Pre-Service Teachers Principles in Literature Planning

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Abstract
It has been found that teachers who showed enthusiasm towards teaching in which they were found to have a positive disposition towards the course content tend to transfer their passion to receptive students. They constantly make split-second decisions in relation to the intentions they have brought to the teaching situation and make intuitive moment-to-moment assessments of student reactions. Using mix method approach, this study tries to explore the principles of the aspiring teachers in lesson planning, uncover the features of their plans and evaluate their insights about their own plans which may serve as predictors for their future classroom performance as pre-service teachers in order to respond to the call of 21ˢᵗ century teaching.

Keywords: lesson plans, literature teaching, performance, pre-service teachers, principles.

Introduction
It has been found that teachers who showed enthusiasm towards teaching in which they were found to have a positive disposition towards the course content tend to transfer their passion to receptive students. Therefore, in the teaching profession, teachers have the most crucial role in moulding learners towards betterment. Teaching is a complex, multifaceted activity; often requiring instructors to juggle multiple tasks and goals simultaneously and flexibly. Their powerful set of principles can make teaching both more effective and more efficient by helping create the conditions that support student learning and minimize the need for revising materials, content, and policies. However, implementing these principles requires a commitment in time and effort which tend to be critical on the part of the teachers.

Teachers act as they see fit according to circumstances they find themselves in. They constantly make split-second decisions in relation to the intentions they have brought to the teaching situation and make intuitive moment-to-moment assessments of students' reactions. *What plan leads to learning/ are the students improving in their proficiency? Do they understand what the teacher says? Do they learn what the teacher teaches them? How will they respond to the teacher's intention? Does the teaching help make progress* (Stern, 1992)?

In Rizal Technological University (RTU) College of Education, students take professional education subjects in which they are trained to prepare learning plans (LPs).

Lesson plan (LP) is an important predictor or basis of possible actions of the students during their pre-service training (practice teaching). LPs are the blueprint in delivering lessons. Although, teachers in the K to 12 program are no longer required to prepare comprehensive or

detailed LP, the issue on the LP, teaching and underlying principles of the students in the preparation of lesson still matter. Thus, this study tried to explore the principles of lesson planning of the BSE English major students which may serve as predictors for their classroom performance as pre-service teachers. Specifically, questions such as what are the pre-service student teachers' principles in lesson planning, literature and literature teaching? What are the general features of their LPs? And, what are their perceptions of their LPs were explored.

Through the study, possible problems in the teacher education program specifically the sources of the classroom deficiencies such as their principles that shape their concept of lesson planning and literature teaching were uncovered. While the students' bases of decision making may provide the administration data in the improvement of the teacher education curriculum, reinforce the faculty's teaching of literature subjects and cooperating teachers maximum assistance to the students during their pre-service teaching. Moreover, this study may serve as a reference in evaluating the nature of aspiring educators and their teaching performance.

Methodology
The study utilized both the quantitative and qualitative approach of research. Specifically, the study used descriptive method which involves description, recording, analysis, and interpretation of the present nature, composition or process of phenomena (Calderon and Gonzales, 2012) where descriptive survey was employed to gather data relative to the principles and perceptions of the respondents. Likewise, content analysis which deals with documentary materials such as the lesson plan was employed to determine the possible performance of the respondents in their pre-service training (Garcia, 2013).

Description of the Respondents
In the conduct of the study, thirty two (32) female and six (6) male with a total of thirty eight (38) third year BSE-English major students whose age ranges from 19-34 who were enrolled in the Professional education 9: Principles of Teaching subject during the first semester were the subject of the study. In terms of social status, one of them is already married while the rest are single. A number of them are working in which a few are Sunday school teachers while the rest are full time students.

The BSE-English major students were chosen as respondents of the study since they are at the advent of practice teaching. Thus, rigid training in terms of lesson planning and actual teaching through demonstrations are imperative other than the reflections they need to make in order to ground themselves of the realities they may encounter during their practice teaching.

Instrument Used
Part of the Professional Education 9 subject is the lesson planning in which the respondents are required to produce sample lesson plans. Their LPs, which is part of the course topics was the main instrument in the study. A survey form for their principles in lesson planning, literature and literature teaching and perceptions of the lesson plans was also made, validated and utilized.

Data Gathering Procedure
The LPs written by the students in their Professional Education 9 subject were evaluated. After their submission of the LP, the students were requested to answer the survey form. Data from the survey were tallied, analyzed, interpreted, summarized and presented. While contents of the lesson plan were qualitatively analyzed, interpreted and summarized and presented.

Results

Principles in lesson planning
When the respondents were asked of their principles in lesson planning, they responded that a lesson plan is:

…a path for better understanding, … is a vital component in teaching, … involves careful decision-making, … means variety of teaching methods and strategies and should be flexible, …touches all aspects of every individual, …the most crucial part of teaching which should be time bound and serves as the written way of teaching, …should guide the teachers in stimulating the higher order thinking skills, …is putting oneself into the shoes of the students: Should be student centred, …is incorporation of higher order thinking skills, …is a blue print of the teacher in his/her lesson development, …should be organized according to objectives and information are related to discussion, …objectives must be attainable, …must be relevant and time-bound, …should be skills-based, …should be specific and must address a specific need of the learners, …contains the three domains of learning, …lesson plan is flexible, …is the way of organizing or managing the lesson, …should emphasize the expected outcomes

The respondents have a clear view and principles in lesson planning. For them, an LP should be systematic and yet flexible and realistic. It should have clear objectives and at the same time triggers the higher order thinking skills of the learners. Thus, it must be relevant and addresses the needs of the learners. One could also notice that the respondents' principles in lesson planning are geared towards **student-centred learning** in which the primary concern is the welfare of the students.

Principles in Literature and Literature Teaching
When they were asked on their principles in literature, they responded that literature:

…Represents the language or people culture and tradition, works of creative imagination, bridge the gap in developing skills, literature is life, developing and cannot live without history, a vital part in learning since it is one of the topics where it is easiest to cultivate the affective domain of the child than the others, the story of man and his ambitions, ideals and aspirations. Thus, it depicts the way of life of the people., not just a mere compilations of stories with lesson written in different manner, different context, by different authors in different times which lead to reality., Diary of a great history. It tells of life and the way of life itself from before up to the present, Evidence of People's experiences which teaches morals and provides understanding of one's view of life and their way of living, Literature is the way of life of every people either in the past or present situation. It describes how people are connected., Must depict the culture that a person share with and must be used to incorporate the learning of the students in the present time, Outline of differing value system in the Philippines, Literature restores history and portrays life, Literature is the easiest subject because of the many strategies and methods in teaching.

The respondents no longer look at literature as a mere subject of cognitive study but presents a deep connection between history and man. Literature may be interpreted in different ways through the culture, values and traditions that envelop it. The result implies that the respondents' view of literature is no longer the technical or superficial definition/ level but an in-depth realization of the subject. Thus, their belief in literature encompasses a 'beyond the text' understanding which entails a strong background on literature- a depiction of life geared towards appreciation and evaluation which is culture-based.

While teaching of literature for them should:

…Have different interpretation, Wide range for everyone, Easy yet takes time, Should not be for disciplinary purposes but should be a preparation of the students for their overall lives, careers and for moral and

ethical thoughtfulness, Interpreting literature, Relating to real life situation, Requires knowledge and selection of materials, Requires a lot of readings, is fun, to link other stories related to the topic to broaden the knowledge gained on that day, Teaching the students values and other things which can be found beyond the surface of the stories teachers tell them, Gives a deeper context into the lives and livelihood of people distinct from ourselves. It should relate and affect the life of every student, its connecting their lives to literature, letting then be part of it., To change the perspective of the learners about literature by making the subject interesting and up to date with the use of technology, Teaching literature should not only be reading and boring. Learners must see themselves in the lesson, Literature teaching should affect the lives of the students, It is making sense of the story to the reality or present way of living, Must be seen by relevance of context, Should have connection to modern context: relevance to the receiver, values of the story must be intact and very prevalent in the lesson. Should be applicable to the real life of the learners, More than the elements, authors background, vocabulary building it focuses on the appreciation of the value of the value of life are the primary consideration, Literature teaching is experience based not fact-based,

The responses disclose the congruency between the respondents' principles in literature and literature teaching. Since literature presents life, it should be taught via experience. It should not be for disciplinary purposes but should be a preparation for life, career and moral and ethical thoughtfulness. Hence, it should touch the lives of the learners through real-life discussion where values, cultures and traditions are extracted. The result also reveals that the respondents have high regard on the learners' experiences and the discovery of personal meaning and relevance.

General Features of the lesson plan
In the quest of uncovering the respondents' bases for teaching, the following areas were evident in the plans:

The list of **objectives** under cognitive domain include *familiarize, identify, analyze, deduce, explain, understand, distinguish, determine, define and compare and contrast, depict and infer.* While under the affective domain, the verbs used were *relate, get the moral and internalize.* The psychomotor verbs include *perform, participate, retell, create, sequence, develop, synthesize, device and link/ integrate.*

In terms of **classroom management,** the LPs revealed that as early as the beginning of the session, routine activities such as prayer, greetings, setting up of the classroom, and checking of attendance were employed which in turn established a certain discipline manifested classroom management. Thus, organizing the students, space to prevent or minimize behaviour problems that would interfere with instructional time was considered. The respondents used moderate preventive measures approach which corresponds to management functions at the beginning of the lesson.

The **strategies** included **motivation** such as: *character identification, picture explanation, arrangement of events through picture, video presentation* (about greed), *sharing of experience* (who has best friend? anyone among you who joined marathon or running competition?) and even *through games* like charade, relay, picture identification, word completion.

The **vocabulary building** which aim to enhance the vocabulary skills of the students were employed in the study. Such include: *matching type, definition of terms, context clues, synonyms, and game.*

In the **presentation** of the lesson, *identification of elements* through picture, *predicting outcomes, jumbled words* to reveal the author, *loud and silent reading* of the parts of the story, and *reflection* (do you believe with the saying that there are only two kinds of people on earth? revealed an orientation or exposure to the selection to be discussed.

In the **discussion** part, the list of questions based on the taxonomy of questions according to Fraenkel (1973) was asked.

Table 1

Taxonomy of Questions	Sample Questions
Recall	*What specific type of literature does the story belong?* *Who are the characters?* *What do you call those stories that the primary characters are animals?* *What are fables?*
Descriptive	*Describe the main characters* *How did the turtle respond?* *How do you find the story?* *Then, what happened next?* *What are the characteristics of the turtle? monkey?* *How did the turtle defeat the monkey?* *What did the turtle do with the monkey?*
Explanatory	*Other answers?* *What is the moral?* *Why do you think fables use animals as characters in stories?*
Judgmental	*Do you think the division of banana is fair? Why do you think so?* *Do you think the monkey is right to accuse the turtle of deception?* *Is it right to hurt someone physically just because you think s/he has done something wrong against you?* *Do they deserve the consequences of their actions?*

The type of questions asked during the discussion was generally recall and descriptive questions. **Synthesis** and **open-ended questions** did not appear in the plans. The result clearly indicates that the majority of the questions asked in the **low level reflected memory** questions. While Table 2 shows the techniques used by the respondents in asking questions:

Table 2

Type of questions	Sample questions
Rephrasing	*What do you think is the purpose of the author in writing this kind of story?* *What do you think is the reason why the author used fable?*
Sequencing logically	*What did the turtle do?* *What happened in the story?* *How did the story begin?* *What is the rising action? climax? falling action? how did the story end?*
Requiring abstract thinking	*Is it interesting?*
Varying types of questions	*Other questions?* *Can you give some examples?* *Have you experience the same thing?* *Fable is…?*
Asking non-directive questions	*Do you think the division of banana tree is fair? Why do you think so?* *Has anybody been rude to you? How does it feel? How do you think the turtle feel?*
Assessing student comprehension	*What can you infer with that?* *Do you understand?*

Source: adapted from SEMEO Innotech (1994) The Interactive Instruction Series for Teacher Education

The respondents frequently asked logical sequencing questions. As unveiled in the result, logical sequencing is a good strategy in questioning since the topic is a story. Thus, details are very important for the respondents in arriving at the message of the story.

It could also be gleaned that the questions asked were more on the elements of the story which start from *literal or low level* and includes *memory questions* or those that require *simple recall* leading it to an inductive mastery learning strategy.

Notice that another evident feature of the discussion is the lecture part of the teacher:

…so the story we read is what we call fables. And when we say fables, fables are a story wherein the characters are animals and give moral lesson at the end of the story.

On the other hand, the opinion of the teacher was also evident.

…after all bad are still at stake whatever happen…But remember, forgiveness and acceptance must always have.

While statements such as *ok, all your answers are correct, yes! Very good. What else? Exactly, very well said, very nice answer,* recognize the learners answers and encourage open discussion.

In the **enrichment** activity, groupings where multiple intelligences (slogan, song, acrostic, etc.) was used. Also, *game:* the first group to list the most number of fables they know wins the game was also utilized. While in some LP, *written activity* such as Recall important details in the fable, and fill out the plot Summary Worksheet below…were employed.

The **generalization** part is the summary of the lesson usually done through definition of the concept.

Valuing section was uncovered through *reflections* (reflect on the statement and share experiences: try all possibilities before ending up on anything, do not do unto others what you don't want others do unto you, do you have a friend like the monkey or the turtle, selfishness is not living as one wishes to live, it is asking others to live as one wishes to live-Oscar Wilde, cleverness is serviceable for everything, sufficient for nothing, Give and take) or *question* (what truths can we learn from the story?, why do we need to analyze the theme, the characters, the style and the plot of a fable?, what is the significance of the story?) or sometimes through *group activities*.

It could be gleaned that the tests in the **evaluation** were all teacher-made tests which were categorized as both subjective (essay) and objective tests. The multiple type of test usually range from 1-5 items which are basically literal questions. While the other type of tests were performance-based. Although the types of test were dominantly paper-based test, their concept of assessment could also be via performance tasked.

The table below shows the type of assignment written by the respondents.

Table 3

Type of Assignment	Frequency	Percentage
For previous	6	50%
For next topic	4	33%
Both previous and next topic	2	17%
Total	12	100%

6 or 50% of the assignment were about the discussed topic. The assignment questions revealed that they were mostly continuation of the lesson, supplementary or enrichment lessons which help the learners expound ideas and reflect on the discussed topics.

4 or 33% of the assignment were orientation to the next lesson. Questions such as: *Do an advance reading on modals, Read the story about "My Brother's peculiar chicken"*

The remaining 2 lesson plans equivalent to 17% assigned homework was both related to the previous and to be discussed topics.

Table 4: Student Perception of their Lesson Plans

Characteristics of LP	Yes	%	No	%	Total
Simple	38	100%	0	0	38
Measurable	32	84.21%	6	15.79%	38
Attainable	37	97.37%	1	2.63%	38
Realistic	35	92.11%	3	7.89%	38
Time-bound	32	84.21%	6	15.79%	38

When the respondents were surveyed on their perceptions of the LPs they made, everybody perceived that the LPs were simple, 32perceivedthat the LPs were measurable, 37 perceived that their LPs were attainable, 35 perceived their LPs as realistic and 32 perceived that their LPs were time bound. The result of the study indicates that the respondents seemed to have the steady view on the LPs they wrote. However, objectives and questions asked during the discussion divulge that their principles were not clearly articulated in the plan.

Discussion

Teaching profession is said to be the noblest profession of all. In fact, more than a profession, it is a vocation and passion. Corpuz and Salandanan (2013) said that teaching has its own rewards. Teachers have the power to influence learners and as Henry Adams once said "Teachers affect eternity, no one knows where his/her influence stops." Thus, teachers are regarded as exemplars. Therefore, they are expected to embody certain identities as specified in the RA 4670 or Magna Carta for public school teachers and the CHED's NCBTS.

Having a lesson plan helps the teacher maintain focus and the teacher on track while keeping the kids on track (Panoptical, 2012). In addition, Lardizabal (1995) states that a lesson plan includes framing objectives and choosing subject matter, procedures, materials and evaluation techniques. It involves foreseeing what is likely to happen and choosing experiences that will change the learners for the better. It prevents waste of time and wandering away from the subject matter. However, out of more than 500 presentations at a recent national conferences for teacher educators, none addressed lesson planning. (Coletta and Nancy, 2017).

A lesson plan serves as a guide to the apprentice teacher. It indicates the various achievement to be realized as well as the specific means by which these achievements should be attained. Objectives provide goals to be attained give direction to the class discussion and call for what outcomes to expect. Based on Anderson's revised taxonomy of cognitive domain, the objectives of the respondents fell under the **remembering** and **understanding** which were translated as **knowledge and comprehension**- based objectives under Blooms taxonomy of cognitive domain. It could be inferred that there were more cognitive verbs as compared with other domains. The objectives in the lesson plans were in the lower order which opposes DepEd's K to 12 program which aims to develop holistic individuals.

Moreover, the result discloses a disparity between the principles in lesson planning, literature and literature teaching with the objectives. The principles were specified beyond the expectations while the objectives were only in the superficial level which reflects a discrepancy between their beliefs and the actual lesson plans which leads to the gap between the theory and practice. As observed, the respondents have meaningful and powerful principles in literature and literature teaching. However, the gap between their theoretical insights and actual lesson planning is noticeable. Findings coincide with the result conducted among the student teachers cognition in literature and literature teaching (Besa, 2014) In addition, Cheng et al.(2010) in their study on closing the gap between the Theory and Practice of Teaching: implications for Teacher Education Programs in Hong Kong found that three main dimensions of consideration attributing to the inconsistencies in the conceptions of teaching: pre-training experience, teaching context and student teachers' selections of teaching strategies. Influences from the teacher education program that might close this gap are identified.

Teaching to be effective requires a lot of time, talent, and effort from anyone who wants to pursue teaching. Effective teaching is only possible if teachers would consider the understanding of the complexity of classroom teaching and learn to develop strategies that will enable them to continually evaluate and improve teaching- learning effectiveness. Strategies according to Boiser (2000) are plans or ways to meet or address certain situations. He added that 'how the best teachers resolve teaching dilemmas is not always clear'. Therefore, teaching is both a science and an art of employing strategies, schemes, or tactics in achieving a goal.

Effective classroom management starts with the creation of curriculum that is meaningful to students and with teaching that is engaging and motivating. It involves activities in which a teacher engages before, during and after interacting with learners to allow instruction to take place (Darling-Hammond and Bransford, 2005 as cited by Elbert & Culyer , 2011).

Skilful questioning can arouse students' curiosity, stimulate their imagination, and motivate them to search out new knowledge. It can challenge the students, make them think, and help clarify concepts and products related to the lesson (Ornstein, 1995).

Strategies such as motivation is the process of arousing and sustaining interest in an activity in order to achieve a goal. It is a creation of a desire on the part of the learner to perform an activity to satisfy a need. Likewise, it influences behavior and gives direction in relation to physiological conditions, interests, attitudes and aspirations directs activities toward the achievement of a certain goal, controls and direct human behavior, inculcate spiritual and moral values and gives satisfaction and happiness to the individual (Calderon, 1998; Gacelo, 2012). It is critical then that pre-service teachers learn the importance of beginning lessons by finding a link or connection between the topic under study, and student's prior knowledge and experiences. This connection, often known as an "advance organizer" or "anticipatory set" is made easier when a meaningful concept within the topic is identified and related to what the students already know. As Saphier & Gower (1997) states: "Learning is constructed as children assimilate new experiences with prior knowledge." Within a forty minute lesson, the "Motivate" section is usually three to five minutes long. Thus, when pre-service teachers find a creative way to connect a core concept to students' prior knowledge, the brain opens up, sees meaning and is ready to place incoming information into long-term memory. The brain is continuously trying to make sense out of incoming information and experiences (Coletta and Nancy, 2017).

The heart of any effective teaching strategy lies in the questions a teacher asks (Frankel, 1973). Thus, asking questions develop the learners' ability to define, exercise judgment,

appreciate the good and beautiful, apply and interpret information, organize data and their own ideas etc. (Aquino, 1998).

Marzano (2001), states that students' responses to higher order questions demonstrate that they can apply information learned from their experiences, compare concepts with ideas and objects known to them, predict or create new ideas or solutions to a problem and make personal judgments.

Studies show that higher order questions, where students must apply, compare, conclude, predict, create and judge, produce deeper learning than lower level questions are seldom asked by pre-service teachers due to lack of experience.

Learning is an active process, the more senses that are involved, the better the learning; emotion has the power to increase retention and learning; learning is meaningful when it is connected to students' everyday life; good teaching goes beyond recall of information and integrated teaching approach is far more effective than teaching isolated bits of information are some of the principles in the selection and use of teaching strategies (Corpuz and Salandaan, 2013).

Memorization is the ability to store information. Too often, students confuse imitation, a preliminary form of memorization with learning. Instead of processing information, they depend on short-term memory and simply imitate they modelled (Cauley and Pannozzo, 2011).

In enhancing the learners' competencies, cooperative learning is one of the best researched of all teaching strategies. Results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience (https://cft.vanderbilt.edu/guides-sub-pages/cooperative-learning/).

Generalization is one of the twelve important strategic methods for teaching because if teachers use this method in their teaching process, they will evoke learners to extend and transfer mental knowledge to practical knowledge (Hashemi, Abu & Kashefi, 2012).

One could say that the tests given as a form of evaluation aimed only to measure the factual knowledge which is contrary to the objectives of K to 12 program. K to 12 framed the assessment area of the curriculum not only as a form of learning but assessment as learning and for learning in which authentic assessment such as performance-based assessment which require the learners to draw on the knowledge and skills they possess and reflect upon them for the use in the particular task where rubrics scoring guide which are believed to be the best way to gauge learners competencies are used (Navarro and Santos, 2012). Since assessment process is holistic, it should emphasize the formative or developmental purpose of quality assurance in students learning. It should be standard-based as it seeks to ensure that teachers will teach according to the standards and students will aim to meet or even exceed the standards. While Outcomes-based education (OBE) which focuses classroom instruction of the skills and competencies that students must demonstrate is recommended.

Homework, in some schools called Assignment functions as a pre-learning activity and serves as a preparation for an in-depth discussion of the next lesson by getting an introduction or a background. It can serve as the valuable tool for strengthening learner autonomy by means of the creative and motivating tasks drawing from numerous resources related to the learners' preferences and interests (Sterba, 2016). Homework also serves as an opportunity for practice of

rote skills and is used when a teacher wants to reflect on concepts discussed in class, integrate and apply learned concepts and skills in life, and think of new questions (Corpuz and Salandanan, 2013). Therefore, assignments should be interesting, should be directed to definite concepts or problems, should not always be in the form of comprehension questions, should provide opportunities for the students to grow in written or symbolic expression, reading or important skills related to the subject and should not be dictated.

Conclusion

The study exposed that the students' principles in lesson planning, literature and literature teaching are beyond the superficial level. They could absorb and internalize the real objectives of teaching. Thus, their focus is geared towards learner-centred approach where the maximum potentials of the students are aspired to be honed and a conducive environment is desired to facilitate teaching and learning.

Their principle of a learner-centred lesson was evident in the enrichment part of the lesson. However, the researcher found that the objectives, discussion questions even the evaluation do not agree with their principles. The objectives, discussion questions and evaluation parts cater only to the low level of learning. Various teaching strategies which address different learning styles, connections between prior learning experiences and new learning across disciplines, long term memory goals, and higher order thinking skills, collaborative learning, authentic assessment and in-depth understanding that leads to real-world practices were not fully explored.

Although it was apparent that the respondents have strong foundations in lesson planning and literature and literature teaching, their actual lesson planning did not match their principles of teaching. Thus, the gap between theory and practice leads to another perspective which requires exploration.

Therefore, the researcher recommends that assessment of principles and actual decisions of the pre-service teachers be revisited in order to uncover the roots of disparity. Similarly, revisit of the College curriculum and course syllabi should be made to re-evaluate the outcomes in the professional education subjects. Also, training for both the in-service and pre-service teachers is highly recommended to update, refine and re-evaluate the teaching and learning process in which the art of questioning and strategies of teaching which will suit the objectives will be emphasized.

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