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(Master's Thesis, Philippine Normal University)

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**Development and Validation of Lesson Plan Using
REACT as an Instructional Strategy in Writing
Argumentative Essays**

A THESIS

Presented to the
Faculty of the College of Graduate Studies and
Teacher Education Research

Philippine Normal University
Taft Ave. Manila

In Partial Fulfilment of the Requirements
for the Degree Master of Arts in Education
with specialization in English Language Teaching

Federico A. Mendoza, Jr.

ABSTRACT

Researcher: FEDERICO A. MENDOZA, JR.

Title: Development and Validation of Lesson Plan Using REACT as an Instructional Strategy in Writing Argumentative Essays

Key Concepts: Materials and Methods Framework in Language Teaching, Sociocultural Approach to Second Language Acquisition, REACT Procedure, Teaching Argumentative Writing

Degree: Master of Arts in Education

Specialization: English Language Teaching

Adviser: Maria Teresa L. Manicio, PhD. Ed.

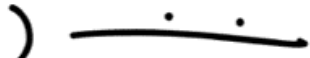
This study draws from the needs in teaching and learning argumentative writing and asserts the practicable application of sociocultural theory to second language acquisition – SCT L2 (Lantolf, 2000) in teaching writing argumentative essays. Specifically, this research work used the REACT procedure (Crawford, 2001), an exemplification of SCT L2, in developing an instructional strategy for teaching argumentative essay writing of Grade 12 – Humanities and Social Sciences (HUMSS) classes of Southville 5-A Integrated National High School. Specific objectives were targeted such as: (1) identifying Grade 12 students’ needs in writing argumentative essays; (2) developing a lesson plan using REACT in teaching writing argumentative essays; and (3) validating the REACT lesson. A descriptive-exploratory research design was chosen for the purpose of this study. Sixty (60) argumentative essays underwent data analysis

protocols, such as descriptive statistics and Conceptual analysis by Busch, et al. (1994-2012), to concretely determine the learner needs in writing argumentative essays.

After the data analysis, the final average rating of sixty (60) argumentative essays was 75.2% in which it was evident that student essays garnered ‘fairly satisfactory’ to ‘did not meet expectations’ remarks. The identified learner needs in writing argumentative essays paved the way to the development of the REACT lesson plan for teaching argumentative writing. Guided by the framework of language teaching by McDonough, Shaw, and Masuhara (2013), REACT lesson plan was created incorporating the student writing needs, argumentative writing concepts and principles, and the REACT procedure. It was formatted through the Daily Lesson Plan/Log format of the Department of Education (DepEd) as stipulated in DepEd Order 42, Series of 2016 – Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. REACT lesson plan was then evaluated and garnered an overall rating of ‘4’ with a descriptive evaluation of ‘accomplished.’ Specific comments and suggested revisions were also given to enhance the content and structure of the lesson. With the comprehensive detail of instruction provided for each REACT lesson plan part, the researcher hopes that the lesson implementation will become explicit and clear as well.

APPROVAL SHEET

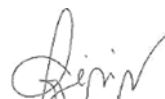
This thesis entitled “**Development and Validation of Lesson Plan Using REACT as an Instructional Strategy in Writing Argumentative Essays**” prepared and submitted by **FEDERICO A. MENDOZA, JR.** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in English Language Teaching**, is hereby recommended for approval and acceptance.


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CHAPTER 1

The Problem and Literature Review

Background of the Study

Writing is a “culturally specific, learned behavior” that involves learning the mechanics and standards of writing based on the learners’ social orientations, notions of daily living within the community they are a part of, varied lifestyles, and community-enriched background (Lenneberg, 1967; Brown, 2000). This conception of writing can be applied in classroom writing tasks. For instance, the kind of language that students use in formal and informal discourses on a daily basis can be reflected on their writing outputs. Students can draw ideas from community exposure, field work, surveys, and interviews in expounding their ideas in writing. The writing outputs of the students can be produced based on their context of understanding.

Moreover, as students reflect their cultural and social exposures in their writing, doing this requires constant practice. In the book of Meyers (2005), he stated that writing is primarily a skill which improves when practiced. It is necessary for a student to be engaged with a variety of tasks and exercises to nurture the writing skill.

The writing process is multifaceted and iterative. Following the process in a writing classroom can be challenging particularly when involving complex text types like the argumentative essay. Arguing about a topic in writing does not only entail knowledge of the issue but also knowledge of language. The discourse in argumentative writing necessitates critical thinking and linguistic knowledge (Davies, 2006). The multi-layered

argumentative writing process requires interventions that can support student writing in both content and language demands.

This study draws from the challenges in teaching and learning argumentative writing and asserts the practicable application of sociocultural approach to teaching writing argumentative essays. Practitioner-driven observations point to poorly crafted thesis statements and bare presentation support the claim as apparent weaknesses of students in argumentative writing. Moreover, students display insufficient knowledge of content and inability to follow writing prompts, and poorly structured paragraphs. Guided by the principles of sociocultural theory (SCT) for second language (L2) acquisition, this study used the REACT procedure (Crawford, 2001) in teaching writing argumentative essays. The procedure includes concrete ways to develop pertinent skills in performing argumentative writing tasks. The REACT lesson plan was developed for Grade Twelve students in Southville 5-A Integrated National High School.

Literature Review

To establish the gap on instructional practices in teaching writing, pertinent concepts and relevant researches on argumentative writing and sociocultural theory for second language acquisition (SCT L2) are reviewed. Diverse argumentative writing experiences and difficulties encountered by ESL/EFL learners in writing argumentative essays are presented. Also, studies on argumentative writing instruction were surveyed to examine pedagogical interventions. Moreover, views and studies on SCT L2 and how it is integrated in REACT instruction are discussed.

Student Experiences and Difficulties in Argumentative Essay Writing

Celce-Murcia (2001) viewed writing as a manner of imparting opinions to other people. With this, the demands and efforts of manifesting the ability to write effectively lead to an array of constraints that even native speakers of English are unable to master. Butler and Britt (2011) recognize this difficulty in claiming that writing is challenging for English as a second language (ESL) learners who do not have a strong foundation in producing cohesive and coherent text. This is evident in the studies of Ariyanti (2016), Fadda (2012), Baheej (2015), and Gibson (2002) on how English as a Foreign Language (EFL) students, even the smart ones, wrote excessively lengthy introductions failing to cohesively synthesize the thought towards the end. The lack of productive skills and knowledge in rhetoric hindered the students from articulating themselves clearly when writing.

Academic writing requires a student to be critical when it comes to presenting stance and learned concepts. In argumentative writing, for example, to argue means to qualify the writer's statements and to express it with justifiable and unbiased convictions (Glenn, Miller, Webb, Gary, & Hodge, 2004). In connection to this, Wood (2001) states that an argument must have a clear stance that is backed up by evidence to convince the reader. Also, putting enough data, premises, and evidence supporting the belief can create plausible conclusions to the argument (Brooks & Warren, 1979). For an argument to become dynamic, the writer has to establish a dialogic relationship with the audience by persuading them with a well-constructed point of view, defending, getting a linkage, and convincing (Álvarez, 2001).

Since writing at certain points becomes problematic when it comes to content, Ramanathan and Kaplan (1996) shared findings that writing experiences should be a product of interaction with the context where writing takes place and not with a product of individual's perception. Writing, as practiced, is a social act that shows the vitality of context. The cognition of an individual in its social setting remains important because it contributes to the development of ideas in L2 writing.

Apart from problems that relate to content, another difficulty argumentative writing poses concerns text structure. Writing components such as introduction, body paragraphs, conclusions, and use of evidence are some of the commonly observed areas of difficulty. Relevant indicators of these difficulties were reported by Sukma (2019) who documented his students' writing difficulties which included lack of paragraph cohesion, poor use of evidence to support claims, and inaccurate sentence structures. These difficulties made the students' writing unclear and uninformative.

Similar difficulties on linguistic components of argumentative writing were reported by Ka-kan-dee (2015). English major students, enrolled in the Advanced Composition Writing course from two public universities in Thailand, wrote an argumentative essay with writing prompts adapted from an International English Language Testing System (IELTS) test. After the inductive data analysis, it was identified that students' difficulties include unfamiliarity with argumentative writing features, lack of grammar rule knowledge, academic vocabulary deficiency, uncertain presentation of thesis statement, failure to provide concrete evidences, unorganized presentation of ideas, and ineffective writing of conclusions. Moreover, difficulties on lack of awareness of audience expectation and motivational elements, lack of knowledge on the writing planning process,

and lack of writing creativity were evident in the students' outputs. Nemeth and Kormos (2001), and Boonsiri (2007) noted similar difficulties of ESL students in writing argumentative essays. They observed problems in arguing or proposing credible thesis statements, backing up the thesis with actual evidence, and composing paragraphs.

The apparent linguistic difficulties in writing argumentative essays can be linked to metacognitive strategies. Zhu (2001) claimed that the difficulty lay on the students' inability to use and perform planning, monitoring, and assessing as they wrote their argumentative writing outputs. External factors may be examined in this context. Ariyanti & Fitriana's (2017) study partly attributed students' mediocre writing outputs to time allocated for the task and to classroom conditions that were not conducive for learning.

Rahmatunisa (2014) provided concrete categorization of students' argumentative writing difficulties of her EFL learners. The first category involves linguistic problems such as grammatical structure, word formatting and word classes, error in word usage, and error in article use. The second concerns cognitive problems in paragraph organization, word classes, generic structure, and punctuation. The third category is on psychological problems manifested by laziness, egoism, bad mood, and the difficulty in starting to write. Morgan (2016) notes similar difficulties that recur in the complex writing process. He illustrated this point by describing how students struggle to express their feelings, ideas, and experience in the course of the writing process. They get stuck on how they will begin their essay – whether an idea to be presented should be the topic itself already or not, how to carefully write the thesis statement and where it must be placed in the essay, and how the audience or readers will be considered for them to understand the purpose of the essay.

Documented writing experiences of Filipino learners reflected similar linguistic difficulties. Gustilo & Magno (2012) investigated the sentence-level errors of freshmen students in five private schools in Metro Manila, Philippines in their first week of classes at three proficiency levels and aspects of writing. It was concluded that sentence level errors greatly contributed to the essay scores of students. To be specific, students found it challenging to regulate their word choice and adhere to capitalization and punctuation rules. Alviz (2015) also reported difficulties that relate to linguistic knowledge. His study focused on discourse markers (DMs) in the argumentative and narrative essays of selected high school students. The notable writing problems involved poor sentence combination techniques, incorrect use of DMs, unnecessary use of DMs, and initial positioning of DMs. Such problems were rooted on limited discourse knowledge, awareness of textual norms, and production of texts for different purposes and structures which are all an important aspect to write an argumentative essay.

Argumentative essay writing difficulties appear to be pressing particularly when situated in the classroom. Knowledge of language is evidently a significant concern. Composing an argumentative essay relies on accurate use of sentence skills and observing basic text organization components. Adequate understanding of content and how to logically put together ideas also prove to be a challenge. This highlights the interplay of context and conventions and the need to integrate them in argumentative writing instruction.

Approaches and Strategies in Teaching Argumentative Writing

Studies on teaching writing argumentative essays were reviewed to examine pedagogical interventions. The noted findings and implications informed this study's intent to explore an instructional strategy in argumentative writing.

Ferretti & Graham (2019) stressed that the role of a teacher is crucial in the course of instruction in a writing classroom. A teacher must be knowledgeable about different approaches to writing and adept in designing instructional strategies considering students' proficiency level, background, interest, needs, and attitude toward writing. Also, assessing argumentative essays is an important expertise that a writing teacher should possess. Above all, the teacher must exhibit the love for writing as it will bring out the enthusiasm needed by students in a writing classroom.

In the classroom-based researches done by Qin (2016) and Zainuddin & Rafik-Galea (2016), Toulmin's model of argumentation to teach ESL writing was integrated. The 10-week instruction provided explicit discussions of the Toulmin Model and how its elements apply in argumentative essays. Reading passages and conducting class debate on controversial issues were also done before having students write essays. The essays were then subjected to a data analysis protocol. The results showed that students' argumentative papers presented elaborate and complex argument structures and reasoning while maintaining coherence. Also, it was evident that students were able to display important elements in argumentation such as opposing views and rebuttals and advanced commentaries leading to a critical conclusion. These findings support the workability of Toulmin's model of argumentation as an approach to writing instruction.

Toulmin's (1958, 2003) model of argumentation has three primary elements in which (1) a person makes a 'claim', then (2) gives 'grounds' to support the claim, and (3) backs the ground with a 'warrant' in every argument presented. In addition, there are three more elements which may support the argument such as: (1) qualifier – used in the wording of the claim, (2) backing – establishes the relevance and reliability of the warrant, and (3) rebuttal – acknowledges exceptions that might invalidate the claim. Qin (2016) and Zainuddin & Rafik-Galea (2016), Rex, Thomas, & Engel (2015) also adapted Toulmin's Model. The basic framework used in the study focused on three critical components: stance (claim), evidence (ground), and warrant. Particularly, students were engaged in reasoning persuasive arguments, thinking through the complexity and complications of an issue, making inferences based on evidence, and hierarchically grouping and logically sequencing ideas. As a result, participants in the study were able to reason insightfully and argue convincingly.

Another approach to teaching and assessing argumentative writing is Hyland's metadiscoursal features model (2005). Metadiscourse has interactive and interactional features. These features are the writer's understanding of the audience and the ways of expressing the subject matter. Abdelrahim & Abdelrahim (2019) used Hyland's model to assess learner's organization, cohesion, voice, and stance in argumentative writing. The features of the model proved to also be useful in assessing students' organization of writing through weighing the use of interactive metadiscourse features of transition, markers, conclusion markers, frame marker, code glosses, and evidentials.

Another model that lends itself to teaching argumentative writing is the Self-Regulated Strategy Development (SRSD) model of writing by Harris & Graham (1985,

2009, 2016) and Harris et al. (2011). SRSD model is an approach developed through theoretical and empirical inquiries addressing cognitive, social, and motivational dimensions of teaching writing. The cognitive aspect deals with students' knowledge and processing capacity to plan, write, and revise their essays. The social dimension includes dialogic interactions between teachers and students which regulates students' problem-solving skills. The motivational aspect intends to elevate students' self-efficacy, increase their expectation for success, and attribute their success to the amount of effort they exerted. SRSD instruction was viewed effective in improving writing outcomes for apprentice and experienced writers when delivered in strongly adhered teaching conditions (Harris & Graham, 2016; Harris et al., 2011; Lewis & Ferreti, 2011; Song & Ferreti, 2013).

Alternative approaches to writing instruction have also been explored in relatively recent studies. Jumariati & Sulisty (2017) looked into the effectiveness of problem-based writing instruction on students' argumentative writing skills. The intervention featured problem presentation, problem analysis, research, and reporting. Data analysis examined essay content, organization, vocabulary, grammar, and mechanics. The results proved that problem-based instruction can be an alternative teaching strategy in teaching argumentative essays.

Genre-based instruction is another alternative approach in teaching argumentative essays. Khodabandeh, et al. (2013) studied the impact of explicit, implicit, and non-formal genre-based instruction on argumentative writing. It was revealed that the model increased the capacity of students to be aware as to how argumentative essays worked in the context of genre. Masroor (2016) looked into a more specific genre, the newspaper editorial, to teach argumentative writing. The use of newspaper editorials as a teaching material taught

students organizational structure and various rhetorical strategies raising metalinguistic awareness to attain various writing junctions.

More specific teaching strategies were also subject of classroom research on argumentative writing instruction. Butler & Britt (2011) focused on providing instruction on how to revise argumentative essays. Allowing students to independently work on revisions showed improvements in argument content and essay structure. Tandiana, Abdullah, & Komara (2018) also explored a specific teaching strategy called Talk-Write technique. Speaking tasks where students exchange debatable arguments served as the pre-writing phase. Fluitt-Dupuy (2001) explored a similar technique using films which students critiqued in their argumentative essays.

Collaboration and learner involvement are also significant themes in studies that examined strategies for teaching argumentative writing. Abbas & Herdi (2018) and Ghufon & Hawa (2015) looked into collaborative writing as a teaching method. Students worked together in pairs or triads to write an argumentative essay. Each student contributes at each stage of the writing process – brainstorming of ideas, gathering, and organizing of information, drafting, revising, and editing of the essay output. Collaborative writing was viewed as helpful in motivational and cognitive processes. Students' creativity and self-confidence are also promoted. Lam, Hew, & Chiu (2018) likewise applied collaboration through a blended learning approach and gamification to develop argumentative writing skills. Teachers and students are provided feedback through online discussions. Digital games were also used to motivate learners' behaviors.

Accordingly, learner involvement appears to be an important aspect of writing instruction. Chala & Chapetón (2012) claim that students should be allowed to express

their feelings, point of view, and thinking regarding their surrounding community. This will engage students in a transformative, dynamic, and social process in the course of their writing. Students become reflective, critical, and social writers in the process. Learners can also be actively involved in assessment. Iraj, Enayat, & Momeni (2016) involved their students in the evaluation process through self-assessment techniques in monitoring progress and performance in argumentative writing. The process showed how students' decision-making and reflection on learning improved.

The studies reviewed in this section featured application of writing models and exploration of alternative teaching strategies to improve teaching argumentative writing. This study intends to do the same by exploring an instructional strategy informed by relevant models in argumentative writing.

Sociocultural Theory for SLA and the REACT Procedure

An individual's ability to learn and write is not hinged only on their specific and personal cognitive activities as social and cultural context can also influence and contribute, both consciously and unconsciously, to their learning. According to Vygotsky's (1978) Sociocultural Theory (SCT), human cognition is developed through engagement in social and cultural activities with other people and events. SCT's principles indicate that (1) social interaction portrays a vital role in learning, (2) language is an important instrument in the learning process, and (3) learning happens within the Zone of Proximal Development. Lantolf (2000) asserted that these SCT principles can be applied in second language development. He explained that learning is rooted within social activities and occurs as an individual communicates with people, objects, and events in their community.

Lantolf (2000) and Atkinson (2011) discussed the Sociocultural Theory Approach to Second Language Acquisition (SCT L2) in their research findings. SCT L2 was conceptualized through Vygotsky's research method called 'functional method of double stimulation' which utilizes tasks which are above the learners' developmental level while mediation tools are also provided. The core of SCT L2 entailed the role of mediation in the development of communicative ability. Lantolf defines mediation as "the creation and use of artificial auxiliary means of acting—physically, socially, and mentally." SCT's theoretical principle is founded on the belief that language is learned through interaction between "I" and "You" which can be equated to mediation by others, and interaction between "I" and "Me" which may refer to mediation by self. These interactions occur in different social and cultural environments which individuals have access to.

Furthermore, Lantolf highlighted that SCT L2 allows a teacher to be the 'more knowledgeable other' or MKO who attempts to stimulate students' potentials by integrating scaffolding strategies within their zone of proximal development (ZPD). Particularly, when students inquire and solicit feedback, and provide assistance to peers for substantial learning in a scaffolded learning environment, students with needs can be engaged in participating thus allowing them to broaden and expand their present skills and knowledge to higher levels of competence (Donato, 1994).

SCT L2 researches unraveled how sociocultural contexts impacted language learners' writing ability through specific scaffolding strategies and utilization of ZPD. Mohammadzadeh, Ahour, & Saeidi (2020) studied the positive role of scaffolding in Iranian EFL learners' quality of writing with a focus on accuracy and complexity. They found out that scaffolded interaction on the learning process and the beneficial assistance

from a higher proficient learner could improve the writing quality of a learner. Receiving feedback from peers could increase the quality of writing of students when they interacted with other group members who were more proficient. Collaborative writing as part of the writing instruction resulted in positive effects on L2 writing as perceived by the students. Similar discussion and findings were made by Baleghizadeh, Memar, & Memar (2011), Dongyu, Fanyu, & Wanyi (2013), and Ozfidan, Machtmes, & Demir (2014) as they examined the use of scaffolded learning environment to students to improve their second language writing.

In line with the views and studies of social contexts to second language learning, Crawford (2001) devised the REACT Strategy (Relating, Experiencing, Applying, Cooperating, and Transferring) to aid teachers in developing better understanding of concepts with their students bringing their own cultures to the interactions inside the classroom.

The REACT Strategy presents five approaches that can be used in teaching-learning activities; (1) '*Relating*' to students' life experiences stimulating their senses allowing them to think beyond their surface-level thinking, (2) '*Experiencing*' which allows learners to create new ideas by letting them survey and encounter various ordeals which can maximize students' learning, (3) '*Applying*' lets students utilize key ideas acquired and direct it into real life expressions and exhibitions in their communities, (4) '*Cooperating*' displays students' interaction with their peers by sharing useful learning experiences and functional concepts by responding to inquiries which can be beneficial to others, (5) and '*Transferring*' indicates the role of a teacher to navigate the students' comprehensive

learning experiences through the use of relevant activities rather than rote learning to create a wide range of learning experiences for the students.

Subsequent studies about the REACT Strategy across disciplines were examined to highlight findings and discussion to establish the purpose of this study in exploring REACT as an instructional strategy in argumentative writing.

Utami, Sumarmi, Ruja, & Utaya (2016) studied the use of the REACT strategy in developing skills in Geography class of Grade XI students in Surabaya, Indonesia. After the implementation, there was a significant performance increase between their pre-test and post-test results. Moreover, the use of the strategy improved learning motivation and student participation which suggests its effectiveness.

There are also studies that justified the effectiveness of REACT in ESL and EFL classrooms. Improvement of Indonesian students' reading skill in descriptive text was notably evident through the REACT procedure as investigated by Mulyadin (2012). Meanwhile, Wahyuni (2013) applied REACT in the speaking practices of Business Administration students in Hang Tuah University. It revealed that teaching speaking guided by REACT improved student pronunciation and fluency. In another study, Rohayati (2013) employed REACT to the vocabulary building of fifth grade elementary pupils. It was concluded that the strategy assisted pupils to comprehend and memorize vocabulary for the long-term.

REACT procedure, which is an exemplification of SCT L2, provides an alternative method to teaching argumentative writing. Considering writing as a “culturally specific, learned behavior,” this instructional strategy allows students to bring out their practical and informed judgments about relatable issues, draw meaningful and sensible arguments, and

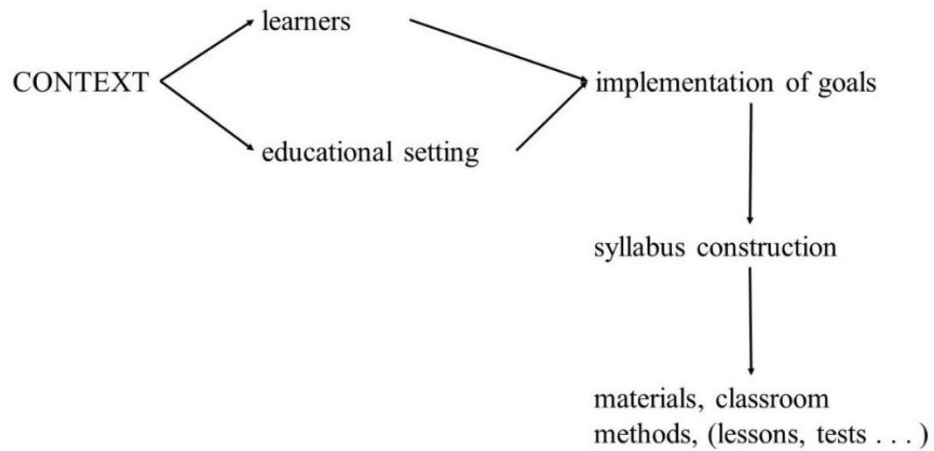
make holistic connections between and among different points of view to arrive at more justified arguments. Students can make connections between concepts and writing situated in contextual realities they are familiar with. It highlights that writing practices are specifically situated in social contexts. An exploration of students' orientations, social background, common ways of knowing, and life experiences are integrated in writing instruction. Therefore, this study views REACT as adaptable to teaching writing argumentative essays. Collaboration, innovative transfer of learning, technology integration, and learner's social context are deemed relevant to improve the learners' thinking and writing skills.

Materials and Methods Framework in Designing Language Lessons

The intent of this study was to create an instructional strategy which incorporated Sociocultural Theory for Second Language Acquisition (SCT L2) through REACT Procedure. Particularly, this study developed a teaching writing lesson plan addressing the argumentative writing needs of Grade 12 students of Southville 5A Integrated National High School. In the course of lesson plan development, the researcher was guided by the framework of language teaching by McDonough, Shaw, and Masuhara (2013) as seen in Figure 1.

Figure 1

Framework of Language Teaching (McDonough, Shaw, & Masuhara, 2013)



The figure above presents the typical stages of planning an English language program. Starting from the broad professional context and statement of goals, it relates directly to learners' needs and characteristics, and to the whole educational setting in which the teaching is to take place. The goal, needs, and setting then lead to an appropriate type of syllabus content and specification. The broad syllabus outline will in turn have direct implications for the more detailed design and selection of materials and tests, the planning of individual lessons and the classroom management itself.

The principles of this framework were applied in the process of REACT lesson plan development. The foundation and context of REACT lesson planning were derived from learners' argumentative writing needs and their educational setting embedding their orientations, social background, common ways of knowing, and life experiences. Then, learning targets on argumentative writing were explicitly outlined to navigate the content and specifications of the REACT lesson plan development. As a product, the REACT lesson plan presented in detail the purpose of the lesson, skills needed to practice, how

mastery will be attained, the practical application of concepts and skills in daily living, generalizations and abstractions about the lesson, evaluation of learning, and possible remediation.

Research Objectives

The study aimed to use the REACT procedure (Crawford, 2001), an application of SCT L2, in teaching argumentative essay writing to Grade 12 – Humanities and Social Sciences (HUMSS) classes of Southville 5-A Integrated National High School.

Specifically, the study addressed the following objectives:

1. identify Grade 12 students' needs in writing argumentative essays;
2. develop a lesson plan using REACT in teaching writing argumentative essays;
and
3. validate the REACT lesson plan.

Theoretical Framework

This study addressed learners' needs in writing argumentative essays guided by the sociocultural theory for second language acquisition. In particular, the REACT procedure by Crawford (2001) for the development of a lesson in teaching argumentative writing was explored.

Identifying the argumentative writing needs was guided by Toulmin's model of argumentation together with linguistic elements which include sentence skills and text organization. Toulmin's (1958, 2003) model of argumentation has three primary elements where a person (1) makes a 'claim', (2) gives 'grounds' to support the claim, and (3) backs

the ‘grounds’ with a ‘warrant’ in every argument presented. In addition, there are three more elements which may support the argument: (1) qualifier – used in the wording of the claim, (2) backing – establishes the relevance and reliability of the warrant, and (3) rebuttal – acknowledges exceptions that might invalidate the claim.

The features and principles of Toulmin’s model of argumentation and Sociocultural Theory for Second Language Acquisition (SCT L2) align with Crawford’s (2001) REACT procedure (Relate, Experience, Apply, Cooperate, and Transfer). ‘Relate’ enables students to use their life experiences, prior knowledge, and own culture to initially conceptualize the grounds and warrant for their argumentative essay. ‘Experience’ and ‘Apply’ allow students to utilize the ideas they will learn, survey, encounter, and create for logical and critical presentation of ground and warrants in different learning environments. Collaborative and engaging discussion with peers as displayed in ‘Cooperate’ permits students to see others’ viewpoints in establishing the grounds and warrants of the argumentative essay. With the teacher’s ‘Transfer’ of different learning opportunities to students, it justifies the necessary components of argumentation as indicated in the Toulmin’s model.

Conceptual Framework

Figure 2

Conceptual Framework

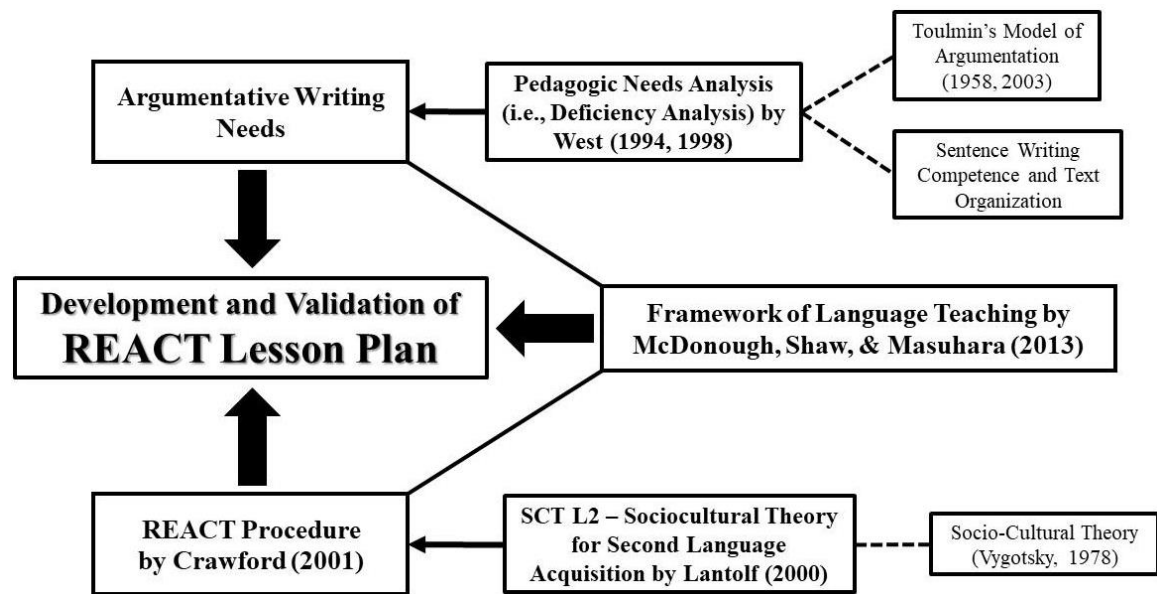


Figure 2 illustrates how the development and validation of the REACT lesson plan in teaching argumentative writing is informed by identified argumentative writing needs, relevant language teaching framework, and the constructs of REACT.

Writing needs in argumentative essay writing were identified through the Pedagogic Needs Analysis (i.e., Deficiency Analysis) by West (1994, 1998) in which Toulmin's model of argumentation such as claim, grounds, and warrant, and sentence writing competence and text organization were looked into. Particularly, the researcher and an intercoder investigated whether the thesis, evidence, and counterevidence, and other important argumentation elements were evident in the student essays.

Since this study focused on development and validation of a lesson plan, the principles of the framework of language teaching by McDonough, Shaw, and Masuhara

(2013) was employed in the course of lesson plan development. The framework puts premium to context as the foundation of an instructional design where learners' needs and characteristics, and the entire educational setting are considered. Specifically, the REACT lesson was a product of learners' argumentative writing needs and their learning environment embedding their orientations, social background, common ways of knowing, and life experiences.

Crawford's (2001) REACT procedure (Relate, Experience, Apply, Cooperate, and Transfer) informed how the preliminaries, learning tasks, activities, and procedures will be directed and implemented in the lesson plan. REACT is aligned with Lantolf's (2000) sociocultural theory for second language acquisition (SCT L2), which has originated from the sociocultural theory of Vygotsky (1978). The lesson procedures exhibited students' context, surveys and encounters with different learning environments, collaborative and engaging discussions with peers, and teacher's transfer of different learning opportunities to students. In this manner, argumentative writing needs are addressed through the construct-based lesson procedures.

The argumentative writing needs, which were concretized through pedagogic needs analysis, and the framework of language teaching share a common guiding principle – the learners and the learning environment. This study investigated and examined Grade 12 learners' argumentative writing needs and the purpose of exploring REACT in teaching argumentative writing in the locale of Southville 5A Integrated National High School.

Scope and Limitations

A lesson strategy using SCT L2 in teaching writing argumentative essays was created for the students of Southville 5-A Integrated National High School where the researcher is currently affiliated as a Senior High School teacher. Humanities and Social Sciences (HUMSS) students who were enrolled in Grade 12 level for the School Year 2019-2020 were the participants of the study. The study was conducted in English for Academic and Professional Purposes (EAPP) subject where the lesson on argumentative writing was covered for 7 weeks. Prior to the lesson plan development and validation, baseline data from the argumentative writing difficulties of students were determined from 60 argumentative essays written by Grade 12 – Humanities and Social Sciences (HUMSS) students of Southville 5-A Integrated National High School, School Year 2019-2020.

Definition of Terms

The following terminologies are used conceptually and operationally in this study:

Applying is defined as learning by putting the concepts to use (Crawford, 2001).

Argumentative Essays are a dynamic literacy practice where the author establishes a dialogic relationship with an audience by defending a point of view and looking to convince, get an adhesion, or persuade (Álvarez, 2001). These are the student outputs rated by ESL practitioners using a set of criteria to identify writing needs.

Argumentative Writing Needs are learning targets in argumentative essays. These were identified through the Pedagogic Needs Analysis (i.e., Deficiency Analysis) by West (1994, 1998) in which Toulmin's model of argumentation such as claim, grounds, and warrant, and sentence writing competence and text organization were looked into.

Cooperating refers to learning in the context of sharing, responding, and communicating with other learners (Crawford, 2001).

Experiencing allows students to learn by doing through exploration, discovery, and invention (Crawford, 2001).

Instructional Strategy refers to the classroom procedure employed in teaching argumentative writing. The procedure includes preliminaries, learning tasks, activities, and assessment.

REACT Procedure (Crawford, 2001) is an acronym for "Relating", "Experiencing," "Applying," "Cooperating," and "Transferring." The REACT procedure emphasizes sociocultural theory for second language acquisition. In this study, it was used as a teaching writing strategy in argumentative essays.

Relating suggests that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001).

SCT L2 or Sociocultural Theory for Second Language Acquisition informs the development of the REACT lesson plan in teaching argumentative writing. Lantolf's (2000) researches on SCT L2 revealed how sociocultural contexts impacted the language learning of students through specific scaffolding strategies and utilization of the Zone of Proximal Development or ZPD.

Transferring expands teachers' role which includes creating a variety of learning experiences with a focus on understanding rather than memorization (Crawford, 2001).

CHAPTER 2

Methodology

This chapter presents an outline of research procedures that were followed in the study. It provides information on the research site and participants, the criteria for inclusion in the study, who the participants were and how they were selected. The researcher discussed the research design that was chosen for the purpose of this study. The instruments that were used for data collection were also described and the collection procedures that were followed to carry out this study are included. The researcher also discusses the methods used to analyze the data. Lastly, the ethical issues that were followed in the process are also discussed.

Qualitative Design and Methods

The study adapted naturalistic inquiry in qualitative research. Lincoln and Guba (1985) identified naturalistic inquiry elements for capturing natural activities in a natural setting. These elements include: (a) determining a focus for the inquiry, (b) determining the fit of paradigm to focus, (c) determining the fit of the inquiry paradigm to the substantive theory selected to guide the inquiry, (d) determining where and from whom data will be collected, (e) determining successive phases of the inquiry, (f) determining instrumentation, (g) planning data collection and recording modes, (h) planning data analysis procedures, (i) planning the logistics, and (j) planning for trustworthiness. These elements were embedded in the study's descriptive-exploratory design particularly in

exploring the use of REACT instructional strategy to address ESL learners' needs in writing argumentative essays.

A review of pertinent literature about argumentative essay writing experiences and difficulties of students, different approaches and strategies in teaching argumentative writing, and SCT L2 and the REACT was conducted to draw analytical lenses in crafting lessons in teaching writing argumentative essays. Data analysis procedures were conducted to identify the argumentative writing difficulties of students. Learner outputs in an argumentative essay assessment were examined using a validated analytical rubric and a data coding protocol. The writing needs identified through the analysis of student essays informed the development of the REACT lesson plan in teaching argumentative writing which employed the principles of SCT L2. The REACT lesson plan was then validated by English as a Second Language (ESL) experts using a validation instrument.

Research Site

Southville 5-A Langkiwa, Biñan City is a rural community with almost 40,000 residents. The relocation of people from Makati and Tondo to Southville 5-A has led to an abrupt increase of student population in Biñan Secondary School of Applied Academics (BSSAA), the public high school nearest to it. With this, the shortage of teachers, textbooks, armchairs, and classrooms has become evident.

To remedy the dilemma, a local high school was established with the joint efforts of the former bodies of Local Government in Biñan City, the former Schools District Supervisor, the Local School Board, and the former Sangguniang Barangay Officials. The

school is now named Southville 5-A Integrated National High School, formerly Southville 5-A National High School – BSSAA Annex.

Currently, there are 64 Junior High School teachers, 10 Senior High School teachers, and three non-teaching personnel. Based on the 2018-2019 school year statistics, there are a total of 2549 Junior High School enrollees and 335 Senior High School enrollees. The school is categorized as a large school based on the huge number of students who are enrolled across grade levels, Grades 7 to 12, and the number of teachers the school has.

The study is considered beneficial for the Senior High School department because the majority of Senior High School core courses require students to produce comprehensive written outputs as a concluding performance task. Integration of the REACT Procedure can be done in the Reading and Writing Skills (RWS) subject which is taken every second semester of the school year. The subject area includes Purposeful Writing in the Disciplines and for Professions, a subject content that requires writing of book review or article critique, literature review, research report, project proposal, and position paper. Media and Information Literacy is another subject where students are asked to write an argumentative essay about plagiarism and intellectual property rights. These Senior High School courses all require careful planning of performance tasks in academic writing. Describing the design and validation process of a REACT lesson in teaching argumentative essays is viewed as helpful in informing both teaching and learning.

Selection Criteria and Participants

Student argumentative essays were selected for data analysis based on the following entry requirements: (1) residency of students in school, (2) performance rating in Reading and Writing Skills subject, (2) word count of the argumentative essays, (4) appropriateness of content to the writing prompt, and (5) passed the initial assessment using the ‘generic’ rubric tool in critiquing an academic writing output.

The argumentative essays were written by students from Academic Track – Humanities and Social Science of Southville 5A Integrated National High School for School Year 2019-2020. The students belonged to Grade 12 Mahatma Gandhi class and Grade 12 Nelson Mandela class. They were regular Grade 12 students, taking up eight (8) subject areas – core, applied, and specialized subjects, for the first semester of the said school year including the subject English for Academic and Professional Purposes.

Performance rating garnered from the Reading and Writing Skills (RWS) subject was used to identify the qualified student essays. Reading and Writing Skills subject is taken prior to the English for Academic and Professional Purposes (EAPP) subject. Students who attained “Outstanding” (90 and above), “Very Satisfactory” (85-89), and “Satisfactory” (80-84) were selected. These ratings show that students were nearly approaching and developing proficiency in academic writing. The review of ratings was done together with the Reading and Writing Skills teacher.

Also, word count of the argumentative essays was looked into as a qualifying requirement for the essay to be selected for analysis. In the study of Pennebaker, Chung, Frazee, Lavergne, & Beaver (2014), the number of words can imply the success or failure of students’ writing; thus, essay length was considered. Short essays may be interpreted as

“under-explaining” a standpoint. Hence, student essays must contain 400-800 words to qualify in the data analyses.

The essays were previewed to check if the writing prompt was addressed by the essay based on its content. The previewing was done together with fellow ESL practitioners. Lastly, the student essays were rated using a ‘generic’ rubric tool in critiquing academic essays. This initial assessment to identify writing difficulties was also done with ESL practitioners. The student essays were rated based on formatting, language conventions, objectivity, and comprehensiveness. For a student essay to qualify, the general rating must be “Outstanding” (90 and above) and “Very Satisfactory” (85-89). Considering the aforementioned writing criteria used to rate student essays, these essays only passed the general academic writing standards. It was uncertain if student essays would also pass examining the specific features of argumentation such as claim, evidence, and counterevidence, argumentative text organization, and sentence skills. Further analysis of essays was done to clearly identify writing needs in argumentative essays.

After the thorough selection, the researcher identified sixty (60) argumentative essays which were examined to identify the students’ needs. The identified writing needs were addressed by the REACT lesson plan.

However, prior to the essay selection process, a pedagogic needs analysis was performed by the researcher to establish the necessity of performing the study in the said locale. This specific analysis approach is aimed at collecting data from both the learners and learning environment to compensate for the target needs analysis (West, 1994, 1998). It also covers deficiency analysis which helps in identifying the learners’ present needs and wants in consideration of their current deficiencies. Thus, addressing the gap between the

present and target extralinguistic knowledge, mastery of general English, language skills, and learning strategies. In the context of this study, the identified writing needs paved the way for the development of a language lesson plan – the REACT lesson plan in teaching argumentative writing.

Instrumentation

This study aimed to develop a lesson plan applying the REACT procedure (Crawford, 2001) to address the argumentative writing needs of students. Tools utilized in data collection and analysis included: (1) Academic Writing Rubric, (2) Argumentative Essay Rubric, (3) Mullinix Rubric (2003), and (4) NKU Lesson Plan Rubric (2008).

Academic Writing Rubric

An academic writing rubric was used to select argumentative essays for analysis (See Appendix D on p. 133). The rubric consists of four criteria which include *formatting*, *language conventions*, *objectivity*, and *comprehensiveness*. Four levels of performance were used for rating: *Strongly Evident* (3 points), *Evident* (2 points), *Slightly Evident* (1 point), *Not Evident* (No point). Three English subject teachers from Southville 5A Integrated National High School evaluated the student essays. Essays with a general rating of “Very Satisfactory” (85-89) and “Outstanding” (90 and above) were selected for further analysis to identify writing difficulties.

Argumentative Essay Rubric

The Argumentative Essay Rubric is a researcher-made rubric which integrates the elements in Toulmin's Model of Argumentation (1958, 2003), sentence skills, and text organization (See Appendix H on p. 137). The argumentative writing components served as the assessment criteria which include: (1) Stance and Purpose, (2) Foundation of Argument, (3) Reasoning and Analysis, (4) Sentence Writing Competence, and (5) Text Organization. The first three criteria, *Stance and Purpose*, *Foundation of Argument*, and *Reasoning and Analysis* were inspired by Toulmin's (1958, 2003) model of argumentation which has three primary elements: a person makes a 'claim', gives 'grounds' to support the claim, and backs the ground with a 'warrant' in every argument presented. The other argumentative writing components are integrated in the latter two criteria: *Sentence Writing Competence* and *Text Organization*. Sentence writing competence focuses on spelling, grammar, word order, word usage, and punctuation. Meanwhile, text organization highlights the logical, systematic, and maintained presentation of essay contents to discuss writer's arguments.

The Argumentative Essay Rubric contains four levels of evident performance: (1) *Highly Evident*, (2) *Evident*, (3) *Partially Evident*, and (4) *Not Evident*. It was used to assess the quality of argumentative essays of Grade 12 HUMSS students. Through this instrument, the needs of Grade 12 students in writing argumentative essays were identified. The researcher and a language professor from the University of Perpetual Help System – Laguna conducted the analysis of the selected essays.

Mullinix Rubric (2003)

The Mullinix Rubric was used to validate the researcher-made instrument, the Argumentative Essay Rubric. This validation instrument was developed by Dr. Bonnie B. Mullinix of Monmouth University in 2003. The rubric includes definitions of four levels of performance (Exemplary, Good/Solid, Acceptable, and Unacceptable) for each of the six evaluation criteria: *clarity of criteria, distinction between levels, reliability of scoring, clarity of expectations/guidance to learners, support of metacognition (awareness of learning), and engagement of learners in rubric development/ use*. See Appendix F on p. 135.

Three English Language Teaching (ELT) practitioners validated the instrument. These practitioners are graduate students who are also affiliated to the Department of Education (DepEd), Philippines – Division of Cavite Province, Division of Santa Rosa City, and Division of Cabuyao City. Table 1 shows the validator's comments and the action taken for necessary revision of the rubric.

Table 1

ELT Practitioners' Review on Argumentative Essay Rubric and Action Taken

Comments	Action Taken
“The scoring rubric under assessment is adapted from Toulmin (1958,2003). In such a case, the learners’ involvement in developing the rubric is not manifested.”	The argumentative essay rubric was presented to student participants prior to the writing performance task. They were asked to reflect and state the significant criterion/criteria in the rubric which they thought would measure their actual writing performance. To sum it up, students highlighted the provision of evidence from credible sources, presentation of voice – the purpose of the writer, use of headline, relevance and accuracy of essay topic, formality of technical writing, the appearance of writing, and development of ideas. All these key points are already evident in the argumentative essay rubric prior to students’ feedback.
“Involving the students in the modification of criteria will increase the likelihood of achieving the learning outcomes expected from them.”	
“Over-all, the rubric presented to assess the Argumentative essay fully covered all the necessary aspects to be looked at when checking this kind of essay.”	
“Though, the last tool (Engagement of Learners in Rubric Development/Use) was not included/manifested in the list of rubrics used in the previous file. It can be adapted next time as an important rubric since it opens up collaboration between teachers and students.”	

NKU Lesson Plan Rubric (2008)

The Northern Kentucky University (NKU) Lesson Plan Rubric (2008) was used as a validation instrument to assess the REACT lesson plan in teaching argumentative writing. The instrument covers a lesson plan’s learning targets/ objectives, baseline knowledge and skills, assessment, instructional strategies aligned to objectives, lesson plan procedures, multiple levels of learning, collaborative planning, and plans for technology during instruction (See Appendix K on p. 141). These areas were examined based on levels of performance described as *ineffective*, *emerging*, *target*, and *accomplished*. Three Master of

Arts in Education graduates used the instrument to validate the REACT lesson plan. Two of the validators graduated from Laguna State Polytechnic University and one is currently pursuing a Ph.D. in English Language Education at Philippine Normal University, Manila.

Data Collection

Data were collected through the performance tasks in English for Academic and Professional Purposes (EAPP). It is an academic writing subject which aims to develop students' communication skills in English for various functions. The Department of Education curriculum guide expects students to produce an objective assessment of an event, a person, a place or a thing" and "present a convincing position paper based on properly cited factual evidence."

The data gathering took seven weeks. In the EAPP subject, lessons on Writing the Reaction Paper/ Review/ Critique (Weeks 4 to 6) and Writing the Position Paper (Weeks 11 to 14) were the subject matter contents where the performance tasks took place. The Department of Education has mandated the number of hours allotted for Senior High School subjects which is 4 hours per week. This meant that 12 hours was spent in the lesson for Writing the Reaction Paper/ Review/ Critique while 16 hours was devoted to the lesson for the Writing the Position Paper.

Students were informed that the written argumentative essays were used for this study solely for the purpose of identifying their possible writing needs. After the orientation phase, the teaching of academic writing ran accordingly. For each lesson, a writing task was given. Particular prompts were used to direct the scope of writing. The prompts were as follows: (1) Writing the Reaction Paper/ Review/ Critique – "What is the real deal of a

social media influencer? Influence to touch lives or influence to generate money?” and (2) Writing the Position Paper – “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”

The students produced a reaction paper and a position paper. The outputs were reproduced in three copies. The first two copies were for the two evaluators and the third copy was used for data coding purposes. Names were removed in the reproduced outputs to ensure the confidentiality of students’ identities and to make the evaluation highly-objective. Essay numbers were used for reference.

Data Analysis

The following data analysis protocol was implemented to achieve the purposes of this study.

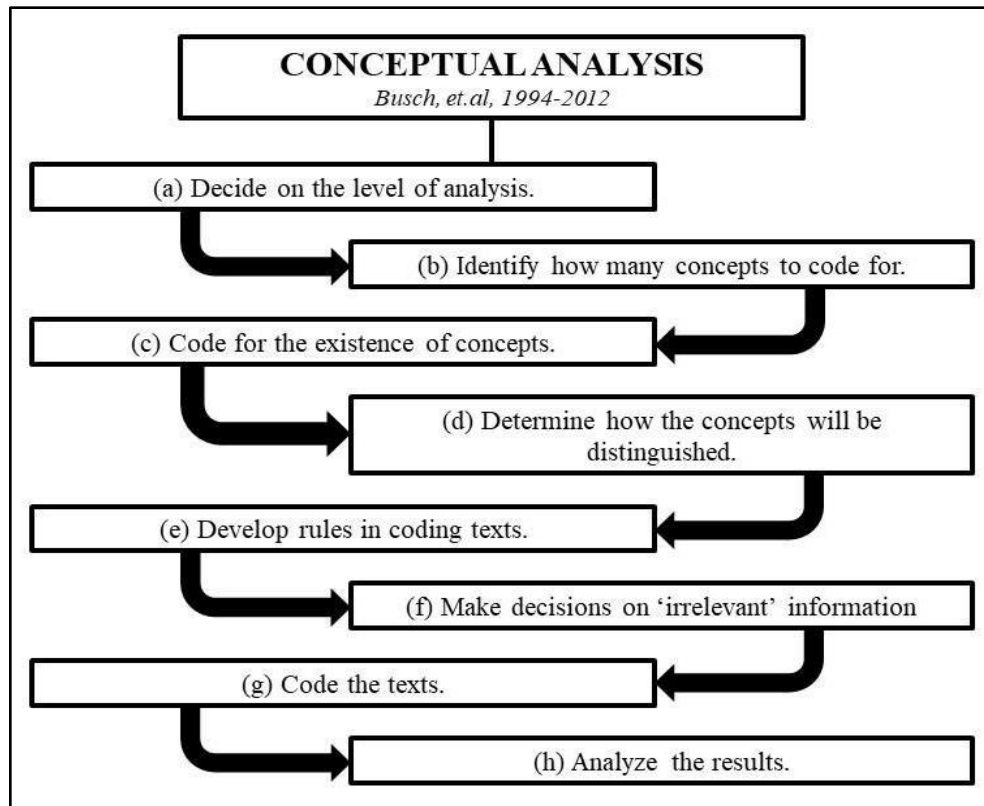
First, the rated argumentative essay outputs were analyzed through the scores obtained by the students. The set of evaluation criteria (Stance and Purpose, Foundation of Argument, Reasoning and Analysis, Sentence Writing Competence, and Text Organization) is indicated in the Argumentative Essay Rubric. The raters examined if the indicators were highly evident (3 points), evident (2 points), partially evident (1 point), and not evident (No point). The points obtained per indicator were summed up. Quantitatively, descriptive statistics was used in this study. Average, above average, and excellent scores served as the indicators of the failure or success of students in meeting the expectations set for their writing performance.

Second, the argumentative essays underwent data coding where inter-coders looked for specific passages or excerpts from the outputs that made writing needs in argumentative

essays evident. Conceptual analysis by Busch, et al. (1994-2012) was the procedure applied. Figure 3 illustrates the step-by-step procedure. The first step is deciding on the level of analysis. For the purpose of this study, the coding focused on pragmatic and discourse levels of language analysis. The second step involves identifying the number of concepts to code for. Five concepts were coded. These include claim, grounds, warrant, argumentative text organization, and sentence skills. The third step was to look for how the identified concepts were evident in the data. The fourth step distinguished the concepts through content analysis based on how the essays were contextually situated in the argumentative writing prompts. In the fifth step, argumentative essays were coded one concept at a time. The sixth step looked into filtering irrelevant information based on the research questions. The seventh step involved coding the argumentative essays. The final step was to interpret results in terms of how the evident writing needs can inform the design of a REACT lesson for teaching argumentative writing.

Figure 3

Conceptual Analysis by Busch, et al. (1994-2012)



Roles of Researcher

The researcher played several roles to capture the necessary data for the study. Data analysis protocol was performed to inform the development of the REACT lesson plan. The researcher created an argumentative writing lesson plan informed by the writing needs based on the pedagogic needs analysis, the basic concepts and principles in argumentative essay writing, and the REACT procedure (Crawford, 2001). An analytic rubric to assess the argumentative essays of the students was also crafted. During the rating of outputs, the researcher served as the moderator to address queries of inter-raters. During the data coding, the researcher also gave a similar assistance to the inter-coders.

Methods of Validation

To address the standards used in qualitative research, specific factors in an exploratory study were considered. These are the following:

The researcher did multiple data analyses to concretely identify the argumentative writing difficulties of students. The first data set was the scores of the rated argumentative essays based on the argumentative essay rubric. The second data source was the coded essays. Inter-coders looked for specific passages or excerpts from the outputs that manifest needs in writing argumentative essays. Themes from the coded data informed the objective of the lessons created.

Ethical Considerations

Fieldwork concerns were addressed in this activity. These concerns include gaining access to the field, staying in the field, gathering data in the field, and the related interactions of being in the field of research (Creswell, 2012). To address these, the researcher sought the school head's permission to conduct the study. The researcher also provided an orientation on the objectives of the research activity. Information shared included the procedures that the participants will undertake, the probable effects of data collection, and the results which may be beneficial for both the researcher and the participants. The researcher secured a consent form approved and noted by his immediate school supervisors. The form was signed by the students and their respective parents/guardians indicating their approval of their children's participation in the research activity. In the consent form, the pros and cons in the course of research activity and the

role of the participants in making interpretations in the study results were stated. Laying all these procedures to the research locale assured ethical issues were addressed.

The choice of topics for the writing outputs considered the emotional and psychological welfare of the students. The writing prompts objectively delimited the content of the essays, so students only focused on fact-based, conclusive, critical, and realistic viewpoints as they did the writing of their argumentative essays.

After doing the research activity, the researcher reported the results to teachers, school head, stakeholders, and students of Southville 5-A Integrated National High School. The essays were returned to students who were asked to let their parents/guardians sign the evaluations sheets of the essays.

CHAPTER 3

Results and Discussion

In the intent of this study, the researcher made use of various instrumentations for data analysis to unravel conclusive results and to provide relevant discussions. The following findings anchored to the research objectives are attained:

Analysis of Grade 12 Students' Needs in Writing Argumentative Essays

Evaluation of Argumentative Essay Outputs

In the subject English for Academic and Professional Purposes, argumentative essays were written by Grade 12 students from Academic Track – Humanities and Social Science of Southville 5A Integrated National High School for School Year 2019-2020. The argumentative writing prompts were “What is the real deal of a social media influencer? Influence to touch lives or influence to generate money?” and “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?” After passing the entry requirements, the identified sixty (60) argumentative essays were evaluated by the researcher and a language professor from University of Perpetual Help System – Laguna who finished a master’s degree from the University of the Philippines, Los Baños, Laguna.

The *Argumentative Essay Rubric* was used to rate the argumentative essay outputs. ‘Stance and Purpose,’ ‘Foundation of Argument,’ ‘Reasoning and Analysis,’ ‘Sentence Writing Competence,’ and ‘Text Organization’ are the specific rubric criteria that provided certain standards and mechanics in writing argumentative essays.

In obtaining the final ratings of the sixty (60) argumentative essays, the researcher followed the Department of Education (DepEd) Order no. 8, series of 2015 on the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. The findings are as follows:

Table 2

Frequency of Garnered Ratings in Argumentative Essays across the Rubric Criteria

Argumentative Essay Rubric Criteria	Outstanding (100-90)	Very Satisfactory (89-85)	Satisfactory (84-80)	Fairly Satisfactory (79-75)	Did Not Meet Expectations (Below 75)
Stance and Purpose	0	10	18	17	15
Foundation of Argument	0	7	9	13	31
Reasoning and Analysis	0	5	11	15	29
Sentence Writing Competence	0	2	15	21	22
Text Organization	0	1	14	26	19

Table 2 shows the frequency of garnered ratings in argumentative essays across the rubric criteria. In the criterion ‘Stance and Purpose,’ 10 essays got a very satisfactory rating, 18 essays got a satisfactory rating, 17 essays got a fairly satisfactory rating, and 15 essays did not meet expectations. This suggests that more than half of the accomplished argumentative essays have ambiguous thesis statements though partial attempts to answer the writing prompts were made.

In the criterion ‘Foundation of Argument,’ 7 essays got a very satisfactory rating, 9 essays got a satisfactory rating, 13 essays got a fairly satisfactory rating, and 31 essays did not meet expectations. This implies that facts were barely presented and only backed up with evidence irrelevant to the thesis statement. Moreover, attempts to acknowledge

and refute alternate or opposing points of view using quotes and citations were not expressed.

In the criterion ‘Reasoning and Analysis,’ 5 essays got a very satisfactory rating, 11 essays got a satisfactory rating, 15 essays got a fairly satisfactory rating, and 29 essays did not meet expectations. This indicates that statements of reasoning that link the stance to the evidence and writer’s analysis that gives the evidence general support were hardly presented.

In the criterion ‘Sentence Writing Competence,’ 2 essays got a very satisfactory rating, 15 essays got a satisfactory rating, 21 essays got a fairly satisfactory rating, and 22 essays did not meet expectations. This indicates that diction and grammar is poor and limited, paired with frequent informal language use resulting in poorly-written sentences with minimal relationships between the claims, reasons, and evidence.

For the ‘Text Organization’ indicator, only one essay received a very satisfactory rating, while 14 essays got a satisfactory rating, 26 essays got a fairly satisfactory rating, and 19 essays did not meet expectations. The data suggests that the essays mostly failed to properly support the writer’s arguments which can be attributed to the lack of organization in the sections of the work.

The argumentative essays predominantly displayed poor performance in terms of presenting clear grounds and warrants related to the thesis statement, demonstrating proper word choice and grammar use, and organizing the content of the argumentative essays. These problematic argumentative writing observations were also highlighted in the study of Ka-kan-dee (2015) which discusses how student essays often display difficulties on the technicalities of argumentative writing such as unfamiliarity of writing features, lack of

grammar rule knowledge, academic vocabulary deficiency, uncertain presentation of thesis statement, failure to provide concrete evidence, unorganized presentation of ideas and ineffective writing of conclusions.

Figure 4

General Ratings of the Argumentative Essays across the Rubric Criteria

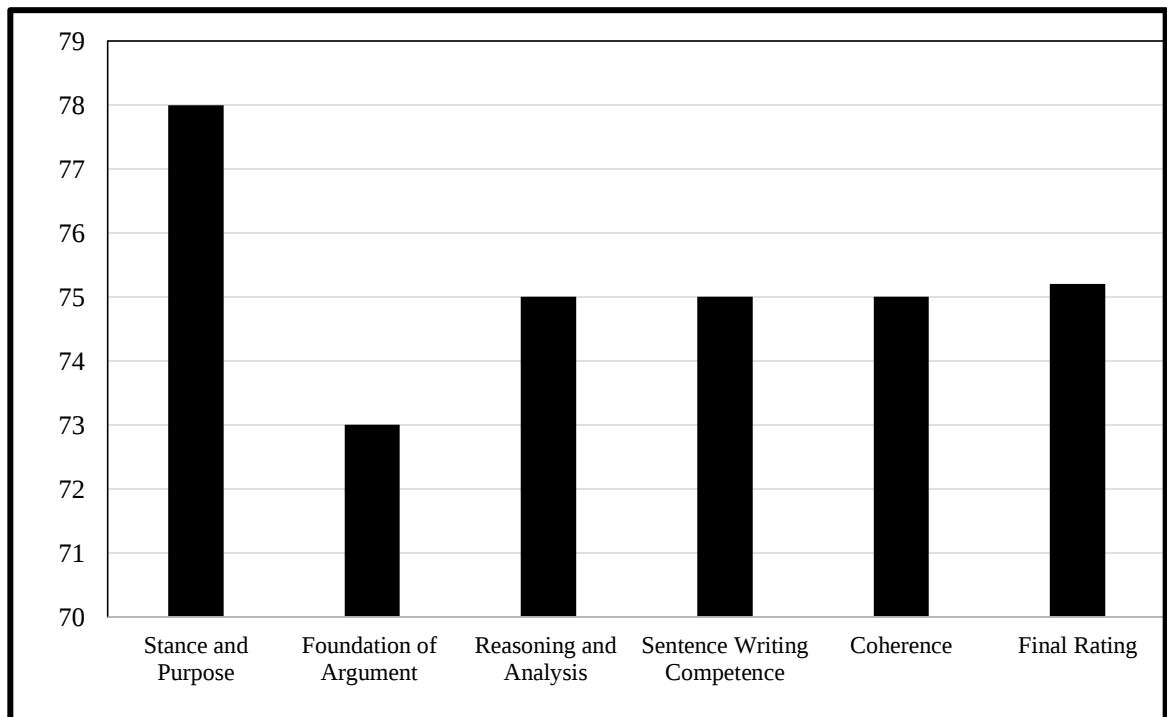


Figure 4 shows the general ratings of the argumentative essays across the rubric criteria. Based on the argumentative writing performance evaluation, an average rating of 78% was obtained for 'Stance and Purpose' criterion, 73% for 'Foundation of Argument' criterion, 75% for 'Reasoning and Analysis' criterion, 75% for 'Sentence Writing Competence' criterion, and 75% for 'Text Organization' criterion. The final average rating of 75.2% was obtained by the sixty (60) argumentative essays which can be verbally interpreted as a fairly satisfactory rating.

The final average rating of the argumentative essays for the study aligns with past research findings. The data suggests that most thesis statements displayed uncertainty as affirmed in the studies of Nemeth and Kormos (2001), Boonsiri (2007), and Qian (2010) where inconsistent thesis statements in the process of argumentation turned out to be problematic. Poor presentation of clear grounds and warrant related to thesis statements is also present and has been discussed by Ka-kan-dee (2015) where they have suggested that argumentative essays failed to provide concrete evidence. Another difficulty the argumentative essays have is the poor selection of words, frequent demonstration of informal language and grammar lapses, and unsatisfactory writing of sentences with minimal to no relationships among the claim, reasons, and evidence as disclosed also in the study of Rahmatunisa (2014) where linguistic problems such as grammatical structure, word formatting and word classes, error in word usage, and error in article use were seen in student essays. And the last difficulty is with the organization and development of argumentative essay contents which was not maintained on the course of writing as confirmed by Peloghitis (2016) in which difficulties on organizing and structuring of ideas in the essay, situating ideas whether it had reasonably presented within the essay, and integrating academic sources were determined.

Table 3

Descriptive Evaluation of Argumentative Essays across the Rubric Criteria

Stance and Purpose	Foundation of Argument	Reasoning and Analysis	Sentence Writing Competence	Text Organization	Final Rating
Fairly Satisfactory	Did Not Meet Expectations	Fairly Satisfactory	Fairly Satisfactory	Fairly Satisfactory	Fairly Satisfactory

Table 3 shows the descriptive evaluation of argumentative essays across the researcher-made rubric criteria. The description applied by the researcher was derived from Department of Education (DepEd) Order No. 8 S. 2015 on Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. It was evident that in the course of argumentative essay writing, students garnered ‘fairly satisfactory’ to ‘did not meet expectations’ remarks for their essays. This indicates that argumentative essays, particularly the reaction and position paper outputs, were poorly written in the subject English for Academic and Professional Purposes.

Identified Argumentative Writing Needs

The naturalistic inquiry on how the concretely identified argumentative writing needs can serve as one of the bases in the development of the REACT teaching writing lesson. Aside from the obtained numerical performance ratings of the argumentative essay outputs, the researcher, together with an inter-coder, looked for specific passages or excerpts from the essays which manifested pertinent themes about argumentative writing needs. The researcher considered the use of pedagogic needs analysis – an approach to needs analysis which is aimed at collecting data from the learner and the learning environment (West, 1994, 1998). It also covers deficiency analysis in which the learners’ present needs or wants are considered to analyze the learners’ deficiencies. Moreover, the researcher integrated the use of conceptual analysis (Busch, et.al, 1994-2012) wherein five codes were identified. These include claim, grounds, warrant, argumentative text organization, and sentence skills. These codes were analyzed thoroughly to concretize the initially identified themes on argumentative writing needs. The themes were primarily

identified through the Pedagogic Needs Analysis (West, 1994, 1998), specifically deficiency analysis, with a focus on Toulmin's model of argumentation (Toulmin, 1958), sentence skills, and text organization.

The manual coding of the argumentative essays yielded 279 initial codes deduced and collated into domains hence, the conception of the themes. Data (excerpts from the argumentative essays) relevant to each domain has been provided.

Theme 1: Argumentative Writing Need on Sentence Skills including Precise Spelling, Grammar, Word Order, Word Usage, and Punctuation

One of the elements to achieve a clear argumentative essay is to observe precise use of language in presenting arguments with its corresponding facts and refute. Conversely, Rahmatunisa (2014) observed problems on language use such as grammatical structure, word formatting and word classes, error in word usage, and error in article use in student essays. In this study, student essays with awkward and inappropriate selection of words, ungrammatical presentation of arguments and evidence, and problem on sentence writing, were particularly demonstrated such as:

Domain 1: Awkward and Misuse Selection of Words. Argumentative essay number 41, paragraph number 7 demonstrates the misuse of certain words such as 'on,' 'imperfections and flaws,' and 'gathered.' The preposition 'on' in this sentence can be replaced with 'for' as the essay wants to show who will benefit from the subject which is the "K to 12 Education System". While the words 'imperfections and flaws' displays redundancy which bares the possibility of confusing readers. The writer may opt to use

either ‘imperfections’ or ‘flaws’ to avoid this. ‘Gathered’ is also misused in the sentence as there are more appropriate verbs to use in its context to explain the collection of the data via the interview.

“K to 12 Education System is really beneficial **on** the Students but admit it or not it also has **imperfections and flaws** that needs to improve. According to the interview we **gathered** some students said that there is a lack of resources such as academic books and modules so I suggest that DepEd needs to focus more in the deficiency of resources in Senior high School...” (*Argumentative Essay No. 41, Paragraph No. 7*)

Another paragraph from the data that exemplifies inappropriately used words are from essay number 19, paragraph number 5 particularly with the words ‘summing up,’ ‘show,’ and ‘responsibleness.’ The discourse marker ‘summing up’ can be replaced with ‘in conclusion’ or ‘to end my discussion’ as the marker used in the essay is better expressed when used in a noun phrase, for example ‘summing up *the arguments*.’ Meanwhile, the word ‘show’ can be replaced with ‘demonstrate’ or ‘display’ and the word ‘responsibleness’ with ‘responsibility’ to showcase parallelism in their writing.

“**Summing up**, a social media influencer must **show** credibility, consistency, and **responsibleness**. Being an influencer is not easy but knowing that you have the ability to influence others is a big factor. And for all the social media influencer and future social media influencer out there, it may sound cliché but be the catalyst of change and start to influence other.” (*Argumentative Essay No. 19, Paragraph No. 5*)

Essay 50, paragraph number 1 also contains inappropriately used words such as ‘workplace,’ ‘discernment,’ and ‘taking or choosing’. The word ‘workplace’ can be better expressed with an accompanying verb and preposition as demonstrated in the phrase ‘as they *go to the workplace*’. While ‘discernment’, a noun, can be replaced with a more appropriate word such as ‘decide’, a verb, which is better suited for the context of the sentence. Lastly, the phrase ‘taking or choosing’ is redundant and can be amended by using either of the two words.

“...After their SHS life, they will apply the knowledge they gain as they **workplace**. The SHS Graduate will have experienced and knowledge to use in work and **discernment** of **taking or choosing** their jobs.”
(*Argumentative Essay No. 50, Paragraph No. 1*)

Domain 2: Ungrammatical Presentation of Arguments and Evidence. Several examples of ungrammatical presentations of arguments and evidence are present in the selected argumentative essays that have been analyzed. As shown in the data sample below, argumentative essay number 29 displayed several grammatical errors in the first two paragraphs. The first paragraph contained two grammatical errors, the first being ‘are been given an assignments in school’ which can be corrected to ‘are given school assignments’. The second error is, ‘to as to find solutions to their assignments’ which can be simply expressed as ‘and find solutions to their assignments.’

In the second paragraph, the first sentence with the verb phrase ‘affects of students in a negative way’ can be corrected to ‘affect students negatively.’ The grammatical errors

in the succeeding sentences is apparent with the lack of a clear subject making the clauses ‘First, to consume they time instead of doing their choirs or academic’ and ‘Second, it is waste time’ disconnected. Lastly, the sentence ‘It has been observed that students does not listen in class they are busy chatting and reading stories online’ displays errors in subject-verb agreement with the usage of ‘does’ instead of ‘do’, as well as the lack of a conjunction to join the two complete thoughts being expressed in the sentence.

“...When students **are been given an assignments** in school, they go through various online platforms to gather information **to as to find** solutions to their assignments.

Social media influencers **affects of students in a negative way**. First, to consume **they** time instead of doing their **choirs** or academic. Second, it is **waste time**. Many students find it difficult to go about their normal life without making use of social media. It has been observed that students **does** not listen in **class they** are busy chatting and reading stories online.” (*Argumentative Essay No. 29, Paragraph No. 1 & 2*)

Another data sample is argumentative essay number 45 with 2 paragraphs displaying ungrammatical presentation of arguments and evidence. The last sentence of the first paragraph, ‘It helps the students in preparation for college, to develop working skills and to have actual experience and exposures in their choosen track,’ has issues on parallelism, punctuation, and correct participial form of a verb. In the second paragraph,

the third sentence ‘It is wasting of time because students will tired to go in school and study’ has issues with its verb form and usage of the proper preposition.

“...Students may choose specialization base on their interest and career track. **It helps the students in preparation for college, to develop working skills and to have actual experience and exposures in their choosen track.**

K to 12 curriculum had a lot of different perspective by the netizens because of its disadvantages. According to Isagani Cruz (2014), the drop-out will increase because of extra 2 years. **It is wasting of time because students will tired to go in school and study...**” (*Argumentative Essay No. 45, Paragraph No. 1 & 2*)

Domain 3: Problem on Sentence Writing. Proper sentence writing is also a recurring problem among the essays analyzed for the study. The two data samples exhibit common sentence writing errors which are comma splices and run-on sentences.

Argumentative essay number 7 shows a lengthy sentence with multiple commas to separate several ideas. This error can be amended by separating the single run-on sentence into several sentences.

The same goes for the other data sample, argumentative essay number 9, which also exhibits the comma splice error. Several ideas are packed into a single sentence making it a bit difficult to digest all the information hence, it would need to be separated into several sentences to properly divide the ideas from one another.

“...Second is you have to be an inspiration to those who are watching your content for example AkoSiDogie, AkoSiDogie is a player of ‘Mobile Legends’ (ML Player) although his words are not that appropriate, he still inspires people to play Mobile Legends or achieve higher rank by playing Mobile Legends...” (*Argumentative Essay No. 7, Paragraph No. 1*)

“...Influencers are normal person who is reviewing and discussing products and building a relationship of trust with their audience, and because of this trust, they often able to persuade or influence their followers. Here are the changes they bring, first is social media marketing over the last few years influencers marketing has risen rapidly, it is an effective way to reach interested consumers...” (*Argumentative Essay No. 9, Paragraph No. 2*)

Theme 2: Argumentative Writing Need on Presentation of Relevant, Objective, and Comprehensive Thesis Statement

The first step in writing an argumentative essay is to begin with the thesis statement. Writing the thesis is crucial for it must introduce the prompt and the writer’s claim while ensuring the reader’s engagement by highlighting the importance of their argument. With its rigor, writing thesis statements turned out to be a struggle. Nemeth and Kormos (2001), Boonsiri (2007), and Qian (2010) affirms this because most thesis statements in student essays display uncertainty and inconsistency in the process of argumentation. Several student essays for this study exhibit common difficulties in the writing of their thesis statements which will be elaborated in the following discussions.

Domain 1: Poor Assertion of Thesis. Argumentative essays number 3 and 24 attempted to present the writers’ points at the beginning of the statements but failed to consistently reinforce their ideas in the latter parts of the essay. Hence, their thesis statements failed to assert their stance on their arguments making it difficult for the readers to understand the writer’s position.

“...K-12 is adequately necessary for they will be more knowledgeable and skillful as they exit this curriculum.” (*Argumentative Essay No. 3, Paragraph No. 1*)

“...Social media influencing affects and changes different walks of life.” (*Argumentative Essay No. 24, Paragraph No. 1*)

Domain 2: Irrelevance of Thesis to the Writing Prompt. Argumentative essays number 11 and 31 failed to clearly relate the thesis statements to the writing prompt, “*What is the real deal of a social media influencer? Influence to touch lives or influence to generate money?*” They were unable to concentrate on the prompt and instead chose to discuss influencers in general instead of the choices provided. This led to the irrelevant thesis statements shown below.

“...Influencers have gained respect and authority because audience engage in their content, moreover building connection demands to have a wise, creative, interesting, and persuasive content.” (*Argumentative Essay No. 11, Paragraph No. 1*)

“Communication skill is a must in social media influencing...”

(Argumentative Essay No. 31, Paragraph No. 1)

Domain 3: Vague Thesis Statement. Argumentative essays number 26 and 30 display vague thesis statements. Essay number 26 associated the topic of argumentative writing to an ambiguously identified entity – “a responsible person”. The writer was unable to establish what a responsible person does thus making the statement vague. Similarly, essay number 30 linked the topic of writing to an entity but the last part of the thesis, which is *‘but fake’s not’*, did not make sense in establishing the entire argument making it confusing for the readers.

“Being a social media influencer is being a responsible person.

Persuading people is not as easy as we think, it requires many characteristics and an example is to be responsible when posting stuffs on social media as an influencer. Now the bottom line is: How do we manifest being responsible in the online world?” *(Argumentative Essay No. 26, Paragraph No. 1)*

“The real social media influencers serve as a role model, but fake’s not. Social media gives a lot of influencers that makes people think twice. One of the themes that a influencers do is lifestyle. On that, they shares a life lesson to everyone and that lesson become an inspiration to them and because of that influences, they become the real social media influencers, a role model not only to the teenagers who are engage on social media but to everyone.” *(Argumentative Essay No. 30, Paragraph No. 2)*

Theme 3: Argumentative Writing Need on Defending a Stand on an Issue by Presenting Reasonable Arguments Supported by Properly Cited Factual and Strong Evidence and Counterevidence

For an argument to be compelling, an essay must present enough evidence and refute the opposing view with appropriate documentations or citations. This was a challenge among the student-writers in the study of Ka-kan-dee (2015). Poor presentation of clear grounds and warrant related to thesis statement and failure to provide concrete evidence were observed. In this study, most student essays barely presented facts and only backed up with evidence irrelevant to the thesis statement. Moreover, the effort of acknowledging and refuting alternate or opposing points of view using quotes and citations was not demonstrated.

Domain 1: Essays with Lacking Facts. Argumentative essay number 10 failed to present an ample number of facts in the course of argumentation. The essay introduces social media without properly establishing and elaborating the power a person has when they have social media using reliable sources. It also does not address if anyone who uses social media is directly synonymous to a social media influencer which can be up for debate. By adding the necessary facts to support their stand, writers can avoid confusing their readers with vague and ambiguous statements.

“Social Media serves as a trending form of electronic communication for social networking, through which users create online communities to share information, ideas, personal messages, and other content such as videos. The people who are using social media has a power to affect someone without using or directly forcing them to happen. They are social media influencer. They create change in across platform of internet.

Being a social media influencer takes guts to create a change to be able to influence others, because these people must expose themselves to the world. They should be loud or expressive with their ideas and opinions in a very open way, yet sensible enough to whatever they post online...”

(Argumentative Essay No. 10, Paragraph Nos. 1 &2)

The same goes for argumentative essay number 18 in which it also failed to present the necessary evidence and citations to argue their ideas on what a social media influencer is and their impact. Key ideas such as the act of influencing and the characteristics of a

social media influencer were tapped in the essay's introduction but there were no factual and evidence-based explanations. The essay mentions '*social media influencer are people who uses internet as platform to unleash their talents inside*' but no tangible examples or actual entities are provided to establish the said argument. Moreover, the essay excerpt about 'expectations and qualities on how a simple person can be a real social media influencer' only exhibited a situational insight but no trace of justifiable fact thus weakening their argument.

“Influencing is the power to change of something without directly forcing them to happen. It can be a person that can affect something in an important way. As the technological breakthrough goes on, there are several things happened and one of those is the social media. The people who is in-touched with social media that want to inform, persuade, and entertain are called ‘social media influencer.’ Social media influencer are people who uses internet as platform to unleash their talents inside – it may be in fashion, culture, dance, makeup, food, and travel.

After social media arouse and paved the way, social media influencers made their ways too. The people or audiences sets expectations and qualities on how a simple person can be a real social media influencer and these are qualities: first, to be a social media influencer is to give your whole life and motivation on it, they may also be sensitive enough in posting and showing content...” (*Argumentative Essay No. 18, Paragraph Nos. 1 &2*)

Domain 2: Weak and Irrelevant Evidence. Argumentative essay number 20 presented weak evidence to support its thesis statement “*A social media influencer must be a person of authority, has the power to affect others decision, lastly must possess an authenticity*”. In the essay excerpt, the word ‘authority’ was lexically defined and was connected to the entity ‘social media influencer’. This indicated definition is too weak to be considered as part of essay grounds and warrant for there was no comprehensive elaboration on its ‘relation for being a social media influencer.’

“According to Merriam Webster authority is something to do on how you will direct or control someone and something so in relation for being a social media influencer it is important to express your authority in the viewers for you to catch their attentions and for them to believe on what you were trying to imply...” (Argumentative Essay No. 20, Paragraph No. 2)

Argumentative essay number 47 presented irrelevant evidence for its thesis statement “*K to 12 education system helps students to develop competencies in effective communication and to prepare them to be a part of the labor market*”. It argues that after senior high school students exit the K to 12 curriculum, they are ready for the labor market or employment. However, in the essay excerpt below, the evidence argued that they will be ready for entrepreneurship instead of focusing on employment in general. It is not linked or anchored to the thesis which is focused on student employment making it irrelevant.

“...K12Philippines.com, said that K to 12 will help students to be equipped with skills that will make them good at certain field, and will become more ready for entrepreneurship.” (*Argumentative Essay No. 47, Paragraph No. 5*)

Domain 3: Weak and Irrelevant Refutation of Opposing View. Argumentative essay number 3 presented an opposing view arguing that two extra years of education of students was a waste of time and money resulting in parents spending more money because of K to 12. A weak attempt to refute the view was indicated in the latter part of this essay excerpt mentioning the ‘*Republic Act 10533 curriculum development*’ and the idea that ‘*DepEd shall formulate the design details of the enhanced basic education curriculum*’. No further discussion to discuss the dispute was elaborated, weakening the argument.

“The two extra years of education was wasting time and money because parents shed out more money for students because of K to 12, but according to Isagani Cruz (2014) parents are required to shed out money for food and needs of their children. K to 12 is not wasting time because on the Republic Act 10533 curriculum development. The DepEd shall formulate the design details of the enhanced basic education curriculum...”
(*Argumentative Essay No. 3, Paragraph No. 3*)

Argumentative essay number 53 also introduced an opposing view arguing that the K to 12 education system had no significant impact on senior high school students who will pursue higher education. An irrelevant refute was shown in the latter part of this essay mentioning that students are young entrepreneurs who will venture into business and other fields related to employment.

“K to 12 Education system of DepEd seems like two years of wasted time, and efforts and Senior High School had no significant impact to the majority of students proceeded to colleges (Chi, 2018). But according to K12 Philippines, the K-12 program will produce young entrepreneurs and it will offer tracks that will train and let the students venture into business and other fields further that employment...” (*Argumentative Essay No. 53, Paragraph No. 3*)

Domain 4: Mediocre Counterevidence. Counterevidence can be called mediocre when the supposed contradiction to the claim or main argument of the writer is incoherent or illogical. This can be evident in essay number 37 showing two counterevidence, both properly cited, stated after the presentation of the thesis statement. Both statements tried to negate the main argument of the essay but the discussions regarding education system and student training were incomplete and weak in terms of elaboration and justification.

“...K to 12 education system should remain because it provides students fitness to be in college, enough global competencies, and the readiness to join the workforce.

Articles say that the education system cant produce graduates that are globally competitive, ready for work, or even pursuing tertiary education after senior high school (Filipino times, 2018). Majority of those 600,000 students, I don’t think they really got the sufficient training (Fenix, 2018) ...” (*Argumentative Essay No. 37, Paragraph No. 2*)

Similarly, argumentative essay number 42 showed a mediocre counterevidence as well by arguing how students are overburdened by the K to 12 program, then unexpectedly mentioning the government’s decision to add subjects to enhance the quality of the country’s basic education. This disjointed counter-argument without proper transitional statements and evidence-based examples to introduce counterevidence makes it mediocre and illogical.

“...Many students are overburdened with having to study so many subjects, not mentioning all the projects and extra curricular activities that makes them exhausted (Requina, 2012).

On the other hand, Governments gives more subject to enhance the quality of basic education here in the Philippines (Bryant, 2016) ...” (*Argumentative Essay No. 42, Paragraph Nos. 2 & 3*)

Domain 5: Evidence with No Proper Quotation and Citation. Lack of proper quotations and citations have been commonly seen in the data analyzed for this study. With the writing prompt concerning the K to 12 Curriculum, several attempts at discussing the topic, its objectives, and the expected skills to be acquired after graduation were specified in the essays. However, no citations were indicated, be it from library sources or online sources, as seen in the data samples shown below. The lack of these significant citations takes away the credibility of the arguments, thus weakening it.

“...The goal of this curriculum is to give to the students enough time to master skills and concept so that they are ready for tertiary education when the time comes. And enhancing the quality of basic education in the Philippines. It is a high standard instructional program to develop academic competencies. Also to train their skills that will be ready to be employed in various industries, so that they will become globally competitive and ready for the expanding labor.” (*Argumentative Essay No. 39, Paragraph No. 6*)

“...In having a life-long learners such as growth mindset, metacognition, learning how to learn problem-solving, advocacy, collaboration, and habits of success as they do upon academic content knowledge and skills. The K-12 Basic Education is in accordance with college readiness standards of CHED, which sets the skills and competencies required to those K-12 graduates who intend to pursue higher education...” (*Argumentative Essay No. 43, Paragraph No. 5*)

Theme 4: Argumentative Writing Need on Maintaining Clear, Relevant, and Logical Organization of Essay

Coherence is one of the criteria in Argumentative Essay Rubric. Clear, relevant, and logical organization of writing is expected to be maintained. Essays should be systematically presented in multiple sections that are creatively and intellectually developed to support the writer's arguments. With this tedious process, Peloghitis (2016) determined the difficulties in organizing and structuring ideas and integrating academic sources in an essay. These problems also became prominent in the analyzed essays for this study. Many of the sample data exhibited poor organization of thoughts throughout the reading as well as very few developed sections that support the writer's arguments. These difficulties will be further discussed in the following domains.

Domain 1: Difficulty on Writing Introduction. Writing the introduction proves to be a difficulty in many of the data samples analyzed for this study. Tasked to write about the role of a social media influencer, essay number 17 discussed ideas about the use of technology and social media. However, by offering a vague discussion on technology, it failed to directly introduce the topic which proves to be the problem with this introduction.

“What is constant in this world is change. How we practice things now is totally different from before. Everything is enhancing and that includes the use of technology. Social media is one of the prominent and is computer-mediated technology that facilitates the creation and sharing of information, ideas and other forms of expression via virtual communities and networks...” (*Argumentative Essay No. 17, Paragraph No. 1*)

Another data sample with a similar problem is argumentative essay number 60. Comparable to essay number 17, it also starts out with a vague introduction of influential people, even coining a term, ‘people of high and supreme status’ The introduction provided characterizations of those personas talking about their integrity, credibility, their worth for a recognition, and the ability to influence others. This lengthy introduction proved to be a problem as it focused on the particular characterization of the influential and the writer’s inquiries instead of a straightforward establishment of the topic in the beginning.

“Presidents, managers, and CEOs – these are some of the people of high and supreme status. They were appointed in those positions because they have the power and authority to head and influence others. They exclude integrity and credibility. They are worthy of recognition due to their evident great works. But are they the only ones able to influence others? Do we need to achieve first a managerial-like position in order to be influential? ...” (*Argumentative Essay No. 60, Paragraph No. 1*)

Domain 2: Problematic Organization of Claim and Evidence. Argumentative essay number 49 situated awkwardly the claim and evidence as seen in the given essay excerpt below. A legal evidence, the Republic Act No. 10533 of 2013 or known as Enhanced Basic Education Act of 2013 of the Philippines, was literally connected to the writer’s claim as stated: ‘an opportunity to receive quality education and it provides sufficient medium for mastery of concepts and skills, develop life long learners, and prepares graduates for tertiary education.’ With that, it appeared that the writer’s claim was

attached to legal evidence already with no provision of what the writing topic is all about and the scope of his argumentation. Moreover, the prior statements did not coherently support the main claim of the writer for it only expressed statements of negation to the writing prompt.

“Filipino are best-known to be competitive within the International Community. However, our current education system hinders us from turning into even a lot competitive. The Department of Education (DepEd) has a program which is K-12 program that covers kindergarden and 12 years of basic education (6 years of primary education, 4 years of junior high school and 2 years of senior high school). It lengthened basic schooling to include a two year senior high school and offered technical and vocational course to students not planning to go to college, thus giving them more chances of getting employed in blue-collar work. **To fortify this program, The Republic Act No. 10533 of 2013 passed the senates in order to achieve of student an opportunity to receive quality education and it provides sufficient medium for mastery of concepts and skills, develop life long learners, and prepares graduates for tertiary education.”**

(Argumentative Essay No. 49, Paragraph No. 1)

Domain 3: Problematic Organization of Counterclaim. Counterclaims should be situated and constructed properly in the essay in order to avoid confusing the readers with the position of the writer. In the data sample below, essay number 40 argues that

Senior High School academically prepares the mind and attitude of students who will continue to higher education. But, with the confusing way the counterclaim was organized saying that some students are not ready after Senior High School without properly explaining the reason for the supposed unreadiness may cause some confusion for its readers.

“...Senior High Schools graduates develop an academically prepared mind and attitudes needed for a college student.

Some student are not ready for college because college is a higher education and they think that the activities and the responsibility is higher than their expect some of them say that college is stressful because they are not academically prepared...” (*Argumentative Essay No. 40, Paragraph Nos. 1 & 2*)

Domain 4: Difficulty on Writing Conclusion. Conclusions prove to be difficult due to the tedious process of summarizing all the main points and reiterating one last time the writer’s stand. Essay number 44’s conclusion reiterated an affirmation of retaining the K-12 curriculum system in the Philippines. Although, it can be seen that the reasoning provided for that assertion was written incomprehensibly. The last part of the conclusion pertains to the writer’s personal reflection as to how the new curriculum will benefit them, but they did not logically link it to prior ideas expressed throughout the essay, making the entire conclusion problematic.

“I am agree that K-12 really helps for the learners it should stay as the curriculum system in the Philippines because of what it is done for its learners this past batches who graduated it has its flaws out it must be cured for the sake of the growth of our country also to the students it catered it must be stay to where it is and must be improved. For me as a student I will give my best to really cope with the new curriculum for it will benefit me.”

(Argumentative Essay No. 44, Paragraph No. 6)

Argumentative essay number 55 also showcases a problematic conclusion. It revolved on the writer’s recommendation on how the government can improve the K to 12 curriculum and individual actions that a student can do to promote the system. Despite this, the conclusion did not cover the writer’s main viewpoint which was specific to work opportunities and labor force established throughout the discussion of the reading. There was no presence of a logical restatement of arguments to convince the reader about the essay’s assertion. The conclusion lacked the possible implications and appeal to the reader’s emotion.

“The new enhanced curriculum of basic education, the K to 12, should be continue to improve by the government. They must also train new teachers to meet the standard of the K to 12 curriculum. To help to develop it, I will make a blog about how effective the K to 12 program is to help the students to become prepared for their future. I will help to promote this curriculum because this is what the next leaders need for the better tomorrow.”

(Argumentative Essay No. 55, Paragraph No. 4)

Lesson Development Using REACT in Teaching Writing Argumentative Essays

Applying REACT in Designing DepEd Daily Lesson Plan on Writing a Position Paper

The REACT lesson plan for teaching argumentative writing was made based on the performed conceptual analysis identifying the needs of writing argumentative essays, the basic concepts and principles in argumentative essay writing, and the REACT procedure as a form of application of SCT L2 in teaching writing.

The proposed REACT lesson plan is for English for Academic and Professional Purposes (EAPP), an applied subject, in which an argumentative writing lesson on ‘Writing the Position Paper’ is taught every 11th up to 14th week of the subject matter schedule. The Department of Education has mandated 4 hours per week as the number of hours allotted for Senior High School subjects. It means, 16 hours is devoted to the lesson for the Writing the Position Paper. In the case of Southville 5A Integrated National High School, this topic of EAPP is plotted on quarter two or finals period of the first semester in all tracks and strands of Grade 12.

The researcher followed the Detailed Lesson Plan format of the Department of Education (DepEd). This format which is detailed in DepEd Order 42, Series of 2016 – Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program has the following parts:

I. OBJECTIVES

- a. Content Standard
- b. Performance Standard
- c. Learning Targets on Writing

II. CONTENT

Topic:

III. LEARNING RESOURCES

- a. References
- b. Materials

IV. PROCEDURES

- a. Reviewing previous lesson or presenting the new lesson
- b. Establishing a purpose for the lesson
- c. Presenting examples/instances of the new lesson
- d. Discussing new concepts and practicing new skills
- e. Developing mastery
- f. Finding practical application of concepts and skills in daily living
- g. Making generalizations and abstractions about the lesson
- h. Evaluating learning
- i. Additional Activities for application or remediation (Assignment)

REMARKS

REFLECTION

In the lesson plan, argumentative writing needs were coined as “Learning Targets on Writing.” It was aimed that at the end of the four-week lesson, students were expected to: (1) adhere to sentence skills including precise word choice, grammar use, and sentence construction; (2) present relevant, objective, and comprehensive thesis statement; (3) defend a stand on an issue by presenting reasonable arguments supported by properly cited

factual and strong evidence and counterevidence; and (4) maintain clear, relevant, and logical organization of essay. These learning targets were integrated across the REACT lesson parts.

REACT procedures were incorporated in the different parts of the lesson plans. Specifically, student-directed lectures, tasks, and activities reflected the principles of REACT. For instance, ‘Relate’ part of the lesson is reflected in a form of game. The game “Take Sides” tackles societal issues in which students will be asked to choose a side to an argument and justify their chosen side taking into consideration their life experiences and prior knowledge. For the ‘Experience’ part of the lesson, brief learning logs will be asked of the students narrating the details of their understanding of what a position paper is. Then, a few students will be asked to share their write-ups to the class while the audience does a survey-inquiry to assess the depth of the ideas learnt. The ‘Apply’ part of the lesson involves the use of position paper writing standards in the different fields of inquiry to examine explicit expression of facts together with some of the writer’s viewpoints. Group task presentations in which they will be asked to identify arguments and counterarguments for the assigned position paper sample demonstrates the ‘Cooperate’ part of the lesson. While the ‘Transfer’ part of the lesson is an advanced reading assignment on various argumentation topics and the creation of a brief outline for the readings.

Below are the REACT lesson plan drafts for teaching argumentative writing subject for expert validation. Specifically, the lesson content is particular to writing a position paper. It has four weekly lessons with four hours each lesson.

REACT Lesson Plan Draft for Week 1.



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IV-A CALABARZON
DIVISION OF BIÑAN CITY
Biñan City, Laguna
SOUTHVILLE 5A INTEGRATED NATIONAL HIGH SCHOOL
Southville 5-A, Barangay Langkiwa, City of Biñan, Laguna
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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 11 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Least Learned Writing Competencies:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. References:

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson

Ask questions to recapitulate the past lesson.

1. What are the ways to elucidate on a concept?
2. What is a Concept paper?
3. What are the kinds of Concept paper?
4. What are the mechanics in writing a Concept paper?
5. What specific situations in which a concept paper may be effectively used to improve our society?

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson

RELATE: Play the game “Take Sides.” In this game, the teacher will post relevant, timely, and intriguing issues in the society which result to people’s varied views about it. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once an issue is posed, students will go to their preferred side as a stand for the argument. Queries will be asked to few students to formulate their arguments. Ten various issues which are worthy of arguing will be given by the teacher. After the game, process questions will be asked.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing a side? How about your prior knowledge? Did all these greatly affect your decision?

D. Discussing new concepts and practicing new skills

Discuss comprehensively the basic notions/concepts in writing a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. What is a Position Paper?
2. Position Paper VS other Academic Paper
3. Processes involving in Writing Position Paper
4. The Thesis Statement
5. Coherent Position Paper aided by Toulmin's Model

E. Developing mastery

EXPERIENCE: Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.

F. Finding practical application of concepts and skills in daily living

APPLY: Use the standards of position paper writing in the different fields of inquiry for an explicit expression of facts together with some of the writer's viewpoints.

G. Making generalizations and abstractions about the lesson

COOPERATE: Read the assigned position paper sample. Refer to the EAPP Reader. Together with the group, accomplish a matrix and identify the arguments and counterarguments of the writer regarding the prompt. Reporting will be done once the group written report is accomplished.

"TITLE OF THE POSITION PAPER"

Arguments	Counterarguments

- Group 1 – The Case for Short Words
- Group 2 – The Other Side of E-Mail
- Group 3 – Women Talk Too Much
- Group 4 – Is Bad Language Acceptable on TV?
- Group 5 – The Great Global Warming Swindle
- Group 6 – The Hazards of Industrial Agriculture
- Group 7 – ‘r u online?’: The Evolving Lexicon of Wired Teens

H. Evaluating learning

Rate the group written output and the oral presentations made by the students.

Criteria in scoring the group task:

- 25 points – Completeness of the matrix
- 25 points – Organization of the matrix
- 25 points – Sound delivery of the report
- 25 points – Sound answers on report interrogation

I. Additional Activities for application or remediation

TRANSFER: Have an advanced reading of the following topics then make a short outline of ideas.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today’s World

REMARKS:

REFLECTION:

Week 1 of REACT lesson plan draft introduces the lesson content on position paper writing. The lesson starts with a review of the key ideas on concept paper writing. The researcher followed the curriculum guide of English for Academic and Professional

Purposes (EAPP) for the topic of review. Then for establishing a purpose for the lesson, lesson objectives are presented explicitly, and expectations are set by the students as they go through with the lesson. ‘Relate,’ the first procedure of REACT, presents an instance of the new lesson in a form of game – “Take Sides.” In this game, the teacher will post relevant, timely, and intriguing issues in the society. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once an issue is posed, students will go to their preferred side as a stand for the argument. Queries will be asked to few students to formulate their arguments. Process questions will be asked subsequently. After the game, a lecture on the basic notions/concepts in writing a position paper follows. Next lesson procedure is developing mastery by means of ‘Experience,’ the second procedure of REACT. It enables the students to develop mastery regarding the lesson discussion through a learning log. They will narrate the details of their understanding of what a position paper is. After writing learning logs, students will reflect on the importance of position paper writing in the different fields of inquiry for an explicit expression of facts. This lesson procedure on finding practical application of concepts and skills in daily living demonstrates the third REACT procedure which is ‘Apply.’ Making generalizations and abstractions about the lesson is the succeeding lesson plan procedure exhibiting the fourth REACT procedure. Students will ‘Cooperate’ in identifying the arguments and counterarguments in the assigned position paper sample and will report their answers to the class. The teacher will evaluate the performance output focusing on completeness and organization of matrix, sound delivery of the report, and sensible answers on report interrogation. The lesson plan ends with an additional activity for application, which serves as students’ assignment. Students will have

an advanced reading on certain topics and will make short outline of ideas. This exhibits ‘Transfer,’ the last REACT procedure.

REACT Lesson Plan Draft for Week 2.



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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 12 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Least Learned Writing Competencies:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. **References:**

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. **Materials:** Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson

Recapitulate the lectures about the standards of Position paper writing.

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson

RELATE: Do the activity “Fast Talk.” Look for a partner in the room (your other half) for this activity. Both will prepare seven (7) random questions (like those given in Tonight with Boy Abunda). During the fast talk proper, one must quickly ask while the other instantly answers each question, uttering the first choice that comes into his/her mind. From each group, a pair shall demo their fast talk to the class. Process questions will be asked afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your answer? How about your prior knowledge? Did all these greatly affect your decision?

D. Discussing new concepts and practicing new skills

EXPERIENCE: Ask the students to share their personal views and actual surveyed readings of the following topics and the short outline of ideas they crafted in their respective groupmates.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today’s World

E. Developing mastery

APPLY: After the group sharing, it is expected that the group will accomplish a consolidated version of the outlines regarding the given topics. Make a graphic organizer for a structured outlining of the given topics.

F. Finding practical application of concepts and skills in daily living

Know the importance of facts as these are the bases of academic discussions and argumentations.

G. Making generalizations and abstractions about the lesson

Make use of the group brainstorming and discussions as bases of the debate to be performed.

H. Evaluating learning

COOPERATE: Do the activity, “Stand with me.” Each group will be assigned to a particular topic/issue. The group shall agree on their stand, give at least five reasons and references of evidence to support their claim. All answers shall be briefly presented to the class. Interrogation of student audience happens after each group presentation. Rate the group presentations made by the students. Also, the teacher will choose the best debaters from the class.

Criteria in scoring the group task:

25 points – Sensible arguments

25 points – Credibility of the arguments

25 points – Sound delivery of the arguments

25 points – Sound answers during interrogation

I. Additional Activities for application or remediation

TRANSFER: Make a thorough search on the K to 12 Philippine Education System.

REMARKS:

REFLECTION:

Week 2 of REACT lesson plan draft highlights learning tasks that will enable students to argue logically as they write their position paper. The lesson starts with a review of the key ideas on position paper writing. Then for establishing a purpose for the lesson, lesson objectives are presented explicitly, and expectations are set by the students as they go through with the lesson. Next lesson procedure applies 'Relate' in the activity named "Fast Talk." Students will look for a partner in the room (their other half) for this activity. Both will prepare seven (7) random questions (like those given in Tonight with Boy Abunda). During the fast talk proper, one must quickly ask while the other instantly answers each question, uttering the first choice that comes into his/her mind. A pair shall demo their fast talk to the class. Process questions will be asked afterwards. The pair task is then followed by another activity displaying students' 'Experience' with the five societal topics given to them the previous week. Students will share their outlines in their small groups depicting their personal views and actual surveyed readings relative to the topics. Then for them to develop mastery, students will 'Apply' their takeaways by creating a graphic organizer for structured outlining of topics. After the task, the teacher will emphasize the importance of facts as these are the bases of academic discussions and argumentations. Evaluation of learning comes next. Students will 'Cooperate' in groups doing the activity, "Stand with me." Each group will be assigned a particular topic/issue. The group shall agree on their stand, give at least five reasons and references of evidence to support their claim. Interrogation of student audience happens after each group presentation. Rating of group presentations will be based on their sensible and credible arguments, sound delivery of arguments, and sound answers during interrogation. The

lesson plan concludes with a ‘Transfer’ activity, which serves as students’ assignment. Students will do a thorough search on the K to 12 Philippine Education System.

REACT Lesson Plan Draft for Week 3.



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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 13 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Least Learned Writing Competencies:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. References:

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson

Recapitulate the lectures about the standards of Position paper writing.

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson

RELATE: Play the game “Take Sides.” In this game, the teacher will pose an issue on the K to 12 Philippine Education System. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once the issue is posed, students will go to their preferred word as a stand for the argument. They have to write three arguments regarding the chosen stand. After such, they will rotate clockwise and they will state three counterarguments about the stand they did not initially choose. Thorough discussions and process questions will be done afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your side and in stating your arguments and counterarguments? How about your prior knowledge? Did all these greatly affect your decision?

D. Discussing new concepts and practicing new skills

Discuss comprehensively the writing of a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. Ways to effectively present a point of discussion (as per Toulmin’s Model of Argumentation)
2. Choosing a topic

3. Developing Thesis Statement (Using Toulmin's Model of Argumentation)
4. Supporting evidence (Using Toulmin's Model of Argumentation)
5. Considering your audience and determining your viewpoint
6. Organization of a Position Paper
7. Citation and Referencing
8. Plagiarism and Academic Honesty

E. Developing mastery

EXPERIENCE: Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.

F. Finding practical application of concepts and skills in daily living

Use the standards of position paper writing in the different fields of inquiry for an explicit expression of facts together with some of the writer's viewpoints.

G. Making generalizations and abstractions about the lesson

APPLY: After the series of lesson tasks, all the learned concepts will be put into use. At this part, the students are set to write the first draft of their position paper.

H. Evaluating learning

COOPERATE:

1. Do the first draft of the position paper with the prompt, ***"Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?"*** Follow the standards of writing a position paper as based on the lectures made the previous weeks. Consider also the preliminary task accomplished together with their respective group members.
2. Find a student partner. Ask your partner to give constructive feedback regarding the position paper draft. The partner can give reviews on language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these may be useful in writing the final position paper.

3. Afterwards, the writing teacher will also give his constructive feedback regarding the position paper draft which will highlight language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these will be useful in writing the final position paper.

E. Additional Activities for application or remediation (Assignment)

TRANSFER: Conduct a structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School. Ask few questions to the person about how his/her life after senior high school and how it has prepared him/her in higher education. Be sure to construct concrete questions before conducting the interview.

REMARKS:

REFLECTION:

Week 3 of REACT lesson plan draft features learning tasks that will help students in crafting their position paper drafts. The lesson starts with a review of the key ideas on position paper writing. Then for establishing a purpose for the lesson, lesson objectives are presented explicitly, and expectations are set by the students as they go through with the lesson. For presenting an instance of the new lesson, the teacher will ‘Relate’ the game “Take Sides” to the students. The teacher will pose an issue on the K to 12 Philippine Education System. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once the issue is posed, students will go to their preferred word as a stand for the argument. They have to

write three arguments regarding the chosen stand. After such, they will rotate clockwise and they will state three counterarguments about the stand they did not initially choose. Thorough discussions and process questions will be done afterwards. After the game, the teacher conducts lecture on ways to effectively present a point of discussion, developing thesis statement and provision of supporting evidence (Using Toulmin's Model of Argumentation), essay organization, citation and referencing, and plagiarism and academic honesty. Next lesson procedure is developing mastery by means of 'Experience.' It enables the students to develop mastery regarding the lecture discussions through a learning log. They will narrate the details of their understanding of topics discussed by the teacher. After the lesson task, students will 'Apply' all learned concepts as they are set to write the first draft of their position paper. Students will write a position paper with the prompt, "Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?" To manifest 'Cooperate,' a lesson procedure in which students will work with a partner. The partner is expected to provide constructive feedback regarding the position paper draft. Reviews on language use, presentation of thesis, evidences, and organization of writing can be emphasized. The lesson procedure culminates with a 'Transfer' assignment. Students will conduct a structured interview to a pioneer HUMSS graduate of Southville 5-A Integrated National High School. They will ask few questions related to his/her senior high school experiences and how it has prepared him/her in higher education.

REACT Lesson Plan Draft for Week 4.



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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 14 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Least Learned Writing Competencies:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. References:

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.

- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson

Recapitulate the core of the discussions made last week.

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson

RELATE: The teacher will ask some questions to students as if they are the HUMSS graduates. Make sure that as a student answers a question, the response is based on personal views and experiences. The teacher will ask process questions afterwards.

1. What are the emotions you felt after the activity?
2. How did you consider your life experiences in answering the question? How about your prior knowledge? Did all these greatly affect your response?

D. Discussing new concepts and practicing new skills

EXPERIENCE: After doing the first draft of the position paper, with the prompt “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”, the students will go out of the boundaries of the classroom. Process the following activities to the students:

1. Researched information will be used in the position paper. They may utilize online and physical libraries to help enrich the content of their position paper.
2. Structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School asking his/her life after senior high school and how it has prepared him/her in higher education.

E. Developing mastery

APPLY: Students will be asked to share to the class the questions and answers of a HUMSS graduate of Southville 5-A Integrated National High School about his/her life after senior high school and how it has prepared him/her in higher education.

F. Finding practical application of concepts and skills in daily living

Understand the importance of knowing the viewpoints of others regarding a certain societal matter.

G. Making generalizations and abstractions about the lesson

COOPERATE: With their small group, they will create an outline indicating their personal experiences and knowledge on their projected life after senior high school and how it will prepare him/her in higher education. Discussions will be done afterwards.

H. Evaluating learning

TRANSFER:

1. Do the final position paper with a prompt, *“Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”* Follow the standards of writing a position paper as based on the lectures in the previous weeks. In addition to, consider the student and teacher feedback, online researches, responses from interviews, and personal input about the prompt.

2. The final position paper outputs will be critiqued by a peer of English subject teachers who are engaged into teaching writing. The criteria are as follows:

Argumentative Essay Rubric

	<i>Highly Evident (3 points)</i>	<i>Evident (2 points)</i>	<i>Partially Evident (1 point)</i>	<i>Not Evident (0 point)</i>	<i>SCORE</i>
Stance and Purpose	The thesis statement strongly and purposively asserts the topic. It directly answers the writing prompt.	The thesis statement asserts the topic and its purpose. It answers the writing prompt.	The thesis statement displays ambiguity. It somehow attempts to answer the writing prompt.	The thesis statement is irrelevant. It does not address the writing prompt.	

Foundation of Argument	Clear and specific facts or evidence from credible sources using quotes and citations are presented. Piles of evidence clearly back up the stance of the writer.	Some facts or evidence from credible sources using quotes and citations are presented. Evidences attempt to back up the stance of the writer.	Minimal facts or evidence from credible sources using quotes and citations are presented. Evidences barely attempt to back up the stance of the writer.	Facts are almost non-existent. Evidence, if any, do not support the stance of the writer.	
Reasoning and Analysis	Statements of reasoning that link the stance to the evidences and writer's analyses that give the evidences general support are both presented.	Some statements of reasoning that link the stance to the evidences and writer's analysis that gives the evidences general support are presented.	Statements of reasoning that link the stance to the evidences and writer's analysis that gives the evidences general support are hardly presented.	Some statements of reasoning and writer's analysis are absent.	
Sentence Writing Competence	Spelling, grammar, word order, word usage, and punctuation are precise.	Spelling, grammar, word order, word usage, and punctuation are acceptable.	Spelling, grammar, word order, word usage, and punctuation are unsatisfactory.	Spelling, grammar, word order, word usage, and punctuation need improvement.	
Text Organization	Clear, relevant, and logical organization of essay is consistently maintained. Essay has systematically presented multiple sections that are creatively and intellectually developed to support the writer's arguments.	Clear, relevant, and logical organization of essay is maintained. Essay has presented multiple sections that are thoughtfully developed to support the writer's arguments.	Organization of essay is partly maintained. Essay has presented few sections that are developed to support the writer's arguments.	Organization of essay is not maintained. Essay has bare sections to support the writer's arguments.	
TOTAL					

REMARKS:

REFLECTION:

Prepared by:

FEDERICO A. MENDOZA, JR.

Teacher II

Southville 5-A Integrated National High School

Students are expected to write their final position paper at the end of Week 4 REACT lesson plan. Similar with the two previous lessons, this lesson starts with a review of the key ideas on position paper writing. Then for establishing a purpose for the lesson, lesson objectives are presented explicitly, and expectations are set by the students as they go through with the lesson. For the priming activity, the teacher will ‘Relate’ the personal views and experiences of students to those who graduated already in senior high school. This task is to probe ideas that are empirical and experiential in nature. The next lesson procedure underscores two activities which will let students ‘Experience’ utilizing online and physical libraries to source out information, and a structured interview to a pioneer HUMSS graduate of Southville 5-A Integrated National High School regarding senior high school experiences and the preparation for higher education. Then, a presentation comes next to demonstrate ‘Apply’ and to share to the class the questions and answers of a

HUMSS graduate of Southville 5-A Integrated National High School about his/her life after senior high school and how it has prepared him/her in higher education. It is followed by generalizations and abstractions about the lesson in which students will ‘Cooperate’ with their respective groups creating an outline of their personal experiences and knowledge on their projected life after senior high school and how it will prepare them for higher education. The lesson culminates with a ‘Transfer’ task provided by the teacher. Students will write their final position paper keeping in mind the argumentative writing criteria such as ‘Stance and Purpose,’ ‘Foundation of Argument,’ ‘Reasoning and Analysis,’ ‘Sentence Writing Competence,’ and ‘Text Organization.’

Learning Tasks and REACT Constructs in Addressing Argumentative Writing Needs

The researcher ensured that the identified argumentative writing difficulties were addressed in the course of the REACT lesson. Details on how the theoretical and conceptual constructs of the REACT procedure (Crawford, 2001) were made evident in the design of the lesson with consideration on the purpose, content, and presentation of each part of the lesson format.

REACT Lesson Extract 1: Improving Sentence Skills.

Week 1 Lesson

E. Developing mastery

Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.

Week 3 Lesson

H. Evaluating learning

1. Do the first draft of the position paper with the prompt, “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?” Follow the standards of writing a position paper as based on the lectures made the previous weeks. Consider also the preliminary task accomplished together with their respective group members.
2. Find a student partner. Ask your partner to give constructive feedback regarding the position paper draft. The partner can give reviews on language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these may be useful in writing the final position paper.
3. Afterwards, the writing teacher will also give his constructive feedback regarding the position paper draft which will highlight language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these will be useful in writing the final position paper.

An emphasis on addressing the writing need regarding sentence skills is present on REACT Lesson Extract 1. These writing needs include precise word choice, grammar use, and sentence construction. To address these, week 1 was dedicated to developing mastery on argumentative essay writing. Students were tasked to recall through writing their understanding of what a position paper is. In the course of this teaching writing intervention, the teacher will highlight proper word choice, grammar use, and precise sentence construction. Then students will share their logs to the class in which the teacher is expected to provide prompt feedback on the grammatical aspects of the log. By the third week, students will start writing the first draft of their position paper. Upon accomplishing

their first draft, students will be paired with one of their classmates to get feedback for their language use, presentation of thesis and evidence, and organization of writing. Teacher feedback will also be given to validate the peer evaluation. Through these lesson parts, students will be able to display proper word choice and grammatical sentence construction. The learning tasks are in consonant with the study of Mohammadzadeh, Ahour, & Saeidi (2020) as receiving feedback from peers could increase the quality of writing.

REACT Lesson Extract 2: Improving Thesis Statement Writing.

Week 1 Lesson

D. Discussing new concepts and practicing new skills

Discuss comprehensively the basic notions/concepts in writing a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. What is a Position Paper?
2. Position Paper VS other Academic Paper
3. Processes involving in Writing Position paper
4. The Thesis Statement
5. Coherent Position Paper

Week 3 Lesson

D. Discussing new concepts and practicing new skills

Discuss comprehensively the writing of a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. Ways to effectively present a point of discussion (as per Toulmin's Model of Argumentation)
2. Choosing a topic
3. Developing Thesis Statement (Using Toulmin's Model of Argumentation)
4. Supporting Evidence (Using Toulmin's Model of Argumentation)
5. Considering your audience and determining your viewpoint
6. Organization of a Position Paper
7. Citation and Referencing
8. Plagiarism and Academic Honesty

REACT lesson extract 2 addresses the argumentative writing need of presenting relevant, objective, and comprehensive thesis statements. Week 1 tackles the basic novel concepts on argumentative writing particularly on the thesis statement writing process,

enabling the students to practice their newly acquired knowledge. Week 3 then continues to discuss new and more technical concepts, such as the mechanics in choosing a topic and developing an argument based on Toulmin's Model of Argumentation. These discussions will help guide the students in organizing and developing arguments for their argumentative essay. The lesson discussions manifest how 'Transfer' (Crawford, 2001) works. The teacher navigates students' comprehensive learning experiences through the use of relevant activities rather than rote learning to create a wide range of learning experiences for the students.

REACT Lesson Extract 3: Learning to Defend a Stand.

Week 2 Lesson

H. Evaluating learning

Do the activity, "Stand with me." Each group will be assigned a particular topic/issue. The group shall agree on their stand, give at least five reasons and references of evidence to support their claim. All answers shall be briefly presented to the class. Interrogation of student audience happens after each group presentation. Rate the group presentations made by the students. Also, the teacher will choose the best debaters from the class.

Criteria in scoring the group task:

- 25 points – Sensible arguments
- 25 points – Credibility of the arguments
- 25 points – Sound delivery of the report
- 25 points – Sound answers on report interrogation

Week 3 Lesson

D. Discussing new concepts and practicing new skills

Discuss comprehensively the writing of a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. Ways to effectively present a point of discussion (as per Toulmin's Model of Argumentation)
2. Choosing a topic
3. Developing Thesis Statement (Using Toulmin's Model of Argumentation)
4. Supporting evidence (Using Toulmin's Model of Argumentation)
5. Considering your audience and determining your viewpoint
6. Organization of a Position Paper
7. Citation and Referencing
8. Plagiarism and Academic Honesty

REACT lesson extract 3 addresses the argumentative writing need on defending a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Week 2 will evaluate learning by putting the students in groups to defend their stand on an issue by providing at least five reasons and references of evidence. Inquiries will be done by the student-audience after each group presentation. Meanwhile, week 3 will discuss the mechanics in providing supporting evidence using Toulmin's model of argumentation, a consideration on the writer's audience, identification of specific viewpoints, citation and referencing, and plagiarism and academic honesty. These lesson activities will aid students in understanding the value of displaying factual, strong, and properly cited evidence and counterevidence defending a stand on an issue. The lesson tasks imply the essence of 'Cooperating' (Crawford, 2001) as students' interaction with their peers by sharing useful learning experiences and functional concepts by responding to inquiries which can be beneficial to other learners.

REACT Lesson Extract 4: Organization of Essay.

Week 1 Lesson

D. Discussing new concepts and practicing new skills

Discuss comprehensively the basic notions/concepts in writing a position paper.

In the discussion, the teacher is expected to go thoroughly with the following:

1. What is a Position Paper?
2. Position Paper VS other Academic Paper
3. Processes involving in Writing Position paper
4. The Thesis Statement
5. Coherent Position Paper aided by Toulmin's Model

Week 3 Lesson

D. Discussing new concepts and practicing new skills

Discuss comprehensively the writing of a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. Ways to effectively present a point of discussion (as per Toulmin's Model of Argumentation)
2. Choosing a topic
3. Developing Thesis Statement (Using Toulmin's Model of Argumentation)
4. Supporting evidence (Using Toulmin's Model of Argumentation)
5. Considering your audience and determining your viewpoint
6. Organization of a Position Paper
7. Citation and Referencing
8. Plagiarism and Academic Honesty

Week 3 Lesson

H. Evaluating learning

1. Do the first draft of the position paper with the prompt, "Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?" Follow the standards of writing a position paper as based on the lectures made the previous weeks. Consider also the preliminary task accomplished together with their respective group members.

2. Find a student partner. Ask your partner to give constructive feedback regarding the position paper draft. The partner can give reviews on language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these may be useful in writing the final position paper.

3. Afterwards, the writing teacher will also give his constructive feedback regarding the position paper draft which will highlight language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these will be useful in writing the final position paper.

REACT lesson extract 4 addresses the argumentative writing need on maintaining a clear, relevant, and logical organization of essay. Week 1 discusses the basic notions/concepts in writing a position paper in which one of the focus is coherence. Additionally, week 3 discusses the organization of a position paper. Students were also tasked to write the first draft of their position paper during that week. After finishing their first draft, they were put into pairs to be able give reviews on the different aspects of their papers such as language use, presentation of thesis and evidence, and organization of writing. The teacher would then validate the peer review by providing their own feedback. As guided by the discussions and activities, the students will be able to learn and practice to maintain a clear, relevant, and logical organization of essays. The researcher applied these concepts in the lesson procedure as it is affirmed in the studies of Qin (2016) and Zainuddin & Rafik-Galea (2016) that students' argumentative papers presented elaborate and complex argument structures and reasoning while maintaining coherence. Also, it was evident that students were able to display important elements in argumentation such as opposing views and rebuttals and advanced commentaries leading to a critical conclusion.

REACT Lesson Extract 5: Utilization of ‘Relating.’

Week 1 Lesson

C. Presenting examples/instances of the new lesson

RELATE: Play the game “Take Sides.” In this game, the teacher will post relevant, timely, and intriguing issues in the society which result to people’s varied views about it. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once an issue is posed, students will go to their preferred side as a stand for the argument. Queries will be asked to few students to formulate their arguments. Ten various issues which are worthy of arguing will be given by the teacher. After the game, process questions will be asked.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing a side? How about your prior knowledge? Did all these greatly affect your decision?

REACT lesson extract 5 shows the week 1 lesson on presenting examples/instances of the new lesson. By doing this, ‘Relating’ students’ life experiences and prior knowledge (Crawford, 2001) is demonstrated. Students will be asked to choose their sides of the argument. To make it more engaging and interesting, this will be treated as a game in which students would have to move to different corners of the room that represent the alignment of their argument. Ten debatable topics will be prepared by the teacher. By doing this particular activity, the students will be able to reflect and see if their life experiences and prior knowledge aid them in choosing and constructing their own stand. The lesson procedure is affirmed by Chala & Chapetón (2012). In their study, it was claimed that students should be allowed to express their feelings, point of view, and thinking regarding their surrounding community. This will engage students in a transformative, dynamic, and social process in the course of their writing. Students become reflective, critical, and social writers in the process.

REACT Lesson Extract 6: Utilization of ‘Relating.’

Week 2 Lesson

C. Presenting examples/instances of the new lesson

RELATE: Do the activity “Fast Talk.” Look for a partner in the room (your other half) for this activity. Both will prepare seven (7) random questions (like those given in Tonight with Boy Abunda). During the fast talk proper, one must quickly ask while the other instantly answers each question, uttering the first choice that comes into his/her mind. From each group, a pair shall demo their fast talk to the class. Process questions will be asked afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your answer? How about your prior knowledge? Did all these greatly affect your decision?

REACT lesson extract 6 shows the week 2 lesson on presenting examples/instances of the new lesson. ‘Relating’ students’ life experiences and prior knowledge (Crawford, 2001) is demonstrated here. Students were asked to pair up and prepare seven (7) random questions similar to a popular television talk show. The pairs will be then asked to answer all the prepared questions as fast as they could by uttering the first thing that pops into their head. After which, the teacher will ask process questions to elicit responses on the source of their answers in the activity. The lesson procedure is also anchored to the study of Chala & Chapetón (2012) wherein community expressions allowed students to become reflective, critical, and social writers.

REACT Lesson Extract 7: Utilization of ‘Experiencing.’

Week 2 Lesson

D. Discussing new concepts and practicing new skills

EXPERIENCE: Ask the students to share their personal views and actual surveyed readings of the following topics and the short outline of ideas they crafted in their respective groupmates.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today’s World

REACT lesson extract 7 shows the week 2 lesson applying the ‘Experiencing’ construct by Crawford (2001). With this group task, students are asked to share to the class their personal views and actual surveyed readings on their outlined topic readings. In this manner, students are able to use the community through survey, personal encounter, and creation of new ideas to produce comprehensive and relevant discussions during task presentation. The learning task conformed with the study of Harris & Graham (2016). Social dimension, one of the aspects of the Self-Regulated Strategy Development (SRSD) model of writing, provided dialogic interactions between teachers and students which helped students to improve writing outcomes.

REACT Lesson Extract 8: Utilization of ‘Experiencing.’

Week 4 Lesson

D. Discussing new concepts and practicing new skills

EXPERIENCE: After doing the first draft of the position paper, with the prompt “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”, the students will go out of the boundaries of the classroom. Process the following activities to the students:

1. Researched information will be used in the position paper. They may utilize online and physical libraries to help enrich the content of their position paper.
2. Structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School asking his/her life after senior high school and how it has prepared him/her in higher education.

To apply the ‘Experiencing’ construct, the REACT lesson extract 8 shows week 4 lesson part on discussing new concepts and practicing new skills. This activity will let students visit online and physical libraries to source ideas to enrich the content of their position paper. Moreover, a structured interview will be conducted in relation to the writing prompt. Through these immersive tasks, students will learn to maximize the resources and

people of its community to gather evidence and counterevidence necessary for the argumentative writing task.

REACT Lesson Extract 9: Utilization of ‘Applying’.

Week 2 Lesson

E. Developing mastery

APPLY: After the group sharing, it is expected that the group will accomplish a consolidated version of the outlines regarding the given topics. Make a graphic organizer for a structured outlining of the given topics.

REACT lesson extract 9 shows week 2 lesson part on developing mastery. The construct on ‘Applying’ (Crawford, 2001) is used in this lesson activity. The prerequisite activity for this lesson is the group task directing students to share their personal views and actual surveyed readings on their outlined topic readings. As for this activity, students will utilize the key ideas they will acquire and direct it into real expressions and exhibitions by means of creating a graphic organizer for a structured outline for the topic’s readings.

REACT Lesson Extract 10: Utilization of ‘Applying’.

Week 3 Lesson

G. Making generalizations and abstractions about the lesson

APPLY: After the series of lesson tasks, all the learned concepts will be put into use. At this part, the students are set to write the first draft of their position paper.

REACT lesson extract 10 shows week 3’s lesson on making generalizations on writing argumentative essays, thus demonstrating the application of Crawford’s (2001) ‘Applying’ construct. After analyzing argumentative essay samples, learning key principles about the paper’s structure and organization, and discussing with their peers to understand relevant societal issues, the students will start writing the first draft of their

paper. In this activity, it is expected that students will be able to integrate all the learned concepts and clearly reflect it in their outputs.

REACT Lesson Extract 11: Utilization of ‘Cooperating’.

Week 1 Lesson

G. Making generalizations and abstractions about the lesson

COOPERATE: Read the assigned position paper sample. Refer to the EAPP Reader. Together with the group, accomplish a matrix and identify the arguments and counterarguments of the writer regarding the prompt. Reporting will be done once the group written report is accomplished.

“TITLE OF THE POSITION PAPER”

Group 1 – The Case for Short Words

Group 2 – The Other Side of E-Mail

Group 3 – Women Talk Too Much

Group 4 – Is Bad Language Acceptable on TV?

Group 5 – The Great Global Warming Swindle

Group 6 – The Hazards of Industrial Agriculture

Group 7 – ‘r u online?’: The Evolving Lexicon of Wired Teens

REACT lesson extract 11 shows week 1’s lesson on making generalizations applying Crawford’s (2001) ‘Cooperating’ construct. In teams, students will read different argumentative essay samples to establish the arguments and counterarguments of the reading. Then, the students will create a tabular presentation of the identified arguments and counterarguments from the reading materials. Comprehensive reporting of the findings will help in processing each group’s learning from the reading material. This task allows students to interact and learn from their peers. The lesson procedure is parallel to the studies of Abbas & Herdi (2018) and Ghuftron & Hawa (2015). Collaboration was viewed as helpful in motivational and cognitive processes. Students’ creativity and self-confidence are also promoted.

REACT Lesson Extract 12. Utilization of ‘Cooperating’.

Week 3 Lesson

H. Evaluating learning

COOPERATE:

1. Do the first draft of the position paper with the prompt, “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?” Follow the standards of writing a position paper as based on the lectures made the previous weeks. Consider also the preliminary task accomplished together with their respective group members.
2. Find a student partner. Ask your partner to give constructive feedback regarding the position paper draft. The partner can give reviews on language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these may be useful in writing the final position paper.
3. Afterwards, the writing teacher will also give his constructive feedback regarding the position paper draft which will highlight language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these will be useful in writing the final position paper.

REACT lesson extract 12 shows week 3 lesson part on evaluating learning. In the evaluation part of this lesson, students will write the first draft of their position paper. After writing, students will be paired up. Their student-partner will be asked to give feedback on language use, presentation of thesis, evidence, and organization of writing. Hence, the construct on ‘Cooperating’ (Crawford, 2001) is used in this lesson activity. According to Iraj, Enayat, & Momeni (2016), involving students in the monitoring progress, performance evaluation, and peer writing process of their argumentative writing will improve students’ decision-making and reflection on learning.

REACT Lesson Extract 13: Utilization of ‘Transferring’.

Week 1 Lesson

I. Additional Activities for application or remediation

TRANSFER: Have an advanced reading of the following topics then make a short outline of ideas.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today’s World

REACT lesson extract 13 demonstrates the application of the ‘Transferring’ construct (Crawford, 2001) by tasking the students to read in advance arguable, interesting, relevant, and diverse topics for possible argumentative essay topics. In this manner, students will be able to have comprehensive and meaningful learning experiences. Ferretti & Graham (2019) stressed that the role of a teacher is crucial in the course of instruction in a writing classroom. A teacher must be knowledgeable about different approaches to writing and adept in designing instructional strategies considering students’ proficiency level, background, interest, needs, and attitude toward writing.

REACT Lesson Extract 14: Utilization of ‘Transferring’.

Week 3 Lesson

I. Additional Activities for application or remediation (Assignment)

TRANSFER: Conduct a structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School. Ask few questions to the person about how his/her life after senior high school and how it has prepared him/her in higher education. Be sure to construct concrete questions before conducting the interview.

REACT lesson extract 14 demonstrates the ‘Transferring’ construct (Crawford, 2001) by instructing students to do structured interviews to ask related questions about

their argumentative writing prompt. This enables them to think for themselves and understand their prompt on a more personal level.

Validation of the REACT Lesson Plan

This section discusses the results of REACT lesson plan validation procedures conducted by the researcher together with second language writing experts. It highlights the numerical evaluation and descriptive comments and suggested revisions of the lesson plan.

Expert Validation Through Lesson Plan Evaluation

To address the identified argumentative writing needs and incorporating theoretical and conceptual constructs of the REACT procedure (Crawford, 2001), the REACT lesson in teaching argumentative writing was validated using the lesson plan rubric adapted from Northern Kentucky University (NKU) in 2008. This validation instrument examined the REACT lesson plan's learning targets/ objectives, baseline knowledge and skills, assessment, instructional strategies aligned to objectives, lesson plan procedures, multiple levels of learning, collaborative planning, and plans for technology during instruction. It includes definitions of four levels of performance such as 'ineffective,' 'emerging,' 'target,' and 'accomplished.' The content and structure of the REACT lesson plan were reviewed by three Master of Arts in Education graduates. Two of them graduated from Laguna State Polytechnic University and one is currently pursuing a Ph.D. in English Language Education at Philippine Normal University, Manila. The results of the scoring evaluation are as follows:

Table 4***Validators' Evaluation of the REACT Lesson***

Lesson Criteria	Validator 1	Validator 2	Validator 3	Average Numerical Evaluation	Descriptive Evaluation
<i>Learning Targets/ Objectives</i>	4	4	4	4	<i>Accomplished</i>
<i>Baseline Knowledge and Skills</i>	4	4	3	4	<i>Accomplished</i>
<i>Assessment</i>	3	3	3	3	<i>Target</i>
<i>Instructional Strategies Aligned to Objectives</i>	3	3	3	3	<i>Target</i>
<i>Lesson Plan Procedures</i>	4	4	3	4	<i>Accomplished</i>
<i>Multiple Levels of Learning</i>	4	4	3	4	<i>Accomplished</i>
<i>Collaborative Planning</i>	3	3	3	3	<i>Target</i>
<i>Plans for Technology During Instruction</i>	4	4	4	4	<i>Accomplished</i>
Overall Evaluation				4	<i>Accomplished</i>

Table 4 shows validators' evaluation of the REACT Lesson. Using NKU Lesson Plan Rubric (2008), an overall rating of 4 with a descriptive evaluation of 'accomplished' was garnered. For each lesson plan rubric criterion, scores were given, and specific remarks were detailed by the three validators. Results are as follows:

For the criterion 'Learning Targets/ Objectives,' all validators gave a score of 4 – 'accomplished'. Validator 1 left a remark, "The learning objectives are aligned to students' needs, as these were derived from the least learned competencies." Meanwhile, validator 2 commented, "The learning targets were identified consistent to the needs of the learners as least learned competencies were the bases." And validator 3 remarked, "The lesson

contains clear statements and explanation of purpose, goals, and expected outcomes.” These observations justified that the provided learning targets or objectives in the REACT lesson plan were anchored to students’ needs in argumentative writing, hence the need to address them in the course of lesson strategy execution.

For the criterion ‘Baseline Knowledge and Skills,’ validators 1 and 2 gave a score of 4 – ‘accomplished’ while validator 3 gave a score of 3 – ‘target.’ An average numerical evaluation of 4 – ‘accomplished’ was garnered for this criterion. Validator 1 left a remark, “It was clarified by the researcher that several pre-assessments were done prior to the writing of the plan. The results of these pre-assessments were the basis for the learning targets.” Meanwhile, validator 2 commented, “In an interview with the proponent, it was cleared up that 3 pre-assessment writing activities have been conducted and were the bases of the learning targets. The lessons were designed to achieve the learning targets.” And validator 3 remarked, “Various activities for assessment are aligned with the target competencies and learning objectives and it comes in a sequential pattern (easy to complex) which is good for conditioning.” These statements justified that baseline knowledge and skills, in the form of various pre-assessments, were established for careful planning of the REACT lesson.

For the criterion ‘Assessment,’ all validators gave a score of 3 – ‘target.’ Validator 1 left a remark “While the assessment exercises are carefully planned, self-assessments are hardly evident.” Meanwhile, validator 2 commented, “Assessments are aligned to the learning targets. However, methods for self-assessment of students are barely observed in the plan.” And validator 3 remarked, “Performance tasks/activities for assessment are all aligned with the target competencies and learning objectives and it comes with a rubrics as

basis.” These comments emphasized that assessments were aligned to target skills, but self-assessment of students were not included in the lesson assessment parts.

For the criterion ‘Instructional Strategies Aligned to Objectives,’ all validators gave a score of 3 – ‘target.’ Validator 1 left a remark, “Instructional strategies are aligned with learning targets. It is also commendable how the researcher made use of both individual and group activities to motivate and enrich students’ learning. However, how the results of the pre-assessments influenced the said strategies were not mentioned.” Meanwhile, validator 2 commented, “All of the activities and strategies provided directly target the attainment of the objectives except that the attainment learning target 2 (On presentation of relevant, objective, and comprehensive thesis statement) can be further supported.” And validator 3 remarked, “Instructional Strategies are designed and planned carefully in which it contextualized the students prior knowledge to the target competencies.” The remarks provided were an indicator of restructuring some parts of the lesson plan to align it with learning targets or the target skills in argumentative writing.

For the criterion ‘Lesson Plan Procedures,’ validators 1 and 2 gave a score of 4 – ‘accomplished’ while validator 3 gave a score of 3 – ‘target.’ An average numerical evaluation of 4 – ‘accomplished’ was garnered for this criterion. Validator 1 left a remark, “The lesson plan reflects the use of differentiated instruction, as well as activities that promote higher order thinking skills. Furthermore, the lesson plan shows the expected active participation of students in the lesson delivery.” Meanwhile, validator 2 commented, “Differentiated tasks were provided. Questions and tasks engage higher order thinking skills among learners. Students are active as anticipated from the plan.” And validator 3 remarked, “The content is tightly aligned with the writing foundational skills for the grade

level.” The comments given were an indicator that lesson plan procedures included all the required elements for 21st century instruction such as differentiated instruction, higher order thinking skills, and active involvement of students.

For the criterion ‘Multiple Levels of Learning,’ validators 1 and 2 gave a score of 4 – ‘accomplished’ while validator 3 gave a score of 3 – ‘target.’ An average numerical evaluation of 4 – ‘accomplished’ was garnered for this criterion. Validator 1 left a remark, “As what was stated above, the lesson plan entails activities that promote higher-order thinking skills.” Meanwhile, validator 2 commented, “Similarly, higher order thinking skills are expected to be practiced among learner as reflected in the plan.” And validator 3 remarked, “The questions and tasks given promote reflective, critical and creative thinking.” The feedback validated that the lesson can promote higher-order thinking and can elicit student responses to the strategies/activities.

For the criterion ‘Collaborative Planning,’ all validators gave a score of 3 – ‘target.’ Validator 1 left a remark, “The planning was done by the researcher alone, while it was acknowledged that prior to the writing of the lesson plan, an FGD was conducted together with teachers from the English Department.” Meanwhile, validator 2 commented, “The planning was made solely by the teacher. As confirmed, FGD was conducted with his colleagues from the English Department.” And validator 3 remarked, “It promotes collaborative planning together with the LGU, community stakeholders, and other related and outside resources.” The comments validated the researcher solely wrote the entire lesson plan but consulted with his colleagues, by means of a focus group, regarding writing difficulties experienced by high school students across grade levels.

For the criterion ‘Plans for Technology During Instruction,’ all validators gave a score of 4 – ‘accomplished.’ Validator 1 left a remark, “The lesson plan shows the positive use of Information and Communication Technology (ICT) in some lesson parts which is relevant in today’s teaching modality.” Meanwhile, validator 2 commented, “Planning to use technology to teach writing is commendable. Displaying the use of electronic resources to source out ideas is a good way to make it relevant to 21st century learners who are tech-savvy.” And validator 3 remarked, “The teacher and the student will choose carefully the use of technology more specifically what apps, gadgets, and etc. This must be suitable to the needs of the students and aligned to the target objectives.” The remarks validated that technology will be used productively in the lesson instruction.

To sum it up, the scores and remarks earned were helpful to improve the REACT lesson planning. Some lesson parts will undergo minimal restructuring on demonstrating student’s self-assessment, making all instructional strategies aligned with the objectives, and displaying collaborative planning with colleagues and stakeholders. With its descriptive evaluation of ‘accomplished,’ the lesson plan is set for implementation after some minor revisions.

Lesson Plan Revision

Aside from the numerical evaluation of the REACT lesson in teaching argumentative writing, specific comments and suggested revisions were also provided by three ELT expert-practitioners to improve the content and structure of the lesson. Below are the comparison of REACT lesson draft extracts and revised version extracts as

suggested by each validator. For the revised REACT lesson plan, see Appendix M on page 145-163.

REACT Lesson Revisions from Validator 1

REACT Lesson Draft Extract 1.

Week 1, 2, 3, & 4

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

Revised REACT Lesson Extract 1.

Week 1

B. Establishing a purpose for the lesson (10 minutes)

- The teacher will emphasize some unclarified ideas regarding concept paper writing, with a focus on language use, coherence, and content-building.

Weeks 2 &3

B. Establishing a purpose for the lesson (5 minutes)

- The teacher will emphasize some ideas regarding position paper writing, with a focus on thesis statement, process involved in argumentative writing, coherence, and content-building.

Week 4

B. Establishing a purpose for the lesson (5 minutes)

- The teacher will emphasize some ideas regarding position paper writing, with a focus on displaying effective claim, developing argument, citing appropriately the factual evidences, and organizing the entire paper.

As Validator 1 suggested, “The researcher may include the discussion of the results of the pre-assessments in the ‘Establishing a purpose for the lesson’ part, as doing so will support the learning targets identified by the researcher.” Hence, a recall-discussion of some unclarified ideas regarding concept paper writing for week 1 and key concepts on argumentative essay writing for weeks 2, 3, & 4 was included in the ‘Establishing a purpose

for the lesson’ part. The teacher will discuss these followed by the pre-assessments and target writing skills.

REACT Lesson Draft Extract 2.

Week 1

D. Discussing new concepts and practicing new skills

Discuss comprehensively the basic notions/concepts in writing a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. What is a Position Paper?
2. Position Paper VS other Academic Paper
3. Processes involving in Writing Position Paper
4. The Thesis Statement
5. Coherent Position Paper aided by Toulmin’s Model

Revised REACT Lesson Extract 2.

Week 1

D. Discussing new concepts and practicing new skills

Discuss comprehensively the basic notions/concepts in writing a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. What is a Position Paper?
2. Position Paper VS other Academic Paper
3. Processes Involved in Writing Position Paper
4. The Thesis Statement
5. Coherent Position Paper aided by Toulmin’s Model

As Validator 1 commented, “For Week 1 (Letter D, Topic 3), please check the construction of the phrase.” The title of the topic was revised from ‘Processes *involving* in Writing Position Paper’ to ‘Processes *Involved* in Writing Position Paper.’

REACT Lesson Draft Extract 3.

Week 3

C. Presenting examples/instances of the new lesson

RELATE: Play the game “Take Sides.” In this game, the teacher will post an issue on the K to 12 Philippine Education System. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once the issue is posed, students will go to their preferred word as a stand for the argument. They have to write three arguments regarding the chosen stand. After such, they will rotate clockwise, and they will state three counterarguments about the stand they did not initially choose. Thorough discussions and process questions will be done afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your side and in stating your arguments and counterarguments? How about your prior knowledge? Did all these greatly affect your decision?

Revised REACT Lesson Extract 3.

Week 3

C. Presenting examples/instances of the new lesson (20 minutes)

RELATE: Play the game “Take Sides.” In this game, the teacher will post an issue on the K to 12 Philippine Education System. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once the issue is posed, students will go to their preferred word as a stand for the argument. They have to write three arguments regarding the chosen stand. After such, they will rotate clockwise, and they will state three counterarguments about the stand they did not initially choose.

K to 12 Philippine Education System Issue: Are students career-ready after senior high school?

Thorough discussions and process questions will be done afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your side and in stating your arguments and counterarguments? How about your prior knowledge? Did all these greatly affect your decision?

As Validator 1 remarked, “The researcher will give an activity where students are supposed to take sides about certain issues. This will encourage a healthy exchange of information within the class. It is suggested that the issue to be posted by the teacher be

enumerated in the plan.” Thus, the issue on K to 12 Philippine Education System, ‘Are students career-ready after senior high school?’ was included in the revised REACT lesson.

REACT Lesson Revisions as Suggested by Validator 2

REACT Lesson Draft Extract 4.

Week 1, 2, 3, & 4

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

Revised REACT Lesson Extract 4.

Week 1

B. Establishing a purpose for the lesson (10 minutes)

- The teacher will discuss the target skills for this four-week lesson on position paper writing. As part of his/her discussion, he/she will state that the target skills are based from the pre-assessment conducted by the researcher-teacher. The writing skills are:

1. adheres to language conventions including precise word choice, grammar use, and sentence construction.
2. presents relevant, objective, and comprehensive thesis statement.
3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
4. maintains clear, relevant, and logical organization of essay.
5. uses metadiscourse features to connect facts and evidence of argumentation.

Weeks 2, 3, & 4

B. Establishing a purpose for the lesson (5 minutes)

- Present explicitly the five learning targets on writing for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

As Validator 2 recommended, “If there is a possibility to modify the structure of the lesson plan, it would be good to have a short discussion on the pre-assessment conducted. This will strengthen the accuracy of the learning targets.” Hence, a discussion of the bases of five learning targets was included in the ‘Establishing a purpose for the

lesson' part of Week 1 lesson. The teacher will discuss these target skills after the lesson part emphasizing some ideas regarding concept and argumentative essay writing.

REACT Lesson Draft Extract 5.

Week 1

H. Evaluating learning

Rate the group written output and the oral presentations made by the students.

Criteria in scoring the group task:

- 25 points – Completeness of the matrix
- 25 points – Organization of the matrix
- 25 points – Sound delivery of the report
- 25 points – Sound answers on report interrogation

Revised REACT Lesson Extract 5.

Week 1

H. Evaluating learning (20 minutes)

- Rate the group written output and the oral presentations made by the students.

Criteria in scoring the group task:

- 25 points – Completeness of the matrix
- 25 points – Organization of the matrix
- 25 points – Sound delivery of the report
- 25 points – Sound answers on report interrogation

- Rewrite the following statements to make the thesis clearer. Select one student from the class to discuss an item and ask how the thesis is restated.

1. The government should care about mental health.
2. The TLC provides great resources for understanding how to use commas.
3. Patients like nurses when they are nice.
4. Dragons can be scary when they breathe fire.

As Validator 2 suggested, “If we can add a part of the lesson that will also practice students writing of thesis statements or at least examining/locating thesis statements, that will be a great chance for students to achieve learning target 2.” With that, a learning task was added in the lesson plan part ‘Evaluating learning.’ It is a Thesis Statement Writing

Activity in which students will rewrite the four statements to make the theses clearer. An exchange of class dialogues on how the theses are restated will be done afterwards.

REACT Lesson Draft Extract 6.

Week 1

B. Establishing a purpose for the lesson

Present explicitly the objectives for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

Revised REACT Lesson Extract 6.

Week 1

B. Establishing a purpose for the lesson (10 minutes)

- The teacher will send a copy of an outline of this four-week lesson on position paper writing to the parents of the learners. It serves as a notice, and an acknowledgement at the same time, that this writing lesson will be executed entirely to ensure student learning.

AsValidator 2 suggested, “The signatories of the lesson plan shall be shared to the other clinical educator, special educator, and other outside resources like parents. This means that the plan might as well be co-planned by them.” With that, in the last part of ‘Establishing a purpose for the lesson’ for Week 1, the teacher will send a four-week lesson outline to the parents of the learners to serve as a notice and acknowledgement that the writing lesson will be implemented completely to guarantee student learning.

REACT Lesson Revisions as Suggested by Validator 3

REACT Lesson Draft Extract 7.

Week 2

D. Discussing new concepts and practicing new skills

EXPERIENCE: Ask the students to share their personal views and actual surveyed readings of the following topics and the short outline of ideas they crafted in their respective groupmates.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today's World

Revised REACT Lesson Extract 7.

Week 2

D. Discussing new concepts and practicing new skills (80 minutes)

EXPERIENCE: Ask the students to share their personal views and actual surveyed readings of the following topics and the short outline of ideas they crafted in their respective groupmates.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today's World

As they proceed with group sharing, students should discuss with their groupmates, but not limited to the following:

1. Significant concepts and arguable ideas
2. Research-based discoveries
3. Observations from the community
4. Personal views and inputs

Afterwards, one member from the group will share to the class the discussed key points with the group. The teacher will facilitate it by means of inquiring on textual evidences with students' supporting inferences.

As Validator 3 commented, "EXPERIENCE - after the readings students are asked to share what they have read, processed questions for comprehension check are presented

by group; activities were designed collaboratively; utilized experiential and active participation to be able to achieve the desired results. The students need to consider and maximize the available resources within the community. Things to consider are their common experiences in the subjects discussed so that they can make connections and interactions. Questions and tasks require the use of textual evidence, including supporting inferences from the text.” With the suggestion provided, week 2 lesson part on ‘Discussing new concepts and practicing new skills’ indicated that students will proceed to a small group sharing of significant concepts and arguable ideas, research-based discoveries, observations from the community, and personal views and inputs about the topics. Then the big group sharing follows wherein the teacher will inquire on textual evidence with students’ supporting inferences.

REACT Lesson Draft Extract 8.

Week 1

- A. Reviewing previous lesson or presenting the new lesson
- B. Establishing a purpose for the lesson
- C. Presenting examples/instances of the new lesson
- D. Discussing new concepts and practicing new skills
- E. Developing mastery
- F. Finding practical application of concepts and skills in daily living
- G. Making generalizations and abstractions about the lesson
- H. Evaluating learning
- I. Additional Activities for application or remediation

Revised REACT Lesson Extract 8.

Week 1

- A. Reviewing previous lesson or presenting the new lesson (10 minutes)
- B. Establishing a purpose for the lesson (10 minutes)
- C. Presenting examples/instances of the new lesson (30 minutes)
- D. Discussing new concepts and practicing new skills (90 minutes)
- E. Developing mastery (20 minutes)
- F. Finding practical application of concepts and skills in daily living
- G. Making generalizations and abstractions about the lesson (60 minutes)
- H. Evaluating learning (20 minutes)
- I. Additional Activities for application or remediation

As Validator 3 commented, “Instructional time should be included and divided equally in each task and activities (Reading and Writing).” Considering this suggestion, specific contact time with students per lesson part across the four-week lesson is displayed. As stated in the curriculum guide of English for Academic and Professional Purposes (EAPP) subject, the four-week lesson on Writing the Position Paper (Weeks 11 to 14) will be taught for 4 hours or 240 minutes per week.

The provided time is based on the length of the activity as it is going to be implemented in the class. For example, in week 1 lesson part ‘Discussing new concepts

and practicing new skills,' 90 minutes is given for lengthy discussions on basic notions/concepts in writing a position paper

Synthesis of REACT Lesson Revisions

The specified comments and suggested revisions by the three validators positively improved the content and structure of the REACT lesson plan in teaching argumentative writing. Some lesson parts, with weakly-stated teaching procedures, became explicit and clear. With the comprehensive detail of instruction provided for each lesson part, the researcher hopes that the lesson implementation will become explicit and clear as well. Furthermore, as the major premise of this study is to develop a lesson plan in teaching argumentative writing using the REACT procedure (Crawford, 2001), the researcher also hopes that the crafted lesson plan will address the argumentative writing needs among senior high school students.

CHAPTER 4

Summary, Conclusion, and Recommendations

Summary of the Study

This research work intended to use REACT procedure (Crawford, 2001), an exemplification of sociocultural theory for second language acquisition (SCT L2), in teaching argumentative essay writing to the Grade 12 – Humanities and Social Sciences (HUMSS) classes of Southville 5-A Integrated National High School. With the study's descriptive-exploratory design, specific objectives were targeted such as: (1) identifying Grade 12 students' needs in writing argumentative essays; (2) developing a lesson plan using REACT in teaching writing argumentative essays; and (3) validating the REACT lesson.

Summary of Results

The researcher summarized the findings anchored to the research objectives.

1. The final average rating of argumentative essays was 75.2%. It was evident that in the course of argumentative essay writing, students garnered 'fairly satisfactory' and 'did not meet expectations' remarks. Sentence skills, presentation of thesis statement, evidence, and counterevidence, and organization of essay were the identified argumentative writing needs.

2. The researcher developed the REACT lesson plan for teaching argumentative writing. It was based on the argumentative writing needs, the basic concepts and principles

in argumentative essay writing, and the REACT procedure as a form of application of SCT L2 in teaching writing.

3. This study validated the REACT lesson plan. The lesson plan garnered an overall rating of ‘4’ with a descriptive evaluation of ‘accomplished.’ Additionally, certain comments and suggested revisions were also given to enhance the content and structure of the lesson. Issue to be enumerated in the lesson plan, a thesis statement activity, and questions and tasks that will require the use of textual evidence were some of the suggestions expressed by the validators.

Conclusion

With the purpose of exploring REACT in teaching argumentative writing, the researcher yielded the following conclusions:

There were evident argumentative writing needs as the student essays were poorly written. Specifically, the argumentative writing needs laid on (1) sentence skills including precise spelling, grammar, word order, word usage, and punctuation; (2) presentation of relevant, objective, and comprehensive thesis statement; (3) presentation reasonable arguments supported by properly cited factual and strong evidence and counterevidence; and (4) maintaining clear, relevant, and logical organization of essay.

The development of REACT lesson plan in teaching argumentative writing paved the way to address students’ argumentative writing needs. In this four-week plan, student-directed lectures, tasks, and activities reflected the principles of REACT.

REACT lesson plan passed the expert validation as the instructional activities were aligned with learning targets. In addition, the specified comments and suggested revisions

by the three validators positively improved the content and structure of the REACT lesson plan in teaching argumentative writing. Some lesson parts, with weakly-stated teaching procedures, became explicit and clear. With the comprehensive detail of instruction provided for each lesson part, the researcher hopes that the lesson implementation will become explicit and clear as well.

Limitations

Restrictions were identified hence it could lead as to how future studies can be improved and some indicators on possible avenues for further investigation.

The time frame allotted for the identification of writing needs was not sufficient since the performed data collection was just a miscellaneous and additional part of the writing lesson.

Crafting writing lessons were apparently subjective in the viewpoint of other ESL practitioners. In this study, the researcher himself was also the writing teacher. Moreover, a three-to-four-week lesson time frame in teaching argumentative essay writing is barely sufficient. As suggested by one of the REACT lesson validators, the lesson can be co-planned with other clinical educators, special educators, and other outside resources like parents.

The REACT Lesson can be validated by other existing lesson plan rubrics. In that sense, other key elements in lesson planning can be considered to improve the content and structure of the plan. Moreover, the plan can be restructured based on Department of Education (DepEd) Order 42, Series of 2016, other lesson plan formats such as Daily

Lesson Logs (DLL), Detailed Lesson Plans (DLP), and Lesson Exemplars (LE) for straightforward validation.

Recommendations

1. Ample time to perform data collection should be considered to arrive with more conclusive baseline data specific to students' argumentative writing needs.

2. REACT lesson can be co-planned with other clinical educators, special educators, and other outside resources like parents. A way to also enhance the REACT lesson is for the writing teacher to collaborate with other institutions and stakeholders – the parents and the community at large.

3. REACT Lesson can be validated by other existing lesson plan rubrics, specifically a local lesson plan rubric. In that sense, other key elements in lesson planning, such as localized principles and mandate, can be considered to improve the content and structure of the plan.

4. Academic teachers can implement the REACT lesson in other subjects taught in the Senior High School Curriculum, such as Reading and Writing Skills (RWS) and Media and Information Literacy. By implementing this strategy, it can aid students in crafting and presenting their different written outputs in a clear, concise, and logical way.

5. Further research on teaching writing using the REACT procedure may be done in Elementary and Junior High School students. Future studies can integrate different research methodologies to address writing difficulties in other text types such as narrative, descriptive, and expository text.

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Appendices

Appendix A

Permission Letter to School Head on the Conduct of the Study



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IV-A CALABARZON
DIVISION OF BIÑAN CITY
Biñan City, Laguna
SOUTHVILLE 5A INTEGRATED NATIONAL HIGH SCHOOL
Southville 5-A, Barangay Langkiwa, City of Biñan, Laguna
Tel. No.: Admin - (049) 513-6529, LIS - (049) 513-6528



June 28, 2019

MILDRED D. DIÑA

Principal I

Southville 5-A Integrated National High School

Southville 5-A, Langkiwa, Biñan City, Laguna

Ma'am Diña:

Greetings in peace!

The undersigned is a Senior High School Teacher from your esteemed institution, Southville 5-A Integrated National High School, who crafts a Master's thesis titled: **"REACT as an Instructional Approach in Teaching Argumentative Essays."** In line to this, the researcher seeks for your permission to perform the study in the said locale. The Grade 12 Academic Track – Humanities and Social Sciences Strand students from Mahatma Gandhi class and Nelson Mandela class are the subjects for analysis.

For enlightenment, an application of REACT (a procedure in Contextual Teaching and Learning) will be evident in the lessons in Reaction Paper and Position Paper writing in EAPP class for the first semester of the S.Y. 2019-2020. To be specific, please be guided by the timeline set by the researcher:

TOPIC IN EAPP	DATES OF LESSON EXECUTION
Reaction/Review/Critique Paper	July 15-19, 2019
Position Paper	September 9-13, 2019

Your approval regarding this endeavor is highly-appreciated. Many thanks! God speed!

Sincerely,

Federico A. Mendoza, Jr.
Researcher

Approved:

Mildred D. Diña
Principal I

Appendix B

Consent Letter for Students and Parents/Guardians on the Conduct of the Study



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IV-A CALABARZON
DIVISION OF BIÑAN CITY
Biñan City, Laguna
SOUTHVILLE SA INTEGRATED NATIONAL HIGH SCHOOL
Southville 5-A, Barangay Langkiwa, City of Biñan, Laguna
Tel. No.: Admin - (049) 513-6529, LIS - (049) 513-6528



Hulyo 1, 2019

Mga minamahal na magulang at gabay,

Isang pinagpalang araw sa ating lahat!

Ako po si **G. Federico A. Mendoza, Jr.**, guro ng inyong mga anak sa asignaturang *English for Academic and Professional Purposes* (EAPP) ay kasalukuyang nagsasagawa ng isang saliksik pang-masters na may titulo na **"REACT as an Instructional Approach in Teaching Argumentative Essays."**

Kaugnay nito, aking hinihingi ang inyong permiso na maging respondente ang inyong anak sa nasabing saliksik. Ang saliksik ay tungkol sa paggamit ng REACT procedure (Isang approach ng kontekstong pagkatuto) sa mga aralin ng asignaturang EAPP. Para maging malinaw, ang mga sumusunod ang mga aktibidad na gagawin ng mga bata habang isinasagawa ang saliksik:

1. Pagsulat nang Reaction Paper at Position Paper hinggil sa temang ibibigay ng guro
2. Pagsagot nang isang sarbey hinggil sa karanasan nila habang pinatatakbo ang mga aralin

Ang mga output na kanilang matatapos ay magsisilbing requirements sa nasabing asignatura kaya malaking bagay ang kanilang paglahok sa saliksik.

Lubos na pasasalamat ang aking ibinibigay sa inyong positibong tugon!

Gumagalang,


Federico A. Mendoza, Jr.
Mananaliksik

Inaprubahan ni:


Mildred D. Diña
Principal I

Hulyo ____, 2019

Ang aking anak na si _____ mula sa baitang labing-dalawa ng pangkat _____ ay aking

_____ pinapayagang makilahok sa saliksik.

_____ hindi pinapayagang makilahok sa saliksik sa kadahilanang _____.

Pangalan at Lagda ng Mag-sasal

Pangalan at Lagda ng Magulang/Gabay

Appendix C

Signed Consent Letter of Students and Parents/Guardians

Hulyo <u>4</u> , 2019	
Ang aking anak na si <u>Rizza Marie Guico</u> mula sa baitang labing-dalawa ng pangkat <u>Mahatma Gandhi</u> ay aking	
☒ pinapayagang makilahok sa saliksik. ☐ hindi pinapayagang makilahok sa saliksik sa kadahilanang _____	
<u>Rizza Marie Guico</u> Pangalan at Lagda ng Mag-aaral	<u>Myra M. Guico</u> Pangalan at Lagda ng Magulang/Gabay

Hulyo <u>4</u> , 2019	
Ang aking anak na si <u>David Redan Jay G.</u> mula sa baitang labing-dalawa ng pangkat <u>Mahatma Gandhi</u> ay aking	
☒ pinapayagang makilahok sa saliksik. ☐ hindi pinapayagang makilahok sa saliksik sa kadahilanang _____	
<u>David Redan Jay G.</u> Pangalan at Lagda ng Mag-aaral	<u>Edralyn David</u> Pangalan at Lagda ng Magulang/Gabay

Hulyo <u>4</u> , 2019	
Ang aking anak na si <u>Alexandra Sumagpang</u> mula sa baitang labing-dalawa ng pangkat <u>Mahatma Gandhi</u> ay aking	
☒ pinapayagang makilahok sa saliksik. ☐ hindi pinapayagang makilahok sa saliksik sa kadahilanang _____	
<u>Alexandra Sumagpang</u> Pangalan at Lagda ng Mag-aaral	<u>Fe Sumagpang</u> Pangalan at Lagda ng Magulang/Gabay

Hulyo <u>4</u> , 2019	
Ang aking anak na si <u>APRIL NIAN GUMANAY</u> mula sa baitang labing-dalawa ng pangkat <u>NELSON MANDELA</u> ay aking	
☒ pinapayagang makilahok sa saliksik. ☐ hindi pinapayagang makilahok sa saliksik sa kadahilanang _____	
<u>APRIL NIAN GUMANAY</u> Pangalan at Lagda ng Mag-aaral	<u>Jenny Gumanay</u> Pangalan at Lagda ng Magulang/Gabay

Appendix D

Academic Writing Rubric (Used for Entry Requirement)



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IV-A CALABARZON
DIVISION OFFICE - BIÑAN CITY
Biñan City, Laguna
SOUTHVILLE 5A INTEGRATED NATIONAL HIGH SCHOOL
Southville 5-A, Barangay Langkiwa, City of Biñan, Laguna
Tel. No.: Admin - (049) 513-6529, LIS - (049) 513-6528



ESSAY # _____

Directions: Rate the output based on the given criteria. Please put a checkmark (✓) below the numerical score opposite to the specific criterion stated. Be guided by the following points with its corresponding verbal rating:

Strongly Evident (3 points)

Slightly Evident (1 point)

Evident (2 points)

Not Evident (No Point)

Criteria	3 points	2 points	1 point	No point
FORMATTING				
a. Proper alignment of paragraphs				
b. General aesthetic appeal of the output				
c. Conformity to the standards of academic writing				
LANGUAGE CONVENTIONS				
a. Grammatical presentation of ideas				
b. Correct use of punctuations				
c. On capitalization and spelling				
OBJECTIVITY				
a. Logical connectedness of the ideas presented to the given prompt				
b. Critical connectedness of the ideas presented to the given prompt				
b. Ethical connectedness of the ideas presented to the given prompt				
COMPREHENSIVENESS				
a. Clarity of the ideas presented to the given prompt				
b. Breadth of writing				
c. Completeness/Precision of the ideas presented				
d. Inclusiveness of the necessary ideas				

SCORE: _____

Name and Signature of the Rater: _____

Appendix E

Accomplished Academic Writing Rubric Sheet

ESSAY # 33

Directions: Rate the output based on the given criteria. Please put a checkmark (✓) below the numerical score opposite to the specific criterion stated. Be guided by the following points with its corresponding verbal rating:

Criteria	3 points Strongly Evident (3 points) Slightly Evident (1 point)	2 points Evident (2 points) Not Evident (No Point)	1 point	No point
FORMATTING				
a. Proper alignment of paragraphs	✓			
b. General aesthetic appeal of the output	✓			
c. Conformity to the standards of academic writing	✓			
LANGUAGE CONVENTIONS				
a. Grammatical presentation of ideas	✓			
b. Correct use of punctuation	✓			
c. On capitalization and spelling	✓			
OBJECTIVITY				
a. Logical connectedness of the ideas presented to the given prompt	✓			
b. Critical connectedness of the ideas presented to the given prompt	✓			
b. Ethical connectedness of the ideas presented to the given prompt	✓			
COMPREHENSIVENESS				
a. Clarity of the ideas presented to the given prompt	✓			
b. Breadth of writing	✓			
c. Completeness/Precision of the ideas presented	✓			
d. Inclusiveness of the necessary ideas	✓			

SCORE: 39

Name and Signature of the Evaluator: 

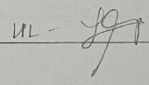
Millanna

ESSAY # 35

Directions: Rate the output based on the given criteria. Please put a checkmark (✓) below the numerical score opposite to the specific criterion stated. Be guided by the following points with its corresponding verbal rating:

Criteria	3 points Strongly Evident (3 points) Slightly Evident (1 point)	2 points Evident (2 points) Not Evident (No Point)	1 point	No point
FORMATTING				
a. Proper alignment of paragraphs		✓		
b. General aesthetic appeal of the output		✓		
c. Conformity to the standards of academic writing		✓		
LANGUAGE CONVENTIONS				
a. Grammatical presentation of ideas		✓		
b. Correct use of punctuation		✓		
c. On capitalization and spelling		✓		
OBJECTIVITY				
a. Logical connectedness of the ideas presented to the given prompt		✓		
b. Critical connectedness of the ideas presented to the given prompt		✓		
b. Ethical connectedness of the ideas presented to the given prompt		✓		
COMPREHENSIVENESS				
a. Clarity of the ideas presented to the given prompt		✓		
b. Breadth of writing		✓		
c. Completeness/Precision of the ideas presented		✓		
d. Inclusiveness of the necessary ideas		✓		

SCORE: 29

Name and Signature of the Evaluator: 

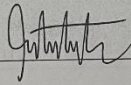
Millanna

ESSAY # 15

Directions: Rate the output based on the given criteria. Please put a checkmark (✓) below the numerical score opposite to the specific criterion stated. Be guided by the following points with its corresponding verbal rating:

Criteria	3 points Strongly Evident (3 points) Slightly Evident (1 point)	2 points Evident (2 points) Not Evident (No Point)	1 point	No point
FORMATTING				
a. Proper alignment of paragraphs	✓			
b. General aesthetic appeal of the output	✓			
c. Conformity to the standards of academic writing	✓			
LANGUAGE CONVENTIONS				
a. Grammatical presentation of ideas	✓	✓		
b. Correct use of punctuation	✓	✓		
c. On capitalization and spelling	✓	✓		
OBJECTIVITY				
a. Logical connectedness of the ideas presented to the given prompt		✓		
b. Critical connectedness of the ideas presented to the given prompt		✓		
b. Ethical connectedness of the ideas presented to the given prompt		✓		
COMPREHENSIVENESS				
a. Clarity of the ideas presented to the given prompt		✓		
b. Breadth of writing		✓		
c. Completeness/Precision of the ideas presented		✓		
d. Inclusiveness of the necessary ideas		✓		

SCORE: 12+18+30

Name and Signature of the Evaluator: 

Cardo

Appendix F

Mullinix Rubric (2003) Validation Tool for Argumentative Essay Rubric



Directions: The matrix below is a tool to assess a scoring rubric. The tool is created by Dr. Bonnie B. Mullinix of Monmouth University on December 2003. Using the tool, assess the analytic rubric for argumentative essays. Cross out the box of specific criteria indicator then get the sum and circle the final score. After that, fill in the second matrix for specific comment/feedback and the possible revisions to be made. Thank you!

A Rubric for Rubrics

A Tool for Assessing the Quality and Use of Rubrics in Education

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than 1/2 level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignment(s).
Support of Metacognition (Awareness of Learning)	Rubric is not shared with learners	Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss the design of the rubric and offer feedback/ input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

**Considered optional by some educators and a critical component by others*

Scoring:	0 - 10 = needs improvement	11 - 15 = workable	16 - 20 = solid/good	21 - 24 = exemplary
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Dr. Bonnie B. Mullnix © Monmouth University December 2003

Retrieved from [https://www.asu.edu/courses/asu101/asuonline/temp/rubric %20for rubrics.pdf](https://www.asu.edu/courses/asu101/asuonline/temp/rubric%20for%20rubrics.pdf)



COMMENTS	SUGGESTED REVISION

Reviewed by:

Name and Signature of ESL Practitioner

Appendix G

Accomplished Mullinix Rubric (2003) Validation Tool for Argumentative Essay Rubric



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



Directions: The matrix below is a tool to assess a scoring rubric. The tool is created by Dr. Bonnie B. Mullinix of Monmouth University on December 2003. **Using the tool, assess the analytic rubric for argumentative essays.** Cross out the box of specific criteria indicator then get the sum and circle the final score. After that, fill in the second matrix for specific comment/feedback and the possible revisions to be made. Thank you!

A Rubric for Rubrics A Tool for Assessing the Quality and Use of Rubrics in Education				
Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criterion is clearly delineated for the assignment(s)
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and logical
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than 1/2 level)	Cross-scoring using agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric is used as a guide for design and guidance of assignment(s) as well as evaluation of assignment(s)
Support of Metacognition (Awareness of Learning)	Rubric is not shared with learners	Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to develop the skills of learning throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners either use or do not use the rubric	Learners offered the rubric and may choose to use it for self assessment	Learners discuss the design of the rubric and offer feedback/ input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

*Considered optional by some educators and a critical component by others

Scoring: 0 - 10 = needs improvement 11 - 15 = workable 16 - 20 = solid/good 21 - 24 = exemplary

Dr. Bonnie B. Mullinix © Monmouth University December 2003

Retrieved from https://www.asu.edu/courses/asu101/asuonline/temp/rubric_%20for_rubrics.pdf



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



COMMENTS	SUGGESTED REVISION
The scoring rubric under assessment is adapted from Toulmin (1958,2003) and Hyland (2005). In such a case, the learners' involvement in developing the rubric is not manifested.	Involving the students in the modification of criteria will increase the likelihood of achieving the learning outcomes expected from them.

Reviewed by:

KRISTEL LALEINE C. PAMPANG
Name and Signature of ESL Practitioner

Appendix H

Argumentative Essay Rubric

	<i>Highly Evident (3 points)</i>	<i>Evident (2 points)</i>	<i>Partially Evident (1 point)</i>	<i>Not Evident (0 point)</i>	<i>SCORE</i>
Stance and Purpose	The thesis statement strongly and purposively asserts the topic. It directly answers the writing prompt.	The thesis statement asserts the topic and its purpose. It answers the writing prompt.	The thesis statement displays ambiguity. It somehow attempts to answer the writing prompt.	The thesis statement is irrelevant. It does not address the writing prompt.	
Foundation of Argument	Clear and specific facts or evidence from credible sources using quotes and citations are presented. Piles of evidence clearly back up the stance of the writer.	Some facts or evidence from credible sources using quotes and citations are presented. Evidences attempt to back up the stance of the writer.	Minimal facts or evidence from credible sources using quotes and citations are presented. Evidences barely attempt to back up the stance of the writer.	Facts are almost non-existent. Evidence, if any, do not support the stance of the writer.	
Reasoning and Analysis	Statements of reasoning that link the stance to the evidences and writer's analyses that give the evidences general support are both presented.	Some statements of reasoning that link the stance to the evidences and writer's analysis that gives the evidences general support are presented.	Statements of reasoning that link the stance to the evidences and writer's analysis that gives the evidences general support are hardly presented.	Some statements of reasoning and writer's analysis are absent.	

Sentence Writing Competence	Spelling, grammar, word order, word usage, and punctuation are precise.	Spelling, grammar, word order, word usage, and punctuation are acceptable.	Spelling, grammar, word order, word usage, and punctuation are unsatisfactory.	Spelling, grammar, word order, word usage, and punctuation need improvement.	
Text Organization	Clear, relevant, and logical organization of essay is consistently maintained. Essay has systematically presented multiple sections that are creatively and intellectually developed to support the writer's arguments.	Clear, relevant, and logical organization of essay is maintained. Essay has presented multiple sections that are thoughtfully developed to support the writer's arguments.	Organization of essay is partly maintained. Essay has presented few sections that are developed to support the writer's arguments.	Organization of essay is not maintained. Essay has bare sections to support the writer's arguments.	
TOTAL					

Appendix I

Accomplished Argumentative Essay Rubric

ESSAY NUMBER:	ANALYTIC RUBRIC FOR ARGUMENTATIVE ESSAYS	DATE	NAME
1. Stance and Purpose	Score	July 22, 2019	Mr. Mendoza
2. Foundation of Argument	0		
3. Reasoning and Analysis	4		
4. Sentence Writing Competence	4		
5. Text Organization	4		
Total	16		

POSITION PAPER

ON SOCIAL MEDIA

An individual's exposure over social media leads to the possessions of being influential. Social media is a valuable communication tool with others, locally and worldwide by the means of interaction and connectedness. It is also a medium used for sharing, creating, and spreading information from individual to many. Primarily, social media vastly impacts one's ability to communicate, form relationships to others, and acquire information for personal possessions.

Through time, the growth of social media users are invading which most researchers discovered it as crucial factor of influences commencement. Evidently, as from the statistics in the previous years, social media users increased in numbers that gets even higher nowadays. With that alarming quantity of social media users, social media becomes part of people's necessary daily activity. Seemingly, because of relying on social media to infer informations, there happens the exposure very often.

Mostly today's, among youths are exposed on social media by which they take an such current and trending reviews and blogs that are constantly posted by the well-known individuals named as social media influencers. This contributes the idea that individuals exposure on social media through such posts of material possessions and achievements are attractive causes other people to concern themselves and be motivated to achieve even more, leading to the eagerness to bring impact to others the same way. Regardless of who's real and what's not on social media, individual who are

ESSAY NUMBER:	ANALYTIC RUBRIC FOR ARGUMENTATIVE ESSAYS	DATE	NAME
1. Stance and Purpose	Score		Mr. Mendoza
2. Foundation of Argument	0		
3. Reasoning and Analysis	4		
4. Sentence Writing Competence	4		
5. Text Organization	4		
Total	16		

POSITION PAPER

DOES K-12 PROGRAM HELPFUL ENOUGH?

Education is the very crucial matter to achieve success in life. People aims to have a kind of education that can be used as a sword to conquer indigency. Thus, educational administrations also seeks to contribute and provide quality learning in order to produce and mold numbers of lifelong learners. Certainly, anyone wants to attain its valuable cause, especially the benefits of being to compete intelligibly with the counterparts around the world. Hence, it will give a huge impact to national economy.

In the context of the Philippines, there is existing law signed by former President Aquino which is the Basic Education Act of 2013 (Republic Act 10533), or most commonly referred to as K-12 law. The K-12 law ordains that all pupils entering Kindergarten or preschool, and secondary level will add two more years that is the senior high school. Considering its program, it embodies vital points that most of the people consents to because of its beneficial cause. K-12 Education Program helps every student to be more knowledgeable in their chosen field, well-equipped with quality education and practical skills, and prepared enough to take their future careers.

Accordingly, everybody has stakes or concerns about education and, consequently, everyone should listen to all the voices who have prompts regarding the K-12 program. There are beneficiaries

ESSAY NUMBER:	ANALYTIC RUBRIC FOR ARGUMENTATIVE ESSAYS	DATE	NAME
1. Stance and Purpose	Score		Mr. Mendoza
2. Foundation of Argument	0		
3. Reasoning and Analysis	4		
4. Sentence Writing Competence	4		
5. Text Organization	4		
Total	16		

POSITION PAPER

global standards

Philippines is one of the poorest of world's classification ranked as one of the low income countries. Though the country prioritizes reaching the national growth and development, the incompetency is still evident. And prior to this problem, the Department of Education (DepEd) in 2013 made adjustments in their accredited curricula by adopting the K-12 scheme. It was implemented as a compliance to the universal standard in education.

Compared to the previous academic system, K-12 scheme is much longer in place. Filipino students will start in kindergarten before they undergo primary and secondary education then another two years has added in high school. But, senior high goes beyond just adding two years in high school. In fact, K-12 curriculum provides expertise in work matters, produces of well-oriented academic life, and rises the readiness of student as they go in college.

But five years after the law was enacted, teachers and students was plagued with lot of problems. The implementation of the K-12 curriculum in the country drew negative reactions from various societal groups. They pledge that the government isn't yet ready for this new system but it will only give additional burden to students and to their parents.

In connection with, Basilio (2018) said that there is no remarkable improvement in K-12 but it only worsened the education system of the country in all aspect. But despite of being disadvantageous, Reco (2018) asserted that the constitutionality of the K-12 program mounts the country's educational system to be at par with international standard. It only means that K-12 program bust the employability of graduates because of its sufficient provision of student's educational and future needs.

ESSAY NUMBER:	ANALYTIC RUBRIC FOR ARGUMENTATIVE ESSAYS	DATE	NAME
1. Stance and Purpose	Score		Mr. Mendoza
2. Foundation of Argument	0		
3. Reasoning and Analysis	4		
4. Sentence Writing Competence	4		
5. Text Organization	4		
Total	16		

POSITION PAPER

Social Media Influencer?

Social media is the best way to connect with other people. It facilitates the creation and sharing of information, ideas, content in texts, and other forms of expression via virtual communities and networks. And social media can easily reach big masses, social media influencers' status is rise.

If you want to be an social media influencer, you have to pack credence in delivering your content. Always check the accuracy of the information that you will input to your followers. Do not share an information that can be questioned its accuracy.

In addition, social media influencer should have the consistency. If you want your followers to be influenced in something then you have to show consistency. And if you do it, I am sure that it will be remarkable in their minds.

Lastly, a social media influencer must be careful in every action that they will do. They have to be mindful in every word that they will say or post. Because sometimes people just only to find themselves the victim of an attack or backlash because the words they chose were misinterpreted or misunderstood. One of words, body language, and tone are important.

Summing up, a social media influencer must have credibility, consistency and responsibility. Being an influencer is not easy but knowing that you have the ability to influence others is a big factor. And for all this

Appendix J

Samples of Manually Coded Argumentative Essays

02
ESSAY NO. 20

Pan Cohern

Characteristics of a Good Social Media Influencer

In our generation today, technology is highly evident in such a way that bulk of our actions is depending on it. For instance, it serves as a medium of communication to us because of the advancement of technology. Social media offers a platform to television, internet, social media, a form of electronic communication through which people create online communities to share information, ideas and personal messages. It has also become an integral part of our lives because most people are greatly influenced by it. It is the starting point in which social media influencing becomes popular. Different social influencers come out to influence others but it is hard to be the top social media influencer you must possess a character. A social media influencer must be a person of authority, has the power to affect others' decision, lastly must possess an authenticity.

According to Abraham Webster authenticity is something to do on how you affect or control someone and something so in relation for being a social media influencer it is important to express your authority in the viewers for you to catch their attention and for them to believe on what you were saying to imply. It is also necessary to have a power to affect others' decision because the task of an influencer is to influence others. So it is really important to affect others' decision so they will be able to support your products. Lastly, a social media influencer must possess an authenticity. It is creating your own image that is not copied to other people. When you possess it people will entertain and at

Weak Evidence / Weak Conclusion

04
ESSAY NO. 67

Pan Cohern

Proposition: I am life-ready after Senior HS
Stand: Agree

K-12 education system: A beneficial program for Filipino Students

K-12 learners are life-ready after SHS

How can we say that K-12 curriculum has more advantage than the old curriculum? That is the question of every student after the K-12 has been implemented back then. K-12 is an education system under the Department of Education that aims to have a better education and also to enhance the basic skills of the students and prepare the graduates for tertiary education after senior high school, and for employment. K-12 education system should remain because it provides students with the skills, enough global competencies, and the readiness to join the workforce.

Articles say that the education system can produce graduates that are globally competitive, ready for work, or even pursuing tertiary education after senior high school (Filipinotimes, 2018). Majority of these 600,000 students (1) don't think they really got the sufficient training (Fenix, 2018). But in the policy brief made by senate economic planning

Far Evidence / Weak Conclusion

04
ESSAY NO. 55

Pan Cohern

Proposition: I am life-ready after Senior High School
Stand: Agree

"The K to 12 Curriculum"

Modernization is widely spread all over the world nowadays. We need to be globally competitive so we cannot be left behind from other countries, especially when it comes to education. That is why the K to 12 education system has implemented which refers to the kindergarten and 12 years of elementary to secondary level. This education system uplifts the student's knowledge and skills in different courses or field. The K to 12 curriculum serves as an open door for many working opportunities and help the students to be recognized as good labor force that establishes a deep sense of professionalism.

Although K to 12 curriculum is aimed for 21st century, it is not well-accepted by some people, especially for some parents and students. According to Isagani Cruz (2014), the drop-out increased because of the extra 2 years of K to 12 program. In contrast, the another two years in this enhanced basic education system helps the students to master their skills and to better prepare them to whatever career pathway they go. "The changes to the education system are intended to better equip students for employment and further study, both at home and abroad." (Eschel Michael, 2016).

The K to 12 graduates get a higher chance for job opportunities, will be more equipped for entrepreneurship and can easily be employed. The K to 12 program promotes an emotional preparedness among students to take on the challenges of the workforce. "One of the main objectives of senior high school is to currently working on creating job opportunities and options for SHS graduates." (M. Reyes, 2018).

Far Evidence / Weak Conclusion

04
ESSAY NO. 49

Pan Cohern

Proposition: I am life-ready after SHS
Stand: AGREE

Is K-12 beneficial or not?

Philippines are well-known to be competitive within the international community. However, our current education system hinder us from turning into even a lot of competitive. The Department of Education (DepEd) has a program which is K-12 program that covers kindergarten and 12 years of basic education (6 years of primary education, 4 years of junior high school and 2 years of senior high school). It lengthened basic schooling to include a two-year senior high school and offered technical and vocational course to students not planning to go to college. This giving them more chances of getting employed in the labor force. To further this program, the Republic Act No. 10533 of 2013 passed the senators in order to achieve of student an opportunity to receive quality education and it provides sufficient medium for mastery of concepts and skills, develop life-long learning, and prepares graduates for tertiary education.

Just like the usual, this program has also its negative impact. Parents have to provide more money for their children's transportation, food, school miscellaneous, and tuition (if necessary) and since

Far Evidence / Weak Conclusion

Appendix K

Lesson Plan Evaluation Rubric *Adapted from Northern Kentucky University (2008)*

Directions: The matrix below is a tool to evaluate a lesson plan. The tool is adapted from Northern Kentucky University in 2008. Using the tool, evaluate the REACT Lesson Plan for Argumentative writing. Please score per criterion with corresponding remarks. After that, fill in the second matrix for specific comment/feedback and the possible revisions to be made. Thank you!

LESSON CRITERIA	Ineffective (1 point)	Emerging (2 points)	Target (3 points)	Accomplished (4 points)	Score and Remarks
Learning Targets/ Objectives	Lists learning targets/ objectives that do not reflect key concepts of the discipline.	Lists learning targets/ objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.	
Baseline Knowledge and Skills	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and uses that data to plan instruction to promote the learning of all students.	
Assessment	Plans methods of assessment that do not measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives, and incorporates methods of student self-assessment.	
Instructional Strategies Aligned to Objectives	Plans instructional strategies that do not align with stated learning targets/ objectives	Plans instructional strategies that align with stated learning targets/ objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.	
Lesson Plan Procedures	The procedures' section does not include any of the	The procedures' section includes some of the required elements, such as	The procedures' section includes all of the required elements, including sufficient	The procedures' section includes all of the required elements, including sufficient detail of instructional	

	required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	a sequence of activities, assessments, and differentiation strategies to meet students' needs.	detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.	strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.	
Multiple Levels of Learning	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.	
Collaborative Planning	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.	Co-plans lesson with PK-12 clinical educator, special educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.	
Plans for Technology During Instruction	Nothing in the lesson plan to indicate the teacher candidate or students will use technology.	The lesson plan indicates the teacher candidate or students will use technology, but the technology will not enhance instruction or student learning.	The lesson plan indicates the teacher candidate and students will use technology in a manner that facilitates and enhances instruction and/or student learning.	The lesson plan indicates the teacher candidate and students will use technology in a manner that facilitates and enhances instruction and/or student learning, as well as provides differentiated instruction that supports the needs of all learners.	

COMMENTS	SUGGESTED REVISION

Evaluated by:

Appendix L

Accomplished Lesson Plan Evaluation Rubric *Adapted from Northern Kentucky University (2008)*

LESSON PLAN EVALUATION RUBRIC *Adapted from Northern Kentucky University (2008)*

Directions: The matrix below is a tool to evaluate a lesson plan. The tool is adapted from Northern Kentucky University in 2008. Using the tool, evaluate the REACT Lesson for Argumentative writing. Please score per criterion with corresponding remarks. After that, fill in the second matrix for specific comment/feedback and the possible revisions to be made. Thank you!

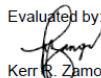
LESSON CRITERIA	Ineffective (1 point)	Emerging (2 points)	Target (3 points)	Accomplished (4 points)	Score and Remarks
Learning Targets/ Objectives	Lists learning targets/ objectives that do not reflect key concepts of the discipline.	Lists learning targets/ objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.	4 The learning targets were identified consistent to the needs of the learners as least learned competencies were the bases.
Baseline Knowledge and Skills	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and uses that data to plan instruction to promote the learning of all students.	4 In an interview with the proponent, it was cleared up that 3 pre-assessment writing activities have been conducted and were the bases of the learning targets. The lessons were

					designed to achieve the learning targets.
Assessment	Plans methods of assessment that do not measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives, and incorporates methods of student self-assessment.	3 Assessments are aligned to the learning targets. However, methods for self-assessment of students are barely observed in the plan.
Instructional Strategies Aligned to Objectives	Plans instructional strategies that do not align with stated learning targets/ objectives	Plans instructional strategies that align with stated learning targets/ objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.	3 All of the activities and strategies provided directly target the attainment of the objectives except that the attainment learning target 2 can be further supported.
Lesson Plan Procedures	The procedures' section does not include any of the required elements,	The procedures' section includes some of the required elements, such as a	The procedures' section includes all of the required elements, including	The procedures' section includes all of the required elements, including	4 Differentiated tasks were provided.

	such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	sequence of activities, assessments, and differentiation strategies to meet students' needs.	sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.	sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.	Questions and tasks engage higher order thinking skills among learners. Students are active as anticipated from the plan.
Multiple Levels of Learning	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.	4 Similarly, higher order thinking skills are expected to be practiced among learner as reflected in the plan.
Collaborative Planning	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated	Co-plans lesson with PK-12 clinical educator, special educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-	3 The planning was made solely by the teacher.

			learning targets/ objectives.	teaching strategy that is appropriate for the stated learning targets/ objectives.	
Plans for Technology During Instruction	Nothing in the lesson plan to indicate the teacher candidate or students will use technology.	The lesson plan indicates the teacher candidate or students will use technology, but the technology will not enhance instruction or student learning.	The lesson plan indicates the teacher candidate and students will use technology in a manner that facilitates and enhances instruction and/or student learning.	The lesson plan indicates the teacher candidate and students will use technology in a manner that facilitates and enhances instruction and/or student learning, as well as provides differentiated instruction that supports the needs of all learners.	4 Planning to use technology to teach writing is commendable. Displaying the use of electronic resources to source out ideas is a good way to make it relevant to 21st century learners who are tech-savvy.

COMMENTS	SUGGESTED REVISION
<i>It is understood that the lesson plan format is limited to its structure of not providing a short narrative for the said needs assessment conducted.</i>	<i>If there is a possibility to modify the structure of the lesson plan, it would be good to have a short discussion on the pre-assessment conducted. This will strengthen the accuracy of the learning targets.</i>
<i>There is an attempt to ask the students to "present relevant, objective, and comprehensive thesis statement"</i>	<i>If we can add a part of the lesson that will also practice students writing of thesis statement or at least examining/locating thesis statement, that will be a great chance for students to achieve learning target 2.</i>
<i>The plan is based on a data. However, it was mentioned on a casual interview that the proponent of the plan has conducted an focus group discussion.</i>	<i>The signatories of the lesson plan shall be shared to the other clinical educator, special educator, and other outside resources like parents. This means that the plan might as well be co-planned by them.</i>

Evaluated by:

 Kerr G. Zamora
 Teacher III
 Labas SHS, Santa Rosa City

Appendix M

Revised REACT Lesson (Final)



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IV-A CALABARZON
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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 11 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Learning Targets on Writing:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. References:

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson (10 minutes)

Ask questions to recapitulate the past lesson.

1. What are the ways to elucidate on a concept?
2. What is a Concept paper?
3. What are the kinds of Concept paper?
4. What are the mechanics in writing a Concept paper?
5. What specific situations in which a concept paper may be effectively used to improve our society?

B. Establishing a purpose for the lesson (10 minutes)

- The teacher will emphasize some unclarified ideas regarding concept paper writing, with a focus on language use, coherence, and content-building.
- The teacher will discuss the target skills for this four-week lesson on position paper writing. As part of his/her discussion, he/she will state that the target skills are based from the pre-assessment conducted by the researcher-teacher. The writing skills are:
 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 2. presents relevant, objective, and comprehensive thesis statement.
 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 4. maintains clear, relevant, and logical organization of essay.
- The teacher will send a copy of an outline of this four-week lesson on position paper writing to the parents of the learners. It serves as a notice, and an acknowledgement at the same time, that this writing lesson will be executed entirely to ensure student learning.

C. Presenting examples/instances of the new lesson (30 minutes)

RELATE: Play the game “**Take Sides.**” In this game, the teacher will post relevant, timely, and intriguing issues in the society which result to people’s varied views about it. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once an issue is posed, students will go to their preferred side as a stand for the argument. Queries will be asked to few students to formulate their arguments. Fifteen various issues which are worthy of arguing will be given by the teacher such as:

1. Classes shall start at 9:00 am.
2. Same sex relationship is okay.
3. Banana and Peanut butter are a perfect pair.
4. I am pro-divorce.
5. Listening to music while taking examinations should be allowed.
6. Social Media poisons the youth.
7. LGBTQ+ can wear their preferred school uniform.
8. Mobile Phones, at any rate, should not be allowed at school.
9. Corporal punishment for students shall be established again.
10. Legal age should be 16 years old.
11. Drinking alcohol is okay for teenagers.
12. Deadline is deadline.
13. Students should be given plenty of relevant tasks to train them.
14. Softdrinks and junkfood should be allowed at school canteen.
15. I am college-ready after senior high school.

After the game, process questions will be asked.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing a side? How about your prior knowledge? Did all these greatly affect your decision?

D. Discussing new concepts and practicing new skills (90 minutes)

Discuss comprehensively the basic notions/concepts in writing a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. What is a Position Paper?
2. Position Paper VS other Academic Paper
3. Processes Involved in Writing Position Paper
4. The Thesis Statement
5. Coherent Position Paper aided by Toulmin’s Model

E. Developing mastery (20 minutes)

EXPERIENCE: Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.

F. Finding practical application of concepts and skills in daily living

APPLY: Use the standards of position paper writing in the different fields of inquiry for an explicit expression of facts together with some of the writer's viewpoints.

G. Making generalizations and abstractions about the lesson (60 minutes)

COOPERATE: Read the assigned position paper sample. Refer to the EAPP Reader. Together with the group, accomplish a matrix and identify the arguments and counterarguments of the writer regarding the prompt. Reporting will be done once the group written report is accomplished.

“TITLE OF THE POSITION PAPER”

Arguments	Counterarguments

Group 1 – The Case for Short Words

Group 2 – The Other Side of E-Mail

Group 3 – Women Talk Too Much

Group 4 – Is Bad Language Acceptable on TV?

Group 5 – The Great Global Warming Swindle

Group 6 – The Hazards of Industrial Agriculture

Group 7 – ‘r u online?': The Evolving Lexicon of Wired Teens

H. Evaluating learning (20 minutes)

- Rate the group written output and the oral presentations made by the students.

Criteria in scoring the group task:

25 points – Completeness of the matrix

25 points – Organization of the matrix

25 points – Sound delivery of the report

25 points – Sound answers on report interrogation

- Rewrite the following statements to make the thesis clearer. Select one student from the class to discuss an item and ask how the thesis is restated.
 1. The government should care about mental health.
 2. The TLC provides great resources for understanding how to use commas.
 3. Patients like nurses when they are nice.
 4. Dragons can be scary when they breathe fire.

I. Additional Activities for application or remediation

TRANSFER: Have an advanced reading of the following topics then make a short outline of ideas.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System
4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today's World

REMARKS:

REFLECTION:



REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 12 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Learning Targets on Writing:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. References:

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson (10 minutes)

Recapitulate the lectures about the standards of Position paper writing.

B. Establishing a purpose for the lesson (5 minutes)

- The teacher will emphasize some ideas regarding position paper writing, with a focus on thesis statement, process involved in argumentative writing, coherence, and content-building.
- Present explicitly the five learning targets on writing for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson (30 minutes)

RELATE: Do the activity “Fast Talk.” Look for a partner in the room (your other half) for this activity. Both will prepare seven (7) random questions (like those given in Tonight with Boy Abunda). During the fast talk proper, one must quickly ask while the other instantly answers each question, uttering the first choice that comes into his/her mind. From each group, a pair shall demo their fast talk to the class. Process questions will be asked afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your answer? How about your prior knowledge? Did all these greatly affect your decision?

D. Discussing new concepts and practicing new skills (80 minutes)

EXPERIENCE: Ask the students to share their personal views and actual surveyed readings of the following topics and the short outline of ideas they crafted in their respective groupmates.

1. Mobile games
2. Fast Food owned by FilChi Entrepreneurs
3. K to 12 Philippine Education System

4. Random Drug Testing among Junior and Senior High School students
5. Technology in Today's World

As they proceed with group sharing, students should discuss with their groupmates, but not limited to the following:

1. Significant concepts and arguable ideas
2. Research-based discoveries
3. Observations from the community
4. Personal views and inputs

Afterwards, one member from the group will share to the class the discussed key points with the group. The teacher will facilitate it by means of inquiring on textual evidences with students' supporting inferences.

E. Developing mastery (35 minutes)

APPLY: After the group sharing, it is expected that the group will accomplish a consolidated version of the outlines regarding the given topics. Make a graphic organizer for a structured outlining of the given topics.

F. Finding practical application of concepts and skills in daily living

Know the importance of facts as these are the bases of academic discussions and argumentations.

G. Making generalizations and abstractions about the lesson

Make use of the group brainstorming and discussions as bases of the debate to be performed.

H. Evaluating learning (80 minutes)

COOPERATE: Do the activity, “**Stand with me.**” Each group will be assigned a particular topic/issue. The group shall agree on their stand, give at least five reasons and references of evidence to support their claim. All answers shall be briefly presented to the class. Interrogation of student audience happens after each group presentation. Rate the group presentations made by the students. Also, the teacher will choose the best debaters from the class.

Criteria in scoring the group task:

- 25 points – Sensible arguments
- 25 points – Credibility of the arguments
- 25 points – Sound delivery of the report
- 25 points – Sound answers on report interrogation

I. Additional Activities for application or remediation

TRANSFER: Make a thorough search on the K to 12 Philippine Education System.

REMARKS:

REFLECTION:



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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 13 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Learning Targets on Writing:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

- a. References:**

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson (5 minutes)
Recapitulate the lectures about the standards of Position paper writing.

B. Establishing a purpose for the lesson (5 minutes)

- The teacher will emphasize some ideas regarding position paper writing, with a focus on thesis statement, process involved in argumentative writing, coherence, and content-building.
- Present explicitly the five learning targets on writing for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson (20 minutes)

RELATE: Play the game “Take Sides.” In this game, the teacher will post an issue on the K to 12 Philippine Education System. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once the issue is posed, students will go to their preferred word as a stand for the argument. They have to write three arguments regarding the chosen stand. After such, they will rotate clockwise, and they will state three counterarguments about the stand they did not initially choose.

K to 12 Philippine Education System Issue: Are students career-ready after senior high school?

Thorough discussions and process questions will be done afterwards.

1. What are the emotions you felt after the activity?
2. Did you consider your life experiences in choosing your side and in stating your arguments and counterarguments? How about your prior knowledge? Did all these greatly affect your decision?

D. Discussing new concepts and practicing new skills (75 minutes)

Discuss comprehensively the writing of a position paper. In the discussion, the teacher is expected to go thoroughly with the following:

1. Ways to effectively present a point of discussion (as per Toulmin's Model of Argumentation)
2. Choosing a topic
3. Developing Thesis Statement (Using Toulmin's Model of Argumentation)
4. Supporting evidence (Using Toulmin's Model of Argumentation)
5. Considering your audience and determining your viewpoint
6. Organization of a Position Paper
7. Citation and Referencing
8. Plagiarism and Academic Honesty

E. Developing mastery (15 minutes)

EXPERIENCE: Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.

F. Finding practical application of concepts and skills in daily living

Use the standards of position paper writing in the different fields of inquiry for an explicit expression of facts together with some of the writer's viewpoints.

G. Making generalizations and abstractions about the lesson

APPLY: After the series of lesson tasks, all the learned concepts will be put into use. At this part, the students are set to write the first draft of their position paper.

H. Evaluating learning (120 minutes)

COOPERATE:

1. Do the first draft of the position paper with the prompt, "***Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?***" Follow the standards of writing a position paper as based on the lectures made the previous weeks. Consider also the preliminary task accomplished together with their respective group members.

2. Find a student partner. Ask your partner to give constructive feedback regarding the position paper draft. The partner can give reviews on

language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these may be useful in writing the final position paper.

3. Afterwards, the writing teacher will also give his constructive feedback regarding the position paper draft which will highlight language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these will be useful in writing the final position paper.

I. Additional Activities for application or remediation (Assignment)

TRANSFER: Conduct a structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School. Ask few questions to the person about how his/her life after senior high school and how it has prepared him/her in higher education. Be sure to construct concrete questions before conducting the interview.

REMARKS:

REFLECTION:



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REACT LESSON PLAN IN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES (EAPP)

GRADE 12 – Mahatma Gandhi and Nelson Mandela
Academic Track – Humanities and Social Sciences Strand
Weeks 14 / Quarter 2 / First Semester

I. OBJECTIVES

- A. Content Standard:** The learner understands the principles and uses of a position paper.
- B. Performance Standard:** The learner presents a convincing position paper based on properly cited factual evidence.
- C. Learning Targets on Writing:** The learner...
 - 1. adheres to sentence skills including precise word choice, grammar use, and sentence construction.
 - 2. presents relevant, objective, and comprehensive thesis statement.
 - 3. defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
 - 4. maintains clear, relevant, and logical organization of essay.

II. CONTENT

Topic: WRITING THE POSITION PAPER

III. LEARNING RESOURCES

a. References:

- Crawford, L. M. (2001). *Teaching contextually: Research, rationale, and techniques for improving student motivation and achievement*. Texas: CCI Publishing, Inc.
- English for Academic and Professional Purposes (EAPP) Curriculum Guide
- Department of Education (DepEd) Regional slide presentation (Region IV-A)

b. Materials: Projector, laptop, paper and pen, chalk and board, EAPP Reader

IV. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson (10 minutes)

Recapitulate the core of the discussions made last week.

B. Establishing a purpose for the lesson (5 minutes)

- The teacher will emphasize some ideas regarding position paper writing, with a focus on displaying effective claim, developing argument, citing appropriately the factual evidences, and organizing the entire paper.
- Present explicitly the five learning targets on writing for this 4-week lesson. Let the students set their expectations as for the course of this lesson.

C. Presenting examples/instances of the new lesson (30 minutes)

RELATE: The teacher will ask some questions to students as if they are the HUMSS graduates. Make sure that as a student answers a question, the response is based on personal views and experiences. The teacher will ask process questions afterwards.

1. What are the emotions you felt after the activity?
2. How did you consider your life experiences in answering the question? How about your prior knowledge? Did all these greatly affect your response?

D. Discussing new concepts and practicing new skills (15 minutes)

EXPERIENCE: After doing the first draft of the position paper, with the prompt “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”, the students will go out of the boundaries of the classroom. Process the following activities to the students:

1. Researched information will be used in the position paper. They may utilize online and physical libraries to help enrich the content of their position paper.
2. Structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School asking his/her life after senior high school and how it has prepared him/her in higher education.

E. Developing mastery (30 minutes)

APPLY: Students will be asked to share to the class the questions and answers of a HUMSS graduate of Southville 5-A Integrated National High School about his/her life after senior high school and how it has prepared him/her in higher education.

F. Finding practical application of concepts and skills in daily living

Understand the importance of knowing the viewpoints of others regarding a certain societal matter.

G. Making generalizations and abstractions about the lesson (30 minutes)

COOPERATE: With their small group, they will create an outline indicating their personal experiences and knowledge on their projected life after senior high school and how it will prepare him/her in higher education. Discussions will be done afterwards.

H. Evaluating learning (120 minutes)

TRANSFER:

1. Do the final position paper with a prompt, ***“Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”*** Follow the standards of writing a position paper as based on the lectures in the previous weeks. In addition to, consider the student and teacher feedback, online researches, responses from interviews, and personal input about the prompt.

2. The final position paper outputs will be critiqued by a peer of English subject teachers who are engaged into teaching writing. The criteria are as follows:

Argumentative Essay Rubric

	<i>Highly Evident (3 points)</i>	<i>Evident (2 points)</i>	<i>Partially Evident (1 point)</i>	<i>Not Evident (0 point)</i>	<i>SCORE</i>
Stance and Purpose	The thesis statement strongly and purposively asserts the topic. It directly answers the writing prompt.	The thesis statement asserts the topic and its purpose. It answers the writing prompt.	The thesis statement displays ambiguity. It somehow attempts to answer the writing prompt.	The thesis statement is irrelevant. It does not address the writing prompt.	
Foundation of Argument	Clear and specific facts or evidence from credible sources using quotes and citations are presented. Piles of evidence clearly back up the stance of the writer.	Some facts or evidence from credible sources using quotes and citations are presented. Evidences attempt to back up the stance of the writer.	Minimal facts or evidence from credible sources using quotes and citations are presented. Evidences barely attempt to back up the stance of the writer.	Facts are almost non-existent. Evidence, if any, do not support the stance of the writer.	
Reasoning and Analysis	Statements of reasoning that link the stance to the evidences and writer's analyses that give the evidences general support are both presented.	Some statements of reasoning that link the stance to the evidences and writer's analysis that gives the evidences general support are presented.	Statements of reasoning that link the stance to the evidences and writer's analysis that gives the evidences general support are hardly presented.	Some statements of reasoning and writer's analysis are absent.	
Sentence Writing Competence	Spelling, grammar, word order, word usage, and	Spelling, grammar, word order, word usage, and	Spelling, grammar, word order, word usage, and	Spelling, grammar, word order, word usage, and	

	punctuation are precise.	punctuation are acceptable.	punctuation are unsatisfactory.	punctuation need improvement.	
Text Organization	Clear, relevant, and logical organization of essay is consistently maintained. Essay has systematically presented multiple sections that are creatively and intellectually developed to support the writer's arguments.	Clear, relevant, and logical organization of essay is maintained. Essay has presented multiple sections that are thoughtfully developed to support the writer's arguments.	Organization of essay is partly maintained. Essay has presented few sections that are developed to support the writer's arguments.	Organization of essay is not maintained. Essay has bare sections to support the writer's arguments.	
TOTAL					

REMARKS:

REFLECTION:

PREPARED BY:

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Teacher II

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Appendix N

Application of REACT Construct in the Lesson Plan

Week Number	Lesson Plan Part	REACT Construct Present	Addressed Argumentative Writing Need
1	Play the game “Take Sides.” In this game, the teacher will post relevant, timely, and intriguing issues in the society which result to people’s varied views about it. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once an issue is posed, students will go to their preferred side as a stand for the argument. Queries will be asked to few students to formulate their arguments. Fifteen various issues which are worthy of arguing will be given by the teacher such as: 1. Classes shall start at 9:00 am. 2. Same sex relationship is okay. 3. Banana and Peanut butter are a perfect pair. 4. I am pro-divorce. 5. Listening to music while taking examinations should be allowed. 6. Social Media poisons the youth. 7. LGBTQ+ can wear their preferred school uniform. 8. Mobile Phones, at any rate, should not be allowed at school. 9. Corporal punishment for students shall be established again. 10. Legal age should be 16 years old. 11. Drinking alcohol is okay for teenagers. 12. Deadline is deadline. 13. Students should be given plenty of relevant tasks to train them. 14. Softdrinks and junkfood should be allowed at school canteen.	Relate	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.

	15. I am college-ready after senior high school. After the game, process questions will be asked. 1. What are the emotions you felt after the activity? 2. Did you consider your life experiences in choosing a side? How about your prior knowledge? Did all these greatly affect your decision?		
1	Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.	Experience	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Maintains clear, relevant, and logical organization of essay.
1	Use the standards of position paper writing in the different fields of inquiry for an explicit expression of facts together with some of the writer's viewpoints.	Apply	Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
1	Read the assigned position paper sample. Refer to the EAPP Reader. Together with the group, accomplish a matrix and identify the arguments and counterarguments of the writer	Cooperate	Presents relevant, objective, and comprehensive thesis statement.

	regarding the prompt. Reporting will be done once the group written report is accomplished. Group 1 – The Case for Short Words Group 2 – The Other Side of E-Mail Group 3 – Women Talk Too Much Group 4 – Is Bad Language Acceptable on TV? Group 5 – The Great Global Warming Swindle Group 6 – The Hazards of Industrial Agriculture Group 7 – ‘r u online?’: The Evolving Lexicon of Wired Teens		Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.
1	Have an advanced reading of the following topics then make a short outline of ideas. 1. Mobile games 2. Fast Food owned by FilChi Entrepreneurs 3. K to 12 Philippine Education System 4. Random Drug Testing among Junior and Senior High School students 5. Technology in Today’s World	Transfer	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.

2	Do the activity “Fast Talk.” Look for a partner in the room (your other half) for this activity. Both will prepare seven (7) random questions (like those given in Tonight with Boy Abunda). During the fast talk proper, one must quickly ask while the other instantly answers each question, uttering the first choice that comes into his/her mind. From each group, a pair shall demo their fast talk to the class. Process questions will be asked afterwards. 1. What are the emotions you felt after the activity? 2. Did you consider your life experiences in choosing your answer? How about your prior knowledge? Did all these greatly affect your decision?	Relate	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
2	Ask the students to share their personal views and actual surveyed readings of the following topics and the short outline of ideas they crafted in their respective groupmates. 1. Mobile games 2. Fast Food owned by FilChi Entrepreneurs 3. K to 12 Philippine Education System 4. Random Drug Testing among Junior and Senior High School students 5. Technology in Today’s World As they proceed with group sharing, students should discuss with their groupmates, but not limited to the following: 1. Significant concepts and arguable ideas 2. Research-based discoveries 3. Observations from the community	Experience	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.

	4. Personal views and inputs Afterwards, one member from the group will share to the class the discussed key points with the group. The teacher will facilitate it by means of inquiring on textual evidences with students' supporting inferences.		Maintains clear, relevant, and logical organization of essay.
2	After the group sharing, it is expected that the group will accomplish a consolidated version of the outlines regarding the given topics. Make a graphic organizer for a structured outlining of the given topics.	Apply	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Maintains clear, relevant, and logical organization of essay.
2	Do the activity, "Stand with me." Each group will be assigned a particular topic/issue. The group shall agree on their stand, give at least five reasons and references of evidence to support their claim. All answers shall be briefly presented to the class. Interrogation of student audience happens after each group presentation. Rate the group presentations made by the students. Also, the teacher will choose the best debaters from the class. Criteria in scoring the group task: 25 points – Sensible arguments 25 points – Credibility of the arguments 25 points – Sound delivery of the report 25 points – Sound answers on report interrogation	Cooperate	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.

2	Make a thorough search on the K to 12 Philippine Education System.	Transfer	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
3	Play the game “Take Sides.” In this game, the teacher will post an issue on the K to 12 Philippine Education System. The teacher will attach the words, ‘Strongly Agree,’ ‘Agree,’ ‘Disagree,’ and ‘Strongly Disagree’ on the four sides of the classroom. Once the issue is posed, students will go to their preferred word as a stand for the argument. They have to write three arguments regarding the chosen stand. After such, they will rotate clockwise, and they will state three counterarguments about the stand they did not initially choose. K to 12 Philippine Education System Issue: Are students career-ready after senior high school? Thorough discussions and process questions will be done afterwards. 1. What are the emotions you felt after the activity? 2. Did you consider your life experiences in choosing your side and in stating your arguments and counterarguments? How about your prior knowledge? Did all these greatly affect your decision?	Relate	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.

3	Sum up lectures by probing ideas to students. Ask them to create a brief learning log narrating the details of their understanding of what a position paper is. As they write the learning log, the teacher will emphasize to students the proper word choice, grammar use, and precise sentence construction. Then, ask few students to share their logs to the class. After every presentation, student audience can do a survey-inquiry as to the depth of the ideas learnt. Meanwhile, the teacher provides feedback in terms of the language conventions of the learning log.	Experience	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Maintains clear, relevant, and logical organization of essay.
3	After the series of lesson tasks, all the learned concepts will be put into use. At this part, the students are set to write the first draft of their position paper.	Apply	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.

3	1. Do the first draft of the position paper with the prompt, “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?” Follow the standards of writing a position paper as based on the lectures made the previous weeks. Consider also the preliminary task accomplished together with their respective group members. 2. Find a student partner. Ask your partner to give constructive feedback regarding the position paper draft. The partner can give reviews on language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these may be useful in writing the final position paper. 3. Afterwards, the writing teacher will also give his constructive feedback regarding the position paper draft which will highlight language use, presentation of thesis, evidences, and organization of writing. Take note of the comments given as these will be useful in writing the final position paper.	Cooperate	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.
3	Conduct a structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School. Ask few questions to the person about how his/her life after senior high school and how it has prepared him/her in higher education. Be sure to construct concrete questions before conducting the interview.	Transfer	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong

			evidence and counterevidence.
4	The teacher will ask some questions to students as if they are the HUMSS graduates. Make sure that as a student answers a question, the response is based on personal views and experiences. The teacher will ask process questions afterwards. 1. What are the emotions you felt after the activity? 2. How did you consider your life experiences in answering the question? How about your prior knowledge? Did all these greatly affect your response?	Relate	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.
4	After doing the first draft of the position paper, with the prompt “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?”, the students will go out of the boundaries of the classroom. Process the following activities to the students: 1. Researched information will be used in the position paper. They may utilize online and physical libraries to help enrich the content of their position paper. 2. Structured interview to a pioneer HUMSS graduate (from S.Y. 2017-2018) of Southville 5-A Integrated National High School asking his/her life after senior high school and how it has prepared him/her in higher education.	Experience	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.

4	Students will be asked to share to the class the questions and answers of a HUMSS graduate of Southville 5-A Integrated National High School about his/her life after senior high school and how it has prepared him/her in higher education.	Apply	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
4	With their small group, they will create an outline indicating their personal experiences and knowledge on their projected life after senior high school and how it will prepare him/her in higher education. Discussions will be done afterwards.	Cooperate	Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence.
4	Do the final position paper with a prompt, “Lens of a Grade 12 student on career readiness after senior high school: Is it beneficial or a waste of time?” Follow the standards of writing a position paper as based on the lectures in the previous weeks. In addition to, consider the student and teacher feedback, online researches, responses from interviews, and personal input about the prompt.	Transfer	Adheres to sentence skills including precise word choice, grammar use, and sentence construction. Presents relevant, objective, and comprehensive thesis statement. Defends a stand on an issue by

			presenting reasonable arguments supported by properly cited factual and strong evidence and counterevidence. Maintains clear, relevant, and logical organization of essay.
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Curriculum Vitae

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EDUCATIONAL BACKGROUND

Graduate Studies: Philippine Normal University – Manila (2022)
Master of Arts in Education major in English Language Teaching

Undergraduate: Polytechnic University of the Philippines – Santa Rosa Campus
(2013) Bachelor in Secondary Education major in English

High School: Biñan Secondary School of Applied Academics (2009)

Elementary: Timbao Elementary School (2004)

WORK EXPERIENCES

Southville 5-A National High School – Senior High Department (2017- Present)

- Quantitative and Qualitative Research Teacher, Academic Writing Teacher, and Media and Information Literacy Teacher

Cavite State University – Carmona Campus (2019)

- Part time Instructor in Discourse Analysis and Stylistics, and Principles and Theories in Second Language Acquisition

Southville 5-A National High School – Junior High Department (2015 – 2017)

- English 9 and 10 teacher

STI College Southwoods (2015)

- Part-time Literature and Oral Communication Instructor

Cittadini School – San Pedro, Laguna (2013 – 2015)

- Elementary and High School English and Speech teacher

SEMINARS AND TRAININGS

Competent Researchers towards Social Transformation

De La Salle University – Integrated School, November 21-22, 2019

TULONG DUNONG 2019: Pananaliksik at Pagsusulat bilang Tugon sa mga Pangangailangan ng Kaguruan

University of the Philippines – Los Baños, July 29-31, 2019

International Seminar on Research and Writing Strategy for Senior High School Teachers

March 20, 2019

Seminar-Workshop on Action Research

October 25, 2017 – October 26, 2017

21st Century Technology in Language Education

April 21, 2017

Basic Education Action Research Mentoring

February 4, 2016

Jacobo Z. Gonzales Memorial School of Arts and Trade-TESDA Language Skills Institute – English Language

April 23, 2015 – May 29, 2015

AWARDS AND RECOGNITIONS

Division Research Presenter

SDO Biñan City Research Colloquium

May 26, 2021

Regional Research Presenter

2021 CALABARZON English Language Conference

March 25-27, 2021

BERF Grantee and Regional Research Presenter

Department of Education (Region IV-A)

2020 and 2018

International Research Presenter

Conference on Basic Education Research

2019

Outstanding Researcher for Secondary School Level

Gawad SINAG-LAYA, Department of Education – Biñan City

2019