
339	(The students are talking with each other)).
340	T: What's that?
341	FS14: (One student is explaining her answer in different way).
342	T: So, the answer is correct.



343	↑Why did you divide?
344	↑Is there any other process?
345	S: Yes, Sir.



Appendix P
Accomplished Informed Consent Form of Parents

Appendix E

Parent's Informed Consent

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension Level of ESL Learners

PRINCIPAL INVESTIGATOR

Name: Ronelo G. Collamar

Department: English

Address: Phase 5, Package 5, Block 20, Lot 6, Bagong Silang, Caloocan City

Phone: 09457064163

Email: collamar_ronelo@yahoo.com

PURPOSE OF STUDY

As a parent, you are being asked to consent your son/daughter to take part in a research study. Before you decide, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.

STUDY PROCEDURES

Study procedures are divided into three phases which are clearly described below. Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: selecting the research participants, securing permit to conduct the study, securing students', teachers', and parents' consent and conducting an informal interview.

Selecting the research participants. Three English teachers and their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have consented the researcher to conduct research; and 3) the participants have permitted the researcher to document their lesson for one week.

Securing permit to conduct the study. After the selecting the research participants, the next step is to secure permit to the conduct the study from the school principal and the division superintendent.



Securing students', teachers', and parents' consent. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase sequentially subsumed the audio-recording of the three classes, observation, comprehension exam, and formal interview both for students and teachers.

Audio-recording of the classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are informed of this prior to the recording.

Classroom observation. This observation is done while the classroom interaction is being audio recorded. Its purpose is to cover all the teaching and learning behavior that may transpire in the classroom. Likewise, this is to see to it that no stone is left unturned in terms of gathering the relevant data.

Conducting a comprehension exam. The purpose of conducting a comprehension exam is to gauge the levels of learners' comprehension after being exposed to dialogic engagement in terms of questioning and negotiation of meaning.

Phase III pertains to the steps after gathering the data. This phase subsumes the following:

Coding and transcribing of the audio-recorded classroom interaction. After the administration of comprehension exam, the next step is to code and transcribe the audio-recorded classroom interaction.

Subjecting the coded and transcribed data into the lenses of DE, NoM, and Q. After the coded and transcribed data are validated, the next step is to subject them into the lenses of DE, NoM, and Q.

Tallying the evidences of DE, NoM, and Q. After documenting the evidences of DE, NoM, and Q, the next step is to tally their occurrences.

BENEFITS

1. This study would benefit school authorities who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension.



VOLUNTARY PARTICIPATION

The participation of your son or daughter in this study is voluntary. It is up to you to decide whether or not to consent him or her to take part in this study. If you decide to consent your son or daughter to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw your son or daughter at any time and without giving a reason. Withdrawing him or her from this study will not affect the relationship you have, if any, with the researcher. If you withdraw him or her from the study before data collection is completed, your son's or daughter's data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my decision to consent my son or daughter to participate in this study is voluntary and that I am free to withdraw him or her at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to consent my son or daughter to take part in this study.

Parent's signature Ma. Nerlyn D. Centina Date 9/22/2019

Student's signature Jay Kaiser V. Centina Date 9/22/19

Investigator's signature [Signature] Date 9/20/19



Appendix Q
Accomplished Informed Assent Form of Students

Appendix G

Informed Student's Consent/Assent

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension Level of ESL Learners

PRINCIPAL INVESTIGATOR

Name: Ronelo G. Collamar

Department: English

Address: Phase 5, Package 5, Block 20, Lot 6, Bagong Silang, Caloocan City

Phone: 09457064163

Email: collamar_ronelo@yahoo.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.

STUDY PROCEDURES

Study procedures are divided into three phases which are clearly described below. Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: selecting the research participants, securing permit to conduct the study, securing students', teachers', and parents' consent.

Selecting the research participants. Three English teachers and their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have consented the researcher to conduct research; and 3) the participants have permitted the researcher to document their lesson for one week.

Securing permit to conduct the study. After the selecting the research participants, the next step is to secure permit to the conduct the study from the school principal and the division superintendent. This step ensures the smooth administration of the study.



Securing students', teachers', and parents' consent. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase sequentially subsumed the audio-recording of the three classes, observation, and comprehension exam.

Audio-recording of the classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are informed of this prior to the recording.

Classroom observation. This observation is done while the classroom interaction is being audio recorded. Its purpose is to cover all the teaching and learning behavior that may transpire in the classroom. Likewise, this is to see to it that no stone is left unturned in terms of gathering the relevant data.

Conducting a comprehension exam. The purpose of conducting a comprehension exam is to gauge the levels of learners' comprehension after being exposed to dialogic engagement in terms of questioning and negotiation of meaning.

Phase III pertains to the steps after gathering the data. This phase subsumes the following:

Coding and transcribing of the audio-recorded classroom interaction. After the comprehension exam, the next step is to code and transcribe the audio-recorded classroom interaction.

Subjecting the coded and transcribed data into the lenses of DE, NoM, and Q. After the coded and transcribed data are validated, the next step is to subject them into the lenses of DE, NoM, and Q.

Tallying the evidences of DE, NoM, and Q. After documenting the evidences of DE, NoM, and Q, the next step is to tally their occurrences.

BENEFITS

1. This study would benefit school authorities who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension.
2. Results may serve as the bases for designing and implementing a pedagogical instruction, i.e., void of dehumanizing and alienating efficacies and is geared towards not only to enhance students' spoken discourse comprehension but to give birth to an education embellished by pure and real humanizing process.



3. This study would not only offer teachers and students a comprehensive view of how they process their understanding through questioning, dialogic engagement, and negotiation of meaning but also trigger them to rethink their instructional and learning strategies and to try new innovations to address problems that could hinder students' language learning, and spoken discourse comprehension.

4. Further, this study can be a good reference of review of related literature, concepts and ideas, for future researchers who intend to conduct a similar study in their own pedagogical sphere and perspective.

CONFIDENTIALITY

Your recorded negotiation of meaning, questions and responses will be kept confidential and anonymous. The researcher will not write any of your identifying information. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents

Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.



CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Student's signature Jay Kaiser V. Reptino Date 9/22/19

Investigator's signature [Signature] Date 9/20/19



Appendix R
Accomplished Informed Consent Form of Teachers

Appendix F

Teacher's Informed Consent

Negotiation of Meaning in Dialogic Engagement as Indicators of Comprehension Level of ESL Learners

PRINCIPAL INVESTIGATOR

Name: Ronelo G. Collamar

Department: English

Address: Phase 5, Package 5, Block 20, Lot 6, Bagong Silang, Caloocan City

Phone: 09457064163

Email: collamar_ronelo@yahoo.com

PURPOSE OF STUDY

You are being requested to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to investigate the negotiation of meaning, which includes questioning, in dialogic engagement employed by students and teachers in ESL classes, and their relationship to comprehension.

STUDY PROCEDURES

Study procedures are divided into three phases which are clearly described below.

Phase I pertains to the steps before gathering the data; Phase II focuses on the steps during gathering the data, and Phase III delineates the steps after gathering the data.

Phase I subsumes the following steps: selecting the research participants, securing permit to conduct the study, securing students', teachers', and parents' consent.

Selecting the research participants. Three English teachers and their classes are purposively selected as the participants of the study. The researcher has personally chosen them for the following reasons: 1) they are willing to become participants; 2) the parents have consented the researcher to conduct research; and 3) the participants have permitted the researcher to document their lesson for one week.

Securing permit to conduct the study. After the selecting the research participants, the next step is to secure permit to the conduct the study from the school principal and the division superintendent. This step ensures the smooth administration of the study.



Securing students', teachers', and parents' consent. After securing the needed permit to conduct the study, the next step is to secure also the consent from the teacher participants, student participants and parents. Their consent assures that they trust the researcher and his intention for conducting the research.

Phase II focuses on the steps during gathering the data. This phase sequentially subsumed the audio-recording of the three classes, observation, and comprehension exam.

Audio-recording of the classes. The purpose of audio-recording the class is to capture the actual teaching-learning interaction. The recording covers five episodes that is equivalent to five hours. The participants are informed of this prior to the recording.

Classroom observation. This observation is done while the classroom interaction is being audio recorded. Its purpose is to cover all the teaching and learning behavior that may transpire in the classroom. Likewise, this is to see to it that no stone is left unturned in terms of gathering the relevant data.

Conducting a comprehension exam. The purpose of conducting a comprehension exam is to gauge the levels of learners' comprehension after being exposed to dialogic engagement in terms of questioning and negotiation of meaning.

Phase III pertains to the steps after gathering the data. This phase subsumes the following:

Coding and transcribing of the audio-recorded classroom interaction. After comprehension exam, the next step is to code and transcribe the audio-recorded classroom interaction.

Subjecting the coded and transcribed data into the lenses of DE, NoM, and Q. After the coded and transcribed data are validated, the next step is to subject them into the lenses of DE, NoM, and Q.

Tallying the evidences of DE, NoM, and Q. After documenting the evidences of DE, NoM, and Q, the next step is to tally their occurrences.

BENEFITS

1. This study would benefit school authorities who have been searching for solutions to improve the students' learning in terms of spoken discourse comprehension.
2. Results may serve as the bases for designing and implementing a pedagogical instruction, i.e., void of dehumanizing and alienating efficacies and is geared towards not only to enhance students' spoken discourse comprehension but to give birth to an education embellished by pure and real humanizing process.



3. This study would not only offer teachers and students a comprehensive view of how they process their understanding through questioning, dialogic engagement, and negotiation of meaning but also trigger them to rethink their instructional and learning strategies and to try new innovations to address problems that could hinder students' language learning, and spoken discourse comprehension.

4. Further, this study can be a good reference of review of related literature, concepts and ideas, for future researchers who intend to conduct a similar study in their own pedagogical sphere and perspective.

CONFIDENTIALITY

Your recorded negotiation of meaning, questions and responses will be kept confidential and anonymous. The researcher will not write any of your identifying information. Every effort will be made by the researcher to preserve your confidentiality including the following:

Assigning code names/numbers for participants that will be used on all research notes and documents, and

Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any



time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date 9/22/2019

Investigator's signature _____ Date 9/22/2019



CURRICULUM VITAE

RONELO GAMAYON COLLAMAR
1448, DM Compound, Heroes Del 96, Caloocan City



Educational Background:

Graduate School: Philippine Normal University
Course: Ph. D. in English Language Education

Graduate School: Philippine Normal University
Course: M.A.Ed. English Language Teaching

Tertiary: Philippine Normal University
Course: BSE-English Major

Honors Received: Dean's Honor List (1st Semester, A.Y. 2002-2003)
Dean's Honor List (2nd Semester, A.Y. 2002-2003)
Dean's Honor List (1st Semester, A.Y. 2003-2004)
Dean's Honor List (2nd Semester, A.Y. 2003-2004)

Secondary: Villacin National High School (1995-1999)

Honors Received: Third Honorable Mention (4th year)

Elementary: San Andres Elementary School (1989-1995)

Honors Received: Second Honorable Mention (Grade 2)
Fourth Honorable Mention (Grade 4)
Fourth Honorable Mention (Grade 5)
Second Honorable Mention (Grade 6)

Teaching Experiences: Name of School

1. English Instructor I (2014-2016)-----University of the East—Caloocan
2. Teacher III (2016-present)----- M.B. Asistio Sr. High School-Unit I
3. Teacher II (2012-2015)-----M.B. Asistio Sr. High School-Unit I
4. Teacher I (2007-2012)-----M.B. Asistio Sr. High School -Unit I
5. Local School Board Teacher (2005-2007)-----M.B. Asistio Sr. High

Published Documents/Articles/Literary:

1. Questions students ask as indices of their comprehension published by The Normal Light
2. *Haikus 1-12* Published by “Ang Guro,” The Official Publication of the NCR Secondary School Paper Advisers Assn. Inc., The Voice of the NCR School Publication Advisers. (Vol.2 Issue No. 1) (June-Nov. 2013)
3. *Focal Point* Published by The Torch (The Official Publication of Philippine Normal University, Negros Occidental Branch—Cadiz City (2003-2004)



Philippine Normal University
National Center for Teacher Education

4. *Mambukal Calls* Published by The Torch ((The Official Publication of Philippine Normal University, Negros Occidental Branch—Cadiz City (2003-2004)
5. *The Troubles I Face* Published by The Torch ((The Official Publication of Philippine Normal University, Negros Occidental Branch—Cadiz City (2003-2004)
6. *Elect Me* Published by The Torch ((The Official Publication of Philippine Normal University, Negros Occidental Branch—Cadiz City (2003-2004)
7. *Intoxicated* Published by The Torch ((The Official Publication of Philippine Normal University, Negros Occidental Branch—Cadiz City (2003-2004)

Unpublished Researches:

1. Student-Generated Questions as Indicators of the 8th Graders' Levels of Comprehension

Certificates of Recognition/Appreciation:

1. Certificate of Appreciation as Winning Trainer/Adviser of School Paper (March 26, 2015)
2. Principal's Excellence Award: Outstanding Teacher of the English Department (S.Y. 2013-2014)
3. Certificate of Merit as Trainer of the 8th Placer of the 38th Regional Secondary Schools Press Conference (RSSPC) (Oct.. 7, 9, 25 and Nov. 8 and 15, 2014)
4. Certificate of Recognition in as Trainer of the 8th placer in the Division Schools Paper Press Conference in Cartooning (English Category)
5. Certificate of Merit (29th Teodoro F. Valencia –NCRSSPAA, Inc. Search for NCR's 10 Outstanding Campus School Publications and Campus Journalists) (2014)
6. Journalism Adviser (English) (2014-2015)
7. Journalism Adviser (English) (2013-2014)
8. Certificate of Appreciation in Drug Abuse Prevention & Control (Nov. 20, 2014)
9. Certificate of Appreciation (Miss Teen Earth 2014)
10. CAS ANNUAL FACULTY ASSEMBLY (July 7, 2014)
11. Certificate of Participation (2013 Division Secondary Schools Journalism fellowship)
12. Brigada Eskwela Chairman on Documentation (Division Level Winner) (Sept. 2, 2013)
13. Certificate of Participation (Regional Secondary School Press Conference 2013)
14. Chess Coach for male category (AROMAR CLUSTER MEET) (2013)
15. Demonstration Teacher (Regional Training for Grade 8 Teachers: English in the K-12 Curriculum) (2013)
16. Demonstration Teacher in Echoing the Regional Training for Grade 8 Teachers: English in the K-12 Curriculum) (2013)
17. Certificate of Recognition National Level (Brigada Eskwela Chairman on Documentation 2013)
18. Certificate of Recognition Division Level (Brigada Eskwela Publication Chair 2013)
19. Resource Speaker (School Press conference 2013)
20. Journalism Adviser (English) (2013-present)
21. Hurado ng Sabayang Pagbigkas (2013)
22. Vice-President of the Faculty (2012-2013)
23. Community Service Certificate as one of the Basketball League Organizers (2013)
24. Chess Coach for female category (Division Meet 2012)
25. Chess Coach for male category (Division Meet 2012)
26. Resource Speaker (School Based In-Service Training 2012)



Philippine Normal University
National Center for Teacher Education

27. Chess Coach for male category (AROMAR CLUSTER MEET) (2012)
28. Chess Coach for female category (AROMAR CLUSTER MEET) (2012)
29. Chess Coach for male category (Division Meet 2011)
30. Chess Coach for female category (Division Meet 2011)
31. Chess Coach for female category (AROMAR CLUSTER MEET) (2011)
32. Chess Coach for male category (AROMAR CLUSTER MEET) (2011)
33. Faculty Public Information Officer (2010-2011)
34. Chess Coach for male category (Division Meet 2010)
35. Chess Coach for male category (NCR PALARO) (2010)
36. Chess Coach for female category (AROMAR CLUSTER MEET) (2010)
37. Chess Coach for male category (AROMAR CLUSTER MEET) (2010)
38. Chess Coach for male category (AROMAR CLUSTER MEET) (2009)
39. Chess Coach for female category (AROMAR CLUSTER MEET) (2009)
40. Chess Coach for male category (DIVISION MEET) (2009)
41. Resource Person (Mid-Year School Based In-Service Training Program for Teachers, October 27-31, 2008)
42. Discussant (Mid-Year School Based Training, October 23-27, 2006)
43. Dean's Honor List Certificate (1st Semester A.Y. 2003-2004)
44. Dean's Honor List Certificate (2nd Semester A.Y. 2003-2004)
45. Dean's Honor List Certificate (1st Semester S.Y. 2002-2003)
46. Dean's Honor List Certificate (2nd Semester A.Y. 2002-2003)

Training Programs and Seminars Attended:

1. Paper presenter in LSP-NCGM “ Nurturing Literacy and Learning Through Language Research held at FEU on April 2017
2. Participant in LSP-NCGM “ Nurturing Literacy and Learning Through Language Research held at FEU on April 2017
3. Paper Presenter in International Conference on Education (ICED) 2016
4. Participant in International Conference on Education (ICED) held at Crown Regency Hotel, Boracay 2016
5. 2015 DIVISION SEMINAR WORKSHOP AND CONVENTION OF CALOOCAN SCHOOL PAPER ADVISERS AND TRAINEES (May 21-23, 2015)
6. 38th REGIONAL SECONDARY SCHOOLS PRESS CONFERENCE (Oct. 7, 9, 25 and November 15, 2014)
7. Intensive Training for DSSPC Winners (Nov. 6, 2014)
8. Advance Computer Application in Powerpoint and Spreadsheet Training (Oct. 22, 2014)
9. Mid Year School Based In-Service Training (INSET) October 20-24, 2014)
10. Intensive Journalism Training for School Paper Advisers (August 1-2, 2014)
11. SCHOOL BASED IN-SERVICE TRAINING (INSET) (May 28-30, 2014)
12. 2013 Division Secondary Schools Journalism Fellowship (July 26, 2013)
13. 2013 Division Secondary Schools Press Conference (Sept. 13, 2013)
14. 37th Regional Secondary Schools Press Conference (Nov. 16, 23 and 30, 2013)
15. Regional Training of Grade 8 Teachers: English in the K-12 Curriculum (May 20-24, 2013)
16. SCHOOL BASED IN-SERVICE TRAINING (INSET) (Oct. 22-25, 2012)
17. Chess Coach for the DIVISION MEET 2012 (March 22, 2012)



18. School Based In-Service Training (INSET) (October 26-28, 2011)
19. Mid-Year School-Based In-Service Training Program (October 27-29, 2010)
20. 2009 Teacher's Institute (May 25-28, 2009)
21. Empowering Educators in Teaching Minds, Touching Hearts and Transforming Lives (October 30, 2008)
22. Format Poetry Seminar-Workshop (October 18, 2008)
23. Teacher's Agenda: 3 C's Towards an Improved Learning Environment (October 31, 2008)
24. Teachers Empowerment thru Intelligences, Teaching and Learning Style, Art of Questioning and Values Integration (October 06, 2007)
25. Seminar for New Local School Board Teachers (January 21, 2006)
26. Mid-Year School Based Training (October 23-27, 2006)
27. Semestral Break School Based In-Service Training for Teachers (October 24-28, 2005)
28. Enterprise Development Seminar (September 24, 2005)
29. Knowing the Historical Truth (February 09, 2004)
30. Young Farmers Program (July 31, 2003)
31. Integrated Approaches in Reading and Teaching Regional Literature (October 27-28, 2003)
32. Seminar-Workshop sa Kasaysayang Pampanitikan ng Pilipinas: Mga Lapit sa Pagbasa at Pagsusuri ng Akda (Oktubre 03-04, 2002)
33. Mga Pagdulog sa Pagtuturo ng Rehiyunal na Panitikan (August 27-28 2002)
34. Summer Youth Camp (May 17, 2001)
35. Seminar-Workshop in Teaching Artistic and Rhythmic Sportive Gymnastics (February 17, 2001)

Reference Persons:

Name	Position	Address
Dr. Cecilia F. Genuino	PNU Graduate Professor	Taft Ave., Manila
Dr. Cecilia M. Mendiola	Retired PNU Professor	Taft Ave., Manila
Prof. Alice M. Karaan	Retired PNU Professor	Taft Ave., Manila