



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



Graduate Dissertations

CGSTER

April 2017

School Based and Workplace Literacies among Teachers

Maria Azela L. Tamayo

Philippine Normal University

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



Online Commons Citation

Tamayo, M.A.L., Gutierrez, M.R.M., Macahilig, H.B. (2017)

School based and workplace literacies among teachers

(Dissertation, Philippine Normal University)

Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/298

**SCHOOL BASED AND WORKPLACE LITERACIES
AMONG TEACHERS**

**A Dissertation Submitted to
The College of Graduate School and Teacher Education Research
Philippine Normal University, Manila**

**In Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy in Reading Education**

**Maria Azela Lopez Tamayo
April 2017**

DEDICATION

To my family

To my parents

To my husband, Raul

To my kids, Martha Betina, Murella Elleza, Ruhan Matheuz

To all the Teachers

M.A.L.TAMAYO

ACKNOWLEDGMENT

I would like to express my deepest gratitude to those who helped me in the completion of this study.

The **Commission on Higher Education, CHED K to 12 Transition Program**, for granting scholarship and financial assistance to complete the study.

Dr. Merry Ruth M. Gutierrez and Dr. Heidi B. Macahilig, my dissertation advisers, for sharing time in giving comments and suggestions and for pushing the researcher to finish the study.

Dr. Zenaida Q. Reyes, CGSTER Dean, for the significant comments and suggestions to this study.

Dr. Judy C. Bautista, Dr. Danilo K. Villena and Dr. William F. Atweh, panel members, for their expertise in sharing valuable time in polishing this study.

Dr. Claudia Odette Ayala, CAS Dean, for being an inspiration and for considering all the researchers' requests to finish the study.

MSEUF/CAS family, for all the prayers, support and encouragement.

Dr. Felix Mercado, DCAVRKMI Dean, and **Dr. Carmina Tolentino**, for giving suggestions and providing materials needed in the preparation and completion of the study.

Friends, PNU classmates, students and relatives and prayer warriors, for being inspiration.

Family, parents, siblings, brothers in law, nieces and nephews, for unending support and understanding especially during my writing.

Research participants, pre service and in service teachers, for sharing stories.

Husband, **Raul** and kids, **Martha Betina** , **Murella Elleza and Ruhan Matheuz**, for all the understanding, support and love.

Almighty God, who never failed to shower with graces, guidance, patience and determination to finish this study.

M.A.L.TAMAYO

TABLE OF CONTENTS

	Page
Title Page.....	i
Dedication.....	ii
Acknowledgment.....	iii
Table of Contents.....	iv
List of Figures.....	vii
List of Tables	viii
Abstract.....	ix
 CHAPTER 1. The Problem and Its Background	
Introduction.....	1
Theoretical Basis.....	10
Conceptual Framework.....	12
Statement of the Purpose.....	15
Scope and Limitations of the Study.....	15
Definitions of Terms.....	16
 CHAPTER 2. Review of Related Literature	
School based Literacy.....	18
Workplace Literacy	21
 CHAPTER 3. Methodology	
Research Design.....	34
Participants of the Study.....	37

Research Setting.....	41
Research Instruments.....	41
Validation of Instruments.....	43
Research Procedure.....	44
Analysis of Data.....	49
Ethical Considerations.....	51
Research Dissemination and Publication.....	52
 Chapter 4. Presentation, Interpretation and Analysis of Data	
The Pre-Service Teachers' Experiences	
Theme 1: Skills Enhancement.....	56
Theme 2: Routine	63
Theme 3: Guided Learning.....	69
The In-Service Teachers' Experiences	
Theme 1: Workplace Demand.....	75
Theme 2: Independent Learning.....	80
Theme 3: Social Interaction.....	84
Workplace Literacy Development Model.....	88
 Chapter 5. Summary of Findings, Conclusions, and Recommendations	92
 References.....	97
Appendices	
A. Interview Protocol.....	115
B. Observation Guide	117
C. Transmittal Letters.....	120

D. Consent Form.....	121
E. Transcripts of Emerging Themes.....	124
F. My Personal Story.....	244
G. Curriculum Vitae.....	246

LIST OF FIGURES

	Page
Figure 1. Conceptual Paradigm of the Study.....	12
Figure 2. Research Procedure Diagram	44
Figure 3. Phases of Analysis.....	49
Figure 4. Thematic Map of the Pre Service Teachers' Experiences.....	55
Figure 5. Thematic Map of the In Service Teachers' Experiences.....	74
Figure 6. Workplace Literacy Development Model.....	87

LIST OF TABLES

	Page
Table 1. Profile of the Pre Service Teachers.....	39
Table 2. Profile of In Service Teachers.....	40

ABSTRACT

Name: **Maria Azela Lopez-Tamayo**
Title: **School Based and Workplace Literacies among Teachers**
Key concepts: **pre service teachers, in service teachers, school based literacy, workplace literacy, literacy, phenomenology**
Degree: **Doctor of Philosophy**
Specialization: **Reading Education**
Advisers: **Merry Ruth M. Gutierrez, Ph.D.**
Heidi B. Macahilig, Ph.D.

This phenomenological study was conducted to investigate the experiences of teachers in developing their reading and writing skills. Specifically, it focused on the pre-service teachers' experiences in developing their reading and writing skills in school and the in-service teachers' experiences in developing their reading and writing skills in the workplace. The gathered data from the lived experiences were used to construct a Workplace Literacy Development Model for Teacher Training. In the course of investigation, 15 teachers (8 pre service and 7 in service) were engaged in semi structured interviews and observations in which they described personal experiences in developing reading and writing skills. From the analysis of the transcribed texts, three major themes emerged to characterize the experiences of the pre service teachers namely: 1) Skills Enhancement; 2) Routine; and 3) Guided Learning. Moreover, three major themes were also emerged from the experiences of the in-service teachers namely: 1) Workplace Demands; 2) Independent Learning and 3) Social Interaction.

The first theme in the pre-service teachers' experiences is called Skills Enhancement. It means that pre-service teachers experienced the development of their reading and writing skills when they were engaged in “grammar in use” and “literature in focus”. The second theme is Routine which means pre-service teachers comply with the requirements in school and deal with challenges in developing reading and writing skills. Finally is the Guided Learning which they received from the teachers. As regard to the in-service teachers experiences, the first theme is Workplace Demands which is related to nature of work and desired behaviors. The second theme is Independent Learning which is related to continuous education and seminars/ conferences. Third is the Social Interaction which is related to creating linkages.

Based on the themes, the study evolved a model reflecting the school and workplace literacies, Workplace Literacy Development Model for Teacher Training. The study recommends a research on revisiting the teacher education curriculum and validation of this model.



APPROVAL SHEET

This dissertation entitled "**SCHOOL BASED AND WORKPLACE LITERACIES AMONG TEACHERS**" prepared and submitted by **MARIA AZELA LOPEZ TAMAYO** in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Reading Education, is hereby recommended for approval and acceptance.

MERRY RUTH M. GUTIERREZ, Ph.D.
Adviser

HEIDI B. MACAHILIG, Ph.D.
Adviser

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

ZENAIDA Q. REYES, Ph.D.
Chairperson

JUDY C. BAUTISTA, Ph.D.
Member

DANILO K. VILLENA, Ph.D.
Member

WILLIAM F. ATWEH, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree Doctor of Philosophy in Reading Education.

21 March 2017

Date

ZENAIDA Q. REYES, Ph.D.

Dean

College of Graduate Studies and
Teacher Education Research

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

Literacy is the acquisition of the knowledge and skills in reading and writing that enable a person to engage in any activity such as reading and writing letters, signing of cheques, observing danger warnings in the street and at work places and reading of books. (Arko & Addison, 2009; Bhola, 1984). Historically, reading and writing were inseparable from the meaning of literacy (Goody, 1973 as cited by Rock, 2014). Davidson (1990) termed literacy as individuals' contribution to the society. He mentioned that it is necessary to be effective in economic, socio-political, educational, cultural and environmental issues. Mpofu (1995) as cited by Arko and Addison (2009) marked that the ability to communicate worldwide is part of literacy. These contentions are similar of Ocampo's (2014) as cited by Cristobal (2015) who stated that "it is through literacy that people are empowered to interact in their community and realizes their worth, what the can do and eventually make them do things that contribute in sustainable development of the society". Hodge and Lear (2011) concluded that literacy is the key to developing the necessary skills to compete for opportunities.

The literature that pertains to literacy is classified into two—school and work (Bhola, 1984; Bhola, 1985; Rock, 2004, Davidson, 1990; Arko & Addison, 2009; Norton, 2007; Ocampo, 2016; Au, 1998; Gallego and Hollingsworth, 2000; Durhan, 2012 and

Hodge & Lear, 2011). It can be inferred that individuals can be literate in school and at work. However, there are pressing issues that faced when talking about literacy.

As the case internationally, Diehl and Mikulecky (1980) exposed in their research that large numbers of Americans may not have sufficient reading skills to function in common situations. They argued that the American educational system has been grossly negligent in preparing students to function in society. The demand that reading educators teach the minimum literacy competencies necessary to function in various settings appear insufficient to achieve this goal. Daggett and Pedinotti (2014) revealed that American schools were not preparing students for their next stage of life after graduation that there is a mismatch in school and workplace. This study concluded that the problem is that educators assigned more reading which was mostly prose which it is not read most workplace environments moreover assigning more reading will not usually result in higher reading proficiency. Students learning styles are not the same in the classroom where the teacher is lecturing or the students are reading a passage from a textbook. Daggett and Pedinotti assumed that only a fraction of the students are experiencing the appropriate amount of instructional material for the lesson. Students who find the lesson too rigorous become lost while other become bored. So they emphasized the challenge on ensuring the factors that make students successful in college and careers: “ the ability to learn and apply new information, problem solving, communicate, and collaborate”. It is supported by Giuliano (n.d.) who stated that literacy skills continue to decline in America. In 1992 data of National Assessment of Educational Progress, the result of the National Reading Test in

high school, seniors scored declined where less than three-quarters of US 12th graders scored at least the basic level, down from 80% in the early 1990's. In 2001, the American Management Association found that one third of job applicants flunked basic literacy-reading and writing. Murnane, Sawhill and Snow (2012) and Reardon, Valentino and Shorec (2012) revealed that literacy challenge confronted children, their families and schools in the United States. This problem is related to economy and the complex political and social challenges that demand more the advanced skills. The big decline between 1979 and 2009 in the workers employed in particular occupations took place in blue collar job and administrative support. These said jobs required workers who can read but historically they have not demand advanced literacy. The decline on these kind of jobs was very obvious for the reason "that they can be and have been taken over by computing-guided machines or by the workers in lower-wage countries."

Rock (2014) explained that there is a gap between the literacies required by the employer and provided by the school. The Rock's study of multiliteracies effectively bridge the language used by the employers and the educators. This was a qualitative and inductive approach which identify how multiple literacies emerge through examination of job posts and how well communication programs are preparing students for the literacies required by the institutions. Au (1998) admitted that the existing realities of schools that they have failed to address is the question of what school should be; that the greater challenge is not in proposing frameworks but in bringing about changes in schools that will close the literacy achievement gap. In the case of teacher education, Chan revealed that universities

in USA posed many problems about pre-service teacher education and teacher development. With the growing focus on lifelong learning, the professionals cannot be considered to be fully prepared upon graduation in teacher education, but must continue to learn throughout his or her professional life. This is parallel with the need to develop student teachers into reflective practitioners who are able to construct professional knowledge by reflecting on their own practice. This is similar to Keichner (2010) findings that the central problem in USA that has plagued college and university based pre-service teacher education for many years is the disconnection between the campus and school-based components of programs. He discussed the traditional division of campus and field based teacher education. He explained that the traditional campus used the “application of theory” model of pre-service teacher education where learning of theories at the university will be the focused and then practice and application to the school of assignments. However there was very little pre-service preparation before candidates assume full responsibility for a classroom; it was assumed in this study that most of what novice teachers need to learn about teaching can be learned on the job in the midst of practice and that the role of the university. The scenario was student teachers frequently do not have opportunities to observe, try out and receive focused feedback about their teaching of methods learned about their campus courses. Meyer (2014) also verified that there is a gap between education and workforce preparation. Education system in America is not still working for many young people. Twenty percent of students fail to graduate from high school in four years; 28 percent of those high school graduates who enter two-and four-year institutions must take remediation courses; 31 percent at two year institutions earn a degree and just 59

percent finish in six years. This data show that poor students continue to torment the nation's schools and indicate a growing need for a better-educated and highly skilled workforce. Furthermore, many employers point to mismatch between the skills that prospective employees possess and the jobs that are available (Meyer, 2014). The issue on skills gap continues to be a great concern. Meyer mentioned that career readiness also raises the "important question about how teachers are trained and recruited." Thus, the teachers bring workplace experience and technical knowledge and skills to the classroom, but they often enter the teaching profession with little formal training in "classroom management, instructional strategies, or the integration of core academic content."

Hughes, Wai-Ling, and Pearson (2000) found out that there were several obstacles to be overcome in teacher preparation, one of which is that students do not possess tools to transform observation and practice into instances of deep reflection and action. The issue here was that foundational coursework does not provide students with tools to help them reflect deeply about the practice they observe. What is needed is a context in which the students can witness, analyze, and critique the theoretical perspectives learned in the college classroom as they are illustrated in a rich portrayals of the complexity of classroom, practice and guidance of instructors" (Hughes, Packard & Pearson, 2000). Williams and Wavell (2007) raised another problem which was about the overemphasis on "mechanistic skills" development. They explained that teachers' conceptions were influenced by experiences and curriculum which hinders the alignment of literacy and independent lifelong learning. These challenges are identified for the development of literacy in UK

secondary schools, in which literacy was understood by teachers in isolation from the subject curriculum.

Farrell (2001) claimed that pre-service teachers came to the teacher education course with prior beliefs and values. Their knowledge in the design and content of the curriculum in teacher education was dictated by the tradition, bureaucracy and the ideas of persuasive individual. This relates to the gap between what teacher educators may think is important for their students to learn and what the students actually learn. However, it is not clear what concepts/ideas the pre-service teachers believe are useful as a result of taking the teacher education course.

In the Philippines, the literacy rate prior to World War 1 was very low. But it experienced rapid school expansion in the late 1930s and continued till 1950s. UNESCO as mentioned by Cristobal (2015) said that literacy transitions are linked to educational expansion and formalization of the education system whose basic objective is to prioritize literacy skills for students. Cristobal further explained that “shifts in the country’s education system” were rooted in structural changes and policymaking bodies. School participation of children in elementary schooling were achieved through campaign of the government, particularly DepEd to bring more school-age children to school. Literacy initiatives have contributed to the increasing literacy rate of the Philippines. Some of these initiatives are Every Child A Reader Program, The Library Hub, The Mother Tongue-based multilingual education, Journalism Program RA 7079, Alternative Learning System, and the like.

In year 2003, the simple literacy rate was actually low at 93.4 percent for the entire population at the 10 years of age (Luz, 2007). For the past 10 years, there has been a disturbing occurrence of literacy rate. Luz explained that with these numbers, on the population of 80 million (2007 basis), 6.6 percent illiteracy translates into 5.3 million who cannot read or write; a number that grew by about 1.6 million over the past decade. Despite this supposedly high literacy rate, many Filipinos can barely read and write. Luz (2007) suspected that literacy rate might even be “overstated” which means there may be even more Filipinos incapable of reading and writing a simple message, with understanding. As a support, Luz, a former education undersecretary, states that “with the low-level of literacy comes a poor reading skill”. Cristobal (2015) found out in the studies conducted in the elementary schools in the Division of Manila in reading test scores that only one-sixth to one-third of pupils can read independently at the desired grade level. Over one-third of pupils of elementary graduates were identified as frustrated readers; one third were instructional readers; both are below the desired reading level at the end of elementary cycle. The core of the problem poor reading equals poor learning. In school, science and math require a degree of reading ability however much of what is learned is self taught. Learning of science is expected to focus on experimentation but basic facts and theory must be read as preparation for this. In English, the reality also shows that poor language proficiency reflects poor reading skills. He further revealed that 53,000 secondary teachers teaching English, Science and Math, required a good degree of communication skills. Only one-fifth (19 percent) passed with a score of at least 75 percent correct. Meanwhile, majority were able to answer more than 50 percent of the test questions correctly, close to

one-fifth were obviously deficient in English and should not have been teaching subjects that requires a degree of English communication skills in reading and writing. It was also conveyed by Nettle (1998) that “the number of Filipinos, aged 10-64 years old do not understand what they read, has grown 20.1 million”, based on 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS). He said that “counting and competencies skills among Filipinos remain dismally and alarming low.”

According to the survey, “Filipinos’ ability to count or level 2 literacy went up from 84.1 percent in 2003 to 86.5 percent in 2008”; while comprehension skills increased from 66 to 70 percent. The bad news is that the people who are lacking in numeracy and reading skills actually grew and this was because of a “higher population base of 67 million for 2008 compared to only 57.6 million for 2003.”

Acedo (n.d.) revealed that one of the problems in literacy is the low quality of teachers because of the lack of attention at what happens at the school level and the neglected years. Tan believed that Filipino teachers found it difficult to teach early grade reading well because pre-service teacher preparation programs do not adequately address literacy (Literacy goal, n.d.) Furthermore she explained that most pre-service programs do not have a course about reading since they were taught through memorization and constant drilling. The mode of instruction is important if students’ literacy and comprehension skills are to improve. Ganal, Andaya, and Guiab (n.d.) revealed that student teachers lack skills and capability to perform with success the role of a teacher, because they experienced problems and difficulties in instructions, classroom management, evaluating learning

outcomes, school learners, teachers and community. These problems that confront them require urgency and importance to minimize their prevalence to make them develop self-efficacy, thus perform with quality and excellence. Moreover, reading and writing as basic skills are often at lost (Giuliano, n.d.; Askov, 1989).

According to the 2008 results of International English Language Testing System (Ielts), Filipinos seeking overseas jobs scored lower than Malaysians(Wilson, 2009). This score might be disappointing because Filipino takers were supposed to be “educated”. “The standard of English in the Philippines is declining and there are a number of factors contributing to this. Wilson posted that “the quality of teachers and their grasp of English are falling.” He also published that the Department of Education found that 80 percent of secondary school teachers in the Philippines failed an English proficiency exam. He said that the “teaching is limited by the capacity of the teachers.”

The literature presented the problems about literacy, school and workplace gap, and the educational challenges- the quality of the teachers. Apart from these problems and issues, teachers are the keys to meet the needs of this educational change and the rapidly changing world. The effectiveness of teaching still relies on the teachers’ ability to convey the lessons to his or her students for them to become literate. The development of teachers’ reading and writing skills is of great interest to help improve and address the problems and issues about literacy.

This concern brings to the attempt to investigate the experiences of teachers in the development of their reading and writing skills. Specifically, (1) describe the pre-service

teachers' experiences in the development of reading and writing skills in school, (2) describe the in-service teachers' experiences in the development of reading and writing skills in the workplace (3) construct a Workplace Literacy Development Model for Teacher Training. This research might be a great help to fully understand the experiences of the teachers and how "these experiences can be used as a key in the lifelong learning" (Dench & Stanutz, 1995; Evers, Rush, & Berdrow, 1998; Field, 2005; Findsen & Formosa, 2012).

Theoretical Basis

Constructivism

This study about the school based and workplace literacies among teachers is anchored on the theory of constructivism.

Constructivism is about how people learn (Henson, 1996 as cited by Tan et al., 2011). It is a term which means learner is actively involved in the construction of knowledge. It occurs when learners actively engage their cognitive structures in "schema building experiences" (Yager & Lutz, 1994; Fosnot, 1996; Saunders, 1992 as cited by Tan et al., 2011). This theory explained that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. They try to make sense of the world by relying on their pre-existing schema and relate it to their new observation. Learners are aided by social interaction with peers and teachers and via real world experiences (Tan et al., 2011). Woolfolk (2004) explained that Vygotsky believed that higher mental process develop through social negotiation and interaction.

Moshman (1982) as cited by Woolfolk (2004) enumerated the process on how knowledge is constructed: 1.) the realities and truths of the external world direct knowledge construction—where the individuals reconstruct outside reality by building mental representations; 2.) internal processes such as Piaget’s organization, assimilation, and accommodation direct knowledge construction --- knowledge grows internally and organized with development; 3.) both external and internal factors direct knowledge construction – through the interaction of internal and external factors, knowledge grows.

Meanwhile, Bruner (1996) in *The Process of Education* suggested that language and experience affect when a child advances from one stage to the next and can be directly influenced by appropriate instruction. Bruner further explained that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.

The above mentioned theory of constructivism by Vygotsky and Bruner focused on the past experiences, social interaction and construction of knowledge is helpful in understanding the experiences of the teachers in the development of their reading and writing skills.

Conceptual Framework

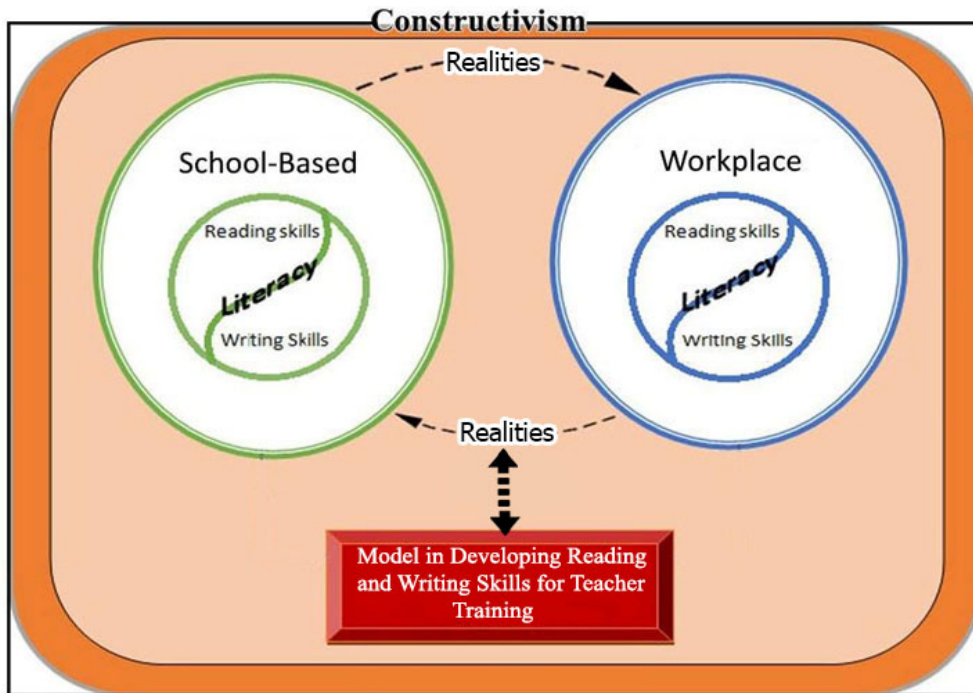


Figure 1. *Conceptual framework*

The conceptual framework presents the significant variables of the study, its theoretical underpinning and their relationship to each other.

This study focused on the investigation of teachers' experiences in developing their reading and writing skills. It was guided by the theory of constructivism which explained that learners construct their skills through the use of past and present experiences and social interaction.

The figure shows that school based literacy utilized the reading and writing skills. Reading is essentially a basic task of identifying words as they occur in sequence, a task of translating written words to oral words before making sense of the text (as cited by Ruddell,

n.d.; Perogoy & Boyle, 2000). It is also transactional according to Rosenblatt (1968), cited by Robinson (2011) which means that readers and text create the act together by means of reading and writing. Similarly, writing is a basic task in school which transformed signs and symbols into printed words (Street & Stang, 2008; Street, 2003). They read and write school related materials such as books, lectures, projects and examinations.

Meanwhile, workplace literacy observed reading and writing skills too. According to Rush, Moe and Storlie (1986), it is the ability to competently read and write required work related materials. Workplace literacy is a policy response to the educational and training needs of workers in business and industry who needed higher level skills and higher level literacy to function in the new technological environment of workplace (Alfaro & Quezada, 2010; Askov, 1989; Billett, Smith, 2011). It is more than just knowing how to read. (Sarmiento & Kay, 1990; Henze& Katz, 1992). The concept of the workplace literacy was developed to teach or improve skills directly usable in the workplace to increase productivity in the immediate and long run (UNESCO, 1995).

As shown in the figure, the broken arrow from the school based to workplace denotes the realities to be discovered in school. Realities mean the experiences- what is happening in school, in terms of reading and writing activities that can be or can not be applied in the workplace. Similarly, a broken arrow from the workplace to school based denotes the realities- experiences, activities happening in the workplace related to reading and writing skills; if these are the experiences that can be or can not be applied in school. Furthermore, the two arrow head line denotes that the gathered data form the identified

realities in the school based and workplace literacies can be used to develop a workplace literacy model for teacher training.

The workplace literacy model focused on the development of the reading and writing skills for the teacher training. It includes three elements namely: pre-service teachers' experiences, in-service teachers' experiences and the proposed content for the teacher training program on the workplace literacy. The pre-service teachers' experiences were the realities from the school based literacy while the in-service teachers' experiences were the realities from the workplace literacy. These two were used to proposed content for the teacher training program.

Hence, researcher assumed that 1.) learners/ teachers develop their skills that are different from the standards; 2.) as they develop their own skills, they can navigate the workplace; 3.) when they are in the workplace they have the same skills which the workplace demands to relate with people and communicate well.

Statement of the Purpose

The main purpose of the study was to investigate the experiences of teachers in developing their reading and writing skills.

Specifically, it aimed to:

1. Describe the pre service teachers' experiences in the development of reading and writing skills in school.
2. Describe the in service teachers' experiences in the development of the reading and writing skills in the workplace.
3. Construct a Workplace Literacy Development Model for the Teacher Training.

Scope and Limitation of the Study

The study was limited on the experiences of pre-service and in-service teachers in the development of their skills particularly with the aspects of how (experiences) they read and write in school and workplace. The pre-service teachers were fourth year students—who were enrolled in BS Secondary Education major in English of academic year 2016-2017 while the in-service teachers were the graduates of BS Secondary Education major in English from the academic year 2005-2015. The in-service teachers were traced in their workplace and determined their current status. This study focused on the descriptions and analyses of the reading-writing related experiences such as lesson-planning, grades giving, report consolidating/summarizing, memo writing, journal writing, visual materials planning/designing.

Definition of Terms

In-service teachers refer to the graduates of BSED who are currently teaching in their respective areas.

Pre-service teachers refer to the students enrolled in the BEED and BSE and other related teacher education programs. They are usually placed in a classroom with cooperating teachers who serve as mentors and are assumed to attain professional development through collaboration (Chan, 2012).

Reading skills enable the readers to transfer the printed materials into meaning and achieve the goals of independence, comprehension and fluency (Alderson, 2000). For the purpose of this study, this paper considers reading skill as an integration of cognitive, affective, and psychomotor aspects of learners as they perform the literacy demands.

School-based literacy refers to practices and performances in the university (Larson & Marsh, 1996) in relation to reading and writing demands. In this study, this is the ability to meet the competencies related to reading and writing of the students to respond to the demand of the curriculum and the school. Moreover this also refers to the activities that may help them to become literate in university.

Workplace is an area where the professionals work. In this study, it refers to the different schools where they are connected.

Workplace literacy refers to the activities/trainings related to development of reading and writing skills on the job, referring to the schools' demands where the in-service teachers work as a professional. Additionally, this could be related to in-service seminars, workshops meetings, and individual professional growth training attended.

Writing skills refer to the use of written symbols to communicate message with clarity and effective language in and out of school contexts.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This section presents the trends in researches about school based and workplace literacy. Likewise the different experiences related to reading and writing skills of pre-service and in service teachers are presented.

School based Literacy

Linek, Nelson, Sampson, Zeek, Mohr and Hughes (1999) reported the results of three similar case studies of pre-service teachers enrolled in literacy methods courses. In each study, the pre-service teachers belief about literacy were described through the use of multiple data sources before, during, and after the course. The settings of the studies included: a university based course with no field of experience, a university- based course with unsupervised field of experience and a field based course. This study revealed that factors contributing to the changes common to all programs were instructor modeling, course assignments/ reading, cognitive dissonance, and reflection. Students participating in the field based program, however described a greater variety of dissonance factors impacting their beliefs about literacy instruction. Factors unique to the field based course include: cultural dissonance and political dissonance. The implications support a field based model of teacher education for the development of a complex view of the process of literacy teaching.

Sleeter (2001) reviewed data based research studies on pre-service teacher preparation for multicultural schools, particularly schools that serve historically underserved communities. This research used 80 studies to analyze the effects of various pre-service teacher education strategies, including multicultural education coursework and program in restructuring. This study revealed that pre-service teachers must be aware in multicultural education strategies to prepare them and make them effective teachers.

Horsley, Newell and Stubbs (2005) explored on how pre-service student teachers integrate new global education into their existing disciplinary knowledge frameworks. They hypothesized that new global education knowledge will interact with the existing knowledge schemas in complex and interrelated ways. This study used survey method in 204 pre-service students on the understandings, concepts, skills and attitudes of global education. They found out that new global knowledge is additive to existing knowledge frameworks in various ways for secondary student teachers and integrative for primary student teachers.

Kusumoto (2008) investigated the needs analysis of developing a teacher education program for elementary school homeroom teachers in Japan. The main purpose of the study was to examine the homeroom teachers' attitude toward English and develop training teacher program. It used questionnaire survey to 256 homeroom teachers from 31 public elementary schools in Miyazaki Japan. The results divulged that improving teachers' proficiencies appears to be especially urgent because teachers found it very difficult for them to learn new things while engaging in their daily routine of classroom teaching.

Furthermore the overall findings of this study suggested that professional development needs can be approached – the target language needs (improve and maintain teacher English proficiency) and the pedagogical needs (to gain knowledge and skills for the language teaching).

Glynn and Muth (1994) conducted a study relative to the needs of teacher training in teaching reading and writing to learn Science. The task of the researcher was to show how reading and writing can be used most effectively to support science learning. Results indicated that schools based their teaching in intuition but what is needed is validated school-based research build upon intuition and knowledgeable and empowered teachers. Integrating reading and writing activities can play a vital role in achieving “a minds-on emphasis in the learning of science”. Reading and writing activities can support active, constructive learning, inquiry and problem solving. These activities can help students to cover science content in greater depth, focusing on related ideas and themes.

Borg (2005) in his case study of the development in pedagogic thinking of pre-service teacher supported the needs mentioned by Kusumoto (2008). The case study proved that there is a need of training because trainees thinking on program is limited. Borg mentioned that there is an in-depth look at the development of one trainee that despite of ab-initio status, held strong beliefs about teaching which interacted with her experience of the training program in sometimes complex way.

Da Silva (2005) explored on how pre-service teachers make sense of their perceptions of their teaching of four skills. Specifically, it answered the following questions

(1) how do pre-service teachers perceive the teaching of the four skills by observing an experienced teacher; (2) how do pre-service teachers materials their own perceptions concerning the teaching the four skills and (3) how do pre-service teachers respond to their own teaching. Data were collected during the pre-service teachers teaching practicum. It exposed that pre-service teachers' perceptions stem from two types of knowledge: the theoretical and experiential knowledge built upon on their apprenticeship of observation and the memories of lived experiences. Thus, this study discovered that pre-service teachers had to deconstruct their perceptions of teaching, which were constructed intuitively based on the unique experiences they went through in their lives as teachers and students of English and construct new ones supported by the theories.

The growing researches related to school based literacy on the trends on literacy, preparation of preservice teachers, needs of the preservice teachers, pedagogy and the training of the teachers, help the researcher to realize the need of undertaking this kind of research. These literature about the experiences of the teachers guide her to shape the material and to gather the data related to school based literacy.

Workplace Literacy

Sticht and Mikulecky (1984) described and explored the job related basic skills requirements of the workforce and ways of developing and improving the reading, writing, and computational abilities of workers. The study revealed that most occupations require a high level of basic skills from 10th to 12th grade levels. The workplace requires not only the ability to read, write and compute but also the ability to use these skills in problem solving

on the job. It promoted that there is a relationship between the basic skills levels of workers and the job performance. Furthermore there was evidence to suggest that employers are taking a somewhat larger role in providing basic skills training for their employees.

Lee (2013) investigated how four EFL teachers construct and negotiate their identities as they learn to become teachers of writing. This study used interview protocol to gather the data. This study highlights a number of factors that influence “teachers’ negotiation of identities as writing teachers in their work context, showing that identity is a dynamic, shifting and unstable concept.” This concluded that writing teacher educators can encourage teachers to be cognizant of their multi faceted identities, the factors that influence identity formation and ways to develop more robust preferred identities, so that when the teacher education leave they will be less susceptible to external treats.

Gaudart (2010) illustrated the learning experiences of three TESL teacher educators as they attempt to encourage productive thinking in thirty six student teachers. This paper discussed the success and failures and the problems encountered both by the teacher educators as well as the student teachers as they become more productive thinkers. They found out that the student teachers at the time of entry into the teachers education program had never previously been encouraged to think. They assumed that the student teachers were naturally capable of independent thinking. However the study concluded that “every student teacher needs to be taught how to learn and should want to continue learning not just from books, but from all media, from other teachers, from his students, from his parents, from the world itself and most importantly from herself/himself.”

Brown and Palincsar (1989) shared the advantage of using guided, cooperative learning and individual knowledge in the workplace of the teachers. Using the lens of Piagetian and Vygotskian, this study analyzed how cooperative learning influenced individual knowledge acquisition. The researchers claimed that group participation aids learning, group settings force learning with understanding and thus produced conceptual changes and individual thought processes originate in social interaction. Thus, this concluded that reciprocal teaching is successful method of improving both listening and comprehension.

Lloyd and Williamson (2008) illustrated in their study “Towards an understanding of information literacy in context: implication for research” the practices in workplace literacy. In workplace literacy which is considered as holistic and socio-cultural practice, requires person to experience information in a range of different ways in order to know the settings and its practices. The researchers understand that literacy more than just an experience but it must be theoretical sources of knowledge. Social and physical experiences with information also play a significant role.

An evaluation of workplace literacy program was accomplished by Mikulecky and Lloyd (1997). In this study, they introduced and examined a model for evaluating workplace literacy programs by assessing the impact of workplace literacy instruction in a variety of settings. The model was developed in reaction to the particular assessment difficulties associated with workplace literacy programs to address 2 questions: (a) Are learners in workplace literacy classes able to demonstrate gains between pre-measures and

post-measures in are as related to literacy practices? (b) For gains to occur, how much of several instructional practices (e.g., reading/writing practice, use of workplace examples, etc.) do classes need to incorporate? The study focused on changes in literacy practices, beliefs about personal effectiveness with literacy, reading processes, literacy abilities, and changes in educational plans. The study exposed that programs were most effective at improving learner literacy performance, literacy strategies and processes, and beliefs and plans related to literacy. Analysis of gains in relation to course characteristics allowed the development of a data-driven profile of thresholds for effective program practices. This profile provided evidence that gains are linked to an environment intense with the literacy practice, some use of workplace reading and writing materials, and providing discussion and feedback.

‘In the field of the workplace literacy and writing experiences, studies have shown 60-80 percent of manager’s time involved in some of the following: attending meetings and writing reports related to strategic plans and company policy, presenting information to large and small groups, explaining and clarifying management procedures and work assignments, coordinating the work of various employees, departments and other work groups, evaluating and counselling employees, and promoting the company’s products/services and image (Lehman & DuFrene, 1998).

Expounding the writing experiences at the workplace, Schneider and Andre (2005) investigated how Canadian university student interns in three disciplines perceived their educational preparation for workplace writing. The students’ perceptions differed markedly

according to disciplinary background, with Management students responding very positively about their preparation, Political Science students responding positively, and Communications Studies students responding negatively. The authors discussed how these responses potentially reflect differing student expectations; theory practice linkages; and patterns of integrating instruction and practice in research, analysis, and workplace genres across these disciplines. The results suggested that universities can prepare students for workplace writing by providing them with instruction and practice in common workplace genres, relevant research and analytic skills, experience in collaborative writing, ample feedback on their writing, and an appreciation for the socially situated nature of genres and genre acquisition. The authors also pointed to the benefits of work placement and internship programs and suggest directions for further research.

Rush, Moe and Storlie (1986) study entitled “Literacy demands, competencies and strategies of students and workers: a functional literacy” examined the daily reading of students and workers in order to determine the extent to which literacy as it is encountered in schools and in preparation for various occupational demands. This study used 48 high school juniors, 51 adult technical school students and 150 workers representing a cross section of occupations ranging from blue collar to professional/ technical. Trained interviewers tested the subjects at their places of study. Results suggested that the students read less often in school than most workers do on the job, they read less competently, face easier material which they read to less depth, and that the strategies students employ may be less effective than those employed by workers.

Same study conducted by Taylor (1989) about “Workplace literacy demands” which identified the literacy requirements of 10 college vocational training programs and their corresponding occupations. Basic literacy skills serve as pre-requirements to the learning of more technical knowledge. Results shown that trainees and employees both required to do daily reading. Technician spent much more time per day reading compared to workers in the corresponding occupation. Greater training program use of reading skills is due to the need for preparation of large quantities of information in a limited period of time. Based on estimates from students, instructors, employees and employers, it was inferred that trainees spent 2/3 more time per day reading than workers. However there were difference in time spent this is required in each settings. In writing requirements, two settings were very different. In the training program writing skills were used for note taking and writing tests, quizzes, project assignments and examinations. Meanwhile in the on the job training, it trainee perceptions of essential writing skills required were only minimally the workplace settings. Writing pertinent information in work format was perceived by the majority of trainees as an essential skill.

As Collins (2003) reviewed the writing as a process; he conducted a study, “Compelled to connect: a Phenomenological Study of the Experiences of Writing”. The purpose of this research was to describe the first-person experience of writing through use of a phenomenological method involving dialogic interviews and hermeneutic interpretation. In the course of this investigation, 10 practicing writers (6 men and 4 women) were engaged in open ended dialogue in which they described various personal experiences

of writing. The participants were business owner, physician, technical editor, government training specialist, psychologist, one high-school teacher, one elementary/college teacher, and three college professors; however, the combined number of non-book publications (research articles, newspaper articles, editorials, columns, non-fiction essays, and poems) among the ten participants equaled more than 5,000. This study disclosed in hermeneutic analysis of the transcribed texts, a consistent pattern of four major themes emerged to characterize the awareness of meaning attached to the experience by all participants. These interdependent themes and sub-themes are as follows: (I) “The Self”, as the first interdependent theme, talked about the contexts of writing experiences as a person who writes rather than a writer, a professional writer. The participants consistently referred to themselves as “a person who writes.” (A) “Filling Up”, as the first sub-theme means the participants discussed their experiences of writing from where the content of their writing came. They described their experiences of collecting ideas as letting “the well fill up.” (B) “Stewing”, second sub-theme that emerged from the participants which means “balance between the intuitive and the deliberate”. Most of the participants used “stewing” to refer to the process of “simmering” (bookworm), “gestating” (fugitive) and “brewing” (journeyman). (C) “Insight Came”, as the third sub-theme which closely related to “stewing”. It was the result of having time to think about the writing without directly thinking about writing—insights are coming. (II) “The Other”, second interdependent theme described in this study was a sense of other people. Although writing is traditionally thought of as a solitary act, this second theme explained that one that disconnects the writer from others, writers in this study often described others being present in their experience of

writing. Participant referred to “the other” meant reader. (A) “Community”, as the first sub-theme which stated the importance of others in the context of writing community. A general type of community takes the form of writing group. (B) “Validation”, as the second sub-theme was described as a type of affirmation achieved when he accomplished his/her main objective in writing. (C) “Feedback”, as the third sub-theme means that the participants enlisted the help of a first-reader or readers depending upon the individual. Feedback described by the participants can be negative or positive. (III) “The Words”, third interdependent theme of this study explained that for the participants mentioned themselves in their experiences of writing as often as they mentioned others about the words they write. (A) “Hard Work”, as first sub-theme means how difficult the participants experienced writing. (B) “Mystical”, as the second sub-theme was described as writing required hard work, requiring discipline and stringent habits as they considered as mystical. (C) “Discovery”, as the third sub-theme means that in writing, they were able to discover something they didn’t know they knew. (IV) “Connection”, the fourth interdependent theme which explained the act of connecting ties together. Connection is what fueled some individuals’ compulsion to write, for others to read, as well as facinations with language. The findings were discussed with respect to the previous literature on composition research providing a more complete understanding what writers experience as they write. The author concluded from this research to develop a more reflective understanding on how writing is a linguistic process whose base purpose is to connect people with each other. This study also discussed the pedagogical implications of what participants of this study reported as

part of their experiences of writing and how writing is traditionally taught in kindergarten-college classrooms.

Chapa (2012) in her study about literary experiences of male students revealed a mismatch between students' in-school and out-of-school literacy experiences. Several implications were discussed, including the need for a school wide focus on literacy tied in to on-going quality professional development. The purpose of this qualitative, multiple case-study design was to explore the literacy experiences and perceptions of male students attending an alternative high school. A phenomenological approach was used to capture the essence of their literacy experiences. Ten male seniors in high school were each selected on the basis of purposeful sampling in which the student participants met specific criteria and were recommended for this study by their English teacher. Data sources included three in-depth interviews with each participant, as well as interviews with their Senior English teacher. Student records were also obtained from the school office, including the students' transcripts and attendance information to triangulate the data; member checks and peer review were employed to verify the results. A thematic analysis resulted in the identification of the four core themes: a) preference for variety, interest, and balanced rigor resulting in a disconnect between in-school and out-of-school literacy experiences, b) the importance of family and social relationships, c) a sense of competency, and d) recommendation for an environment that provides choice with a relevant purpose, independence, and personalized instructional support.

In line with the lived experiences, a research conducted by De Gagne and Walters (2010) meet expectation of study on understanding of online educators' experiences. This served as a basis for developing strategies that would promote better practices in higher education. Using a hermeneutic phenomenological design, a purposeful peer nominated sample of 11 online educators from various geographic locations through out the United States was obtained. Through the process of selecting, focusing, simplifying, and transforming, five key themes emerged from 11 respondents' narrative accounts including: (A) flexibility and convenience, theme 1, the most common theme identified which was about the online teaching. The participants expressed that online teaching allowed them to do things that they could not do if they had an 8-5 job. (B) time- and labor-intensiveness, theme 2, was noticeable that the participants perceived online teaching as a positive experience. (C) communication skills, theme 3, discussed the importance of having strong communication skills. Because online learning environments vastly rely on written communication, it is critical for instructors to maximize the communication efforts when using online discussion platforms. (D) learner-centeredness, theme 4, emphasized on pedagogy. Participants strongly felt that online teaching requires the reallocation of power from the instructor to the learner. (E) continuing education and training, theme 5, discussed that participants reflected the necessity for ongoing training and opportunities for the faculty member. These identified themes were important in illustrating online educators' experiences, which provided new perspectives and recommendations for the development and promotion of successful communities of online learning.

The study of Ganal, Anadaya and Guiab (n.d.) talked about “Student Teachers of Philippine Normal University, Isabela Campus”. This study investigated and analyzed the problems and difficulties encountered by the students during practice teaching. Specifically it focused on personal problems, teachers’ preparation problems, class participation and management problems, instructional problems, problems on evaluation, emotional problems and problems on adjusting to pupils/students. This study employed the descriptive method. Results of the study disclosed that problems and difficulties encountered relate to homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, materials and evaluation tools preparation and analysis of the test results, different feelings and emotions, and on adjustment to the cooperating school as a whole. However, their success in teaching depends on their social qualities. This also relies on how well cooperating teachers trained student teachers how to teach effectively, manage classroom discipline and other related functions. That is why, the cooperating teachers who are assigned to assist the student teachers should possess competencies that are necessary for developing the teaching skills.

Harlow (2013) also supported the adult learner experiences. The study on “Learner success stories: what constitutes and contributes to success in tertiary vocational education?” explored and described to identify what these learners felt had contributed to their success as learners. The embedded approach is a distinctive feature of the adult literacy and numeracy education infrastructure in New Zealand. Two models of data collection were used: in one model, literacy and numeracy events were recorded through

photos taken by learners of their own use of literacy and numeracy practices. A follow-up interview was held where the learner explained the significance of the photos to the researcher; in the other model, focus-group interviews were held with two to six adult learners about their learning. The transcripts from both models were collated and then interrogated for themes across the stories. Learners above all valued the support they were given that enabled them to become successful ---- this support came from tutors, peer group, friends and families. This study revealed that learners determined that they would succeed in spite of their home circumstances and had needed extra support from the institution. Since being enrolled in a vocational course where the focus was on literacy and numeracy, within a meaningful context that offered them entry into gainful employment, these learners had grown in confidence and self-directedness, and had developed a determination to succeed. They had gained literacy and numeracy skills at the same time as developing vocational skills. Their success had led to a changed attitude and disposition towards lifelong learning.

Finally, Rock (2014) conducted a study entitled, “Literacy at the interface: a study of workplace literacies for communication educators”. He used qualitative and inductive approach to research and identify how multiple literacies emerge through examination of job posts. He also used the saturation approach to identify new theories. He also examined the literacies required by employers and provided by the institution. This study had an important contribution to the literature: provided empirical data from grounded approach that reflect the social demand of multiliterate people; input for communication educators interested in adapting their curriculum to meet the exigencies of the rapid technological

change. Hence, study shown there was a rapid diffusion of information and communication technology in this first decade of the 21st century.

The related research literature on workplace discussed the following; job related basic skills requirements of the workplace, EFL teachers construct and negotiate their identities as they learn to become teachers of writing, learning experiences of TESL teachers, success and failures experienced by the teachers , teachers' knowledge in the workplace, holistic and socio-cultural practices in the workplace, teachers' evaluation of workplace literacy, the writing experiences of interns, the literacy demands, online educators experiences and literacies required by the employers.

Synthesis of the Studies

As synthesis, the literature reviews on school based and workplace literacy presented different perspectives. School based literacy focused on the instructor modeling, students preparation in multiculture settings and the emphasis of pe-service trainings. Meanwhile, the workplace literacy focused on workplace requirements, knowledge in the workplace, literacy demands. The studies mentioned provided a deeper understanding of the experiences of the teachers. This understanding led to the improvement of the present phenomenological research and other modes of inquiries.

Likewise, the current study is quite different from those reviewed because it focused on experiences of the pre-service and in-service teachers development reading and writing skills in school and workplace respectively. There were no literature mentioned investigated in this kind of phenomenon.

CHAPTER 3

METHODOLOGY

This chapter presents the discussion of the research design, selection of the participants, data gathering procedure, research instrument, and the analysis of data.

Research Design

This study employed the phenomenological approach to investigate the experiences of the teachers in the development of their reading and writing skills. Specifically, this was used to investigate the experiences of the pre-service teachers and the in-service teachers on how they develop their reading-writing skills and how the in-service teachers develop the reading-writing skills in the workplace. Furthermore, this method helped the researcher to develop a Workplace Literacy Model for Teacher Training.

Phenomenology is a search for the essence of the lived experiences (Husserl, 1970; Creswell, 1998; Creswell, 2009; Creswell & Miller, 2000; Creswell, 2013; Collazzi, 1978; Gadamer, 1990;).

Husserl (1970) explained that it is “the science of the essence of consciousness focused on defining the concept of intentionality and meaning of lived experiences from the first person point of view” (p.6).

“Phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or phenomenon” (Creswell, 1998; Creswell, 2013). It

focuses on what all the participants have in common as they experience a phenomenon. Lin (2013) summarized the definition of the phenomenology as follows,

Phenomenology is a qualitative research methodology. It is inspired by the branch of philosophy which concerns the phenomenon of human consciousness. Phenomenology is the reflective analyses of life-world experiences (Von Eckartsberg, 1986; Moustakas, 1994). It is a recommended methodology when the study goals are to understand the meanings of human experiences (Creswell, 1998) or to explore concepts from new and fresh perspectives (Sanders, 1982; Cohen, Kahn, & Steeves, 2000). The methodology allows the researchers to reveal the “essence of things” and provides insights into social phenomenon.(p.125)

According to Vanderstoep and Johnston (2009) and Edmonds and Kennedy (2013), a phenomenological approach is used when studying people's experiences, how people make meaning in their lives, studying relationships between what happened and how people have come to understand these events, exploring how people experience the essence of a particular phenomenon and examining the commonalities across individuals. Similarly, McNabb (2002) explained that the phenomenological research has its roots in such traditions of philosophy as existentialism and the study of the meaning of language and other symbolic behaviors. It is used to establish meanings that social actors apply to events, works, symbols and the like (Korthagen, 2004). This further elaborates the explanation of Husserl (1970) that in phenomenology, a rigorous examination of objects is presented in one's consciousness so that a person can come to intuitively know the essence of the objectivities or realities. Smith et al. (2009) mentioned that phenomenology always asks the

question, “What is the nature or meaning of something?” and seeks to describe things as they present to the reader; while Lin (2013) mentioned that, “What have you experienced in terms of the phenomenon?” and “ What contexts/ situations have typically influenced or affected your experiences of the phenomenon?” are the possible questions to ask.

Creswell (1998) proposed that what is needed in phenomenological research is to enter the participants’ field of perception by listening to participant’s account of their experiences and seeing how they live these experiences- from which they can draw the meaning from it. There are steps to be considered:

1. Read descriptions or expressions of experience;
2. Extract significant statements from the expressions;
3. Formulate the significant statement into their meanings;
4. Cluster the meanings into themes; and
5. Integrate themes into a narrative description of experience.

According to Heppner (1999), all research participants must be given information on the data that will be gathered and utilized. During the interview, emphasize on confidentiality and privacy, respecting personal differences. When reporting research results, researchers need to explicitly mention all factors and conditions known to the researcher that will affect the outcome. In the presentation of data, the participants’ identity was concealed by the use of pseudonym.

Hence, this present study focused on the lived experiences of pre-service and in-service teachers related to the development of their reading and writing skills. The researcher also explored the realities, perception on past experiences and reflections on these, and experiences on what is happening in school-based literacy and workplace literacy to develop a Workplace Literacy Model for Teacher Training.

Participants of the Study

The participants of this study involved fifteen (15) teachers. They were 8 students (pre-service teachers) and 7 graduates (in-service teachers) of Teacher Education of the College of Education, MS Enverga University Foundation, Lucena City.

Participants of this study were selected using purposive sampling. The researcher used the database of the university to identify the participants met the criteria of the selection. However, the number of participants used in a phenomenology study is not nearly as important as the variety and quality of the descriptions provided by the participants interviewed (Polkinghorne, 1989 as cited by De Guzman, 2015). It is essential though that all participants experience the phenomenon being studied (Creswell, 1998), for this study, it refers to pre-service and in-service have experienced the phenomenon in the past so that they recall these and their perceptions related to these past lived experiences.

The researcher invited 10 pre-service teachers who were the fourth year Bachelor of Science in Secondary Education students major in English. They met the following criteria such as: fourth year level last August 2016—enrolled in Practice teaching, English major

with relevant experiences in reading-writing activities. However, only eight (8) pre service teachers finished the research process due to the conflict of schedule and some personal problems and health issues. On the other hand, the 10 in-service teachers who finished the Bachelor of Science in Secondary Education major in English were traced to be part of the group. They met the criteria such as: belong to the graduates of 2005-2015 (graduates with 1-3 years of experience; 4-6 years of experience; and 7-10 years of experience), currently employed or teaching in public or private institutions, and passed the licensure examination. In the case of this study, there were four (4) graduates belonging to 4-6 years of experience, and three (3) in service teachers with 7-10 years of experience. Nobody represented graduates with 1-3 years of experience due to the conflict with their schedule and their heads/principal. However, only 7 in service teachers were willing to participate in the research. Problems in the scheduling interviews and approval of the heads for the observations or personal visits were the reasons of non participation.

A letter of request was sent to the participants/teachers prior to the data gathering procedure, informing them of the nature of the study and their involvement. The invitations were accepted and they signed a consent form which served as agreement that they were willing and volunteered to participate in the study. They were not paid for any part of their involvement in the research. They were interviewed for more than 1 hour and participated in a follow up interview. They were observed in their classes for 1 hour period. The researcher ensured the participants that this study would not bring or provoke any physical or emotional discomfort; all efforts were made with confidentiality. The participants may

refuse to take part in the study or withdraw anytime their participation. They were assigned a pseudonym.

Demographic Profile of the Participants

Table 1

Profile of Pre Service teachers

Participants	Gender	Age
PS#1	Male	20
PS#2	Male	20
PS#3	Male	20
PS#4	Male	22
PS#5	Female	19
PS#6	Female	21
PS#7	Female	20
PS#8	Female	20

The participants were all enrolled during the first semester of August 2016, as a criterion in the selection. Table 1 shows that majority of the pre service teachers were 20 years old. There was equal distribution of male and female participants in the study.

It could be noted that most of the pre service teachers are 20 years old. It shows the pre service teachers belong to young adults and are in the productive stage of their career.

This is similar to the study conducted by Jordan, Sanosa, and Tancino (2016) that shows the pre-service teachers belong to the age group of 20-23.

Table 2

Profile of In service Teachers

Participant	Age	Gender	Place of Work	Type of School	No. of years of experience
InS # 1	25	Male	Lucena	Private	6
InS # 2	24	Male	Lucena	Private	3.5
InS # 3	24	Female	Sariaya	Private	4
InS # 4	24	Female	Lucena	Private	5
InS # 5	31	Female	Catanauan	Public	10
InS # 6	32	Female	Candelaria	Private	10
InS # 7	30	Female	Atimonan	Public	9

Table 2 shows that the majority of the participants are female. They are employed in different places of Quezon which shows that they are distributed in private and public schools. Participants were already considered experienced which shows that the youngest participant was already teaching for 3 ½ years and the oldest participants have 10 years of experience.

According to Tominez and De la Cruz (2013), in service teachers in the Philippines are in the middle adulthood and in the working stage. Further, they claim that English teachers are female dominated and can spend more years in the teaching profession.

Research Setting

Manuel S. Enverga University Foundation (MSEUF) , Lucena City is the primary research setting of the study. It is a private non-sectarian educational foundation founded in 1947, “conceived and nurtured in the mind, heart, and will” of Dr. Manuel S. Enverga as founder and first president (Villariba et al, 1997 as cited by Tolentino, 2011). At present, the university is PACUCOA’s 2016 top 5 highest number of accredited programs and the only autonomous university in the province of Quezon. It has a three-fold function, namely: instruction, research, and community service; offering responsive programs supportive of national development, goals and standards of global excellence. The institution offers over 90 degree and non-degree programs in the tertiary and graduate levels, and is manned by a fully competent teaching force consisting of faculty members with Master’s and Doctor’s degrees, as well as highly skilled non-teaching human resources. One program offered by the university is the Bachelor of Science in Secondary Education major in English from which the participants were chosen.

Research Instruments

The researcher used the following instruments to gather the pertinent data:

A. Interview Guide (IG) was considered as the main instrument. A two-part research instrument was used to gather data and information for this qualitative study. The first part includes baseline data of the respondents, namely: age and gender for the pre-service teachers, while information about age, gender, type of school affiliated (private or

public), and length of work experience were asked to the in-service teachers. In terms of confidentiality concerns, names of the participants were not given important since what counted in the study was the information from them. They were assigned pseudonyms for ethical considerations.

The second part was the semi-structured interview guide that served as the prime data collection source. It was designed to know how the pre service teachers developed their reading and writing skills in school and how the in-service teachers developed the reading and writing skills in the workplace. This interview protocol for eight (8) pre-service teachers focused on the open-ended questions such as: 1.) Can you describe what it has been like being a pre service teacher? 2.) How would you describe the way your teachers/instructors in the university help you to read and write school materials? 3.) What specific steps have you undergone along with your teachers to be able to construct reading and writing skills? 4.) What have you experienced in terms of the construction of your own reading-writing skills in school? 5.) What situations have typically affected your experiences of the reading and writing skills construction? 6.) What in specific do you feel you need to strengthen your reading-writing skills construction? 7.) How would you modify the teaching of reading and writing? (*detailed interview protocol, see Appendix A.1*).

Moreover, the interview protocol used for the seven (7) in-service teachers focused on the open-ended questions such as: 1.) Describe what it has been like being in service teacher. 2.) What have you experienced in terms of the matching between your reading-writing skills in the workplace and in the university? 3.) What situations have typically

affected your experiences in terms of the matching of your reading-writing skills in the workplace and in the university? 4.) What changes have you seen yourself go through during working years? 5.) What do you suggest to improve the teaching of reading and writing in the university? (*detailed interview protocol, see Appendix A.2*).

B. Observation Guide(OG) (*see Appendix B*). It was used to record all direct observations of the researcher. It consisted of the time, setting and activities of the pre-service and in-service teachers. This was found helpful in the conduct of the study in the validation and confirmation of the results of interview. With the help of the technology (video/audio recorder), details relevant to the study and experiences of the teachers were properly recorded. Observations of classes were done from September to November 2016. Pre-service teachers were observed in their Journalistic Writing and Research classes; while the in-service teachers were observed in subjects related to reading and writing like Communication Arts and Literature classes. Informal personal visits were also made by the researcher. These were situations in the workplace like lesson planning, meeting, and grade giving or informal discussion.

Validation of Instruments

The researcher conducted face validity with the three members of the academe to look at the operationalization of the instruments. The first expert is a master mentor in one of the universities. She graduated with a degree Doctor of Philosophy in Philippine Studies major in Language and Media. She has been teaching Languages and Humanities for almost 29 years. The second expert graduated with a degree Doctor of Philosophy in

English. She has been serving the university for 20 years as a classroom teacher who specialized in research writing. The third expert is a Senior High Coordinator and research coordinator in one of the public schools in DepEd Quezon. He published and presented researches nationally and abroad, and has been teaching for almost 15 years.

The researcher pilot tested the interview guide to the experts. It was also transcribed and analyzed. It was then agreed by the experts that all the instruments were acceptable. Furthermore, these data collection tools were free from biases in terms of gender, class, and culture.

Research Procedure

The research underwent Phenomenological Analysis (Smith, 2012, Moustakas, 1997, Cresswell, 2013) in completing this study. The following steps show the research actions.



Figure 2. *Research procedure diagram*

Preparing to collect data

In this initial stage, the researcher formulated the questions and tentatively prepared a list of participants. Literature review was conducted to determine the gaps in the research. After the literature review, development of criteria for the participants was done. The

researcher used the purposive sampling. She used the database or record of the university where she is connected to identify the possible participants. She asked permission to the Division Superintendent of Quezon to invite the public school teachers to be part of the study (see Appendix C).

The chosen pre-service and in-service teachers were sent a letter of invitation (see Appendix D) as participants of the research. A letter of request was likewise sent to the participants/teachers prior to the data gathering procedure, informing them of the nature of the study and their involvement. They were asked to sign a consent form which served as agreement that they must be willing and voluntary to participate in the study. They were not paid for any part of their involvement in the research. They were willing for an interview which lasted for more than 1 hour and participated in a follow up interview. They also signified their willingness to be observed in their classes for 1 hour period. The researcher ensured that the participants in this study would not bring or provoke any physical or emotional discomfort; all efforts were made with confidentiality as they were assigned a pseudonym.

Collecting Data

After getting the consent, one on one interview was set by the researcher with participants to explain the nature of the research. This was based on their convenience or availability. This used variety of methods which included accomplishing a *robotfoto* (Kelchtermans & Ballet 2002 as cited by De Guzman 2015), baseline information about them; meeting and signing of the consent form or agreement form. To describe the lived

experiences of pre-service and in-service teachers, the researcher conducted the qualitative interview.

The face to face interviews were done at the most convenient time of the participants. The researcher observed Seidman's three-step of interview process, namely: rapport building phase, exploratory phase, and clarificatory phase. Then, a copy of interview guide was provided to participants that served as an *aide memoire* (de Guzman, 2015) during the interview. According to Merriam (2002), researcher/interviewer is encouraged to help facilitate the articulation of the respondents by asking to clarify and elaborate words the researchers did not understand. The adequate time was allowed to the participants, so that interviews would not be constrained by an imposed time limit. Each interview was recorded to ensure the recording of data. Field notes were also used to help the researcher to clarify responses and follow-up questions during the interview. Follow up interviews were set after the completion of the transcripts to show to the participants if all the data were correct. The interview lasted for more than 1 hour. The interviews were done at their respective schools in Lucena City and Quezon Province. In the case of the study, the interview guide was served as the the "stimulus" to open conversation, however the stories of the participants were the most important to understand what is like to be "in their shoes" and interpret their activities. However, during the interview process, there were problems encountered in terms of the schedules of the interview so there were participants withdrawn their participation in the research.

Second is the recorded observation. Marshall and Rossman (2011) explained that observation captures a variety of activities which range from hanging around in the setting to know people and learning the routines to using strict time sampling to record actions and interactions and using a checklist to tick off pre-established actions. It entails the systematic noting and recording of events, behaviors and artifacts. It also referred to as field notes which can be accomplished not only visually but also through the other senses. The researcher observed the participants/teachers in their classes at a preordained time. The researcher validated the information and collected their stories through personal visits too.

The observation was videotaped for analysis and reporting. She ensured that no classes were disrupted and she observed the safety of the students of the participants/teachers.

Organizing, analyzing and synthesizing data

Development of individualized textual and structural descriptions were done on this stage. It was employed on the completed interviews which were transcribed verbatim, no edit by the researcher. According to Giorgi (1985, 1989), Wertz (1983) as cited by Merriam (2002), the essence of this part is the breaking down of the interviews into units that can be more easily analyzed. The transcribed interviews were sent to the participants/teachers for additional comments or editorial changes and kept confidential.

Each theme was identified with a quote that directly linked to a participant followed by structural depiction of the phenomenon. Theme is an abstract entity that brings meaning

and identity to recurrent experience and its variant manifestation (De Santis&Ugarizza, 2000 as cited by de Guzman, 2015). There are two approaches to theme development namely apriori and inductive. The first is the researcher's prior theoretical understanding of the phenomenon and the second involves the identification of themes or based on the data gathered. Coding of data into themes which is the essence of the lived experiences was part of this stage. Finally is the analyzing of the field texts.

Summary, conclusion and implication

In this part, the findings of the study related to and differentiated from findings of the literature review, professional outcomes, possible future research and future directions and goals.

Analysis of Data

Researcher followed the Smith (2012), Moustakas (1994); Polkinghorne (1989) as cited by Creswell (2013) as data analysis procedure. These steps helped the researcher.

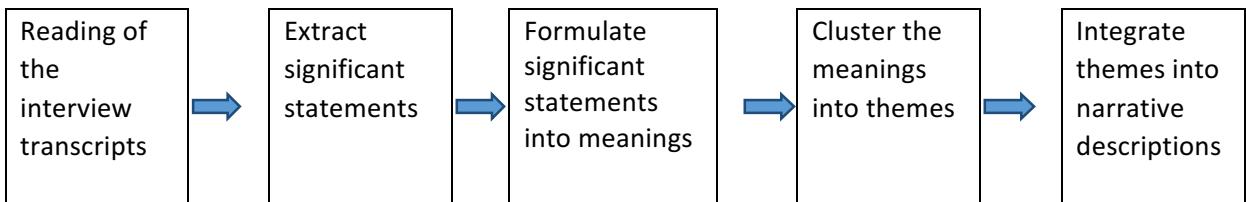


Figure 3. *Phases of analysis of qualitative data*

The initial stage was the **reading of interview transcripts and highlighting sentences** or quotes that provided an understanding of how it was experienced. It was also considered as close reading of the transcripts a number of times. As the transcript is being read number of times, the researcher used the right hand margin to annotate what is interesting about what the participant has been said. She also highlighted distinctive phrases. According to Merriam (2002) it is the process of laying out all the data and treating the data as “having equal weight”; meaning they will have equal value the first stage of analysis. Smith (2012) said, the researcher may focus on the content (what is being discussed), language use (features such as metaphors, symbols and pauses), context and initial interpretative comments. The researcher immersed herself in the data by recalling the atmosphere of the interview. She also listened to the recordings to give her insights on their experiences about reading and writing skills development. She made notes about her observation in the interview experience (emerging themes transcriptions, see Appendix E)

Second is the **transforming of notes into concise phrases** which aim to capture the essential quality of what was found in the text. In this stage, the researcher focused more on her notes rather than with the transcripts. She was able to extract significant statements. The aim of this stage is to transform notes into emerging themes. She made a reflections on the source material. De Guzman (2011) called this stage as sorting. In case of this study, the researcher listed the notes on a sheet of paper and developed connections between themes.

Third, she **formulated the significant statements into their meanings**. She made use of constant comparison of emerged themes and grouped them together according to conceptual similarities and providing each cluster with descriptive labels (Smith, 2012). Some of the themes dropped at this stage because they do not fit well and because of weak evidences. She made use of the traditional method of pen and paper; write comments and themes in the margin.

Fourth, she end up with the **list of major themes and subthemes**. The researcher compiled themes for the whole transcripts and looked for connections and clusters. It involves more analytical ordering as the researcher tries make sense of the connections between themes. According to Merriam (2002), clusters of meanings from the identified significant statements; these are treated as the themes.

Fifth is **writing description**. After identifying the themes, the researcher linked them to full descriptions. Creswell (2013) called this stage as textural description---writing a description of the context or setting that influenced how the participants experienced the phenomenon. Moustakas (1994) as cited by Creswell explained that in this

part, the researcher can include his/her experiences about the context however Creswell (2013) shorten this method by suggesting that personal reflections of the researcher will be included in the method of discussion of the role of the researcher. Each theme needs to be described and exemplified with extracts from the interviews followed by analytic comments and using participants words.

In case of this present phenomenological analysis, the researcher was able to develop a Workplace Literacy Model for Teacher Training. It was developed from different sources such as interview, class observations and personal visits.

Ethical considerations

To maintain the confidentiality of the participants in the qualitative interview, pseudonym were used instead of his or her name. Before the interview process, they were asked to sign the informed consent letter after the researcher explained the research study. This explained that participants can withdraw their consent any time to this study. All record will be kept by the researcher and will be made available also to her advisers.

For the observation purposes, in the case of private schools the researcher asked permission to the director/principal however a letter of request (see Appendix D) was sent to Schools Division Superintendent to ask permission for the public schools. It ensured that there will be no classes disrupted. The ethical issues in observation focus on the principle of respect for persons; the researcher must be diligent about being sure that the participants are aware and willing (Marshall and Rossman, 2011).

Research Dissemination and Publication

The dissemination of research findings is part of this study. It is very important process passing on the benefits to other researchers, professionals, teachers, students and the academic community. In case of this study, the researcher informed the participants (pre-service and in-service teachers) of the results of the study. This ensured that all parties are aware of the findings. Moreover, she intends to present this in national and international conferences and submit in refereed academic journal.

CHAPTER 4

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

Literacy, which is the attainment of knowledge and skills in reading and writing that empower the teachers to engage in activities in school and workplace, is the focused of this research. This study dwelled on describing the experiences of the pre-service and in-service teachers. It likewise aimed to understand the phenomenon in the school and workplace.

This chapter presents the findings from the gathered lived experiences of the research participants, interpreted and analyzed as responses to the purposes of this study. The main purpose of the study was to investigate the experiences of teachers in developing their reading and writing skills. Specifically, it aimed to: 1) describe the pre-service teachers' experiences in the development of reading and writing skills in school; 2) describe the in-service teachers' experiences in the development of reading and writing skills in the workplace; 3) construct a workplace literacy development model for teacher training.

Likewise, this chapter discusses the findings, both textual - which is what the experience was to the participants and the structural - which is what contexts influenced the participants' experience. These were used in order to arrive at the description of the experiences of teachers in developing their reading and writing skills. These are presented by the use of thematic maps and discussions of different themes.

The first thematic map as shown in figure 4 responds to the research problem 1 which is to describe the pre-service teachers' experiences in the development of reading and writing skills in school.

Figure 4 presents the themes extracted from the stories of the participants as the reflections of their whole stories about their experiences in the development of their reading and writing skills in school. The pre service teachers (PS) verbalized their experiences based on their perceptions and purpose in the development of their reading and writing skills. The statements of the participants were labelled and clustered into major themes and narrowed down into sub-themes. From the clustering of themes, three major themes and their sub-themes emerged in the pre-service teachers experiences, namely: **1) Skills Enhancement:** A. Grammar in use; B. Literature in focus; **2) Routine:** A. Requirements; B. Challenges; and **3) Guided Learning:** A. From the Teachers

Below is the thematic map of the major and sub-themes of the pre service teachers' experiences in the development of their reading and writing skills in school.

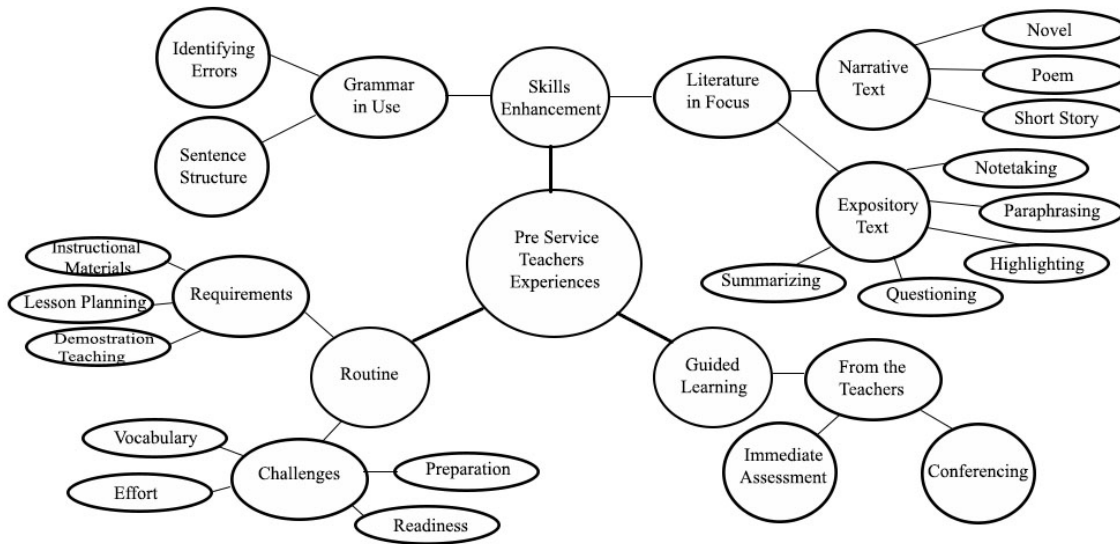


Figure 4: *The Thematic Map of the Pre Service Teachers' Experiences in Developing their Reading and Writing Skills in School.*

Theme I: Skills Enhancement

Skills enhancement is about getting the skills which the learners need to succeed in school. It is also to possess essential abilities to become literate. Schools used the reading and writing activities to develop these skills. Most of the participants described their experiences as ***Skills Enhancement***, as the first major theme, was classified into two sub-themes: ***1) Grammar in use***; and ***2) Literature in focus***.

The first major theme, ***Skills Enhancement*** is further described in the following sub-theme:

A. Grammar in use

As the pre service teachers (PS) shared their experiences in school, they expressed that “***Grammar in use***” allows them to develop their reading and writing skills. Five of eight pre-service teachers appreciated the opportunity to enhance their reading and writing skills through the “Grammar in use”. This was confirmed by the pre service teachers during the interview.

PS 1 said:

“Pina practice po naming ang reading and writing skills namin sa grammar subjects tulad po ng Stylistics at Linguistics at Structure of English. Pinibigyan kami ng activities tulad ng identifying errors na kailangan naming mag basa at magsulat.”

(We practiced our reading and writing skills in our grammar subjects like Stylistics, Linguistics and Structure of English. We were given activities such as ***identifying errors*** in the sentences/paragraphs that apply reading and writing.)

Similarly, PS 3 experienced the development of his/her reading and writing skills in school when asked to analyze *grammatical structures of sentences*.

PS 3 shared:

“When we were asked to do analysis po lalo napo yung grammatical structures ng sentences, ang purpose ko doon ay mas madevelop and reading at writing skills ko.”

(When we were asked to analyze the grammatical structures of sentences, my purpose is to develop my reading and writing skills.)

It can be noted from the responses of the participants the experiences in *identifying errors* and analyzing *grammatical structures of sentences* related to grammar in use. They claimed that practicing these activities developed their reading and writing skills. Based on the observations, pre-service teachers were given exercises in looking for subject-verb agreement, dangling or misplaced modifiers, punctuation errors such as misused colons, missing commas, or comma splices. Moreover, there were activities including pronoun-antecedent agreement and use of clauses.

PS 4, PS 5 and PS 8 experienced the same in developing his/her reading and writing skills. They recalled the reading and writing requirements to be familiar in grammar and words usage.

PS 4 articulated:

“Sa major subjects po naming tulad ng creative writing, na experience ko po na madaming binabasa para maging familiar ako sa grammar at usage of words ganun din naman po sa writing, kailangan kong isulat para ma practice.”

(In our major subjects like creative writing, I experienced that there were many readings to become familiar in grammar and usage of words. It was the same in writing, we need to write to put into practice.)

PS 5 expressed:

“Sa teaching of writing po, importante po na mag start sa grammar parts muna bago bigyan ang students ng activity para po synchronize the reading and writing skills. Ganito po ang ginagawa ng teacher naming.”

(In the teaching of writing, it is important to start in grammar parts before the activity will be given to the students to synchronize in the reading and writing skills. This is what our teacher does.)

PS 8 stated:

“Pag nagbabasa po ako ng gawa ko minsan hindi sya coherent the pag nasulat ako, free writing, saka palang akong magiging aware ng grammatical errors ko.”

(When I read my work sometimes it is not coherent especially the free writing, then I check for errors especially the grammar)

The participants discussed a variety of situations in school that help them develop their reading and writing skills in school. These are considered positive experiences in using grammar. Moreover, based on the observation, activities or exercises related to reading and writing to use grammar were given to the pre-service teachers. Development of reading and writing skills use to prepare the pre-service teachers to their teaching profession.

B. Literature focus

The second sub-theme to Skills Enhancement is termed ***“Literature focus”*** which emphasizes what the pre-service teachers experienced in developing their reading and writing skills.

It can be noted in the lines that pre-service teachers develop reading and writing skills in ***using literature as narrative texts***:

PS 1 said:

“They give us... ahmmmm... halimbawa... novels to read po... then.. we evaluate the novel based on certain standards... ahhhh that... that..... na-discuss sa'min.. so ;yun po intensive reading.. and writing.. attached po yung reading sa writing eh.”

(They give us novels to read. Then we evaluate it based on the certain standards. We apply intensive reading and writing.)

Pre-service teachers develop their reading and writing skills doing the activities in the classroom given by their teachers. They applied intensive reading and effective writing to evaluate, analysis using the elements, the assigned novel.

PS 1 gave example:

“Research regarding with Joyce Carol Oaths ahhh in the region of eyes.. I think ahh whether.. ahhh I analyze the pattern.. sorting characters.. using the stream of consciousness there by Joyce Carol Oaths.. I evaluate.. I evaluate.”

(Research regarding to Joyce Carol was used for evaluating of the pattern, sorting characters, and using stream of consciousness.)

Based on the observation, the pre-service teachers were given two weeks to read novel and then their teacher gave them guide questions to answer. It was also observed that the learners had hard time to do the activities which required them to spend more than half an hour to finish the task. This shows that some experienced difficulty in developing their reading and writing skills using novel as their primary material.

PS 3 shared another experience in connection to the “literature focus”.

PS 3 noted:

“The last activity by Sir Dex.. that was our last meeting in class po e nung naghahanap na nag aanalyze na po kami ng poem... ayyy... in terms of constructing of reading and writing skills.”

(I think Ma'am, the last activity by Sir Dex, that was our last meeting in class. We looked for poem to analyze in terms of constructing reading and writing skills)

This means that pre-service teachers read the poem and identify the symbols, meaning of figures of speech and understanding the author/ persona in developing their reading and writing skills.

PS 3 added:

"We used in the poem and something like I've read the background of NBM Gonzales.. so based on what I have found out that NBN Gonzalez was a drop out student, so when I read the poem... sooo it's like... parang... alright what comes first to my mind is that the poem is okay this is a poem about the struggle he overcome.. as he.. as he..... grow old... so that's how I arrive at my analysis, Ma'am."

(Identifying the background of the author NBM Gonzales is helpful in reading the poem. When I read the poem, it is like thinking what comes to mind and it is about the struggle he overcame; he grew old. That was my analysis)

It can be seen in the stories that pre-service teachers experienced developing their reading and writing skills through evaluating novel, researching about the background of the author and reading poem which are considered *narrative texts*. It can be inferred that these are another situations which enhanced their skills however some appreciated but some found it difficult.

PS 5 and PS 7 on the other hand, shared his/her experiences in developing reading and writing skills as Skills Enhancement, "*literature focus*".

PS 5 expressed :

"Mas prefer ko po muna na magsimula ako sa mababaw na babasahin tulad ng short story sa literature, Virgin of you. Nag simula po muna ako sa steps by steps

hangang lumawak na ang understanding ko. Di ko po binibigla para di maging komplikado at maintindihan ko.”

(I prefer to begin in a simple reading like a short story in literature, Virgin of you. I started reading steps by steps until I widen my understanding. I took it slowly so it's not complicated.)

This means PS 5 was aware that he/she can use literature to develop reading skills at his/her own pace. Meanwhile, PS 7 showed his/her awareness in his/her experiences in developing writing skills.

PS 7 recalled:

“Binibigyan po kami ng mga activities in writing like constructing poem, stories and fictions. Kaya po parang nakakatulong din na magbasa kase kailangan magsulat tula.”

(We were given activities in writing like constructing poem, stories and fictions. That is why it is helpful if we can read and write our own poem.)

Aside from narrative text used in “literature focus”, PS 2 shared his/her experiences in Skills Enhancement, literature focus, using ***expository text***. She/ he referred to related literature of research in developing reading and writing skills in school.

PS 2 stated:

*“Don po sa **related literature**.. nagagamit po naming ‘yung pag no-note taking, paraphrasing, paghighlight, pagssummarize, questioning.. ‘yun po mga nagagamit po namin ‘yun.”*

(There in the related literature, we used notetaking, paraphrasing, highlighting, questioning and summarizing)

PS 2 recalled that in doing their research, they do develop his/her reading and writing skills like notetaking, paraphrasing, highlighting, questioning and summarizing. He/she found it very helpful since this subject requires a lot of reading.

Based on the observation, it was obvious that the use of *narrative texts* like novel, poem, short story is a common practiced in the classroom. Materials being used of the pre-service teachers are more on creative literature. However, *expository texts*, used in research which require skills in reading and writing developed notetaking, paraphrasing, highlighting, questioning and summarizing.

The first major theme described the experiences of the pre-service teachers in the development of their reading and writing skills in school. It is termed as *Skills Enhancement* and supported by sub-themes *grammar in use* and *literature in focus*. It means that their experiences made them aware of their growing understanding of their skills. This implied that pre-service teachers are mindful and alert to their basic needs and literacy. Pre-service teachers are accepting ideas and exerting effort to meet meaningful development of reading and writing skills. This was expected response since schooling was perceived to be tied to the compliance to the many requirements of the course/courses rather than as a preparation for profession.

Theme II: Routine

Routine is a sequence of actions regularly followed in school. It is performed as part of regular procedure in reading and writing skills development. The second major theme in the pre-service teachers' experiences in developing their reading and writing skills in school is termed as ***Routine***. This is supported by two sub-themes; ***1) Requirements*** and ***2) Challenges***.

A. Requirements

This first sub-theme which explains the major theme, Routine, is termed as Requirements. When the pre-service teachers narrated their experiences in developing their reading and writing skills, they mentioned about the tasks they do in school as requirements. They enumerated the following: **lesson planning, instructional materials and demonstration teaching**.

PS 1 mentioned:

“As pre service teacher, ang primary requirement po naming ay lesson planning. Mostly paper works po ang na experience ko lalo na in developing my reading and writing skills. Requirement po malaman ang contents at isulat sa lesson plan.”

(As pre service teacher, our primary requirement is lesson planning. Mostly we experience paper works in developing our reading and writing skills. It is part of our requirement also to know the content and put it in the lesson plan.)

Similary, PS 2 shared

“Kadalasan po sa'min 'yung lesson planning, tapos po demo teaching, 'yun po 'yun po 'yung dalawang talagang kasagsagan na ginagawa namingna kailangan to read and write.”

(Most of the time we do lesson planning, then demo teaching, those are the two things we do to read and write.)

Related to PS 1, PS 2 also mentioned that lesson planning and demo teaching were the common activities that they considered requirements which develop their reading and writing skills. These were revealed in the story during the interview.

PS 3 said:

“Most of the times, we construct lesson plans to practice our writing skills, ‘yung writing din instructional materials.. but in general Ma’am, as a pre-service teacher, and tutorial because we are going to tutor... elementary students. I think we’re going to teach them how to read.”

(Most of the times, we construct lesson plans to practice our writing skills; it is similar to writing instructional materials. In general, pre service teachers’ task teach reading to elementary pupils.)

PS 3 mentioned lesson plans and instructional materials as parts of his/her experience in developing reading and writing skills in school. He/she claimed that lesson planning is used to practice his/her writing skills. According to Fink (2015), lesson planning is the instructor’s roadmap of what students need to learn and how it will be done effectively during class time. It is done before the lesson by identifying the objectives for the class meeting. Then teachers design appropriate learning activities and obtain feedback on the learning.

It can be noted from the stories of the pre service teachers that reading and writing skills development play a vital role in meeting their requirements—lesson plan, demo teaching, instruction materials, poems, fictions, novel, research and the like. They conceived that these are routinary.

B. Challenges

Apart from the requirements that the pre service teachers experienced, they also met challenges in developing their reading and writing skills in school.

PS 4 expressed:

“Being a pre-service teacher for me is hard because it seems to be so easy that you’ll just prepare ah... lesson plans, ah... the materials and yourself as a teacher.”

(Being a pre service teacher seems to be easy at first because you will **prepare** lesson plans, materials and yourself as a teacher but it is hard.)

She added, “in lesson planning you should be ah... you should be good in writing your objectives because in your objectives, the whole... ah... rotation of your class will not going to be in success.”

(In lesson planning, you should be good in writing your objectives, you should be good in writing your objectives because will help perform in the class.)

For PS5:

“kala ko po madali lang ‘yung lesson planning pero madaming binabasa at sinusulat , pero ‘yun pala.. malilito-lito.. madali lang siya kung pagbubuhusan mo ng atensyon”

(I thought lesson planning is easy. There are so many readings and writings but it is confusing. It is easy if you exerted effort)

PS 5 divulged her difficulty in preparing lesson plans. At first she believed that it was easy. But when she discovered that it also requires reading and writing, she realized that she needs to **exert more effort**.

PS 5 quipped:

“kailangan naming magbasa.. yung hindi ko lang interest yung kailangan kong basahin so yun yun nagging hindrance po para maimprove agad ‘yung

reading skill ko. Tapos dahil nga po hindi ako ganon ka-interesado, in terms po ng output nung babasahain naming, nagkaroon po ako ng problema sa vocabulary, kasi nga po sa pagbabasa ako hindi ko gusto kaya wala akong masabi sa isusulat ko wala akong maibigay na data.. wala akong maisulat.”

(We need to read not only my interest but what is required; that hindered me to improve my reading skills. Since it is not my interest, I am having difficulty in terms of vocabulary.)

It can be noted from this lines that **readiness** and interest affect development of the reading and writing skills of PS 5.

Based on the observations, PS 3, PS 4, and PS 5 were having hard time in their reading and writing skills development. First is too many requirements; second is meeting deadlines. Another problem is their readiness and interest in developing their reading and writing skills.

PS 6 narrated:

“Dati po, I’m not into reading talaga pero syempre as an English major, parang you are oblige to read a lot of books so na pressure po talaga akong magabasa ng maraming novels, maraming stories... kasi parang in need nga po.. Yung kahit para mga 2 o 3 novels sa isang buwan nagbibigay na talaga po ako ng effort magbasa.”

(Before I am not into reading but since I am English major, we are obliged to read a lot of books like novels and stories for example 2 to 3 novels in a month.)

Observed from the lines of PS 6, reading and obliged were mentioned. It shows that she was not comfortable in reading novels and treat it as requirement. Based on the observation, they are questioning why it is necessary to read novels that require amount of time and effort. However they consider reading novel for pleasure.

According to PS 3 another challenge that they experienced in developing reading and writing skills is **vocabulary**.

PS 3 explained:

“In terms of my reading and writing skills I have difficulty when I encounter unfamiliar words.. especially when it comes to poem.. when writers have diff style and strategies in order to hide the true meaning of their works.. So if the word is unfamiliar to me I have to search it pa.. before I understand thepoem.”

(In terms of reading and writing skills, I have difficulty when I encounter unfamiliar words especially when it comes to poem. When the writers have different style and strategies in order to hide the true meanings of their works. So if the word is unfamiliar to me, I have search before I understand the poem.)

PS 2 added:

“Pagdating po sa mga old English novels.. medyo doon po kami nahihirapan, nagdidictionary pa po kami pero.. minsan lng po katulad po ng mga old English na words don po, don po kami nahihirapan, tsaka po sa journalism, kasi kami po ay nasanay sa creative writing, ay ngayon po ay medyo formal writing na.. technical writing na po, newswriting, doon po kami nahihirapan dahil naunangna-introduce ‘yung creative kesa sa technical.”

(I found old English novels difficult. I used dictionary to understand words. I am having hard time in Journalism-- newswriting, because we are used to creative writing. Technical writing is more formal.)

Listening to their stories, it can be sensed that **vocabulary** is a great challenge. Since that they used narrative texts in class, they found it difficult to undertand. They were not familiar with the words and style used in the poems and stories. In result when they took their Journalism class which they said that a technical writing class, another problem arised. It can be interpreted that using literary text affects the reading and writing skills development of pre service teachers. It can be recalled that pre service teachers encountered problems in writing lesson plans and creating instructional materials when literary texts were used. The transition of reading literary material to technical writing was another issue for them.

PS#2 exclaimed:

“Neto lang po sa thesis.. medyo nakakaloka po talaga.. kasi ang hirap po eh, syempre ilang part ‘yun.. ay ngayon po naghchapter 3 na kami.. lalo na po nung related literature.. basang-basa ka po.. ayoko po kahit ako po ay English major, hindi po ako ‘yung book worm.. pero nagbabasa nman po ako.”

(In our thesis, it is very difficult because there are parts to complete. We are writing our chapter 3 and also our related literature. We do read though I don’t like it. Since I am an English major, I must read.)

They also found it difficult to write research—related literature because it requires reading and dealing with vocabulary words.

PS 4 added:

“I think I have a lot of things to say but when I write, all the thoughts and... some of the thoughts ah... banish and fade away, so... I think I... my weakness about writing is when I’m writing about... writing in the part of the body.”

(I think I have a lot of things to say but when I started writing, I run out of words—that is my weakness in writing.)

PS 6 mentioned:

“I’m not good at playing words lalo na po kapag creative writing sobrang may hard time po akong mag play ng words. Ayun yung mga papaligoy-liguyin. Kapag kunwari binigyan ka ng ilang words.. ako po hindi po talaga ako umaabot don sa limitation nay un kasi deretso po ‘yung pagsasabi ko.”

(I am not good in playing words especially if its creative writing. I can’t reach required number of words because my vocabulary is limited.)

In general, vocabulary is very important to reading comprehension. Learners cannot understand what they are reading without knowing what most of the words mean. It refers to the words one must know to communicate effectively.

These stories of pre-service teachers in developing their reading and writing skills exposed that requirements, adjustments/challenges and compliance contribute to the level

of their reading and writing skills development. It means that experiences revealed that learners developed their reading and writing skills based on the regular procedures required by the school.

Theme III: Guided learning

Pre service teachers had unique opportunity to develop their reading and writing skills. They need to receive help from others to connect to their experiences as learners.

The third major theme in the pre service teachers' experiences in developing their reading and writing skills in school is termed as ***Guided Learning***. This is supported by a sub-theme: ***1) From the teachers.***

A. From the Teachers

The first sub-theme of Theme III: Guided Learning, is termed as ***“From the teachers.”*** This means that the pre service teachers experienced developing their reading and writing skills with the help coming from the teachers.

PS 1 shared:

“kasi po mam magkakaiba rin naman po ng approach...yung teacher tinutulungan kami mag basa at magsulat.”

(Professors have different approaches. They help us in reading and writing.)

PS 1 developed an understanding of teacher interaction. He/she spent greatdeal in receiving help from his professors. It shows that PS 1 gain more confidence if there is supervision of the teachers.

PS 2 added:

“Sa writing skills po, meron po kaming Creative Writing kay Sir Dex po, ‘yun po tinutulungan nya po kami sa pamamagitan ng pagbibigay sa’min ng mga topics, example po ay stream of consciousness, yan nakikinig po kami tapos nagsususlat po kami actually meron po kaming portfolio para sa creative writing mga stories po, don po kami na-shape don po lumabas ‘yung aming writing skills. Sa Reading naman po, ang mga naging teacher po naming don ay si Ma’am Pasumbal, medyo ang ginawa nya po sa’ming lesson ay understanding the curriculum guide, tsaka po demo teaching pa rin, pano po sila nakakatulong sa’min? ‘yung pong pagbibigay ng right instruction.. ng guidelines po.”

(In our creative writing class, our teacher helped us in writing by giving us topics and used the stream of consciousness. We listen then we write stories to complete our portfolio in creative writing. Our writing skills improved. In reading, we apply our understanding in curriculum and in demo teaching. She guides by giving instruction.)

Similar to PS 1, PS 2 experienced comfort in the guidance of his teacher. From the availability of the topics in terms of writing to reading curriculum, guidelines and right instructiona help them in demo teaching.

PS 3 narrated:

“ When they give task to their students... the students finish the tasks and submit it to their teacher... ahh I think the teachers must immediately check the works of their students... in able to identify the errors... so if.. there is, I think the teachers must approach their student, then tell her how to correct it, or the teachers can conduct an activity the following day to teach the errors of the students reading and writing skills.”

(In giving tasks to the students, teachers should immediately check them to let the students know their errors. The teachers must conduct conference to the discuss the errors.)

This shows how their teachers assessed them. PS 3 emphasized that she valued the **immediate assessment** of their teacher.

PS 7 explained:

“Nag 1 on 1 lang po siya kapag if you have questions.. parang pwede mo po siyang i-consult, directly kung talagang na-feel mo na.. pag nahihirapan ka sa particular area na ‘yun.”

(Teachers conduct one on one conference if you have questions. They can be consulted directly if you are experiencing difficulty.)

He/she showed that she/he has positive attitude in the **conferencing** being done by her teacher. She shared that she learn easily if there is a direct consultation between the teacher and the learners.

PS 5 shared:

“Nagdedemo teaching na po kami pero dahil nga pre-service pa lng kami, ‘yung teacher namin ang ginawa na lng po nya para maging comfortable kami sa environment naming.. ang magiging estudyante naming is ‘yung mga kaklase din namin. I-poportray na lng po naming ‘yung mga sarili namin as teacher talaga.”

(In demo teaching, we have a simulation or portrayal in our classroom. Our teacher set comfortable environment by assigning our classmates as our students.)

During the personal visit, the researcher observed that the teacher gave them time to portray their role in front of their classroom. This was a good opportunity for the pre service teachers to practice their skills. However, it was observed that familiarity was a factor in not achieving the specified goal set by their teachers.

PS 8 shared:

“Ginagawa nya po yung, localization and..... ginaagawa siyang way para for example international yung book na babasahin namin.. then irerelate nya ito into something na maiintindihan namin.. like instance na meron rin sa Philippines para mas maintindihan namin yung texts.”

(We do use localization. We use international book then we relate it to what we have here in the Philippines so we can understand.)

This could be noted from the personal narratives of pre-service teachers that they are influenced by others in developing their reading and writing skills. They valued the creation of their skills and developed positive personal growth. Their experiences in reading and writing construction which produced impactful results because there were teachers who guide them. It means that the experiences is that the pre-service teachers embraced the development of their reading and writing skills through the help of others. Moreover their experiences show the sense of belonging, confidence, security and responsibility through the guided learning.

The experiences of the pre-service teachers in the school based literacy were to be influenced by the curriculum, practices and teachers. Hence, the development of reading and writing skills was fully understood by their experiences .

Meanwhile, the following thematic map, figure 5, shows the in-service teachers' experiences in the development of their reading and writing skills. This part of the study responds to the research problem number 2 which is to describe the in-service teachers' experiences in the development of reading and writing skills in the workplace.

Figure 5 shows themes which were extracted from the stories of the participants as the reflections of their whole stories about their experiences. As revealed in the interview and observation, the in service teachers (IS) verbalized experiences based on their perceptions and purpose in the development of their reading and writing skills at the workplace. The statements of the participants were labelled and clustered into major themes

and narrowed down into sub-themes. From the clustering of themes, three major themes and their sub-themes emerged in the pre-service teachers experiences, namely: 1) **Workplace Demands:** A. Nature of Work; B. Desired Behavior; 2) **Independent Learning:** A. Continuous Education and B. Seminars or Conferences; 3) **Social Interaction:** A. Creating Linkages.

Below is the thematic map of the major and sub-themes of the in service teachers' experiences in the development of their reading and writing skills in the workplace.

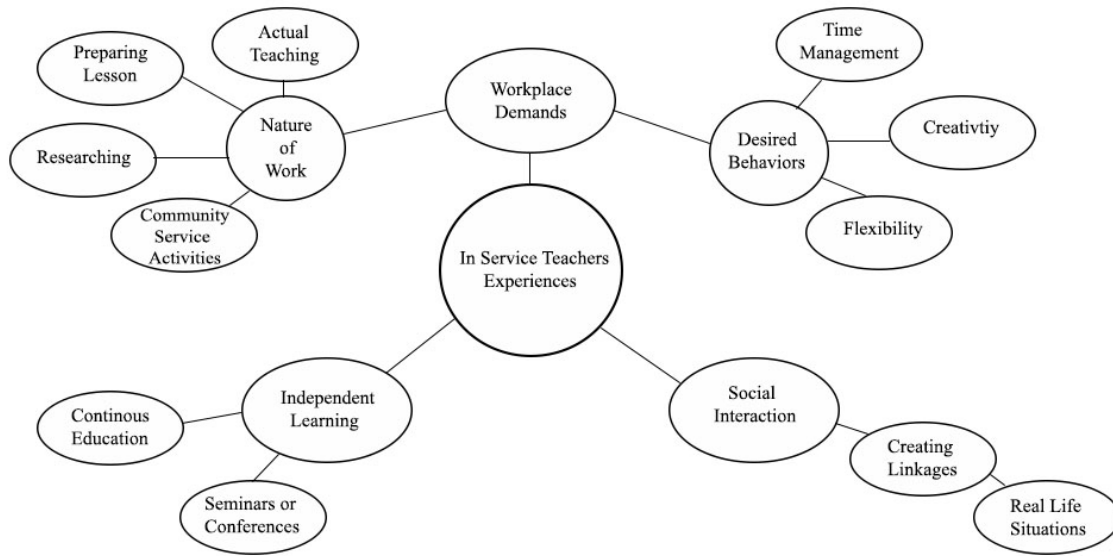


Figure 5: *The Thematic Map of the In Service Teachers' Experiences in Developing their Reading and Writing Skills in the Workplace.*

Theme I: Workplace Demands

The first major theme which describes the experiences of the in service teachers in developing their reading and writing skills in the workplace is termed as *Workplace Demands*. It means that in-service teachers do multi tasks as reflected in their experiences, Nature of Work and Desired Behavior.

Most of the participants described their experiences as *Workplace Demand*, as the first major theme, was classified into two sub-themes: *1) Nature of work*; and *2) Desired Behaviors*.

A. Nature of work

Almost all (7 of 7) in service teachers revealed their experiences that the Nature of work is the first sub-theme of the major theme, Workplace Demands. In this first story, IS 1, high school teacher, shared his/her nature of work in the workplace in developing his/her reading and writing skills.

IS1 continued:

“Bilang isang teacher, of course, I need to review my lessons, I need to prepare my lesson materials, mga visual materials, mga e-materials na tinatawag kasi sa 21st century teaching, you have e-materials and visual materials. Then ‘yung mga teacher-operated materials katulad ng mga plans, course guides or course syllabi na meron tayo. Plus, aside from that, ‘yung mga student-focused materials naman, I need to review my contents, I need to read my contents, I need to do exploratory research, I need to have inter-referential researches on my topics and then aside from that, nire-review ko din ‘yung mga visuals ko.”

(Being a teacher, I need to review my lessons; I need to prepare my lesson materials- visual aids, e-materials as 21st century teaching. Then the teacher

operated materials like plans, course guides or course syllabi. Aside from that, I reviewed my visuals and do exploratory research and inter referential researches.)

Similarly, the 6 other in service teachers experienced developing his/her reading and writing skills in the workplace by;

IS 2, college teacher, shared:

“In teaching college students, I do notetaking, for organizing notes, researching in the preparation of teaching.”

(In teaching college students, I do notetaking, organizing notes, researching in preparation of teaching.)

IS 3 expressed:

“Hindi lang po pag tuturo or preparation ng lesson, ako po ay adviser din ng class at Mission Partner or yung Faculty Club treasure.”

(Not only preparation of lesson, I do act as class adviser and Mission Partner or Faculty Club Treasure.)

“Sa pagiging language teacher po, pina practice ko po ang pagtuturo ng literature, na dun din nadedevelop ang reading and writing skills ko- mula sa unlocking difficulties, using context clues, at using differentiated task, values at themes ng literature.”

(Being language teacher, I do teach literature which helps develop my reading and writing skills from unlocking difficulties, using context clues, and differentiated task- values and themes of literature.)

Apart from the basic tasks that they experienced, IS 3 mentioned about the additional tasks and it is similar to IS 4, IS 5, IS 6, IS 7, when they shared that they do meet different workplace demands while developing reading and writing skills.

IS 4 mentioned:

“ Nagprepare ako ng lessons at actual teaching, pero they gave me additional task as school paper adviser, kase nakita nila yun sa credentials ko.”

(I prepare lessons for my actual teaching; they gave me additional task as a school paper adviser, because they saw that in my credential.)

IS 5 stated:

“Yung roles ko as in service teacher, of course the basic task, lesson planning, doing paper works and I was assigned as Senior High School Coordinator. My task basically is supervise students and teachers.”

(My role as in service teacher is basic, like lesson planning, doing paper works moreover I was assigned as Senior High School Coordinator whose function is more on supervision.)

IS 6 recalled:

“Nag prepare po ako ng lesson at nag scheduling ng mga dapat gawin.. may additional task po na research to comply sa demand ng work to produce research... at attend community service na sponsored ng school.”

(I prepared lesson and I do scheduling of task, I also have additional task like research to comply to the demand of work which is to produce research and attend community service activities.)

IS 7 proclaimed:

“Basically as a teacher, I act as a facilitator, motivator, designer, planner, counselor, adviser, mother, everything into 1.”

(Basically as a teacher, I act as facilitator, motivator, designer, planner, counselor, adviser, mother, everything into 1.)

B. Desired Behaviors

This second sub-theme of the major theme, Workplace Demands is termed as ***Desired Behaviors***. It means that aside from the nature of work, they also developed their reading and writing skills through the help of the following: ***can manage time, creative and flexible.***

According to four (4 of 7) in-service teachers, these desired behaviors play important factors in developing their reading and writing skills. They practice these skills and at the same time meet the workplace demands in terms of desired behavior.

IS 3 stated:

“May mga remedial classes na talagang kailangan ng time, extra time na pipilitin mong mag bigay ng additional exercises na akoy nag babasa pa din. Dahil may duty akon as adviser, try ko pa din i-manage ang time.”

(There are remedial classes that need my time, extra time that you will spend to do additional exercises . It requires me to do readings because I have a duty as adviser. In this case, I can **manage my time**.)

IS 6 supported:

“Natutunan ko nung nag in service teacher ako na mag manage ng time, ayaw kong nalalate sa school kase na aapektuhan activities ko. Ayaw magsubmit ng mga written output na late.”

(I learned **managing time** in service teacher. I don’t want to be late in school because it affects my activities. I don’t like to submit written output late.)

IS 4 exclaimed:

“Nagpapagawa po ako ng blogs sa webly kase meron kaming mga writing activities na for example writing friendly letter. Doon ko po babasahin at kailangan maging creative.”

(In our writing activites like writing friendly letter, I let them do blogs in webly. I read their activities online; **creativy** is needed.)

IS 5 shared:

“it was a struggle because I wasn’t able to apply the skills that I have learned during college because that’s pre-school education ‘yung tinuturuan ko eh ang natapos ko naman po ay BS Ed Major in English kaya I applied flexibility.”

(It was a struggle because I wasn't able to apply the skills that I have learned during college because my first job was pre-school education yet I graduated BSE major in English that is what applied *flexibility*.)

Moreover,

“Kapag nagtuturo po ako, I have to be flexible. Yung expectation mo walang mangyayari. Ikaw po ay nasa real world na you have to be flexible and aside from that you have to adapt the culture ng school.”

(In teaching, I have to be *flexible*; nothing will happen in your expectation. You are in the real world that you have to be flexible and adapt the culture of school.)

IS 7 concluded:

“But I need to still know who are the audience and I talk of the audience or the learners I have everyday. So I need to adjust.. I need to go with them. I learn also to be flexible, it really matters most because if not.. even though you set already your aspirations or goals, but you need really to be flexible because it comes of always with the appropriateness or suitability of everything you do with the learners that you have.”

(But I need to still know who are the audience and talk of the audience or learners I have everyday. So I need to adjust and I need to go with them. I learn also to be flexible, it really matters most because if not.. even though you set already your aspirations or goals, but you need really to be flexible because it comes with appropriateness or suitability of everything you do with the learners that you gave.)

The experiences of the in-service teachers as the theme, workplace demands shows that there were different demands that they need do in relation to the development of reading and writing skills. These were reviewing lesson, preparing lesson materials/ e-materias and the teacher operated materials like plans, course guide/ syllabi, exploratory and inter referential researches; additionally, class advisory, writing publishable research and community services. They are not only confined in teaching but also doing related activities that help them develop their reading and writing skills in the workplace. It also

means that they are fueled with deep understanding of themselves and capable of meeting the demands of their work because they can manage time, creative and flexible.

Theme II: Independent Learning

The second major theme which depicts the experiences of in service teachers in developing reading and writing skills is called ***Independent Learning***. Theme II presents the experiences of the in-service teachers in connection to two sub-themes: ***1) Continuous Education***; and ***2) Attending Seminar/Conference***.

A. Continuous/ Further Studies

Further studies show how the in service teachers value continuing education in developing their reading and writing skills to gain confidence in the profession and function effectively in school.

IS1 articulated:

“I saw the importance of further studies. Parang hindi enough na ikaw lang ‘yung nagaaral. You really need to equip yourself. Kailangan mo siyang, may need talaga para i-equip mo ang sarili mo, mag-aral ka ng masters, more probably, or enroll yourself in short courses.”

(I saw the importance of further studies, It is not enough that you are only the one studying. You really need to equip yourself. You need it, there is a need to equip your self, take masters or enroll yourself in short courses.)

IS 5 narrated:

“kailangan po talaga may extra effort coming from the teacher... I’m not perfect naman po especially kung halimbawa they are asking to write written correspondences and then kunyari hindi ka sanay gumawa nang mga ganung letter kasi hindi ka naman trained sa mga ganun so ‘yun ‘yung mga problema... I am always open for learning po... go on with your constant studies, nagiging more

confident ka na and also 'yung mga skills mo nai-strengthen mo because of continuously strengthening yourself at ang bunga nun, naii-share mo siya sa iba."

(Extra effort coming from the teacher is needed. I' m not perfect especially for example they are asking me to write written correspondences and then like example you are not used to it because you are not trained to do it. I am always open for learning. Go on with your constant studies. You become more confident and you can strengthen your skills then share it to others.)

Similarly, IS 6 and IS 7 support *further studies* that play a vital role in developing their reading and writing skills in the workplace.

IS 6 said:

"kumuha ako ng PhD in Lit para mas maimprove ko rin po yung way of teaching ko at skills ko kasi ibang-iba kasi iba talaga pag PhD napo. Nakakatuwa kapag kasi yung ginagawa naming sa PhD classes gingawa ko na rin kapag nagkklase ako."

(I took PhD in Lit (literature) to improve the way of my teaching and my skills. Because it is very different in PhD. I enjoyed my classes and the things we do in PhD.)

IS 7 added:

"I just had my post graduate.. and I just started last summer, Ma'am at SLSU, Lucban.. And I am in my terminal sem.. hopefully... and by probably by next sem I will have my comprehensive exam and in reviewing, I developed my reading and writing skills."

(I just had my post graduate and started last summer at SLSU, Lucban. And I am in my terminal sem. Hopefully and probably by next sem I will have my comprehensive exam and in reviewing I developed my reading and writing skills.)

It was also supported by IS 2 when he/she said that:

"I should not stop learning.. I think that should be the..that's going to be the end.. but not the end point.That's going to be I think my... ahhh I think my key, to achieving my goal.. of improving the horizons of my students"

(I should not stop learning. I think that should be. That's going to be the end, but not the end point. That's going to be I think, I think my key to achieving my goal is to improve the horizons of my students.)

Based on the observation, this was an initiative from the in-service teachers. It can be noted that they wanted to discover their worth in developing their reading and writing skills. It can be inferred that teachers do not stop in learning.

B. Attending Seminar/Conference

Attending seminar/conference, the second sub-theme related to Theme II: Independent Learning shows in-service teachers developed their reading and writing skills by voluntarily attending seminar/conference.

IS 1 declared:

“You need to attend seminars, conferences and of course you need to engage yourself in research to further develop your reading and writing skills, kailangan ‘yun.”

(You need to attend seminars, conferences and of course you need to engage yourself in research to further develop your reading and writing skills, that's needed.)

IS 4 shared:

“... kami yung batch na naabutan nang maraming seminars. Ang kagandahan nun mam bago ako pumasok ng June nung nag apply ako nung May saktong in-set 2 weeks pero magkaiba yung isa the beginning ng k12 and then May po siya nag in-service training ako ditto sa Lucena sa DepEd and then yung pangalawa eh di next week yung naman po yung sa catholic kaya siguro nagging prepared rin po ako. Tsaka po siguro yung mga teachers guide yun po ang aking nabasa. Kasi mam ever since mahilig na po talaga kong magbasa sa mga videos

and computer kaya na-adopt ko po kaya nagging easy na rin po sa'kin 'yung pagtuturo ko don sa mga bata."

(We were the batch attended lots of seminars. The good thing about it, before we start in June, I applied last May exactly there is in set for 2 weeks. But these were different, first is for K12 then the other one was in service training here in DepEd Lucena and then the following was in catholic. That's the reason that I considered myself prepared. Additional, there were teachers guide that we can read. Eversince, I love to read and watch videos so those I adopted and use them in teaching.)

From these stories, IS 1 and IS 4 showed their appreciation of attending seminars and conferences. They claimed that they learned and developed their skills from these activities.

From this major theme called ***Independent Learning***, it is important to note that the participants did not only develop their skills based on their occupational demands but also develop reading and writing skills when they learn independently; engage in ***further studies and attend seminar/conference***. As such they view developing their skills as continuous process, dynamic and never ending. It only means that in-service teachers have strong conviction to support themselves and can explore their skills that best meet their needs and the needs of their students. Little (1982) concluded that effective professional group can change teacher practice and increase student achievement. In addition, student achievement is higher in schools with strong professional communities where collective responsibility, collaboration and collegiality among teachers are fostered.

Theme III: Social Interaction

This theme describes the experiences of in service teachers in developing their reading and writing skills is called *Social Interaction*. This is further explained with the sub-theme: **1) Creating Linkages**

A. Creating Linkages

This sub-theme, *creating linkages* of the major theme, *Social Interaction* is further discussed in the following narratives:

IS 1 expressed:

“hindi mo magagawa ‘yan kung ikaw lang, you need to create linkages, you need to be member of organizations, professional accreditations, mga ganyan, you submit yourself to professional accreditations so that at least na may tumatasa sa ‘yo, may nagre-measure nung skills mo at alam mo sa sarili mo na, so far, at par ka nalang pala sa requirement.”

(You can not do it alone. You need to create linkages, you need to be **member of organization**, professional accreditations like that. Submit yourself to professional accreditations so that at least there is something assessing you or measuring your skills.)

Moreover:

“I was able to relate na rin doon sa tinuturo ko doon sa real life situations ng mga estudyante ko. Before, I was only focused on what the book dictates. Sa kasalukuyan, I’m also now concerned with how could the student use it in their daily life.”

(I was able to relate it to the **real life situations**, the one I am teaching to my students. Before I was only focused on what the book dictates. Now I am also concerned with how could the students use it in their daily life.)

IS 2 has his own version of creating linkages. He/she believed in **immersion** and actual application of his skills. There is an opportunity to develop his/her reading and

writing skills when immersed in group. Based on one of the personal visits, established a good relationship to his/her colleagues. He/she treated them as mentors.

IS 2 shared:

“ that I need to also ask other people but this time... I think it’s more ahm in order to cope up there’s more immersion, there’s more application, there’s more opportunity to apply and develop reading and writing skills.”

(I think I need to ask other people this time.. I think it’s more proper to cope up if there’s more immersion, application and opportunities to apply and develop reading and writing skills.)

IS 4 added:

“meron kaming mga ibang teachers na from other section na willing magturo.. kaya naguguide nila kami kaya okay din”

(We have teachers from other section who are willing to teach us... they also guide us)

In addition she said:

“...and then syempre from that story, makakisip ka nmang pwede mong maipart sa kanila at pwede mong gawin para ma-enhance sila.. parang peer coaching.”

(And of course from that story, you can think of something you can impart that you can do to enhance them just like peer coaching.)

The in-service teachers shared their positive experiences about the advantage of *Social Interaction* in developing reading and writing skills in the workplace. It shows that *creating linkages* provide freedom and gratification. However, some participants implicitly explained the importance of independent learning and self disciplined.

The third theme shows that developing the reading and writing skills of in-service teachers can also be manifested in ***Social Interaction***. According to Durham (2002), teachers do participate in discourse communities where they can interact with other reading and writing professionals and they enjoy the growing needs of being reading and writing teachers. They can create friends, colleagues when they induce themselves in social activity through ***creating linkages***. It means that social interaction developed their skills by modeling and observing.

In service teachers supported the merit of creating linkages. They believed that apart from being independent learner, one must be a member of organization. They must not limit themselves in their community but rather exposed themselves to other teachers with the same of interest. In this case, they can keep themselves updated on what is happening in ***real life*** and not only rely on what is written in the book.

The meaning of the pre-service teachers experiences in school based literacy and in-service teachers experiences in workplace were based on the lived experiences. It shows the continuity of the literacy skills development from school to workplace. The essence arrived was used as a basis of Workplace Literacy Development Model for Teacher Training.

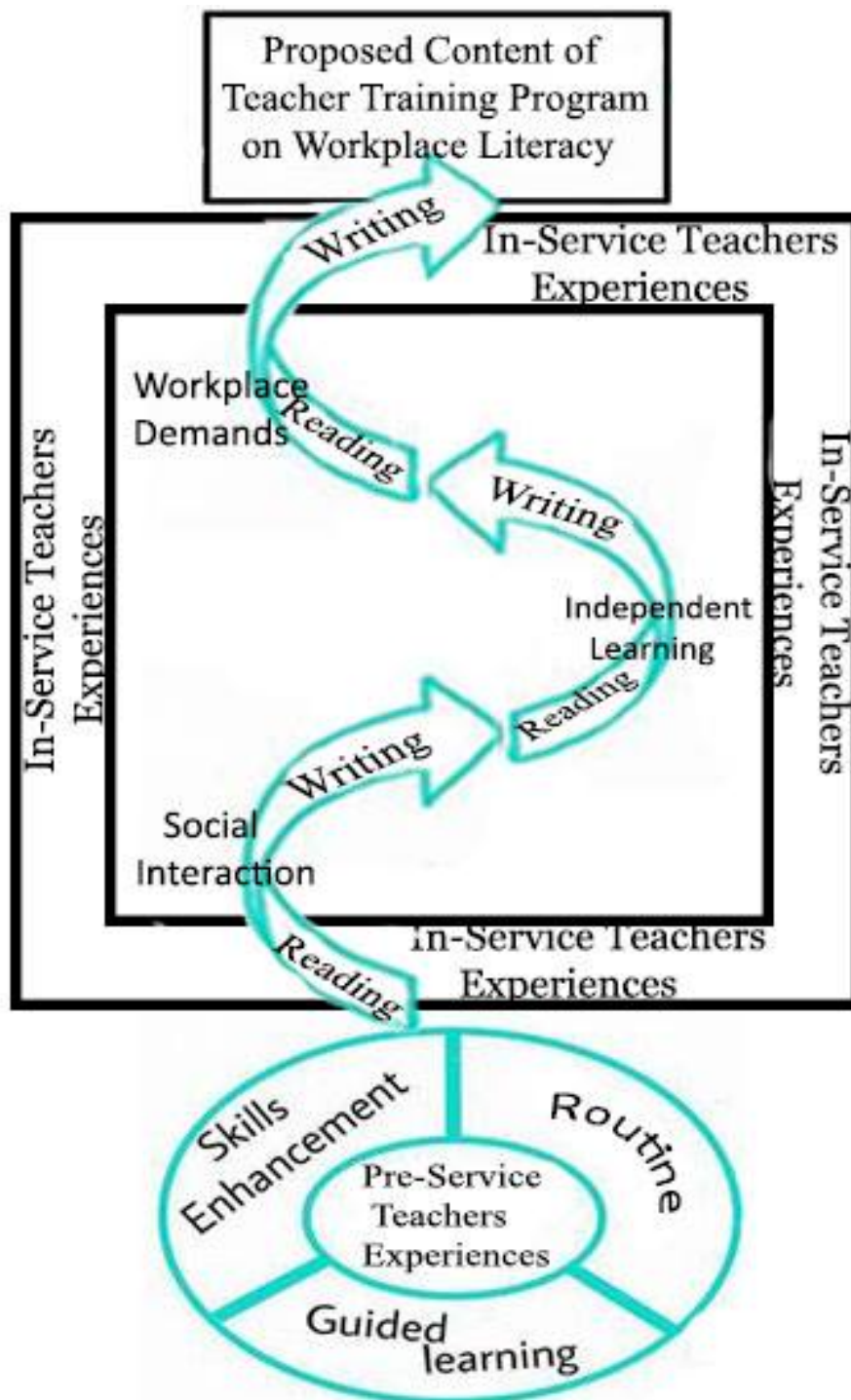


Figure 6: Workplace Literacy Development Model for Teacher Training

The Workplace Literacy Development Model shows the relationship among variables which leads to propose the content of Teacher Training Program. This model gives meaning to the experiences that take place in school (school based literacy) and the workplace (workplace literacy) by the pre service and in service teachers. The model is read from the bottom showing the pre-service teachers' experiences and going upward showing in-service teachers experiences which resulted to proposed content of teacher training program on workplace literacy.

The model illustrates the continuity of the literacy skills. There are three connecting parts showing the proposed phases of Workplace Literacy Development Model. The first part of the model was came from the descriptions of the research problem number 1, circle at the bottom, shows the pre service teachers who would develop the skills from different purposes such as skills enhancement, routine and guided learning. It was revealed by the pre-service teachers experiences that they continuously develop reading and writing skills as they move to next level of teaching. Teachers may take advantage of their previous experiences and use these skills as part of their schema. The second part of the model was came from the descriptions of research question number 2, a box, which denotes the in-service teachers experiences. Inside the box are three (3) spiral arrows, which shows the reading and writing skills used as basic literacy. These arrows-social interaction, independent learning and workplace demands are going up showing that these elements are connected towards the proposed content of Teacher Training Program. It was revealed by the in-service teachers experiences that developing reading and writing skills may take

place in social interaction, independent learning and meeting the workplace demands. Each arrow demonstrates element which is important component of Workplace Literacy Development Model.

Based on the experiences of the teachers in developing the reading and writing skills, the components or the elements are arranged based on its *significance*. The ***first element*** called ***social interaction***, which covers ***creating linkages*** through exploring the real life situations. The data from the study suggests that teachers may be given activities to boost their confidence and develop positive attitude in using their reading and writing skills. This can be done through positive working environment, professional organization and exposing to ***real life experiences***. This may come when the teachers be exposed in the real life environments such different kinds of cooperating teachers and different types of settings such as public and private schools. Although this model encouraged social interaction, this also suggests that they must be given time take full responsibility of their own learning. Sample activities or subtopics of this are

The ***second*** element is called ***independent learning***. The results revealed that despite the advantages brought by social interaction, teachers still can develop their reading and writing skills independently. This poses a greater challenge that teachers be given time to continue their ***education-*** professional/further studies and voluntary attendance in ***seminars/conferences***. This part of the model suggests that teachers be given time to learn from their experiences and try out what they have experienced. They must not limit in one environment or one area. They may be encouraged to specialize in other field. Samples of

these can be enrolled in graduate studies, take short courses or technical courses, write action research and publish instructional materials.

The *third* element is called ***workplace demands***. The greater challenge lies in this level. Apart from the acquisition of social interaction skills and independent learning skills, the teachers must take full responsibility in the ***nature of work*** – lesson preparation, actual teaching, research, involvement in community services, be given to them. This part of the model suggests that teachers may be trained to actual work or tasks given in the workplace. Samples of this are longer exposure in the field of work, observation, actual teaching and post teaching. In this case, they will have opportunity to enhance the ***Desired behaviors*** – time management, creative and flexible, in the workplace. This study believed that it is vital to prepare and develop teachers not only the pre-service teachers, the novice teachers also involved other teachers in training program. Lastly part of the model is the box located at the end of the arrow which completes the sequence of developing the skills on the workplace literacy- proposed content of the teacher training program.

This model responds to the gap between the literacies of school and workplace (Rock, 2014; Au, 1998; Chan, 2012; Daggett & Pedinotti, 2014; Meyer, 2014; Hughes, Wai Ling, Pearson, 2000; Farrell, 2001). The literature showed that there is a mismatch in school and workplace preparation. This model supports the Vygotsky's theory of constructivism. Constructivism occurs when learners actively engage their cognitive structures in "schema building experiences" (Yager & Lutz, 1994; Fosnot, 1996; Saunders, 1992 as cited by Tan et al., 2011). This theory explained that people construct their own understanding and

knowledge of the world, through experiencing things and reflecting on those experiences. “Learners is aided by social interaction with peers and teachers and via real world experiences” (Tan et al., 2011). It supports Bruner (1996) which explained that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.

Hence, this model is not only designed for the teachers but also for students of English for Occupational Purposes (EOP) and English for Specific Purposes (ESP).

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and recommendations based on the analysis of all the gathered data.

Summary of Findings

This phenomenological study was conducted to investigate the experiences of teachers in developing their reading and writing skills. Specifically it focused on: the pre-service teachers' experiences in developing their reading and writing in school and the in-service teachers' experiences in developing their reading and writing skills in the workplace. The gathered data from the lived experiences were used to construct a Workplace Literacy Development Model for Teacher Training.

The analysis and interpretation of lived experiences based on the semi-structured interview and observations/personal visits led to textual description- what experience is, and structural descriptions- how experience came to be. When textual and structural descriptions merged into one data, it uncovered overall essence of the teachers' experiences in developing the reading and writing skills.

This phenomenological study inspired by Husserl, arrived at several major themes and related sub-themes from the participants lived experiences. Thematic maps emerged as the result of the investigation of the experiences of teachers in developing reading and writing skills.

The thematic map of pre service teachers' experiences in developing their reading and writing skills includes three major themes: 1) Skills Enhancement; 2) Routine and 3) Guided Learning. Each of the major themes was supported by the sub-themes. Major Theme I: Skills Enhancement was classified into two sub-themes 1) grammar in use; and 2) literature in focus. This means that their experiences made them aware of their growing understanding of their skills and they mindful and alert to their needs and literacy. Theme II: Routine was classified into two sub-themes 1) requirements; and 2) challenges. This means that they develop their reading and writing skills for compliance since it is expected that they are still in school or university. Theme III: Guided Learning was supported by 1) from the teachers. This means that they are influenced by their teachers. Their experiences show the sense of belonging, confidence, security and responsibility.

Moreover, thematic map of in service teachers' experiences in developing their reading and writing skills in the workplace includes three major themes namely Theme I: Workplace Demands which are classified into two sub-themes 1) nature of work and 2) desired behaviors. This means that they are fueled with understanding of themselves and their ability to meet the demands because they can manage time, creative and flexible. Theme II: Independent Learning is classified into two sub-themes 1) continuous education; and 2) seminars/ conferences. This means in service teachers have strong conviction to support themselves and can explore their skills that best meet their needs and their students. Theme III: Social Interaction is supported by a sub-theme 1) creating linkages. This means that they did not limit in one community but rather exposed to other teachers with same interest. They engage themselves into real life situations.

The model evolved for teacher training for their professional work is called Workplace Literacy Development Model for Teacher Training.

Conclusions and Implications

Responding to the challenges of literacy, this study attempted to explore what it is to experience the development of reading and writing skills in school and workplace. This study found that school based and workplace literacies are two different worlds. Teachers lived experiences have shown different ways in developing the basic skills, reading and writing yet these experiences can be used to connect to observe the continuity of developing the skills. Not surprisingly, previous literature revealed that there were different preparations for the pre service teachers in the university which resulted to gap; that these findings may be an instrument to meet the gap.

These findings have several significant implications in addressing the gap in school based and workplace literacies. The findings can be considered in the development of the content of the teacher training program. The issue on how the teachers learn the basic skills is one important implication. Another implication is the uniqueness of the teachers in their literacies. They carried styles, attitudes and knowledge towards their literacy. Lastly, is the importance of the support or community. This allows the teachers to collaborate and create partnership.

Recommendations

Based on the gathered data, the following recommendations are made:

1. With regard to pre-service teachers skills enhancement, learners may expose themselves in the different kinds of reading and writing materials. Increase access to different resources like content based literature.
2. Language and literature teachers may expose their students to different kinds of expository texts specific to the occupational purposes. They may allow their students to discover their own strategies in developing their skills.
3. With regard to the pre-service teacher, they may be exposed to seminar and conferences/ trainings and workshops to develop their social interaction, may be given multi disciplinary researches to develop their independent learning skills and longer time in the field to develop their skills in meeting the demands of the workplace .
4. For the Higher Education Institution, they may consider activities in strengthening the partnership of schools and industries.
5. For the Commission on Higher Institution, they may consider a need for curriculum reform of Teacher Education.
6. Future researchers may explore on discovering the experiences of teachers in terms of the other macro skills.
7. Future researchers may validate and study further the proposed model to determine its effect on Teacher Education Program.

8. Future researchers may conduct more research more research to be conducted regarding life long learning and 21st century skills.

References

- Acedo, C. (n.d.). Teachers supply and demands in the Philippines. *Relationship Between Teachers Supply from Training Programs and School*. Retrieved from: www.worldbank.org/archive/website00237/WEB/DOC/PHILILIP.DOC
- Alfaro, C., & Quezada, R. L. (2010). International teacher professional development: Teacher reflections of authentic teaching and learning experiences. *Teaching Education, 21*(1), 47-59.
- Arko, A.D. & Addison, K. (2009). The impact of functionality literacy on socio- economic lives of beneficiaries. *A case study of the Agona District of Ghana*. Retrieved from www.ajol.info/index.php/ejc/article/view.
- Askov, E. N. (1989). *Upgrading basic skills for the workplace*. Retrieved from <http://files.eric.ed.gov/fulltext/ED309297.pdf>.
- Au, K. H. (1998). Social constructivism and the school literacy learning of students of diverse backgrounds. *Journal of Literacy Research, 30*, 297-319. Retrieved from www.jlr.sagepub.com/content.
- Bhola, H. (1995). *Functional literacy, workplace literacy and technical and vocational education: interfaces and policy perspective*. UNESCO Paris.
- Bhola, H. (1984). *World trends and issues in adult education*. London: Biddies Ltd.

- Billett, S., Smith, R., & Barker, M. (2005). Understanding work, learning and the remaking of cultural practices. *Studies in continuing education*, 27(3), 219-237.
- Borg, M. (2005). A case study of the development in pedagogic thinking of a pre-service teacher. *TESL-EJ*, 9(2), 1-30.
- Brown, A. L., & Palincsar, A. S. (1989). Guided, cooperative learning and individual knowledge acquisition. *Knowing, learning, and instruction: Essays in honor of Robert Glaser*, 393-451.
- Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Burns, P., Roe, B., & Ross, E. P. (1999). *Teaching reading in today's elementary schools*. USA: Houghton Mifflin Company.
- Chalies, S., Bertone, S., Flavier, E., Durand, M. (2008). Effects of collaborative mentoring on the articulation of training and classroom situations: A case study in the French school system. *Teaching and teacher education*, 24(3), 550-563.
- Chan, E.Y. (2012). School-university partnership: challenges and visions in the new decade. *Global Studies and Childhood*, 2, 38-56.
- Chapa, M.A. (2012). Literary experiences of male students in an alternative high school: a phenomenological perspective. *Doctoral Dissertation*. Texas: University Corpus-Christi.

- Collins, S. (2003). Compelled to connect: phenomenological study of experiences of writing. *Doctoral Dissertation*, University of Tennessee. Retrieved from: trace.tennessee.edu/utk_graddiss.
- Collins, J. B., & Pratt, D. D. (2010). The teaching perspectives inventory at 10 years and 100,000 respondents: Reliability and validity of a teacher self-report inventory. *Adult Education Quarterly*.
- Cooke, P. (2004). The role of research in regional innovation systems: new models meeting knowledge economy demands. *International Journal of Technology Management*, 28(3-6), 507-533.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. California: SAGE Pub.
- Cresswell, J.W. & Miller D.L. (2000). Determining validity in qualitative inquiry. *Theory into Practice* 39(3):124-130.
- Cresswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approach*, 3rd ed. Thousand Oaks, CA: SAGE.
- Creswell, J. W. (2013). *Research design: qualitative, quantitative and mixed methods approaches*. London: SAGE Pub.
- Cristobal, L. (2015). Literacy in the Philippines: the stories behind the numbers. *Literacy Daily, ILA News*. Retrieved from www.literacyworldwide.org/blog/literacy-daily.
- Cohen, D. (2016). *Qualitative research guidelines project*. Retrieved from <http://www.qualres.org/HomeInte>.

- Colaizzi, P.F. (1978). Psychological research as the phenomenologist view it. In R.S. Valle & M. King (Eds.) *Existential phenomenological alternatives for psychology*. New York: Oxford University Press.
- Cornu, R. L. (2005). Peer mentoring: engaging pre-service teachers in mentoring one another. *Mentoring & Tutoring: Partnership in Learning*, 13(3), 355-366.
- Daggett, W.R. & Pedinotti, J. (2004). *Achieving reading proficiency for all*. Rexford, NY: International Center for Leadership in Education.
- Da Silva, M. (2005). Constructing the teaching process from inside out: how pre-service teachers make sense of their perceptions of the teaching of the four skills. *TESL-EJ*, 9(2), 1-19.
- Davidson, K. (1990). *The adult learner*. New Jersey: Prentice Hall.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Psychology Press.
- De Guzman, A. (2015). *Doing phenomenology in education and social sciences*. An interactive lecture. Manila: PNU.
- De Gagne, J. & Walters, K. (2010). The lived experiences of online educators: hermeneutic phenomenology. *Werlot Journal of Online Learning and Teaching*, 6, 357.
- Dench, S., & Regan, J. (2000). *Learning in later life: Motivation and impact*. Great Britain, Department for Education and Employment.

- Deering, T. E., & Stanutz, A. (1995). Preservice Field Experience as a Multicultural Component of a Teacher Education Program. *Journal of Teacher Education*, 46(5), 390-94.
- Diehl, W., & Mikulecky, L., (1980). Job Literacy: A study of literacy demands, attitudes, and strategies in a cross-section occupations.
- Durham, P.M.G. (2012). Constructing voices through lived experiences: a phenomenological study of novice reading teachers' personal understanding of pedagogical ownership and professional identity. *Dissertation*. Texas: A&M University-Corpus Christi.
- Edmonds, W. A. & Kennedy, T. (2013). *An applied reference guide to research designs*. London: SAGE Pub. Inc.
- Ernest, P. (1994). *An introduction to research methodology and paradigms*. Exeter, Devon:RSU, University of Exeter.
- Evers, F. T., Rush, J. C., & Berdrow, I. (1998). The bases of competence: Skills for lifelong learning and employability. *San Francisco*.
- Fajet, W., Bello, M., Leftwich, S. A., Mesler, J. L., & Shaver, A. N. (2005). Pre-service teachers' perceptions in beginning education classes. *Teaching and Teacher Education*, 21(6), 717-727.
- Farrell, T. S. (2001). Concept maps to trace conceptual change in pre-service English teachers. *RELC Journal*, 32,27-43.

- Franke, A., & Dahlgren, L. O. (1996). Conceptions of mentoring: An empirical study of conceptions of mentoring during the school-based teacher education. *Teaching and Teacher Education*, 12(6), 627-641.
- Field, J. (2005). *Social capital and lifelong learning*. Bristol: Policy Press.
- Fielding-Barnsley, R. (2010). Australian pre-service teachers' knowledge of phonemic awareness and phonics in the process of learning to read. *Australian Journal of Learning Difficulties*, 15(1), 99-110.
- Findsen, B., & Formosa, M. (2012). *Lifelong learning in later life* (Vol. 7). Springer Science & Business Media.
- Finegold, D. & Notabartolo, S. (n.d.). *21st century competencies and their impact: interdisciplinary and their impact: an interdisciplinary literature*. Retrieved from www.hewlett.org/uploads/21st_century_competencies_impact.pdf.
- Freeman, J., simonsen, B., Briere, D., and Gage, A. (2014). Pre-service teacher training in classroom management: a review of state accreditation policy and teacher preparation programs. *Teacher Education and Special Education*, 37 (2), 106-120. Retrieved from: tes.sagepub.com.
- Gadamer, H.G. (1990). Hermeneutics and social sciences. *Cultural Hermeneutics*, 2, 307-316.
- Gallego, M. A., & Hollingsworth, S. (Eds.). (2000). What counts as literacy? *Challenging the school standard*.

- Ganal, N.N., Andaya, O.J., &Guiab, M.R. (2010). *Student teachers of philippine normal university Isabela campus*. Retrieved from <http://ephjournal.com/EPH.../International-Journal-of-Science-and-Engineering-6.pdf>
- Gaudart, H. (2010). Developing productive thinking in preservice student teachers. In E. Sadtono (Ed.). *Issues in Language Teachers Education: Anthology Series 30*. Retrieved from: files.eric.ed.gov/fulltext/ED370356.pdf.
- Giroux, H.A. (2010). *Lessons to be learned from Paulo Freire as education is being taken*. Retrieved from <http://truth-out.org/archive/component>.
- Giuliano, J.A. (n.d.). *Workforce Literacy Speed Reading as an Outcome of Learning How to Read Right*. Retrieved from www.academia.edu/workforce.literacy.
- Glenn, W. J. (2006). Model versus mentor: Defining the necessary qualities of the effective cooperating teacher. *Teacher education quarterly*, 33(1), 85-95.
- Glynn, S. M., & Muth, K. D. (1994). Reading and writing to learn science: Achieving scientific literacy. *Journal of research in science teaching*, 31(9), 1057-1073.
- Harlow, A. (2013). Learner success stories: what constitutes and contribute to success in tertiary vocational training courses? *Research in Comparative and International Education*, 8, 27. Retrieved from: www.words.co.uk/ RCIE.
- Henn, M., Weinstein, M., & Foard, N. (2009). *A critical introduction to social research 2nd ed*. Singapore: Sage Pub.

- Henze, R. & Katz, A. (1992). What is the relationship between workplace literacy and content based instruction? *The CATESOL Journal*, 5, 1.
- Hepper, D.D. (1999). Development and validation of a collectivist coping styles inventory. *Journal of Counseling Psychology*, 53 (1) 107.
- Hettich, P. (1998). Learning skills for college and career 2nd ed. USA: Brooks/Cole Publishing Company.
- Hill, M. (2002). Focusing the teacher's gaze: primary teachers reconstructing assessment in self managing schools. *Educational research for policy and practice*, 1(1-2), 113-125.
- Hodge, K. & Lear, J. (2011). Employment skills for 21st century workplace: the gap between faculty and student perceptions. *Journal of Career and Technical Education*. 26, 1-19. Retrieved from: www.ejournals.lib.vt.edu.
- Holloway, J.H. (1999). Improving the reading skills of adolescents. *Educational Leadership*, 57(2), 80-81
- Horsley, M., Newell, & Stubbs, B. (2005). The prior knowledge of global education of pre-service teacher education students. *Citizenship, Social and Economics Education*, 6, 137-141. Retrieved from: www.cse.sagepub.com

- Hughes, J.E., Wai-Ling, B., & Pearson, R.D. (2000). Pre-service Teachers' Perception of Using Hypermedia and Video to Examine the Nature of Literacy Instruction. *Journal of Literacy* V 32 N 4 pp.599-629. Retrieved from www.jlr.sagepub.com.
- Husserl, E. (1970). *The crises of European sciences and transcendental phenomenology* (D. Carr, Trans). Evanston, IL: Northwestern University Press.
- Izumo, G., Bishop., & Cole, K. (1999). *Keys to Workplace Skills*.USA: Prentice Hall.
- Jenkins, A. (2011). Participation in learning and wellbeing among older adults. *International Journal of Lifelong Education*, 30(3), 403-420.
- Jenkins, A. (2006). Women, lifelong learning and transitions into employment. *Work, Employment & Society*, 20(2), 309-328.
- John H. (2008). *Patterns of lifelong learning: Policy & practice in an expanding Europe* (Vol. 2). LIT Verlag Münster.
- Jordan, R.R. Sanosa, M., & Tancino, N.P., (2016). Pre service Teachers' confidence and attitude on the integration of information and communication technology in teaching. *International Journal of Engineering*, 42, 198.
- Keichner, L.N. (2010). Perceptual, Evaluation of severe pediatric voice disorders; rater reliability. *Journal of Voice*, 24 (4), 441-449.
- Kirsch, I. & Guthrie, J. (1978). The concept of measurement of functional literacy. *Reading Research Quaterly*, 13, 485.

- Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, 36(2), 114-129.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher education*, 20(1), 77-97.
- Kusumoto, Y. (2008). Needs analysis: developing a teacher training program for elementary school homeroom teachers in Japan. *Second Language Studies*, 26(2), 1-44.
- Larson, J. & Marsh, J. (1996). *The SAGE handbook of early childhood literacy*. Singapore: SAGE Pub.
- Lee, I. (2013). Becoming a writing teacher: using “identity” as an analytic lens to understand EFL writing teachers’ development. *Journal of Second Language Writing*, 22(3), 330-345.
- Lehman, C. & Dufrene, D. (1998). *Business communication 12th ed.* Manila: CachoHermanos, Inc.
- Lin, C.S. (2013). Reading the essence of things: using phenomenology in LIS research. *Qualitative and Quantitative Methods in Libraries (QQML)*, 4, 469-478.
- Linek, W. M., Nelson, O. G., Sampson, M. B., Zeek, C. K., Mohr, K. A., & Hughes, L. (1999). Developing beliefs about literacy instruction: A cross-case analysis of

- preservice teachers in traditional and field based settings. *Literacy Research and Instruction*, 38(4), 371-386.
- Literacy Goal: 1 Million. (n.d.). *EDC learning transforms lives*. Retrieved from: https://www.edc.org/newsroom/articles/literacy_goal_1_million_
- Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American educational research journal*, 19(3), 325-340.
- Liu, E., & Johnson, S.M. (2006). New teachers' experiences of hiring: late, rushed, and information-poor. *Educational Administration Quarterly*, 42(3), 324-360.
- Lloyd, A. & Williamson, K. (2008). Towards an understanding of information literacy in context. *Journal of Librarianship and Information Science*, 40, 3-12. Retrieved from: http://lis.sagepub.com/towards_understanding_of_information_literacy.
- Longworth, N., & Davies, W. K. (1996). *Lifelong Learning: New Vision, New Implications, New Roles for People, Organizations, Nations and Communities in the 21st Century*. Kogan Page Limited, 120 Pentonville Rd., London N1 9JN, England, United Kingdom..
- Luistro, A. (2016). Regional workshop on managing K-12 curriculum implementation. *NEAP Region 3*, Angeles City.
- Luz, J.M. (2007). *A nation of nonreaders. i Report, literature and literacy*. Retrieved from <http://pcij.org/stories/a-nation-of-nonreaders>.

- Mack, L. (2010). The philosophical underpinnings of educational research. *Polyglossia*, 19, 400-402.
- Manuel, J., & Hughes, J. (2006). 'It has always been my dream': exploring pre-service teachers' motivations for choosing to teach. *Teacher Development*, 10(01), 5-24.
- Marshall, C. & Rossman, B. (2011). *Designing qualitative research 5th ed.* USA: SAGE Pub.
- Martin, E., Trigwell, K., Prosser, M., & Ramsden, P. (2003). Variation in the experience of leadership of teaching in higher education. *Studied in Higher Eductaion*, 28(3), 247-259.
- Marx, H., & Moss, D. M. (2011). Please mind the culture gap: Intercultural development during a teacher education study abroad program. *Journal of Teacher Education*, 62(1), 35-47.
- McCall, A. L. (1995). Constructing Conceptions of Multicultural Teaching: Preservice Teachers' Life Experiences and Teacher Education. *Journal of Teacher Education*, 46(5), 340-50.
- McCarthy, C. J., & Lambert, R. G. (2006). Helping teachers balance demands and resources in an era of accountability. *Understanding teacher stress in an age of accountability*, 4, 215-226.

- McNabb, D.E. (2002). *Research method in public administration and nonprofit management*. New York: ME Sharpe.
- McNair, S., Flynn, M., & Dutton, N. (2007). *Employer responses to an ageing workforce: a qualitative study* (No. 455). Corporate Document Services.
- Meijer, P. C., Zanting, A., & Verloop, N. (2002). How can student teachers elicit experienced teachers' practical knowledge? Tools, suggestions, and significance. *Journal of Teacher education*, 53(5), 406-419.
- Mercer, S., & Ryan, S. (2009). A mindset for EFL: Learners' beliefs about the role of natural talent. *ELT journal*, ccp083.
- Merriam, S.B. & Associates. (2002). *Qualitative research in practice*. CA: Josey and Bass.
- Meyer, L. (2014). *Career readiness: bridging the gap between education and workforce preparation*. Retrieved from: <http://www.ascd.org/publications/newsletter/policy-priorities/vol20/>
- Mikulecky, L. & Lloyd, P. (1997). Evaluation of workplace literacy program: a profile of effective instructional practices. *Journal of Literacy Research*, 29, 555. Retrieved from: jr.sagepub.com/evaluation_workplace_literacy_program.
- Ministry of Education. (1992). *National functional literacy campaign for social change*. Accra: Max Associates Ltd.

- Moore, T. L., & Reeves-Kazelskis, C. (1992). Effects of Formal Instruction on Preservice Teachers' Beliefs about Multicultural Education.
- Moore, T. et.al. (2015). Implication for the IELTS reading and writing tests. *IELTS Research Report Series, I, I*. Retrieved from www.ielts.org/researches.
- Moustakas, C. (1994). *Phenomenological Research Methods*. London: SAGE .
- Mustafa, K. O. C., & Bakir, N. (2010). A needs assessment survey to investigate pre-service teachers' knowledge, experiences and perceptions about preparation to using educational technologies. *TOJET: The Turkish Online Journal of Educational Technology*, 9(1).
- Murmane, R., Sawhill, I. & Snow, C. (2012). Literacy challenges for the twenty-first century: introducing the issue. *The Future of the Children*, 22,3-14. Retrieved from www.futureofchildren.org/literacy_challenges_for_21stcentury.
- Mpofu, S.T. (1995). The outcome and short fall of the adult literacy and post literacy project of Zimbabwe 1987-1991. *Zimbabwe Journal Of Educational Research* 1 (1), 85-113.
- Myer, M.D. (1997). Qualitative research in information systems, *MIS Quaterly* 21, 241-242.
- Nettle, E.B. (1998). Stability and change in the belies of students teachers during practice teaching. *Teaching and teacher education* 14.(2), 193-204.

- Norman, K. A., & Spencer, B. H. (2005). Our lives as writers: Examining preservice teachers' experiences and beliefs about the nature of writing and writing instruction. *Teacher Education Quarterly*, 32(1), 25-40.
- Norton, B. (2007). *Critical literacy and international development*. Retrieved from <http://www.criticalliteracyjournal.org/cljournalissue1volume1.pdf>.
- Ocampo, D. (2016). Transforming lives, through language and literacy. *RAP National Convention 2016*. Far Eastern University Manila.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: SAGE.
- Peregoy, S. & Boyle, O. (2000). *Reading, writing & learning in ESL: a resource book for k-12 teachers*. USA: Addison Wesley Longman, Inc.
- Polkinghorne, D.E. (1989). Phenomenological research methods. In R.S. Valle and S. Halling (Eds.), *Existential-phenomenological perspective in psychology: Exploring the breath of human experience* (pp.41-60). New York: Plenum Press.
- Powell, R. R., Zehm, S. J., & Garcia, J. (1996). *Field experience: Strategies for exploring diversity in schools*. Prentice Hall.
- Reardon, S. F., Valentino, R., & Shores, K. (2012). Patterns of literacy among U.S. students. *The Future of the Children*, 22, 17-32. Retrieved from www.futureofchildren.org/literacy_challenges_for_21stcentury

- Robinson, C. (2011). Re-reading readership: phenomenology in literacy research. *A paper presented at the 2011 National Council of Teachers of English Assembly for Research.*
- Rock, R.J. (2014). *Literacy at the interface: a study of workplace literacies for communication educators.* Retrieved from http://communexpression.wordpress.com/2014/literacy_interface.
- Rosenblatt, A. (1998). Prevalence of psychopathology among children and adolescents. *American Journal of Psychiatry*, 155 (6), 715.
- Ruddell, R., Ruddell, M., and Singer, H., (Eds). (n.d). *Theoretical Models and Processes of Reading 4th ed.* USA: International Reading Association.
- Rush, R.T. Moe A. & Storlie R. (1986). *Occupational Literacy Education.* Delaware: International Reading Associations.
- Sanders, M., Dowson, M., & Sinclair, C. (2005). What Do Associate Teachers Do Anyway? A Comparison of Theoretical Conceptualizations in the Literature and Observed Practices in the Field. *Teachers college record*, 107(4), 706-738.
- Sarmiento, A. & Kay, A. (1990). *Worker centered learning: a union guide to workplace literacy.* Retrieved from www.cal.org/caela/esl_resources/digest/workESLinstr.html.
- Schneider, B. & Andre, J.A. (2005). *University preparation for workplace writing.* Retrieved from: http://www.ucalgary.ca/baschnei/files/baschnei/4_JBC.pdf
- Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools research and the overwhelming presence of whiteness. *Journal of teacher education*, 52(2), 94-106.

- Smith, K., Todd, M., & Waldman, J. (2009). *Doing your undergraduate social science dissertation*. New York: Routledge.
- Smith, W., (2011). Phenomenology. *The Stanford Encyclopedia of Philosophy*. Edward N. Zalta (ed.)
- Street, C. (2003). Pre-service teachers' attitudes about writing and learning to teach writing: Implications for teacher educators. *Teacher Education Quarterly*, 30(3), 33-50.
- Street, C., & Stang, K. (2008). Improving the teaching of writing across the curriculum: A model for teaching in-service secondary teachers to write. *Action in Teacher Education*, 30(1), 37-49.
- Tan, O.S, Parson, R.D., Hinson, S.L. & Brown, D.S. (2011). *Educational psychology. a practitioner—researcher approach an Asian Edition, 2nd ed*. Singapore: Cengage Learning Asia.
- Taylor, M.C. (1989). *Workplace literacy demands*. Retrieved from www.eric.gov/id=ED330886.
- Tolentino, C.V. (2011). Experiencing meaningful learning through portfolio development in Ecology. *International Journal of Interdisciplinary Social Sciences*, 6 (4).
- Tominez, B. A. & De la Cruz (2013). Usage of Instructional Materials among Teachers Education Faculty in Nueva, Viscaya, Phil. IAMURE: International Journal of Education, 6 (1). 19.

Vanderstoep, S.W. & Johnston, D.D. (2009). Research methods for everyday life. Matching numerals with corresponding number of objects.

Villamin, A., Salazar, E & Gatmaitan, W. (1987). Developmental reading. Quezon City: Phoenix Pub. House.

Williams, D.A. & Wavell, C.(2007). Secondary school teachers' conceptions of students information literacy. Journal of Librarianship and information Science, 39 (4), 199-212.

Woolfolk, Anita. (2004). *Educational psychology 9th ed.* Boston USA: Pearson Pub. Inc.

Interview Protocol: Pre-service Teacher

I. Personal Information

Name: (optional)
Age:
Gender:
Contact details:

II. Questions

1. When were you entered in the school?
2. Can you describe what it has been like being pre-service teacher?
3. What are the tasks that you perform in school?
4. How would you describe the way your teachers/instructors in the university help you to read and write school materials?
5. What specific steps have you undergone along with your teachers to be able to construct reading and writing skills?
6. What have you experienced in terms of the construction of your own reading-writing skills in school?
7. What situations have typically affected your experiences of the reading-writing skills construction?
8. What in specific do you feel you need to strengthen your reading-writing skills construction?
9. Do you feel that you have the skills and experience necessary to be pre-service teacher?
10. If you will be given a chance to change how to teach reading and writing, what it would be?

Interview Protocol: In service Teacher

I. Personal Information

Name: (optional)
Age:
Gender:
Contact details:
Affiliation/s:
Length of work experience:

II. Questions

1. When were you entered in the school?
2. Can you describe what it has been like being in-service teacher?
3. What are the tasks that you perform at work?
4. What have you experienced in terms of the matching your reading-writing skills in workplace?
5. What situations have typically affected your experiences in terms of the matching your reading-writing skills in workplace?
6. Do you feel your skills and experience match being in-service teachers?
How do you match it?
7. What changes have you seen yourself go through during your working years?

APPENDIX B

Observation Guide

Participant:
Date:
Subject:
School:
Observation:

Time	Activities	Skills/Knowledge Observed	Comment

APPENDIX C
Letter to the Participants

August 15, 2016

Dear Teachers,

I am a graduate student of Doctor of Philosophy in Reading Education at Philippine Normal University, Manila and I am writing my doctoral dissertation entitled, School Based and Workplace Literacy among Teachers.

In this regard, may I invite you to be one of the participants of my study? We will talk about your literacy in school and at the workplace. Your shared experiences will be used as primary data in my present study.

I hope for your favorable response in my invitation. Rest assured that all the information to be provided will be part of the research data pool and which will be treated confidentially and will only be used for the purpose of research.

Thank you and more power.

Respectfully yours,

Maria Azela L. Tamayo
PhD in Reading Education student

Noted by:

Ms. Merry Ruth Gutierrez, PhD
Dissertation Adviser

Ms. Heidi B. Macahilig, PhD
Dissertation Adviser

Letter to the University

August 15, 2016

Ms. Maria Sylvia S. Avila
Acting Director,
Scholarship, Placement and
Alumni Relations Office

Dear Madam,

I am a graduate student of Doctor of Philosophy in Reading Education at Philippine Normal University, Manila and I am writing my doctoral dissertation entitled, School Based and Workplace Literacy among Teachers.

In preparation for my data gathering, I would like to request a copy of the *Alumni directory* of the university.

All the information to be provided will be part of the research data pool which will be treated confidentially and will only be used for the purpose of research.

Thank you very much. I am hoping for your favorable action.

Respectfully yours,

Maria Azela L. Tamayo
PhD in Reading Education student

Noted by:

Ms. Merry Ruth M. Gutierrez, PhD
Dissertation Adviser

Ms. Heidi B. Macahilig, PhD
Dissertation Adviser

August 15, 2016

MERTHEL M. EVARDOME, CESO VI
Schools Division Superintendent
Talipan, Pagbilao, Quezon

Dear Madam,

I am a graduate student of Doctor of Philosophy in Reading Education at Philippine Normal University, Manila and I am writing my doctoral dissertation entitled, School Based and Workplace Literacy among Teachers.

In preparation for my data gathering, I would like to ask permission to conduct my study in your division. This includes interview of the teachers and class observation. Rest assured that no classes will be disrupted and observe the safety and protection of your teachers and their students.

All the information that will be gathered will be part of the research data pool which will be treated confidentially and will only be used for the purpose of research.

Thank you very much. I am hoping for your favorable action.

Respectfully yours,

Maria Azela L. Tamayo
PhD in Reading Education student

Noted by:

Ms. Merry Ruth M. Gutierrez, PhD
Dissertation Adviser

Ms. Heidi B. Macahilig, PhD
Dissertation Adviser

APPENDIX D

Consent Form

CONSENT FORM FOR RESEARCH PARTICIPATION

Title of the Study: School Based and Workplace Literacy among Teachers

Name and Contact Information of the Researcher:

Maria Azela L. Tamayo
Student, PhD in Reading Education,
Philippine Normal University, Manila
mal_tamayo@yahoo.com/ 09325506555

PLEASE READ THE INFORMATION BELOW AND ASK QUESTIONS, BEFORE DECIDING WHETHER OR NOT TO PARTICIPATE.

PURPOSE OF THE STUDY

The main purpose of the study is to describe and interpret the essence of the mental maps teachers have in their reading-writing skills construction. Phenomenological research procedures is the primary method to be used to collect data.

PROCEDURES

If you volunteer to participate, you will be asked to:

1. Participate in a tape-recorded interview, anticipate to last more than one-hour. Following the interview, researcher will transcribe the recorded conversation and send a copy for editorial changes and additional comments. Identification of time and place will be in your convenience.
2. Be observed in a regular class at a preordained time. Some of these will be videotaped for future analysis. No classes will be disrupted.

RISKS/DISCOMFORTS

This study is not intended to provoke any physical or emotional discomfort. However you may choose to share sensitive and confidential information during the interview. All efforts will be made to ensure confidentiality. The researcher will ensure your safety and protection.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Confidentiality will be maintained by using pseudonym instead of your name when transcribing the interview. Researcher will keep their interviews tapes and pseudonym and will be handed to the dissertation advisers if required.

BENEFITS

Your participation will be considerable benefit for educational purposes, for it will give critical opportunity to develop professional skills and also learn ways to construct ideas. This also serve as a guide to improve policies and or curriculum.

COSTS/FINANCIAL CONSIDERATIONS

There will be no financial costs in taking part of in this study. No fees will be collected and paid.

PARTICIPATION AND WITHDRAWAL

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer.

QUESTIONS

You may talk to Maria Azela L. Tamayo about this study. If you have further questions, you may reach her at College of Arts and Sciences, Manuel S. Enverga University Foundation, Lucena City, (042) 710 3171, 0932 550 6555 or you may email her at mal_tamayo@yahoo.com. For the participation in this study, you should talk first with the researcher. For some reason, you do not wish to do this, you may contact the Philippine Normal University, Manila Research Ethics Committee (REC) which is concerned with the protection of the volunteers. You may call REC by calling (02) 317-1768 loc 750/751/747 or by emailing rec@pnu.edu.ph.

CONSENT

I understand the procedures and my participation described above. My participation is voluntary and I will not receive any money from this study. I am free to decline to participate in this study or withdraw from it at any point. My questions have been answered to my satisfaction. I have been given a copy of this form. My signature below indicates that I am giving my consent to this study.

Teacher's Printed Name & Signature

Date

MARIA AZELA L. TAMAYO
Researcher

Date

APPENDIX E

Transcripts and Emerging Themes Participant (PS) #1

Original Transcripts	Emerging Themes
Q: When was your first enrollment here in the university? A: Ahhmmm.. I think my enrollment was back from 2013.. I enrolled... Q: Lakasan mo boses mo.. A: I enrolled, Ma'am on 2013. Q: Then.. can you describe to me.. kwento mo sa akin kung paano nangyari noong.... Kasama mo ba si Nanay? A: Ahhhhhhhhhhhhhhhhhhh actually I.... I... ano po.. I'm with my peers... 'yung mga HS friends ko po.. tapos ahhhhh with the same people na nag enroll po... same people.. same students that also enrolled here in enverga university. So kami po yung nagsama-sama.. Q: But you graduated where? A: Ahhhh I graduated.. I graduated also from a branch in Sampaloc, Quezon Q: Ahhhh so your from Sampaloc? A: Opo.. Q: So that's why you're in the boarding house? A: Ahhhh.... Opo, nagboboard po ako. Q: From then... so, ditto ka na talaga sa Lucena? A: Opo dito nap o talaga ako sa Lucena nag-aano.. Q: And then, Kamusta naman? How was the first day of class? A: Ahhh actually the first of class.. ahhh okay naman po since, ang first day nman po is usually.. parang.. ahhh... parang introductions lang po, parang orientation tapos.. physically parang getting.... Getting along each other.. parang ganon.... Q: Pero you really wants to take the education talaga? 'yun... ang first choice mo? A: Ahhhh actually, ang nakalagay po sa form ko is Psychology but ang gusto kop o talaga is magturo... gusting-gusto kop o magturo.. pwede namn po siguro	With friends during enrolment Excitement Living in a boarding house Orientation First day was getting along with friends Wants to teach Confuse to take education Inclined to English

kahit magtake ako ng Psych pero... I take... nag-enroll po ako sa education.. nag-english major po ako.. Q: And ah... guto mo talaga na mag. Ahhh English ang major mo? A: Yes, gusto kop o sya... Gusto ko po, into English po ako Q: Ahhh ok.. so, 'yun 2nd question, can you describe what it has been like of being a pre-service teacher? A: woo... hhhhhh... being a pre-service teacher mostly... ahhhhmmmmmm..... since wala pa nman po kami sa field. Mostly paper works 'yung mga ginagamit namin. Q: So what do you do? A: We do... ahhhh lesson plans, instructional planning, ahmmm curriculum developing... developing curriculums... tapos.. mga ganon mostly paper works. Q: Ano 'yung pinaka gusting-gusto mong gawin don sa mga na-mention mo? A: Ahhh... haaaaaaaaa... analysis, Ma'am, critical analysis.... Q: like? A: Like... ahmmm... mmmmmmmmmmm..... contextual analysis po ng isang theories.... Uhhmmm... applications.... Paano mo sya i-apply in natural setting.. Q: Pero going back to the question.. how is it to be a pre-service teacher? Ahhhh... paano mo ba madedescribe talaga yung pre-service teacher? A: ahhh.. for me the pre-service... the pre-service years.. is more like preparing yourselves or empowering yourselves for being ready out there in the field.. Parang learning the contents.Wala ka naman pong ituturo kung wala kang content parang ganon po... so usually ahhh.... ahhhhh what they are feeding to us is that informations, dina-digest naming ang information, and the... and the necessities... na principles na kailangan naming ma-adapt para maging ready kami.. after..... kapag kailangan na naming pumunta s afield.. ganon..	pre service teaching is more on paper works lesson plans instructional planning curriculum developing critical analysis contextual analysis of theories Preparing yourselves Empowering yourselves Being ready to the field Learning contents Reading and writing for information Facilitate interactive discussions
--	---

Q: OK. So.. let's move to the 3rd, what are the task that you performed in school? Isa-isahin natin.. para ma=establish A: Tasks po? Q: Yes! A: AHhhhhhhmmmmmmmmmm..... ano po bang klaseng task? Q: Let's say sa classroom? A: Sa classroom.. mostly po eh interactive discussions.. yun po... nung..... ahhhhhhhhhhh..... Q: Can you describe yourself as a student? A: Ahhhhhhhh actually... Q: What do you do??? A: AHhhhhhhhhhh..... I'm quite... ahhhh active... I like... eventhough... ahhhmmm, especially when it comes to discussion; I tend to... ahhhh... Ask so many questions, whether.. if it triggers my curiosity or I have something that... it has that... the subject has something that ahhh I don't know.. Ahhhh... I tried to... uhmmmmmm... ahhhhhhhhhhh..... to put myself to..... Ahhhhhhhhhhh... ito yung gusto ko parang malinaw.... Then I ask questions... then ahhh..... make coonclusions... mmmm.. what I have ahhhhhhhhhhh..... Q: You ask questions directly to the teachers.. or to? A: And to my classmates also... and then I also... speak my beliefs ahhhhhmmmmmmmmmm..... I also... hmmm have the tendency to... para kasing outspoken ako, Ma'am hindi ko pwede siyangkimkimin lang sa'kin, so If I had an opinion... or I have read related article to what.. to what we are discussing in the class.. I share it... Q: So that is in the interactive discussion diba? How about let's say doing... alone? A: Doing alone, Ma'am.. yess... most likely... most likely when... ahhhh the teacher... ahhhh yung mga written works naming, mostly, alone po siya.. Q: Ahh can you gice us specific examples? A: Lesson plannings, ahmmmm..... 'yung mga... sa literature analysis... ahmmmm	Always ask questions Trigger curiosity Make conclusions Give opinion Being outspoken Lesson planning Literature analysis Read and evaluate novels based on certain standards Do intensive reading and writing Analyze pattern Stream of consciousness Evaluate
--	--

Q: Ok lang.. tell me something about that.. literature analysis... parang interesting ‘yun, what do there? A: AHmmm parang.. they give us... ahmmmm... halimbawa... novels to read po... then.. we evaluate the novel based on certain standards... ahhhh that... that..... na-discuss sa’min.. so ;yun po intensive reading.. and writing.. attached po yung reading sa writing eh.. Q: Ahhhh can you share titles na talagang hindi mo binitawan? A: ahhhhh I have made ahhh.... Research regarding with Joyce Carol Oaths ahhh in the region of eyes.. I think ahh wheth.. ahhh I analyze the pattern.. no... assorting characters.. using the stream of consciousness there by Joyce Carol Oaths.. I evaluate.. I evaluate.. his behavior, ahhh then I... mostly ano po ‘yun eh anong tawag sa ganon? Ahmmmm..... ahhhhh.... Haaaaaaa..... nalimutan ko.. ahahahhaa Ma’am namental black ako.. parang... Q: Sige tingnan natin, baka nman hindi nagrerecord ito.. A: Nagrerecord po... ahhhh anon gang tawag don? Ahhhhh qualitative... qualitative sya... ahhhh I arrive at sorting ahhhh... ahhhh.... Disorders and... ahhhbut that is.. that is fictional nman po.. yung mga napansin kop o sa characters.. ahmmmm... and ... ahmmmmmm what goes around... Q: So are you aware about the skills that you did or you use? A: Yes, Ma’am.. I am very ahhh.. Q: Anong napansin mo.. what did you.. in terms of your metacognition... anong... you being aware of your skills.. ano kayang mga ginamit mo when you use that kind of activity? Q: Actually I... ahhhh.... I..... first... ahh... ahhh.... Formulate a hypothesis... so I read it first... na isang buo.. the tsak ako po siya di-nisect.. tas I read again.. and write... write... several informations.. and I get... naghahanap lang po ako ng related literature.... To... to... back... back it up. Tapos yun nga po... strem	Sorting data Identifying fictional characters Awareness of the skills Before reading, formulate hypothesis Do chunking of details Teachers help to develop reading and writing skills. Teachers have different approaches Teachers gave what to do but no discussion Discovery approach
--	--

of consciousness yun yung.. nagging foundation po nung ginawa kong analysis... Q: Good... and.... Let's go to your ano naman teacher... how would you describe the way your teacher help you to read and write.. your materials? Let's indentify first specific materials and then let us.. ah... see also kung paano nila itinuro sa inyo? A: Ahhhmmm... ahhh paano ba? Specific materials like lesson plan?... ahmm actually depende naman po sa professor kung sino po yun.. kasi po mam magkakaiba rin naman po ng approach...yung teacher tinutulungan kami mag basa at magsulat Q: OK sige nga let's see.. A: Ahhh... pwede po bang wag nang pangalan.. Q: Ikaw... okay lng... confidential nman.. A: Ahhhhahahahhhhhh.. halimbawa po yung isang professor namin. Ahhhh ibinibigay nya lang po yung mga dapat naming gawin but she never discuss hindi nya dinidiscuss... Q: You will discover? A: We will be the one to discover... she will only say to be revised... if it's acceptable... and then we do it..alone.. But the other professors naman po.. they describe it first, tapos 'yun po we do it... Q: And according ditto kay isang professor? Ano daw ang dapat nyong gawin? A: Actually, wala nman pong... sinasabi na dapat naming gawin... but mostly yun na lng po yung nagnonotice magkakaiba sila ng approach.. so sa tingin ko po wala nma po talagang effective... ahhhhhh..... most effective na approach... ahmmm yung isang approach ay hindi magfifit sa lahat ng type ng students.. soo, mostly ayaw po naming na binibigay na lng po sa'min yung gagawin.. kasi mas gusto naminyung may background kami... ang hirap nman po nung parang shoot and blast ka... na tama ba yung ginagawa ko? but yun po kasi ay parang anoo... aparang traditional na so parang yaw na rin po naming nun... gusto po naming ng something bago.. yun po yung mostly yun nga po yung	No perfect approach Depends on the type of students Longing for the feedback of the critical teachers Intensive exercises Easy to digest
--	---

gumagawa ng ganong approach is parang matagal ng method... tas yung mga bago they discuss it ginagawa po nila samin yung pagiging critical.. Q: Yun yung gusto nyo rin? A: Opo, gusto rin nmin. Q: You discover it... and they give you the guidelines? A: opo... Q: And then...ahhh ito nandon na tayo sa steps... what specific steps have you undergone along with your teachers to be able to construct your eading and writings skills? A: Yes... intensive po talaga 'yung ibinibigay sa aming execises.. like giving us a bunch of novels to read.. specific literary pieces.. there was a time that our literary professor gave us... I think a hundred stories to read.. Q: For the whole sem? A: yes, for the whole sem.. and then we created an analysis of each and then ahhhh ahmmmm... one lesson plan t be demonstrated. Q: Ahhh OK, so out of the titles.. 100+ titles.. so only 1 lesson plan? A: Yes po, but you have to make an output... an analysis of all the given titles but.. you... yooouuu have only a first one.. and to demo another one... but since madami naman po kami, if ever the students... are already performed or demonstrated babalik lang siya sa una.. Q: Sooo, okay na ba 'yun?.. okay sige.. what have you experience in terms of construction of your own reading and writing materials? Experience na tayo... your own experience... A: Ma'am, actually mas nahihirapan po ako sa... hindi naman po sa... sa speaking, Ma'am.. syempre po.. yun parang sumasabog yung thoughtst mo pero... parang ang hirap nya i-confined.. iisang... mostly when you're speaking.. pero hindi naman po ako ganon ka-conscious.. about my speaking ... kaya ko naman po.. I	Difficult to confine in more ideas Overloading of ideas Confusing No background knowledge No schema Do self study Prefer to ask friends or classmates Did not read most of the time Lacks of prior knowledge
--	---

think Kaya ko naman po i-express yung sarili ko based on.. if necessary. Q: But let's say how about in reading and writing? Yung construction of your own idea in terms of reading and writing? A: Ahhhh in reading, ahmmm pwede pong paki-elaborate? Q: So sabi nya kasi what have you experience in terms of construction of your own reading and writing materials? Yun bang tipong... kapag ikaw na mismo... sabi o nga kanina kapag gumagawa ka ng lesson plan, hindi ba? Yung ikaw na mismo ang mag-iinfere.. ikaw na mismo ang magccreate ng theories.. gagawa ka na ngayon ng sarili mong essay.. so ano yung na-experience mo pagdating mo sag anon? A: AHHHH actually, confusing po talaga kasi arami naman po talagang available references... pero nakakaconfuse siya... so you have to be... kailagan mo talagang maging critical dahil hindi lahat... ng approach is pwede mong gamitin... you have to be... ahhhh... anon gang tawag don?..... 'yung experience ko, Ma'am is parang..... Mahiarap pag wala ka talagang background knowledge.... So kelangan mo talaga siyang pagtuunan ng pansin.. Q: So ibigsabihin kapag wala ka talagang schema?..... A: Yes, Ma'am, kapag wala kang schema for you're what about to do mahihirapan ka talaga.. mostly... Q: So how do you deal with that? Let's say kapag walang-wala ka.. kapag wala ka talagang scheme? A: AHhhhh.... I think I read a lot, Ma'am.. And then I prefer to ask with some of my friends or sa higher year and ask them what did they do? Ano 'yung ginawa nila? Paano nila ginawa? Then doon ako nagbe-based. But not mostly na gagayahin ko 'yung kanila.. But don ako nagbe-based kung paano nila ginawa? So wow ganito pala.. then mostly I'm on my own. Q: What situations have typically affected your experiences of reading and writing skills? Reading and writing skills, situations have typically affected your	Cramming Limited Time in lesson Used to that activity Look for specific points Skimming Break down ideas Chunking of ideas Need to develop the logical arrangement of thoughts
--	---

experiences? Yun bang parang ahhhhh teka... ‘yung ganon.... Yung nakakaka.... A: Ano, Ma’am.. if I did not read my article, Ma’am.. prior to the... for example... I have ahhhh.... A report and I didn’t really studied about it... so.... When I present it.. Huhhh.... Parang.....ano, MA’am... iba ito ah.... Parang iba itong sinasabi nito. Q: So nakaka-affect sa’yo ‘yun? Pag ganon? A: Pag ganon... pag mostly... kapag ‘yung ginawa ko... mabilisan. ‘yun po hindi siya effective sa’kin kapag nagka-cramming. I tend to do it more... ahhhhhhhhmmmm..... I give time. Q: Usually, let’s say.. if you will be writing a lesson plan gaano dapat ‘yung preparation time mo? A: Mostly ang ibinigay lang naman po talaga sa’min ay 1-day. ‘yun lang po ipapasa na tomorrow. O minsan nga po, mamaya... papasa na mamaya.. but if you have manage naman po.. parang we adapt na.. parang nasanay na rin po kami na palaging ganon.. Q: Eh how about your research.. let’s say sabi mo nga kanina.. schema is really important. Paano kapag.... Ayyyyy parang hindi ko pa ito nabasa??... oh... A: Kapag hinndi ko pa po nababasa.. I will do an extra time for it...look for it.. ahhhhmmmm... to look for specific ideas.. key points... mga ganon, MA’am.. But mostly ang ginagawa ko naman po skimming lang.. oh ayyy pwede ‘to. Tapos sturucture... i-aano mo lang siya, Ma’am.. i-bbrak down mo ‘yung ideas.. tapos bubuohin mo uli... as your own... in your own thoughts na... mas nada-digest... sa akin po mas nada-digest ko ‘yun... ganon.. Q: So parang chunking na dinidivide-divide mo? A: Yess... yun, Ma’am Q: And then... ahhhhh... ito naman..... So what in specific do you feel you need to strengthen your reading and writing skills? Ano kayaa ‘yung.. iho-holm mo pa, idedevelop mo pa... kasi sabi moa ng kailangan mo is yung sa schemaa? So ano pa yung dapat mong gawin..	Technical writing must be given attention Building of vocabulary words Reading and writing skills are used mostly in literature. More subjects are more on literarture Grammar subjects Stylistics Linguistics Structure of English Ready to go out for actual teaching Conduct demonstration School based Outside school Self evaluate Fix fault
---	--

A: I think ang kailangan kong gawin is more ahmmm... sa stigging but okay naman po siya... I mean mostly nangyayari siya kapag.. kapag ano ka po.. medyo... kapag... halimbawa po meron kang teaching demonstration.. tapos you were pre-occupied parang biglang nagrurumble ‘yung thoughts mo. So I think more of speaking exercises, speaking activities.	
Q: Let’s say sa writing... sa writing skills mo, ano sa palagay mo ‘yung you need to develop and to strengthen pa?	Do demonstration teaching
A: Ah medyo ano po ako sa literary writing doon ako dun ‘yung forte ko eh. So I think I need to strengthen my technical writing. Sa technical writing kasi parang mahirap... lalo na at nagjo-journalism kami ngayon... ngayon ko lang na-experience na ang hirap pala ng journalism na very straight to the point kasi sanay po ako na literary medyo creative talaga tapos may tendency pa rin po talaga na kahit technical ang ginagawa ko eh nagiging creative ‘yung mga salita, so expand my vocabulary and choice of words.	Traditional teaching
Q: So ‘yun, ‘yung vocabulary ano? Kasi ang hirap nga rin eh kasi dapat as a English major, nababalance mo ‘yung skills mo sa literature.	
A: But ‘yun nga po. Ahhhhhhhh. I think sa course po naming medyo sabog, basta parang ang hirap. Mostly po mas marami ang literature subjects namin.	
Q: Oo nga eh. Ano-ano ba ng mga majors? Let’s say noong first year kayo?	
A: First year po is... ano nga ba first year namin? May isa po kaming major nung 1st year, mmmmm.. tungkol po siya sa curriculum... hindi curriculum development... I think sa... nalimutan ko nap o kasi kung anong subject ‘yun.	First demonstration felt nervous
Q: Pero mas marami nga ‘yung sa literatures? Let’s say, literary history, or Asian..	
A: Yes, Ma’am.. tsaka pauli-ulit siya, Ma’am.. halimbawa na-tackle na po namin ganon.. pero mostly nga po literature.. tapos ang... ang aming... grammar subjects... ahhh... structure of English, uhmmmmmm..... reading and writing... ‘yung ano po.... Readinga nd	Classroom atmosphere is productive and interactive

writing... and speaking.... Teaching tapos... uhmm.. stylistics.. linguistics.. yun po linguistics tapos ngayon po.. ano baa ng simula? Stylistics lang po kay Sir Dexter, mostly naman po ‘yung mga past subjects po ay kay Doc Felix. Q: Okay, sige. Ayun, do you think you have the skills necessary being a pre-service teacher? A: I think I am ready to go out. We have been... since 2nd year naman po, we’ve been going out nap o. We conduct demonstration teaching, school based, outside the school.. and then we film it.. and then we have ahhh... assessment from.. advisers of the class , the tsss... the students and then they evaluate us. So, madami n apo akong.. ako as.. ahhh.. madami nap o kaming ahmmm... experience sa mga ganon. And as.... Ahhhmmmmmm..... as..... halimbawa po, sa unang ano... sa unang try... parang.. andaming faults tapos maiisip mo ‘yun. Madalas po kaming magself evaluate. Maiisip mo ‘yun. Then the next time, okay pag na-feel mo ‘yung ganon may makikita ka nanamang void,may makikita ka nanamang fix fault. At aayusin mo rin naman. So, ‘yun po, ‘yung experiences namin.. nag.... Nakakatulong sa’min para..... Makita ‘yung mga dapat naming iimprove sa.... Mostly sa.... Ahhhhhh..... paglabas-labas namin when we conduct demonstration teaching. Magagamit naming siya I think, pag labas po namin. Q: So, sabi mo nga you are ready... can we recall the first incident na nagdemo ka? A: Nagdemo lang po ako, first is sa mga kaklase ko muna.. and it goes well naman po. Sino bang prof ko nun?.... Q: Ano ‘yung subject mo? Ano ‘yung topic then? A: Topic na ginamit ko is..... ano nga po ba ‘to? Ahhhhhhhhhmmmm.. noun and pronoun..... Ahhhhhmmmmmm reflexive and intensive pronouns po yata ang ginamit kong topic nun.. Q: So ano ‘yung ano mo.... Nagging flow nung demonstration?	Problem in curriculum Applied what is on the book Actual demo Disrupt classes Dilemmas in actual setting Can’t isolate reading to writing There must be separate subject of reading or writing
---	--

A: Mostly... nag ano na lng po ako nun.... Nagtraditonal... parang hindi na po ako gumamit ng dyadic... ano... sooo... ahhhhhhh since first time ko po 'yun, nag... ah kung ano 'yung idea ko ng teaching.. wala pa po kami nung general.. ahhh prof ed... wala pa po kaming prof ed.. so kung anong idea kung ng teaching.. how my.... Task... teachers... did it. Ganon ko na rin po parang na-adapt, na-adapt siguro, pero ;yung style ko bang... hindi talaga siya... I think mahirap talaga siyang.. nahirapan talaga ako sa high school... parang hindi ganon 'yung..... Q: Pero sabi mo kanina... mahilig kang magself evaluate hindi ba? So from then ano 'yung nagging evaluation mo? Sa performance mo? A: Nung first performance kop o, mostly.. syempre kabado talaga ako nun, Ma'am.. but.... So... 'yung evaluation naman po ng prof ko is... okay... then..... tapos... nagpoint.....nag-ano lang po siya... ng.... parang sa personality... yung..... 'yung pag ahhhhhhh. Medyo... pag treat ko ng... students.... Medyo ano dw po... parang..... ahhhhhhh... strict... parang empowering.. sabi nya kelangan ko dw po yung i-less... para maging..... 'yung environment nung classroom is.... 'yung classroom atmosphere is magin productive and interactive... so as... the next demonstration..... gumawa po ako ng paraan para... ahm.. 'yun... nagging okay naman po. Comparingit to the first, ngayon naman po... pag may mga demonstration teaching... parang nao na lng... okay... wala na..... alam ko na gagwin ko... but if I compare... me and my classmates who are... other classmates... para po kasing ano kami... mas advance sila.... Parang wala silang... Q: What do you mean by this? English majors to the other majors? A: Yes, Ma'am... awan ko.... Siguro po... sa curriculum parang mas advance... mas ayos 'yung.... Although may problema rin kami sa curriculum namin pero mas ayos 'yung.. curriculum naming kesa sa kanila... kasi 'yun nga... ahhh	Don't feed all the information to the students Let them read or write Motivate them Expose in writing Teach to enjoy reading and writing Not burden Not only as required subjects Very traditional in teaching reading Teach to analyze Guided reading
--	--

Q: So meaning... aaaahhhhhhh... Sbahin na natin na talagang you're ready na to go out.. since na invive nyo na..... nadevelop nyo na..... 'yung mga necessary skills? A: OPo, MA'am... 'yung mga basics... kasi naniniwala naman po ako na... if we go out..out... if we go out there... ahhhh parang... ahhhhhhhhhhh.. dooon pa lng talaga naming makikita 'yung ahhh natural setting..... mag-aadapt pa rin kami na.. ay hindi pala applicable ;yng ganito.. yung ahhh ganitong..... ginagawa ko talaga... yung kasi... it's not always what's on the books parang ganon... may mga situations na... kasi kapag nagdemo ka na kasi don, expected mo na. maayos 'yung setting eh kasi alam nila na magdedemo ka.. so... but if you are in the actual setting may mga bagay na makakadisrupt ng klase mo.... Paano mo ihahandle... halimabawa po mayroong mga intances na..... dilemmas na..... halimbaw amay nagkagulo sa class room... So we need pa... we need really the actual experience..... para malaman naming kung ano 'yung gagwin naming sa actual setting... Q: Sige, thank you.. and then the last is if you will be given a chance to change how to teach reading and writing... ano kaya 'yun? Let's say we will compose now our curriculum and guidelines how to teach reading and writing? Ano? What do you think it is? A: .. I think..... I will..... ahhhhhhh..... Q: Dapat ba siya separate skills talaga? Let's say I will teach reading.. reading reading reading lang?? A: Yes, Ma'am.. I think that is very important. However you cannot really isolate naman kasi when you read, the tendency is also you write. I mean when you are writing the tendency is also to read. Yun..... BUT it is really more advisable naman talaga po na magkaroon talaga ng separate sa course 'yung reading and writing kasi po parang nahahati siya.. 'yung sa isang sem na reading lang talaga hahatiin mo pa siya.. although yun ng apo connected naman po talaga sila... pero madedevelop more if ganon ... focus sa... focus sa isang skill... Q: ayun, let's go back to the basic question.. if you will teach reading what is the best way?	Practice Exercise Tap interest of the students Focus Follow trends Millenials Let them read blogs Use materials from facebook Structural defects Research activity Include technology Enjoy reading and writing
---	--

A: I think, the best way to teach is uhmmmmmmmm..... Ahhhh... Hindi po naman po kasi siya pwedeng isubo sa estudyante as if... what if ayaw nya... hindi siya talaga... into reading... into writing... so I think you have to teach first... you have to..... ahhhhhhhhhhhhhhhhhh... convince... your students... or inspires students... to... read and to write not only because it is necessary to the course.. but also for themselves.. as a... para ma-equip sila meron po silang... skills talaga don.. I mean motivate.. them ahh para maging innate po 'yung reading and writing sa kanila.....even ahh parang ano... parang kelangan pang..... Ano nga bang tawag don... sparks... exposure into writing. To teach them how to enjoy reading and writing... most especially naman po talaga... ako, I enjoy, Ma'am... pero hindi siya naturally ganon nadevelop lang siya... narealize..... narealize koong ito ;yung pupuntahan kong course eh... na-enjoy... little by little..... na-enjoy ko siya... so I think ganon din 'yung... sa mga... katulad nung... sa mga case... ganon din po yujng dapat marealize nung mga others... other students na..... you have to..... ahhhhhh be dedicated to what you are doing. Reading and writing skills.. para hindi ka... kailangan mong madevelop ;yung reading and writing skills hindi para makapasa or reqirement sa subjects but for yourself talaga. Q: NAKikita mo pa rin ba na... the way the schools teach the skills are more on traditional manner? Traditional way? A: Since nga po na... ano ng aba ang traditional?..... Q: diba before Panno ba tinuturo ang reading? Diba. Binibigyan mo tapos pinababasa mo lang..... A: tapos magkakaroon ng comprehension.... Ahmmm yung samin po hindi na siya ganon kaano... ganon ka traditional... we do.....like..... ahhhhhhhhh gaya nung sa 3rd year we're given a certain piece, so ikaw i- aanalyze mo siya kung paano mo sya... you have to read it then ia-aanalyze mo siya kung paano mosiya naintindihan.. and hindi ka na guided..	There must be re alignment of the subjects offered Needs content Strategy is more needed Spiral progression Separate the grammar and literature
--	---

Q: wala ng guide questions... anything na maisip ko... pwede kong sabhin about the piece you are ask to read?
 A: AHHHHHHHHH yun po, depende rin po kung may sinabing specific na type ng... kunyari... analysis... halimbawa po gamitin mo 'yung... gaya ng criticism..... sa... ganitong literature..... so you have to..... ano... confined with it. So I think that's also an exercise... to practice... para namang ano po ;yung puro opinion mo lang 'yung nasa analysis... you hav eto be somehow.... Systematic..... yun po.

Q: Ang iniisip ko ngayon is... how about 'yung students na who are really lazy?

A: Lazy.... 'yun nga po ang problem..... If the students are lazy enough... or ignoring... parang wala silang gana... 'yun nga po 'yung first challenge ng teaching... you have to tap the interest... kelangang mong makuha muna yung interest nila..... bakit kailangan kong magbasa..... ano ban meronsa pagbabasa? Yun..... kelangang nilang magkaroon ng focus doon, Ma'am.

Q: Can you suggest specific activity? Meron ka bang ibang naiisip aside from. Let's say ito pala 'yung pwedeng gamitin na activity para ma-tap 'yung interest nila.....

A: Mostly yun pong mga trends ay pwede pong... yung mga trends ng panahon... kasi bibigyan mo... halimbawa po... sila ay gr. 11 students, syempre anon a sila, Ma'am... millennials na yang mga yan..... tas bibigyan mo sila halimbawa ng romeo and Juliet... syempre to them the gamit na... so parang nao yungtrend ngayon? Ano yung? Ano yung... ano 'yung pasok ngayon sa trends nila... halimbaw abigyan mo sila ng 50 shades of gray... so parang ano yungtrend nayon... panahon nila yun eh... 'yun yungtrend ngayon...

Q: How about 'yung mga blogs... sa social media? DO you think.....

A: that's also mam pwede siyang gawing medium... halimbawa sa facebook gather post na merong structural..... structural defects..... pag may mga mali... maganda 'yun sa research and activity mam

tapos help them... kasi parang..... ngayon.....
 parang.. halimabwa..... parang kinatutuwaan ‘yung
 ganon eh.. ako pag nakikita ako.. parang ‘yun oh
 sabaay... joke... kpag nakakakita kami ng posts... ini-
 screen shot pa naming.. pero sa amin lng namna po
 ‘yun...
 Authentic materials available online, Ma’am? Yun since
 naman po may..... Native na ng technology ang
 students ngayon.... I think it’s more better kasi may
 mga professor pa rin ngayon na nagrerefer..... I think
 books are essential, tapos they need ahhhhhhhhhhh to
 utilize..... New materials..... like pdf, kais
 may mga prof na hindi naman marunong so hindi na
 rinnagagamit.... So kung ang students mo po ay bata
 and ‘yung gr 11 nga po parang... mam luma na yan .. so
 parang as a teacher kelangan mo rin pong maging aware
 sa ternds and kinahihiligan ng mga estudyante mo..
 anyway yung curriculum pwede mo rin nman pong i-
 align don sa mga subjects na..... parang masyado nang
 outdated..

Q: Sa palagay mo sa English major, ano kaya
 yung.....

A: Minsan po kasi bali-baligtad na, nauuna yung literary
 criticism sa world literature.. eh dapat world lit ka muna
 bago ka mag literary criticism.. kasi conten po yung ano
 eh.. tapos meron pa rin pong mga sublime... halimbawa
 po.. dapat ‘yung... isang subject is content, tas
 ginawang strategy naman.. eh di syempre sa’min,
 magugulo n akami nun kasi kailangan naming ng
 content.. although nag gain na kaming strategy kasi
 strategy naman po kaya naming matutunan ‘yun.. as we
 grow.. pero ‘yung content... kapag wala ka talagang
 content, anong ituturo mo? Kasi parang Mam hindi po
 po dapat... hindi po sa nagmamagaling... Ayun merong
 mga ganong case... kasi dapat hindi ganito ‘yung
 matutunan naming sa subject kasi it is..... parang na-
 discuss na siya previously, parang na... parang ito rin
 ‘yung ano... yung subject naming dati.... Ayun ganon
 po... nauulit lang... siguro dahil talaga naman pong
 spiral progression.. pero ganon po kasi hindi nagiging
 deep, ‘yung approach kasi di bale po sana kung yung

approach ditto ay iba tapos nung inulit siya nagging mas mahirap, or mas profound.. na nauulit lang so parang saying lang... Q: So kaya we can suggest na magkaroon talaga ng revision ng curriculum? A: Yes... kasi yun ng apo parang mas gugustuhin ko pong magkahiwalay ang grammar at literature kasi nagiging ano kami parang preoccupied although syempre nakaya ng apo nung ibang nakaraan.. pero, parang.... Siguro sakín mas gusto ko yung program salit sa lit lang kasiyung sa'min po pinagsamang grammar at lit. Q: Actually, 'yung combination ng... 'yun nga LangLit pero mas marami ang lit. A: Opo, tapos mostly, lit nga pero may maganda naman po kasing instances sa lit pero ginagamit lang ang lit as spring board in teaching grammar, yun po. Q: kahit reading naman ganon din.. A: Opo, Mam kaya kelnagan po talagang mahiwalay 'yung lit para 'yung sa lit as a pace of lit wag siyang gawing basehan lang parang sa pagtuturo ng grammar ganon. Q: Eh sa dami naman ng lit, sa world lit pa lang napakadaming. Sobrang dami ng ano... pero if you will see kahi tkami sa case namin... pare-pareho parin yung mga titles na andon.	
--	--

Participant (PS) #2

Original Transcripts	Emerging Themes
Q: Kelan ka nagstart.. when did you.. ahhhh... enroll in the university? A: 2013, Ma'am. Q: Can you describe the first day of enrollment? Who's with you?	2013 hesitation to enroll doesn't want to take education

A: Actually, Ma'am, noon parang ayoko talaga mag education, mag-enroll sa education gusto ko talaga mag-CAS pero 'yun.. masaya naman, nag-enroll na ako sa college of education I feel so great, kasi nga my mother is a teacher and actually, parang gusto ko rin ipagpatuloy ang kanyang propesyon.	mother's decision follow the step of the mother mother is a teacher
Q: Pero personally, what do you want to take sana? A: Kasi po ako ay medyo sabi nila my verbal ability daw po ako, I can host, dapat po sana ako ay magma-mass communication kaso gusto ko po ay major in hosting if ever there is. Ay parang wala po yata ditto sa'tin so 'yun, nagdecide na po, para malapit din naman po sa communication at sa language I decided to take Bachelor Secondary Education major in English. At 'yun po nakita ko naman po agad ay sina Sir Dexter, Sir Yubert so.. na-boost din 'yung enthusiasm ko pagdating ditto sa college of education kaya habang tumatagal, Ma'am, nagustuhan ko na rin siya.	verbal ability good in communication influence by the teachers enjoy education then
Q: Oo, pero 'yung mga first year mo may mga eksena ba or experiences na hindi mo makakalimutan? A: Actually, talagang noong una po, pinakilala kami sa major naming kina Ma'am Reyna Pasumbal, medyo nakakagutla, Ma'am kasi magaling talaga siya and don nagging fickle minded pa po ako kung mag-eenglish ba talaga ako? Or magma-MAPEH ako pero ayun, maganda naman habang tumatagal tapos pinakilala po kami sa CEP 'yung pagtuturo nga tapos in-explain po sa'min ang mission and vision ng college of education nagustuhan ko na po.	Surprised Fickle minded to take English as specialization
Q:And then nagtuloy-tuloy na.. A: Tapos 'yun po kinukuha na po nila ako sa event event ng college of education.. kaya medyo nag-enjoy na po talaga ako.	Appreciated the course later on Enhanced self esteem
Q: Ayun, let's talk about being a pre-service teacher? Can you describe ano ba talaga ang ibigsabhin ng pre-service teacher? A: Ano po.. parang ano.. big responsibility kasi sabi nga po noong una pa lang na kaming mga teachers ang	Big responsibility Difficult but fun Must be professional Experiential learning

source of knowledge, dapat we must be professional kaya ayun po medyo mahirap po pero at the same time masaya po lalo na nung nagkaroon po kami ng CEP sa college of education. Doon ko po mas naramdaman ‘yung pre-service teacher kasi nagtuturo po kami sa mga maliliit na bata. Q: mmmmm... so.... Basically ano ‘yung tinuturo nyo sa mga bata? A: Ano po.. ‘yun pong mga starter.. ng isang bata kagaya po ng ABC, numbers, colors. Kaya medyo madali lang po pero gumagawa pa rin po kami ng lesson plan. Q: Anong age group nung mga bata? A: Ano po starting from 4 yrs old hanggang 5 po. Q: So.. ilan ‘yung mga bata na hinahandle nyo? A: Noong una po sa Dalahican, kasi tatlo po ‘yun e, tatlo po ‘yung CEP ng college of education, nag ano po siya.. nag 30 and above, kadamihan nap o siguro ‘yung 50, 60 something. Q: Madami din pala.. so ilan kayong pre-service teachers don? A: Kami po magkakasama po kaming English major. 13 po kami. Originalyy kami pa nga po nun ay 14 kaso medyo my natanggal na ilan. Q: Natanggal dahil nag stop o because of? A: Hindi daw po in lined ‘yung kanilang path sa college of education. Tapos ‘yung iba po ay naglipat, tapos ‘yung iba po ay nagstop. Q: So generally, what is what is that word na pwede nating i-connect kay pre-service teacher? A: Noble profession.. Q: So starting pa lng being a pre-service teacher nandon na agad ‘yung tatak ng pagiging novel profession. A: Yes, Ma’am..	Prepare lessons for the children Not aligned Stop schooling Pre service is noble profession Lesson planning Demo teaching Learning by doing 21st century learners outcomes based in lesson planning brief
---	---

Q: OK. So ‘yun. Let’s talk about the past. Ano ‘yung mga.. what are the task that you perform in school? Pwedeng isa-isahin natin kung ano ‘yung mga ginagawa nyo as pre-service? A: Ahm.. ano po..kadalasan po sa’min ‘yung lesson planning, tapos po demo teaching, ‘yun po ‘yun po ‘yung dalawang talagang kasagsagan na ginagawa namin. Q: Can you describe kung ano ‘yung nagiging proseso kapag gumagawa talaga ng lesson plan? A: When it comes to lesson planning, kasi po ngayon, dati.. meron po old style na paggawa ng lesson plan. Kami daw po ay kasali na sa 21st century learners.. so ang ginagawa po naming ngayon ay outcomes based sa lesson planning. Medyo ano po, mahirap kasi.. kailangan malalaman na naming kung ano ‘yung outcomes na gagawin ng mga bata. And then kagaya po naming mga baguhang teacher kumbaga ay pupunta pa lng sa propesyon ng pagiging teacher, kailangan po ang lesson plan ay medyo brief. Ayun, medyo mahirap po pero kaya naman po.. as long as tumitingin po kami sa curriculum guide. Kagaya po sa curriculum guide ng English sa mga textbooks ‘yun po. Q: So in terms naman ng demo teaching ano ‘yung tasks talaga na kailangang ma-exhibit mo kapag sa demo? A: Pag demo teaching po, Ma’am, we actually need to prepare our visual aids pero sa amin pong mga English.. nakakapagtaka kami po ay hindi mahilig sa mga visual aids. Medyo more on discussion.. pero ‘yun po ang kailangan naming i-prepare- visual aids, learners materials, ‘yung mga kailangan po naming gawing instructional materials at tsaka syempre po ‘yung mastery of the content po naming ituturo. Q: Paano ‘yun? My instance ban a ito ‘yung lesson mo pero hindi ka ganon ka-equip don sa subject? May ganon ba? A: Ngayon po.. kasi ngayon po kami po ay merong subject kay Ma’am Levyra na Remedial Instruction of English, tapos ang napa-assign po sa’min ay grade 11	Difficulties encountered in doing tasks Demo teaching Preparation of visual aids Tend to focus on discussion Mastery of the content Difficulties in teaching content areas Apply contextualization
--	---

ng MSEUF ‘yung sports track po, medyo mahirap po kasi ang subject na napa-assign po sa’min na ireremedyate namin ay Philosophy. Q: Ah.. okkk, so paano ‘yun? Eh ang specialization mo ay English? Pano ka nagko-construct ng ano mo.. ng knowledge? A: Naghahanap na rin kami ng ibang books, nagco-contextualize na rin po kami ng kaunti, tapos po medyo ‘yung iba naman pong philosophers don gaya po nina Plato, medyo kilala naman po namin, tapos ‘yung po aaralin na lng din po talaga, ‘yung pagtuturo naman po talaga ay pwede nating idagdag aside from Noble teaching is never ending learning. So ‘yun inaaral na lng din po naming nang mabuti. Q: So.. gumagawa ka talaga ng way po para malaman ‘yung Philosophy? A: Yes, Ma’am.. Q: How would you describe the way.. ito naman, let’s talk about teachers, how do they help you to construct those materials? Can you describe the way your teachers or instructors in the university help you to read and write school materials? Sabi mo nga kanina ‘yung mga ganong situations.. may nagagawa ba silang tulong? A: Actually, Ma’am, meron naman po kasi po bago pa lng po kami tumapak dyan sa mga demo teachings, during our second yr – 2nd sem, meron na po kaming lesson na The Teaching of Reading and The Teaching of Speaking tapos meron kaming ahh.. instructional material na subject.. so ‘yun po medyo na-shape nap o kami doon. Nabigyan na po kami ng kumbaga ay starters para matutunan naming ‘yung mga bagay na ‘yun. Q: The Teaching of Reading. Ano ‘yung pinaka natutunan mo don sa course? A: I think, Ma’am, reading comprehension kasi aside from reading you must understand what you read. Because that’s the best way of learning.	Background knowledge Reading comprehension Reading for understanding Writing teachers guide in choosing the topics and strategies Reading imbedded in doing lesson plan Clear guidelines Preparation for future studies
---	--

Q: Oh so, you believe na kelangan pa rin talaga ‘yung reading and comprehension? A: Yes, Ma’am.. Q: And then, whar specific steps have you undergone along with your teachers to be able to construct the reading and writing skills? Ano kaya ‘yung mga ganong steps or ways na you work together ? A: Sa writing skills po, meron po kaming Creative Writing kay Sir Dex po, ‘yun po tinutulungan nya po kami s apamamagitan ng pagbibigay sa’min ng mga topics, ex. Po ay stream of consciousness, yan nakikinig po kami tapos nagsususlat po kami actually meron po kaming portfolio para sa creative writing mga stories po, don po kami na-shape don po lumabas ‘yung aming writing skills. Sa Reading naman po, ang mga naging teacher po naming don ay si Ma’am Pasumbal, medyo ang ginawa nya po sa’ming lesson ay understanding the curriculum guide, tsaka po demo teaching pa rin, pano po sila nakakatulong sa’min? ‘yung pong pagbibigay ng right instruction.. ng guidelines po. Q: So kelangan may concrete na guidelines na ma-follow kayo? From there, strictly na ‘yun ba ang pina-follow nyo o gumagawa pa kayo ng modifications? A: Medyo minsan, kapag mga doctorate degree na po, medyo complicated na po, medyo blurry ang thoughts kahit po tama, minsan po syempre nagsesearch po kami ng amin para mas maintindihan pa po namin. Q: What have you experience in terms of construction of your own reading and writing skills? A: Medyo marunong na po, Ma’am, na-shape n apo a ng aming reading and writing skills kasi ng ailing taon ba naman from 1st year – 3rd year may mga reading courses na po kami tsaka writing courses kasi syempre po English major kami.. ‘yun po an gaming basic foundation kapag kami po ay magtuturo na.. Gaya kop o ngayon nakakapagsulat na po kami ng mga creative writing.. short stories.. dagli.. ng mga nakakapag analyze nap o kami ngayon kagaya po nung ngayon meron po kaming intro to linguistics kay Sir Dex, dahil	Developed own reading skills Use schema Reading and writing as basic requirements for teaching Difference in creative and technical writing Difficulty in technical writing Affected in writing research Difficulty in reading realated literatures Reading and writing are helpful in writing related literature Note taking Paraphrasing Summarizing Highlighting
---	---

meron narin po kami kay Sir Felix na intro to linguistics naman alam-alam nap o naming nakakacomprehend na po kami.. Q: What situations have typically affected your experiences of reading and writing skills? A: Pagdating po sa mga old English novels.. medyo doon po kami nahihirapan, nagdidictionary pa po kami pero.. minsan lng po katulad po ng mga old English na words don po, don po kami nahihirapan, tsaka po sa journalism, kasi kami po ay nasanay sa creayive writing, ay ngayon po ay medyo formal writing na.. technical writing na po, newswriting, doon po kami nahihirapan dahil naunangna-introduce ‘yung creative kesa sa technical. Q: Meron bang situations na ayaw o na? Parang ganon? Parang gusto mo ng magstop? A: Neto lang po sa thesis.. medyo nakakaloka po talaga.. kasi ang hirap po eh, syempre ilang part ‘yun.. ay ngayon po nagchchapter 3 na kami.. lalo nap o nung related literature.. basing-basa ka po.. ayoko po kahit ako po ay English major, hindi po ako ‘yung book worm.. pero nagbabasa nman po ako.. siguro ako po ay visual learner.. ayoko po masyado ng basa ng basa.. siguro ‘yun muntik nap o akong mag give up pero bakit pa ba ay ilang kembot na lng ay ggraduate na ri naman ako. Q: Ma-identify mo ‘yung mga helpful strategies na natutunan mo sa basic courses mo na nagagamit mo na ngayon sa iyong thesis? Ano ano kaya yung mga ‘yung? A: Don po sa related literature.. nagagamit po naming ‘yung pag nonote taking, paraphrasing, paghighlight, pagsummarize.. ‘yun po mga nagagamit po namin ‘yun.. Q: What specific do you feel you need to strengthen in your reading and writing skills? A: Sa akin po ay reading skills po, medyo pagbabasa pa po parang hindi ko po kasi talaga hilig, tapos sa writing naman po medyo gusto ko po kasi talaga magsulat, mahilig po akong magsulat. Kaya ang kinuha ko rin po	Reading is not a habit Lack of vocabulary words Found self in teaching Fated to teach Influenced by the mother Practice on vocabulary and comprehension Consider 21st century lerners Putting virtual classrooms
---	--

na topic ay essay eh, ‘yun po ang aking signature ang gumawa po ng essay, kaya po yung sa reading lng po talaga ang problema ko. ‘yun nga pong makapagcomprehend sa mga jargonic words.. Highfalutin words don po talaga ako nahihirapan kasi hindi nga po ako mahilig magbasa.. so yung mga unfamiliar words yun po ang nagkakaroon sa’kin ng blurry thoughts.. vocabulary rin po talaga.. Q: Do you think you have the skills necessary to be a pre-service teacher? A: Siguro naman po, Ma’am, Oo, kasi in my 3 yrs of staying here in MSEUF, don po kami na-shape sa CES namin, and aside from that po sa samin pong barangay ako po ay teacher rin, at siguro po ay destined and fated na rin po sa’kin na maging teacher, since elementary ay little teacher na po ako nakakapagbuklat-buklat na ako ng lesson plan ng mga teachers na-aanalyze ko na..dahil napakalaking influence ng mother ko rin po sa’kin. Q: If you will be given a chance to change reading and writing, what it would be? A: Kapag ako po ay mabibigyan na makapagturo sa elementary kasi po diba ang basic foundation po natin ay sa elementary.. siguro po ipapalaganap ko po ‘yung drop a read program, ‘yung every time magbabasa si teacher ng literary piece, then after that magtatanong siya... para malpractice po ‘yung vocabulary at comprehension ng bata.. tapos after po nun.. 1 on 1 na ‘yung tanong at sagot.. para hindi lng nya nasasabi, naaanalyze rin po nya sa utak nya.. sa writings po ay guidelines naman po ng tamang pagsusulat , hayan po ang interest ng students tapos i-momold po ng teacher so that person will write effectivrly.. na sasabihin rin po ang limitation ng students. Q: Paano naman ‘yung nangyayari ngayon? The use of e-book? A: Kung tayo pong 21st century, sana makagawa po ng sites na academic po ang purpose, like virtual class room po, siguro dapat ipalaganap po ng teacher para hindi lang po FB at twitter ang lumaganap na daot sa	Ebook for children Reading program. Passion for teaching
--	--

mga virtual classroom nay un ay may mga reading program, tapos po writing program na makakapagshape ng talent at skill ng bata. Gaya po ng ebooks mga academic ebooks dapat po ay i-share sa mga bata. Q: Last line as a pre-service teacher. A: You must put passion on your profession.	
---	--

Participant (PS) # 3

Original Transcripts	Emerging Themes
Q: Can you describe what it has been like being a pre-service teacher? A: It's a wonderful experience, Ma'am, because I have learn a lot to my teachers or professors.. especially Ma'am Pasumbal when... when... we are able to conduct a demonstration teaching at Basic Education Dept.. So I felt the chance to experience the.. the.. real feeling of being a teacher 'cause I'm teaching in to a real class with real students. Q: So what level kaya? A: Grade 8.. I think it's the pilot section.. so I.. my topic was.. literature. Ahhhh it's the story was.. Oh I can't remember. Q: But how did you handle the story? Or how did you handle the class? A: Ahhh.. actually, Ma'am, I was a bit nervous.. because that was my first time.. but the students are so cooperative, Ma'am, they are cooperating with me... so.. and.. when I... looking at Ma'am Pasumbal.. because she is observing.. She keep on smiling.. so I think I'm doing fine.. soo that's all. Q: But the students knew that you are a pre-service teacher?	Wonderful experience Thankful to teachers Real feeling of teachers Opportunity to teach Nervous Students were cooperative Orientation about pre service teaching

A: Yes, Ma'am.. Ahhhh.. Ma'am Pasumbal oriented them before.. before I conduct my 1st demo. Q: Ok. Thank you.. What are the task that you perform in school? Let's say in the class room as a pre-service teacher? What... ca you tell me about the task or your function being a pre-service teacher? Or what are the things that you do? A: AHHHHmmmmmm... Most of the times, we construct lesson plans to practice our writing skills, 'yung writing an instructional plan.. but in general Ma'am, as a pre-service teacher, as of today, our task is nothing but to wait for our schedule... ahhhh on tutorial because we are going to tutor... elementary students. I think we're going to teach them how to read.. Q: So now, how would you describe the way your teachers in the university help you to read and write school materials? So in terms of preparing your lesson plans and instructional materials, can you describe your teachers who are helping you to do those activities? A: Ahhhmmmm... in making the instructional plan or lesson plan.. of course in our first day our teacher taught us how the steps in constructing it.. first, the objectives, materials needed and lesson proper.. just weeks agos.. I am going to share, Ma'am, one of our professors, Sir Dexter, ahhhhh he thought us how to analyze a poem using the plain sense of poetry... so it help me a lot. Cause... ahhhhh... analyzing a poem became much easier than it is to be for me.. Q: What was the example? Or the poem that Sir Dex taught you? A: Ahmmmm... Circus by NBM Gonzales.. Q: And then can you describe how he taught you in terms of analyzing using that specific technic as you said? A: AHmmm he presented a power point presentation.. following steps.. playing sense of poetry.. after that	Construct lesson plans Writing instructional materials Do tutorial Steps in constructing of lesson plan Objectives Materials needed Lesson proper Use power point presentation Task based class
--	--

while discussing it ahhhhh... he presented to us a sample.. analyzation of each part.. he also presented a poem.. so we understood how it will be done.. soooo.. when he gave us the task.. to analyze the circus poem by NBM Gonzales it's much easier than it is. Q: So you can teach na in analyzing poem? A: I think, Ma'am.. Q: So now, what specific steps have you undergone along with your teachers to be able to construct reading and writing skill? We are now into the details of the process? A: AHMMM... I think, Ma'am..... the last activities by Sir Dex.. that was our last meeting in stylistics po e nung naghahanap na nag aanalyze na po kami ng poem... ayyy... no...no..no..no.. but in terms of constructing if reading and writing materials.. Q: Yes, let's say you are the one who construct your own ideas? You are the one who are discovering your own way of understanding the lesson. A: Oh yes.. ahmmm... just like... sa poetry, Ma'am, so I Arrive at diff analysis from Sir Dex, Soo... at now, Ma'am, today.. he's not yet telling me if I'm correct or wrong.. Q: But what did you doo? A: I was able to present my report stylistics.. my analysis.. by NBN Gonzales.. and then Sir Dex said nothing so I think my analysis is different from his. Q: then how did you come up with that kind of analysis what did you use? A: Ano po.. 'yung 7 steps in playing sense of poetry.. Q: Can you name some of those steps? A: Ahhhhhhh.. 1st is you are going to identify the metaphor.. used in the poem and something like I've read the background of NBN Gonzales.. so based on what I have found out that NBN Gonzalez was a drop out student, so when I read the poem... sooo it's	Reading and writing materials Discovery learning Free from errors In reading poem, identify metaphor Difficulty in unfamiliar words Poems are difficult to understand Different style and strategies
--	---

like... parang... alright what comes first to my mind is that the poem is okay this is a poem about the struggle he overcome.. as he.. as he..... grow old... so that's how I arrive at my analysis, Ma'am.. Q: What have you experience in terms of the construction of your reading writing skills? A: Ahmmmm..... in termsss of my reading and writing skills I have difficulty when I encounter unfamiliar words.. especially when it comes to poem.. when writers have diff style and strategies in order to hide the true meaning of their works.. So if the word is unfamiliar to me I have to search it pa.. before I understand thepoem. Q: So meaning you really do an extra work for you to understand and analyze.. so and then what situation have typically affected your experiences of the reading and writing constructions? A: Ahmmmm situations na.... I think it's the same as my answer Ma'am, I make use of research of the word unfamiliar to me. Q: What in specific do you need to strengthen to improve you reading and writing skills? A: I am very sure, Ma'am that I still need to strengthen my grammar, it has always been my problem... when I am constructing my analysis.. and also when I am communicating english to my professors. Vocabulary and the grammar. Q: Do you feel that you have the skill? And experience necessary to be pre-service teacher? A: I think, Yes, Ma'am, it's been 3 yrs.. almost 4 yrs since I transferred here.. And I think my teachers are the best of the best.. that in a teaching department..... and an eduactaion dept can have.... And also the dean, our Dean.. soo is positive.. and approaching us.. showing us that... if you stay positive then.. the outcome of your career will also be positive.. So I think..... I've experience a lot of demo..	Do additional research to familiarize himself Need to strengthen the grammar Receive support form the dean and teachers Encountered different kind students Make reading and writing class task based Immediate assessment of te teachers Conduct follow up Do conferencing Dialogue to students
---	---

Q: So you are given... the... the... the.. one that you're telling me.. the demo... the writing activities wherein you use that also.. in the class room? A: yes, Ma'am... soo I encountered diff types of student. I remember.. Ive also conducted teaching demo.. in our home town in San Francisco, Quezon where I could attend a demo to an English class, grade 10, pilot students, it was successful.. so Im so happy because the principal there graded and said job well done.. so think I am ready, Ma'am.. Q: OK.. then last is.. if you'll be given a chance to change how to teach reading and writing.. what it would be? The suggestions that we can do more to enhance the reading and writing skills of learning? A: Oh I think, Ma'am, the way the teachers teach in the Basic Ed, Ma'am.. reading and writing appropriate.. it is when they give task to their studnets... the students finish the tasks and submit it to their teacher... ahhhhh I think the teachers must immediately check the works of their students... in able to identify the errors... so if.. there is, I think the teachers must approach their student, then tell her how to correct it, or the teachers can conduct an activity the following day to teach the errors of the students reading and writing skills.. Q: So do you think that conferencing is really a big help? A: Yes, Ma'am, I think, so yeaa..... you have to inform your students kasi if you're going to ignore the errors.. they will bring it up until college.. up to whatever the students will be..	Discuss errors
---	-----------------------

Participant (PS) # 4

Original Transcripts	Emerging Themes
Q: Ah, good afternoon. So let's start the interview. So when did you first entered school ah... your first enrollment? A: 2013 po. Q: Can you describe to me anong nangyari that time? A: Ah... at first, I was... ah... I was... I was quite nervous because... ah... I was recently in Bachelor of Elementary Education before I came to Enverga University and now my course is Bachelor of Secondary Education. Q: Ah, so meaning you were transferee then. Ah, from what school? A: CBA Colleges po. Q: Ah, oo nga. A: In Pagbilao. Q: And then what gave you an ano ah... idea na to take the education? A: I was influenced by my ah... grandmother. I was so close to her that I am everyday been with her and I noticed that ah... everyone knows her and appreciate her and respect her and I want to be like her someday. Q: Ah okay, so influenced by grandmother. And ah... 'yung time na 'yun it was enrollment, may kakilala ka na ba? A: No, Ma'am. I enrolled ah solely and there was a time that I lost my tuition money that time and I don't know what to do when I suddenly found it ah... somewhere in the... near the admin. Q: Ah okay, so mabuti nalang 'no? How much was that? A: Five thousand plus. Q: Five thousand, okay. So, na-misplace or nalaglag? A: Nalaglag po siya. Q: But it's still intact? Naka-envelop ba or naka-wallet? A: Naka-wallet po siya and then hindi po siya pinapansin.	Nervous at the first day of class Transferred program Influenced by the grandmother Appreciated the work ethic of grandmother

Q: But that as enrollment period diba? So dapat ano pa rin. So okay, good ‘yun ah. So can you describe what it has been like being a free-service teacher? A: Being a pre-service teacher for me is ah... is hard because it seems to be so easy that you’ll just prepare ah... lesson plans, ah... the materials and yourself as a teacher but ah... being in this college I... I saw and I realize that ah there are so many things I should learn before I go to my profession. Q: And ah... ano kaya ‘yun? What are the things na na-identify mo during that period? A: Uhm... the... that ah... before you... like for example in lesson planning you should be ah... you should be good in writing your objectives because in your objectives, the whole... ah... rotation of your class will not going to be in success because ah... the... the whole period of your class will... will ah... ano nga ‘to? Q: Will depend on your plan? A: Will depend on the plan. Yeah. Q: Okay so, talking about that plan, so let’s talk about the task that you perform in school as pre-service teacher. So what are your ah... what are the tasks? A: Well, aside from being always ah... uhm... Q: So, what do you perform in the classroom? Let’s say do you have community activity, community service? A: Yes... yes, ma’am. Ah... today, as of now, ah... I have a major in Remedial Instruction of English and ah... we were asked by our professor to ah... teach ah... those students or pupils that needs remediation in reading and writing. Q: Uh-huh, so children? So meaning in specific community? A: Yes, ma’am. Q: Oo, so can you tell me something about that? Your activity, sino ‘yung mga estudyante, can you describe the students? A: Ah... recently we... we went to Talipan National High School ah... we are seven students and we talk to... to the principal and then the principal referred me to the head of English, the English coordinator of	Realized that more to learn in college Lesson planning Requires good in writing Do remedial teaching in reading and writing Exposed in the public school Happy in the experience
---	--

National High School now. In Talipan, they use projectors; and in Cotta National High School, some have projectors, some have... some don't. So... Q: Okay, so how about here in ah... here in Enverga? So how would you describe your teachers who help you to do your task outside? A: Well actually, ma'am, I was proud to be in this school because being a transferee from other school, ah... I saw that in Enverga, the teachers are... are... ah... capable enough to teach the students what they... what they... really have to learn and ah... in terms of materials ah... we have a lot of... of things... they, teachers, have a lot of things to use like projectors, like speakers, ah... whiteboards. Q: Oo, whiteboards, ah... resources. So in terms of their ah... skills, the teacher's skills, they ah... how would you describe them... their expertise in terms of that subject? A: In terms of expertise, since ah... my professors and... are... most of them are doctors. Ah... they... they... ah... showed us... they... mostly, they showed us the... not just... not just talk... they don't just talk but they also showed us what to learn... I... I mean... Q: Modelling. A: Yeah, they are... they... they are modelling what they say. Q: Ah, okay. And then ah... what specific steps have you undergone along with your teachers to be able to construct the reading and writing skills? Number four question is your teacher is the one who give the input? Number five, this question, so... what specific steps have you undergone along, so this time it's you and the teacher. What do you do for you to enhance or construct your reading and writing skills? A: In reading skills, I... I became more familiar with the grammar and usage of the words and in terms of writing ah... we have this major subject, which is Creative Writing, and we are exposed to different ah... types of criticism and ah... they... they ah... exposed us and... and... ah... ask us to write ah... to... to... practice those criticisms.	Materials are available Highly qualified teachers Learning through modeling Familiar in grammar and usage of words in writing More exposure on creative writing Practice doing critical analysis Experienced campus journalism Writing editorial
--	---

Q: Uh-huh. Okay, then the next is ah... what... ay we're done with that... what have you experience in terms of construction of your own reading and writing skills? So this time naman is you alone as a learner. So, can you tell me something about your own construction of reading and writing skills? A: In writing skills, ma'am, we have... we have this subject, the campus... Campus Journalism and my professor taught us to write an editorial, and then after... after writing the editorial, we... I... I... I realize that it is not easy to write and it... we have... we have to go a long way to be ah... ready and be equipped to write a good editorial. Q: Uhm... okay. So, ah... talking about that, so let's move to number seven. What situations have typically affected your experiences of reading and writing skills construction? So, that's number seven. So, what situations have typically affected your experiences of reading and writing skills construction? So from that story that you told me writing an editorial, so... paano siya nakaapekto sa'yo in terms of your reading and writing skills construction? A: Well for me, ah... I thought... it is easy to read... the... the writings of other people but ah... because this activity, because of that situation that we have... we have to... make a news... it... I realize that it... it's a lot harder to write than to read... in terms of news. Q: Ah okay, in terms of news but how about in terms of creative writing? May na-mention ka kanina about... A: In creative writing, you should be equipped with a lot of vocabulary words because in... in creative writing, you should express yourself in creative way... unlike in... in campus journalism or news writing, it should be specific, it should not be highfaluting, it should be... you should write at... at your point, not to go to... to... not by using a lot of adjectives like... Q: Like in terms of creative writing. Sige sige. What in specific do you feel you need to strengthen of your reading and writing skills construction? Punta muna	Preparation to writing editorial Difficult to write than write Equipped with vocabulary words Write direct to the point Exposure to books
--	--

and... some of the thoughts ah... banish and fade away, so... I think I... my weakness about writing is when I'm writing about... writing in the part of the body of ah... Q: So, do you use ah... technique, let's say in writing? Do you ah... put it in an outline, do you put it in a diagram... gumagamit ka ba ng ganung technique? A: I use outlining in... in terms of ah... making a reviewer. Q: Uh-huh, let's say in terms of your writing activities, writing story, writing news... do you make an outline? A: We... we have to... for me ah... I'm... I'm... creating an... literary element before I... I make my story... in order to remember what should be... what should be written on the text so I should have the guide... in writing. Q: Ah okay, you use guide in terms of your writing. So next is, do you feel you have the skills and experience necessary to be a free-service teacher? A: Well actually, ma'am, yes because ah... being a fourth year students and being a graduating students ah... I think I have things, the skills and... I needed to be a pre-service teacher. Q: Okay, and then last is, if you are given a chance to change how to teach reading and writing, what it would be? Diba you have the subject of teaching reading and teaching writing... in your major subject, oo. So can you recall kung paano siya tinuturo and then if you will be the one who would teach it, ano kaya 'yung pwede natin ma-i-incorporate? A: Well, teaching reading is very hard to... to do because it's... it's on the student to... if they would push themselves to reading. There are lots of reading strategies, discover them. Those reading strategies are all... helpful and ah... maybe I think... ah I think if I would have the chance to change how teaching reading, I would... I would start to... make remediation, ma'am, because starting... analyzing ah... looking for students who really need help for remediation would make a big change in terms of reading.	Ready to go to the workplace Push students to read Discover reading strategies Remediation makes difference Linguistic subjects Grammar, usage and right interpretation Pre service is a vocation Teach with the heart.
--	--

Q: Okay sige, how about writing pala? If you would be teaching writing, how are you going to do it? A: I'm going to rely on the... on my linguistic subject, the grammar and usage, the right interpretation of the sentences, the approaches, the... Q: So, for you in teaching writing, it is very important to go to the grammar parts muna before you give your students the writing activity, A: Yes, ma'am. Q: So review of grammar, the basic of ah... English. So 'yun, to sum it up, can you give me one word or two words for us to sum up ah... ano ba talaga ang free-service teaching? A: pre-service teacher is ah... not just a profession but a vocation. It should be teaching with heart and not because of the benefits you'll get. Q: Thank you very much!	
---	--

Participant (PS) # 5

Original Transcripts	Emerging Themes
Q: My first question is.. when did you enter the university? Can you describe your first enrollment? A: ahh it was back 2013, so yun pagpasok ko.. so bago po ako nun sa school, medyo nahirapan ako paghanap ng rooms kasi hind po ako familiar sa environment. So nung nahanap ko na.. nung nasa loob na ako ng classroom, nagkaroon bigla ng iba't-ibang tao sa paligid ko. Hindi po kagaya nung highschool kung sino 'yung kaklase ko nung 1st yr HS up to 4th yr ganon pa rin. Tapos nung nag enroll ako, nagpasok ako.. talagang nakakabigla kasi ibang-iba talaga.. kumpara nung 1st yr, kasi don na nga po pumapasok 'yung culture diversity namin. Pero ang maganda lng don, open po makilala ang bawat isa.. kaya lng mahirap pero nagging ayos naman. Q: BTW. Saan k aba nanggaling na school? A: Sa Gen. Luna, Quezon po..	Not familiar to the school New environment Surprised to the new environment Cultural diversity All things went ok Comparison to old school

Q: Ahhh so pwede ba nating balikan ‘yung environment mo way back HS? A: Hindi naman po ako nahirapan nung HS kasi sa bayan naman po naming halos magkakakilala po kami, kahit po mapalipat ng section kada-ano ay okay lng po kasi halos magkakakilala na po lahat.. so, hindi po mahirap mag-adjust sa paligid nun. Q: Ok. So let’s move on the next question. Can you describe what it has been like being a pre-service teacher? A: So, first po.. ang pagkakaintindi kop o sa pre-service teacher is, ‘yun po ‘yung tawag sa mga katulad ng naming education students or yun po ‘yung..mga tao na nagkakaroon ng chances na makapagturo even without their license or background being a teacher... so being a pre-service teacher is adjustment din po talaga gaya nung 1st yr pa lng po kami, kasi maraming tao ang unang magsasabi na.. maririnig mo lagi ‘yung word na “lang” kasunod lagi ng educ. So, ito naming bata na mag-eeenroll nito sasabihin sige na nga lng mag – eeduc n alng ako.. Tapos saka ka ngayon magkakaroon ka ng prior knowledge ang bata na madali lang maging teacher or pre-service teacher. Pero ‘yun yung irony nag paglalagay ng “lang” sa educ. Kasi once na nasa field na sila kelangan mong mag leave ng room for improvement, kais nga hindi porket ni lang po yun lang lng talaga dapat sa una open ka sa mga mangyayari kasi maraming pwedeng mangyari na hindi mo inaasahan. Q: So, 1st choice mob a talaga ang educ? A: Hindi po talaga.. kasi alam ko naman po na mahina talaga ako.. ‘yun pa nga lng pong pagbubuhos ng oras, sa paggagawa ng kung ano-anong instructional materials talagang umiinit talaga yung ulo ko po. Tapos patagal ng patagal sa mga nakakausap ko naman pong mga teachers na-try ko na rin po kasi baka sakaling magustuhan ko. Wala naman pong masama..pwede ko naman po i-take yung course na gusto ko after ko ditto..	Adjustment was so easy Small population Education students Chance to teach Licensed teacher Prior knowledge Difficult to teach Not a first choice Lack conficende in teaching Lack of patience in doing instructional materials Used to the activities eventually Encouraged by the parents to take education
--	--

sa environment naming.. ang magiging estufyante naming is ‘yung mga kaklase din namin. I-poportray na lng po naming ‘yung mga sarili namin as teacher talaga.. so ilang years rin po nag anon ‘yung ginagawa naming kada-sem.. so, hanggang sa nasanay na kami tapos paramg okay na kaming isalang. Q: So next question, how would you describe the way ‘your teachers in the university help you to read and write school materials? A: Ahhh sa 1st lesson nain sinabi nya muna kung ano ‘yung mga pwedeng mangyari sa’min, kung ano gagwin namin sa mga susunod. And then kada-meeting naming binigyan ny arin kami kung paano naming gagawin ang lessso plan namin, binibigyan nya rin kami ng reference. Tapos kapag may mga gawa nap o kami magddraft kami.. ime-make sure ny an a machecheckan nya agad ‘yun para matama naman kung ano pa ‘yung mgakulang naming, mga pwede pa naming idagdag.. sobra ganon. Q: So, what specific steps have you undergone along with your teachers? In terms of the construction of reading and writing skills? A: ahh sa pagconstruct po ng reading and writing naming, may isa po kaming pinagawa sa’min nun nung research paper naming kay Sir Adrian po.. ahhh, required po kase... kagaya po nung sa lesson plan naming, inexplain nya po sa’min ‘yung kada-parts ponung gagawin namin, and then, halimbawa sa introduction, ipapacheck po muna naming sa kanya kung tama po ba ‘yung ginagawa namin sa part nay un, part 2 and part 3. So, sa consulation naming sa kanya.. mas naiimprove lalo yung gawa naming, sa una maraming revise talaga po, pero habang tumatagal pag-uusap po namin.. sa prof namin sa dulo nagging maayos po talaga ‘yung research namin. Q: So, what have you experience in terms of constructing your own reading and writing skills?	Reading and writing skills are used in research paper and lesson planning Required to do it Practice consultation Revision for improvement Lack of interest in reading Reading is a requirement Problems in vocabulary building No ideas to write Committed redundancy of words Topic of interest is important in writing Teachers should know the interest of the students
--	---

A: Siguro ‘yung mga panahong hindi po talaga ako, ahh nawiwiling magbasa.. tapos po pero kailnagan naming magbasa.. yung hindi ko lang interest yung kailangan kong basahin so yun yunh nagging hindrance po para maimprove agad ‘yung reading skill ko. Tapos dahil nga po hindi ako ganon ka-interesado, in terms po ng output nung babasahain naming, nagkaroon po ako ng problema sa vocabulary, kasi nga po sa pagbabs ako hindi ko gusto kaya wala akong masabi sa isusulat ko wala akong maibigay na data.. wala akong maisulat.. tpos, dahil sa hindi ko pa pagbabasa at hidi paghahanap pa ng ibang reference po, ay yung redundancy ng paggamit kop o ng words ay.. hindi po nagging maganda..	Difficulty in creative writing Use of words Can write technical materials Motivation of teacher is important Less expectation
Q: So, ito what situations have typically affected your experiences in terms of reading and writing skills construction? A: Ahhh yun po. Once nga po na hindi po gusto ‘yung inihain sa akin na topic.. ahh walang nagtrigger na para gawin ko ‘yung output ko.. as in blanko po, hanggang sa wala na akong maipasa.. kais nga po ‘yung ibinigay na material hindi po siya angkop para sa lahat, kumbaga po sat shirt, kung hindi po sya unisex kaya hidni po siya mabenta.. kaya siguro po nasa ibibigay na matrials ng teacher.. kais po may materials naman po na kuha agad ang atensyon ng estudyante.. may mga materials na yung magagaling lng magsulat ang umaangat.. parang sa ganong bagay po ang naiisip na lng po ng mga kagaya ko parang I’m not into anything kasi nga.. parang ala bakit lahat ng ginagawa naming, hindi ko malabas kung ano yung kaay ko sa pagsusulat.. halimbawa po sa subject naming na creative writing, alam ko po na hindi ako magaling maglaro ng mga salita.. kaya hindi ko malabas.. pero nung nagtech writing na po kami don lang po nailabas kasi yun po ang hilig ko. Tapos yung magagaling nama po sa vreative writing doon naman po sila medyo nagkaproblema pagdating sa technical kaya choice of materials lang..	Avoid limitations Let the students to write freely Engage students to outside activities Start simple type of literature Enhance vocabulary and understanding

Q: Kaya lng, how will you resolve that kind of issue? A: “yung motivations po ngteacher ‘yun kumabaga, bawasan po ang expetations na kayang gawin ng bata.. kais po kapag nagbigay po siya ng.. halimbawa yung teacher ko nagsabi na gawin nyo baka naman.. matututo naman kayong magfuns.. yung laruan ‘yung salita nyo, matuto kayong... dapat ahh kumbaga po avoid limitations po kais yun po yung wall na hindi po talaga mabbreak ng bata kung may limitations po, peor kung ‘yun ay ahh hahayaan ang students kung ano ang kayang gawin sa writing mabebreak po ‘yung wall na ‘yun. Q: NAmention mo yung motivation.. so may experience ka ban a talagang namotivate ka sa isang teacher or sa isang material? A: Opo, nung kay Sir Dex p yun, sa creative writing naming, pianagawa nya po kami ng dagli.. pero imbes na bigayn kami ng particular topic ang ginawa nya pinalabas nya kami ng room at hinayaan nya kaming umupo at magsulat ng kahit anong papel na pumasok sa isip na wala siyang pagbabasehan na topic, wala siyang criteria na daopat ganito, dapat ganon.. so nalabas ng bawat isa sa amin kung hanaggang saan yung kaya naming.. so na-break ‘yung wall sa [agitan nung hidni ko kaya ito at kaya ko ito. Q: So, what in specific do you think you need to strengthen in terms of your reading and writing skills construction? A: Ahh mas prefer kop o muna na magsimula po muna ako sa mga mabababaw na babasahin. At least part pa rin siya ng literature.. ahhh pero wag muha pong sasabak sa lam kong malalaim.. halimbawa po nung In a Virgin of You, alam ko naman po na hindi ko naman po siya kayang intindihin agad.. magsisimula po mun akao steps by steps hanggang sa lumawak yung vocabulary at understandings ko sa about sa babasahin ko hanggang say un yung mga	How to play with words and craft stories Difficulty in writing without reference Prefer newswriting than creative writing Confused sometimes in lesson planning Ready to teach Experienced being a volunteer teacher Encountered difficulty in teaching content Lack patience in teaching kids Giving food or school materials
---	--

komplikadong bagay Maiitindihan ko na siya. Kasi po hindi ko binigla yung sarili ko na ito agad kasi ito ‘yung uso.. Na ito yung paborito ng teacher ko kaya ito ‘yung babasahin ko.. ayoko po nung ibabase kop o yung gagawin ko sa paligid ko. Kumabag ayoko ko pong biglain lahat. Q: How about sa writing skills naman? A: Kung paano maglaro ng mga salita kasi nga po hindi kopo talaga line na magsulat ng kung ano-ano halimbawa ng apo stories ganon... kasi ng apo nahihihrapan ako kasi sa isisp-isisp ko ayoko po gumawa o magsulat ng something na wala akong pagbabasehan.. kumabaga po ayoko po ng galling lng sa imaginationko kaya mas gusto ko po ang technical.. kasi ahh ano talaga siya may facts makakatotohan po talaga.. kaya mas gusto ko pong gumawa ng news writing kesa stories kasi may katotohanan . Q: How about sa lesson plan and instructional materials? A: Sa lesson planning naman po may time po na alam ko siya kung paano ko siya gagawin at ihahain sa estudyante ko pero hindi ko sya kayang isulat. Na sinasabi rin po ng prof ko sa’kin na kaya ko dw pong imikan pero hindi ko naman po maisulat.. magulo na po.. kaya yun po. Q: Do you think you have the skills and experience necessary to be pre-service teacher? A: Yes, kasi since 2nd yr kami, meron kaming inorganize na paaralng munti yun po yung volunteer teachers ng college of education.. so kung sino yung willing na magturo ng free tapos willing kang ibigay yung iba mong oras sa mga bata yun po.. naka 2 yrs din po kami don..pero ngayon po nagstop muna kami kasi gawa ng na po ng thesis. Ahh don hinahayaan po kami na magform ng group then my nakaassign kada-araw, so, has group naming, hinayaan naming na magkaroonang bawat isa na magturo kung saan kami nakaassign, so nung una po, ang pinaka nahiraapn kami hindi don sa content nanin kundi don sa mga bata kkung paano ihandle ay	Teaching reading and writing skills must not set barrier Free to use own strategies No basis as long meet the standard 21st century learners.
---	---

mas malala pa po yung sa'min kasi hindi po kami na expose sa HS students, pero yung tinuruannamina y kinder.. hinsi pa kami ganon ka open sa ganong environment kasi alam naman po nakin sa maga sarili namin na maiiksi talaga pasensya namin. So lahat ng pagpapsensya ginagawa naming, sinusuhulann alng po namin ng pagkain or gamit para makisama sa'min, 'yun kaya po nung naakatapos kami ng 1st yr.. ahhh sarap pala makakita ng magulang na inaakyat yung bata sa stage. Kaya po yun successful naman po. Q: If you will be given a chance to change how reading and writing, ano kaya 'yun? A: Kung may babaguhin po ako, hindi naman po kasi pareparehoi ng pagtuturo ang mga teachers kungmay babaguhin man po ako ang i-rerefer ko na strategy ay gaaya po nung kay Sir Dex na walang barrier, free ka kung ano po 'yung gusto mong gawin, kumbaga po walang expectations, kasi yung ginagawa po naming sa kanya kahit nao pong gawion nain ay namemeet pa rin po naming 'yung requirements nung subject na tinuturo nya.. kahit walang basis namemeet pa rin naming yung standard. so parang 21st century learners talaga nakabased.	
--	--

Participant (PS) # 6

Original Transcripts	Emerging Themes
Q: When did you enter the school? Can you describe to me your first enrollment? A: Last 2013, so.. yun pong first experience ko ditto sa school.. is ayun just like a typical student, hindi alam ang gagwin, clue less pa kung ano 'yung pwedeng mangyari sa'yo.. Q: And I mean, 1st time mo nung 2013?dito sa enverga?	Clueless at first New to the place No choice Influenced by the sister

A: ahhh opo, actually po, di po ako familiar sa enverga kahit taga ditto ako sa Lucena. Kumbaga wala po talag sa choice ko na pumasok ditto s ENVERGA.	
Q: But, sinong nagpush sa'yo para makapasok ditto? Or nag encourage sa'yo na ditto ka pumasok?	
A: yun pong sister ko.. ditto sya nag aaral siya na lng rin po yungnagsabi sa'kin.	
Q: Now that you are a pre-service teacher, can you describe to me what it is really be a pre-service teacher?	No background in the field Difficult to trust
A: ahmmm... it's not easy especially na syempre parang baguhan ka palng wala kang back ground kung ano yung mga dapat mong gawin? Mahirap in a way na.. hindi po lahat ng nakakasalamuha mo hindi lahat ng yung mga teacher na nakakasama mo ay natutulungan ka don sa kung saan ka nahihihirapan.	Exhibit of instructional materials Demo teaching Lesson planning
Q: What are tasks that you perform in school?	
A: Usually po, just like nung 2nd yr, we had our exhibit of our instructional aterials.. don po kami pinaggawa ng different materials na pwedeng gamitin during class. Like bulletin board, charts, etc. tapos usually di po nung una pa lng nag aano n apo talaga kaming demo teaching, don palang nagkaron pa lng nagkaroon na kami ngexperience kung paano ang demo teaching... and another is lesson plan, nun 1st yr din po don din kami agad na introduce kung paano yun.	Joing organizations Speaking skills
Q: How about outside classroom? My activities baa ng pre-service teacher?	Background knowledge in doing materials
A: In terms po, sa org namin, parang for me p, yung as a pre service mas nahasa po ang speaking skills usually sa org naminkaopag natatwagan po akong magconduct ng talks.	Introduce the process Teachers do show and discuss
Q: And then how would you describe the your teachers help you to read and write school materials?	
A: For me they are the foundation kung ano yung meron akong background knowledge, sa pagagawa ng	Teachers can demonstrate also High respect to teachers who can demonstrate

materials nay un at yung help nila na iintroduce kami kung paano gumawa ng lesson plan.. paano magconduct ng demo teaching, paano gumawa ng chart... Q: Paano nila ginagawa 'yun? A: Discussion, and pag shshow di po ng sample na sila rin po ang gujmawa ng material nila.. Q: Do you it's effective na 'yung mga ginawa nila ang pinapakita nila? A: Yes, in a way na syempre, kapag yung mga gwa nila ang pinakit anila.. mas naniniwala kami na ay oo nga kaya nga pa lng talagang gawin 'yung ganon.. Q: Then what specific steps have you undergone along withn your teachers to be able to construct your reading and writing skills? A: I have this experience once, na nung 3rd yr college, creative writing, we are ask to write a story in the stream of consciousness.. for me it's so hard.. hind po madaling intindihin 'yung kung ano yung stream of consciousness kung ano 'yung mga dapat gawin, kung ano ba dapat yung nandon sa short story na un na para mapakita mon a ginamit mo yung technique na 'yun. Si sir Dez po yun through don sa pag eexplain pa nya ng detailed.. tsaka pagpapakita rin po nya ng sarili nyang gawa parang don po mas natulungan ako.. Q: ano ba yung streamof consciousness paano mo siya madedescribe? A: yun po ay over flowing thoughts na yung author na sila po yung nagmomonologue para pong ganon. 1st person. Q: What have you experience of constructing your own reading and writing skills? A: Dati po, I'm not into reading talaga pero syempre as an English major, parang you are oblige to read a lot of books so na pressure po talaga akong magabasa ng maraming novels, maraming stories... kasi parang in need nga po.. Yung kahit para mga 2 o 3 novels sa isang buwan nagbibigay na talaga po ako ng effort magbasa.. sa writing naman po, yun din po I'm not	Possibility of things Story writing Stream of consciousness Use several techniques in reading Detailed discussion Overflowing of thoughts Obligated to read a lot of books Add pressure to students Problems in creative writing Lack of exposure in writing and reading Reading and writing can be burden Speed in reading must be given attention
---	---

into writing, I'm not good at playing words lalo nap o kapag creative writing sobrang may hard time po akong mag play ng words. Ayun yung mga papaligoy-liguyin. Kapag kunwari binigyan ka ng ilang words.. ako po hindi po talaga ako umaabot don sa limitation nay un kasi deretso po 'yung pagsasabi ko.	Choosing of words is difficult in writing
Q: And then, sa what situations have typically affected your experiences in to reading and writing skills construction? A: Nung bata pa lng... na hindi masyadong na expose sa pagsususlat at pagbabasa... yung hindi na engage ang sarili mo don.. parang burden kais parang nagging limited ka na rin na tao nay un lang yung alam mo.	Not enough skills as pre service Meeting the standard of pre service teaching Remediations and more trainings
Q: what in specific do you feel you need to strengthen your reading and writing skills? A: Yun pong sa reading siguro yung sa speed kasi medyo mabagal po akong magbasa.. usually naman po narerecognize ko agad ang words. Kung sa writing naman po yung how to play with words and choice of words kung paano pa madedescribe ang isang bagay.	Free your students Let them do whatever they want Read and write what they want Create overflowing of ideas
Q: SO do you think you have the skills and experience necessary to be a pre-service teacher? A: For me po, not much kasi for me din, hindi pa po sapat yung skills na meron ako para maituring ang sarili kong pre-service teacher kasi kapag sinabi pong pre-service teacher, parang meron din pong standard na dapat nandito ka na, hindi 'yung nandito ka pa lng. KAilangan ko pa po ng mga remediations and trainings.	
Q: If you were given a chance to change how to teach reading and writing skills, what would it be? A: Siguro po you let them do whatever... yung hinahayaan mop o silang gawin kung saan sila mas komportable, magbasa kung saan nya mas madaling macocomprehend yung text na babasahin nya... Kung sa writng naman po hayaan na lang rin po na isulat lng yung thought na nag oover flow na deretso lng sa student na yun.	

--	--

Participant (PS) # 7

Original Transcripts	Emerging Themes
Q: When did you enter the school? Can you describe your 1st enrollment? A: AHh entered first on 2014, because I'm a transferee po. 2014 nung 1st enrollment namin, ahh unang –una po naming ginawa is hananap yung classroom.. kasi po syempre bago pa.. tapos after nun may nagkaklase na po yata.. medyo late nap o... after nun nag-aano lng po kami.. yung typical student na nakaupo lng.. nakikinig.. Q: Saan ka galling na school? A: Sa ACES po, sa may Grand.. bale 2yrs kami don, irreg. Q: Nagkaroon k aba ng comparison sa previous school mo? A: Yes, Ma'am kasi po, nun dating po naming ditto. May thought na mas gusto namin don kasi maunti lng kami so natututukan kaming lahat. Pero ditto mas madami.. pero kung cocompare naman po don sa mga teachers parang ahh most of the teachers here are much effective than those kasi pauli't –uli't lng po ang teacher naming don eh. Kasi nga maliit lng school don so mas ginrab na lng din naming 'yung opportunity na ditto na lang rin pumasok. Kasi ngamas ano rin po yung connections. Q: can you describe what it has been like being a pre-service teacher? A: Nung uhna, Mam, unang pre-service teacher namin, gawa ng sa FS.. so nag task kami don na parang magdemo ng cooperating teacher naming na parang magdemo. Eh biglaan, so syempre kinakabahan.. kasi bago po don sa teaching .. so ang ginawa po naming, nagready po kami ng lesson plan, materials na kailangan.. then 'yung environment mahirap kasi hindi moa gad kayang i-handle 'yung	Transferee Typical student Teachers are effective Oppor tunity to go to school Establish connections Cooperating teacher Nervous New to the environment Prepare lesson plans, materials

studyante lalo na't bago.. yung ibang studyante po kasi ma'am ang tingin sa'yo.. syempre bat aka pa lng.. hindi ka nila papanigan kasi high school sila tas bat aka pa rin kaunti lang po ang difference sa age. Sp parang ang hirap nila i-handle.. pero may time naman na halimbawa nalipat kami sa ibang classroom, may time naman na 'yung estudyante don is much better don sa kabilang estudyante.. HALimbawa is prior section sila o kaya ay mas matatalino so mas kaya nilang intindihin yung situation na ahh practice teaching ito.. Q: So what are the tasks that you perform in school? A: Ahhh kaunahan na pinaperform naming ditto is reporting kpag nagrereport po parang kailangan mo ng confidence kasi kapag parang walang kang confidence.. mahihirapan ka.. na ireport ng maayos yung ginagawa mo... then lesson planning po, kailangan mo don ng peace of mind para maano.. then nyung demo teaching po na parang kahit although na mga classmates mo rin 'yung tuturuan mo or estydante mo kailangan mo ring magprepare para Makita naman ng teacher mo na nag-eexcel ka.. Q: So nag-aact sila as your students? A: And they I will act as a teacher also.. Q: So, how would you describe the way your teachers help you to read and write school materials? A: Ah meron pokasi kaming professor na parang ang turing sa'min ay anak na.. so, siya po 'yung prof na nagpupush sa'min na oh gawin nyo ito na sige ipacheck nyo sa'min yung gawa nyo kung okay na.. kung hindi paa tulungan ka namin..... i-push nyo magbasa para mas marami kayong malaman na infos sa topic na binigay naming sa inyo.. Q: So, nag 1 one 1 ba siya? A: Nag 1 on 1 lang po siya kapag if you have questions.. parang pwede mop o siyang i-consult, directly kung talagang na-feel mo na.. pag nahihirapan ka sa particular area na 'yun..	Practice teaching Do reporting in class Build confidence Lesson planning Mother love from the teacher Encourage them to read Consultation to the teacher Difficulty in particular area Gave activities in constructing reading and writing skills. Reading helps them Writing poem Critical analysis
--	--

Q: And then, how about you and the teacher? Your specific steps along with your teachers to be able to construct your reading and writing skills? A: Kapag ganito po as an English teacher.. binibigyan po kasi kami ng mga a lot of things na about constructing, halimbawa constructing a poem, stories, mga ahh fictions mga ganon ganon.. kaya po parangmas nakakatulong po sa'min 'yung pagbabasa rin, Ma'am.. kailangan mong gumawa ng poem.. kailangan mo rin talagang magbasa ng steps kung paano gumawa.. then tanong mo rin sa teacher mo kung itong info na nakuh amo ay tama... then sa writing naman po, MA'am yung mga critical analysis, ah inclined na rin siya sa writing kais once na binigyan kami ng professor naming ng analysis, so na-enhance yung reading and writing skills namin at the same time.. Q: What have you experience in constructing your own reading and writing skills? A: Dito naman mam sa construction po, 'yun pong coherence po ng mga salita and use of hifalutin words.. Minsan pokasi Ma'am kapag ka gumagawa kami ng sarili naming.. halimbawa binigyan kami ng basahin.. nahihirapan po kasi lalo na kapag hidni ka fond ng reading.. nahihirapan po kasi kami lalo na ako na intindihan ang isang salita.. what if wala pala akong dalang dictionary so hindi ko alam kung anong ibigsabhin nun.. lalo nap ag siya ay isang sentence na.. Q: Anong ginagawa mong remedy kapag ganon? A: Ako, MA'am.. sinusulat ko siya.. nagjjudt down ako ng mga words na hindi ko naintindihan and then afterwards magcoconsult ako sa dictionary..at tsaka ahh yun pala 'yun, so binabasa kop o uli yung story.. na ibinigay samin. And then pagkatapos ko pong malaman mas naintyidihan ko nap o yung story na pinabasa sa'min.. Q: Have you tried using the context clues? A: Yes, Ma'am.. tinuro rin po samin yunn akapag ka hindi mo naintidihan 'yung hifalutin word, gamitin	Coherence of thoughts Difficulty in understanding text Limited vocabulary words Notetaking Consult dictionary Re read the story Use context clues Emotional stability affects reading Mood Stress Environment Physical noise
---	--

mo yung mga context clue para madali mong maintindihan.. Q: And then, what experiences have typically affected your reading and writing skills construction? A: Sa reading naman po, 1st nun kapag emotionally unstable ka.. halimbawa po ay wala ka talaga sa mood gumawa pero kailangan.. sa akin, Ma'am, kapag hindi po talaga ako, wala po talaga sa mood gumawa ng kahit na ano.. hindi po talaga ako nakakapagconstruct ng kahit anong okay.. as in reject ng reject.. so ang ginagawa ko po tatangalin ko po yung stress para paggsising ko fresh na ui yung utak ko.. then nagiging effective neman po. And then 'yung environment po kapag nosiy ang paligid hindi k atalaga makakagawa, Ma'am.. makakaconstruct ng kahit ano kasi magiging stattered 'yung ideas mo kasi naririnig mo si ganito.. si ganyan.. so wala talagang ideas na papasok sa'yo.. then sa writing kapag hind ka po into sa topic na gagawin, makakagawa ka pero hindi talaga fully furnish ba Ma'am basta may magawa ka lng po.. Q: And then.. what in specific do you need to strengthen your reading and writing skills construction? A: Sa reading, Ma'am yung sa analysis po, Ma'am.. kasi as an English major po lagi po kaming nag aanalyze ng novel, stories.. so 'yun po sa tingin ko ang kailangann ko pa pong i-enhance.. kasi parang mahirap-hirap pa.. sa writng po, Ma'am 'yung using words pa rin, Ma'am lalo n apo kapag on the on the spot po 'yung topic.. so sa tingin kop o, MA'am kelanagan ko pa ring po magbasa para masa marami papo akong matutunan.. madiscover na bagong salita so.. pag gumawa na ako.. kayang-kaya ko na siyang i-absorb.. yung kailangan kong isulat. Q: Then do you feel that you have the necessary skills and experience to be a pre-service teacher?	Analysis strengthening Learning by discover Qualify to teach Can handle students Deliver topics Reading is using texts Make it more interesting Students will select what to read and topic to write Teach reading focusing on the use of words Write essays
--	--

A: Opo, sa tingin ko qualify naman po kasi 4yrs na kami ditto sa university ganon.. Sa 4yrs na 'yun na-enhance tsaka nahahasa na din naman po kami .. tsaka kaya ko na din naman po i -handle.. yung mga estudyante kasi po mas naglevel up na 'yun ano mo.. yung mga strategies mo na ganito pala dapat 'yung gagawin tapos.. ahh tsaka Ma'am sa tagal na rin po na gumagawa kami ng lesson plan, kaya ko nang i-deliver sa kanila ng maganda 'yung topic.. na pinag-aralan mo naman dapat nung gabi.. Q: If you will be given a chance to change how to teach reading and writing? ANo kaya 'yun? A: Sa teaching reading naman po kasi sa'min ay yung parang using of texts.. Ang akin naman po kasi kapag teaching reading and writing naman po kasi ay ang boring, lalo na sa most students is not fond of reading and writing.. so ang gusto ko pong gawin is maging interesting.. na sa paraan na.. anong gusto nyong topic sa estduyante mismo magmumula kung anong gusto nilang basahin.. kasi kung sa kanila magmumula yung interst hindi na po sila mawawala... kasi kapag sa'tin po kasi mangagaling parang scattered po yung interest nila merong, may gusto.. merong, may ayaw.. Pag sa writing naman ganun din Ma'am.. ahh Q: Anong ginagawa nyo? PAano sa inyo tinuro sa inyo ang teaching writing? A: Ahh yung ano po.. yung correct use of words, exact words.. Q: Activities na pwede nyong gamitin? A: HALimbawa, MA'am halimbawa pwede ka po magpagawa ng essays, auto biography... kung naglevel up pwede ng paggawaan ng stories.. ganon, creative writing po.. Q: So paano mo i-momodify 'yun? Para makuhang interest ng bata? A: Sabi ko nga po, Kung mas interest ng bata, kung ano talaga yung gusto nila.. para maka-cope up sila kung ano talaga yung gusto nilang mangyari. Kesa sa interst natin nahindi nman sila totally engage sa	Need and interest of the students not the teachers
---	---

ginagawa nila.. but at the same time, Ma'am, kailangan rin naman nating tingnan kung talagang inclined 'yung gusto nilang mangyari sa gusto nating mangyari.. para may harmony yung teaching reading and writing sa classroom.	
--	--

Participant (PS) # 8

Original Transcripts	Emerging Themes
Q: Let's have the first question.. ahh when did you enter the school? Can you describe to me the first time you enter the university? A: Well, Ma'am, I am a transferred student from another university.. I entered here in school year 2014 because they say that kung kukuha ka ng teacher sa enverga ka lalo't English major pa.. so yun po ang experience in choosing school. Q: So from what school ka talaga? A: From Tayabas western school in Candelaria.. Q: so ibigsabhin nagstart ka na ng education ay sa Tayabas western Academy? A: before that meron pa na akong ibang school so bale panagtlo ko na po itong Enverga.. kasi iba't-iba po yung nagpapaaral sa'kin.. nung una po si Mama lang.. gusto nya sa malapit lng sa knaya.. then napa stop po ako ng 1 sem kaya don naman po ako napalipat sa Tayabas western academy.. then yung ate ko po gusto ditto nga.. kasi mas malapit rin sa kanya.. kaya yun po.. Q: Can you describe what it has been like to be pre-service teacher? A: Can I share my.. ano po.. kasi hindi po talag ito 'yung anoko talaga.. it's my mom choice kaya po inano ko rin kasi he knows best for me. Parang sabi nya nakikita nya kasi na ito yung line na tatahakin ko ganon.. so naniwala naman po ako sa kanya.. before	Transferee 2014 Influenced by the mother Difficulty in acceptance of taking the course Realized the benefit of taking education eventually

ko maaccept na pre service ako, first ang hirap nung mga pagtutro nung process ng pagtanggap then nung narealize ko and pinarealize sa'kin ng mga teacher ko nalaman ko na ri young magiging fruit na makukuha ko ditto. Q: Ano ba yung mga hesitations mo before?.. A: gusto ko kasi talaga ay criminology.. yun po ang choice ko. Dream po kasi ng mama ko na maging teacher kaya gusto nya po maging teacher ako. Q: So, yun based don.. paano mo mdedescribe ang pre service teacher? A: So for me, it means..... Ito po ano we're doing things to improve ourselves.. like we're doing activities, inside and outside school. Meron kaming..kasali po kasi kami sa isang org, English org na nagbbuild sa ano namin. Sa confidence, sa skills naming to speak and to communicate to thers.. and outside school like out reaching. Q: What are the tasks that you perform in school? SO meaning kanina namention mo 'yung community service.. so ditto muna sa loob ng school... as student ano yung mga ginagawanyo? Then mamaya yung outside school.. A: Dito sa loob rami kaming ginagawa like drama activities, meron kaming ginagawang self-improvement activities like recitation and discussion in front of the class, and nagrereport rin kami rin kami para ma-improve yung speaking ability namin. And then outside the classroom, nabanggit ko nga po kanina na.. nag-outreach kami.. tapos sa labas rin po gumagawa kami ng mga bagay na maiiprove naming 'yuns sarili naming as a pre-teacher. Q: How about in relation to reading and writing? May ginagawa ka na tasks and activities? A: Meon naman po sa loob ng classroom yung reading and writing po ay daily routine na naming being an English major teacher, na kelangang gumawa kami ng on the spot na sentences or	Mother's dream to take education Doing to improve Activities inside and outside the classrooms Joining organizations Boost confidence Drama activities Recitation discussion Reporting Outreach activity Reading and writing are daily routines Teachers make reading and writing very entertaining Sometimes reading and
--	---

paragraphs na susubmit naming on the time na in regards to reading and writing nga po. Then nagbabsa rin po kami ng... marami rin po kasi kaming binabasang libro.. kasi kasama mo pyun sa curriculum namin. Tapos outside the classroom po journalism po , nagjojournalism po kami so nagsusulat po kami nagbabasa ng mga articles sa dyaryo... nagbabasa ng journals ganon so yun po marami kaming activites.. Q: So now how do yor teachers help you in those activities? A: Very ano po... reading and writing are very entertaining.. ang approach nya sa amin.. minsan po kasi ang pagbabasa at pagsususlat ay it's dull and boring but he made it interesting and exciting.. Q: So ano 'yung mga ways nya techniques nya para gawing interesting ang reading and writing? A: May collaboration po, sometimes collaboration with the classmates, brain storming para mas maganda ;yung isusulat, mas maganda 'yung babasahin.. pag minsn din po bibigyan nyakami ng article o isang reading na material don po sa interest po namin. So yun po yung laging ginagawa nya para ma-entertain kami at magkaroon ng interest sa babasahin.. Q: so how about ahh.. you and your teacher.. what do you do together to construct your reading and writing skills? A: Meron po kaso po ang nagyayari.. nabasan apo nya 'yung article tapos ipapabasa na lng po nya sa'min.. ganon yung nangyayari tapos sometimes din po naka-flash lng po 'yung babasahinnamintogether andthen ii-interpret po namin, yung babasahin namin, tapos isusulat po nmain yungmg ainterpretations naming. Q: Paano nyo hinahandle 'yun? Paano nya hinahandle yung interpretation nung texts? Guides or ways nya? Para ma-deepened 'yung understanding nyo don sa texts?	writing are boring and interesting Collaborative activities Brainstorming in writing Guided reading with the teachers Guided interpretation Localizations Relate to global contexts Self made journal Keep diary Organization Spontaneous writing Making use of senses Conclusion
--	--

A: Ginagawa nya po yung, localization and..... gugagawa siyang way para for example international yung book na babasahin namin.. then irerelate nya ito into something na maiintindihan namin.. like instance na meron rin sa Philippines para mas maintindihan namin yung texts. Q: Then ikaw? May experience k aba na ikaw mismo yung naconstruct ng own knowledge mo in terms of the reading and writing? A: Meron po actually po kasi everyday I'm doing a diary or journal every morning pagkagising ko po gumagawa na po ako, sinusulat ko nap o 'yung thoughts ko ng morning.. inoorganize ko sya ganon po.. Q: Aware kaba sa mga journal strategies mo kapag nag journal keeping ka? A: Minsan po I'm aware of it, but most of the time ano lang siya spontaneous writing lang siya..wala siyang rules and regulations.. Sometimes po naglalagay po ako nung outline, ina-outline ko 'yung diary ko, parang gustog sabhin muna 'yung nararamdaman ko and then 'yung conclusion kung ano ba yung dapat kung gawin.. tapos a dulo po sometimes naglalagay po akong quotable quotes.. ayun po 'yun po 'yung mismong format ng diary ko.. Q: So, binabalikan mo? Yung mga previous things? And then ano 'yng nadidiscovers mo? A: ANo siya... pag binabasa ko o natatwa kao kasi minsan hindi sya coherent walang unity yung mga sentences kasi nga po free writing lang.. then pag mag eentry nap o uli ako parang nagiging aware na ako.. tas nakikita ko na ri 'yung grammatical errors yung pagkakatatagpi tagpi ng ideas.. minsan binubulleted ko na muna siya.. and then tsaka ko siya giagawang sentence or paragraph. Q: Ahh did you try na self-questioning? A: Actually, opo, tinatanong ko ang sarili ko, but most of the time.. hinsi siya sulat.. yun parang tatanungin ko o muna 'yung sarili ko and then	Review the diary Check for coherence and unity of sentences Grammatical errors Self questioning Then think of possible answers Dialogue with the author Conclusion of the text Can't write on what she wants Conducive to place to right Mood Physical and mental factors in writing Coherence in writing Organization in writing Conclusion
---	--

isusulat kop o yung possible answers.. nung questions na yun. Q: Do you think helpful ‘yung pagbabasa? A: Opo, yes po,sobrang helpful sabi ko nga po kanina.. novels ‘yng binabasa namin.. then tatanungin mo yung sarili mo ano ba ‘yung gusting i-convey ng author sa akin, what is the meaning of these sentences? Dito kung bakt dito siya nilagay.. inaanalyze mo yung binabasa mob ago ka maglagay ng conclusion don sa text. Ta bago ka pumunta don sa next paragraph. Q: And then ahh what situations have typically affected your experiences of the reading and writing skills construction? A: Sometimes, I can’t really write.. what I want to write because of the surroundings.. the environment I am to kasi minsan ‘yung lugar sobrang ingayy... soobrang init.. yung concentration ay nawawala dahil sa ingay tapos minsan po ay ‘yung mood.. ng isang tao naapektuhan.. yung halimbawa hindi po ako kumain.. hindi ko maiisip na masyado yung isusulat or hindi ko po naiintidihan yung binabasa ko dahil nauuna po ‘yung gutom. Tapos ‘yung specific problem po na nangyayari ‘yun pong 1st priority, nung physical and mental , kung ano yung kailangan ng physical muna.. nauuna kesa don sa kailangan ng mental.. ayn po ganon po sa reading and writing.. Q: And then ahmm.. what in specific do you need to strengthen interm sof reading and writing? A: Sa writing po, ‘yung coherence nag po hinsi siya magkakasunod.. hindi maganda yung pagkakasunod-sunod.. and then sa reading.. naman po ay misan nagjjump ako into conclusion.. so I need to strengthen my conclusion activity.parang ganon po isipin mong mabuti. Q: SO in terms nung namention mong tasks kanina.. sa paggawa ng lesson plan.. oh di kaya ay ‘yung pagconstruct ninyo ng mga writing.. Instructional	Encouragement to read and write coming from the teachers Routine Sharpen the skills Reading not only understanding but critical thinking Encouragement from the teachers Make it interesting and exciting Based on age an interest
--	---

materials.. ano kaya yung skiillls na gusto mong strengthen about it?

A: Lagi po kasing ang remark sa'kin ng teacher ko is yung coherence po.. nung ginagawa ko. So yung logical arrangement talaga..

Q: So #9 na tayo, do you think you have the skills and experience to be a pre-service teacher? So ano kaya yung mga practice na nakatulong sa'yo to feel that?

A: Yes, kais 'yung page encourage po lagi ng teacher namin.. to read and write kasi yun po yung pinakang basic na ginagawa ng tao is to read and write.. before everything else so parang kasama na po 'yun sa mga routine ng isang tao nakakatulong rin po kasi siya kapag naghabasa ka at nag susulat una maggain ng information sa mga nangyayari and magiging knowledgeable ka sa certain issues. So napaka helpful kasi siya eh yung pagbabasa.. napaka gandang skills na madevelop sa isang tao.. na marunong ka magbasa, hindi lng yung decoding of words, hindi yung nagbabasa ka with understanding an dcomprehension.. dapat may critical thinking din.. nung pagsusulat mo you're not just writing for the sake of writing but with ah yung nagsusulat ka para mainform 'yung iba.. mabigyan ang iba tao ng silang somethingna worth reading..

Q: And then last question, if you will be given a chance to change how to teach reading and writing, what would it be?

A: Ahh gusto kop o kais yung way nung teacher naming eh kung paano kami tini-train magsulat at magbasa.. sabi ko rin pokanina ang dull and ang boring magbasa ta magsula, yun po, but then inencourage kami ng teacher namin magbasa kasi it's something usefel hindi lang today but makaktulong rin po sa haharapin naming bilang teacher.. yun po, I will make it. Interesting yet exciting specifically ahhh pagbabasa ng bata sa isang ahh babasahin yun nga pong angkop sa age nila, angkop sa interest nila.. ang angkop sa need nila..

--	--

Transcripts and Emerging Themes
Participant (InS) #1

Original Transcripts	Emerging Themes
Interviewer: When did you start teaching? Participant: I started teaching June 2011, that's for formal schooling. However, one week after my graduation, that's April 2011, I also had my summer schooling din po sa first school na tinuruan ko. Interviewer: Can you describe or narrate your experiences during that first year of your teaching? Participant: Of course first year of teaching, 'yung mga unusual na experiences, I'm actually hindi pa ako masyadong sanay, nangangapa pa ako and of course, I was able to see that different pala 'yung world pagka nanduon ka na sa exact classroom environment compared nung ikaw ay nasa pre-service teaching mo pa. I was able to see na marami akong kailangang aralin, marami din akong kailangang i-develop pa sa sarili ko kasi there are times na I'm learning in the same pace with my students. Kasi noong time na 'yun, the first class that I handled was fourth year class already so that's the nth level ng high school. So during that time, I was able to see na sobrang dami pa ng kailangan ko pang aralin. And I was able to realize din na pinakamalaking contributory factor sa pagpasa ko sa board exam is actually my practice of teaching during that time kasi bago lahat sa'kin eh. Interviewer: In connection with that, can you describe what it has been like being a service teacher? Participant: In this present time? I: Yeah yeah. Participant: As an in-service teacher, I was able to realize many things. In in-service teaching kasi you'll be able to learn many things. You'll be able to learn things na hindi naibigay noong pre-service teaching mo pa kasi technically noong mga panahon, ang tinuturo sa'yo, ang fini-feed sa'yo ng schools ay 'yung competencies ng board examination and not actually 'yung complete competencies na meron bilang isang teacher 'cause technically the goal of the teacher education institution tulad ng College of Education, kung saan ako nag-graduate, is for the passing of the board rather than for	2011 formal teaching Not used in teaching, Unusual experiences Adjustment period Saw different world in the real classroom Discovery period Need to study in advance Importance of practice teaching in relation to board exam In service teaching is learning new things Learn new things that not taught in pre service Focused on competencies of board exam Not developing how

developing the teachers as good deliverer of instruction. ‘Yung mga techniques, ‘yung mga methods of teaching, doon ko na rin nakuha. Doon ko na rin na-realize ‘yung kailangan ahead ka ng pagbabasa mo sa estudyante, you will study more, self-study more probably because I was able to teach social sciences subjects and language subjects so I need to read in advance. “Yung mga first year of teaching ko technically mechanical reading ang nangyayari, I’m reading the material as is, wala pa ako doon sa interpretation nung mga materials na meron. Pero in the long run, kasi I’m running to seven years now sa pagtuturo, I was able to see there ‘yung pag formulate mo ng knowledge at pag formulate mo ng idea mula doon sa mga material na material ka and you’ll be able to develop ‘yung sarili mo ng concept or may be operational definitions of many things. So ‘yun, kung tatanungin niyo po ako kung anong development na nangyari, ‘yung metamorphosis doon, before kasi technical ‘yung uri ng pagtuturo and then sa panahon ngayon, I was able to relate na rin doon sa tinuturo ko doon sa real life situations ng mga estudyante ko. Before, I was only focused on what the book dictates. Sa kasalukuyan, I’m also now concerned with how could the student use it in their daily life. Siguro kasi obligasyon ko bilang teacher na rin na itong mga skill na ‘to ay ma-develop din sa kanila. Pero what’s surprising is that while I’m developing my students, my skills also develop in the same basis. Interviewer: What are the tasks that you perform at work? Ngayon, ano ‘yung mga tasks? Let’s say... Basic tasks? Participant: Basic tasks and additional tasks. Basic tasks bilang isang teacher, of course, I need to review my lessons, I need to prepare my lesson materials, mga visual materials, mga e-materials na tinatawag kasi sa 21st century teaching, you have e-materials and visual materials. Then ‘yung mga teacher-operated materials katulad ng mga plans, course guides or course syllabi na meron tayo. Plus, aside from that, ‘yung mga student-focused materials naman, I need to review my contents, I need to read my contents, I need to do exploratory research, I need to have inter-referential researches on my	to deliver instruction Techniques and methods learn in the in service teaching Taught social science subjects First year of teaching is more on mechanical reading No interpretation reading Do own formulation of idea Develop own concept Metamorphosis Before focus on technical way of teaching then became real life applications Continuous development of skills side by side with the students Basic tasks and
--	--

topics and then aside from that, nire-review ko din ‘yung mga visuals ko kasi it needs to be attractive, it needs to, at least, be at par with the level of my students. Then, ine-ensure ko din ‘yung validity nung mga materials na meron at saka ‘yung level ng adaptability nung mga estudyante ko. Another task is walang katapusang pagsusulat ng mga records, checking of course, paggawa ng side notes sa mga books na meron ako then siguro part of that na rin ay ‘yung pagpra-practice or at least pagsa-simulate nung mga materials na ginagamit ko sa loob ng class kasi definitely ang goal kasi ng teaching is for me to transfer the learning to the students and if this will not be visual to them, this will not be oral to them, and if these things are only mere characters, walang kahulugan sa mga estudyante ko, edi masasayang naman ang effort ko so I need to make it symbolic to the students, I need to make it beneficial to the students. So pagdating naman doon sa mga mechanical activities, siyempre ‘yung time management ko. I need to be conscious with the time, may mga lessons kasi na kinakailangang i-deliver at a certain period lang, at may mga lessons na kailangan i-divide into chunks. In terms of classroom management naman, recordkeeping, checking of papers, making reports, tulad ngayon sa senior high school, we are doing a case studies and narrative reports. Interviewer: How about ‘yung mga outside school or activity, do you participate in the community extension program in the school? Participant: Yes yes, I do have. I’m an adviser of one fraternity in this university. We usually do community extension services, feeding programs, home for the aged activities, may mga fanfares kami na ginagawa dun and my focus is not only for instruction din naman, maraming co-curricular activities din. I also attend several inter-organizational affairs, tree plantings, mga ganyan. We also visit schools tapos ‘yun, ‘yung mga ganung uri ng activities. Interviewer: Do you think you learn that when you were a pre-service teacher? Participant: Honestly, honest to goodness answer, I was not able to experience that but the concept of it was of course imbibed on me by my pre-service training because	additional tasks Review lessons Prepare visual materials/ e-materials Course guides, course syllabi Exploratory research Review of materials Secure the validity of the materials Keeping records Checking papers Side notes Teaching in classroom Facilitate discussion Time management Classroom management Researches Adviser of organization
--	--

since first year college, we are already na-spoonfeed na kami on the concept of the NCBTS or the National Competency Based Teacher Standards and one among that is the social responsibility, ‘yung responsibility natin sa community. We do have several activities katulad nung sa iba naming subjects, we are required to donate, or to organize symposium, or to go to the communities for feeding programs. However, alam naman natin ‘yung extent when this are required and when this are napaka-mechanical compared to ngayon sa kasalukuyan, parang your doing it as a responsibility na eh, your community responsibility now. So kung tatanungin po ako, ‘yung concept, ‘yung theory ng social responsibility, or ‘yung pagtulong sa kapwa, community service, of course natutunan naming ‘yun noong college but the total application of it, ‘yung exact immersion doon sa community na meron, ngayon ko lang nagawa noong I became a professional. Interviewer: So kapareho lang din ‘yan noong mga namention na task na pine-perform mo sa classroom? Participant: Yes. The concepts were given pero ‘yung practice niya is... Yes definitely, we are taught by the principles, lahat ng prinsipyo na meron but of course siyempre kasi alam naman natin ‘yung classroom constraints noong kami ay college. Professors will tend to discuss theories inside the classroom but of course they cannot give us ample time or enough time for us to practice each principle. For example, ‘yung preparation nalang ng lesson or preparation ng materials, they could teach us the concepts or theories behind that pero ‘yung literal na application niya, natutunan ko na siya, na-master ko na siya nung nagtuturo na ako. Pero siyempre hindi naman natin sine-set aside ‘yung impact na binigay nung pre- service teaching experience na meron kami pero siguro because of the time constraint, we weren’t able to have ‘yung hands-on application diyan. Interviewer: What have you experienced in terms of matching your reading and writing skills learning in school and now that you’re in the workplace? Participant: Malaki, sobrang dami ‘no. Bilang teacher, we consider reading and writing skills as the most	Community extension services Concepts were only taught during pre service teaching but there was no real experience Involve in other activities Trained to be responsible Total immersion learn during in service teaching Taught by principle Professors will tend to discuss theories inside the classroom but of course they
--	--

important skill. Tinitingnan ko kasi ang bagay na ‘yan hindi doon sa aspeto na it is operationally defined in the book. Mula pagkagising ko sa umaga bilang teacher hanggang doon sa buhay ko buong maghapon hanggang sa lumabas ako it’s actually there, reading and writing. Pagpunta ko sa faculty room or pagpunta ko sa office, I need to prepare my lesson, I need to write, I need to read, kadalasan gamit na gamit nga ‘yung skimming and scanning doon sa bagay na ‘yun lalo na at even though master mo na ang isang topic or memorized mo na ‘yung isang topic or kaya mo na siya i-develop, you cannot leave by just having the confidence na alam mo siya. You need to consult pa rin from time to time the book, ‘yung meron, tapos lalo na sa recording you need to be very careful, ‘yung reading skills dun kailangan talaga, lalo na sa senior high school, napaka-sensetive nila in terms of recording. So you need to carefully read a student record, you need to scan student records, kailangan mong pag gagawa ka ng report you need to have good writing skills na meron ka, you need to have coherence of course kung paano mo siya gagawin. Then, in communication, sa pag-communicate hindi lang sa classroom instruction, you need to contact the parents, you need to arrange the ideas that you need to dahil hindi tulad ng mga kaibigan sa kahit anong paraan mo pwede mong simulan ang conversation mo. You need to arrange all your ideas para makausap mo sila. Then, receiving memos, following standards, lalo na ‘yung pag competition natin, kailangan nating basahing mabuti, kailangan nating i-analyze ng mabuti ‘to and kung ako ang tatanungin, hindi mo siya ito mauunawaan sa unang basahan lang because these are rules, these are policies, you need to read and re-read it para ma-interpret mo siya ng tama at ma-interpret mo ng maayos. The same way na kailangan siya ng estudyante natin to accomplish ‘yung everyday task nila bilang estudyante, ‘yung teacher dapat may mataas na level din siya nung skills na meron. Kasi kung wala siya nung mataas na levels na skill na meron, more probably magkaka-meron ng maling alignment doon sa ginagawa niya. ‘Yung misinterpretation lalo na we are only following papers, literal na ang sinusunod natin ay papel, hindi naman sa atin direktang sinasabi ng mga schools,	cannot give us ample time or enough time for us to practice each principle. Lack of time that is why no hands on application Reading and writing are all around us. All activities involve reading and writing skills. Prepare lesson Skimming and scanning used to verify information Mastery of topic Consult book from time to time Careful reading of forms is other task In writing, coherence must be observed
--	---

hindi sa atin isa-isa masasabi ng DepEd kung ano ang standard, hindi isa-isa masasabi sa atin ng CHED and standards. So, sa ating pangsariling kakayanan, we need to have that specific skill para objectively ma-interpret natin ang rules and policies na ito and siguro required talaga sa isang teacher na magka-meron ka ng mga ganung uri ng skills. Hindi lang naman doon sa policies na ganyan, even sa ating mga specific task bilang adviser ng student organizations, magsa-submit sa'yo ng isang advertisement or ng isang assignment, of course you need to check it if this are of the standards. I mean, visible ba ito? Ito ba ay attractive sa mata ng mga estudyante? Tama ba ng pagka-structure ng mga ia-announce nila? Or when they placed it in a bulletin board, hindi pa ito magiging mukhang basura lamang? Maraming-maraming factor talaga ang kailangan talaga. Interviewer: Next is what situations have typically affected your experiences in terms of matching your reading and writing skills? 'Yung na-mention mo kanina na examples, meron ba na mga situations na talagang naka-affect sa'yo in terms of matching those skills in the required ng environment or ng workplace? Participant: Kung in terms of matching it, parang ano naman, so far parang walang masyado pero 'yung siguro hindi ko kasi makita kung ito ay directly connected with the skills in reading and writing, we committed mistakes because of sometimes the psychological cramming. I do not know if these are external factors to that pero diba minsan we tend to overlook or oversight something, 'yun pala nalampasan natin 'yung specific na detail na 'yun or meron tayong nakakaligtaan dahil siguro dun sa psychological orientation natin na nagmamadali or a part of that. Pero looking at pagma-match ng dalawa, 'yung mga skills? Hindi naman kasi as teachers, may trainings naman before mukha namang magkakonekta siya. So nakatulong 'yung mga experience mo? Yes, of course, of course. Interviewer: Do you feel your skills and experiences match in service teachers? How many years na nga po 'yung...? Participant: Six and a half.	Logical arrangement of thoughts in dealing with parents/clients Following standards in terms of competition/activities Analysis of rules and policies Interpret Re read We should accomplish every task High level of skills to avoid misinterpretation Literal following of directives from DepEd and CHED Interpretative skills are required Alignment and arrangements of ideas Attractiveness and structure of visual materials Visual materials must be look like scrap
---	--

Interviewer: With that number of years, do you feel your skills and experiences now really match in service teacher? Interviewer: So far at my level, siguro ay consider myself, so far yes. Pero I think there should have more training pa pagdating sa bagay na 'yun kasi I can explore more ways on how can I use my skills kung ano 'yung doon sa aspetong 'yun, sa reading and writing kasi hindi lang naman nagli-limit sa classroom activities at routinary activities 'yung paggamit ng skills na 'yun. Lalo na if I want to explore more crafts more probably, siguro I need more. Pero sa kasalukuyan, so far naman po ay sufficient enough. But of course may mga kailangan din i-strengthen or i-develop pa. So ano pa kaya 'yung pagdating sa reading and writing skills? Siguro, in teaching, I can definitely say maybe I can brag about 'yung delivery of instruction na meron ako bilang teacher but ang kailangan ko talaga feeling ko pa, I need to develop pa my 'yung sa pagbabasa, 'yung more time because I have this problem na I can only spend two hours or an hour of reading or reviewing, so laging may gap doon sa bagay na 'yun and as teachers, more probably, we need more time, we need more training para ma-use to na trabaho natin to discover more ideas, to read more. Isa pa, sa writing naman, sabagay it's not part of instruction pero sa writing, note taking, pag nagte-take down ng notes because I'm very slow in taking notes, siguro sa bagay na 'yun. However, when I already have my drafts naman, I can definitely write 'yung mga contents. Interviewer: Thank you. What changes have you seen yourself go through during your working years, six and a half, so maraming na bang changes? Participant: Marami, marami because siguro I can brag about my experience, I was able to experience teaching from elementary to college level. So my first teaching job was in a small private school, where I teach in high school and I teach part-time in elementary kasi ganun naming 'yung mga maliliit na schools. I am teaching four subjects in high school then one subject in elementary. And I was able to identify some changes na, I was able to pattern my	Situations typicall affected me in terms of matching the skills: Psychological cramming External factors Overlook the details Trainings really help Experiences play a big help Six years and a half in service Skills and experiences really match but we should have more trainings because our job is not limited in the classroom I want to explore more crafts Strengthening the reading and writing skills is needed Devoting more time in reading
---	--

materials, my manner of teaching, my way of teaching to the age of my students. Malaki pala ‘yung pinagkaiba ng ipre-prepare na uri ng test paper sa grade three at saka sa estudyante mong fourth year, third year, first year at second year. Ito napaka-basic, ‘yung itsura ng font, dapat meron siyang konting kulay, may mga ganyan. Tapos sa high school naman, it’s so pale, it’s made-up of letters, it’s made-up of simple reading material lang siya technically. Then, sa college naman, hindi na rin effective ‘yung meron sa high school, hindi narin effective ‘yung may random characters sa may tagiliran or may design ‘yung visual sa tagiliran. In college, dapat more of corporate look, more of university look naman siya. So I was able to learn how to adapt to does type of changes, lalo na I had an experience na dahil vacant po ako ng 3:00 to 5:00, nag-substitute ako sa grade one for two months and lalo na ‘yun, I need to make my instruction more playful sa design nalang ng materials lalo na sa classrooms natutunan ko mag-letter cut-outs at saka ng kasi pag tinuro mo sa isang estudyante, lalo na sa grade one ang isang lesson, they need to see it, they need to feel it and they should see na nage-exist ‘yung isang bagay. So kung pag nagturo ka ng letter A or letter B, kailangan ‘yung klase punong-puno ng letter A, kailangan punong-puno ng letter B siya, lalo na at Montessori ang approach nung school na meron. Pero hindi mo siya pwede gawin sa high school, sa high school mahilig sila na i-relate ‘yung mga bagay sa sarili nila. Bago mo ituro ang mga sinulat ni Dante, sinulat ni Shakespeare, you need first to give them at least a situation or ‘yung tinatawag naming situationer, it’s actually a jargon used by the school na kailangan ire-relate mo muna sa experience ng mga estudyante katulad ng gagawan mo rin ng kwento si Aling Bebang or si Mang Totoy kunwari related sa kwento and they need to compare. Sa college medyo iba, ang pagtuturo ng literature medyo iba, ipre-present mo ‘yung theory and you’re gonna analyze it theoretical, hindi na dependent doon sa bagay na meron. So ‘yun that’s another change, ‘yung capacity to be more sensitive to my students, need more probably sa klase, ‘yung sa kanilang pangangailangang, physiological, I need to consider physiological attributes nila, tulad nung	To discover more ideas In writing, note taking especially in creating drafts and checking contents Taught elementary, high school and college Changes in preparing and doing visual materials, manner of teaching and test preparation They have different need so different skills adapt to changes playful and colorful
--	---

nagturo ako ng high school meron akong sobrang labo ng mata so halos umupo na siya katabi ng board, so I need to consider that, kailangan mo siyang i-upo malapit sa board. Psychological, I was able also to have students na may ADHD and there are really diagnosed may meron silang ADHD so kailangang ‘yung attention span nila doon sa material na ginagamit ko ay eksakto sa pagputol ko nung klase together with the students. Ang hirap kasi na naka-mix sila sa regular student tapos kailangan mo i-address ‘yung need nung dalawa, need nung parehas. Then, I became more sensitive now with record keeping sa side ko naman ‘yun bilang teacher. I need to write legibly, natutunan ko siya kasi alam mo ‘yun, ‘yung susulat ka ng lesson sa board tapos hindi nila maunawan, hindi mo maunawaan kung nilalait ka na ba or ikaw ang dahilan kung bakit hindi nila naintindihan ‘yung lesson. In terms of siguro importance of knowledge, I was able to invest on books. Dati kasi nagre-rely lang ako sa binibigay ng schools, sa kung ano lang ang prino-prive ng school. Ngayon, I was able to realize na kailangan ko ring mag-invest, bumibili na rin ako ng libro, I already have my collection of books. Then, I train myself to read more about what I teach inside my class. Interviewer: How about in terms of professional growth? May changes ba, sir? Participant: I saw the importance of further studies. Parang hindi enough na ikaw lang ‘yung nagaaral. You really need to equip yourself. Kailngan mo siyang, may need talaga para i-equip mo ang sarili mo, mag-aral ka ng masters, more probably, or enroll yourself in short courses. One time in my college teaching career, I was asked to teach Spanish language, so nagulat ako kasi three units lang meron ako but I need to teach Spanish, so I need to enroll short courses. Kailangan kasi hindi pwede na katulad lang din, basic lang din ‘yung meron ka dun sa estudyante mo and it’s not only ‘yung mga formal programs katulad nung mga master’s degree, you need to attend seminars, conferences and of course you need to engage yourself in research, kailangan ‘yun. Most importantly, hindi mo magagawa ‘yan kung ikaw lang, you need to create linkages, you need to be member of organizations, professional accreditations, mga ganyan,	Highschool needs situationer, relate to them experiential learning College teaching presents theory and anlysis of its relationships Learning the capacity to be sensitive to my students’ needs in terms of physiological, psychological, Became sensitive with writing skills, record keeping and clarity in writing Able to invest on books
--	---

you submit yourself to professional accreditations so that at least na may tumatasa sa'yo, may nagre-measure nung skills mo at alam mo sa sarili mo na, so far, at par ka nalang pala sa requirement. Interviewer: If you'll be given the chance to change or modify how to teach reading and writing, paano mo kaya 'yun, sir, gagawin? Participant: If I will be given the chance to modify the teaching of reading and writing, to be honest ginagawa ko na rin siya sa klase ko. I make sure that the application of skills in reading and writing should be life based, should be real life simulation kasi napapansin ko ang nagiging problema, ang reading ay for books lamang, ang writing for schooling lamang, which definitely I was able to realize na hindi pala. So kung ako ang tatanungin, I would like to suggest that these teachers o 'yung mga katulad ko na teachers na nagtuturo rin ng reading and writing ay gamiting 'yung life examples, for example, transactional activities, ito ba ay ginagamit sa kung may business ang estudyante mo, ginagamit ba ito sa business world, designing papers o kung ano man kasi, malaki 'yung gagampanan nung skill na 'yun sa uri na trabaho na meron at most of the time ito ang pinaka-naneneglect na skills ng isang estudyante, they believe everything is oral, everything should be heard. Laging ang feeling nila, if you can speak well, you can do the work well but definitely speaking is just a very small chunk of what we do as professionals. Technically, pag professional ka, you read a lot of memos, you read a lot of rules, you read a lot of policies, you read a lot of announcements, you write to your bosses, you write to people, you communicate with the community, you design project proposals, you design programs na siguro ito kapag na-realize ng bata na may paggagamitan pala ang skills na 'to, they'll be able to enhance more kasi may relationship doon sa experience nila. Interviewer: As a summary or conclusion, ano ba talaga 'yung totoong buhay sa school or being in-service teacher and really how do you apply 'yung mga natutunan mo as pre-service teacher sa totoong buhay? Participant: Sa totoong buhay, ang in-service teaching ay beyond doon sa theory na tinuro sa'tin. For me, the	Able to realize the importance of investing and collecting Train himself in reading about what to be taught in class Professional growth is part of the development. Taking further studies to be more equipped in teaching and matching skills like enroll in master program and other short related courses Attend seminars, conferences Engage yourself in research Create linkages and be a member of professional organizations and submit to professional accreditations In teaching reading and writing, It should be life based. Should use real life situation and there must be simulation In the classroom, reading is book and writing is for school
--	---

theories we have during our pre-service teaching, these are only ideals, ito 'yung perfect shape of what the teaching profession is, ito 'yung dini-dictate ng mga experts, ng lahat ng tao sa academe. Pero kung titingnan natin 'to in a realistic perspective, in-service teaching is more than teaching the syllabus, it's more than teaching the course guide or the book it's actually molding the students and preparing them for what they desire to be. It's preparing them to become good engineers, to become good businessmen, to become good policemen, to become good teachers, to become good psychologist, in any professions they want and we should not deny the fact that our way of teaching, our manner of teaching should always be driving towards the goal of our students, not the towards our goal as a teacher. If they desire to be a good policeman, teach them how to write good report, teach them to appreciate the importance of objective writing, or teach them the importance of exploratory discoveries ng mga bagay. We do not limit our students doon sa mga bagay na dini-dictate lang ng libro. At the end of the day, what we teaching our students are the basics, the complex part of their discovery is in their profession, nandun na sa profession na meron sila. Kaya kung ako ang tatanungin, rather than driving to become academic monsters, let's prepare them to become responsible students driving towards their dream profession. Kung ako, I'm very fulfilled in students na totoo konti ang natututunan, may estudyanteng kontiang natututunan, but we teach them how to use these few learnings in a lot of dimensions, in many circumstances, in many ways kasi imposible talaga na maituro natin perfectly 'yung buong libro and they will learn it 100%. I only desire my students to learn the important concepts and important facts and use these concepts and facts in their drive towards their profession pagdating ng panahon. So if I'm going to describe in one word 'yung pre-service teaching, pre-service teaching is experimental at in-service teaching it's is more of exploratory, life long learning. Thank you very much!	Life examples Transactional activities and its application Occupational purpose Reading and writing are the neglected skills of students They think everything is oral In service teaching, you read a lot of memos, rules, policies, announcements; Write to your boss, people/ parents, community, and design project proposal and design programs In service teaching is beyond what is being taught in school. Theories taught during pre service are only ideals, perfect shape of what the teaching profession dictates. In service teaching is more than teaching the syllabus, more than teaching the course guide or book It is preparing to be professionals or any professions they want teaching should be towards the goal of the students not the teacher teach them to appreciate the importance of object writing and exploration and discoveries of things
--	--

	Do not limit the students on what is being dictated by the book. Prepare them to become responsible students towards their dream. Pre service is experimental and in service teaching is exploratory, life long learning.
--	--

Participant (InS) #2

Original Transcripts	Emerging Themes
Q: When did you start teaching? Tell me 'yung experiences mo nung 1st year of your teaching? A: Ahmm... I started June 2013, it was my first professional job, to teach in college. It was not easy because honestly I am a little bit of ano..... ahhhhhhh ideal because it's my first job. Tapos, it was for me.. ahhh filled with challenges, prudence, and anxiety personally on my part because I am setting standards, since it's my first job. So it was for me a high standard that they have to..... so medyo ideal po. Q: What subjects did you handle during your 1st yr of teaching? A: Ahmm, I handled communication arts, ahhh majority of my subjects are GE subjects, I was not given major subjects yet until I reach my 2nd yr to 3rd yr of teaching. So in my 1st yr or teaching was only given	Started June 2013 Difficult yet ideal Filled with challenges, prudence, anxiety Set self standards, high standard Ideal work Taught Communication Arts during first year of teaching Taught major subjects during 2nd and 3rd year of teaching

communication arts, euthenics and some Filipino subjects like komunikasyon sa akademikong Filipino. Q: Okay. And then, can you describe what it has been like being in-service teacher? So first time mo 'yun from pre-service so now in the in-service can you give me the differences? A: In terms of the expectation, it was so so different.. because being a pre-service teacher, is actually about complying with the requirements like you have to accomplish this particular number of hours, whereas if it's in-service already it's actually different although you're not guided us to how many hours, or although we are guided, it's actually not to comply but more on... ahhh, maximizing the time since it's professional purposes, it's different. Because as a teacher, Ma'am, nandon n apo 'yung element ng passion although I'm not saying that I am not passionate during my pre-service teaching but it's actually an extra amount of passion once I become a teacher because I have to swim alone. I don't have mentors to ask, I am just you know, align on my own ability except that I need to also ask other people but this time, there's no literal mentor although I can actually designate my mentors in my in-service teaching but I think I really have to swim alone.. so I think that's the difference and I have to be more passionate, I have to be more invigorated in my profession, I have to be more into it. Then, the pre-service teaching which is only about it's a matter of complying. Q: How about the tasks that you perform at work? Let's say ahhh from the very first year that you handled your classes until now what are tasks? In the classroom? In the community? A: AHmm I think as a communicator, Ma'am, what I learned personally since it's my first time to teach and I taught in college immediately, I think I learned the value or the importance of communications especially in teaching college different from HS life, in college although lectures are not so ideal, most of the time the teacher speak and consume the hour more than one hour	Pre- service teaching is complying with all the requirements like number of hours In service is maximizing the time for professional purposes. As teacher, there is an element of passion. Teacher is passionate Teacher must be independent. There is no literal mentor to ask. Align ability to the need of the students Be invigorated in one's profession Pre service teaching is more on complying Main task is to teach and deliver lecture Development of Communication skills during this period Note taking was used to plan the lessons Extracting ideas in a particular lesson Used previous knowledge in teaching profession
---	--

for one meeting so I think my communication skill was fully or was able to be develop for that span of time. Q: In terms of your reading writing activities, what are those activities that we can connect in reading and writing? A: Ahhh, I think, uhmm since as a teacher I also do note taking whenever I plan and extract my lesson for a particular day, so I need to read... to take down notes. I think what I have learned when I was in college, what I learned from what I am teaching in comm arts has been applied in my profession.. in profession itself which is to organize my notes, how to write articles since I also immersing myself to research I think that helps a lot. Because reading and writing are interconnected, so I cannot write without reading. So I think it helps the ability to read as well.. so I think I have more patience to read.. that makes me more ahhhhhhh..... Competent to come up with the articles that I am writing especially to my research, in compiling my notes for the profession and teaching and I think that helps so much. Q: Can you that you learn that skills when you were in pre-service? A: I think so, but ma'am probably, honestly I learned so much in college that I can now apply in the profession, but the majority of the things probably that contributed to my ability or my states especially in the reading and writing arena would be the things that I learned as I am teaching. Q: So what's the reality ba, Sir? That you are in the work place? A: I think you have to parang you don't need to rely on what given to you, you have to look for references for other possibilities in short, I strive for more information so I think it became limitless unlike in college that I only have to stick on what my teacher has given to me, expand a little but not to the extent, but in teaching I realized that I became more idealistic, since I need to be a master of my crop, especially of my major so I think I should not miss even the smallest detail, especially I am	Able to organize notes Write articles immersing to research Reading and writing are interconnected Learn patience in reading to be competent Compiling notes Learned the skills during in service teaching Reality in school, don't rely on what is given to you, look for references, for other possibilities, strive for more information Teaching to produce teachers who are skilled in their craft. In terms of matching previous knowledge to the requirements,
--	---

teacher. I think my motivation is I am teaching in the dept that is actually producing teacher so it's an extra effort and an extra motivation for me that they do not just produce teachers who are competent so I need to fuel myself for that. Q: In connection with that, what have you experience in matching your reading and writing skills that you learned in school and now that you are work place? Your experience, how do you match your experience way back in the pre-service now that you're in-service? You have said earlier that really it's not similar or the reality Is very different. A: hmm, I think in order for me to match, I ahmm... Q: Are you aware of the skills that you are using, let's say the metacognition? A: Ye yes, the concepts are taught before since we are in TEI(teachers education institution) we're taught on those like constructivism in human to think that those theories really... but it's only right now, that I'm trying to apply it, that I realize that's the way we have to apply it. Unlike in college that we just have to know them and be familiar with them. Or right now we're applying that's how we do metacognition, that's how we do... that's how we apply skimming theory, so I think it's more ahm in order to cope up there's more immersion, there's more application, there's more opportunity to apply unlike before that we were only taught of the concepts although that helps a lot because without those ahh.. we cannot go further, so I think that becomes a fuel to learning more about those skills. Q: Ahh so can you recall a situation that have typically affected your experiences? In terms of matching your reading and writing skills? A: The experience right now as an in-service teacher? Q: Yahn A: Hmmm Q: Difficulties... the you really need to ahh necessary adjustments in terms on the one that you know or the one that you need to perform.	there is an application of constructivism Familiarization on the topic then know how to apply it. Metacognition is used for the awareness of the required skills. Skimming theory in order to cope up. Immersion and application of the concepts. Find opportunity to apply the skills. Experiences in service teaching affected matching reading and writing skills. Previous knowledge sometimes caused conflict. There was a matter of realization that we need to undrown in order to learn. Prove and erase that skepticism, prehumble that I learned something Skeptical is different from a pre learner Proving facts and consult and validate to other people. In service teaching helps materialize longing for the applications of those concepts. Journey of profession became an arena of applying the concepts learned in college.
---	---

A: Ahhh I think, there were times when I started teaching.. when I actually know something because how we were taught in college.. but it's only during the time that I realized that it's not the way it needs to be analyzed. So to read and to learn... like there was matter of realization that we actually need to undrown a little bit in order to learn. Q: And how do you do that? A: Ahmm, with the use of.. because I don't rely on 1 reference and especially If I will be skeptical on one thing, so I need to also prove that and erase that skepticism that prehumble that I learned something, I became skeptical because it's diff from a pre-learner ... so I think I need to prove its truth like I have to pick more in other phrases, to consult other people and validate. Q: So yun, then do you feel that your skills and experiences now match being in-service teacher? A: I think soo, Ma'am.. I think my longing for the applications of those concepts, now materialized. Before I know those but I don't know how apply that. right now that I am in the teaching profession, I can say.. although I still need to know more the learning more but so far, it became this journey, or the profession of mine or the emotion in my profession became an arena of applying what we have learned or acquire in college. So I thinks it became meaningful since my teachers are always actor of function of learning, those concepts would never be functional and would never be important unless it was consumed and applied in the real life contexts and that I experienced and verified. Q: ok. In connection to your answer sir, do you think you need to strengthen? Or something? A: Yes, Ma'am! Q: what do think are the skills that you need to enhance?reading and writing let us classify the skills that you want to develop.The one that you are using and teach. A: ahmm as a teacher, I've been teaching reading for a lot of times especially, in the teacher classes, we have	Learning now is more meaningful. Concepts would never be functional and would never be important unless it was consumed Skills need to be enhanced Need to grow and need to step up and don't be complaisant Expand the horizons of students and acceptance of reading as enjoyment be a model to the students highest point of success is to enjoy reading Have an eye for literature In writing, keen in giving more tasks in enough time. Checking their compositions Be objective in comments Immerse then on tasks based assessment As a learner, don't want to be complaisant Crave for learning Lack of time in immersing self in writing and reading
--	---

developmental reading, so I think since I am nothing so, I don't feel complaisant every year, I feel that I need to grow and I need to step up a little bit so I do not became complaisant, like I think doing and expanding the horizons of students and their acceptance of reading although I was.. I've been queuing things and I was able to show evidences that they became readers after through process, that they still need to widen that reading is not just a tool perspiring but a tool for enjoyment I think that's the senate or the highest point of success that they will not only achieve but also a teacher I will achieve that they have literary appreciation, have an eye for literature, ahmm so yun po that's one for me the acceptance of reading more. In terms of writing, I would like to be more uhmmm, keen in giving them more tasks.. because the tasks that I have given them so far are limited of time. But that checking them especially compositions.. I think I'll be more patient, I'll be more dedicated for me to have comments more.. so that they will be... because I believe through those ahh comments or tasks they will be able to learn more. That's what I learn, they don't hav eto confined themselves in the lectures, but also on how they will apply everything, so I would like to immerse them on tasks based assessment. Q: So how about you as a learner? A: It's the same I don't want to be complaisant, I still want to.. I crave for learning, becauce mam honestly, although I'm a writer in college before, since I was also a member..an editor of Luzonian, but ahh I think right now I cannot apply.. I cannot satisfy my wanting of writing because you know of our profession,it's more about talking and communication there was even a time I would like to apply for a writing job as a sideline,. But I don't have any time at all. So I think I don't have more time. I do not immerse more of my time.. myself in writing but in terms of reading ahm.....ahh.....although we have previous training but I even have anxiety because for example although it was not assigned work for me. I still want to read it but time doesn't permit me. So I think more time to...	He wants to improve critiquing and analysis skills Keen on details Be comprehensive He improved the writing and speaking. Exposed to the public Do researches, reports Equipped with the structure of the language He sees himself as a teacher and learner; never stop in learning
---	---

Q: How about skills? Your reading skills... A: Skills... Probably in terms of critiquing and analysis, I do not say I'm perfect on it. There are times that for example I come up with a report or a research or a thesis on literary analysis after producing it I still told myself that I think I probably missed something.. so I think I'll be more conscious.. in analysis. Because many time I... ahhhh... I became just so ahhh what do you call this... parang reluctant. There are times that I became reluctant, I missed details.. because in literary analysis especially in the main narrator, it needs to be more comprehensive. So what I lack.. sometimes I become reluctant in reading than the analysis itself. I'm so focus that I did not even consider other theory. Q: And then, going back to your functions as an in-service teacher. What changes have you seen yourself go through during your working years? A: Ahmmmm.... In terms of the ability to express either writing or speaking, I think I improve so much.. Humbly I improved a lot. Because I became so exposed to the public, researches, reports, I became more equipped with in terms of the structure of the language, in terms of communicative competence aspect so I think I was able to satisfy these.. those competencies.. even more than only.. than in college when I am still a pre-service teacher. Q: And then now, paano mo nakikita ang sarili mo as a teacher? And as you improve yourself skill? A: I think I still see myself as... as a teacher I still see myself as a learner.. I should not stop learning.. I think that should be the..that's going to be the end.. but not the end point. That's going to be I think my... ahhh I think my key, to achieving my goal.. of improving the horizons of my students. I still have this stigma.. parang I have this anxiety.. my personal anxiety that we should not be so so mmmm.. my profession because my students are would be teachers and their future relies on me especially in the content. So as a teacher I have to be more of a learner that I should not stop learning... Q: Continues education.. and then based on your experiences, Sir, if you will be given a chance to change	In modifying the teaching of reading and writing, it should be interactive like give more chances to students to share. Time is the main problem in the execution of lesson Concern on interaction by giving tasks and let them experience them. Use the approach in construction and let them discover it Employ discovery and project based learning. Employ interactive critiquing Chose materials meticulously Use materials that will fit to the needs of the students Being inservice teacher is fulfilling
--	--

or modify how to teach reading and writing? How it will be?

A: Ahmm I think I will be more interactive like.. ahmm I'll give.. although I'm doing interactive using interactive more those method.. But I think I will be more interactive like give more chances to students to share.. impart their knowledge.. I think my common problem that the number of students I have inside the class room so the amount of time. So I think meeting all those constraints, I think I would like to be more ahhh to be more concern on ahhh the interaction or like give them more tasks, let them experience it.. ahhh by themselves.. ahhh without my..... using the approach of be construct..... the gradual responsibilities by making sure that I'm going to be aside.. unlike on the side.. you're the one to.. they are the ones to discover learning.. I think would like to employ more on discovery, key based learning, project based learning, I'M doing those but I still need to do more.. to raise more..

Q: how about writing?

A: The same, mam, I would like also to make it interactive in critiquing, they are going to.. it's not only about them in meeting but also letting them know what they lack about..

Q: How about the materials they are using now and the materials that you want to use in the future?

A: I think as years pass by I became more meticulous in choosing the reference but my standard became... because I do not believe in one of its all.. parang since I have different types of students every year I still have to.. also use materials that would fit into their needs.. to what they have. So I think that would be my point of changing.. like what the students have.

Q: So to sum it up what word that you can say being in-service teacher?

A: ahhh fulfilling.... Fulling...

Participant (IS)

Original Transcripts	Emerging Themes
Q: So 'yung first question natin, Ma'am, when did you start teaching? A: Ma'am, I started teaching 2012 po. Tapos po ay after ko po gumraduate nandito na po talaga ako. Pero hindi ko po inexpect na dito ako makakapagtrabaho kasi po ay kumbaga po ay sila po ay okay na ang teachers pero sabi po sa'kin nung principal nung 1st na tinawagan ako, kung okay lng po sa akin na hindi 'yung major ko ang ituturo.. eh di 'yun po ang unang nagging problema ko na ang handle ko pong subjects ay Filipino, Computer, Music and Arts. As in wala po sa aking major kaya 'yung 1st yr ko po ay full of discoveries. Q: AHH in terms of relationship mo sa bata? Sa co-teachers mo? Don sa mga binigay sa'yong tasks katulad nga nung nadiscuss mo kanina.. kamusta yung 1st yr of teaching mo, Ma'am? A: AKo po kasi ay iyakin po ako, gawa po nang halimabawa po ay idealistic teacher nung unang taon na ang standard ko po ay ganito na dapat nagagawa ng bata. Tapos po nung naggagawa nap o ako ng grades, bakit sobrang baba ng grades na ibinibigay ko? Siguro po ay masayado pong mataas 'yung standards ko.. na kumbaga yung don ako sa relity na tinuturuan ko na talaga.. kasi yung iba naman pong maga bata ditto ay iba't-iba po sila ng intelligence.. kaya po parang sa akin, ako po ba ay effective na teacher? Kasi po Filipino, computer, music and arts.. imagine nyo po ay tatlong preparations na lahat po ako ay bago doon sa topic. Tas meron po talaga ako na napaiyak talaga don sa computer class kasi ilang beses nap o akong nagdiscuss and yet di pa rin po nila naintindihan.. kasi po yun po ang ugali ko nung pre-service teacher po ako., na bakit nung pre-service teacher ako an tataas lagi ng grades nila.. yun po.. Q: And then after that mam anong year ka na talaga nagturo ng specialization mo nung nabigyan ka na ng	Started teaching 2012 Handled classes not her field Full of discoveries First year of teaching was emotional First year was so ideal and strict to follow the standard Asked herself, if she is effective Easily disappointed because of the result of the students' test. Started teaching English 2012 All the things are new to her because of the diiferent program.

English? A: Nung ika 2ndyr kop o gr 7 english. Q: Kamusta naman ‘yun experience? A: Since 2012 rin po nagstart ‘yung implementation ng DLA so lahat po kami ay bago doon sa program. Kumbaga po natutunan ko naman po nung pre-service yung accomplishments ng form ‘yun pong SF2, pagcoconstruct po ng test questionnaires.. ‘yun ng lang po pagdating po sa lesson plan, maunti po yung naapply pero nandon po ‘yung details nung bawat topic sa isang DLA.. ‘yun po ay yung Daily Learning Activity ng mga bata.. parang yun nap o yung ginagawa ng bata sa bawat araw. Kumbaga po ay hindi po gaya nung sa tradition teaching o lesson plan na merong teacher’s part or student part. Yun po yung pinagkaiba nun. Meron pa rin naman pong objectives, tsaka learning targets.. tapos po ay reference tapos ay pinaka concept notes and difference lang po ay by chunk po ‘yung topics halimabawa po ay katulad po sa grade 8, conjunctions, coordinating conjunctions muna diba po ang coordinating ay fad voice don po sa 1st concept notes nila fan b po muna, or yet so second the.. second DLA po nila ‘yun.. unlike po sa traditional na ahh meron akong 1 hr kaya kong tapusin hanggang coordinating, subordinating and correlative, sa DLA po kasi ang kanilang concern ay mastery po ng bata.. hindi yung matapos topic ay tapos kana para maachieve mo ‘yung competencies. Don po ako nagkaroon, parang na-culture shock rin po ako.. bakit ganito? Hindi naman po ganito ‘yung napag-aralan ko nung pre-service... bakit iba yung ginagawa naming ngayon.. pero halos naman po ng ginagawa naming ngayon tulad po ng pagtuturo ay naapply po. Kanya lang po ay may gap po ako ng isang taon na hindi kop o nagamit ‘yung English para pong nung pagbalik ay ano nga ba itong topic na ito ahh oo nga pala ganito. Ang pinakamahirap po kasing part ay ako naman po ay mahilig ako sa literature kaya po minsan ay meron pong story na ipepresent sa bata talaga pong binabasa ko po muna kasi po syempre ako ang tatanungin nila..	She learned the accomplishments of forms, construction of test questionnaire during pre service. However, lesson planning is different in terms of parts and the topic is divided into smaller chunks DLA concerns on mastery of students; not to finish the lesson Experienced culture shock when using the DLA No background on DLA Questioning one self on the back ground knowledge Had difficult teaching because of the other subjects not in her field taught in school. Pre service focuses on lesson planning and execution. In service teaching covers all aspects in terms of execution the lesson to advisorship and monitoring their behavior, performance and co curricular activities
---	---

Q: Ayun, sige.. then from there, nung 1st yr of teaching mo iba yng naibgay sayo nung 2nd year of teaching mo palang naibgay yung ano mo.. mga specializations mo, don sa experience mon a yun mam paano mon a ngayon madedescribe yung pagiging pre-service mo? A: Sa pre-service po kasi ang focus lng po ay lesson planning tapos execution po nung pinakang topic. Tpos nun in-service teacher po, kumbaga po ay nasasakop nap o lahat halimabaw apo ay sa pigging adviser, yung mga bata reminders sa kanila halimabawa po ay sa paglilinis, concern sa kanilang behavior and performance, academic and behavioral performance since ako po ay co-moderator ng choir, isa po yun sa mga minamanage ko po sa oras, gawa ng right after po ng class hours yung 4:20 to 4:50 na ECGV after po nun don naman po ako sa practice ng choir, kumbaga po ay tuwing Sunday naman may service nman po kami. Q: So paranghindi lng po talaga sa classroom kundi may other activity ka ? A: yes, mam.. Q: So mam yun narin yung mga tasks na pineperfrom mo? A: Opo, adviser, choir moderator at nagging officer na rin po ako ng MP yun ay Mission Partners parang faculty club ay di ako naman po ay treasurer taga tanggap lng po ng fund tapos kapag may mga expenses ako po yung naglalabas. Q: Mam don po sa lahat ng activities mo kasama yung pagiging mopserator at teacher? Saan mo nagamit yung reading and writing skillsmo? A: SA pigging language teaching po.. Q: Paano mop o nai-apply? A: PAgdating po kasi sa English, diba po alam natin na ang literature is frame po ito para sa grammar, yun po ba yung lagging aking nagiging technique na gusto ko po ban a yun yung maaalala kay Ma'am Reng.. na aminin natinna pagdating ninyo ng practice teaching mahihirapan kayong magturo ng literature kaya ano dapat yung way na gagawin ninyo? Yun po kumbaga yung unlocking of difficulties po halimbawa po ay ano po yung unfamiliar words don po sa mga bata.. usually	Perform different tasks such as Mission partners and faculty club treasurers Literature is used as springboard of grammar Learned to use literature to unlock difficulties Identify difficult words or unfamiliar to help them understand Vocabulary overload is similar to vocabulary building. She used the of technique context clues. In writing, she introduced differentiated tasks. Students find it difficult to express themselves They are dependent in teachers' discussion Show/ model the reading with understanding by identifying unfamiliar words and important scenarios
--	--

po ang ginagawa ko ay vocabulary overload kung ano po yung unfamiliar words na makikita ko, ginagamit ko po siya into context kasi ayoko po na nasasanay ang mga bata na gumagamit ng dictionary, kasi po sinasabi ko sa kanila na hindi sa lahat ng oras ay ang meaning ay nandon talaga sa dictionary dahil minsan po ay literal. Tapos po ay minsan yung jumbled letters kung makaka-come up sila don sa word, tapos po sa writing meron pong akong tinatawag na differentiated tasks.. halimbawa po ang pinili ng bata ay writer, ang task ko po don ay write the values and theme that you learn in the story, ang weakness lng po ba ng bata ay kasi po ay chinecheckan ko hindi lng naman po yung basta check at lagay ng grades lang.. ako po ay nasakit ang ulo gawa ng sila po ay nahihirapan mag express ng sarili nila.. tapos yung understanding po nung story, dependent po sila ay pagdating ng discussion ko ‘yung time attendant po ng sila ay nagbabasa halimbawa po ay read the story in 30 mins. Read it with understanding lagi ko pong sinasabi yun, try to understand the unfamiliar words the important scenarios, events, tapos pagdating po ng discussion, ahhh ganon pala yun sila pala yun.. lagi po silang may ganon.. na feedback, na did you really read the story na para bang ako po ay nanlalambot ba.. ako pa po yung nagpaparealize sa knila na ganito yung nangyari... don po sila nagkakaroon ng realization, kaya yun po a ng gusto ko pong maano sa bata.. ma-practice po na magkaroon po ng understanding at the same time yung confidence to express their ideas po, through their reading po para yung writing po ang kanilang magiging output. Q: Sige yun, do you think you learned that when you were pre-service? A: Opo, meron po akong natutunan pero most of the techniques po kumbaga po ay instruction po na ginagamit ko ay depende po sa mood ng bata.. lalong lalo na po sa bagay po kami po ay hetero.. kaya kinoconsider ko rin po yung mga bata na hindi kagalingan at matatalino.. meron po akong ginagawa na halimbawa po sa grammar po peer tutoring po, halimbawa po ikaw ay magiging exempted sa quiz	Teach the skills of realization Confident to express their ideas Most of the techniques were learned in the workplace. Designed activities which match the need of the learners like peer tutoring, remedial classes Time management to help students to share talent or skill
---	---

kung matuturuan mo itong bata na ito. Dapat itong conjunctions mamaster nya, ano yung pagkakaiba ng for, and, nor, yet, the, so.. kasi although meron po kaming remedial classes parang ang aid ko nap o ba ay ganon kasi po meron po talaga akong time na pagkatpos po nung class hours po kahit po pilitin ko pong ipasa ‘yung mga bumagsak sa quiz or exercise, hindi ko nap o maipasok, gawa po ng meron po akong duty bilang adviser.. moderator kumbaga po ay tinatry k pong imanage yung oras na para natutulunagn ko rin po yung ibang bata.. i-shar erin po yung talent or skill sa klase.. halimbawa po nagsasabihan sila na anong score mo sa quiz? Sabi don sa isang mahina 8 over 12 po yata wow 4 mistakes.. Q: yung nagturo po anong score? A: yung nagturo po ay exempted kasi siya po yung nagturo.. Q: So parang nagbuild rin sila ng trust sa kaklase nila.. A: Yun nga lng po minsan nagiging dependent yun nman po yung disadvantage.. kaya sinasabi kop o na hindi sa lhaat ng oras ay matuturuan ka nya kaya dapat yung nature na sayo indi na nya uulitin yun.. kay aippractice mon a rin. Q: Pero may chance po ba na ako yung nagturo.. ikaw magturo ka rin sa isa? A: Opo,kais ito naman isa yung nandon sa pila.. kasi meron po akong nakikita na kahit hindi ko nap o sila utusan, yung bata po ay lumalapit sa komportable siyang kaklase.. although yung DLA program po ay independent learning.. bawal po kasing magatnong don kasi po sa DLP ang una pong gagawin ay writing kasi susulat po yung concept notes eh. Wala pong discussion tapos after po ng 40 mins ako p ay nasa kabilang section parallel section, lilipat po ako don sa section na nagsusulat.. after po nung tapos na sila magsulat.. tantsa ko nap o yun.. tapos ssbhin kop o kung tapos na sila.. kung di pa po tapos yung iba ay di 5 mins extension.. so after po nun tsak apo ako nagdidiscuss yung 20 mins po ay discussion lang tapos habang sila po ay nagsusulat nagdidiscuss po ako sa kabilang kalse tapos after ko naman po sa kabila, susulat naman po sila	Teachers do parallel classes. Experienced different kind of training unlike un traditional schools. Read and write concept notes. Presents the independent reading and writing. Learned to apply the lessons
---	---

ng next topic. Tas ditto sa kbila po discussion nampo ako so parallel po. Q: so balikan natin, hindi yung tinuro sa pre-service kasi iba po yung orientation sa pre-service? A: Opo, mam.. Q: So parang nagkaroon ka ng another training for that kasi yun yung call ng school kung nasaan ka ngayon.. so and then as a learner naman or in-service teacher what have you experience in terms of matching your reading and writing skills learned in school and now that you are in the work place? A: Sinasabi ko nga po dati sa mga bata na.. reading affects writing and writing affects reading kasi interdependent po yun.. Dahil DLP po yung program naming napppractice rin po yung dalawang skills.. bakit po, kasi after nila ng writing.. though pagminsang mga bata ay hindi binabasa.. binaabas apo nila yung concept notes na nagkakaroon po sila ng habit forming na babasahin koi to kais kailangan koi tong maitindihan.. wala pa itong discussion kaya kailangan masagutan koi tong exercise na ito ng tama.. so after po nung reading with understanding nagkakaroon po sila ang realization na don sa pagsagot nila don naapply yung natutunan nila sa pagbabasa.. yun po yung pagmamatchnila nung reading and writing skills. Pagdating namanpo sa language, ang ginagawa kop o saknila ay yun nga pong sinasanay kop o sa aking klase na hindi sa lahat ng oras napagagat ay hindi irerecord at igegrade kasi ditopo ganon n apo yung order.. hindi irerecord o igegrade ay basta basta na lng yung sagot nyo, kasi don kayo pwede makabawi halimbawa bagsak kayo sa summative at mataas kayo sa formative don ko mahihila yung grades nyo.. kaya wag nyo itak efor granted yung mga formative.. yun po pagdating naman po sa writing activities, nagfunction po ng bata especially kapag po ang type ng assessment ay objective, pero kapag po yun open ended don po yung mahina.. halimbaw apo ay macoconstruct ng simple sentence.. paranghindi pa rin po nila magawa tas binibigay ko n apo sila nung po sa conjunctions halimbaw apo gagmitin nila ng but hindi po nagagmit	Choosing material already know Incorporate grammar which could be used as topic. Engage herself in research There are difficult times in dealing with the students. Design activities na ma motivate sila. Students learn best when they are motivated Some aspect match especially identifying the purpose of learning.
---	---

yung functions ng but, nag-iib apo yung sentence na ginagawa nila.. Q: Sa case mo naman mam kapag nagpepreapre ka ng lesson? Ano mam yung nagging experience mo in matching? Yun ikaw na mismo.. A: Hmm pagdating po para pong ako po ay ang weakness kop o ay parang lit po ba namimili po ako ng story na talagang kabisado ko na tapos po ay tinatry ko po na intindihin.. tapos pagdating po sa writing activity, pag mina match kop o tinitingnan ko po kung ano yung pinakang part ng storynapwedeng maging topic sa grammar.. halimbawa po sa isang story most parts of the paragraph ay puro perfect tenses ay na-cut po ng perfect tense ko yung grammar na kasunod, don po .. aside from the story na talagang nakalagay don sa YLS yung sa plan na hindi naman talaga yun yung story papalitan kop o yung story for the sake na maincorporate kop o ba yung topic.. sa grammar para sabay na rin po na perfect tenses... yun nga lng po ay sa akin ay kailangan pa rin po ng effort para initindihin yun story.. Q: nagresearch ka?parang additional? A: Opo... parang estudyante pa rin po.. Q: And then mam, what situations have typically affected in terms of matching your reading and writing skills? May times ban a nahirapan ka? May bago sayo? A: Meron pong times na gr 7 na English po ako madali lng naman po yung reading selection nila hindi naman po laging late.. may mga essay po silang binabasa.. sila po ba ay namomotivate, they learn best when they are motivated halimbawa po ay hindi po kayo yung nageset ng reading selection.. yun po may sinabi po ako sa knila katulad po last yr sa gr 8 parang may sinabi po akong magbasa sila ng 1 selection, essay or story.. tapos magcome up sila ng bibliography tapos halimbawa po sa magazine po, sila po yung parang na engganyonggumawa ng activity hindi po kasi nacofined lang sa isang topic.. na halimbawa basahin nyo yung ganito.. kasi isla po aynakakapag explore paran g halimbawa my favorite author dil ababsahin nila yun, sa magazine ganito po ng writer.. tapos po ay yung output	Reading is to learn similar to writing She found connection of reading and writing to real life experiences. She helped set mood of the students; helped internalize the meaning of the lesson. Need to reinforce the important of important skills Intergrate sounds instruction Finding meaning Read the story to the students to model understanding Recall of elements of the story
---	---

po yung bibliography po kung ano yung reference nila.. tapos po pinipaste po nila n=yung mga article o readings nila.. Q: Do you feel your skills and experiences match being in-service teacher? how do you match it? A: opo ,mayroon naman pong nagmmatch sa ibang part nga lng po ay lagging may expression sa part ng bata na why do we have to learn this, Ma'am.. tapos sabi ko sa kanila ay the main purpose of reading is for us to learn.. hindi kayo matuturo nh isang bagay kung hindi kayo marunong magbasa.. hind kayo marunong magsulat yun yung basic skills na dapat meron tayo.. syempre pag minsan humahanp rin po ako ng isang way para magkaroon po ba ng connection kami ng bata kais kadalasan lang po ay nagpapalalim lng po talaga sa isang discussion ay yng basis po ng story e. halimbawa po ay sa family, nirerelate kopo ba saknila.. every experience, have you ever experience sacrificing for your family.. halimbawa po ay the soul of the great ben.. in Chinese literature po.. parang nagkakaroon po sil ang valuing na dapat may binibigay po silang imporatsya sa pamilya.. dapat yung weekends na sspend po saknila parang meron po muna akong prelim activity katulad po sa topic nay un parang recollection po bag anon na may mga hinid cooperative na lalaki na sasabhin ang corny cnory.. eh di hinahayaan ko na lng po kase marami naman po ang cooperative so naseset po yung mood ng bata. Then after po nun reading of story po..para po ma-internalize po nila habang binabasa po nila.. tapos po may mga unfamiliar terms kaya nagkakaroon po kami ng vocabulary overload bago po yung setting the mood. Q: And then number 8 na tayo mam, in what specific do you feel you need to strengthen? Your reading and writing skills construction? A: I need pa po halimbawa po sa mga bata meron po akong discussion na parang hindi pa rin po nila maintindihan. halimbawa po ay yes po sil ang yes.. kapag tinatanong sila.. pero kapag dating po sa output nahihirapan po sila.. parang meron pa rin po silang mga questions, kaya po siguro ang kailangan pong i-	Expressing of ideas First year was so idealistic Then learn to lower her standard depends on the type of the students. Learn how to motivate because they are 21st century learners. Some are not into reading Give them time to experience the reading and writing Planning to continue education however there is problem in finances
--	---

strengthen ditto ay yun mareinforce na magkaroon pa sila ng motivation tapos mareinforce po sila sa pagsusulat dahil important skills ito.. at integration na rin po nung sounds instruction para po magkaroon sila ng phonemic awareness. Meron po kaisng mga bata na binabasa kop o yung story may hindi po sila maintidihan yung meaning kasi po dib amay mga homonym, para po bang pagdating don ay ganon pala pronunciation nun.. Q: hindi nila marecognize kasi iba yung nasa isip nila.. A: Kasi po minsan ang technique na ginagawa ko po ay I'll be the on eto read the story angtry to understand, to recall the importan events, characters, or kung ano man po yung part ng stories. Tapos don po sa listening-reading, pagdating po ng output, trying naman po lagi yung output namin.. pag misnan po ay expressing of ideas, nahihirapan po ba sila.. yun po yung struggle ng language teacher na magkaroon po ang bata to practice their reading and writing skills.. Q: ahh yun what changes have you seen yourself go through your working years? A: Marami po from yr 1 po kase po diba po idealistic ka po dapat ganito ang performance mo.. naku dapat ganito yung gawa, dapat ganito ako, tapos po siguro ang nagging changes po ay kailangan poi lower ko yung standards ko, siguro po ay depende sa mg abatanghawak ko. Sa needs po at ability ng bata.. kais po may timepo na sobra po akong nag expect sa gagawin nlang performace to the point na ok lng to maganda.. tapos po nung performance prpper n po ay parang hindi po ako nasatisfied ba.. tas po ay kinausap ko n al ng po yung principal naming.. tas yun po hindi sa lahat ng oras ay yung ideal performance ay yun yung makikita mo..kasi iak way nandito na e, hind nung pre-service na kailngan pakitang gilas ka na mam ganito po ang grading bata.. performance kasi iba na nga hawak mo ngayon sila ay 21st century learners.. namomotivate lng pag meron silang reward ganto.. siguro po ang mgab at apo kasi nagyon ay lalo na yung batch nagyon yung generation po.. hindi po ba sil ainto reading.. ;arang spoon feeding po lagi ang gusto nila parangika wpo ang mageeffort na	Attending seminars as part of continues training and matching reading and writing skills. Reading and writing must be taught as lifeskills to achieve literacy. It must be taught both as processes Engage them in different learning environment depends on the needs and ability of the students. Use technology to engage them in learning. Topics will be used must be value laden and timely
---	---

hindi naman po dapat ganon ang ituro kaya I try na ilower yung standard pero without sacrificing the competencies po.. na kailangann aibigya natin sa language.. arts and classes po tapos po yung.. pagbibigay ng srailing experiences nila pagdating sa reading and writing experiences.. yun po parang sasabhin ahh hinahayaan kop o ang mga bata na magkaroon ng kanilang experiences kais ng apo ang writing namn po ay transmitting through the written form. Kumbaga po sila ang hardcopy.. ang soft copy lang po ay yung pinakang reading na ginagawa nila.. Magkakaroong lng po talaga ng output kung may gagwin sila para malpractice skil na pong yun. Q: how about professional growth mo mam? A: actually mam gusto kop o talagang mag MA nagkaroon lng po ng aside from ditto Ay sa bahay po parang ako po kasi ay parang magiging bread winner e na yung budget po para doon ay inaa- lot kop o para sa family.. pero ngayon po ay paranggusto k na pong pagbigyan ang sarili ko.. Q: how about mam seminars training? A: depende po kasi sa invitation ng company po dito tapos po nga po ay kasi po wala na po kaming books, kaya po ang nagiging ano ng bata nagiging dependent sa discussion.. kahit may nakalagay n areference sa DLA nila hindi po sila nag iinitiate na kunin yung book. Basahin yung lesson, hindi poi bang bata lng po ang gumagawa.. yung sa mga books po kaya maunti na ang invitation.. sa junior high po kasi hindi po kaming nag-aano ng books except s araling panlipunan at ibong adarna.. mga Filipino po na el filibusterismo.. yun na lng po. Pero nakakaattend nmn po ako ng seminars.. na aapply ko nman po yung natututunan ko.. Q: pero diba my mga in-service training naman kayo diba? A: opo.. Q: then mam how will you modify teaching reading and writing? Kung I aapply yung relity sa workplace? A: Diba po yungreading and writng skills ay both academic and lifeskills po talaga na madadala pagdating	Search materials that will suit to students needs and interests. Encourage the students the sense of ownership and confidence in reading and writing
--	--

ng araw.. kaya po lagi kong sinasabi sa knila na interdependent yung dalawa kya po don maachieve ang literacy ng isang bata.. since parehas po silang process, kailangan po ng consideration sa bat.. halimbawa po ay sa aking pagtuturo.. katulad po ngayong generation po, unlike po dati na nung studyante pa lng po ako, okay naman po na meron kaming papel, mga sinasagutan.. ngayon po ang bata since sila po ay exposed na sa different technology dpat po ay makiride in ka rin don.. kumabag po ay kailnagn ng magkaroon ng visual aids, hindi kapo yung laguing nasa classroom set up lang.. yung para bng mam saan po tayo ngayon sa SRE.. yun pong kahit lam nil ana English, mam are we goingto AVR, no we will have our discussion tapos akala po nila lagi ay parang exposure.. parang sila po ba ay lmas na eengage sa learning kung sila po ay may ibang environment.. kaya kailnagan pong iconsider kung nao rin po ang gusto ng bata.. yung needs and ability ng bata.. visual aids, ed tech kung ano pa yung mga pwede natin.. halimbawa po at ppt maiba naman o yung pagpepresent.. sa grammar may video kang present.. para po bang ganon..

Q: how about mam yung mga topics na gagamitin?ganon rin yung ineterst din nila?

A: yung topic, pwede pong interest nila pero value laden topics po na pwede nilang iintegrate ng... pwede naman po yung timely na halimbawa po ay mga issue po ngayon.. na pwede po natin insertan ng ganon yun nga lng po ay syempre ako nap o ang magcoconceptualize.. kasi may mga time po na hindi po sila nagkasala.. parang nakaself na mga topics na meron po akong mga reference na paramg mas maganda na ito ang topic.. anyway sa grammar naman po I to talaga yung parang constant nap o kumbaga ay maghahanap lang po ako ng ibang material para lng po magsuit doon.. minsan po ay di kop o nasusunod yung sa curriculum, pero yung competency ay nandoon pa rin nmn po.. tapos po I encourage rin po ang mga bata in reading and writing.. kumbaga po ay ownership, kumbaga po ay i-own nila.. magkaroon po sil ang confidence.. students should be given chances to read and write what interesting and

important to them.. para po at the same time maiprove ang kanilang academic skill na pagdating ng araw na maitreasure po nila na mabibigyan po nil ang realization na.. ahhh kaya pala ganon.. pala yung ikmportanc eng reading and writing.. pero yun pa rin po ay struggle ko pa rin po hanggang ngayon.. kasi napu-frustrate kasi kahit gawin kong napakadali lng.. kasi ng apo ay hetero na may mga bata na nandito.. nagkakaroon naman po kami nung sa parents na pinapaliwanag ko po sa knaila.. gaya po nagyon kakapas ako lng po nung ngrades ako po ay nalulungkot.. kung ako po ay nagging effective gawa ng marami pong grades na 72, 73, pero hindi ko nap o alam kung saan ko hihilahin.. kasi yung performance taks yun po yung pinakamataas.. parang naiinis po ako na itong bata ng ito hindi pa rin marunong magbasa para ng ako po ang nahihirapan din mag adjust.. kasi hanggang ngayon ay nasa adjusting period pa ri npo ako pero nan don naman po yung willingness ko na mag talk ako sa mga changes..	
---	--

Participant (InS) #4

Original Transcripts	Emerging Themes
Q: Ma'am kelan ka po nagstart A: I started teaching way back June 2012. Q: So right after graduation? A: Right after, Ma'am.. Q: So pwede mob a, Ma'am ikwento 'yung 1st yr of teaching mo, Ma'am? A: 1st yr of teaching ko hmmm syempre new grad, and then yung expectation nung mga heads syempre kelangan hindi mo babaliin. So 'yung para bang maging pag may klase laging parang best performance lagi.. kasi nasa 1st yr ka pa lng ng teaching.. so ganon 'yung level.. and then the way you teach and treat your students talagang high.. kailangan beyond your expectations. Ganon. Q: Eh mam nung time na 'yung, in-service teacher ka na nun syempre.. paano mo ngayon madedescribe yung	Started teaching 2012 First year of teaching must meet the high expectation of heads Portry the best performance Treat students high

kaibahan ng pre-service an din-service teacher? A: Kasi, Ma'am nung ano.. during my pre-service teaching, hindi kop o kasi ganon na-feel 'yung ano ko. Yung practice teaching ko don sa school na 'yun kasi I wasn't guided by my cooperating teacher. And then, bigay lang siya ng bigay ng mga gagawin for the students and then yung turo samin sa college of education is different don sa environment talaga sa public and then mashshock kami na ganon pala kaya hindi ko rin na-feel. Kaya during my practice teaching nagrerely pa kami ay don sa ibang teacher hindi don sa cooperating teacher. Dalawa po kasi kami. So hindi po don sa cooperating teacher naming binigay na nya lahat pero hindi nya kami ginaguide. Ayun, pero okay lang kasi meron kaming mga ibang teachers na from other section na willing magturo kasi siguro dahil graduate rin sila sa enverga.. tapos 2 yrs pa lng silang nawala sa school tapos na andon na agad sila.. kaya naguguide nila kami kaya okay din. Tpos syempre mam public rin yun, and I was hired sa private school, and then catholic school pa.. so yung environment napakalaki ng difference kasi especially siya ay Chinese catholic school. Syempre parang yung school na 'yun ay parang nandon na po ba lahat. Eh di sabi ko napakalayo don sa ano..Kasi po sa public kealnagan mabait ka and strict, dito talaga kelangan mong maging strict talaga kasi most of the students ay parang mga brat even though nasa catholic school may iba naman pong mababait ganon. Kaya para bang 'yung environment nacuculture shock rin ako don sa environment nila lao na yung pagiging religious. Kasi their practices napaka ano talaga.. yun bang parang napaka deep masyado intense. In regards to the students medyo hindi ako nahirapan kasi yung isanasabi nilang.. ang ugali ng taga-public ay iba sa taga-private.. hindi mam kasi pareho lang.. kasi ahmm, when it comes to their attitude parang sila ay liberated. Ganon din naman sa private, ang kagandahan lng sa private.. kapagnagturo ka kahit HS, makikinig talaga sila, kasi parang may authority ka.. pero pag ditto kapag napan assign ka sa private at newly grad ka lng parang ichchallenge ka nung mga studnts.. pero kapag naano ka	Her practice teaching was different. She did not receive guidance from the cooperating teaching. College education is different to the environment of public school. It was a shocking experience. Received help from other teachers. Pre service teaching was in public school then hired in private catholic Chinese school. There was a big adjustment in terms of dealing with the students because mostly are brat. Experienced culture shock because of different environment because of being religious. In terms of the attitude of the students, it was not that difficult for her because of her experience during pre service teaching. Establish authority at first year of teaching because students will challenge you if they know you are new.
---	---

nman nung mga challenges nila, pambabara nila.. eh para banag tsak alng magagain yung trust nila as a teacher and nakukuha mo rin po ‘yung culture nila the way they study ganon.. and yung place ng mga students kasi sa public not well ventilated.. ito well ventilated pero mas maraming magagaling sa public kais yung naassign sa’kin, Ma’am ay fast learner section ito naman sa itther school mixed sya isang section lang talaga kaya hetero talaga.. iba iba don. Yun po. Q: So, ma’am what are tasks, or assignments or roles that you perform at work? A: Ahh nung 1st yr of teaching ko actually, up to now, since nakirta nila sa credentials ko na I was into journalism.. they already had given me the task to be the adviser nung school paper until now. And then, yun yung para bang akala ko kase.. iba po kasi yung practice ko sa college, akal ko as in wala akong aware nag anon pala yung pagiging technical adviser.. sa kanila kasi ang pagiging technical adviser is parang ikaw rin yung maglalayout and mag eedit. During that time kasi mam I was assigned in elementary kasi hindi pa vacant yung english teacher position.. kaya sa elementary po ako nilagay pero okay lang naman, Ma’am.. kasi 2ndary pede naman tayong magturo sa elementary. And then, ang hirap tas hindi agad ako maka-comply sa nila although may background ako sa layouting, how to state yung ating school paper. Pero yung kapag elementary ka kasi ikaw ang gagawa lahat. Yun po, and then I was assigne also na maghandle ng English club and comm arts club. And then, same time nagging adviser rin po ako ng graduating class ‘yung sa grade 6. Hindi ko rin po alam yung attack nung elementary kasi we were traine don po sa HS dept but later on same lang rin pop ala mas marami lng trabaho sa elementary. Ayun, Ma’am 3 yrs ako donang-ano nag sa elementary gr. 6 adviser. And then, I was also given the task to teach sa HS naman po, para hindi naman po malayo ‘yung aking ano..	During first of teaching and up to now, she is school paper adviser and function as editor and lay out artist. Assigned to handle English club and comm arts club. Adviser of graduating class, grade 6. After 3 years transferred to high school. Function as classroom teacher, grade 7 and 8 English. Fond of coming to class in character Impress the heads, teachers and students however challenged by the Chinese students. Teachers do dramatization to build rapport and get their interest.
--	---

Q: Ayun, Ma'am as a subject adviser or classroom teacher, ano naman po yung mga ginagaw among activities? A: Ako mam kasi ay ano, particularly, ako po ay sa English natin gr. 7 since nagstart na ako sa holy ang handle ko na ay gr. 7 ant gr. 8. Mahilig po kasi akong pumasok sa classroom na may dalang mga borlology. Example sa gr. 8 ang aming aaralin ay Confucius magdadala ako mam ng something na Chinese, so syempre pahanga pa ako nung 1st yr of teaching ko, nagchinese ano po ako. Pagkatapos expected mo sa mga bata tatawa.. eh nung time na yun, syempre Chinese school. May isang studyante na nagtanong ng something about chopstick, tapos sabi nya sakin.. do you know how to use it? Sabi ko I don't know how.. and then sabi nya you should know how to use it so how can you bring us to china? May mga ganon ba mam.. para bang as a teacher na you're trying to build you rapport to students parang madala sila sa scenario nay un parang hindi ko naachieve yung ano nila.. pero nung sa 2nd class meron akong mga videos ganayan, nung nilagyan ko na ng mga sound effects ganyan ng may pakachinese, ayun, mam, naligayahan sila or yung other section talaga wala.. may ganon kasi mam talaga sa school namin. Yung sa culture talaga ay hindi ko pa sil atimpaldo nun eh. Mahilig rin akong magdala ng mga wig, tapos ng tambo natatawa na lng po sakin sila.. kaya po kapag lit naming.. kasi boring talaga siya mam, lalo na po yung binibigay na text ng school yung talagang nasa libro.. hindi kayang basahin ng bata kailangan talagang gagawa ka.. Q: Ma'am pero gumagawa ka rin po nung lesson plan, instructional materials? A: Yes, Ma'am ang hirap lng po nung paggagawa ng lesson plan.. yung isa lng po ang lesson plan mo then isa lng po yung klase. So parang, pag nag fail ka ditto sa lesson mo na ito wala ka ng ano, chance para makarepeat uli. Kasi sometime yung experience natin.. experience sa public during my practice teaching kunyari tunuro ko ngayong morning since 4 na sections yung hawak ko para po bang pagaling ng pagaling ito	Students enjoy the literature class when there is the use of videos. Considered the culture of the school. Difficult to do lesson plan and it is very tiring. Instructional materials are very helpful. It is used to know their prior knowledge Paper works, school register and lesson plan were taught in pre service teaching. The way you apply the lessons and execute them were learned in the in service teaching. No effect to the students when given traditional activities in reading and writing, read and answer.
--	--

isa lng eh kaya parang nakakapagod gumawa tas detailed pa yung lesson plan naming, Ma'am.. Q: How about mga instructional materials, Ma'am, given na sa inyo? A: Ay hindi mam KKB kami kaya effort talaga kami yun. Most of the time videos mam mahilig po kasi ako sa motivational videos. And then pag minsan sa music yung sa jestopedia, Ma'am, tapos nagmamanila paper rin and then sometimes before I start my lesson, nagpapaquiz rin, quiz bee yun yung just to know their prior knowledge don sa topic. Q: Mam do you think you learned that when you were pre-service? A: Siguro, Ma'am yung ano.. yung mga paper works, school register, lesson plan.. pero yung ano the way pala na iaapply mo siya iba po kasi you have to modify according to the needs of students. Kasi kahit anong preparation mo at hindi naman nagmeet don sa students wala rin po, gaya one time nagtry ako na wala akong dala.. basa lang kayo, wala ring nangyari.. may nagbasa, nagpa-vocabulary and then nag ask ako ng isang question para lng magkaroon ng part, tapos nun you read and then you answer. After nun wala pala.. kasi yung sa mga bata ngayon more on activities ang gusto nila kapag ikaw ay nagtradional hindi masama pero kapag nagtraditional ka throughout the entire session.. wala na.. Q: Eh paano mo mam natutunan i-match yung mga ganong skills? A: Siguro don sa school natin, kasi during kami yung batch na naabutan nang maraming seminars. Ang kagandahan nun mam bago ako pumasok ng June nung nag apply ako nung May saktong in-set 2 weeks pero magkaiba yung isa the beginning ng k12 and then May po siya nag in-service training ako ditto sa Lucena sa DepEd and thn yung pangalawa eh di next week yung naman po yung sa catholic kaya siguro nagging prepared rin po ako. Tsaka po siguro yung mga teachers guide yun po ang aking nabasa. Kasi mam ever since	Give more interactive activities Learned the matching of reading and writing skills in different seminars provided by the DepEd and school/workplace Teachers guide is also a great help. Reading, watching videos and using computer are also advantageous. Expected that students, they are good in writing High expectation also from the teacher Students have problem in sentence constructions She is a writing teacher. Gave student writing activities Realized that those were her interes and not students' interest. Designed varied activities based on the needs of the students.
--	---

mahilig na po talaga kong magbasa sa mga videos and computer kaya na-adopt ko po kaya nagging easy na rin po sa'kin 'yung pagtuturo ko don sa mga bata. Q: Ahm what situations have typically affected your experiences? In terms of matching your reading and writing skills in the work place? May times ba na parang nahirapan yung ay wala pala akong idea dito.. A: Meron mam kasi ahh since ang expectation ko ay Friday, most of the students are good in writing especially in reading. Pero don ko naexperience na kasi ikaw as a teacher you know how to write you know the skills you know writing rin. Pero expectation ko kasi since nasa private magagaling tsaka kasi may mga tutor.. pero don ko pa naencounter mam 'yung especially when writing formal themes na ako ay nababarino.. kasi ang pangit ng sulat ang pangit ng sentence construction kaya totally nakakaasar. Na which is syempre bagong teacher hindi mo pa alam kung paano mo hahandle yun kasi nga senette ko na yung sarili ko na lahat sila marunong kasi they are already in grade 6. Tapos yun pala babali pala ako sa basic skills tapos narealize ko na I have to be patient ditto sa mga batang ito. Nad then kasi I am more of writing mam, and then, nung una marami akong writing activities.. nagpapagawa kao ng poem, using their names nung acrostics, and then basta puro writing and then I realized na ano, na nakaksawa later on na lng na it's my interest not the students' interest. Simulanun pakonti knoti na lng kasi natuto na rin ako sa mga seminars na kailangan kong magbigay ng varied activities depende sa needs ng students mo. When it comes to reading naman mam yan yung difficult ko sa HS, kasi unlike elementary na they like reading advance pa ng pag minsan but the problem in HS sympre sa sobrang haba ng texts wala talaga silang time magbasa. Na yung ultimong demo teaching kapag nag oobserve ang principal at syempre puro stories na tayo eh bibihira na yung grammar sa HS. Ang focus talaga ay more on literature. Wala silan gana sila wala silang masagot. I don't know kung hindi sila sanay nag anon yung binabasa o tamad lng talaga sila.. o	Length of the reading text was her problem because of the lack of time. Grammar was not given attention anymore. Students are lazy to read so she needs to design strategy for them. Great challenge for the teacher to solve those problems. Force students to read by giving activities like reporting then test after. Selected only part of the stories Do chunking Having problem with non readers Question herself about the kind of the learners or her kind of teaching Recreate lesson different to the textbook Awareness of skills used
---	---

ako baa ng may problema. Kais during sa observation, wala talag po talag.. Q: So paano mo na bibigyan ng solusyon yon yung ganon? A: Yun nga.. bahala ka as a teacher diba? So syempre, nung ano mam mga 1st yr of teaching wala talaga akong magawa hindi ko talaga mapabasa. So ah hang ginawa ko na lng mam is yung iba pinapahome work ko yung iba reporting style para po talaga magbasa at after the reporting may quiz. So selected lng naman po yun not entire stories kung meron man po akong stories per quarter siguro mga dalawa lng po ang magrereport. Tapos yun mam. My HS din na hindi pa rin marunong magbasa na sometimes nakakaimik ka na ng hindi mo maiiwasan na makaimik ng harsh sa mga students. Although makabasa naman sila wala naman comprehension. Eh ang tanong pa lang mam ay who and what kasi mam hindi nila maintindihan. I don't know kung ganon na yung trend ng mga kids ngayon.. pero most of them ganon.. kaya mas maganda po na ahead of time binabasa na nila. Pero pag very short lng po yung story ayun nakakarelate sila. Tsaka kapag nasa textbook na given nay un ang ituturo mo. And then ang add na lng po ako ng other stories na related don sa lesson as follow up. Kapag may mga genre or theme na gusto nila naiitindihan nila tsaka nakakapag share sila.. kahit hindi na kasama don sa lesson. Kasi ewan ko mam kung yun yung story nila kasi nung time naman na inaral naming ang literature na ito hindi rin naman time yun pero naintindihan naming.. I am just wondering why na yung mga students ngayon same texts naman same literary piece yung aming inaaral hindi sila maka-cope up, wala naming nagbago.. so yun po mam yung mga difficulties, mam eh di pagkacope up ko don, tas yung sa during the teaching-learning process, bahala ka na mam eh. Q: Pero aware ka kung ano yung ginagamit mong skills? Nao yung common mon a gingamit para masolve mo yung ganon? A: Opo, mam, pag minsan napasok na un sa motivation ko, yun po kasi yung na ko sa knila e kapag yung	Motivation Make reading and writing accessible Use social media Create reading and writing activities available also at home by constructing activities suited to students' needs like blogs e-journal In writing, checking of spelling mechanics of writing Gave rubrics to the students whenever there are activities Sometimes reading and writing skills did not match to the ideal result.
---	---

motivation ko ay wala, hindi talaga nila naano.. kaya nagdadala ko ng kung ano-ano. For example yung skills nila on reading, and writing yung sa writing I used online, nagpapacomment ako sa facebook, tapos meron kami sa school na keeper na online siya.. na don kami nagpapaquiz, ita-type mo lang po yung ipapaquiz mo and then yun na. Kahit saang subject po mam pwede mong gamitin. Na maaccess ng lahat ng bata. Q: Ano yun nasa school lng? A: Hindi po, kahit po nasa bahay basta submit mo.. kaya siguro makikita mo pati mam kapag nagretake sila.. kung ilang bese na nila nakuha.. kaya don makikita mo mam kung ilang beses na sila nagsasagot don. Tapos effective siya yun and then sometime nagpapagawa ako ng blog sa webly kasi meron kaming mga writing activities na for example writing friendly letter, yun instead of really writing it in the paper. Uhm, yun na lng po doon nalng. Nag-eeenjoy nmn po talag sila mam. Ang ginagawa nila mamis they send it the document as an attachment and then sesend nila sa akin lahat yung dating. And then yung computer teacher naming since ang topic nila is e-journal ahh nagpagawa rin ako ng journal during my 2ndyr sa phil lit kasi my topic rin kaming journal. Eh sa computer 7 ang topic ay e-journal, so sa akin ako yung content ako ang naggrade and then yung computer teacher sila yung ang nag anno. Pero sometimes ang gamit mam ay social media hind mo maiwasanyung mga typographic error nila.. sa writing kasama po dib ayung mechanics, corrections sa words and spelling.. hindi maiiwasan na ang mga bata ang type ng words ay parang nakikipagchat lng. Eh pinipiritn ko naman po kais yun kaya pagbalik sa kanila ang daming corrections. Kaya sa ano pero nagpa 2nd activity ka naman nag anon din careful na sila. Sa mga nilalagay nila.. kais before mam di ako nagbibigay ng rubric sa mg aonline activities, kasi kapag online bahala ang mga estudyante ko kung ano gusto nila itype, pero mahalaga rin pala mam yung magbigay ka ng guidelines or rubric kahit online pa yan ang nasa isip ko nun ay expert na sila kapag nagsulat sila online. Pero hindi pa irn pala.	There is a mismatch There is time to refocus since the tasks were given yearly. Teacher factor is the reason of mismatch. Cooperation of the students is a also problem. Teacher felt frustrated The mismatch of the skills usually happens during school head's observation Use the method of retelling the story, recalling and summarizing Establish connection to the previous students. Expectations also affects the mismatch of the skills.
--	--

Q: Do you feel your skills and experiences match being in-service teacher? A: Sometimes yes, sometimes hindi po talaga, kasi hindi naman po natin mapeperect yung talaga gusto nating result don sa teaching natin. Pero as a teacher I'm lucky if nag match talaga yung expectation and goals ko sa nagging results sa teaching ko mam. And the, with regards to be mismatch sometimes ay sympre hindi moa gad maibabalik yun so you have to wait another year, para mai-correct yun which in my case yung iba sa section namin ay isa lng yung iba swerte na ang sa dalawa.. pero kpag isa, wala na.. So its match... Q: Mam sa palagay mo anong factor nung mismatch? A: Siguro ano teacher factor kasi hindi mop naman mapplease lhat ng students.. and sometimes students kasi minsan prepared na prepared ako, and then masusura ka kasi hindi nakikicooperate wala sila sa mood. Parang nasanay na sil ana ganon ang routine. And then sometimes teacher factor kasi minsan ako ay may pagkaano, ahh para bang pag nag expect ako na ganon kayo, dapat ganon kayo. Na later on, in the end, marerealize ko na mali pala kasi hindi yung bata ang naffrustrate ako po yung naffrustrate. Lalo na mam nangyari yung mismatch ay nangyari during observation, syempre magaglit ka saknila lalo na kapag ang napatapat sa'yo ay yung section na talaga hindi na talaga.. although samin mam hetero, walang fast learner section at slow learner. May section talaga na tamad. At pag don ka napaassign dun mam, ako napaassign na talaga totally prepared ako, pero sila wala hindi nila alam kung ano yung binasa nila.. Q: Kahit naong gawin mo hindi sila nakicooperate? A: kasi ang gnawa ko naman nun mam na method nun is parang ahh re-telling the story pero one at a time just to recall mam sa summary nung story and then.. wla don sa una meron medyo pagdating na sa kasunod na paragaraphn dahil hindi na nya nabasa.. wala na, tahimik na.. Q: And then nagshift ka na? A: Nagshift na ako sa section nay un mam. Actually hindi ko na sila nahandle.	Focus on the purpose Can't think of words to write Have difficulty in processing ideas Needs pressure or force to push her Limited time to complete the work Sacrifice the thoroughness in writing Usually, freewriting was used then can not polish the work because of the lack time. Sometimes she lacks motivation Submit requirements for the purpose of submission.
--	--

Kasi they were gr 8 that time ay gr 9 yung kasunod so hindi ko na sila nahandle. Pero nakakatuwa rin na thy were able to remember you na ganon ka.. pero sometimes mam yung mga akala mong hindi nakikinig, sila pala yung ay natatandaan.. kasi kapag nakakasalubong mo sila.. magtatanong sila nung mam ano ng apo yung ganito? Yung tinuro nyo? Hindi po nmin marecall yung title eh pero alam naming yung story. Don ko narerealize na ay nakikinig pala sila.. kaya sometimes yung mismatch sa teaching ahh it's a matter of expectations an dsa students na rin po and then how you prepare the lesson. Yun po. Q: And then, mam, yung my kelangan ka pa po bng i-enhance sa reading and writing skills? A: Yes, Ma'am.. a lot. Kasi especially ang handle ko mam ay gr. 11 and some of them ay galling sa public.. ahh sila talaga yung simpleng paglalagay ng margin, paggait ng pronoun na I ay masusura ka mam. Na yung simple na kahit saan mo ilagay ang I eh capital pa rin. Sila mam hindi basta I, I. and then last sem nakapagturo po akong English for acads purposes maraming writings and the ang ginawa ko na lang po don is parang nagbigay na lng po ako ng yung mga starting words dudugtungan na lng nila para maka-cope up sila yung mga galling public. And then yung iba nmn po, okay naman nakakagawa pero yung iba talaga ya kailangan talaga ng remediation. Q: Ay ikaw mam, you as a learner? You as a student? Meron ka bang nakita sa sarili mon a gusto mong iimprove? A: Oo, mam, kasi sometimes.. during actual sa MA, yung sa actual, hindi ako makapag isip ng isusulat ko right away parang kailangan ko ng time overnight paranga ng utak ko kasi mam mahilig magcramming, tsaka lang nagana pag ganon para bang somebody has to put some pressure muna.. sa akin, para makapagstart ako tsaka kapag hindi ko talaga gusto yung topic hindi talaga. Ahhm sa writing sometimes you need to pass na agad kasi hindi ka na bibigyan ni professor na magpasa ulli. And then papasa ko na lang na marerealize ko na	In terms of professional reading, she needs to read twice to understand the texts. Working years is full of changes. First year, full of expectations and ideas. Second year, knows how to work in small pace Needs to enhance the way dealing with the students Strategies fit to the students Teaching reading and writing in compliance to the K12 is more on reading activities, writing and drama/play. Considering her experiences, teaching reading and writing, must consider the following: Environment, capabilities or skills of the teachers. Consider the reality and expectations.
---	---

parang kulang parang may mali kasi hindi ako yung mahilig mam mang proof read. Parang free-writing lahat, pero kapag binigyan mo ako ng overnight sige, babasahin ko yan. TSaka kelangan, hindi ko naman po sinasabi na hindi ako motivated lagi.. para kasi mam yun ngan sabi ko sa inyo, mnay pagka-ano ako ayoko sbhinna perfectionist kasi hindi naman po ako ano. Para bang gusto ko muna na-polish siya, pero kapag naano na you need to pass it right away.. for the sake of passing lng. Sige. Yun hindi ko alam nabalik naman po sakín yung papel okay naman.. sa rading naman po, ahh sometimes meron akong tendency na shifting of words ganon and then sometimes also kapag in a hurry ako magbasa.. yung mga sounds yung P and F.. sometimes natatwa mga estudyante ko kasi very rare na lumabas yung agnon kapag wala ako sa sarili.. Lalo na mam kapag first time ko makabasa ng text and the I'll do it orally, yun mam. Parang if it not rehearse nagjumble talaga yung ano ko. Lalo na nung sa ano mam, pag nagbabasa ko ng wala salamin nahihilom kasi ako mam pero hindi ko mam yun ginagawang escape. Allibya sa mga students, kasi talagang kahit wala akong eye glasses ishift ko yung mga words and sometime kapag 1st time kong mabasa yung text and sometimes ang texts very deep talaga yung meaning na gusto iparating.. parang gaya rin ako nung mga estudyante nahindi ko rin maintindihan sa unang basa. I had to read it na twice thrice paulit-ulit. Kais kapag hindi kop o talaga gusto yung texts hindi ko iniitindi so yunung nagiging problema ko mam sa reading. Q: So nagstart ka 2012 so mag 5 yrs na.. so what changes have seen yourself don sa mga workingyears mo? A: Sa working years, nung 1st yr of teaching full of high expectation ganyan, lahat binigay mo kasi 1st yr kahat ng method. Pero later on narealize ko, hindi naman po sa tamad, kumabag ay binabawasan lng kasi mahirap pala kasi mahirap pala na ibibigay mo lahat kasi fresh grad ang daming ideas gusto molahat mailagay mo. Which is nagagawa mo noon pero hindi moa lam kung nagging successful. Pero nitong during may 2ndyr, I	The reality is school is different in the workplace. Teachers must be flexible and adapt the culture of the school where they belong. Go with the flow. Ask help from the co-teachers/colleague Cooperate also with the other teachers Do peer coaching.
---	--

realized na I don't have to bring it all sa loob ng klase, utay-utay lang kung ano lng yung kailangan. After that I had to improve with regards to how am I going to deal with students when it comes to reading and writing.. yung mga strategies.. sometimes successful, sometimes hindi. Kahit gaano mon a itinagal na itinuro yun kasi kung paulit ulit ang strategies mow la rin mangyayari. And then, There are also somethings that I need to improve.. not only with my students but also with myself. Kagaya nag po nung sinabi ko kanina.. may pagka ano rin ako kagaya sa mga students po.

Q: And then last question na mam.. how will you change or modify the teaching of reading and writing? Sa pre-service?

A: Ka mam sa pre-service namin, duringthat time, k12 pa eh kaya more on readings, activities, writing, drama or play. Pag ito sa..

Q: kung icoonsier mo mam yung mga experiences mo, tapos ahh ikaw na yung magtuturo ngayon sa pre-service? Paano mo gagawin yung pagtuturo yung para mas matuto sila?

A: Siguro mam ano, I will tell him/her know the environment first and then the students, also yung capabilitie smo rin.. kasi kapag hindi moa lam at nag expect ka ng nag expect, parang sa loob mo parang my failure kang nararamdaman.. and then, I have to inform also the teacher as cooperating teacher na not all had been taught in college eh sometime hindi nagmmatch sa reality.. na yung sinasabi natin na reality vs. expectation.. na kasi ang expectation ng student tacher ganito.. ang ginagawa nyo nag anon ang itinuro ganito yung dadatnan naming.

Q: Ano ba talaga mam yung dinatnan nyo? Reality?

A: Na you go with the flow na para bang you hav eto be flexible kapag ikaw na gumraduate ka na ito ang expectation mo walang mangyaayri mam, so yung poag ikaw yung nandon na sa real world of teaching you have to be flexible , aside from that you have to adapt the culture iba-ibang school, iba-ibang estudyante., iba rin ang expectations mo at iba rinang expeptations nila.. sayo you really have to cope up with that.. aside from

that sa mga colleagues na you really have to adapt their culture also the itong mga teachers na ito na they can also be a guide for you which in my case nagging helpful siya mam, kasi the teachers there are very cooperative hindi yung kapag bago ka pa lng walang pakialam sayo they are all willing to help you tsaka yung assistance kaya siguro hindi kami ganon nahirapan kasi pagpasok namin inoorient na ganito ang sectionna yan ganito ang madadatnan mo.. na makakapag isip ka kung anong gagawin mo.. at first nakakakaba kasi nga ganito pala itong section na to baka kung anong mangyari ganyan.. and then syempre from that story of else makakisisip ka nmang pwede mong maipart sa knaila at pwede mong gawin para ma-enhance sila.. parang peer coaching..	
---	--

Participant (InS) #5

Original Transcripts	Emerging Themes
Q: Ma'am, when did you start teaching? A: I started during 2006. Fresh grad ako dito sa Enverga and then Dr. Baylonggo recommended me for a teaching job at the Early Childhood Center. It was Rosarian Center na ngayon ata, Ma'am, and I was offered a part-time job in the College of Education. And then after that, Ma'am, 2009, nagpa-transfer na ako sa Enverga Catanauan kasi nangailangan sila doon ng teachers. Q: Kumusta, Ma'am, 'yung first year of teaching mo? A: First year of teaching, basically, it was a struggle because I wasn't able to apply the skills that I have learned during college because that's pre-school education 'yung tinuturuan ko eh ang natapos ko naman po ay BS Ed Major in English pero still, pinanindigan ko siya for a matter of two to three years then after that, I feel that It wasn't my calling to teach pre-schoolers so I opted to be transferred at Enverga Catanauan. Q: From that experience po, so three years ka then after graduation, nagturo ka agad, paano mo naman ngayon made-describe being an in-service teacher? A: In-service teacher, it's two side of the coin eh, 'yung it's tiring but fulfilling as well. Tiring kasi there's a lot of paperwork, siguro danas mo naman Ma'am, sobrang	Started teaching 2006 in early education program then part job in college First year of teaching was a struggle Didn't apply the skills during pre service Teaching pre school was not her calling In service teaching has two sides of the coin. It is tiring but fulfilling.

daming-dami sa public school pero hindi naman ako nag- emerge sa public school, nagtagal rin ako sa Enverga ng for almost six years bago pa ako mapalipat. So, it's tiring because there's a lot of paperwork, there is a lot of observation, especially in the public schools and then sometime the work of the subordinates or even your principal would be passed on to you so madami po. But at the end of the day, it's fulfilling because 'yung feeling na there are one to two or a number of people that you have helped within a day, 'yung mga estudyante mo na lalo na sa public school Ma'am talagang it's a real scenario kung makikita mo 'yung mga estudyante mo na nanggagaling pa sa ibang lugar, three to four hours ang nilalakad nila before going to school tapos eh nakikita mo talaga ang eagerness sa kanila. So, it's fulfilling for us, for my part as a teacher. Q: Opo and then Ma'am, pag-usapan naman natin 'yung mga task or mga roles, activities mo as an in-service teacher. A: 'Yung roles ko as in-service teacher, Of course the basic task, the lesson planning, doing paper works and then I was assigned as a senior high school coordinator in our school. So my task is basically supervise the senior high school in our school and then I also work as a part- time instructor at Enverga University so that's another task for me, halos wala nang pahinga. Q: Do you learn that when you were pre service, 'yung mga basic tasks you said earlier? A: Opo naman, majority of the experiences that I can now apply in my field are all from my pre service training here at Enverga University and I have a very good training ground since my instructors during college are very good and lahat po nung natutunan ko ay nai-apply ko naman and of course siguro po ay 'yung mga experiences ko every day, helpful din in overcoming all of the task being a teacher. Hindi lang 'yung pre service kundi 'yung everyday experiences mo. Q: And then Ma'am, what have you experienced in terms of matching your reading and writing skills learned in school and now that you're in your workplace? Meron po bang scenario or let's say instances na talagang you	There's a lot of paper work and observations. Extra work also like work of the subordinates or even her principal Fulfilling because there are people that you helped especially to the type of students she had. Her type of students are those who walked 3-4 hours going to school. Her main function is to do lesson plan. Supervision of senior high school is also her job. Majority of the pre service experiences were applied during the first year. Had very good training during pre service Everyday experiences play a great help. Basic macro skills were learned from college and she is applying to
--	--

match your reading and writing skills you learned in school and now when you are in pre service and now that you're in the workplace? A: Opo naman, when I was in college, especially that I was an English major po, lahat ng mga natutunan ko 'yung mga basic macro skills ay lahat naman po 'yung mga natutunan ko ay I have applied it in my field of work, especially in reading like questioning, posing problem, surveying ideas, building meaning notetaking summarizing and many more and in writing naman creating topic sentence and giving supporting details and examples because nowadays kung mapapansin natin ang mga bata very reluctant silang mag-participate especially kung reading, ano po? At 'yung writing talaga nila is very ano na ngayon hindi na po katulad nung unang mga estudyante na talagang magaganda ang— magaling sila pagdating sa reading and writing skills. So kung ano po 'yung natutunan nung college ako, nung nag-aaral pa, ay talagang nai-apply ko doon sa aking field of work ngayon. Q: Ma'am, may situations ba na naka-affect sa experiences mo in terms of matching your skills, let's say meron bang times na nagkaroon ka ng difficulty or difficulties tapos meron na you need to do an extra effort para ma-meet mo 'yung requirement? A: Yes, Ma'am, especially that experience when I got into the public school. Q: O' sige, pag-usapan natin 'yun. A: Alam naman natin the difference because I was culture shocked when I got into the public school especially that sanay ka sa mga bata sa private na well-versed sila when it comes to reading there are a lot of materials available for them pero nung pagdating ko sa public school nag-arise ang mga problema, may mga bata na talaga namang struggling readers. Meron po talagang mga estudyante na Grade 10 na ay non-readers pa rin po and syempre affected doon ang kanilang writing skill. So challenge 'yun sa'kin kasi kailangan natin mag-remedial instruction for them para makahabol sila sa mga lesson especially in learning the reading and writing skills. And then isa pang problema 'yung nga po, availability of materials sa school. Hindi sumasapat 'yung mga kunyari	her work especially the reading and writing. Reading skills like questioning, posing problem, surveying ideas, building meaning, notetaking summarizing and many more Writing helped her to create topic sentence and give supporting details and examples. Whatever learned in college were applied in the workplace. Had a different experience when transferred to public school. She experienced culture shocked. She used to students in private school who are well versed in reading materials. She faced problems in non readers, limited reading materials and poor writing skills. Conducted remedial instructions Difficulty in meeting need of the students. Struggle in matching the skills
--	--

po ay ‘yung mga materials na binibigay ng school para sa mga bata, minsan ay one material is to five students so hindi po sumasapat. So kailangan po talaga may extra effort coming from the teacher. So it’s good na ‘yung training ground mo during your school days or during your college days ay nai-apply mo pa rin even though you’re in the public school, so ‘yung mga ganung struggle po ‘yung mga nahihirapan ako nung una sa kung papaano ko siya pagtatagmi-tagmiin kasi nga may mga bata na although marunong pero wala naming interes meron naman na hindi masyado marunong pero may interes pero wala naming available na materials so kailangan po talaga ay gumawa tayo ng mga paraan sa instruction po. Q: Ma’am, let’s say in terms naman po nung sa ikaw na mismo sa requirements mo sa boss mo, sa DepEd, sa school, ‘yung sarili mo as a learner, may mga experiences ka ba na talagang nakita mo na you need to use or look for another materials or let’s say ‘yung skills mo you need to improve? A: Yes, Ma’am, syempre I’m not perfect naman po especially kung halimbawa they are asking to write written correspondences and then kunyari hindi ka sanay gumawa nang mga ganung letter kasi hindi ka naman trained sa mga ganun so ‘yun ‘yung mga problema and then another one is when you are asked to become a speaker of a specific in-service training of course you need to consult other resources of resource persons na makakatulong sa’yo sa ganun. So ‘yung mga ganun po but then I see to it that I am always open for learning po. Q: Do you feel your skills and experiences match being in-service teacher? So pag-usapan natin ‘yung early years mo ng pagtuturo, nakita mo po ba sa sarili mo na okay na, kaya ko na, na match na pagiging in-service teacher? A: Opo naman, nung mga early first five years, ano po? ‘Yun ‘yung hindi ko pa makita kung paano ko ba ia-apply ‘yung ganito kong natutunan sa real-life situation na ito? But then, sap ag-ano naman ng araw, ano naman nakikita mo na lahat ng napag-aralan mo nun ay magagamit mo sa kasalukuyan sa field and always hindi ka dapat mapapagod na kung halimbawa may room for improvement, see to it na mapupunuan mo pa rin ‘yun,	Need to look for another material to improve study. Self study Example is written correspondence Speaker of training Open to learning Matching skills and experiences At first five years, don’t know how to apply the theories into real life situation. She didn’t feel tired in improving herself Find time for continuous education Previous learning is not enough to help you matching your skills. It will be beneficial not only to ourself but most importantly to learners. Do have reservations regarding the reading and writing skills Didn’t stop in learning Attend trainings and go to graduate studies
--	--

meron ka pa ring time for continuous education kasi hindi naman aasa nalang lagi sa previous learnings that we, ano po? So dapat pa rin we see to it that we continuously learn, not only for ourselves but for the benefit of our learners kasi sila ‘yung pinaka umaasa sa atin. Q: Okay, Ma’am. And then, since Ma’am that you are now in the graduate school, and then you are serving the senior high school, then you have part-time work as a college instructor, do you feel you need to strengthen you reading and writing skills? A: Yes, Ma’am, I still do have some reservations regarding my reading and writing skills, that’s why hindi ko inii-stop and sarili ko dun sa for corners of my classroom at four corners of our home kaya pinipilit ko na still maka-attend ako ng mga trainings, maka-attend ako ng graduate studies so that I can suffice all of the weaknesses that I have when it comes to teaching. Specifically in the reading and writing skills because I’m an English teacher, mataas kasi ang expectation ng bata and your subordinates when you are an English teacher na mai-deliver mo sa kanila ‘yung macro skills. So. I think dapat lang talaga na constantly ay mag-look forward tayo into new learnings. So ‘yun po ang ginagawa ko talaga ngayon, alam ko na meron pa, meron pang kailangan malaman. Q: Ma’am, ma-specify ba natin kung anong mga specific skills sa reading tapos anong specific skills sa writing na gusto mo pa i-strengthen? A: Sa reading po, siguro po extensive reading kasi nowadays talaga aminado ako na wala nang time hindi katulad dati na meron ka pang Saturday, Sunday or even at night may time ka pa para magbasa pero ngayon wala na po eh, so I wanna have time for extensive reading. Sa writing skills naman po, journalism. Sa school naming, nire-require kami na mag-write ng newspaper, ‘yung mga newsletter po, everytime na meron pong event, kailangan naming gumawa ng newsletter, so I think I need more trainings on regarding newspaper writing or other skills in writing po. Q: Let’s say ‘yung paggawa mo nung mga assignments sa grad school, ano po ‘yung nakita mong kailangan mo i-improve in terms of reading and writing mo?	High expectations to English teacher who can deliver the macro skills She wants to improve the extensive reading, extend more time to read She wants to improve the journalistic writing like newsletter Improve research writing skills Update in documentation style Use previous knowledge helped her to improve Sees herself that she is developing confidence in using her skills by sharing
---	--

A: ‘Yung mga research writing, Ma’am, basic naman ‘yun. So sometimes may difficulty tayo sa pagsusulat kasi minsan or halimbawa merong nag-ask sa’yo magpagawa ng research, so minsan ‘di mo alam ang style sa ganito kunyari MMA, APA, ‘yung mga basic na ganun po, specifics po in writing. Q: Ma’am, what changes have you seen in yourself go through during your working years? A: I know I am improving constantly, hindi naman ako nagiging stagnant, so kung ano ‘yung mga natutunan ko noon, nakakatulong siya ngayon for me to improve and I am always open for improving. Q: In terms of being a learner, Ma’am, may nakita ka ba na ‘yun ‘yung Malaki na nagging improvement mo, let’s say specific ‘yun nga balikan natin ‘yung specific skills mo? A: Dati Ma’am, you are somehow hesitant when it comes to sharing your knowledge and ideas into other people specifically when you are in your workplace but then as a learner, as you go on with your constant studies, nagiging more confident ka na and also ‘yung mga skills mo nai-strengthen mo because of continuously strengthening yourself at ang bunga nun, naii-share mo siya sa iba. Q: And then Ma’am, last question tayo, if you would be teaching reading and writing po, let’s say based on your experiences tapos ituturo mo na siya sa mga pre-service teachers, paano po kaya natin Ma’am gagawin o ituturo? A: I think it would be better it would be taught in an interactive way po kasi sa mga pre-service teacher po kasi nakikita ko ngayon, especially pag nagtuturo ako sa college, they really lack reading and writing skills, magaling sila sa speaking of course given na ‘yung listening, but then when it comes to reading and writing especially we are in the advent of 21st century education, the ICP, copy-paste nalang, ayaw na nila magbasa, kung ano nalang makita nila sa internet copy-paste nalang, hindi na nagbabasa ng mga books or other reference materials and that affects their writing skills. So kung magtuturo ako nun or kung ituturo ko siya, it would be on a more interactive way for them to be open to other ideas when it comes to reading and writing skills.	In teaching reading and writing, it should be interactive Students lack reading and writing skills Consider the 21st centry learners. It should be more interactive to open to more ideas Pre service is like its good to be true but need to know the real scenario In service teaching is the real scenario where you can see the real carreer as trained teacher. Avenue of discovery what has been said in the orientation. The key to match the reading and writing skills is to prepare for change, don’t be scared in adapting changes . Know the system, climate and culture in both worlds, public and private. Welcome change
---	---

Q: Ma'am, recall lang natin when you were in pre-service and then you are now that you are now in the in-service, ano po ba talaga ang reality when it comes to teaching? Diba Ma'am you were trained as this let's say you were in pre-service teaching tapos ngayon nasa in-service na kayo Ma'am or talagang nasa workplace na kayo, ano po 'yung mga na-discover mo na mga realities? A: Noong nasa pre-service ka pa, parang it's too good to be true pero nung nasa real scenario ka na, doon mo makikita talaga 'yung totoong takbo ng teaching career mo as a trained teacher po na— pero at the same time lahat naman ng mga sinabi sa'yo o in-orient sa'yo during your pre-service years ay nangyayari naman talaga in reality kaya lang po ay kailangan we are prepared. So ang magiging key lang siguro nun, to match or to suffice the experiences that you have in your pre-service and your expectations as well is to be prepared always na there will always be a place for change, na hindi ka dapat takot na mag-adapt sa changes kasi po 'yun ang usually nagiging problema na nasanay ka na ganito, ito ang na-orient sa inyo, na ganito ang trabaho mo, pero hindi eh, naiiba siya sa reality kasi nga iba-iba tayo ng sistema, Ma'am. Kung ang sistema sa kunyari sa private school tayo nagtapos, ito ang minulat sa atin na sistema pero pagdating mo dito sa ibang work mo sa public school let's say ay iba 'yung orientation kumbaga iba-iba kais tayo ng school culture, ng school climate, so doon po nananago, kaya lang talaga as teachers, we have to adapt to it and we have to make ourselves welcoming to all changes po. Q: 'Yun, Ma'am, we're done. Thank you so much po!	
--	--

Participant (InS) #6

Original Transcripts	Emerging Themes
Q: Ma'am when did you start teaching? A: Actually, Ma'am, I was teaching na when I was 18. Parang pakonti-konti mga pre-school, so parang sort of experience lang. Pero I started talaga when I was 21, after graduation talaga nung college.	Started teaching 18y/o for community service. Formal teaching when 21 y/o last 2005.

Q: So formally ahh nagturo ka na talaga? Anong year ‘yun, Ma’am? A: Yes, 2005 ang una kong naturuan is elementary then after nun HS na.. for almost 10 yrs sa secondary ako nagtuturo. Then nagstart magturo sa college. Q: And then, Ma’am, nung nagturo ka.. so galling ka ng college pre-service then in-service na? Paano mo mam mana-narrate yung experiences mo as in-service teacher? A: Actually, napaka-laki, mam ng transition. Kasi ibang-iba ang HS sa college. Kasi sa HS more on, yun bang mas close ka sa bata kasi ‘yung concern mo sa knaila.. iba kesa sa college. ‘yung bang pag hindi pumapasok tatawagan mo pa, something like that. Pero nung nasa college na.. nag-adjust rin ako sobramg laking adjustment kasi po parang yun talagang dapat, I mean hindi naman talagang dapat, you just have to show them na isa ka talagang... a professional teacher. Kasi para bang feeling ko hindi ka irerspeto or hindi ka igagalang kapag medyo... alam mob a yun, Ma’am..... then after nun, Ma’am, during ng in-service ko, ano na ako teacher, naging malaking help yung college years po, although old curriculum ‘yun, ma’am eh, eh medyo nanibago rin ako kasi nga medyo new curriculum na ang ginagamit sa atin. Pero at least magkaano pa rin siya,kasi ‘yung principles of teaching, kung paano mohahandle yung students, yung behavior rin nila.. kung paano mo hhandle yung students, and then ‘yung kung papaano ‘yung standards mo as a teacher. Kung ibababa mo ba o itataas mo.. ganon. Q: Ma’am, may kaibahan ba ‘yung pre-service at tsaka in-service? Yung training mo nung pre-service at in-service? A: Yes, Ma’am, kasi maam nung pre-service pa lang. ‘yung kasi mam, more readings ka p al ng itinuturo lang sa’yo kung ano ang gagawin mo.. wala ka pang yung alam nyo mam yung parang as in actual na gagawin. Hindi katulad nungnag in-service na talaga ako, Ma’am, na don ko talaga nakita ibaaa talaga siya kasi nagagamit	Elementary teacher as entry level then transferred to college Big transitions from pre-service to in service. You must be concern to the students not only in their academics but also to their situation. Pre service teaching was a great help during in service. Though there is difference in curriculum but the principles of teaching are the same. Pre service is more on readings. They taught you how to do it however Limited time to practice the concepts. In service is a different world. There you need to use your skills in actual. The reality in in service is, there is different feeling, tiring but fulfilling.
--	---

mon a skills mo.. although noon, alam mo kung paano pero iba pala talaga pag actual na.. Q: Ano ‘yung reality mam na nadiscover mo? Nung nasa in-service teacher ka na? A: ahhhh..... yung relity po, na iba pala yung pag ikaw na mismo yung gumagawa. Iba ang feeling, Although feeling mo pagod ka.. very tiring but at the same time very fulfilling. Q: So in terms mam of the tasks, your activities and responsibilities that you perform at work, so right now, mam and previous months so ano yung mga tasks na pineperform mo as a teacher? A: Actually, Ma’am ang una kong ginagawa is yung nagpeprepare ako ng lessons for the following... actually isang lingo pa lng.. may pagka-ano po ako sa schedule eh.. yung note book ko may mga dates tapos may nakalagay kung ano po yung gagawin ko, tapos kapag nagawa ko na.. then iccross out ko na siya. Then pagdating naman po sa mga subjects.. I see to it po na naiintidihan po nila. Although lalo na po sa English enhancement, especially nung... lam nyo naman o kapag English enhancement, so hangga’t hindi nila natututunan ‘yung isang topic, hindi po ako nagmomove pag alam ko na alam n anila tsak lng po ako nagmomove.. sa next subject. Kasi mahirap rin po talaga magturo lalo kapag parts of speech. Don ko rin po narealize na ib apa rin po talaga na iba kapag ikaw na ‘yung gumagawa.. ib ayung naririnig mo lang sa experiences nung iba.. na dinidiscuss rin po ng prof naming noon, nag anon, pero kapag ikaw na pala talaga ang gumagawa, makikita mob a.. actually ang hirap rin po magtimbang, hindi mo malalaman kung magiging strict ka ba or you going to set a standard, or kung medyo ibababa mob a ‘yung standard or something like that. Q: So, mam, nagpe-prepare ka ng lesson, tapos nagdidiscuss ka.. tapos nasabi mo nga na is parang nagbibigay ka irn ng remediation. Let say mam outside classroom na ginagwa mo as in-service teacher?	As for everyday task, she prepares lesson. Teach Do scheduling of what to do. Conduct remedial classes. Different scenario when experiences were just shared and when experienced. It very difficult to set standard. Another task is engage in research. That was the big challenge, because no research during preservice teaching. Advisorship is another extra load. Community service Professors in her time were bookish.
--	--

A: Actually, mam yung ating research. Actually nung pre-service pa ko wala pa nung research... so pagdating ko rin dito ng enverga.. dapat pala at least every may isa ka man lng na research parang professional growth mo na rin. Yun po yung pinakang ano, then meron ding mga pagkakataon na kinukuha akong adviser, ng mga ilang orgs. Q: How bout community service, Ma'am? A: yes, Ma'am, kagaya nga po nung sa atin, Ma'am..sa ransohan, sa aeta, sa tongco, and then yung feeding program, meron rin po tayo nun medical missions po. Q: So mam yung mga namention mong activities related sa work mo in-service? Yung mga skills ba na ginagamit mo natutunan mo nung pre-service ka? A: Sa libro, mama ,to be honest naririnig ko lng siya sa prof ko. Medyo bookish talaga sila nun kung ano yung nakikit anila sa book yun yung ididiscuss nila. So siguro nagging foundation din po, sabi ko nga kanina iaba na talaga kapag ikawna yung gumagawa, mas marami po akong natutunan nung in0service nap o ako. Q: So ano mam yung gamit nagamit mon a skills nanatutunan mo and then nagagamit mo? A: yes, mam, sa pagtuturo po ng literature and grammar,. Kasi ano po eh, diba mahilig akong magbasa, then sabi ko nga kaya kumuha ako ng PhD in lit para mas maimprove ko rin po yung way of teaching ko kasi ibang-iba kasi iba talaga pag PhD napo. Nakakatuwa kapag kasi yung ginagawa naming sa PhD classes gingawa ko na rin kapag nagkklase ako. For example yung pag-aanalyze ng mga text ng mga behind nung text. Kais mam dito yug estudyante natin kapag pinabasa mo ng isang lit work or tula, or isang poem ang babaw ng pagkakaintindi nila.. so doon po I'velearned kung paano nila titingnan sa ibang angle. Ibang perspective. Example mam nung nakaraan 'yung return of the screw, don sa aming isa.. it is a book, avery old book, napakahaba po ny apero don sa dicussions po nung ginawa naming sa PhD class naintindihan kop o kahit hndi ko halos lahat nabasa.. pero yung mga	Reading and writing skills were taught based on the books. Those were just discussed by the teachers but she learned that when in service teaching. She practiced the reading and writing skills in literature and grammar classes. She enrolled in PhD program to enhance her reading and writing skills. Analysis of text is an example activity to practice the reading and writing skills. Reporting and explaining the text Posting of questions Time management first learned in pre service.
---	---

strategies ng aking prof yun po yung ginawa ko para maintidihan nila yung sa Phil lit. Q: Ano mam yung ginawa nyong strategies? A: So although, may nagreport po mam, tapos after po nung nagreport nag explain pa rin ako sa kanila tapos natanong ako sa knila po, sige ano yung pagkakaintindi nyo don sa title, kasi di ba shot life of tiny shrimps, kung makikita nyo medyo malayo, yung title don sa kwento so ang tagal nila nag isip.. so nung medyo nadidiscuss ko na sa knila piece by piece medyo naaano n apo nila... nagegets na nila tapos yung deeper meaning kung ano yung mga meaning nun.. like kung ano yung pakikipaglaban para sa kalayaan.... Q: Ah ok, then dersto natin kwento mo, what hve you experience in terms of matching your reading an dwriting skills learned in school and now that you're in th e work place? A: Actually, nung dati, siguro yung una ko ng nagtutunan nung pre-servic pa lng, is yung time management po, kasi ayoko o talaga yung malalate ako sa work. Since nagstartn po akong magwork never pa kong malate kasi parang malaking flaw yun sakín kapag nacheck pati po sa mga submissions. And also yun pag gaw amo ng isang bagay na kailangan isasapuso mo. Kasi diba minsna kapag busy na tayo we're thinking of the negative stuff hindi natin nakikita yung kung ano bang kahihinatnan nito n apara din sa atin. Q: mam, let's say, katulad naman halimabawa na meron kang requirements or requirement, ahhh written output or writing materials, paano mo ginagawanng paraan yung kapag hindi ka oreiented don sa rewuiement yun po bng tipong kaunti lng yung background knowledge mo? A: Ahmmm ano po, I'm looking for other references or infor mation, kasi katulad po nung nagging in-service teacher ako marami akong na-encounter na mga sabhinna na mga bagong responsibilities na gagawin na hindi ko pa po nagagawa noon. So pag hindi kop talaga alam, I try to research and I try to ask someone about it. Yung mganakagwa n apo dati. Hindi po ako nahihiyang	Don't want to be late, coming to school or even submission of reports. Second is, love what you are doing. Don't think of negative stuff. In terms of matching reading and writing skills, looking for other references is the best way. There were new things in service teaching require so you need to research, self study and ask question to colleagues. Not yet satisfied because she wants to learn more for personal improvement. Find it difficult to teach writing because of the kind of students, at risk and challenging. Finding ways to enhance their interest in studying reading nad writing. Question herelf in terms of her effectivity
---	--

magtanong kasi kung agagwin ko at mali naman pala mas nakakahiya yun. And then more on readings po then reresearch po. Looking for other informations po. Q: And then, do you feel your skills and experiences match being in-service teacher? A: Pwede po bang 50/50 kasi parang hindi pa rin po ako satisfied eh kasi I want to learn more. Gusto ko pa pong maimprove. Q: So in terms of the very basic skill na reading writing? Ano pa yung yung realization mo based sa experiences mon a gusto mo pang strengthen and improve? A: yung sa nao, mam, kasi to be honest medyo nahihirapan poa kong magturo ng EN102 lalo na kapag yung mga estudyante po, mam ay.. hindi katulad nung madali siya kung mga estudyante mo ay magaling makap-pick up ng subject. Pero nung mga past sems po ay napapatapat sa kin ay HRM, Criminology, Maritime, so sabi ko ano kaya yung way pa ang pwede kong gawin para lalo silang ganahan magwrite, reading and writing ganon po.. Kasi actually po ang mga bata ngayon ayaw na talaga magbasa.. mapipili nyo talagang.... Yung may skill sa reading and wrting. Eh yung mga napapatapat po sa kin. At risk and challenging. Minsan po ang sabi ko, effective na teacher ba ako kasi parang walang pumapasok sa kanila.. mga utak sa mga tintuturo ko. Kapag cinecheck ko po yung writing nila... makikita ko parang wala naman akong tinuro na ganito. Medyo nababagabag ako, na how will I teach them? Paano ko pa sila matuturuan ng more reading and writing skills na hindi sila na... alam nyo mam yung, hindi naman ka-perfect pero yung magaagmit nila pagdating ng panahon. Q: Mam yun n terms naman po nang pagiging learner mo? Sabi mo mam kanina, pagiging PhD student mo? Ano yng nakikita mo naman po sarili mo for you to finish the course? The program? Ano pa yung mga skill na gusto mo pang idevelop?In terms of reading and writing?	How to teach students the readinga and writing skills that they can use in the future. She wants to develop her critiquing analysis skills. How she treats her students is one of the changes she discovered about herself. Patience
--	--

A: Ahh siguro more on pagccritic.. gusto ko talagang matutunan yung criticism. Yung deeper way of criticism, hinid yung nakita mo lng may ssbihin ka na.. yung behind that, Ma'am, ano bang meron sa likod ng isang bagay na ito. Gusto ko pong matutunan 'yung mag-aanalyze at magccritice kasi natutuwa po ako donsa mg aprof ko kasi para silang minsna nga po na aamaze ako kasi ang gagaling nila nakakalimutan kong magjut down. Yun pot as deredretso. Q: SO more on critical thinking.. and then mam what changes have you seen yourself go through during your working years? So ilang years ka na maam nagtuturO?You said mam 2001 when you were 18 yrs old so balik natin mam ano yung nakita mong nagbago sa'yo? A: Actualy, mam yung sa bawat level, o tinuturuan ko na pre-school na parang baby ang approach po ba, then pagdating ng elementary ganon pa rin naiba pa ring approach. Nung pagdating ng HS tough ng konti medyo strict po ako nung HS e then pagdating college ang pionaka nabago asa'kin, Ma'am yung patience po, parang hunaba yung pasensya ko. Kasi iba pala talaga kapag college po talag.. kasi nung HS teacher ako may pagka ano ako e ako yung typical na techer na, no you have to finish that and submit it to me. Nung nandito sa college, kasi yung aking katarayan ay medyo nabawasan... ng kontii although strict pa rin naman... I want tio be strict po kai, pero hindi naman yung maooffend sila.. siguro po yun po yungnabago sakín humaba po yung aking patience. Q: How about mam yung sabi kanina yung pagtuturo yung sa.. in relation sa pagtuturo mo yung pasenysa mo, pag nagawa mo ng materials? Mam nakita mo ban a nagbago ka in terms of your reading and writing skills? A: Yes, mam, kasi before don sa school na pinagtrabahuhan ko. Mor eon module, so ang bata o magtatanong lng kapag hindi nya naintindihan. So hidni kami lalapit sa bata kapag hindi po siya nagtatanong. Unlike po ditto na kailangan kong mag-aral rin, kailanagn kong basahin to be honest mam nung binigay yung Phil lit sakín nun wala pa akong background nun..	Always do advance reading Self study, when given new assignment Need to be ready and in authority because students believe on them. Reading is all about writing and writing is all about reading. She wants to teach the students to have a commitment in reading. Feel free to read and don't be afraid to write. She wants to teach the students to choose their own topic or materials to read. Lessen the use of technology and have an appreciation of the basic things such as books and pen and paper. Have a courage to write what they feel.
--	--

kaya ang ginawa ako binasa ko lahata at niresearch ko, kung ano ba itong mga authors na ito, sabiko kapag hidni ako nagpunta sa isang klase na hindi prepared.. ako yung mapapahiya parang something like that. So more on nagging ready ako sa lessons dapat alam ko yung sinasabi ko aksi minsan ang bata kung ano inmik ng prof naniniwala talaga sila.. tas pagmamaya may namik kang mali tas malalaman nila parang nakakahiya mam.

Q: So ang ganda kasi nung experience emo mam kasi sa bata, secondary sa college, tapos siguro sa soon sa graduate school makakaexperience ka rin. Mam kung makaka experience or modify tayo kung paano natin maituturo yung reading and writing may idea ka po kung paano mo siya gusting agwin? Strategies? Curriculum? Topic? Subjects?

A: Actually.... Siguro mam yung ano, kasi we all know naman na reading is all about writing..and writing is all about reading. So, hindi ko naman po i-modify parang gusto ko lng magkaroon ng commitment ang bata yung eagerness na wag silang matakot magbasa at wag silang matakot magsulat kung ano 'yung nararamdaman nila about a certain..

Q: yun mam paano mo gagawan yung ganong ano..

A: Oo nga ang hirap eh.

Q: paano natin sila matuturuan na wag silang matakot, in terms of choosing the topic or materials, mam? Yung mga in today magahmit ba natin yung mga technology?

A: Ahhh actually may pagkaano ak sa technology may pagka oldschool ako mam e, gusto ko more on basis kasi iba talaga kapag hawk mo ay book, ballpen at papel parang yun yung gusto kong ibalik. Kasi ang mag bata ngayon may ebook na tapos actually mama nagrerely sila more on google and wikipedia na alam naman natin na hindi reliable lahat so I want them to feel to klearn kung paapno talaga.. the correct way on how to read and write na magabbasa sila.. na yung basic, mama thenalso yung magkaroon sila ng courage na isulat nila kung ano yung nararamdaman nila..na doon mag strat para magdere-deretso na po siya..

Participant (InS) #7

Original Transcripts	Emerging Themes
Q: When did you start teaching, Ma'am? A: Ma'am, I start teaching in the year 2007. Q: Can you recall ano pong nangyari nung mga 1st year of teaching nyo? A: Ahh I had first my teaching career in Holy Rosary. It was fun kasi..... it's a little bit nervous at first because it's the first time that I'll be facing students. But As I go along as time passes by I got.. I mingled already and got into the system. Q: So, how was your first classroom experience, Ma'am, in service teaching? A: At first, I had, I can recall my first day in front of students, Probably I got stuck in 2-3 mins before I utter my word but then, just like what I said when I look at them and saw their interest in passion of learning, the language specifically, the nervousness was replaced with excitement. And I was challenge at the same time. Q: After that, Ma'am you stayed there how many years? A: For a year. Q: And then, after that you transferred here? A: No, after a year,I decided to.. teach in public school, but family's decision is to choose private enverga over the public for some private reasons. Q: So ano yung experience mo sa public compared to enverga? A: Actually, Ma'am, I didn't had a chance.. to teach in the public.. I just had my application, I wasn't yet employed. Ma'am reina actually called me during the day that I was waiting for a call from the DepEd. And she gave me a ring and then, I consulted my family about it, then they said grab this because this is in proximately and particular in our house. And this is a definite answer, Ma'am, while in public, I'm still waiting. Q: Ma'am, can you describe what it has been like being in-service teacher?	Started 2007 nervous at first time mingled with others and got into system. Nervousness was replaced with excitement Challenged by the environment No experience in teaching in the public school in-service is different because apprehensions and anxiousness are still there but this time you are more confident.. you have authority when you are in service teacher

A: Basically in the terms itself, in-service.. is not actually different from being a pre-service because both has/have a the same content, being an in-service is different because apprehensions and anxiousness are still there but this time you are more confident.. because you have the authority, because when you are in pre-service teaching there are still pull backs because you know that there are authorities higher than you.. but this time if you are in-service teaching, ahhhhhh, there is already an authority on lesson planning, on how you motivate your kids, how you apply your strategies and techniques in teaching, the language in particular. And handling also behavior of your students. Q: Ilan taon napo in total yung including the other school na pagtuturo mop o? A: Ahhh almost 10... I graduated, 2007 and then I was employed at holy at 2007 until march 2008, June of 2008 till now in enverga. Q: Can you tell me the tasks that you perform in work? A: Ahhhh there are lots of tasks.. basically as a teacher, I act as a facilitator, motivator, designer, planner, counselor, adviser, mother..... everything into 1. Q: Ano yung mga specific na ginagawa mo inside the classroom? In relation to what you acquired in pre-service teaching, Ma'am? A: I see to it that those that I have learned when I was in pre-service teaching as much as possible apply it also in service teaching because it was my grounds of what will I'll be facing. As I become in service teaching. Q: As comparison, MA'am, lahat ba nang ginagawa mo ngayon as in service, natutunan mo siya way back in pre-service? A: Not all, when I was in pre-service, everything was Ideal.. was into perfect. I realized when I become a teacher already, that not everything the I learned and I learned from books and from my teachers should all be applied because it's still, something to do with the flexibility and the type of learners that I face every now and then.	Authority o lesson planning, motivating kids/students and applying strategies and techniques Teaching for almost 10 years Working as a teacher, facilitator, motivator, designer, planner, counselor, adviser and mother. In pre service, everything was ideal and into perfect. Not everything was learned from books and from teachers. It should be applied. They should learned flexibility. Not everything was learned from pre service teaching. Adjustment
--	---

Q: So in that way, Ma'am, how do you match your skill, into the requirement of the workplace.. let's say your reading and writing skills you learned in school and now that you learned in the work place? A: Just like what I said a while ago, Ma'am, ahmm not everything that I learned in pre-service teaching is or needs to be applied in the in-service teaching. And what I have experience already from it was, that I need to be flexible.. and not that everything that I learned or picked from my pre-service teaching.. can be exactly or a 100 percent be applied. And I need to be flexible so therefore I need to adjust. And I need to find ways on how to fit because basically in the in-service teaching what matters most is from my learners. Because teaching is all about learners. Just like what our learning process is the center or the focal point always goes with the learners. So, even though I have set my ideals in life and philosophies in teaching if it doesn't go or goes with my learners, still it's a crap, it doesn't matter. Q: Can you recall a situation affected your experiences in terms of matching reading and writing skills in the work place? A: There are lots, Ma'am.. ahh not so exactly lots but there are some few.. one vivid thing or situation was basically what I've said my tailoring or my matching of my reading and writing skill in that type of learners I have. So I will still go on the basic ground that I have said a while ago. It's affected that I have set already my strategies and so on.. But I need to still know who are the audience and I talk of the audience or the learners I have everyday. So I need to adjust.. I need to go with them. Q: Do you feel your skills and experiences match being in-service teachers? Comparing your training way back in college. A: Yes, Ma'am! But not so definitely but yes it is. Just like again what I have mentioned, I need to pick some of it the I have learned. I need to match it with student learning competencies. But at the same time without sacrificing, what they really need as they go out.	Teaching is all about learners. Set aside the ideals and philosophies in teaching if it doesn't go with the learners. Tailoring or matching of reading and writing skills When there is set strategies Need to adjust with the audience or learners Tried to match her reading and writing skills with the student learning competencies Rooms for improvement Needing of lots of strategies Go along with the students. Develop passionate, interesting, active, not afraid to commit mistakes students Facilitator and teacher who plan the activities and need to learn the language.
---	--

Q: And then in what specific do you feel you need to strengthen your reading and writing skills? A: Yes, Ma'am, meron pa po, there are always rooms for improvement though I am in a decade already of teaching I still believe that i am still needing of lots of strategies and approaches cause our learners right now are millennials so we have to go along with them because if not they will not be passionate enough, there will be no zeal of interest from them especially that my subject is English and so students right now cannot... they are not interest anymore to learn the language and so they just they just tend to be quiet every communication recitation.. they just tend to be passive already and they are not active.. mainly because the reason is.. they are afraid to commit grammatical errors or flaws.. so as teacher probably I will go back to the few questions we had, as facilitator and teacher we really have to plan activities that will probably tickle their interest. That will ahhh get into their interest.. and really embrace it. Because they need to learn the language. Q: And then how about, Ma'am.. professional world? Continues education.. do you have or are you planning to continue a post graduate education? A: Ahhh I just had my post graduate.. and I just started last summer, Ma'am at SLSU, Lucban.. And I am in my terminal sem.. hopefully... and by probably by next sem I will have my comprehensive exam. Q: then, personally, Ma'am.. How are you as a student then in terms of your post grad education? A: ahh when I was a kid. Back then I really always, try to be competitive so even though I am a teacher I still consider myself as a student every Saturdays. And I am still having that hunger in education. Because I believe that teaching is continuous and never ending process of learning. There's always hunger for knowledge, and I am really listening to my prof attentively.	taking masteral as part of professional growth being a student, be competitive and have a hunger for education Learn to be flexible and patient The best writers are also best readers. They are spouse skills Handled publication/ adviser
---	---

Q:What changes have you seen yourself go through during your working years? A: Ahh I learn to become patient because students now are a liitle annoying.. and I need to be because they are my students I consider them as my kids, I learn also to be flexible, it really matters most because if not.. even though you set already your aspirations or goals, but you need really to be flexible because it comes of always with the appropriateness or suitability of everything you do with the learners that you have. Q: Ma'am, how about your skills? Let's say particularly in reading and writing? A: Ahh bcause I believe mam that best writers are also keen readers, because they are spouse skills, when you know how to read, you also that ability to write. So I learn also how to be vivid reader or writer. Because in the dept I also handle the publication. So I am also the adviser so I really need to harness that skills because ofcourse I am talking of English in discussing I'm handling the subject. So Ineed to focus on the 5 macro skills including reading and writing Q: Do you also write? An article? How was the experience mam? A: Here mam in the dept I am not yet releasing but way back in college I am one of the staffers of the mentor in the college of educ. Basically, I describe myself as a speaker mam rather than a writer I tend to speak more because also way back in college I joined extemporaneous speaking, and Iwon there more than I writing but also in elementary day I was also a staffer. I attended conferences but I tend to express more of my thoughts in oral than in non-verbal or written. Q: If you will be given a chance to change how to teach reading and writing? What would it be? A: mmmm basically again in my 10myrs I can see that teaching reading and writing including listening speaking and viewing skills, will become successful if the strategies and approaches of the teachers will be appropriate to what theyare teaching. If I have the	Experienced being a staffer in collegiate Attented conferences to express more thoughts Teaching reading and writing with speaking and listening will be successful if will be appropriate to they teaching. Give intensive training to language teachers. Use right approaches to teach reading kids. Revisit the curriculum Limit learning competencies appropriate to the students when they go out to the real battles. Learners need life long learning Creative Critical thinkers Analytical thinkers
--	---

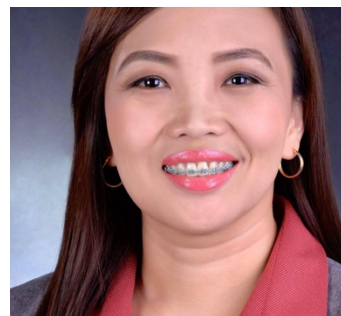
power, I may suggest to the authority in the dept of BED personally it should probably more an intensive training for teachers and language teachers to what really are the right approaches because there is no perfect approaches but what could be the most appropriate approaches that we may employ to our kids when we teach reading and writing in particular. Probably aside from intensive training for the teachers we could probably go to the revisiting of the curriculum.. somehow, and we should also pick only some learning competencies on which we believe as teachers.. as mentors are only appropriate for kids when they go out to the real battles.

Q: Talking about that mam, what are the things that you saw and experience with your kids or students that they need in terms of going out? Or facing the real worlds

A: I think mam our k12 or the learners now need are the life longer skills like learning to be creative, critical thinkers and analytical thinkers so I think that's the skills they need more than our previous once have.

ABOUT THE RESEARCHER

MARIA AZELA LOPEZ TAMAYO



School/Academic Rank as of Last Ranking:

MS Enverga University Foundation Lucena City

Assistant Professor IV C

Specialization

Language and Literature; Educational Communication;

Reading Education; Curriculum and Instruction; Technical Writing; Business Communication

Dissertation Title: School based and Workplace Literacies among Teachers.

Educational Background

Degree	School where obtained	Year obtained
Doctor of Philosophy in Reading Education	Philippine Normal University, Manila	2017
Master of Arts in Education Major in English	M.S. Enverga University	2007
Master in Public Affairs- Education Management 12 units	University of the Philippines, Los Baños, Laguna	2003
BS Development Communication- Educational Communication	University of the Philippines, Los Baños, Laguna	1999

Scholarships

Dissertation Grant, CHED K-12 Transition Program, 2016-2017

Master's Thesis Grant, Fund for Assistance to Private Education, 2007

Employment History

College Faculty 2002- present
College of Arts and Sciences
MS Enverga University Foundation
Lucena City

Professional Affiliation and Position Held in Associations

American Studies Association of the Philippines, Member; Philippines Association for Graduate Education, Member; Humanities, Social Sciences, and Communication Council of Deans for Region IV-A- Member; Center for Educational Measurement, Inc., Consultant; International Reading Association, Member; Reading Association of the Philippines, Member; UPLB Alumni Association, Member; UP Alliance of Development Communication Students, Charter Member.