

Evoking Social Transformation: A Critical Discourse Analysis of UBD Literature Instructional Plans

Jomar G. Mercado

Graduate School Student, Master of Arts in English Language Education (MAELE),
Philippine Normal University (PNU), Manila, Philippines

jomar.g.mercado@gmail.com

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Abstract

Critical Discourse Analysis (CDA) is an interdisciplinary approach to discourse study. It poses the idea that language is a form of social practice. In this study, CDA was used to analyze the instructional plans of the teachers in the literature concerning their social transformation elements, themes, and capabilities. 15 samples of UBD instructional plans in different literary categories: Philippine Literature, Afro-Asian Literature, Anglo-American Literature, and World Literature, were analyzed using Fairclough's Three-Dimensional Framework of CDA. Findings revealed that teachers primarily used HOW-analytical questions. They mostly used the verb, PROMOTE or ADVOCATE, as verb choice in the learning outcomes having the greatest number of embedded transformative elements. Furthermore, most transformative elements embedded in the learning outcomes were geared toward social transformation with elements such as fostering a sense of responsibility, developing effective leadership, and instilling Christian values being dominant. Likewise, attitude generation was the dominant social transformative theme derived from the art of questioning used in instructional plans. Personal reflection/introspection and personal stance exchange were the social transformative themes conveyed from the information detailing. In general, the results pointed out the need for personal reform, adoption or assimilation of value systems, and self-reflection or introspection to fully ignite social transformation.

1. INTRODUCTION

Literature is deemed to have had a wide spectrum of benefits that encompass many facets not only in English language education but also in the day-to-day lives of men. It has existed since time immemorial and has accompanied men on their ups and downs, glorious feats and downfalls, golden ages and periods of decline. It has witnessed all the most marvellous and at the same time atrocious nature of men throughout time and when men evolved, so did the literature. All the accounts of life have been recorded by literature. From the rise and fall of civilizations, wars of nations against the others, and even the life that predated just before humans ever existed was carefully recorded by literature. Thus, literature serves as a complete record of anything that goes around. From fiction that showcases the rich imagination of mankind that induced the discovery of the never-conceived possible inventions to non-fiction that recounts the unique elements of life that showcase the inspiring life of

individuals worthy of emulation, literature is wide-encompassing, from cognitive, psychomotor, to affective domains.

Literature is anything that is written down to revitalize and motivate one's mind. It accounts for the ideas and emotions of great intellects in the world (International Research Journal of Management Sociology Humanities, 2018). With the advent of technology, literature helps men to become human beings first more than anything else because literature aids in developing and enriching moral values in this desolate and avaricious world (Ibid). Furthermore, Shah (2023) described literature as a strong medium that is on the top of almost everything such as setting, shaping societies, and influencing social orders and policies. Likewise, literature has the exceptional capability of inciting social change or transformation. Hrastic, Osher, and Sikder (2023) articulated that over the course of time, literature has proven itself to be an unrivalled catalyst of change, igniting revolutions of ideas, dismembering societal standards, and sparking the fire of development that still blazes bright even in today's era.

Furthermore, from literature's rich stories, characters, themes, and lessons, literature has the capacity to challenge cultural norms, divulge social issues for scrutiny, more so motivate individuals to imagine and seek reforms or instigate social transformation. Throughout time, literature has made a crucial impact in inciting and stimulating revolutionary social developments, for the reason that one of the chief implications of literature in the way that it catalyzes social transformation is through contemplation of authentic social factors and shameful acts of men. It provokes individuals to carefully analyze their own convictions, value systems, and predispositions, evoking readiness for revolutionary thinking and reasoning, likewise synthesizing activity (Ibid).

Literature's social transformation potential is only possible when it is used in a manner that leads someone to obtain inner transformation. Social transformation capabilities of the literature can only be mustered up and transmitted to individuals when they are integrated into the context of education. Thus, educators, particularly, English language educators, have a critical role in this process, for the success of this acculturation to be possible. This is only attained when they incorporate literature into their instructional plans. A teacher's lesson plan or instructional is a tangible representation of the day's events in classroom teaching that facilitates teacher-student interactions and pedagogical outcomes (Ball, Knobloch, & Hoop, 2007) It has been considered powerful and it can deeply impact learners (McMillan, 2003; Hatch & Clark, 2021) especially in literature, for the reason that a wide array of pedagogical approaches and strategies are embedded in the instructional plans such as explicit instruction (Archer & Hughes, 2011; Hatch & Clark, 2021) or many constructivist approaches or methodologies (Fosnot, 2005; Hatch & Clark, 2021) that may trigger social transformation in the learners. Thus, the instructional plans of the teachers are pivotal to bringing change to the learners, especially in evoking their social transformation attitudes to respond to their society in a morally upright and appropriately responsive manner.

Critical Discourse Analysis (CDA) is a multidisciplinary approach to studying discourse. It gives the idea of language being a form of social practice or application. According to Fairclough (2010), as cited in Kang and Dykema (2017), CDA's purpose is to unveil relationships between language, society, philosophy, politics, and culture utilizing focus on the language itself, for the reason that language is viewed as a component of society, a social practice, and a socially accustomed process. Furthermore, the analysis of discourse is not about the discourse itself, but it is to see the dialectic connection between language and social reality (Fairclough, 2010 as cited in Kang & Dykema, 2017). Furthermore, CDA refers to the analysis of "linguistic and semiotic appearances of social processes and problems" (Gölbaşı, 2017). It posits the idea that the connection among "discourse, social constructions, and culture" is dialectical and discourse is considered a social application and the progenitor of social

applications. In addition, power connections are formed, practised and re-produced by discourse (Ibid). Moreover, CDA can benefit the rhetoric field and composition by giving a repository of accurate tools appropriate for context which can be employed to question power and ideology and evaluate pedagogical practices in the composition and even further than that (Huckin, Andrus, & Clary-Lemon, 2012 as cited in Kang & Dykema, 2017).

In this study, the instructional plans of the teachers in literature were analyzed using the Critical Discourse Analysis of Fairclough (1989) to illuminate how discursive strategies used in instructional plans contain social transformation hints that would trigger social transformation in the learners. Furthermore, this study contributes to the existing knowledge about the discourse features of instructional plans in relation to social context, particularly its elements for social reform.

2. LITERATURE REVIEW

2.1.Social Transformation Capabilities of Literature

Literature carries a deep relevance in the world of change by being a medium for reflection and a catalyst for transformation (Hrastic, Osher, & Sikder, 2023). “It is fundamentally a mirror, reflecting the norms, values, and complexities of societies at different points in history (Ibid).” Furthermore, Zala (2013) pointed out that literature is considered to be of relevance to society as long as it is studied and applied positively (Zala, 2013). It is viewed to have an intimate relationship with society because the literature shows social sympathies for the reason that it exercises a favourable influence on one’s mind and attitude (International Research Journal of Management Sociology Humanities, 2018). Similarly, society responds to literature mutually because it enthuses one’s emotions and eagerness for welfare. Furthermore, literature gives an impression to the readers in a way that it captivates social encounters and, more so offers proposals to change the experience. For instance, as stated in Shelly’s opinion, poetry can be the means to evoke social reform and a tool to incite the regeneration of humans in the future. Another concrete example is Charles Dickens’s novels which have an implicit influence in generating an attitude for moderating and alleviating social wrongs, urging for relevant social reforms (Ibid).

Moreover, Shah (2023) elaborated that literature can test and bother predominant people and power structures that proliferate disgraceful actions. By means of creative storytelling techniques, imagery, and relevant anecdotes, literature can stimulate readers to examine and respond to these existing power aspects accordingly. Besides, literature allows individuals in various foundations to exchange personal stances, test generalizations, and motivate compassion and comprehension. For instance, by giving voice to the marginalized minorities, LGBTQIA+ people, women, and individuals from lower socio-economic status, literature can bring forth social change by acculturating their experiences and encounters and moving to inclusive initiatives. It can serve as a catalyst of social change that covers the revolutionary force of literature in making solutions to social issues, challenging existing stories, and standing on behalf of the underestimated individuals of the society. It evokes personal reflection and compassion, more so accurately acculturates complicated issues in the society and test assumptions. By breaking these generalizations or assumptions, literature propagates a deeper understanding of social issues and encourages individuals to respond to them with sympathy and empathy because literature appeals to the heart and soul of men and can be a powerful instrument to elicit change (Zala, 2013) by partaking in social activism. In fact, Altun (2023) affirmed this notion that literature has been significant in giving support to social reform and inclusivity by means of sustaining cultural history, expelling prejudices, and uplifting minority community voices. He added that this marginalized and underrepresented community has been given a forum to express their life encounters, assume their identities, and request for equal respect and recognition.

Furthermore, whether by providing illumination on social issues, promoting equality and justice, or simply by giving a haven for reflection and introspection, literature is considered a fundamental force that energizes the advancement of societies and people, making it a vital instrument in the journey for positive reform (Hrastic, Osher, & Sikder, 2023). In addition, literature urges for action by elaborately describing the struggles and prejudices encountered by troubled communities, motivating individuals to partake in justice movements (Altun, 2023). Additionally, the power that literature wields in inspiring empathy and creating connections among individuals from all origins is unparalleled. It widens people's idea of the world and nurtures empathy for oppressed individuals by exposing readers to various kinds of narratives and life encounters. Likewise, literature has stood the test of time proving its might to ignite political change and organize societies leading to a just and equal community by testing oppressive systems, sparking political reform, and impacting public opinion (Ibid).

2.2. Instructional Plan of Teachers

The idea of teaching competence necessitates that teachers possess the skills concerning conducting a successful teaching-learning process which includes the skills of planning, executing, evaluating, and crafting contemplative tasks and effective follow-up (Suherdi, 2013; Astarina, 2020). Thus, pedagogical competence is imperative in literature teaching, especially in instructional planning to bring the goal of social transformation to the learners into fruition. This competence is a prerequisite to the attainment of literature goals or outcomes set in the instruction leads to effective teaching. Effective teaching often stems from a well-thought-out, systematic, and well-executed instructional plan (Wood & Miederhoff, 1988; Ball and Hoop, 2007). Jensen (2001) as cited in Astarina (2020) defined an instructional plan as a document tool which entails a guide, resources, and teaching history of learners' demographics, instructional activities, learning outcomes, and material used in the instructional process. In other words, it is the thought product of the teachers that serves as the blueprint of the learning journey of the learners (Robertson, 2000 as cited in Astarina, 2020). In general, the instructional plan of the teachers carries transformative elements that are crucial to the learners, especially when they intend to acquire the social values embedded in the literary work for instruction. Using the instructional plan as the bible in the teaching-learning process would likely bring the learners to the breakthrough of social transformation that they would eventually use to exercise their social rights to express ideologies, empathy, and inclusivity. Meanwhile, Galton (1998) in the paper of Öztürk (2012) emphasized the student-centred approaches used in instructional planning that articulates the necessity that the curriculum programs followed by the teachers in their instructional preparation should be dynamic and be crafted in the form that is favourable to additional improvement and reforms during the implementation process. In other words, the learner-centred activities designed for the instructional plan should be ever-changing and innovative in order for social values acquisition to be possible for the learners. With this, it would intensify the attainment of the learning outcomes in the curriculum, especially the social transformation competencies.

Consequently, there are multiple factors and considerations to be taken in the instructional planning of the teachers to bolster their social transformation capabilities, more to ensure that these transformative competencies are really acquired by the learners. One evidence that instructional planning requires rigorous time of preparation is when teachers invest more time reflecting on the learners' needs and course of interests, available resources, and other tenets of the instructional setting (Ball and Hoop, 2007). Learners' field of interest and experiences (Eggan & Kauchak, 2001; Ball and Hoop, 2007), nature of the literary work content (Ibid) and materials and resources (Bluemnefeld, Hicks, & Krajcik, 1996; Ball and Hoop, 2007) all impact the teacher's planning. As to instructional planning, teachers must forestall the organizational process of instruction, adjust the learning pace to the needs of the learners and make sure the seamless moves between teaching tasks (Doyle, 2006; Krepf & König, 2022) because structuring the instructional plan is the focal element of effective

teaching with these things in mind (Seidel & Shavelson, 2007; Krepf & König, 2022). Meanwhile, Sawyer (2004) as cited in Hatch and Clark (2021) promoted that instructional planning must adhere to the discipline of improvisation in order to intensify the teaching-learning process. Furthermore, Li and Zou (2017) as cited in Hatch and Clark (2021) emphasized the instructional planning of teaching that teachers stress primarily the learning process which is affirmed by Kyung Ko (2012) as cited in Hatch and Clark (2021) in the same paper who mentioned that teachers focus less on learning outcomes and a strong focus is given to the content and learning activities.

2.3. Theoretical Framework

The theoretical underpinning of this study is Fairclough's Critical Discourse Analysis (CDA). It is a type of linguistic analysis that involves three steps namely: textual analysis, interactional analysis, and contextual analysis. Yu & Zheng (2022) described this three-dimensional analysis of Fairclough as something that is acknowledged to be the most wholesome and practical method of CDA. Furthermore, Fairclough asserted that analysis of discourse must be done inside the sociocultural practice which needs to focus on the organization of the text at all levels and discourse in this context pertains to the real-time use of language and can be viewed as a form of social practice. In the analysis, he merged the language discourse analysis with theories which came from sociology and ideology, promoting the multidisciplinary study of discourse and analyzing the text from three mentioned dimensions also named: text, discourse practice, and social practice. Gölbaşı (2017) mentioned that during analysis, the discourse which is under scrutiny is analyzed in a generic manner. These three steps involve the micro, meso, and macro levels of analyses which are used to disclose various layers of connection.

Micro analysis level as the first stage of the analysis is also called description. It is utilized to inspect the stylistic features or formal aspects of the text. On the other hand, the meso analysis level next to the micro derives the intertextual relations and explicit and implicit references in the discursive text can generate the situational context. Finally, the macro analysis level which is also called explanation analysis aims to unveil the relation of the text to the social context and what connection it has with the language (Gölbaşı, 2017).

Fairclough (1989) as cited in Gölbaşı (2017) described Micro level analysis or the description level as a layer of analysis that scrutinizes the text, words or vocabulary, and grammar structure. In the analysis of the words or vocabulary, the choice of words in the discourse, the manner words are utilized together, whether philosophically contentious words are utilized or not, affirmative and negative statements, the ideas that are repetitive via synonyms, if the ideas are in the soft tone or not, formal or informal, the reformulation of statements, and the utilization of figure of speech such as metaphors are closely examined (Fairclough, 1989). Furthermore, sentential structures are questioned in the analysis of grammar structure for instance: whether the text uses active or passive voices, the manner in which the cause-effect relationship is created, if the culprit is disclosed, the manner in which the pronouns and modals are used, the manner contentions, possibilities and precision are determined, the manner disparities are contemplated, if the sentences exhibit positive or negative expression, the manner the sentences are linked to initial suppositions, conclusions, and emphases are analyzed. Using these questions, the aim under the outer layer which is expressed by the text, the underlying meaning, is subjected to be comprehended. Thus, for one to appropriately answer those questions, it is the standard requisite to be an erudite of syntactic, semantic, and grammatical features of the language, to obtain a firm take of the social theory, and to acquire adequate mental accumulation.

Consequently, in meso level analysis or interpretation level, Fairclough (1989) in the same paper described the interpretation process as a "dialectic process" going subsequently between the qualities or attributes of the interpreter and the contents of the text. Connections

between the discourse text and social structures are formed through contemplation of the discourse and its setting. The values of the elements of the text are considered socially functional, being components of the challenges of institutional and social processes solely provided that they are components of the social encounter. From that common suppositions in the text contain philosophies or ideologies that are logical with power relations. The discourse is created and interpreted in this social encounter process in which its background is established based on these common suppositions. Meanwhile, in the interpretation process, the process of discourse and its connection to the background suppositions is examined. The comment is created with a mix of the elements of the discourse text and the previous personal encounters of the interpreter. The formal elements of the discourse text are clues triggering the interpreter's subjective experiences.

Lastly, in macro-level analysis or explanation level, Fairclough (1989) defined an explanation process that constitutes two facets in accordance with articulation on power struggles which implies the "process" or power relations which refers to the structure. People view discourses as components of social challenges and ideate them in the semantics of wider struggles and how these struggles impact structures. Furthermore, this layer of analysis emphasizes the "creativity of the discourse" and its social implications in the future and shows which power relations determine the discourse because these relations tend to be the outcome of the struggles and positioned with great force or in other words "naturalized." Additionally, this level of analysis centralizes the potential of the discourse for social decisiveness including history and the outcome of its previous challenges or struggles. If social structures exemplify power relations, social improvement and practices embody power struggles. The objective of this analysis level is to delineate discourse as a form of social practice as a component of the social process through examples of the manner discourse is specified by social structure and the manner collective reproductive forces impact it in the method of prolonging or altering them.

In this study, the three layers of analysis of Fairclough were used to see the interdiscursive properties of the instructional plans of the teachers in literature and see how the discursive texts reveal social transformation.

3. METHODOLOGY

Language does not reflect an autonomous object realm but creates and establishes it (Barker & Galasinski, 2001; Yu & Zheng, 2022). Thus, this study employed a Critical Discourse Analysis approach with a quantitative approach to generate insights into how literature instructional plans are utilized to influence the social transformation of the learners. Following Fairclough's approach, this study performed the analysis on three levels: micro, meso, and macro levels. At the micro level, the stylistic features or formal aspects of the instructional plans were analyzed. At the meso level, the intertextual relations of the text were examined across different literary categories to social transformation and what connection it has with the language. Transformative elements and themes were generated based on the discourse data. Finally, at the macro level, the relation of the instructional plan to the social practice was analyzed. Categorization of data was done as to learning outcome formulation, the art of questioning, and information details.

On the other hand, instructional plans that follow the *Understanding-By-Design* (UBD) format from English 7 which covers Philippine Literature, English 8 for Afro-Asian Literature, English 9: Anglo-American Literature, and English 10: World Literature were utilized as sources of data to determine the social transformation relation of the plans as to the discourse. 15 available samples of literature instructional plans were taken for the analysis to generate patterns across different literature coverages. Both quantitative and qualitative approaches were used in the analysis. In quantitative analysis, frequency and percentage were used.

4. RESULTS AND DISCUSSION

4.1. Micro-Level Analysis

Table 1.1 Frequency of Micro-Level Discursive Verb Choices Used in the Learning Outcomes of Literature Instructional Plans

Verb Choice	N	%	Rank
identify	11	18.97	1
analyze	8	13.79	2
promote	5	8.62	3
judge	4	6.90	4.5
specify	4	6.90	4.5
compare & contrast	3	5.17	7.5
create	3	5.17	7.5
describe	3	5.17	7.5
differentiate	3	5.17	7.5
advocate	2	3.45	10.5
name	2	3.45	10.5
compare	1	1.72	16.5
define	1	1.72	16.5
generate	1	1.72	16.5
interpret	1	1.72	16.5
perform	1	1.72	16.5
present	1	1.72	16.5
state	1	1.72	16.5
use	1	1.72	16.5
define	1	1.72	16.5
interpret	1	1.72	16.5
TOTAL	58	100	

The table above shows that the most commonly used verb in learning outcome formulation for the literature instructional plan of the teachers is *identify* which constitutes 11 instances with 18.97%. This was followed by the verb *analyze* with 8 instances (13.79%) and exhibits a 3-point difference with the verb *identify*. In a similar manner, the third most used verb is *promote* with 5 instances (8.62%). On the other hand, the other verbs used were not frequently used by the teachers exhibiting a 1-point difference with one another.

The result above only implies that literature teachers mainly used the verbs: *identify*, *analyze*, and *promote* in the formulation of the learning outcomes. This elucidates that these verbs are used to trigger social transformation in the learners through the use of instructional plans as a tool for the matter. In general, the discursive verb choices of the teachers in their instructional plans are strongly evident to bring out social transformation in the learners.

Below are the snapshots of the most commonly used verbs in the instructional plans. The yellow highlights and the coloured fonts are the natural elements and coding types of the sample instructional plans. However, the red rectangles indicate the micro-level analysis.

Figure 1.1 Commonly-Used Verbs in Literature Instructional Plan (Grade 7 Level)

<p>Specific Learning Competencies</p>	<p>At the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> 1. define and give examples of Philippine folktale; 2. identify the culture and folklore of the Manobo people in which it enhances the integral and harmonious development of one's cultural endowments; 3. interpret the themes and lesson in the Manobo folktale "The Cycle of the Sun the Moon" and 4. compose a reflection paper about jealousy, forgiveness, and the power of love mirrored in the story which assists one to become responsible individuals of the society.
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Figure 1.2. Commonly-Used Verbs in Literature Instructional Plan (Grade 7 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> 1. analyze the character of <u>Aliguyon</u> in the context of Philippine folklore. 2. identify the themes and motifs present in the story of <u>Aliguyon</u>.
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Figure 2.1. Commonly-Used Verbs in Literature Instructional Plan (Grade 8 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> 1. analyze Japanese literature; 2. identify the historical significance of Japanese literature through a Japanese short story entitled "The Aged Mother" which equips the young with 21st-century knowledge and skills by the development of communication; and and 3. advocate the importance of Japanese literature by writing an essay about becoming persons with authentic Christian attitudes.
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Figure 2.2. Commonly-Used Verbs in Literature Instructional Plan (Grade 8 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> 1. analyze the cultural and historical significance of the Egyptian short story entitled "The Two Brothers" which instills Christian values and fosters among the young the "sense of responsibility for the common good. 2. use of appropriate cohesive devices in sentences 3. advocate the importance of respect and love of a family from the story through persuasive speech that can mold the minds and hearts of the young and instill Christian Values.
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Figure 3.1. Commonly-Used Verbs in Literature Instructional Plan (Grade 9 Level)

Learning Competencies/ Objectives	The learners will be able to: <ul style="list-style-type: none"> • identify the distinguishing features of notable Central African chants, poems, folktales, and short stories. • analyze the Central African short story, "The Leopard", as a mirror to a shared heritage of Central African people with diverse backgrounds • determine various social, moral, and economic issues discussed in the Central African short story that are relatable to current Philippine issues; and • save the positive and negative messages conveyed in the Central African short story by composing an effective paragraph.
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Figure 3.2. Commonly-Used Verbs in Literature Instructional Plan (Grade 9 Level)

Specific Learning Competencies	At the end of the lesson, the learner will be able to: <ol style="list-style-type: none"> 1. analyze literature as a means of discovering oneself; 2. identify the key characteristics of the literature in Old English period through film viewing; and 3. promote the ideals of the Old English literature viewed by writing a reaction essay which emulates good leadership traits and becoming responsible individuals of the society.
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Figure 4. Commonly-Used Verbs in Literature Instructional Plan (Grade 10 Level)

Specific Learning Competencies	At the end of the lesson, the learner will be able to: <ol style="list-style-type: none"> 1. identify the characters in the story in a way that fosters the young with sense of responsibility for the common good; 2. analyze the plot of the story to the material viewed for which one may become sensitive to the fundamental social problems; 3. generate important life lesson taken from the story; 4. judge the dispositions of the characters for which one may be assisted in becoming a responsible individual of the society; and 5. create a position paper about the current movement of the government toward maintaining peace and harmony of its neighboring countries for which it enhances effective leadership and followership among people.
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Table 1.2. Frequency of Micro-Level Discursive Devices in the Learning Outcomes of Literature Instructional Plans

Devices	N	%	Rank
Method	13	56.52	1
Limiting	9	39.13	2
Vagueness	1	4.35	3
TOTAL	23	100	

The result above shows the teachers mostly used *method* as discursive devices in their literature instructional plans in the formulation of the learning outcomes with 13 instances (56.52%). It was followed by *limiting* with 9 instances (39.13%). However, teachers used vagueness rarely with 1 instance only (4.35%).

Based on the findings above, it can be concluded that teachers employ *method* or assessable skills in formulating the learning outcomes of their instructional plans by using *by-phrases* and *through phrases*. It further implies that teachers mainly used this discursive device in their plans to signal assessability and attainability of the skills targeted by the plans for the students which is the social transformation. Finally, the instructional plans carry tangible evidence on the social transformation transferability to the students.

Below are the snapshots of the discursive devices used in the instructional plans.

Figure 5.1. Methodical Discursive Device Used in Instructional Plan (Grade 8 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: 1. analyze the cultural and historical significance of the Egyptian short story entitled "The Two Brothers" which instills Christian values and fosters among the young the "sense of responsibility for the common good, 2. use of appropriate cohesive devices in sentences 3. advocate the importance of respect and love of a family from the story through persuasive speech that can mold the minds and hearts of the young and instill Christian Values.
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Figure 5.2. Methodical Discursive Device Used in Instructional Plan (Grade 9 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: 1 name famous works of the authors in the Romantic period; 2. identify the key characteristics of the literature in the Romantic period by analyzing poems; and 3. promote the ideals of Romantic literature by writing a reaction essay of their poem entitled "I wandered lonely as a cloud" that emulates good leadership traits and becoming responsible individuals of society
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Figure 5.3. Methodical Discursive Device Used in Instructional Plan (Grade 10 Level)

Specific Learning Competencies	At the end of the lesson, the learner will be able to: 1. specify the 10 adventures of Odysseus through graphic organizers which facilitates acquisition of knowledge by adopting various teaching-learning strategies; 2. specify the characters in the story in a way that it develops individual skills in effective leadership; 3. differentiate the plot of the story to the material viewed for which one may become sensitive to the fundamental social problems; 4. compare and contrast the characters; and 5. judge the dispositions of the characters for which one may be assisted in becoming a responsible individual of the society.
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Figure 6.1. Limiting Discursive Device Used in Instructional Plan (Grade 7 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: 1. analyze the character of Aliguyon in the context of Philippine folklore. 2. identify the themes and motifs present in the story of Aliguyon.
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Figure 6.2. Limiting Discursive Device Used in Instructional Plan (Grade 9 Level)

Specific Learning Competencies	At the end of the lesson, the learner will be able to: a. identify the key characteristics of the Middle English Period b. specify distinct characteristics of English ballads; c. analyze the elements and the theme of the poem; and d. create a reflection paper that reflects on betrayal, envy, jealousy, and forgiveness through molding the minds and hearts of the young to social problems.
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Figure 6.3. Limiting Discursive Device Used in Instructional Plan (Grade 10 Level)

Specific Learning Competencies	At the end of the lesson, the learner will be able to: 1. identify the characters in the story in a way that fosters the young with sense of responsibility for the common good; 2. analyze the plot of the story to the material viewed for which one may become sensitive to the fundamental social problems; 3. generate important life lesson taken from the story; 4. judge the dispositions of the characters for which one may be assisted in becoming a responsible individual of the society; and 5. create a position paper about the current movement of the government toward maintaining peace and harmony of its neighboring countries for which it enhances effective leadership and followership among people.
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Table 1.4. Frequency of Micro-Level Discursive Syntactic Structure in the Learning Outcomes of Literature Instructional Plans

Syntactic Structure	N	%	Rank
Compound Direct Object	10	34.48	1
Relative clause	6	20.69	2
Compound Verb	4	13.79	3
Compound Object of Preposition	3	10.34	4.5
Compound Modifier	3	10.34	4.5
Compound Predicate	2	6.9	6
Compound Infinitive	1	3.45	7
TOTAL	29	100	

The findings above suggest that in the formulation of the learning outcomes, the teachers utilized compound direct objects with 10 instances (34.48%) and followed by relative clauses with 6 instances (20.69%).

The results above indicate that teachers mostly used compound complements, particularly, compound Direct Object in their learning outcome formulation for the instructional plans. It may imply that this discursive structure used by the teachers is their one way of articulating the transformative feasibility of their learning targets designed for the learners to evoke social transformation in them.

Below are the snapshots of the discursive structure used in the instructional plans.

Figure 7.1. Compound Direct Object Discursive Structure Used in Instructional Plan (Grade 7 Level)

Specific Learning Competencies	At the end of the lesson, the learner should be able to: 1. define and give examples of Philippine folktale; 2. identify the culture and folklore of the Manobo people in which it enhances the integral and harmonious development of one's cultural endowments; 3. interpret the themes and lesson in the Manobo folktale "The Cycle of the Sun the Moon" and 4. compose a reflection paper about jealousy, forgiveness, and the power of love mirrored in the story which assists one to become responsible individuals of the society.
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Figure 7.2. Compound Direct Object Discursive Structure Used in Instructional Plan (Grade 9 Level)

Specific Learning Competencies	At the end of the lesson, the learner will be able to: a. identify the key characteristics of the Middle English Period b. specify distinct characteristics of English ballads; c. analyze the elements and the theme of the poem; and d. create a reflection paper that reflects on betrayal, envy, jealousy, and forgiveness through molding the minds and hearts of the young to social problems.
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Table 2.1. Frequency of Micro-Level Discursive WH Question Type Used in the Art of Questioning of Literature Instructional Plans

WH Question Type	N	%	Rank
How	43	44.79	1
What	40	41.67	2
Who	7	7.29	3
Why	4	4.17	4
When	1	1.04	5.5
Which	1	1.04	5.5
Where	0	0	7
TOTAL	96	100	

The results above indicate that teachers mostly used *How* as the discursive WH question type in the art of questioning in their literature instructional plans with 43 instances (44.79%). It was followed by *What* with 3-point difference (40 : 41.67%).

Based on the findings above, it can be concluded that teachers often use reflective and introspective art of questioning in their instructional plans. This may be for the reason that they aim for the learners to practice contemplation that will eventually stimulate their desire for social transformation. This supports the article of Shah (2023) which he mentioned that literature evokes personal reflection and compassion, more so accurately acculturates complicated issues in the society and tests assumptions. Likewise, Zala (2013) supported that literature appeals to the heart and soul of men and can be a powerful instrument to elicit change. Thus, the findings only insinuate that through art of questioning in a discourse setting, may ignite social transformation in the learners; likewise supporting the transformative capabilities of instructional plans of the teachers.

Below are the snapshots of the most commonly used WH question in the instructional plans.

Figure 8.1. Discursive *How* Question Type Used in Literature Instructional Plan (Grade 8 Level)

Week 2-Day 3 (Oct 25) shorten time LO1: Identify the distinguishing features of Egyptian folktales and short stories	<ul style="list-style-type: none"> • Activity 1 Compare and contrast the differences and similarities between the two brothers (Venn diagram) Essential Questions: 1. How are the two characters distinct from each other? 2. What are the prominent qualities of each character?
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Figure 8.2. Discursive *How* Question Type Used in Literature Instructional Plan (Grade 9 Level)

<p>FIRM UP</p> <p><i>name famous works of the writers;</i></p>	<ul style="list-style-type: none"> • Discussion of the Neoclassical period • Show a picture of famous authors and works of the Neoclassical Period • Analyzing the poem “On His Blindness by John Milton” <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Who is John Milton? 2. How does the poet express his frustration in the poem? 3. How does Milton view his blindness in the poem?
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Figure 8.3. Discursive *How* Question Type Used in Literature Instructional Plan (Grade 10 Level)

<p>FIRM-UP</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does Agamemnon's pride and arrogance influence his decision-making throughout the epic? 2. In what ways does Priam's compassion and empathy contrast with the behavior of other characters? 3. How does Odysseus' cunning nature contribute to the overall outcome of the Trojan War? 4. How does the character of Helen challenge traditional gender roles in ancient Greek society? 5. What drives Paris to prioritize personal desires over the well-being of his people?
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Table 2.2. Frequency of Micro-Level Discursive Question Structure Used in the Art of Questioning of Literature Instructional Plans

Question Structure	N	%	Rank
Conventional (WH-beginning question)	82	85.42	1
Pure Yes or No Question	4	4.17	3
Yes or No Question with Justification	4	4.17	3
Open-Ended/ Hypothetical	4	4.17	3
Imperative Question Style	2	2.08	5
Where	0	0	6
TOTAL	96	100	

The table above shows that teachers mostly used conventional question structure, particularly, following the WH question structure as evident in table 2.1 with staggering 82 instances (85.42%).

It only implies that teachers use the standard question structure in their instructional plans. It further implies that when questions are structured syntactically, it may elicit transformative potentials to the learners, especially social transformation.

Table 2.3. Frequency of Micro-Level Discursive Cognitive Questioning Level Used in the Art of Questioning of Literature Instructional Plans

Level of Cognitive Questioning	N	%	Rank
Analysis	42	43.75	1
Comprehension	22	22.92	2
Synthesis	16	16.67	3
Evaluation	14	14.58	4
Knowledge Recall	11	11.46	5
Application	0	0	6
TOTAL	96	100	

The findings above indicate that teachers often employ analytical questions as the main components of their art of questioning with 42 instances (43.75%). It was followed by comprehension questions with 22 instances (22.92%). It can also be seen in the data that mostly, Higher Order of Thinking Questions namely: *analysis*, *synthesis*, and *evaluation*, outnumber the Lower Order of Thinking Questions based on the total instances of both classifications.

The results only elucidate that teachers use metacognitive questioning levels in their instructional plans. It further implies that the teachers make the most use of the art of questioning technique to tap into the transformative potentials of their instructional plans geared toward the social transformation of the learners. This supports the idea that effective teaching oftentimes stems from a well-thought-out, systematic, and well-executed instructional plan (Wood & Miederhoff, 1988; Ball and Hoop, 2007) and as to instructional planning, teachers must forestall the organizational process of instruction (Doyle, 2006; Krepf & König, 2022). In other words, the art of questioning used in the instructional plan is the determinant of the transformative potentials of the plan that would trigger the social transformation of the learners.

Below are the snapshots of the analytical questioning type used in the instructional plans.

Figure 9.1. Analytical Question Type Used in Literature Instructional Plan (Grade 8 Level)

<p>FIRM UP</p> <p><i>analyze the cultural and historical significance of the Egyptian short story entitled "The Two Brothers" which instills Christian values and fosters among the young the "sense of responsibility for the common good."</i></p>	<ul style="list-style-type: none"> • Discussion of Egyptian literature by reading the folktale story entitled "The Two Brothers" • Discussion of Two Brothers and Egyptian Literature by answering the sidebar questions and Values-Life Connection questions from the ECAS book. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do the characters in "Two Brothers" challenge traditional gender roles in ancient Egyptian society? 2. What can we learn about ancient Egyptian beliefs, customs, and daily life from the events and characters in the "Two Brothers?"
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Figure 9.2. Analytical Question Type Used in Literature Instructional Plan (Grade 9 Level)

<p>FIRM UP</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does Lord Randal's love toward his lover differ with today's context of love? 2. What does each character want? What emotions do they show? 3. What will one feel toward betrayal?
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Figure 9.3. Analytical Question Type Used in Instructional Plan (Grade 10 Level)

<p>EXPLORE</p> <p>identify the characters in the story in a way that fosters the young with sense of responsibility for the common good</p>	<p>Activity 1: Film-Viewing</p> <p>The learners will watch the movie adaptation of the Icelandic epic, <u>Nibelungenlied</u>, entitled "The Ring of the <u>Nibelungs</u>." They will note down the answers for the following questions:</p> <ol style="list-style-type: none"> 1. Who is Siegfried? 2. How was belief in destiny or fate revealed in the encounter between Siegfried and <u>Brunhild</u>? 3. How did the curse of the ring come to fruition? 4. How was betrayal depicted in the story that led to the climax of the piece? 5. How was the belief in runes shown in the movie that supports the modern belief in superstitions?
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Table 3. Frequency of Micro-Level Discursive Information Detailing Type Used in Literature Instructional Plans

Information Detailing	N	%	Rank
Sentence	71	63.96	1
Imperative Style	21	18.92	2
Fragment	19	17.12	3
TOTAL	111	100	

The results above show that teachers often use *sentential* information detailing to their instructional plans with a staggering 71 instances (63.96%). It was followed by *imperative style* with 21 instances (18.92).

The findings above only imply that this discursive information detailing technique used by the teachers in their instructional plans gives a sense of straightforwardness at the same time formality to the plans. This further intensifies the straightforward intention which is social transformation to the learners signified in the layout of the information. In general, sentential detailing may help the instructional plans carry out their transformative role to the learners to ignite their social transformation.

Below are the snapshots of the sentential information detailing used in the instructional plans.

Figure 10.1. Sentential Information Detailing Used in Instructional Plan (Grade 7 Level)

<p>DEEPEN</p>	<ol style="list-style-type: none"> 1. The teacher will introduce the story of Alejandro Recess entitled "My Brother's Peculiar Chicken." 2. The teacher will give a background information of the author. 3. The students will read the text through silent reading. 4. The students will be asked for their understanding through interactive discussions.
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Figure 10.2. Sentential Information Detailing Used in Instructional Plan (Grade 8 Level)

<p>DEEPEN</p> <p><i>identify the historical significance of Japanese literature through a Japanese short story entitled "The Aged Mother" which equips the young with 21st-century knowledge and skills by the development of communication; and</i></p>	<p>Learners will answer their workbook activity 13 p.16. Afterward, they will share their thoughts in front of the class about the ending of the story of "The Aged Mother."</p>
<p>TRANSFER</p> <p><i>advocate the importance of Japanese literature by writing an essay about becoming persons with authentic Christian attitudes.</i></p>	<p>Learners will compose an essay using their formal theme about the importance of Japanese literature in becoming persons with authentic Christian attitudes.</p>

Figure 10.3. Sentential Information Detailing Used in Instructional Plan (Grade 9 Level)

<p>DEEPEN</p> <p><i>promote the Neo-Classical Period through reading texts that assist one to become productive and responsible individuals in society.</i></p>	<ul style="list-style-type: none"> The learners will use their ECAS book to promote the neoclassical period through reading text <p>Essential Questions:</p> <ol style="list-style-type: none"> Is physical impairment a hindrance to continuing whatever we have started in pursuit of fulfillment? What is the significance of the biblical reference to the talents in the poem?
<p>TRANSFER</p> <p><i>promote the Neo-Classical Period through reading texts that assist one to become productive and responsible individuals in society.</i></p>	<p>The students will answer activity 12 p. 15 of their workbook and answer ECAS book, Exercise 3 on p. 114.</p>

Figure 10.4. Sentential Information Detailing Used in Instructional Plan (Grade 9 Level)

<p>DEEPEN</p>	<ul style="list-style-type: none"> The learners will answer Sophocles exercise in their workbook pp. 11-13. Discussion will follow.
<p>TRANSFER</p> <p><i>judge the dispositions of the characters for which one may be assisted in becoming a responsible individual of the society.</i></p>	<p>Activity 1: Iliad Characters VS Odyssey Characters</p> <p>The learners will see through the dispositions of the characters from Odyssey with that of Iliad to determine how they represent a unique character from their respective stories.</p> <ol style="list-style-type: none"> Odysseus VS Hector as Husband Penelope VS Andromache as Wife Oenone VS Calypso as Neglected Lover <p>Process Questions:</p> <ol style="list-style-type: none"> How do the characters exhibit their uniqueness in the story? How does each serve as quintessence of something?

4.2. Meso-Level Analysis

Table 4.1. Meso-Level Analysis in the Discursive Learning Outcome Formulation of Literature Instructional Plans

Verb Choice	Target Construct	Transformative Elements
<ul style="list-style-type: none"> Promote/ Advocate 	<ul style="list-style-type: none"> Ideals Self-reflection on positive & negative messages Importance of literature Respect & love for family 	<ul style="list-style-type: none"> Good leadership emulation Becoming responsible individuals of the society Sense of responsibility for the common good Becoming a person with authentic Christian attitude Molding the minds and hearts of the young Instilling Christian values
		<ul style="list-style-type: none"> Literature elements Cultural & historical significance
<ul style="list-style-type: none"> Analyze 	<ul style="list-style-type: none"> Reflection paper about betrayal, envy, jealousy, forgiveness, power of love, & importance of one's views Position paper about government initiative in maintaining peace and harmony Important life lesson 	<ul style="list-style-type: none"> Becoming responsible individuals of the society Enhancing effective leadership & followership Molding the hearts & minds to social problems Equipping the young with Christian values
<ul style="list-style-type: none"> Compose/ Create/ Generate 	<ul style="list-style-type: none"> Literature elements Cultural & historical significance 	<ul style="list-style-type: none"> Discovering oneself Instilling Christian values Fostering sense of responsibility for common good Becoming sensitive to the social problems
<ul style="list-style-type: none"> Describe 	<ul style="list-style-type: none"> Literature elements 	<ul style="list-style-type: none"> Fostering the young with sense of responsibility
<ul style="list-style-type: none"> Differentiate 	<ul style="list-style-type: none"> Literature elements 	<ul style="list-style-type: none"> Becoming sensitive to the social problems
<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> Literature elements Historical significance 	<ul style="list-style-type: none"> Fostering the young with sense of responsibility for the common good Enhancing cultural endowments Equipping the young with 21st century knowledge & Skills Discovering one's causes Cooperatively acting upon the greatest need of people
<ul style="list-style-type: none"> Judge 	<ul style="list-style-type: none"> Dispositions of literary characters 	<ul style="list-style-type: none"> Becoming responsible individuals of the society
<ul style="list-style-type: none"> Name 	<ul style="list-style-type: none"> Literary information 	
<ul style="list-style-type: none"> Perform/ Present 	<ul style="list-style-type: none"> Panel discussion Argumentative speech 	<ul style="list-style-type: none"> Fostering sense of responsibility Developing moral endowment
<ul style="list-style-type: none"> Specify/ State 	<ul style="list-style-type: none"> Literary attributes elements 	<ul style="list-style-type: none"> Facilitating acquisition of knowledge & skills Adopting various teaching-learning strategies Developing effective leadership
<ul style="list-style-type: none"> Use 	<ul style="list-style-type: none"> Linguistic elements 	

The results above indicate that all verbs used in the learning outcome formulation of the teachers in their instructional plans have embedded transformative elements to trigger social transformation in the learners. Based on the findings above, the leading verb that was used which contains most of the transformative elements is the verb *promote/ advocate* with a total of 6 elements which anchor on good leadership emulation, sense of responsibility, authentic Christian attitude and values, and minds and hearts moulding. Consequently, in Table 1.1 under micro-level analysis, the verb *promote* or *advocate* was the third highest (8.62%) among other verb choices as far as verb-beginning learning outcomes of the instructional plans are concerned. Though the verb *identify* was the highest (18.97%) which may seem only a knowledge-level verb, it still carries social transformative elements like that of the verb *promote* which was evident in the sample extracts in Figure 4 micro-level analysis such as *fostering one's sense of responsibility for the common good*. Consequently, based on the above findings, it could support the idea that most transformative elements were placed at almost every end of each learning outcome formulation which was assessed through methodical discursive device use such as *by-phrases* and *through phrases* as evident in Table 1.2 micro-level analysis. In a nutshell, this implies that the instructional learning outcomes of the teachers carry the most powerful transformative potentials and this would certainly trigger the social transformation among students.

Table 4.2. Meso-Level Analysis in the Discursive Transformative Elements in the Learning Outcomes of Literature Instructional Plans

Transformative Elements	N	%	Rank
Becoming responsible individuals of the society	3	15	2.5
Developing effective leadership	3	15	2.5
Fostering sense of responsibility	3	15	2.5
Instilling Christian values	3	15	2.5
Molding the hearts & minds to social problems	2	10	5
Adopting various teaching-learning strategies	1	5	8.5
Becoming a person with authentic Christian attitude	1	5	8.5
Developing moral endowment	1	5	8.5
Discovering oneself	1	5	8.5
Facilitating acquisition of knowledge & skills	1	5	8.5
Becoming sensitive to the social problems	1	5	8.5
TOTAL	20	100	

The results above indicate that it was evident in the literature instructional plans of the teachers the transformative elements gearing to social transformation of the learners. Based on the findings above, the most common transformative elements embedded in the learning outcomes are *becoming responsible individuals of the society*, *developing effective leadership*, *fostering a sense of responsibility*, and *instilling Christian values* with 3 instances (15%).

Based on the findings, it can be concluded that the teachers deliberately employ transformative elements to their instructional plans, particularly in crafting the learning outcomes. This further implies that what their instructional plans primarily focus on is fostering a sense of responsibility, effective leadership, and instilling Christian values to the learners. In other words, these dominant elements found in the plans have a huge impact on evoking social transformation to the learners. Looking closely at the discourse data, it can be observed that mostly, the transformative elements centralize on social implications, particularly social transformation. This notable observation is evident on the sample data above. Furthermore, the consistent emphasis of the words *society* and *social*, *responsible* and *responsibility*, *Christian values*, *Christian attitude*, and *moral*; and *sensitive* and *leadership* only implies the strong inclination of the instructional plans to transformative capabilities, particularly social transformation. Likewise, the constant reiteration of the beginning *verbal-form* structures such as *becoming*, *developing*, *fostering*, *instilling*, and *molding* strongly signify social transformation. The findings could be supported by the micro-level results found in figures 1.1 to 4. It could be noted there that almost every learning outcome formulated by the teachers in their instructional plans carries social transformative elements which were evident on the sample extracts. This only implies that literature could be a powerful tool to ignite social transformation among the learners. This could be further affirmed by Zala (2013) emphasizing that literature appeals to the heart and soul of men and can be a powerful instrument to elicit change. Furthermore, Altun (2023) mentioned that the power that literature wields in inspiring empathy and creating connection among individuals from all origins is unparalleled. It widens people's idea of the world and nurtures empathy for oppressed individuals by exposing readers to various kinds of narratives and life encounters. In general, the teachers' instructional plans possess these social transformative capabilities which are evident in their learning outcomes.

Table 5. Meso-Level Analysis in the Discursive Social Transformative Themes in the Art of Questioning of Literature Instructional Plans

Social Transformative Themes	N	%	Rank	Textual Evidence
Attitude Generation	12	24	1	<ul style="list-style-type: none"> How important are promises? (G. 7) How will you apply the message of the verse in your life as a student? (G.9) Why is trust a vital element in every relationship? (G. 10)
Cultural History Sustenance	9	18	2	<ul style="list-style-type: none"> How does the story of "Two Brother" reflect ancient Egyptian beliefs and values? Justify your answer. (G. 8) How does Romantic period influence today's English language? (G. 9) How does the character of Helen challenge traditional gender roles in ancient Greek society? (G. 10)
Personal Stance Exchange	8	16	3	<ul style="list-style-type: none"> If the Sun were the father, what do you think would happen if he came very near the children? Why do you think so? (G. 7) How does Lord Randal's love toward his lover differ with today's context of love? (G. 9)
Personal Reflection/ Introspection	4	8	4	<ul style="list-style-type: none"> What is the best thing to do when you are angry? (G. 7) What makes one a hero? (G. 9)
Values	3	6	6	<ul style="list-style-type: none"> What is the moral lesson of the story? (G. 7) How can one attain nobility through winning in war? (G. 10)
Social Sympathy	3	6	6	<ul style="list-style-type: none"> What will one feel toward betrayal? (G. 9) How does the goal of winning of the war for the sake of the welfare of one's people justify the means of killing many innocent people? (G. 10)
Social Reform	3	6	6	<ul style="list-style-type: none"> What makes one a hero? (G. 9) How important is faithfulness in marriage? (G.10)
Challenging Oppressive System	2	4	8	<ul style="list-style-type: none"> Is physical impairment a hindrance to continuing whatever we have started in pursuit of fulfillment? (G. 9)
Expelling Prejudices	1	2	11.5	<ul style="list-style-type: none"> Is physical impairment a hindrance to continuing whatever we have started in pursuit of fulfillment? (G. 9)
Uplifting Minority Voices	1	2	11.5	<ul style="list-style-type: none"> Is physical impairment a hindrance to continuing whatever we have started in pursuit of fulfillment? (G. 9)
Social Complexities	1	2	11.5	<ul style="list-style-type: none"> How does the goal of winning of the war for the sake of the welfare of one's people justify the means of killing many innocent people? (G. 10)
Social Encounter	1	2	11.5	<ul style="list-style-type: none"> How does the belief in runes shown in the movie support the modern belief in superstitions? (G. 10)
Test Generalizations	1	2	11.5	<ul style="list-style-type: none"> Is fate pre-determined or determined by an individual? Why so? (G.10)
Motivate Compassion	1	2	11.5	<ul style="list-style-type: none"> How does the goal of winning of the war for the sake of the welfare of one's people justify the means of killing many innocent people? (G. 10)
TOTAL	50	100		

The findings above indicate that the most common transformative theme generated from the art of questioning of the teachers in their instructional plan is *attitude generation* with 12 instances (24%). It was evident in the sample extracts of questions as follows: *How important are promises? (G. 7)*; *How will you apply the message of the verse in your life as a student? (G.9)*; and *Why is trust a vital element in every relationship? (G. 10)*. Based on the art of questioning, in the first sample question, the question signifies action to the learners of creating an attitude toward promises to a person or even other people due to the word *important*. It signals keeping one's promise to heart which is very rare in this modern time. Likewise, it signifies establishing good social relationships with other people. In the second sample, it was explicitly stated the real-world application of the message taken to one's life. It insinuates social application because of the phrase *as a student*. Lastly, the third sample elucidates the call for social reform in terms of establishing trust in everyone's relationship which is the most common problem now for individuals in society. Furthermore, it signals forging a faithful relationship with other people. Additionally, the results could be supported by micro-level

results in table 2.1 which indicated that *How* was the most commonly used WH question type by the teachers in their instructional plans, showing 44.79%. This was further affirmed by the subsequent micro-level result in Table 2.3 on the level of cognitive questioning used which showed that *analytical questions* were mostly used by the teachers with 43.75%.

In addition, it can also be noted down that the themes have a strong inclination toward social transformation. In other words, the art of questioning used by the teachers in their literature instructional plans carries an evident and strong social transformative potential to the learners. To support the findings, Hrastic, Osher, and Sikder (2023) quoted that “literature is fundamentally a mirror, reflecting the norms, values, and complexities of societies at different points in history. It is viewed to have an intimate relationship with the society because literature shows social sympathies for the reason that it exercises favorable influence to one’s mind and attitude (International Research Journal of Management Sociology Humanities, 2018). Furthermore, literature gives an impression to the readers in a way that it captivates social encounters, more so offers proposals to change the experience. For instance, stated in Shelly’s opinion, poetry can be the means to evoke social reform and a tool to incite regeneration of humans in the future. Another concrete example is the Charles Dickens’s novels which have an implicit influence in generating an attitude for moderating and alleviating social wrongs, urging for relevant social reforms (Ibid). Likewise, Shah (2023) underscored that literature allows individuals in various foundations to exchange personal stances, test generalizations, and motivate compassion and comprehension. It evokes personal reflection and compassion, more so accurately acculturates complicated issues in the society and tests assumptions. In addition, literature urges for action by elaborately describing the struggles and prejudices encountered by troubled communities, motivating individuals to partake in movements for justice (Altun, 2023).

Table 6. Meso-Level Analysis in the Discursive Social Transformative Themes in the Information Detailing of Literature Instructional Plans

Social Transformative Themes	N	%	Rank	Textual Evidence
Personal Reflection/ Introspection	7	22.58	1.5	The learners will: <ul style="list-style-type: none"> • <i>make a reflection paper regarding with the story of "The Cycle of the Sun and Moon" (G. 7)</i> • <i>make an effective paragraph about the positive and negative messages conveyed in the story (G. 8).</i> • <i>compose Characterization-Critique Paper (Formal Theme) about the Iliad. (G.10)</i>
Personal Stance Exchange	7	22.58	1.5	<ul style="list-style-type: none"> • <i>get a partner and they will share their thoughts about the love and respect of a family by recalling the story of two brothers. (G. 8)</i> • <i>give their valuable insights regarding the sidebar questions (G. 10)</i>
Values	5	16.13	3.5	<ul style="list-style-type: none"> • <i>be asked to give the moral of the short story "The Leopard" in one sentence. (G. 8)</i>
				<ul style="list-style-type: none"> • <i>Valuing of the story (G. 10)</i>
Attitude Generation	5	16.13	3.5	<ul style="list-style-type: none"> • <i>The learners will share the most important life-lesson they have acquired from the story. (G. 10)</i>
Cultural History Sustenance	4	12.90	5	<ul style="list-style-type: none"> • <i>Begin by discussing the concept of folklore and its significance in cultural narratives. (G. 7)</i> • <i>Historical background of the story will be discussed. (G. 10)</i>
Social Reform	1	3.23	6	The learners will <ul style="list-style-type: none"> • <i>compose a self-composed persuasive speech about advocating the importance of love and respect in the family. (G. 8)</i>
Test Generalizations	1	3.23	6	<ul style="list-style-type: none"> • <i>present a debate about the following propositions about the moral dilemma in Fall of Troy... (G.10)</i>
Sharing Public Opinion	1	3.23	6	<ul style="list-style-type: none"> • <i>present a debate about the following propositions about the moral dilemma in Fall of Troy... (G.10)</i>
TOTAL	31	100		

The findings above indicate that teachers' manner of detailing information is reflective or introspective in nature and mostly elicits personal stance exchange from the learners with both 7 instances (22.58%). With respect to personal reflection or introspection, sample extracts are as follows: *make a **reflection paper** regarding with the story of "The Cycle of the Sun and Moon" (G. 7); make an effective paragraph about the **positive and negative messages conveyed in the story** (G. 8); and compose **Characterization-Critique Paper** (Formal Theme) about the Iliad. (G.10)*. The bold phrases are the hints that signify the introspective elements of the discourse data. For instance, in the first sample, the bold phrase, *reflection paper*, explicitly indicates the reflective element of the information detail from the discourse because of the word *reflection*. In the second sample, the bold phrase, *positive and negative messages conveyed in the story*, signals the requirement to discern the positive and negative messages from the literary text. It simply means that the discernment process takes a deeper introspection or self-reflection on the text. Lastly, the bold phrase, *Characterization-Critique Paper*, implicitly denotes the need for scrutiny on the literary text.

Consequently, in personal stance exchange, the sample extracts are as follows: *get a partner and they will **share their thoughts about the love and respect of a family** by recalling the story of two brothers. (G. 8); and give their valuable **insights** regarding the sidebar questions (G. 10)*. The first sample explicitly urges one to initiative social exchange through communication which is evident in the phrase, *share their thoughts*. Finally, the word, *insights*, simply means the need to share ideas or thoughts.

In relation to social transformation, these sample extracts on information detailing found on the instructional plans of the teachers carry these social transformative elements which are hinted by sentence structures. The personal reflection or introspection is one of the notable determinants of social transformation because through introspection, one assesses oneself and initiates change. He eliminates and assimilates his values system based on what he acquired from the literary work as Hrastic, Osher and Sikder (2023) mentioned that literature is a fundamental force that energizes the advancement of societies and people, making it a vital instrument in the journey for positive reform by giving a haven for reflection and introspection. On the other hand, personal stance exchange is the smallest unit in social transformation as this is the very basic step toward social reform. Having social exchanges with the people in the community may trigger a change in oneself gradually. In general, the findings imply that this information detailing method employed by the teachers in their instructional plans can bring out social transformation among the learners.

4.3.Macro-Level Analysis

The given samples in the transformative elements of the learning outcomes in the instructional plans: *Becoming responsible individuals of the society, Developing effective leadership, Fostering sense of responsibility, and Instilling Christian values*, reflected in table 4.2 meso-level, imply the country's need for social reform by starting to oneself. The constant reiteration of *responsibility* indicates serious attention to the individuals' attitude toward personal industry which was affirmed by the results in Table 5 meso-level which highlighted *attitude generation* (24%). It is evident in the sample that education stresses this matter more heavily than any other. Furthermore, this sense of responsibility subsequently predetermines the Christian values imbibed and inculcated to the individuals. In contrast, the education field struggles on instilling Christian values to individuals, especially the young generation, which is very evident in the prevalence of authentic Christian attitude and development of moral endowment in the instructional plans that only occurred in 1 instance as shown in table 4.2 meso-level. This leads to the conclusion that teachers do not put more weight on Christian formation of the individuals which is a major prerequisite for social transformation.

In addition, one may always intend somebody to form a new favorable attitude acquired from anything he interacted to. It was evident in the sample questions provided in the instructional plans reflected in table 5 meso-level which are as follows: *How important are*

promises? How will you apply the message of the verse in your life as a student? Why is trust a vital element in every relationship? The samples call for an action to the individuals to either eliminate or assimilate the value system with that of their own. This adopted value system would eventually lead them to becoming transformed individuals of the society, capable of knowing what is beneficial and detrimental to their social relationships in the society, more so adhere to what is morally-right for the common good.

Furthermore, individuals are intended to do self-reflection or introspection to deeply assess one's disposition which is evident on the text sample which is dominant in the instructional plan as reflected in table 6 meso-level which as follows: *make a reflection paper regarding with the story of "The Cycle of the Sun and Moon"; make an effective paragraph about the positive and negative messages conveyed in the story; and compose Characterization-Critique Paper (Formal Theme) about the Iliad.* This further denotes that individuals, especially young ones, should always practice self-reflection by questioning their habits, attitudes, dispositions, decisions, and reactions. Exhibiting intrapersonal intelligence or the ability to know oneself would eventually lead somebody to social transformation and become productive individuals of the society.

5. CONCLUSIONS & RECOMMENDATIONS

Based on the analysis using Fairclough's Three-Dimensional Framework, it can be concluded that teachers mainly used *How*-analytical questions in their instructional plans. They also mostly used *promote* or *advocate* as verb choice in the learning outcomes as this constituted the most number of transformative elements that can be embedded. Furthermore, most transformative elements embedded in the learning outcomes were geared on social transformation with elements such as fostering a sense of responsibility, developing effective leadership, and instilling Christian values being dominant. Likewise, attitude generation was the dominant social transformative theme derived from the art of questioning used in instructional plans. Personal reflection/ introspection and personal stance exchange were the social transformative themes conveyed from the information detailing. In general, the results pointed out the need for personal reform, adoption or assimilation of the value system, and self-reflection or introspection to ignite social transformation.

Further studies should be carried out due to the limitations of this study. The limitations include: few number of instructional plans used, incomplete representation of literary countries and genres, and inadequate literature for social transformative capabilities of literature. Thus, this study recommends the analysis of instructional plan samples for each literary country as this may give an in-depth interpretation on the social transformation capabilities of the instructional plans and their implications on discourse practice.

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About the Author

Jomar G. Mercado is a current graduate school student at Philippine Normal University (PNU), Manila, Philippines. He is currently taking up Master of Arts in English Language Education (MAELE). He is an English and Research educator and enthusiast. His research interests align with English Language Education or English Language Teaching, Literature Teaching, Grammar in Contemporary English, Multimodal Discourse Analysis, and Critical Discourse Analysis. As a research educator, he has helped many student researchers.