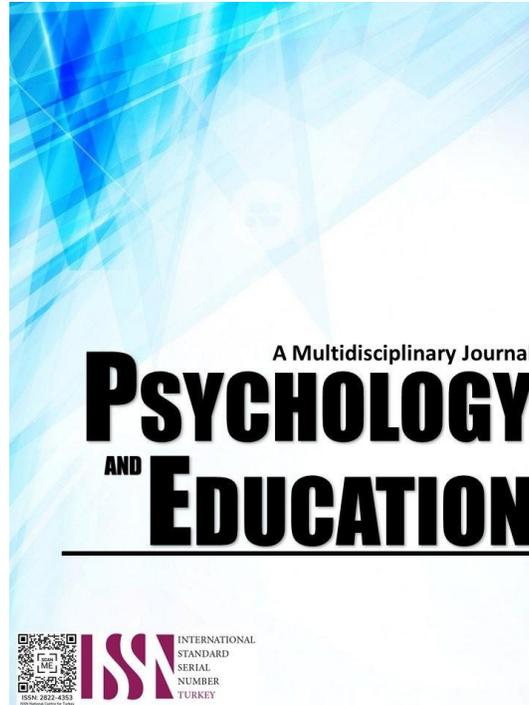


# SYSTEMIC FUNCTIONAL ANALYSIS OF THE MINUTES OF THE LEARNING ACTION CELL MEETINGS IN REGION XI



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## Systemic Functional Analysis of the Minutes of the Learning Action Cell Meetings in Region XI

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### Abstract

The purpose of this study was to identify what language choices are employed in the minutes of the Learning Action Cell (LAC) meeting in the context of SFL metafunctions; to identify how the language choices of the teachers reveal the identities of the LAC participants; and to explore the functionality of the LAC meetings. The study was primarily a discourse analysis, which was framed through the linguistic framework of Michael Halliday about Systemic Functional Linguistics (SFL). In addition, the study included 22 participants who underwent in-depth interviews to validate the functionality of the LAC sessions. Results revealed that language choices among teachers' participants in LAC meetings aligned with the three metafunctions, namely the ideational, interpersonal, and textual metafunctions. Each of the metafunctions created different essential themes, which were supported with essential core ideas drawn from the corpora of the study. As to the language choices used by the teachers, it was analyzed based on the three domains, which are the tenor, field, and mode. Each of these domains reflected different language choices that embodied the language used by the teachers. Lastly, as to the functionality of the session, the teacher accounted for personal experiences, which created different essential themes that reflect the advantages of the session, especially in the teaching and learning process.

**Keywords:** *applied linguistics, learning action cell (LAC) meeting, systemic functional linguistics, secondary teachers, Philippines*

### Introduction

In the Department of Education (DepEd), Learning Action Cell (LAC) enables teachers to collaborate in instructional meetings to tackle common teaching problems (Madriaga, 2021). Further, following the DepEd Order No. 35, s. In 2016, it was highlighted that meeting minutes are prepared for monitoring and record-keeping, with the responsibility of documenting the minutes rotating among group members. However, Munalim and Genuino (2021) stated that in analyzing meeting minutes in educational settings, there is social inequality wherein participants utilize their academic circumstances to dominate the chair of the meeting. Furthermore, in the study by Orebe (2020), it was explained that a speech appeared to be written in direct form, which negates the conventional choice of language in written minutes.

Meanwhile, Professional Learning Communities (PLCs) aim for collaboration among teachers about their needs for professional development, as it helps to foster teachers' identities, practices, and behaviors to improve classroom practice (McPherson & Asghar, 2023). When teachers employ polite, yet honest language, they are more effective and can produce higher-quality work (Lu, 2023). It was noted as well that PLCs must integrate collaborative dialogue with action and discuss experiences nonjudgmentally with colleagues to improve professional practice (Stein, 2022). In a study of teachers' language use in official and unofficial groups in WhatsApp, they make a favorable impression on their superiors, wherein they use persuasive strategies to come out as friendly and expressive, which helps them win acceptance and acquiescence (Hussein et al, 2023).

On the other hand, Prenger et al. (2021) argued that leaders undermine their purpose by failing to communicate goals, which results in shifting topics during the conversation. Additionally, another study, a Critical Discourse Analysis (CDA) study, revealed that teachers feel ignored in the decision-making processes, experience a communication gap with their district and school, and receive ambiguous assistance. All of these have an impact on the many facets of their work (Macias, 2019). While in a Twitter-facilitated PLC among medical educators, people find the brief sentence structure to be quite annoying, which may overlap in answers, reposts, and retweets (Zheng et al., 2022).

Although several studies were conducted about teachers' LAC meetings, they merely focused on exploring the professional implications of conducting these meetings (Vega, 2019). In language research, the conduct of Systemic Functional Analysis of LAC sessions has not received the needed attention. To better understand the effectiveness of the meetings within the LAC group and improve teaching practices and student outcomes, it is important to conduct a Systemic Functional Analysis on the meeting minutes of this session. This is because this analysis will help identify themes, analyze interactions, understand context, and evaluate the effectiveness of the said meetings. Therefore, the focus of the current study was on analyzing the LAC meeting minutes to uncover the structure, the content of the discussions, and the importance of language used to establish connections and relationships among teachers involved in the meeting.

Additionally, the findings of this study will be shared in various forms. First, the findings of this study will be published in reputable scholarly publications focusing on Systemic Functional Analysis, language studies, and education. Since these publications can reach a wider audience, they will help to allow, encourage, and connect academic discourse with a broader intellectual readership. Second, the study will be presented at pertinent research conferences that offer the chance to interact with students, teachers, school administrators, and educational leaders to share insightful input on language study in LAC meetings. Thirdly, a copy of this study will

be submitted to the Schools Division offices and the Region XI Office of the Department of Education for dissemination and discussion of the pedagogical and professional implications of the study's results. This will enable the application of the findings of the study in real-world scenarios.

Moreover, analyzing the minutes of the Learning Action Cell in Region XI using Systemic Functional Analysis holds significant social value in education, language research, and the pedagogical and professional development of teachers. Likewise, the research provides insights into the complexities of collaborative learning, decision-making processes, and professional contacts in educational contexts by systematically analyzing the conversations inside these meetings. The results may help to improve the efficiency of the LAC session, facilitate thought exchange, and encourage a reflective practice culture among educators. Moreover, the findings of the study might influence pedagogical practices and language studies, assisting teachers in creating more inclusive and productive lesson plans. Lastly, the research can help to focus on professional growth by revealing trends and subtleties in communication.

The purpose of this qualitative study, which utilized the Systemic Functional Analysis, was to analyze and assess the language patterns used in the LAC meeting minutes. The study also sought to identify the language selections used in the minutes in the context of SFL Metafunctions. Additionally, it aimed to examine how these language choices reflect the identities of LAC participants and how these participants evaluate the effectiveness of LAC meetings.

At this stage of the research, an LAC session is defined as a collaborative professional learning group of teachers that meets regularly to share knowledge, solve teaching-related challenges, and improve classroom practices. This session promotes reflective practice, peer support, and continuous professional development to enhance teaching quality and student learning outcomes within the school community.

### **Research Questions**

This discourse study, focusing on the minutes of the LAC session through the lens of Systemic Functional Linguistics, sought to answer the following research questions:

1. What language choices are employed in the minutes of the LAC meetings in the context of SFL Metafunctions?
2. How does this language choice reveal the identities of the LAC participants?
3. How do these participants assess the functionality of LAC meetings?

## **Methodology**

### **Research Design**

This qualitative study in a discourse analysis used the Systemic Functional Analysis. This type of analysis was employed as it suited the frame of the corpora of the study. In addition, qualitative design is suitable as the primary aim was to analyze and interpret the distinctive linguistic features of LAC meeting minutes, which is a non-numerical research material. As defined by Levitt et al. (2017), qualitative research is an inductive approach where the researcher typically seeks to understand and gain new insights into a situation. Additionally, Punch (2013) also defines this design as dealing with non-numerical data, in which the researcher seeks to interpret meaning and make sense of these data that assist individuals in understanding life events in society through the study of the identified population.

In this study, Systemic Functional Analysis was the most appropriate methodology for describing and analyzing the structure and content of meeting minutes, given its ability to systematically identify and examine the underlying ideas and relationships present in the text. The linguistic features employed in LAC meetings were analyzed and described while identifying the three metafunctions. The three metafunctions, ideational, interpersonal, and textual, are essential to language analysis since they are mapped onto the clause's structure (Halliday, 1994). In this study, SFL helped to identify the language choices employed in the minutes in the context of SFL Metafunctions, the language choices that reveal the identities of LAC participants, and how these participants assess the functionality of LAC meetings. As a researcher, I utilized this methodology to examine the meeting minutes and uncover the linguistic features within them.

### **Participants**

The research materials of this study were the Learning Action Cell (LAC) Meeting Minutes of public-school teachers in the Department of Education Region XI. These meeting minutes were necessary for identifying the language choices employed in the minutes in the context of SFL Metafunctions and identifying the language choices that reveal the identities of LAC participants. As stated, Learning Action Cell (LAC) Meeting Minutes as subject was used for corpus analysis. Since Clarke and Braun (2013) noted that 10-100 corpora are a decent amount for corpus-based analysis, this number of corpora was considered enough for analysis. This study has 50 LAC meeting minutes from SY 2023 - 2024.

The number of corpora is believed to make the research materials sufficient to cater to the data needed. In this study, meeting minutes obtained from the LAC sessions were the only materials for the corpora of this study. Meeting minutes from other school functions, such as the Parent Teacher Association (PTA) or stakeholders' meetings, were excluded from the analysis. The LAC meeting minutes

were examined and analyzed carefully to generate a corpus. Afterward, it was evaluated, classified, and subjected to analysis based on the Systemic Functional Linguistics (SFL) Theory by Halliday (1994).

Furthermore, an In-depth Interview (IDI) was conducted to answer the third research question. The researcher interviewed these participants about how they assess the functionality of LAC meetings. Creswell (2013) proposed that a sensible sample size may range from 3 to 25 participants for phenomenological research. Furthermore, I used snowball sampling to determine the participants. As explained, snowball sampling, also called chain sampling or chain referral sampling, is a method used by researchers to generate a pool of participants for a research study through referrals (Frey, 2018). Of these, 22 participants, two from every 11 divisions, were interviewed to assess the functionality of LAC meetings.

### **Instrument**

Qualitative researchers typically use different data-gathering methods such as interviews, observations, and documents (Creswell, 2013). The data of this study were taken from the teachers' Learning Action Cell meeting minutes and In-Depth Interviews (IDI). According to Clarke and Braun (2013), a range of 10 to 100 is enough to saturate the data from the corpora. Thus, 50 materials were enough to substantiate the amount of data.

The 50 Learning Action Cell (LAC) meeting minutes accommodated the necessary material that the researcher needed for this analysis. Moreover, the researcher sought the help of primary sources such as books, articles, journals, and past research to conduct my analysis for this study.

Furthermore, to answer how the participants assess the functionality of the LAC meetings, the researcher conducted an In-Depth Interview (IDI) of the participants. There were 22 participants for the IDI coming from the 11 school divisions of Davao Region. This follows Creswell's (2013) proposition that a sensible sample size may range from 3-25 participants and Frey's (2018) Snowball Sampling method to generate a pool of participants for a research study through referrals.

### **Procedure**

As defined by Creswell (2013), qualitative researchers are engaged in a sequence of collecting data. An important step is to look for the necessary materials and conduct the study to obtain accurate information. As a researcher, the researcher took demanding steps to collect data. The researcher engaged in a sequence of events in the data collection procedure before the conclusion of the study. Proper procedures were taken in this study to ask permission before the gathering.

In conducting this study, the researcher took specific actions in the data collection while adhering to the correct research etiquette and standards to properly and objectively acquire the required data. The data collection process was based on the concept of Creswell (2013), who stated that much data is produced during the data collection process and that it is an important stage of the research process, as it allows for analysis to clarify the variables of emphasis.

To ensure the ethical standards of the research, the researcher checked the research protocol and had it evaluated by the UIC Research Ethics Committee (REC) before starting the study. The researcher collected research materials once the committee cleared the researcher to conduct the study. Then, the researcher scheduled a meeting with the researcher's adviser to seek advice on the processes the researcher took in conducting the study. Subsequently, the researcher formulated a plan based on the advice given. Finally, the researcher requested permission from the Dean of the Graduate School at the University of the Immaculate Conception to conduct the study.

After this, the researcher sought the permission of the Regional Director of the Department of Education Region XI and School Division Superintendents to allow the researcher to collect the necessary meeting minutes and conduct an In-Depth Interview (IDI) from public secondary schools. The next step was to employ a gatekeeper for the research. The role of the gatekeeper was to identify the people who were the study participants.

Once the researcher had secured permission from both the Regional Director of the Department of Education Region XI and the School Division Superintendents, the researcher sought the permission of the school heads before gathering the meeting minutes. The researcher collected only the minutes of the meeting, not its recordings, and interviewed two (2) teacher participants from one school per division. Furthermore, these teacher participants in In-Depth Interviews (IDI) were present in the meetings from which these minutes were taken.

As a researcher, the researcher ensured that all personally identifiable information in the meeting minutes was anonymized. The researcher processed only the necessary data and stored it securely in compliance with the Data Privacy Law of 2012. Moreover, the researcher provided the school heads and teacher participants with an Informed Consent Form (ICF), giving them the choice to participate or not in the study. The researcher explained the purpose of the study, what their participation entails, and any potential risks or benefits. They were made aware that their involvement is voluntary, and they can withdraw at any time.

After this, the researcher objectively and thoroughly reviewed and examined the content of the LAC meeting minutes and generated themes from the In-Depth Interviews (IDI). The evaluation was carefully done to arrive at a reliable analysis utilizing the Systemic Functional Analysis, focusing on metafunctions (Halliday, 1985). This thorough review and evaluation aimed to analyze the language

choices employed in the meeting minutes, how these language choices reveal their identities, and how they assess the functionality of the LAC meetings.

Lastly, the researcher sought the assistance of debriefers who have the authority and knowledge in Systemic Functional Analysis. This is to assess the validity of the conclusions reached after studying and interpreting the corpora. This was done to accurately and objectively evaluate the findings of the study and their interpretation while removing any personal assumptions and biases that may affect the research outcome.

### **Data Analysis**

In the upcoming stages of the study, the researcher executed appropriate steps in analyzing the written works qualitatively to aid in answering the research questions. According to Alsaawi (2016), the concept analysis of written discourse is deemed necessary to discover linguistic consistency and patterns. In this study, the researcher used Systemic Functional Analysis by Halliday (1985) to analyze the language choices and how these language choices reveal the identities of the LAC participants. Furthermore, the researcher also generated themes from the In-Depth Interviews (IDI) to answer how participants assess the functionality of LAC meeting minutes.

As this paper sought to analyze the content of the minutes during LAC meetings, the security and privacy of those involved in the meeting were not compromised. As a result, each meeting minute and IDI participant was classified using a coding system to hide their identity and ensure utmost confidentiality. This coding method was used during the entire course of the investigation. In addition, to help the researcher with the analysis, an expert in linguistics or an expert debriefer further evaluated and checked the results of the data collected to provide suggestions and remarks that could be integrated into the research activity to improve it.

### **Ethical Considerations**

The researcher ensured that the necessary ethical standards and considerations were observed and followed throughout the study. To make sure that the study followed ethical procedures, the paper underwent a thorough and critical evaluation by the UIC-REC. Therefore, the study was subjected to review by the Ethics Committee of the institution. The researcher sought approval. Thus, the study was considered valid. The study followed and needed to pass the standard procedures of the Ethical Review Committee of the Institution. Certification from the committee was appended.

The plagiarism check was used following the standard percentage or rating of the institution. Different literature reviews were used in consonance with the study. The data was interpreted through simple language for the readers to comprehend it easily. The results of the study were used not only for the researcher's consumption but also for publication, following the publication standard criteria by the committee.

For the public to support and believe in the research, Quadri (2016) contended that researchers must uphold ethical standards. The introduction to this research contained definitions of the participants. It noted the benefits of research on the quality of education as an important ethical consideration in the design, review, and conduct of this study. Specifically, the result of this research was subjected to evaluation of the UIC-REC following the ten dimensions of research ethics, which included the following:

**Social Values.** This study benefited the community, especially the Department of Education. The Department utilizes the Learning Action Cell (LAC) to foster collaborative professional improvement among teachers, enabling them to emerge as influencers of change. The findings of this study could potentially provide significant contributions to the field of education by enhancing collaboration in LAC meetings. Hopefully, these findings can serve as a guide and foundation for future studies exploring similar topics.

Additionally, the study aimed to support the development and enhancement of collaboration in LAC meetings, which could positively impact the professional growth of teachers and, ultimately, the quality of education in the community. Furthermore, this research corresponds with the United Nations' 4th Sustainable Development Goal (SDG 4), which emphasizes quality education. The study promotes professional development among educators via the Learning Action Cell (LAC), thereby improving educational quality. The results could serve as a roadmap for subsequent research and projects, leading to enhanced teaching pedagogies and positive educational outcomes. This is in line with SDG 4's objectives of augmenting the pool of skilled teachers and elevating the standard of education. Consequently, this research not only benefits the local community and the Department of Education but also aids in the worldwide pursuit of the Sustainable Development Goals.

**Informed Consent.** The primary purpose of this study is to identify the language choices employed in the minutes in the context of SFL Metafunctions, how these language choices reveal the identities of LAC participants, and how these participants assess the functionality of LAC meetings. This study was conducted through interviews with 22 teachers from the eleven divisions of Region XI. Thus, informed consent was secured from all teacher-participants before the conduct of the study. Through informed consent, the teacher-participants were able to freely and voluntarily join the study with full information about what it would mean for them to take part, and that they were given consent before they joined. Participants also have the right to withdraw from the study at any time if they choose to do so, and they were encouraged to ask any questions they may have about the study.

**Vulnerability of Research Participants.** The participants in this study were the 22 teachers from eleven divisions of Region XI. These teachers are of legal age and have a certain degree of maturity to decide whether they would participate or not. Nevertheless, the identity

and privacy of the teacher-participants were protected throughout the conduct of this study. Nevertheless, these teachers were informed that they could freely withdraw from participating in this study at any time during the conduct of this study, especially if they felt uncomfortable during the interview.

**Risk, Benefit, and Safety.** Teachers participating in this study stand to gain valuable insights that outweigh any potential risks. Their involvement enhanced their professional development and understanding of language dynamics in LAC meetings. The study also aimed to contribute to academic discourse on Systemic Functional Linguistics (SFL) and improve communication strategies for LAC meetings. Participants' identities were confidential, and their right to withdraw from the study at any time was respected. While the study aimed to minimize risks, there may be unforeseen circumstances during the participants' involvement. For instance, participants might feel discomfort or anxiety when sharing their experiences. To mitigate this, the researcher ensured a supportive and non-judgmental environment during the interviews. Participants were reassured that they could pause or stop the interview at any time. Their concerns were addressed promptly, and appropriate measures were taken to ensure their comfort and safety.

In terms of benefits, participants stand to gain valuable insights into the language dynamics in LAC meetings, which could enhance their professional development. Their contributions could help improve communication strategies in these meetings, benefiting not just themselves but also their colleagues. Furthermore, their participation could contribute to academic discourse on Systemic Functional Linguistics (SFL), potentially influencing future research and practices in this field.

Moreover, the safety and well-being of the participants are paramount. Interviews were conducted in a safe and comfortable environment. All necessary precautions were taken to ensure the physical and emotional safety of the participants. This includes maintaining confidentiality, respecting personal boundaries, and ensuring a respectful and supportive atmosphere. Overall, the study promised to provide valuable insights into language choices at LAC meetings and their impact on communication strategies.

**Privacy and Confidentiality of Information.** The Data Privacy Law of 2012 is considered in this study. This law will protect the fundamental human right to private communication while ensuring the free flow of information to promote innovation and growth, and the State's inherent obligation to ensure that personal information and communication systems in government and the private sector will be secured and protected.

In this study, the researcher protected the personal information that was gathered during the interviews. The researcher used coding in the transcripts. The researcher ensured that the collected data was disposed of after three years. The researcher did not relay the information to others and secured it during the conduct of the study. The names of the participants were also coded to protect their identities and stories. The researcher ensured that all personally identifiable information in the meeting minutes was anonymized. The researcher processed only the necessary data and stored it securely in compliance with the Data Privacy Law of 2012.

**Justice.** In this study, the utmost significance lies in the fairness of participant selection. The selection of participants was based on well-defined inclusion criteria, thereby ensuring a fair and appropriate methodology for selecting participants. The process of selecting teacher-participants for inclusion in this study was carefully crafted to ensure diversity, relevance to the research questions, and meaningful contributions to the objectives of the study. Considerations such as age, teaching experience, and educational background guided the selection criteria. Teacher-participants spanning a spectrum of experience levels, ranging from newcomers to seasoned educators, were chosen to examine how they assess the functionality of LAC meetings.

**Transparency.** Honesty and open communication were embodied throughout this research study. As a researcher, the researcher made sure that an unbiased presentation of the study was emphasized. Thus, the teacher-participants involved in the interview were also informed of the results of the study, together with the recommendations.

**Qualification of the Researcher.** The researcher's experience working as an educator in a public school provided a multitude of invaluable lessons. It also made the researcher keenly aware of the profound impact that this occupation could have, not only on the students themselves but also on their parents. With a duration of eight years in the realm of language teaching and experience as a faculty member in the Department of Education, the researcher can confidently assert that the necessary qualifications are possessed to undertake the present investigation. The researcher's educational background and extensive years of experience uniquely position the researcher to address the research inquiries at hand.

The researcher's involvement as a teacher in a public school bestowed firsthand insights into the trials and intricacies of the educational system. This practical knowledge will enable the researcher to formulate research inquiries that will resonate with the encounters of the participants, guaranteeing that the findings of the study will be pertinent and influential. Furthermore, the researcher's eight years of devoted service in the field of education underscore an unwavering dedication to enhancing instructional and learning practices.

As a researcher, the researcher's intention and commitment to carry out this study remained steadfast. The researcher committed to acquiring the knowledge required to advance the current research in the field of education. Moreover, the researcher considered it fortunate to have had a competent adviser from the esteemed University of the Immaculate Conception. With the adviser's guidance, support, and rigorous evaluation, the researcher possessed complete confidence that the research would be methodically scrutinized, examined, assessed, and evaluated for its precision and validity. This collaboration further highlighted the researcher's steadfast commitment to conducting a study of high quality and impact.



Adequacy of Facilities. In conducting this research, the researcher made sure that full access to the data appropriate to the study was available. Since the retrieval of the documents needed was done face-to-face, the researcher ensured that the environment where the study was conducted was conducive. Also, proper health protocol was observed throughout the study. Before the interview, the researcher secured and prepared the video and tape recorder with an installed microphone, the laptop and printer, and school supplies necessary for the printing of manuscripts and the interview guide. The information that was gathered through the interview was communicated to each of the teacher-participants, and the researcher transcribed the interview recordings so no one would get hold of the information. All in all, the researcher believed that the study was conducted properly because adequate facilities were available, and the data that were gathered during the interviews were put in place and made available to the participants.

Community Involvement. As a researcher, the researcher also considered using a relationship paradigm that acknowledges the notion of the research retrievers. Thus, the findings of this study were disseminated to the Department of Education. Furthermore, the researcher complied with the Data Privacy Law of 2012, which was under the ethical considerations section, to ensure that the data cannot be traced back to the documents retrieved to protect the identities of involved participants. Most importantly, to ensure that the rights of the participants were not violated, the researcher made sure that the necessary ethical standards and considerations were followed throughout the study. Thus, utmost care was implemented to ensure the anonymity of the de-identification of personal information shared. The researcher followed ethical standards in research because norms promote the pursuit of knowledge and truth, which is the primary goal of this research.

## Results

This section presents and illustrates the results and findings of the study based on the established research questions of the study. In the study, there are three pre-established research questions that were all framed from the linguistic framework of Halliday, which is the Systemic Functional Linguistics. This framework is used in analyzing the language used in minutes of the Learning Action Cell (LAC) session of the Department of Education.

### Profile of the Research Materials

The corpora used in this study are the different minutes in the conducted Learning Action Cell (LAC) sessions in the eleven (11) divisions of the Department of Education in Region XI. As explained, the Learning Action Cell (LAC) session in the Department of Education is a collaborative and professional development activity conducted by teachers wherein they engage in reflective discussions to share their own best practices and solve teaching-related issues specifically observed inside the classroom.

In addition, LAC sessions are conducted as they foster continuous improvement among and between teachers through conducting peer learning, mentoring, and knowledge exchange. From this, teachers will be able to get to know perspectives and best practices from other teachers, which can be applied in their own teaching. Further, LACs are important as they enhance teaching quality, promote instructional innovation, and address challenges within

Table 1. Profile of the Research Materials

Session Minute No.	Division	Year Conducted	Minutes Code
1	Division of Davao del Norte	2023-2024	LACMM_DDN01
2	Division of Davao del Norte	2023-2024	LACMM_DDN02
3	Division of Davao del Norte	2023-2024	LACMM_DDN03
4	Division of Davao del Norte	2023-2024	LACMM_DDN04
5	Division of Davao del Norte	2023-2024	LACMM_DDN05
6	Division of Davao City	2023-2024	LACMM_DC01
7	Division of Davao City	2023-2024	LACMM_DC02
8	Division of Davao City	2023-2024	LACMM_DC03
9	Division of Davao City	2023-2024	LACMM_DC04
10	Division of Davao City	2023-2024	LACMM_DC05
11	Division of Davao del Sur	2023-2024	LACMM_DDS01
12	Division of Davao del Sur	2023-2024	LACMM_DDS02
13	Division of Davao del Sur	2023-2024	LACMM_DDS03
14	Division of Davao del Sur	2023-2024	LACMM_DDS04
15	Division of Davao del Sur	2023-2024	LACMM_DDS05
16	Division of Davao Occidental	2023-2024	LACMM_DDO01
17	Division of Davao Occidental	2023-2024	LACMM_DDO02
18	Division of Davao Occidental	2023-2024	LACMM_DDO03
19	Division of Davao Occidental	2023-2024	LACMM_DDO04
20	Division of Davao Occidental	2023-2024	LACMM_DDO05
21	Division of Digos City	2023-2024	LACMM_DG01
22	Division of Digos City	2023-2024	LACMM_DG02
23	Division of Digos City	2023-2024	LACMM_DG03
24	Division of Digos City	2023-2024	LACMM_DG04
25	Division of Digos City	2023-2024	LACMM_DG05
26	Division of Panabo City	2023-2024	LACMM_PC01
27	Division of Panabo City	2023-2024	LACMM_PC02
28	Division of Panabo City	2023-2024	LACMM_PC03

29	Division of Panabo City	2023-2024	LACMM_PC04
30	Division of Panabo City	2023-2024	LACMM_PC05
31	Division of Tagum City	2023-2024	LACMM_TC01
32	Division of Tagum City	2023-2024	LACMM_TC02
33	Division of Tagum City	2023-2024	LACMM_TC03
34	Division of Tagum City	2023-2024	LACMM_TC04
35	Division of Tagum City	2023-2024	LACMM_TC05
36	Division of Davao de Oro	2023-2024	LACMM_DO01
37	Division of Davao de Oro	2023-2024	LACMM_DO02
38	Division of Davao de Oro	2023-2024	LACMM_DO03
39	Division of Davao de Oro	2023-2024	LACMM_DO04
40	Division of Davao de Oro	2023-2024	LACMM_DO05
41	Division of Mati City	2023-2024	LACMM_MC01
42	Division of Mati City	2023-2024	LACMM_MC02
43	Division of Mati City	2023-2024	LACMM_MC03
44	Division of Mati City	2023-2024	LACMM_MC04
45	Division of Mati City	2023-2024	LACMM_MC05
46	Division of Davao Oriental	2023-2024	LACMM_DR01
47	Division of Davao Oriental	2023-2024	LACMM_DR02
48	Division of Davao Oriental	2023-2024	LACMM_DR03
49	Division of Davao Oriental	2023-2024	LACMM_DR04
50	Division of Davao Oriental	2023-2024	LACMM_DR05
51	Division of Samal City	2023-2024	LACMM_SC01
52	Division of Samal City	2023-2024	LACMM_SC02
53	Division of Samal City	2023-2024	LACMM_SC03
54	Division of Samal City	2023-2024	LACMM_SC04
55	Division of Samal City	2023-2024	LACMM_SC05

Table 1 reflects the summarized outline of the corpora, including the name of the division and the corresponding years that the sessions were conducted. Moreover, each session is assigned a session code that would be used to mark the statements that would be culled in answer to the three research questions presented in this study.

#### ***What language choices are employed in the minutes of the LAC meetings in the context of SFL Metafunctions?***

The first research question of this study includes the analysis of the language choices employed by high school teachers during the conduct of their LAC sessions. Through this lens, this question will be answered through the lens of the Systemic Functional Linguistics of Halliday (1985). As explained, Systemic Functional Linguistics (SFL) is a theory of language that views language as a tool for making meaning within different social situations and contexts. It emphasizes the functions of language by examining how language serves specific purposes within a specific communicative event or situation. This includes representing personal experiences, interacting with others, and organizing texts to convey one specific function. It focuses on how speakers choose language forms based on their social roles and the situation at hand.

In the context of language used, SFL is used to understand language as to how it is being used purposefully and appropriately in different contexts. It helps language users to understand not just grammar and vocabulary, but also how to choose the right forms of language for specific and different situations. Additionally, this linguistic framework also supports critical thinking about language use, which helps language users develop more sophisticated communication skills.

On the other hand, in the context of the study, Systemic Functional Linguistics (SFL) of Halliday relates to the language used in the Learning Action Cell (LAC). This is because, in the LAC sessions of teachers, they have emphasized language functions in social contexts by interacting with their co-teachers and with their principal. In the session, teachers used language to share their own experiences related to their teaching, reflect on their own best practices, and collaborate professionally with other teachers. Likewise, it is in the session as well that teachers were able to highlight the three metafunctions of language, as highlighted by SFL, which are the ideational, interpersonal, and textual metafunctions.

In the general perspective of these three metafunctions, for the ideational function, teachers express their content knowledge and teaching experiences in their teaching pedagogy and the teaching and learning process; for the interpersonal metafunction, teachers build relationships with their co-teachers and support one another to establish a more effective teaching environment, which will guarantee a quality education.

Lastly, for the textual metafunction, teachers organize their thoughts coherently and effectively to be understood by other teachers. Now, through these functions, language becomes a tool for meaning-making and professional growth among these teachers. Henceforth, SFL provides a framework for analyzing how teachers use language purposefully during their LAC sessions to co-construct knowledge and improve teaching practices collaboratively.

At this point, let us examine in a deeper perspective as to how each metafunction was used and elaborated in the minutes of the LAC sessions of the teachers. This comprehensive analysis was shown in Table 2, which shows the three different metafunctions of language, followed by the emerging themes formed under each function, which further entail how the language was used. Then, it was followed



by the core ideas, which illustrated the actual usage of the language as demonstrated by the teachers. Lastly, the language implication was shown to explain how each of the functions enables the communicative event among teachers.

**Ideational Metafunction.** In the ideational metafunction, as explained, it focuses on how language expresses experiences and constructs reality. In the context of the study, in the LAC sessions of teachers, they have used language to share their own experiences about their teaching pedagogy and methodologies, they have also analyzed their varied teaching strategies, and co-constructed professional knowledge, which is deemed useful and essential for everyone. Throughout the session and the whole process, teachers were able to articulate problems, propose solutions to the problems observed, and reflect on effective and efficient classroom practices. Hence, it is in this metafunction that teachers were able to present their teaching pedagogies and collaboratively make essential modifications with their co-teachers professionally. Likewise, this metafunction supports meaning- making and knowledge-building to foster reflective practice and continuous improvement in the teaching and learning process.

**Logical Discussions during the Meeting.** In LAC sessions, teachers engage in logical discussions to explain their own and unique teaching strategies, analyze varied classroom issues and problems they have encountered, and propose solutions to these. These constructs reflect the ideational function as language is used to construct and organize knowledge systematically. Through cause-and-effect statements, comparisons, and sequencing, teachers express their understanding of teaching by making the discussions meaningful and grounded, which is shared professionally among teachers.

Table 2. Language Choices employed in the Minutes of the LAC Meetings in the context of Systemic Functional Linguistics Metafunctions

Linguistic Metafunction	Essential Themes	Core Ideas	Implications
Ideational Metafunction	Logical Discussions during the Meeting	Presenting the topics and ideas logically during the meeting discussion. Discussing the ideas, actions, decisions, and processes during the meeting.	By applying Halliday's Ideational Metafunction, LAC participants can analyze and articulate the dynamics and aspects of the teaching and learning process more systematically. Further, this helps foster meaningful reflection, collaboration, and continuous improvement, aligning with the goal of DepEd in ensuring quality education.
	Strengthening Professional Development among Teachers	Documenting strategies or activities for teacher development. Emphasizing language capacity building and skill enhancement. Emulating a collaborative learning and development for a shared growth.	
	Tracking Progress and Outcomes	Documenting the achievements and milestones. Comparing the previous meeting action points and status. Using of evaluative language to assess teachers' effectiveness. Reviewing the outcomes of previous decisions to inform current problem-solving efforts.	
	Effective Problem-Solving and Decision Making Skills	Recognizing problems or concerns raised during the meeting. Having collaboration to gain ideas to address identified challenges. Considering multiple perspectives and innovative approaches. Reaching agreement on the most comprehensible steps to address challenges.	
	Collaborative Efforts to resolve Problems and Challenges	Having plans to track the effectiveness of implemented solutions. Providing clear and detailed descriptions of issues or challenges. Allowing participants to share personal or professional experiences related to the challenges. Brainstorming strategies or interventions to address challenges. Assigning specific roles and responsibilities to team members or committees.	
	Presenting Reports and Updates	Highlighting major achievements. Reviewing the effectiveness of the reporting process to improve future presentations.	
Interpersonal Metafunction	Establishing Authority and Building Relationships	Establishing hierarchy and authority within the meetings. Using of modal verbs to indicate obligations or suggestions. Expressing agreement or disagreement signaling collaboration or conflict. Emphasizing mutual support, shared responsibilities, and cooperation. Assigning of roles making to inform everyone of their roles and responsibilities.	The Interpersonal Metafunction of Halliday enables teachers and facilitators in LAC sessions to communicate effectively, build trust, and negotiate shared solutions to educational challenges. By fostering respectful and collaborative interactions, it enhances
	Establishing Commitment and Accountability	Assigning responsibilities to individuals or groups. Stating of deadlines and expectations. Using of assertive vs. tentative language to ensure accountability.	
	Valuing Inclusivity	Valuing multiple viewpoints. Using language reflecting inclusivity among certain groups.	



Textual Metafunction	among Others	Discussing varied viewpoints among participants with respect and authority.	the collective capacity of teachers to improve their practices and pedagogies to align with the objectives and goals of DepEd.
	Emulating Collaboration and Teamwork	Fostering a sense of community and mutual support among participants. Recognizing the value of diverse perspectives in generating solutions. Clarifying roles and responsibilities in the decision-making process. Having logical organization and flow of information in the minutes.	
	Following a Structured and Organized Meeting Minutes	Formatting strategies to enhance readability and navigation. Adhering to formal language norms in the minutes. Ensuring that the meeting minutes follow a clear structure starting with the agenda, followed by discussions, decisions, and concluding remarks. Using formatting techniques like bolding, italics, and underlining to highlight important information. Using time markers and sequences to provide a clear chronological structure of the minutes.	
	Establishing Coherence and Cohesion on the Minutes	Using sequential markers to indicate the logical order of ideas. Using cohesive devices like conjunctions, referential pronouns, or repetition to ensure clarity. Using cohesive devices to link ideas and create a smooth flow of information.	
	Highlighting Essential Points for Emphasis	Using headings, subheadings, or bolded text to emphasize critical points or action items. Structuring the text to ensure easy navigation for readers. Avoiding long and dense paragraphs in favor of concise, visually organized content.	The Textual Metafunction ensures that LAC sessions are structured and cohesive, enabling participants to engage meaningfully in discussions, reflect on teaching practices, and formulate actionable plans. This structured use of language enhances clarity and coherence, ensuring the success professional development initiatives of DepEd.

In the LAC sessions minutes, the core idea number 1 explains how teachers present the topics and ideas logically during the meeting discussion. Teachers collaboratively address problems and challenges by raising their concerns and proposing solutions to these problems. The statement below exemplifies ideational metafunction by using language to represent and organize the experiences of teachers. It details specific events like how the meeting started, the presentation of the Division Meet timeline, encouragement of athlete training, and reminders about teachers’ administrative tasks. With this, it constructs a coherent account of the session's proceedings by conveying the logical component and by sequencing events and highlighting cause-and-effect relationships. As shown:

“The meeting started at exactly 3:30 PM with a prayer led by \*\*\*\*\*. Further, \*\*\*\*\*, as one of the coaches, presented the timeline for the incoming Division Meet as well as the different sports events the athletes are qualified for. Along with the preparation, rigid trainings of the athletes are highly encouraged. \*\*\*\*\* reminded the subject teachers about the excuse letter to allow the students to go out during practice. Lastly, \*\*\*\*\*, Grade 11 Head, reminded the coaches about their substitution form to prepare it ahead of time so that the substitute teachers would also be informed.” (LACMM\_DDN01)

In the core idea number 2, the ideational metafunction enables teachers in LAC sessions to logically present their own ideas, actions, decisions, and processes about the topic or issue. This use of language allows and welcomes a shared understanding among teachers and facilitates effective collaboration. The statement below details specific events like the data analysis, strategy modifications, and collaborative commitments of teachers to ensure the optimum student learning outcomes. This use of language reflects the experiential component of teachers by sharing their own experiences and modifying their own teaching practices to achieve goals. Through these narratives, teachers collaboratively make sense of their professional practices and responsibilities. As illustrated:

“Based on the data analysis, the team brainstormed and proposed several modifications to current teaching strategies and programs to enhance student learning outcomes. These included the differentiated instruction, targeted interventions, and more frequent formative assessments to monitor students’ progress. Teachers agreed to implement these modifications and reconvene after the next assessment cycle to review progress. The meeting concluded with a shared commitment to ongoing collaboration and data-driven decision-making to better support learner progress and achievement.” (LACMM\_SC03)

Strengthening Professional Development among Teachers. The language used in LAC sessions helps illustrate the unique experiences and ideas of teachers that strengthen their own professional development. Further, teachers share their insights about the topic, then reflect on their own practices, and discuss their strategies among others to improve instruction. These exchanges use language to construct meaning about teaching and learning, which will allow teachers to express knowledge, challenges, and solutions. Such ideational use of language supports continuous growth and fosters a collaborative learning environment among educators.

In the LAC sessions minutes, the core idea number 1 is that teachers are documenting strategies or activities for their development. The ideational metafunction enables teachers to document developmental strategies by accounting for their personal suggestions and logical processes. They have articulated specific activities that reflect their effectiveness, and they have outlined procedural steps to accomplish such. In the sample statement below, the suggestions and recommendations of the teachers are explained on how to develop the critical, creative, and higher-order thinking skills of the students. During the sessions, teachers have given different classroom

strategies they have used, which are proven to enhance those mentioned skills. As shown:

“Reviewing teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills. The facilitator discussed on how to incorporate a variety of teaching strategies that can help nurture critical and creative thinking, as well as other higher-order thinking skills among the learners. Some strategies might include problem-based learning, inquiry-based learning, collaborative learning activities, and incorporating real-world examples and situations into lessons. Each of these approaches can engage students in active learning, encourage them to analyze to the specific needs and learning styles of the learners, creating a dynamic and stimulating learning environment. Developing critical and creative thinking, along with other higher-order thinking skills, is essential for fostering deeper understanding, problem-solving abilities, and innovation in learners.” (LACMM\_TC01)

In the second core idea, the teachers emphasize language capacity building and skill enhancement. The ideational metafunction enables teachers to emphasize and organize their experiences connected to the topic. By articulating their strategies for language capacity building and skill enhancement, they use language to construct shared understanding and plan effective professional development activities. In the sessions, teachers use the language to share their thoughts and ideas as to the development of their higher-order thinking skills, as well as to provide concrete explanations as to the demonstration of the different indicators stipulated in their classroom observation tool.

“The LAC facilitator, \*\*\*\*\* stressed that this LAC session was initiated and conducted to have professional reflections and to promote collaboration among teachers to create learning opportunities with colleagues to improve by upskilling teachers in the application of HOTS and other indicators in the observation monitoring tool.” - Digos 5

“Establishing strategies to ensure that teaching practices align with performance indicators. Practical examples and templates for effective lesson planning will be provided.” – (LACMM\_DC01)

In the third core idea, teachers implement collaborative learning and development for shared professional growth. In the study, the teachers hold seminars and workshops for them to have collaborative learning, which will advance their knowledge and skills in teaching. In LAC sessions, teachers were having an in-depth discussion on action research, to which they were engaged in group tasks, presented their outputs, received constructive feedback, and were assigned a follow-up activity to be presented the next day. This activity gave them a collaborative effort, which allowed them to develop professionally. As shown:

“After discussing all the important and very valuable information about action research, the resource speaker gave an activity or task to be completed by the participants, and it will be presented by the group. The participants did brainstorm and then presented their first output or activity. When all the groups finished presenting their work, the resource speaker provided feedback to help the participants improve their work. Then he assigned another task, or activity 2, for the output and presentation for tomorrow.” (LACMM\_MC05)

Tracking Progress and Outcomes. In LAC sessions, it involves using language to represent and analyze teaching experiences and outcomes. Teachers describe student performance, reflect on instructional effectiveness, and identify areas for improvement. Through the sessions, they have used language to convey observable information in the classroom, evaluate learning outcomes, and share observations among teachers. This process helps build a shared understanding of progress and informs decisions to enhance teaching and learning practices.

In the core idea number 1, teachers are documenting their achievements and milestones. This was done by checking whether the issues, concerns, gaps, and problems presented in the last session were resolved and answered during the present session. With this, teachers were able to track their progress by checking and monitoring if they were able to attain their set learning goals or targets, as shown:

“Concerns, issues, gaps and problems were presented, discussed, and gave suggestions to addressed.” (LACMM\_MC05)

In the second core idea, teachers are comparing the previous meeting action points and status. This enables teachers to represent and organize their thoughts and ideas to check if they were able to resolve the concerns and issues being raised. By comparing previous meeting's action points and the present status, they were able to use language in constructing a shared understanding of progress and informing future decisions. In session, teachers are planning to have a follow-up session about action research, so that they will be more guided and equipped as to the technicalities in conducting action research. As shown:

“A follow-up Learning Action Cell (LAC) session was planned to provide further guidance on how to conceptualize, write, and implement effective Action Research projects.” (LACMM\_DO01)

The third core idea emphasized that teachers' use of evaluative language is used to assess teachers' effectiveness. In the session, teachers demonstrate the use of evaluative language to assess their instructional effectiveness. By discussing the Budget of Work, scheduling observations, and adjusting competencies, they reflect on their teaching strategies to ensure the optimum learning of their students, which is convenient for the teachers as well. As shown:

“\*\*\*\*\* Master Teacher II stepped up to discuss the Budget of Work (BOW). She mentioned three stories to focus on for this quarter namely Centipede, Parable of the Rainbow, and Shawl for Anita. She also emphasized that class observation for Quarter 4 which must be scheduled for the month of April. \*\*\*\*\* suggested that in order to have a material for week 2 particularly, employ a variety of strategies for effective interpersonal communication (Interview, dialogue, conversation) competency, we are going to discuss first the

competency for week 3-4 which is discover the conflicts presented in literary selections and the need to resolve those conflicts in a non-violent way competency be discussed first instead of week 2.” (LACMM\_DG04)

The last core idea entails that teachers review the outcomes of previous decisions to inform current problem-solving efforts. In the statement below, this indicates that teachers are engaging in reflective practice by reviewing their previous Daily Lesson Plans (DLPs) to identify areas of improvement and align with established indicators as shown on their COT. This process exemplifies data-driven decision-making, where they have analyzed previous instructional strategies to inform and enhance their current teaching practices. As shown:

“The teachers revisited their previous DLP and cited the areas for improvement and the areas that adhere to the mentioned indicators.” - (LACMM\_DC02)

**Effective Problem-Solving and Decision-Making Skills.** The ideational metafunction enables language to represent experience and logical relationships among teachers. In the sessions, teachers utilized this function to articulate the challenges they faced in the classroom, to analyze their causes, and to propose solutions to these challenges. Further, by employing logical and structured reasoning, they collaboratively construct knowledge and make informed decisions. Hence, ideational use of language facilitates effective problem-solving and decision-making, which enhances the teaching practices and student outcomes.

In core idea number 1, teachers recognize problems or concerns raised during the meeting. In LAC sessions, teachers collaboratively identify and address instructional concerns to foster reflective practices amongst them and enhance their teaching effectiveness. The statement below implies that teachers and school leaders are proactively identifying and addressing health concerns due to extreme heat by proposing a shift to blended learning. This reflects their commitment to ensuring the safety and well-being of learners and educators. As shown:

“With regards to health issues experienced by the learners and teachers due to extreme heat weather, the school head, \*\*\*\*\* requested for a Blended Learning Modality for two weeks. This said request is subject for approval.” (LACMM\_DO03)

In core idea number 2, teachers collaborate to gain ideas to address identified challenges. In LAC sessions, teachers collaboratively share their ideas to address challenges, enhance instructional strategies, and foster continuous professional growth. The statement below implies that teachers developed remedial strategies in a collaborative manner, including tutoring and material standardization, to address the reading challenges among students. This collective effort reflects their commitment to enhancing instructional effectiveness through shared planning and resource alignment. As shown:

“A. There has been an agreement amongst all the teachers present that we will conduct Vocabulary and Comprehension Remedial Session for Instructional and Independent students; and B. For Non-readers and Frustration level students, language teachers must have at least 2-3 students to tutor during their vacant periods. \*\*\*\*\* suggested reproducing and using the 8th- week curriculum to have uniformity of materials. (LACMM\_DR03)

In core idea number 3, teachers consider multiple perspectives and innovative approaches. In Learning Action Cell (LAC) sessions, teachers are considering diverse perspectives and innovative approaches to address educational challenges. This is to enhance their problem-solving skills and to foster professional growth. The statement below implies that teachers consider diverse perspectives and innovative approaches to enhance reading instruction. By reviewing their scoring criteria, strengthening their evaluations and assessments, and focusing on non-readers, they aim to improve student outcomes in terms of their reading skills development. As shown:

“Teachers should take some time to review in scoring oral reading scores; teachers should strengthen the conduct of pre-test and post-test in reading; and school reading programs should be strongly implemented and should focused on non-readers and frustration readers.” (LACMM\_DDO02)

In core idea number 4, teachers reach an agreement on the most comprehensible steps to address challenges. In LAC sessions, teachers are reaching a consensus on the most practical steps to address challenges, enhance instructional effectiveness, and foster growth and development. The statement below implies that teachers agreed on decisions and actions in a clear and differentiated strategy to enhance learner achievement. Also, teachers are committed to the ongoing assessment so that further modifications can be made. As shown:

“Following the analysis, the team strategized on how to modify existing teaching practices and programs to better support learner progress and achievement. A variety of differentiated instructional techniques were proposed, including small group instruction, peer mentoring, and the integration of additional learning materials. The team agreed to implement these adjustments in the next instructional cycle and committed to monitoring the results through ongoing assessments. Additionally, a plan was set to regularly review data and meet again to assess the effectiveness of these interventions and refine practices accordingly.” (LACMM\_SC04)

In core idea number 5, teachers have plans to track the effectiveness of implemented solutions. In LAC sessions, teachers develop a plan to monitor and assess the effectiveness of their implemented solutions with the problems observed. This reflective practice ensures continuous improvement in teaching strategies and student outcomes. The statement below implies that teachers plan to monitor the effectiveness of their implemented solutions by enhancing their lesson plans, by addressing and modifying their classroom routines,

and by incorporating varied activities to cater to diverse student needs, as shown:

“\*\*\*\*\* explained thoroughly the indicators on how the teachers can enhance their lesson plan with the use of each indicator. Also, she gave salient points which were as follows: how to deal with students properly establish routines inside the classroom, give examples using indigenous people and students in the sentences, and employ varied activities to cater the diversity of learners. It is very an interactive discussion since all the teachers participated and contributed their ideas as well. The speaker highlighted some common errors teachers make inside the classroom, especially the little things we tend to forget.” (LACMM\_DG04)

**Collaborative Efforts to Resolve Problems and Challenges.** In this theme, the ideational metafunction encompasses both experiential and logical functions of language, which enable language to represent experiences and logical relationships. In LAC sessions, teachers address problems and challenges by articulating their unique encounters, by analyzing causes of the problems, and by proposing possible solutions. Throughout the session, they use language to construct a meaningful understanding to facilitate effective problem-solving and decision-making.

In the first core idea, teachers provide clear and detailed descriptions of issues or challenges. In LAC sessions, teachers have articulated detailed descriptions of instructional challenges to foster a shared understanding of them and to enhance their problem-solving strategies. The statement below implies that teachers collaboratively analyze and assess the gathered data to identify and analyze the specific learning challenges clearly. This allows them to create and innovate solutions to the problem observed. As shown:

“The team convened to discuss the analysis and utilization of assessment data aimed at improving teaching practices and programs. Each member shared insights from their individual assessment results, focusing on learner progress and areas that required improvement. The group collaboratively identified patterns within the data, noting challenges learners were facing in specific subjects. This analysis led to discussions on modifying teaching approaches and curriculum structures, emphasizing differentiated instruction and targeted intervention strategies to address gaps in student performance.” (LACMM\_SC05)

In the second core idea, teachers allow participants to share personal or professional experiences related to the challenges. In LAC sessions, teachers are encouraged to share their personal and professional experiences to address different teaching challenges and enhance teaching practices. The statement below implies that teachers foster an open and welcoming session environment during their LAC sessions. This is to encourage everyone to share their personal experiences and address the challenges effectively as a group. This collaborative approach enhances understanding and promotes collective problem-solving. As shown:

“In another part of the session, attendees shared insights on which areas of their homes serve as their comfort zones and why. This led to the discussion on how these spaces contribute to mental and emotional relaxation, along with tips on how to enhance these areas to maximize comfort. Following this, the group participated in an oral activity where each participant was asked to draw their personal comfort zone within their home or create a visual representation of what makes them happy. Finally, an open forum was held, allowing attendees to ask questions and share additional thoughts or concerns related to mental health, happiness, and the topics discussed during the session.” (LACMM\_TC03)

In the third core idea, teachers brainstorm strategies or interventions to address classroom-based challenges. In LAC sessions, teachers brainstorm diverse strategies to create innovative solutions in addressing instructional challenges to strengthen student learning outcomes. This collective approach promotes shared responsibility among teachers. The statement below implies that teachers collaboratively brainstorm strategies to address classroom challenges by co-developing PLPs. This is also to enhance their classroom methodologies by sharing their unique insights and resources. As shown:

“Collaborative PLP Development. In pairs, teachers began drafting PLPs for hypothetical students, considering factors such as learning objectives, assessment methods, and required resources. This exercise encouraged collaboration and sharing of best practice among teachers.” (LACMM\_MC01)

In the fourth core idea, teachers assign specific roles and responsibilities to team members or committees. In LAC sessions, do this to ensure a coordinated collaboration and accountability among them. Also, this is for them to implement effective planned strategies. This measure promotes organized teamwork and enhances the efficiency of addressing educational challenges. The statement below implies that teachers assigned roles within small groups to redesign lesson plans incorporating Higher Order Thinking Skills (HOTS). This organized approach fosters a sense of responsibility among teachers, which encourages diverse perspectives and enhances teaching practices to address classroom-based challenges effectively. As shown:

“Teachers were divided into small groups and tasked with redesigning an existing lesson plan to incorporate HOTS. Each group presented their plans, showcasing how they intended to challenge students to analyze, evaluate, and create rather than just remember and understand. Further, participants discussed strategies for assessing students’ needs and interests to create effective PLPs.” (LACMM\_MC01)

**Presenting Reports and Updates.** In this theme, the ideational metafunction encompasses both the empirical and logical functions of language, which enables language to mirror experiences and logical relationships among language users. In LAC sessions, teachers work together to address problems and challenges by relating them to their experiences to analyze the problems thoroughly and generate effective and well-crafted solutions. Through these organized group discussions, teachers used language to construct a shared

understanding about the problem and facilitate effective problem-solving and decision-making.

In the first core idea under this theme, teachers highlighted major achievements of the school. In LAC sessions, teachers highlighted the achievements of the school by recalling all their previous sessions and checking and evaluating the identified problems to see if they were able to resolve them. The statements below signify the accomplishments of the teachers in accomplishing the different school forms that they need to submit, which in turn contributed to the timely submission of the school's documents and pertinent papers. Other than that, it was during the session as well that teachers were able to use language to showcase the different progress and achievements of their school, both in the Junior High School and Senior High School departments. As shown:

"Updates on the Accomplishment of Reports: Grades; Proficiency Level; Schedule of Submission of Lesson Plans; and Schedule of CO2." (LACMM\_DG01)

"The enrolment rate of the school evidently increased in the past 3 years. The student's achievement in Academics, Leadership and Sports, gradually improved in the past 3 years; the dropout rate is zero in the past 3 years. The Senior High School student in the TLV Strand Home Economics and ICT is 100% NCII passer for 3 consecutive years. The Moral Enhancement Program for students and parents was conducted to further strengthen their ethical and spiritual values." (LACMM\_SC01)

In the second core idea under this theme, teachers review the effectiveness of the reporting process to improve future presentations. In Learning Action Cell (LAC) sessions, teachers work together to evaluate the different reports as to the conducted assessment among students, such as in reading, which is the PHIL IRI. With this, all teachers were informed about the status of their students, and they were all informed as to the concrete measures they need to follow to help these students navigate their own learning progress. The statement implies that teachers reviewed the PHIL IRI report and data to assign each teacher specific roles to enhance the data accuracy and develop this skill among their students. As shown:

"\*\*\*\*\* discussed about the PHIL IRI reports, particularly the list of those identified frustration readers during the first quarter and the corresponding improvement the students have manifested. \*\*\*\*\* is assigned to consolidate the first and the exact number of grade 7 frustration readers to be submitted to the Reading Coordinator, \*\*\*\*\*" (LACMM\_DG03)

Interpersonal Metafunction. In the interpersonal metafunction, as explained, it concerns how language is used to interact, express attitudes, and establish relationships between speakers and listeners. Likewise, it emphasizes how language enacts social relationships and social engagement. In the context of the study, the interpersonal metafunction enables teachers and facilitators in LAC sessions to communicate effectively with one another, allowing them to build trust and to negotiate shared solutions to the educational challenges being observed and discussed. In addition, fostering respectful and collaborative interactions enhances the collective capacity of teachers to improve their practices and pedagogies to align with the objectives and goals of DepEd.

Establishing Authority and Building Relationships. As explained in Halliday's (1985) interpersonal metafunction, language establishes social roles and relationships among people or speakers. Hence, in LAC sessions, teachers used language to establish their authority by giving demands and orders and by sharing expertise about the challenges or problems. Also, it can be seen that they were able to build relationships using inclusive language, words of encouragement, and by actively listening to their co-teachers. This dual function promotes a supportive and respectful environment where leadership is exercised collaboratively. Thus, the language choices in LAC sessions reflect both power dynamics and solidarity among teachers, which are essential for effective professional dialogue and shared learning among educators.

In the first core idea under this theme, teachers establish hierarchy and authority within the meetings. In LAC sessions, teachers establish hierarchy and authority by designating roles such as LAC Leader and Facilitator to guide the whole discussion and the decision-making about the topic to be discussed. The statement below implies that teachers establish hierarchy and authority within meetings by assigning specific roles and responsibilities to committee members. This structured delegation among teachers ensured an organized collaboration, which clarifies the individual duties of teachers. Such role distribution fosters an efficient planning and implementation of school activities, which is anchored on the best practices in collaborative educational settings. As shown:

"\*\*\*\*\* reviewed the school's graduation committee, highlighting the names under each department. \*\*\*\*\* and \*\*\*\*\* are in-charge of reading the names during the presentation of certificates. Additionally, \*\*\*\*\* and \*\*\*\*\* were designated for the lei making. \*\*\*\*\* and \*\*\*\*\* were tasked with preparing the food venue. On the other hand, \*\*\*\*\* , \*\*\*\*\* , and \*\*\*\*\* were responsible for the restoration." (LACMM\_DDN02)

In the second core idea under this theme, teachers' use of modal verbs to indicate obligations or suggestions. In LAC sessions, teachers employed the use of modal verbs like must " and " should. They could express obligations, provide their suggestions, and explore possible solutions to the problem discussed. This use of language strengthens collaborative decision-making and clarifies responsibilities within the group. The statement below implies that teachers employed modal verbs like "should" to express professional obligations and suggest actionable strategies. Also, the use of "must" to express utmost necessity. This use of modal verbs aligned with their function in English to convey obligation and necessity, which guide teachers in creating solutions and movement for student learning challenges. As shown:

"Teachers should continuously make action research to solve many existing problems within the educational setting. Further, teachers

must design interventions and innovations to make learning easier and to help those students who have learning difficulties and are struggling in their studies.” (LACMM\_DDO03)

In the third core idea under this theme, teachers express agreement or disagreement, signaling collaboration or conflict. In LAC sessions, teachers express agreement or disagreement about the suggestions or ideas to collaboratively refine the ideas presented, which will foster constructive dialogue among them and enhance their collective decision-making. The statement below implies that teachers express agreement about the suggestions and recommendations to ensure unified preparation and coordination. This promotes collaboration among English teachers, which minimizes the potential conflicts during observations. As shown:

“English teachers were advised to prepare accordingly, ensuring that the objectives set would be met. This was agreed by all English teachers. Further, coordination with the designated Master Teacher Observer was emphasized to ensure the smooth execution of the observation.” (LACMM\_DO01)

In the fourth core idea under this theme, teachers emphasize mutual support, shared responsibilities, and cooperation. In LAC sessions, teachers emphasize mutual support, shared responsibilities, and cooperation by collaboratively addressing the challenges observed and by sharing their best practices. The statement below implies that teachers emphasize mutual support, shared responsibilities, and cooperation by collaboratively organizing Reading Month activities. Each of them performs a task to accomplish so that the celebration will be outstanding and effective. Further, this fosters a collective commitment among teachers for student engagement and literacy promotion. As shown:

“This November, as part of the Reading Month, every lunchbreak, the English Club Officers will provide and read short stories, fun facts, book recommendation, vocabulary building, trivia, and spelling games to entertain students and to promote love for reading. In addition, \*\*\*\*\* will make a letter to be addressed to the admin to ask permission, and we will make this as one of our best practices.” (LACMM\_DR02)

In the fifth core idea under this theme, teachers assigned roles to inform everyone of their roles and responsibilities. In LAC sessions, teachers assign specific roles to clarify responsibilities to ensure an organized collaboration among teachers, so that planned strategies and solutions can be effectively implemented. The statement below implies that teachers establish a structured hierarchy by assigning specific roles and responsibilities among them. This ensured clarity and accountability in the execution of their tasks, duties, and obligations. This approach enhances collaboration and efficiency within the team. As shown:

“\*\*\*\*\* reviewed the school’s graduation committee, highlighting the names under each department. \*\*\*\*\* and \*\*\*\*\* are in-charge of reading the names during the presentation of certificates. Additionally, \*\*\*\*\* and \*\*\*\*\* were designated for the lei making. \*\*\*\*\* and \*\*\*\*\* were tasked with preparing the food venue. On the other hand, \*\*\*\*\*, \*\*\*\*\*, and \*\*\*\*\* were responsible for the restoration.” (LACMM\_DDN02)

Establishing Commitment and Accountability. As explained in Halliday’s (1985) interpersonal metafunction, language expresses personal attitudes and judgments through social interactions. In LAC sessions, teachers established their commitment and accountability using assertive statements and the use of modal verbs like must, will, and should. From this word choice, we can glean that teachers reflect a sense of obligation and responsibility, which strengthens attainment of the shared goals. Further, by negotiating social roles and by setting expectations, teachers co-construct a culture of mutual accountability that fosters both personal commitment and collective responsibility for professional growth.

In the core idea number 1 under this theme, teachers assigned responsibilities to individuals or groups. In LAC sessions, teachers assigned specific responsibilities to other teachers, whether in groups or individually, to ensure an organized collaboration and accountability for everyone and to achieve shared educational goals. The statement below implies that teachers assigned specific responsibilities, duties, and tasks to other teachers to establish a well-structured collaboration and accountability in implementing the Reading On-Air Program. This initiative ensured that each teacher understands their role in facilitating effective execution and a sense of ownership over the activity. As shown:

“\*\*\*\*\* suggested encouraging reading by having Reading On-Air Program every lunch. Teachers by grade level will assign students to read a short story on the addresser for everyone to hear. This will allow students to be reminded that reading is important. Schedule of Reading Assignment will be created and posted by Mrs. Navales on the group chat.” (LACMM\_DDO03)

In the core idea number 2 under this theme, teachers stated deadlines and expectations. In LAC sessions, teachers established a clear deadline and set expectations to ensure the timely completion of tasks and accountability among members. This organized approach promoted an effective collaboration among teachers, which enhanced the implementation of the agreed solutions. The statement below implies that teachers clearly communicated the agreed deadlines among teachers to promote accountability and the timely submission of essential documents and reports. This practice ensured an organized workflow and adherence to institutional requirements, making the institution compliant. As shown:

“The completion reports from the SLAC are expected to be submitted on or before October 13, 2023.” (LACMM\_TC02)

“Submission and Checking of Lesson Plan/ Daily Lesson Log should be done every Friday afternoon. Then, important reports must be

submitted before the deadline or on time. Submit the Weekly Monitoring Report of teachers' attendance as well." (LACMM\_TC01)

In the core idea number 3 under this theme, teachers used assertive vs. tentative language to ensure accountability. In LAC sessions, teachers used assertive language to clearly express expectations and responsibilities, which solidified their sense of accountability and collaboration. Conversely, the use of tentative language introduced flexibility and openness to suggestions, which encouraged inclusive discussions and shared decision-making among them. The statements below imply that teachers have utilized assertive language such as "will" and "must". This is to clearly communicate expectations and responsibilities among teachers, which eventually develops a sense of accountability and ensures effective collaboration among them. This highlights the best practices in educational settings, where clear and direct communication is essential for successful teamwork and goal attainment. As shown:

"The teachers will conduct a classroom reading activity. Moreover, the learners will search for a reading material to be read at home. In addition to that, they will provide a documentation." (LACMM\_DC01)

"The teachers, by grade level, must present possible activities for the conduct of reading month celebration next meeting." (LACMM\_DR02)

Valuing Inclusivity among Others. As explained in Halliday's (1985) interpersonal metafunction, language builds social relationships and expresses one's own attitudes. In LAC sessions, teachers value inclusivity by using respectful and encouraging language, which allows everyone to open up and participate in the discussion. Further, inclusive pronouns like we and us are polite forms of language that promote equal participation for everyone. These linguistic choices foster a safe and welcoming environment where the diverse perspectives of the teachers are acknowledged. Through language, teachers affirm each member's worth by enhancing collaboration, trust, and collective growth within the learning community.

In the first core idea under this theme, teachers valued multiple viewpoints during the session. In LAC sessions, teachers valued the multiple viewpoints of everybody by encouraging all to have an open dialogue to develop collaborative learning, which will enhance the instructional strategies through shared experiences among teachers. The statement below implies that teachers valued the multiple viewpoints of all teachers during the session by collaborating in pairs to draft their Personalized Learning Plans (PLPs), by integrating diverse perspectives on the crafting of the learning objectives, assessment methods, and the required resources needed in the lesson. As shown:

"Collaborative PLP Development. In pairs, teachers began drafting PLPs for hypothetical students, considering factors such as learning objectives, assessment methods, and required resources. This exercise encouraged collaboration and sharing of best practice among teachers." (LACMM\_MC01)

In the second core idea under this theme, teachers used language reflecting inclusivity among certain groups. In LAC sessions, teachers used an inclusive language to acknowledge and respect the diverse backgrounds of each teacher, which emulates a supportive and equitable environment. The statement below implies that teachers used inclusive language during their session by emphasizing the importance of accommodating students coming from diverse cultural, linguistic, and socio-economic backgrounds. They have also highlighted the need for differentiated instruction to cater to the varied learning styles, wants, interests, and abilities of their students. As shown:

"On January 26, 2024, a professional reflection session was initiated by the faculty of \*\*\*\*\* after the session of Learning Environment and Diversity of Learners, focusing on enhancing the learning environment and addressing the diversity of learners. The session began with a discussion on the importance of creating an inclusive learning atmosphere that accommodates students from various cultural backgrounds, linguistic and socio-economic backgrounds. Teachers shared insights on their current classroom practices, identifying both strengths and areas for improvement. They highlighted the need for differentiated instruction to cater to the varied learning styles and abilities of students, ensuring that every learner is engaged and supported." (LACMM\_SC02)

In the third core idea under this theme, teachers discussed varied viewpoints among participants with respect and authority. In LAC sessions, teachers respectfully discussed the diverse viewpoints of everybody to foster collaborative decision-making. Also, this enhances the professional growth of teachers through shared understanding. The statement below implies that teachers have discussed varied viewpoints during the session with respect and authority by exploring the integration of Action Research into the Results-Based Performance Management System (RPMS). They were encouraged to conceptualize potential research topics aligned with their current challenges and areas of interest to create an inclusive learning environment that values diverse perspectives and the profiles of their students. As shown:

"The group highlighted the significance of integrating Action Research into the Results-Based Performance Management System (RPMS) for the school year 2024-2025 as this is important in the instructional methodologies of teachers; Action research was identified as a vital tool in addressing classroom-based challenges, improving teaching strategies, and enhancing student outcomes; Teachers were encouraged to start conceptualizing potential research topics that align with their current challenges and areas of interest." (LACMM\_DO01)

Emulating Collaboration and Teamwork. As explained in Halliday's (1985) interpersonal metafunction, language functions to establish social roles and relationships among speakers. In LAC sessions, teachers emulate collaboration and teamwork using inclusive language,

such as the use of pronouns, and by exchanging dialogues and affirming language that invites input and shared decision-making among teachers present in the session. In addition, these linguistic choices used by teachers invite an equal participation and mutual respect among them, which reinforces a team-oriented culture and environment. By using language to co-construct meaning and support peers, teachers strengthen their professional bonds and collective responsibility for instructional improvement.

In the first core idea of this theme, teachers fostered a sense of community and mutual support among participants. In LAC sessions, teachers created a sense of community and mutual support by collaboratively addressing concerns and issues observed and by promoting an open dialogue to everyone in the session. The statement below implies that teachers fostered a sense of community and mutual support by collaboratively addressing issues and concerns and by making an agreed decision, especially on strategies like Differentiated Instruction to enhance 21st-century skills. As shown:

“Concerns, issues, gaps and problems were presented, discussed and gave suggestions to address these.” (LACMM\_MC05)

“Consensus on using differentiated instruction as a means to develop essential 21st century skills within curriculum.” (LACMM\_DC05)

In the second core idea of this theme, teachers recognized the value of diverse perspectives in generating solutions. In LAC sessions, teachers recognized the value of diverse perspectives by exploring and valuing the varied viewpoints and insights of all. This inclusive practice of teachers fosters a culture of mutual respect among them, which encourages participation and collaboration. The statement below implies that teachers engaged in peer mentoring to develop and strengthen the professional development of all teachers, focusing on diversity and inclusion among students. This measure fostered a more adaptive and inclusive learning environment, which solidified teaching strategies to serve a diverse student body better better. As shown:

“The session also promoted the sharing of learning opportunities and best practices among colleagues to improve teaching strategies. Teachers brainstormed collaborative activities, such as peer mentoring, co-teaching, and sharing resources that could be implemented to foster a more adaptive and inclusive learning environment. The importance of professional development workshops focused on diversity and inclusion was emphasized, with suggestions to invite experts to provide deeper insights. Moving forward, the team agreed to set regular reflection sessions and actively seek innovative strategies to enhance their teaching methods to better serve the diverse student body at \*\*\*\*\*.” (LACMM\_SC02)

In the third core idea of this theme, teachers clarified roles and responsibilities in the decision-making process. In LAC sessions, teachers clarified their diverse roles and responsibilities to ensure a smooth decision-making process and to promote accountability among everyone. In the statement below, teachers clarified their roles and responsibilities in the decision-making process by discussing and understanding the Interim Guidelines for Assessment and Grading. This initiative ensured the consistent implementation of policies and has promoted a shared accountability among educators. As shown:

“\*\*\*\*\*, the school SLAC Coordinator, conducts a SLAC session with the senior high school teachers to explain the Interim Guidelines for Assessment and introduces the new grading system for students under the new normal. Observing physical distancing and safety precautions, senior high school teachers are all ears as the academic head, \*\*\*\*\*, explains the policies under DO No 30 s. 2020, which issued the adoption of Interim Guidelines for Assessment in the new normal setup.” (LACMM\_PC01)

Textual Metafunction. In the textual metafunction, as explained, this organizes language into coherent messages by connecting ideas logically to create meaningful, structured, and contextually appropriate communication. In addition, in context to the present study, in LAC sessions, teachers use cohesive devices, proper writing structures, and logical connectors to structure discussions clearly and logically. This helped them ensure that ideas flow smoothly, reflections are well-sequenced, and key points are clearly emphasized and elaborated. Further, through the textual metafunction, teachers have created a coherent exchange of thoughts and ideas that enhanced their own understanding about the topic, supported collaborative learning, and facilitated the effective communication of insights and strategies during the whole session.

Following a Structured and Organized Meeting Minutes. As explained in Halliday’s (1985) textual metafunction, language organizes information to create coherence and flow. In LAC session minutes, following a structured and organized format, such as clear headings, chronological sequencing, and consistent use of connectors, enhances the clarity and readability of the minutes, making it easy to recall all the happenings during the session. Further, this minute’s structure guides the readers through the discussion points, decisions, and action plans effectively. Also, by using cohesive devices and logical ordering, the minutes serve as a reliable reference that has supported the transparency, continuity, and accountability of the conducted sessions.

In the first core idea under this theme, teachers have a logical organization and flow of information in the minutes. In the LAC session, teachers usually wrote in the agenda the possible program flow of the event so that they would be able to discuss what needs to be prepared in each segment. Also, this enables them to assign personnel and put them in charge of each of these segments of the program. As shown:

“I. Preliminary Activities: Invocation – AVP, Singing of Hymns – AVP, Words of Welcome - \*\*\*\*\*, Recognition of Participants - \*\*\*\*\*, Presentation of Speaker - \*\*\*\*\*, Presentation of Agenda - \*\*\*\*\*, Presentation of Topic: \*\*\*\*\*, Closing Remarks: \*\*\*\*\*

## II. Roll Call.” (LACMM\_MC05)

“Agenda Items	Presenter
Quarterly Assessment Test	*****
Grading System	*****
Reproduction of Modules	*****
Reading of Coordinator’s Time	*****

## Others

Newly designated English Coordinator, New Library In-charge, New Assistant Librarian, New ComArts Coordinator, and Update for the conduct of COT.” (LACMM\_DO02)

In the second core idea under this theme, teachers have formatting strategies to enhance readability and navigation. In the preparation of the session’s minutes, the session secretary has followed a certain format. One of which is that they have cascaded the agenda and have properly taken and noted the suggestions and comments of the teachers under each agenda item. The names of the teachers who have shared insights were written, as well as their insights. As shown:

## “Agenda

\*Topics to be discussed on the schedule SLAC for the school year 2022-2023.

\*Forms to be submitted:

- Writing of the Budget of Works (Science)
- DLL Compilation
- Raw Data via Class Record
- Proficiency Level for 3rd Quarter
- Assessment Plan
- Science TOS
- Science Periodical Test

\* COT Schedule.

\* IPCRF Attachment (To be discussed by Michelle E. Pareja on April 14, 2023, @2:45 pm).

\* Developmental Plan for Science Group.” - Mati 3

“\*\*\*\*\*, Teacher-In-Charge of \*\*\*\*\* and \*\*\*\*\* shared their expertise on leadership skills to faculty members of \*\*\*\*\* during the LAC Session on Teachers Becoming Leaders last October 24, 2017.” (LACMM\_PC03)

“Opening Prayer and Welcome Remarks:

The session opened with a prayer led by \*\*\*\*\*. The School Head, \*\*\*\*\* , then gave a brief welcome remark, emphasizing the need for continued professional development and supporting the use of ICT in the classroom.” (LACMM\_DC04)

In the third core idea under this theme, teachers adhered to formal language norms in the minutes. This means that teachers employed a clear, objective, and professional terminology or language that everyone can understand once they read the minutes. This practice ensured the accurate documentation of the discussions, decisions, and action plans during the session, which will allow easy recall of information. This is also aligned with DepEd guidelines for effective communication and record-keeping in professional development activities. As shown:

“The Webinar began with a prayer, followed by the National Anthem and the opening remarks of our School Principal, \*\*\*\*\* , and then the introduction of the speaker. The resource speaker began discussing the history of action research speaker. What is the purpose of action research, and how to conduct action research? The tools to use in conducting action research, as well as the DepEd guidelines for conducting action research. After discussing all the important and the very valuable information about action research, the resource speaker gave an activity or task to be completed by the participants, and it will be presented by the group. When all the groups finished

presenting their work, the resource speaker provided feedback to help the participants improve their work. Then he assigned another task, or activity 2, for the output and presentation for tomorrow.” (LACMM\_MC05)

In the fourth core idea under this theme, teachers ensured that the meeting minutes follow a clear structure, starting with the agenda, followed by discussions, decisions, and concluding remarks. In the LAC session minutes, it was observed that the minutes were able to capture the agenda of the session, the discussion that happened under each agenda item, including the discussion, insights, and recommendations of the participants. Lastly, the decision of each agenda item, as agreed by the body, was properly taken and noted. As shown:

“PRELIMINARIES

Opening Praying led by \*\*\*\*\*.

Checking of Attendance – Complete attendance, as there are 9 out of 9 attendees.

Reminders/Rules - No uploaded outputs means no certificates

The Outputs include Reflection Noted and LAC Form 4 with signatures.” (LACMM\_DDS01)

“Stages of Reading and the Conduct of NRP in the Catch Up Fridays in English by \*\*\*\*\*.

The discussion of \*\*\*\*\* was on the conduct of activities pertaining to NRP (National Reading Program-English). At first, she stressed that reading is very important, for it is the way all students get knowledge, and once there is knowledge, then there is power. Her presentation focused on the 3 stages of reading, which are the pre-reading, during reading, and post-reading.” (LACMM\_DC02)

In the fifth core idea under this theme, teachers used formatting techniques like bolding, italics, and underlining to highlight important information. In the LAC session minutes, the secretary used bolded text to highlight that it was the agenda item discussed. Under the bolded texts, there was a narration as to what happened during the discussion of this agenda. Additionally, italicized words were also used to signify that these were the main points being highlighted and discussed by the participants of the session. As shown:

“Presentation and Discussion

The main speaker, \*\*\*\*\* , began the presentation by discussing the challenges and opportunities posed by heterogeneous classrooms. She shared various strategies for effective classroom management, including:

Differentiated Instruction: Tailoring instruction to meet the individual needs of students through varying activities, resources, and assessments.

Cooperative Learning: Encouraging students to work together in small groups, promoting collaboration, and fostering a sense of community.

Positive Reinforcement: Utilizing rewards and praise to motivate students and reinforce desired behaviors.

Effective Communication: Establishing clear expectations, providing timely feedback, and maintaining open lines of communication with students and parents.

Classroom Management Techniques: Implementing strategies such as classroom rules, routines, and procedures to create a structured and conducive learning environment.” (LACMM\_DC03)

Establishing Coherence and Cohesion in the Minutes. As explained in Halliday’s (1985) textual metafunction, language is used to organize different messages and thoughts by ensuring coherence and cohesion. In LAC session minutes, coherence is achieved by the minute’s secretary by logically sequencing the ideas presented by the participants of the meeting. Meanwhile, cohesion is maintained with the use of the different cohesive devices like conjunctions, reference words, and repetition. These writing tools helped link the discussions, actions, and reflections clearly. Likewise, well-structured minutes ensured that the minutes of the session are easy to follow, as it accurately reflects the session’s flow from start to end.

In the core idea number 1 under this theme, teachers used time markers and sequences to provide a clear chronological structure of the minutes. Teachers utilized time markers to clearly outline the chronological flow of the session. This initiative ensured that each agenda item was properly documented in the order it occurred, which enhanced the clarity and facilitated the accuracy of the records and

discussions. This meticulous detailing aligned with best practices recommended in the DepEd Learning Action Cell Toolkit, which promotes transparency and accountability in professional development activities. As shown:

“On the 6th day of November 2019, the first part of the English Communication Arts Festival and the Reading Month Culmination was held at the \*\*\*\*\* Science Laboratory. Three events were contested by the students from grades 7 to 10—Word Building, Power Gram, and Rap Discussion. At 8:00 o'clock in the morning, Tuesday, the half-day program commenced through a prayer and the singing of the patriotic song via audio presentation. It was then followed by the opening remarks given by the English 8 teacher, \*\*\*\*\*. After which, \*\*\*\*\* Reading Coordinator, facilitated the first two events. The rap discussion was facilitated by the English Coordinator, \*\*\*\*\* Judges of Power Gram and Rap Discussion—\*\*\*\*\* Senior High School Coordinator; \*\*\*\*\* Filipino Coordinator, and \*\*\*\*\* School Facilities In-charge were introduced by \*\*\*\*\* English 7 teacher, before the said events began. Criteria and mechanics were also read prior to the start of every event.” (LACMM\_PC04)

In the core idea number 2 under this theme, teachers used sequential markers to indicate the logical order of ideas. In preparing minutes for a Learning Action Cell (LAC) session, teachers employed sequential markers such as "first," "next," "then," and "finally" to delineate the logical progression of discussions and activities clearly. This structured approach enhances the clarity of the minutes, which have facilitated the understanding of the session's flow and ensured an accurate documentation of proceedings. As shown:

“5. Reading Month Activities (Pre-Planning)

Event Possible Kick-off date: November 06

Culmination date: November 24 or 29

At first, \*\*\*\*\* suggested that during the Kick-off, there will be Oath Taking of the English Club Officers. Then, the competition will be held by grade level and must follow or hit a certain competency from 2nd quarter to avoid questions regarding the disruption of classes. Also, the competition must pattern the events held during Festival of Talents. Next, teachers by grade level, must present possible activities for the conduct of reading month celebration next meeting. Lastly, there will be 2 grade level events in a week during the reading month. If the events are not congruent to the Festival of Talents, the purpose of which is to scout potential students.

Major event: Stage Play (book-based stories)

Give 1 Philippine literature by the next meeting. Grade level partnership is as follows:

Grade 7 & Grade 12

Grade 8 & Grade 11

Grade 9 & Grade 10

All students as well as the teachers and non-teaching staff are encouraged to wear book character costumes during the culmination at the \*\*\*\*\* at 1:00 pm.

Proposed activities for the morning schedule during culmination.

Word Factory

Scrabble

Spelling Bee.” (LACMM\_DR02)

In the core idea number 3 under this theme, teachers used cohesive devices like conjunctions, referential pronouns, or repetition to ensure clarity. In preparing minutes for a Learning Action Cell (LAC) session, teachers employed different cohesive devices like the use of subordinating conjunctions, referential pronouns, and repetition, to ensure clarity and coherence of the minutes. By utilizing these cohesive devices, the minutes provided a clear, structured, and accessible record of the session's proceedings. As shown:

“The discussion of \*\*\*\*\* was about the Values subject to be taught in every catch-up Fridays. At first, she shared the parts of the session guide, then reminded the teachers to fill it out completely with necessary content. Also, she mentioned that the concept exploration is good for 20 minutes, valuing is 25 minutes, and reflection is 15 minutes. On the same manner, she said that learning the whole class for covers 60 minutes. Next, she shared sample of values education materials. In the concept exploration part, the teacher can give activity such as picture analysis and guided questions for the students. While in the valuing part, the teacher can give differentiated activities to cater the interest of the students. Examples are tableau at home, school, or community that shows cooperation (topic). And in the reflection part, the teacher can give journal writing activity. where students can write their learnings about the lesson

or concept. Lastly, \*\*\*\*\* ended her discussion by saying that the assigned teachers can |modify the session guide and activities.” (LACMM\_DC02)

In the core idea number 4 under this theme, teachers used cohesive devices to link ideas and create a smooth flow of information. In preparing the minutes of the session, teachers utilized cohesive devices to link ideas and ensure a smooth flow of information, making it more comprehensive and understandable. This approach enhanced the clarity and coherence of the minutes, which have facilitated a better understanding and accurate documentation of the session's proceedings. As shown:

“On January 26, 2024, a professional reflection session was initiated by the faculty of \*\*\*\*\* after the session of Learning Environment and Diversity of Learners, focusing on enhancing the learning environment and addressing the diversity of learners. At the onset, the session began with a discussion on the importance of creating an inclusive learning atmosphere that accommodates students from various cultural, linguistic, and socio-economic backgrounds. Then, teachers shared their insights on their current classroom practices by identifying both strengths and areas for improvement. Also, they have highlighted the need for differentiated instruction to cater to the varied learning styles and abilities of students, ensuring that every learner is engaged and supported.” (LACMM\_SC02)

**Highlighting Essential Points for Emphasis.** As explained in Halliday’s (1985) textual metafunction, language is used to structure and highlight key information within a certain context. In LAC session minutes, essential points are emphasized through strategic formatting by the session’s secretary, such as the use of bullet points, bold text, headings, and subheadings. Additionally, by using linguistic features like repetition or positioning, the minutes can effectively focus and capture the most important aspects of the discussion, which ensures clarity and focus for future reference and action.

In the first core idea under this theme, teachers used headings, subheadings, or bolded text to emphasize critical points or action items. In preparing the minutes, teachers utilized headings, subheadings, and bolded text to emphasize essential points and discussions during the session. This writing strategy enhanced the readability and comprehensibility of the minutes. Also, it ensured that essential information, such as decisions made and responsibilities assigned, is easily identifiable. By structuring the document with clear sections and by highlighting key tasks or deadlines, the minutes become an effective tool for guiding subsequent actions and facilitating accountability among participants. As shown:

“AGENDA:

Topics to be discussed on the schedule SLAC for the school year 2022-2023.

Forms to be submitted.

- Writing of the Budget of Works (Science)

- DLL Compilation

- Raw Data via Class Record

- Proficiency Level for 3rd Quarter

- Assessment Plan

- Science TOS

- Science Periodical Test

COT Schedule

IPCRF Attachment (To be discussed by Michelle E. Pareja on April 14, 2023, @2:45 pm)

Developmental Plan for Science Group.” (LACMM\_MC03)

“PRELIMINARIES

Opening Praying led by \*\*\*\*\*.

Checking of Attendance – Complete attendance, as there are 9 out of 9 attendees.

Reminders/Rules - No uploaded outputs means no certificates

The Outputs include Reflection Noted and LAC Form 4 with signatures.” (LACMM\_DDS01)

In the second core idea under this theme, teachers structured the text to ensure easy navigation for readers. In preparing the minutes, teachers structured the text by organizing the content with clear headings, subheadings, and bullet points. With this, it allowed the participants to quickly identify key topics and decisions, which enhanced its readability and facilitated its efficient review. As shown:



“A. Stages of Reading and the Conduct of NRP in the Catch Up Fridays in English by Ma’am Lea Grace Baquero, MT-III

The discussion of \*\*\*\*\*, MT-III, was on the conduct of activities pertaining to NRP (National Reading Program-English). At first, she stressed that reading is very important for it is the way all students get knowledge, and once there is knowledge, then there is power. Her presentation focused on the 3 stages of reading, which are the pre-reading, during reading, and post-reading.” (LACMM\_DC02)

In the third core idea under this theme, teachers avoided long and dense paragraphs in favor of concise, visually organized content. In preparing the minutes, teachers avoided long and lengthy paragraphs by favoring concise and organized content. This is to achieve its readability, which allows teachers to quickly grasp key points and actions taken in the items discussed. In addition to this, it also aligned with the best practices recommended in the DepEd Learning Action Cell Toolkit, which is to promote effective communication and record-keeping in professional development activities. As shown:

“The LAC facilitator, \*\*\*\*\* stressed that this LAC session was initiated and conducted to have professional reflections and to promote collaboration among teachers to create learning opportunities with colleagues to improve by upskilling teachers in the application of HOTS and other indicators in the observation monitoring tool.” (LACMM\_DC05)

“\*\*\*\*\* Teacher-In-Charge of \*\*\*\*\* and \*\*\*\*\* of \*\*\*\*\* shared their expertise on leadership skills to faculty members of \*\*\*\*\* during the LAC Session on a Teachers Becoming Leaders last October 24, 2017.” (LACMM\_PC03)

***How do these language choices reveal the identities of the LAC participants?***

The second research question of the study relates to how language is used, and the utterances of teachers involved in the Learning Action Cell (LAC) sessions revealed and showed their identity as language users. To answer this question, the same theory, which is the Systemic Functional Linguistics of Halliday (1985), will be utilized. As discussed, the association between language and its functions in social settings is the main concern of SFL. It views language as a social semiotic. In line with this, Halliday (1978) defined three elements that are the key components to shaping the forms of language. These are the field, tenor, and mode.

For the first component, which is the tenor, it focuses on the types of relationships between the involved participants in the communicative event. The second one is the field, the topic, or activity that is taking place. Then, the third one is the mode, which is the medium of communication, such as written or spoken, and how it is delivered or conveyed to its audience. Consequently, these three elements determine the ‘register’ or context of language, which is known as the register theory (Halliday, 1985).

**Table 3. Language Choices employed in LAC Meetings**

<i>Types Of Language Choices</i>	<i>Language Choices</i>	<i>Sample Statements</i>	<i>Implication</i>
Tenor	Using Declarative Sentence	“The Grade 7 teachers reviewed some of the best practices in the quarter 3 Pasundayag that was held on February 16, 2024. The teachers were prompted to always encourage all learners to submit their performance tasks (product-based) and monitor their progress.” - (LACMM_DC05) “The facilitator discussed on how to incorporate a variety of teaching strategies that can definitely help nurture critical thinking, as well as other higher-order thinking skills among learners.” - (LACMM_TC02) “A well-prepared lesson plan provides every learner meaningful and productive learning outcomes considering their diversity and pace of their learning development.” - (LACMM_PC03)	Tenor highlights how teachers’ language use revealed their identities. The way they speak reflects their personality traits such as being confident, organized, assertive, or authoritative. This shows how their roles and attitudes are expressed through their language used during the interactions within the session.
	Using Imperative Sentence	“Indicator 5, each teacher will create a Classroom Management Plan and can benchmark for the output of Mam Mayordomo. Indicator 6, teachers must be able to establish a learning environment that will make the learners feel comfortable and secure and encouraging especially they are learners who are hesitant to participate in the learning activities, and aide them to feel at ease in expressing themselves.” - (LACMM_TC02) “English teachers must use a unified TOS for 3rd and 4th Quarter of S.Y 2022-2023.” (LACMM_DO04) “The English teacher should submit the assessment tests and rubrics to the Master Teachers. Then, the MT be the one who will submit to ***** for reproduction.” (LACMM_DO02)	
Field	Using Modals	“The teachers will conduct a classroom reading activity. Moreover, the learners will search for a reading material to be read at home. In addition to that, they will provide a documentation.” (LACMM_DC01) “The students must have a new notebook intended for NRP, NMP, and Catch-Up Fridays.” (LACMM_DG02) “Brigada Pagbasa Update. Each one must prepare one individual Portfolio to be submitted to *****.” – (LACMM_DO02) “For Non-readers and Frustration level students, language teachers must have at	Field highlights the context as effectively applied in LAC sessions, by using modals to express necessity, possibility, and obligation, and assertive language to



Using Assertive Language	<p>least 2-3 students to tutor during their vacant periods.” (LACMM_DR03)                  “It was emphasized that a copy of session guides and materials will be given to the assigned Peace Education teachers as soon as possible.” (LACMM_DC02)                  “The LAC facilitator, ***** stressed that this LAC session was initiated and conducted to have professional reflections and to promote collaboration among teachers to create learning opportunities with colleagues to improve upskilling teachers in the application of HOTS and other indicators in the observation monitor tool.” – (LACMM_DC05)                  “***** reiterated the targets for Classroom Observation 1 (COT1), which are Indicators 1-6 only. As he elaborated and suggested ways to attain each indicators as follows: Indicator 1, he emphasized to focus on the topics, then relate it to other subjects at least 1 subject area.” (LACMM_TC02)                  “It was agreed that each grade level should submit copies of the 2nd quarter modules and the numbers of modules to be reproduced to ***** . Deadline: October 8,202, Friday.” (LACMM_DO02)                  “English Teachers were advised to prepare accordingly, ensuring that the objectives set would be met. Coordination with the designated Master Teacher Observer was emphasized to ensure the smooth execution of the observations.” (LACMM_DO01)                  “Lastly, ***** , Grade 11 Head, reminded the coaches about their substitution to prepare it ahead of time so that the substitute teachers would also be informed.” (LACMM_DDN01)                  “Additionally, ***** and ***** are assigned to read the forms at the District Levels, so all forms should be ready in advance.” (LACMM_DDN02)                  “The discussion of ***** started with an overview of why there is a need to implement the National Math Program (NMP). She informed the teachers that the program was anchored with the Matatag Curriculum. Moreover, she said there is a need to develop the students’ numeracy skills, and this NMP is a big help.” - (LACMM_DG02)</p>	reinforce key points and actions. These linguistic tools ensure that discussions are aligned with the goals of the session and that participants are empowered to take decisive actions for professional development and improved teaching practices.
Using Cohesive Devices	<p>“The teachers will conduct a classroom reading activity. Moreover, the learners will search for a reading material to be read at home. In addition to that, they will provide a documentation.” (LACMM_DG01)                  “Following the analysis, the team strategized on how to modify existing teaching practices and programs to better support learner progress and achievement. A Variety of differentiated instructional techniques were proposed, including small group instruction, peer mentoring, and the integration of additional learning materials. The team agreed to implement these adjustments in the next instructional cycle and committed to monitoring the results through ongoing assessments. Additionally, a plan was set to regularly review data and meet again to assess the effectiveness of these interventions and refine practices accordingly.” (LACMM_SC04)</p>	By using cohesive devices, time markers, headings and subheadings, bullet points, and bolded texts, LAC sessions establish a professional, collaborative, and purposeful mode during the discussion and the whole duration of the session. These tools align with the interpersonal function of Halliday’s theory, which enables the participants to interact meaningfully by focusing on their set goals and ensuring clarity in discussions and outcomes.
Mode	<p>“Afterward, she tackled the during reading. In this stage, the students will now start reading the material given.” (LACMM_DG02)                  “***** , Master Teacher II began the program proper with an opening remark. Afterwards, ***** , Master Teacher III, proceeded with the introduction of the speakers and the presentation of the agendas as follows.” (LACMM_DG05)                  “The session opened with a prayer led by ***** . The School Head, ***** , then gave a brief welcome remark, emphasizing the need for continued professional development and supporting the use of ICT in the classroom.” (LACMM_DC04)                  The webinar began with a prayer, followed by the National Anthem and then opening remarks of our School Principal, Maam Alma P. Brioned, and then he introduction of the guest speaker. (LACMM_MC05)                  “The SLAC session was concluded by ***** at 4:30 PM. She thanked the speaker and all the participants for their active involvement. Certificated of participation were then distributed to all the teachers who attended the session.” (LACMM_DC03)</p>	
Using Time Markers	<p>“1. Understanding Computer Threats and Ways of Protecting Information, Computer Security Threat, and Computer Security Practices.” (LACMM_DDO05)                  “Impact Assessments: Teaching Practices.” (LACMM_PC01)                  “AGENDA:                  Learning Camp Friday                  The school is said to be the priority to visit and monitor within this week...                  Catch-Up Learning Strategies</p>	
Using Headings and Subheadings		



There has been an agreement amongst all of the teachers that we will conduct Vocabulary and Comprehension Remedial Session for Instructional and Independent students.

For Non-readers and Frustration level students, language teachers must have at least 2-3 students to tutor during their vacant periods...

Data Gathering

No. Of Non-readers

Grade 7- 29, Grade 8- 23, Grade 9- 15, and Grade 10- 5

Total -72." - (LACMM\_DDO03)

"Presentation and Discussion:

The main speaker, \*\*\*\*\*, began the presentation by discussing the challenges and opportunities posed by heterogeneous classrooms. She shared various strategies for effective classroom management, including:

Differentiated Instruction: Tailoring instruction to meet the individual needs of students through varying activities, resources, and assessments.

Cooperative Learning: Encouraging students to work together in small groups, promoting collaboration, and fostering a sense of community.

Positive Reinforcement: Utilizing rewards and praise to motivate students and reinforce desired behaviors.

Effective Communication: Establishing clear expectations, providing timely feedback, and maintaining open lines of communication with students and parents.

Classroom Management Techniques: Implementing strategies such as classroom rules, routines, and procedures to create a structured and conducive learning environment." (LACMM\_DC03)

"Activities to be accomplished and conducted for the Reading Month with corresponding dates:

November 13-17, 2023, (Classroom Reading Activity and Reading-at-Home The teachers will conduct a classroom reading activity." (LACMM\_DG01)

"The following were the problems encountered during the conduct of the LAC session mentioned above:

Time constraint. Some talks were too comprehensive that needs sufficient time for discussion and elaboration.

Support. Some students with special needs total support from parents and families." (LACMM\_DDO04)

Using Bullet Points

"1. Marking and Scoring Oral Reading Miscues:

Types of Miscues:

Mispronunciation, Omission, Substitution, Insertion, Repetition, and Transposition

Reversal." (LACMM\_DDO02)

"Agenda Items

Quarterly Assessment Test, Grading System, Reproduction of Modules, Reading Coordinator's Time, and Others

Newly designated English Coordinator.

New Library in-charge. New assistant librarian, and New ComArts Coordinator.

Update for the conduct of COT." (LACMM\_DO04)

"Her presentation was focused on the 3 stages of reading, which are the pre-reading, during reading, and post-reading." (LACMM\_DG02)

"The LAC facilitator, \*\*\*\*\* stressed that this LAC session was initiated and conducted to have professional reflections, to promote collaboration among teachers, to create learning opportunities with colleague, to improve upskilling teachers in the application of HOTS, and other indicators in the observation monitor tool." (LACMM\_DG05)

Using Bolded Texts

"General Rule:

Income should be greater than expenses." (LACMM\_DDS02)

"Session 1: Lifelong Learning

Session 2: Strengthening My Teaching through Thinking Strategies." (LACMM\_SC01)

"LAC Session for Teachers as Agents of Character Formation: A Moral Enhancement Program with \*\*\*\*\* last September 22, 2017." (LACMM\_PC03)

In relation to the first research question of this study, to reiterate, Halliday (1985) introduced three types of meaning, which are the ideational, interpersonal, and textual metafunctions of meaning. As explained, ideational meaning refers to what texts are about, interpersonal meaning is how relationships are made through language, and textual meaning refers to how information is organized into coherent texts. He called the three meanings 'metafunctions', which he associates with the three elements of register. Field

correlates with ideational meaning, tenor is closely related to interpersonal meaning, while mode is oriented towards textual meaning (Halliday, 1985).

In the context of the minutes in the Learning Action Cell (LAC) sessions, the tenor in Halliday's theory of context revealed the identities of the teachers through the type of language that they are using. With their language used, it reflected the personality of the teacher, such as being confident, organized in uttering thoughts, being assertive, directive, or authoritative. In the minutes, it was observed that teachers used two types of sentences more often according to function, which are the declarative sentence and imperative sentence.

The first core idea under tenor is the use of a declarative sentence. In the LAC sessions, it was observed that teachers often used this type of sentence. This only revealed that teachers are confident, decisive, and have a focus on delivering clear information, especially when giving comments, suggestions, and recommendations about the topic. This entails that teachers have the initiative to participate in the discussion and prefer to have structure in the whole discussion process.

In the sample statement below, this denotes that the behavior of the teachers through their language used is that they are being informative and reflective. From this utterance, the teacher aims to report past events and emphasize the importance of having consistent encouragement and monitoring of student performance and participation. As shown:

"The Grade 7 teachers reviewed some of the best practices in the quarter 3 PASUNDAYAG that was held on February 16, 2024. The teachers were prompted to always encourage all learners to submit their performance tasks (product-based) and monitor their progress." (LACMM\_DG05)

In the second statement, this entails that teachers are informative and purposeful, aiming to convey the efforts of the facilitator to share their own effective teaching strategies that promote critical thinking and enhance the higher-order thinking skills in the classroom of their students. As shown:

"The facilitator discussed on how to incorporate a variety of teaching strategies that can definitely help nurture critical thinking, as well as other higher-order thinking skills among learners." (LACMM\_TC02)

Lastly, the last sample statement emphasizes that the behavior of the teacher is intentional and considerate. This aims to design inclusive lesson plans. The purpose is to ensure meaningful, productive learning experiences that address learners' diverse needs and developmental pace. As shown:

"A well-prepared lesson plan provides every learner meaningful and productive learning outcomes considering their diversity and pace of their learning development." (LACMM\_PC03)

The second core idea under tenor is the use of imperative sentences. In the LAC sessions, it was observed that teachers often used this type of sentence. From this analysis and observation, it can be gleaned that the teacher used imperative sentences in the Learning Action Cell (LAC) session to be directive or authoritative. This reflects an attitude of having a focus on control, instruction, and efficiency. This further revealed a utilitarian use of language that aimed to guide an action to indicate a leadership role and assertiveness in professional collaboration.

In the statement below, the behavior of the teacher is directive and supportive by guiding teachers to follow specific tasks and their own best practices. Further, this aims to foster effective classroom management and create a safe and inclusive learning environment by following the practice of others. As shown:

"Indicator 5, each teacher will create a Classroom Management Plan and can benchmark for the output of \*\*\*\*\*. Indicator 6, teachers must be able to establish a learning environment that will make the learners feel comfortable and secure and encouraging especially they are learners who are hesitant to participate in the learning activities, and aide them to feel at ease in expressing themselves." (LACMM\_PC02)

In the second statement, the behavior of the teacher is authoritative and instructive, which emphasizes the compliance of the standardized tool. The purpose is to ensure consistency and alignment in assessment practices among English teachers across the quarters. As shown:

"English teachers must use a unified TOS for 3rd and 4th Quarter of S.Y 2022-2023." (LACMM\_DO04)

In the last statement, the teacher's behavior is procedural and directive since it outlined clear steps for task completion. The purpose is to ensure proper submission and coordination of assessment materials for efficient reproduction and use. As shown:

"The English teacher should submit the assessment tests and rubrics to the Master Teachers. Then, the MT must be the one who will submit to \*\*\*\*\* for reproduction." (LACMM\_DO02)

The second research question of the study, in the context of the field, discusses the subject matter or the topic of the whole session. Further, in LAC discussions, it shapes the attitudes of the teachers by focusing on the use of language with professional tasks by promoting a collaborative and goal-oriented attitude, especially in the discussion of the topic. This further emphasizes the content knowledge, problem-solving skills, and the shared instructional best practices of the teachers whenever they discuss problems and

issues related to the whole teaching and learning process. In the study, there were two major themes that emerged in the language choice of the teachers: the use of modals and the use of assertive language.

The first core idea under the field is the use of modal as a language choice of teachers in their LAC sessions. The use of modals in this context reflects the field by expressing obligation, possibility, or suggestions related to the topic, issues, or concerns being discussed in the LAC sessions. In addition to this, the language used shaped the attitudes of the teachers toward the establishment of shared responsibilities, instructional improvement, and professional decision-making within specific educational contexts. In the study, there were two major modal verbs that were used by the teachers: will and must.

The first sample statement below shows the use of the modal “will” during the LAC session of teachers. From this, it emphasizes that the behavior of the teacher during the session is assertive and goal-oriented by indicating definite plans and responsibilities in the future. Additionally, it shows a clear intention to implement reading activities and involve learners in different independent tasks. From this, it ensures accountability among everyone through documentation, which highlights the commitment of teachers to purposeful and outcome-based learning experiences. As shown:

“The teachers will conduct a classroom reading activity. Moreover, the learners will search for a reading material to be read at home. In addition to that, they will provide a documentation.” (LACMM\_DG01)

In the second statement, it depicts the use of the modal “must”. From this, it highlights the behavior of the teacher as firm and authoritative to express necessity and non-negotiable expectations. This further emphasizes the importance of preparedness and organization to support structured learning activities like NRP, NMP, and Catch-Up Fridays.

“The students must have a new notebook intended for NRP, NMP, and Catch-Up Fridays.” (LACMM\_DG02)

In the third sample statement, the teacher’s behavior is directive and task-oriented. This was demonstrated by using the modal “must” to convey obligation and urgency. Similarly, it reflects a strong expectation for an individual’s accountability and timely preparation of required outputs for the Brigada Pagbasa initiative. As shown:

“Brigada Pagbasa Update. Each one must prepare one individual Portfolio to be submitted to \*\*\*\*\*.” (LACMM\_DO02)

Lastly, on the third statement, the displayed behavior of the teacher is being responsible and authoritative, using the modal “must” to express a mandatory action. Likewise, it highlights the teacher’s commitment to addressing learning gaps by requiring targeted tutoring support for struggling students during available time. As shown:

“For Non-readers and Frustration level students, language teachers must have at least 2-3 students to tutor during their vacant periods.” (LACMM\_DDO03)

The second core idea under the field is the use of assertive language as a language choice of teachers in their LAC sessions. The use of assertive language in Learning Action Cell sessions relates to “field” by aligning language with purposeful teaching activities. This reflects the confidence and clarity of teachers in addressing issues and problems related to their instructional goals. When this is observed, it fosters an environment that focuses on problem-solving and accountability among teachers when trying to resolve issues and concerns related to their teaching.

In the first statement, the teacher’s behavior is confident and reassuring, using assertive language to affirm timely support from one another or among teachers involved. The statement emphasizes commitment to provide necessary materials promptly and ensure that Peace Education teachers are well-equipped and prepared for their assigned instructional responsibilities. As shown:

“It was emphasized that a copy of session guides and materials will be given to the assigned Peace Education teachers as soon as possible.” (LACMM\_DG02)

In the second statement, it can be gleaned that the teacher’s behavior is purposeful and confident to clearly convey the goals and objectives of the session. This highlights a strong intent to foster professional growth, reflective practice, and collaborative efforts focused on improving teaching strategies and performance indicators. As shown:

“The LAC facilitator, \*\*\*\*\* stressed that this LAC session was initiated and conducted to have professional reflections and to promote collaboration among teachers to create learning opportunities with colleagues to improve upskilling teachers in the application of HOTS and other indicators in the observation monitor tool.” (LACMM\_DG05)

In the third statement, the teacher demonstrated confident and guiding behavior with the use of assertive language to clearly reiterate expectations and provide practical suggestions. This reflects a supportive leadership style aimed at helping teachers effectively meet specific COT1 targets through focused, interdisciplinary teaching strategies. As shown:

“\*\*\*\*\* reiterated the targets for Classroom Observation 1 (COT1), which are Indicators 1-6 only. As he elaborated and suggested ways to attain each indicator, as follows: Indicator 1, he emphasized to focus on the topics, then relate it to other subjects, at least 1 subject area.” (LACMM\_TC02)

In the fourth statement, the behavior of the teacher is firm and collaborative to communicate a collective agreement and clear

expectations among teachers within the session. This further emphasizes a sense of responsibility, timely compliance, and coordination among grade levels to ensure smooth module reproduction and distribution before the set deadline. As shown:

“It was agreed that each grade level should submit copies of the 2nd quarter modules and the numbers of modules to be reproduced to \*\*\*\*\*. Deadline: October 8,202, Friday.” (LACMM\_DO02)

Lastly, on the fifth statement, the behavior of the teacher is confident and proactive in clearly communicating expectations and responsibilities among teachers. This was achieved and established with the use of assertive language. This further illustrates thorough preparation and coordination among teachers, aiming to ensure effective implementation of classroom observations and achievement of set objectives through structured teamwork. As shown:

“English Teachers were advised to prepare accordingly, ensuring that the objectives set would be met. Coordination with the designated Master Teacher Observer was emphasized to ensure the smooth execution of the observations.” (LACMM\_DO01)

Mode in Halliday’s theory of context refers to the channel of communication and the degree of formality of the communicative event or context. In the context of the minutes in the Learning Action Cell (LAC) sessions, the language choice of teachers influences their attitudes by shaping how their ideas are exchanged, whether it is formal or informal. Also, it involves an analysis of how their language use affects their engagement, openness to opinion and suggestion, and collaboration with other teachers. This observation aligns with the interpersonal function of Halliday’s theory, which enables teachers to interact meaningfully by focusing on their set goals and ensuring clarity in discussions and outcomes. In the study, mode was demonstrated by the language choice of teachers using cohesive devices, time markers, headings and subheadings, bullet points, and bolded texts.

The first core idea under mode is the use of cohesive language. As explained, mode pertains to the form and structure of communication. In the study, the use of cohesive language in Learning Action Cell sessions ensured a clear and logical connection between ideas shared among teachers involved in the session. This enhances understanding and promotes collaborative dialogue between them. Also, this encourages fluid and interactive exchanges by supporting both formal and informal modes of communication in professional development.

In the first statement, the teacher demonstrated being organized and thoughtful by using cohesive devices like “lastly” and “so that” to sequence information and show cause-and-effect relationships clearly. This reflects effective communication aimed at ensuring smooth coordination and timely preparation among teachers and substitutes.

“Lastly, \*\*\*\*\*, Grade 11 Head, reminded the coaches about their substitution to prepare it ahead of time so that the substitute teachers would also be informed.” (LACMM\_DDN01)

In the second statement, it can be gleaned that the teacher is systematic and directive in this utterance by using cohesive devices like “additionally” and “so” to connect ideas logically. This ensures clarity in task assignments and emphasizes the importance of preparation for a smooth district-level presentation process. As shown:

“Additionally, \*\*\*\*\* and \*\*\*\*\* are assigned to read the forms at the District Levels, so all forms should be ready in advance.” (LACMM\_DDN02)

In the third statement, it can be observed that the teacher’s behavior is coherent and informative, using cohesive devices like “moreover” and “and” to connect their ideas smoothly. This highlights her effort to clearly explain the rationale, foundation, and benefits of implementing the National Math Program (NMP). As shown:

“The discussion of \*\*\*\*\* started with an overview of why there is a need to implement the National Math Program (NMP). She informed the teachers that the program was anchored with the Matatag Curriculum. Moreover, she said there is a need to develop the students’ numeracy skills, and this NMP is a big help.” (LACMM\_DG02)

In the fourth statement, it can be analyzed that the teacher is being structured and purposeful in the session by using cohesive devices like “moreover” and “in addition to that” to link related tasks and concepts. This ensures clarity and continuity, emphasizing a well-planned sequence of reading activities and expected learner outputs. As shown:

“The teachers will conduct a classroom reading activity. Moreover, the learners will search for a reading material to be read at home. In addition to that, they will provide a documentation (LACMM\_DG01)

Lastly, on the fifth statement, the teacher’s behavior is collaborative and goal-oriented, using cohesive devices like “following,” “including,” “additionally,” and “accordingly” to logically connect ideas. This promotes clarity, emphasizing teamwork, continuous improvement, and data-driven decision-making to enhance teaching practices and student achievement. As shown:

“Following the analysis, the team strategized on how to modify existing teaching practices and programs to better support learner progress and achievement. A Variety of differentiated instructional techniques were proposed, including small group instruction, peer mentoring, and the integration of additional learning materials. The team agreed to implement these adjustments in the next instructional cycle and committed to monitoring the results through ongoing assessments. Additionally, a plan was set to regularly review data and meet again to assess the effectiveness of these interventions and refine practices accordingly.” (LACMM\_SC04)

The second core idea under mode is the use of time markers. The use of time markers in Learning Action Cell sessions relates to the "mode" in Halliday's SFL by organizing the flow of discourse. The use of time markers helped structure the communication process by indicating the sequence and clarifying the whole process of the session. Further, this supports coherent and purposeful interaction among teachers that reflects teachers' focus on instructional planning, reflection, and progression in professional conversations.

In the first statement, the teacher's behavior is sequential and organized using the time marker "afterward" to indicate progression in the discussion during the session. This helps guide the listeners by clearly explaining that in this reading stage, it ensured a structured learning and smooth transition between instructional activities. As shown:

"Afterward, she tackled the during reading, in this stage, the students will now start reading the material given." (LACMM\_DG02)

In the second statement, it can be observed that the dominating behavior of the teacher is being organized and methodical, using time markers like "afterwards" to show the sequence of events clearly. This ensures a smooth flow of the program, highlighting each step in the structured progression of the meeting. As shown:

"\*\*\*\*\*, Master Teacher II began the program proper with an opening remark. Afterwards, \*\*\*\*\* , Master Teacher III, proceeded with the introduction of the speakers and the presentation of the agendas as follows." (LACMM\_DG05)

In the third statement, the teacher's behavior is sequential and introductory, using time markers like "then" to indicate the progression of events. Hence, it can be noted that this strategy helps establish a clear structure of thoughts for the session, which guides the audience through key moments of the program. As shown:

"The session opened with a prayer led by \*\*\*\*\*. The School Head, \*\*\*\*\* , then gave a brief welcome remarks, emphasizing the need for continued professional development and supporting the use of ICT in the classroom." (LACMM\_DC04)

In the fourth statement, it can be analyzed that the dominating behavior of the teacher is structured and orderly, using time markers like "followed by," "then," and "and then" to sequence events, thoughts, and ideas clearly. From this, it ensures that there is a smooth transition between program components by providing clarity and guiding the audience through the webinar's progression. As shown:

"The webinar began with a prayer, followed by the National Anthem and then opening remarks of our School Principal, Maam Alma P. Brioned, and then he introduction of the guest speaker." (LACMM\_MC05)

In the fifth statement, the teacher's behavior is being conclusive and appreciative, using time markers like "at 4:30 PM" and "then" to indicate the end of the session and the orderly distribution of certificates, which ensured a structured and well-timed closure to the event as dated and scheduled. As shown:

"The SLAC session was concluded by \*\*\*\*\* at 4:30 PM. She thanked the speaker and all the participants for their active involvement. Certificated of participation were then distributed to all the teachers who attended the session." (LACMM\_DG03)

The third core idea under mode is the use of headings and subheadings. The use of headings and subheadings in Learning Action Cell sessions relates to the "mode" in Halliday's SFL by visually organizing the minutes to aid clarity among readers. Likewise, this guides the structure and flow of information in the minutes, which essentially enhances its clarity and supports the focused discussion. With this, it reflects a formal and structured communication style that promotes effective professional collaboration and reflection.

In the first statement below, the use of a heading here denotes and reflects the topic to be discussed in the whole session. The heading guides the viewers and audience as to what the discussion will be about. As shown:

"1. Understanding Computer Threats and Ways of Protecting Information, Computer Security Threat, and Computer Security Practices." (LACMM\_DDO05)

In the second statement below, it can be inferred that the teacher is organized and focused, using headings and subheadings like "Impact Assessments" and "Teaching Practices" to differentiate topics clearly. This structure helps guide the audience's attention and ensures clarity in presenting distinct areas of discussion.

"Impact Assessments:

Teaching Practices." (LACMM\_PC01)

In the third statement below, it can be noted that the dominating behavior of the teacher is being organized and structured using headings and subheadings like "AGENDA," "Learning Camp Friday," and "Catch-Up Learning Strategies" to clearly outline the topics that need to be discussed in the session. This structure enhances clarity, ensuring each topic is distinct and easy to follow.

"AGENDA:

Learning Camp on Friday:

The school is said to be the priority to visit and monitor within this week.

#### Catch-Up Learning Strategies:

There has been an agreement amongst all of the teachers that we will conduct Vocabulary and Comprehension Remedial Session for Instructional and Independent students.

For Non-readers and Frustration level students, language teachers must have at least 2-3 students to tutor during their vacant periods.

#### Data Gathering

No. of Non-readers:

Grade 7- 29

Grade 8- 23

Grade 9- 15

Grade 10- 5

Total: 72.” (LACMM\_DDO03)

In the fourth statement below, the teacher demonstrated a systematic and informative behavior in writing minutes by using headings like "Presentation and Discussion" and subheadings. This is to organize the contents clearly and to document the suggestions and agreements during the session properly. This structured approach helps the readers to easily follow and understand the key points being presented.

#### “Presentation and Discussion:

The main speaker, \*\*\*\*\*, began the presentation by discussing the challenges and opportunities posed by heterogeneous classrooms. She shared various strategies for effective classroom management, including:

**Differentiated Instruction:** Tailoring instruction to meet the individual needs of students through varying activities, resources, and assessments.

**Cooperative Learning:** Encouraging students to work together in small groups, promoting collaboration, and fostering a sense of community.

**Positive Reinforcement:** Utilizing rewards and praise to motivate students and reinforce desired behaviors.

**Effective Communication:** Establishing clear expectations, providing timely feedback, and maintaining open lines of communication with students and parents.

**Classroom Management Techniques:** Implementing strategies such as classroom rules, routines, and procedures to create a structured and conducive learning environment.” (LACMM\_DC03)

The fourth core idea under mode is the use of bullet points. The use of bullet points in Learning Action Cell sessions relates to the "mode" in Halliday's SFL by structuring the written communication for clarity and emphasis. This technique breaks down complex ideas by highlighting the key concepts that support a concise and organized written output. Further, this reflects a practical and formal approach that enhances understanding and collaboration among teachers.

In the first statement below, the teacher is being clear and organized, using headings like "Activities to be accomplished and conducted for the Reading Month" and subheadings with dates to structure the information. This helps convey a schedule, ensuring clarity and easy reference for the planned activities. As shown:

“Activities to be accomplished and conducted for the Reading Month with corresponding dates:

November 13-17, 2023, (Classroom Reading Activity and Reading-at-Home.

The teachers will conduct a classroom reading activity.” (LACMM\_DG01)

In the second statement below, it can be concluded that the session secretary is reflective and analytical by utilizing headings like "Problems Encountered" and bullet points for subheadings to identify and categorize challenges clearly. This structure facilitates an organized, focused discussion of issues, aiding problem-solving and future improvements. As shown:

“The following were the problems encountered during the conduct of the LAC session mentioned above:

Time constraint. Some talks were too comprehensive that needs sufficient time for discussion and elaboration.

Support. Some students with special needs total support from parents and families.” (LACMM\_DDO04)

In the third statement below, the text is detailed and methodical, using headings like "Marking and Scoring Oral Reading Miscues" and subheadings to categorize different types of miscues. This structure helps present the information in a clear, organized way, making it easier for the audience to understand. As shown:

“1. Marking and Scoring Oral Reading Miscues:

Types of Miscues:

Mispronunciation

Omission

Substitution

Insertion

Repetition

Transposition

Reversal.” (LACMM\_DDO02)

In the fourth statement below, it can be observed that it is organized and comprehensive with the use of "Agenda Items" as the main heading and subheadings to break down topics into clear and concise points. This structure ensures an efficient and focused discussion, making it easy for participants to follow the meeting's agenda. As shown:

“Agenda Items:

Quarterly Assessment Test

Grading System

Reproduction of Modules

Reading Coordinator's Time

Others

Newly designated English Coordinator.

New Library in-charge.

New assistant librarian.

New ComArts Coordinator.

Update for the conduct of COT.” (LACMM\_DO02)

The fifth and the last core idea under mode is the use of bullet points. The use of bolded texts in Learning Action Cell sessions relates to the "mode" in Halliday's SFL by emphasizing key points in written communication. Also, it enhances the textual clarity by guiding its focus and importance. With this being observed, it supports having a structured and purposeful interaction which reflects a formal and informative mode suited to professional development and instructional planning.

In the first statement below, it can be observed that the teacher highlighted the three stages of reading. This is to give the listeners, who are the other teachers, the key concepts in understanding the stages of reading. As shown:

“Her presentation was focused on the 3 stages of reading, which are the pre-reading, during reading, and post-reading.” (LACMM\_DG02)

In the second statement below, the teacher highlighted the reason why the session was primarily initiated and conducted. This is to give everyone an overview that it was conducted for self-reflections, collaborations, and the upskilling of teachers in different higher-order thinking skills. As shown:

“The LAC facilitator, \*\*\*\*\* stressed that this LAC session was initiated and conducted to have professional reflections, to promote collaboration among teachers, to create learning opportunities with colleague, to improve upskilling teachers in the application of HOTS, and other indicators in the observation monitor tool.” (LACMM\_DG05)

In the third statement below, it is to denotatively give all teachers an idea about the general rule, why the initiative must be conducted,



and how to effectively conduct it. As shown:

“General Rule:

Income should be greater than expenses.” (LACMM\_DDS02)

In the fourth statement below, it simply outlined the topics to be discussed in each session. This is to give teachers an insight and overview of what to expect from each session. As shown:

“Session 1: Lifelong Learning

Session 2: Strengthening My Teaching through Thinking Strategies.” (LACMM\_SC01)

Lastly, the fifth statement below emphasized what the last session was all about, who the resource speaker was, and when it was conducted. This allows the readers to understand and decipher the conducted session exactly. As shown:

“LAC Session for Teachers as Agent of Character Formation: A Moral Enhancement Program with \*\*\*\*\* last September 22, 2017.” (LACMM\_PC03)

**Personal Evaluation of the Functionality of the LAC Meeting**

Presented in Table 4 are the core ideas and themes derived from the narratives of the participants in the in-depth interview. These narratives align with the research questions as to their personal evaluation with regard to the functionality of language during LAC Meetings. The themes unfolded under the reaction of the Kirkpatrick Model, which refers to how well-liked, interesting, and applicable the training is to the participants’ jobs. The themes obtained from the participants' experiences were defined, discussed, enriched with formulated meanings, and supported by existing literature.

**Attainment of the Objectives of the Meeting**

When the participants were asked about how they personally assess the functionality of the learning action cell meetings, they revealed a typical response. According to them, a meeting is successful if it achieves the goals or objectives set before the meeting. They further mentioned that it is a crucial part of their assessment of the meetings’ functionality, as it would tell them if the meeting was a success or not.

IDI2\_Davao del Norte shared that having clear objectives and an agenda will help the flow of the discussion in the meeting.

“For me, there must be clear objectives or like an agenda that would serve as a guide for the discussion.” IDI2\_Davao del Norte

The statement of IDI2\_Davao del Norte coincides with the responses of IDI1\_Davao del Sur. Both have expressed the importance of setting clear objectives for the meeting.

“The number one that I consider if a LAC meeting is effective or not is the clear objectives and if it is met.” IDI1\_Davao del Sur

In the same thread of thought, IDI1\_Digos mentioned how he evaluates the learning action cell meetings. According to him, to address the educational needs of the students, teachers in the meeting must achieve the set goals and objectives of a meeting.

“So I usually evaluate if it [meeting] is effective in achieving a specific goal for addressing educational needs and promoting collaboration among co-teachers.” IDI1\_Digos

**Table 4. Personal Evaluation of the Functionality of the LAC Meeting**

<i>Essential Themes</i>	<i>Core Ideas</i>
Attainment of the Objectives of the Meeting	The meeting presented clear objectives and an agenda. The meeting has achieved specific goals and objectives. The agenda and objectives set before the meeting were covered efficiently. The objectives set at the beginning of the meeting were clearly addressed and accomplished.
Reflection and Refinement of Pedagogical Practices	The topics discussed in the meetings help the teachers in their teaching practices. The discussions in the meeting have fostered a positive impact on the teachers' teaching style. The meeting enables the teachers to refine their pedagogical practices. The discussions in the meeting improved the teachers' instructional planning.
Having Quality Meeting Discussions	The topics discussed in the meeting were relevant and timely. The LAC session topic aligns teachers’ effort with school goals, promoting continuous improvement in both individual and collective performance.
Initiating Engagement and Collaboration	During the meeting, active participation and collaboration among teachers were evident. Teachers shared specific techniques that had worked in their classroom, leading to a rich exchange of ideas. The meeting has helped the teachers with their classroom tasks.
Empowering the Teachers	The meeting has enabled teachers to monitor the performance of their students in the classroom. Updates the teachers with the new trends of today’s classroom setting. In the meeting, when important matters are discussed, consensus among participants is



Fostering Teachers' Professional Development	<p>required.</p> <p>The meeting fosters professional growth among participants which are the teachers to further elevate their instructional skills.</p> <p>The meetings provided professional support and encouraged professional growth and reflective practice which enhances teaching effectiveness.</p>
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IDI1\_Davao Oriental adheres to the statements of the previous participants. She also emphasized the importance of considering the achievement of meeting goals and the agenda.

“First one is, I consider it as an effective meeting when the goals or the agenda set are achieved at the end of the meeting. For example, if the goal was to have like a mentoring at the end of the session, there should be a teacher who would be equipped of the knowledge during the mentoring session.” IDI1\_Davao Oriental

IDI2\_Davao City stated that achieving the meeting objectives allows them to discuss important matters and concerns, especially those about classroom strategies.

“Of course, when we achieve the objectives from the LAC meeting, we will be able to discuss after what we were able to learn after and how are we going to apply it in the classroom.” IDI2\_Davao City.

IDI2\_Davao del Norte provided an example of a learning action cell meeting that has achieved goals and objectives. She shared that:

“When we had our meeting about on the preparation for the reading remediation, I, together with the reading teachers, we were able to discuss the problem, the challenges, and also the teachers are they cooperate, they cited possible solutions to the problems.” IDI2\_Davao del Norte

***Reflection and Refinement of Pedagogical Practices***

In the interview, participants emphasized how Learning Action Cell (LAC) meetings expanded and enriched their pedagogical horizons. These meetings also provided valuable opportunities for self-reflection and continuous improvement in their teaching practices.

The statements made by IDI2\_Davao Occidental supported this theme. During the interview, she emphasized that learning action cell meetings fosters a wide range of topics to be discussed that concern the teachers for the welfare of the students.

In the extracted statement, she mentioned the various importance of these meetings.

“So for me, it is very important, the LAC session is very important, or the LAC meetings are very important in order to discuss issues concerning student performance, improvement of teaching skills and practices, and at the same time provide ongoing opportunities for reflection and refinement of teaching practices.” IDI2\_Davao Occidental

Another statement that supported the emerging theme came from the interview of IDI1\_Davao de Oro. He specifically focused on how these meetings enrich pedagogical practices in terms of language learning. He further mentioned that it is a complex yet crucial aspect of delivering learning to the students.

“Aside from that, there are also updates that they can share with regards to teaching methodologies, strategies in teaching, especially in teaching the language that makes teaching language interactive and encourages students to participate and more.” IDI1\_Davao de Oro.

In the same light, IDI2\_Digos also adheres to the theme that LAC meetings refine teachers’ pedagogical practices and provide an avenue for teachers to reflect on them.

“Also, it promotes reflective teaching practices because it improves the students’ learning outcomes and support implementation of the educational policies which are set by the DepEd.” IDI2\_Digos City

IDI2\_Davao Oriental mentioned that in their LAC meeting, great emphasis is placed upon the enhancement of teaching strategies, reading concerns, and various assessment methodologies. This shows that the meetings conducted are targeted at improving how teachers deliver learning to the students.

“Whenever our department conducts a meeting, ah, the common agenda are teaching strategies, reading concerns, and assessment methodologies.” IDI2\_Davao Oriental.

From a different perspective, IDI2\_Mati City is a master teacher in her department. She expressed how she elaborates on how she provides her fellow teachers with the necessary information, skills, and knowledge when it comes to improving their pedagogies.

“I can personally say that the LAC sessions ate indeed helpful

, especially in improving pedagogies, so instructional planning, and conducting ethical assistance, especially since I am a master teacher in our department, so I could share updates, demos, helpful demo strategies, and offer assistance to my teachers.” IDI2\_Mati City.

***Having Quality Meeting Discussions***

Another theme under reaction in Kirkpatrick's Model is the timely and relevant discussions during the learning action cell meetings. Participants have shared several crucial and necessary topics that require solutions. This includes, but is not limited to, classroom management, teaching strategies, and pedagogical practices. The participants further mentioned their satisfaction with meetings tackling essential problems and concerns of teachers.

IDI1\_Samal expressed how learning action cell meetings address important aspects in the educational setting, especially classroom instruction. She further shared that it has a significant impact in improving what needs to be improved to address the needs of the students.

"I believe that LAC meetings are important because, again, it addresses what needs to be improved in our classroom instruction or even in how we manage our class, sir." IDI1\_Samal

Corroborating the above assertion, IDI1\_Mati also shared how the meetings help in addressing and solving problems, as well as introducing innovative teaching methods.

"It [meeting] helps solve problems in the group. Also, we get to share and learn innovative teaching methods, and we become abreast or updated on new teaching trends and educational policies implemented by the Department of Education." IDI1\_Mati

IDI1\_Davao Occidental also shared her insights on how learning action cell meetings are relevant and important. For her, the meetings are valuable for it serves as an avenue to address problems, resolve issues, improve the teaching-learning outcomes, and enhance teacher quality.

"In totality, sir, as a whole, in summary, learning action cell meetings are vital for fostering collaboration, improving teacher quality, addressing challenges in education, and ensuring that teachers are well-equipped to enhance student-learning outcomes." IDI1\_Davao Occidental

In the same light, IDI1\_Davao del Sur agrees to the narratives of the previous participants. She further suggested that meetings should address the current challenges faced by the teachers and propose solutions.

"Number three, the relevance of the topics discussed. So, LAC session should address current challenges that are faced by the teachers and propose solutions for it." IDI1\_Davao del Sur

She further added an example of a previous meeting they had that tackled a timely and relevant discussion.

"In our last LAC meeting, ah out topic is all about classroom management, where teachers, especially the newly hired were enlightened about the formative and summative assessment." IDI1\_Davao del Sur

IDI2\_Davao del Sur also added an example of a meeting that they previously had about classroom assessment, which is deemed as an essential aspect of classroom management and teaching.

"Our meeting about classroom assessment, which was based on or anchored on DepEd order no.8 s.2015. This is about the policy guidelines on classroom assessment from the K-12 Basic Education Program, and there is this importance of assessment in teaching and learning, like informing our newly hired teachers on the two ways in which we are going to assess our students." IDI2\_Davao Del Sur

Moreover, IDI2\_Davao Oriental expressed that LAC meetings are important because they allow them to gain new knowledge and new insights.

"LAC meetings are important because teachers can learn new insights and new knowledge from LAC meetings. Whenever our department conducts a meeting, the common agenda are teaching strategies, reading concerns, as well as our assessment methodologies." IDI2\_Davao Oriental

### ***Initiating Engagement and Collaboration***

Fulfilling the meeting objectives and having relevant and timely discussions would not be possible without engagement and participation among the participants. In the interview, the participants shared how necessary it is that all of them are on the same page to come up with solutions and strategies for problems or concerns that they have.

IDI2\_Davao del Norte stated that aside from achieving the agenda and having a group discussion, it is also important that the participants take on active participation in the meeting. She shared that:

"Another actor in the meeting would be the active participation of the team or the members. With their active participation, of course, this will lead to, or this would contribute a lot to attain an achievable, or what do we call it, actionable outcomes." IDI2\_Davao del Norte

IDI1\_Davao Oriental adheres to the previous statement and added that collaboration among participants fosters improvement and growth in terms of their ideas in teaching. She further added that it is also an avenue where master and head teachers would be able to

extend support to other teachers.

“Learning action cell or LAC meetings are important for the teachers to first collaborate when in terms of the ideas in teaching. We also have mentoring sessions with our master teachers and head teachers. They are giving us advices on how to improve our teaching-learning and classroom management.” IDI1\_Davao Oriental

In the same thread of thought, IDI1\_Davao del Sur has expressed how collaboration and engagement are vital in meetings such as the learning action cell meetings. It was highlighted that it promotes communication among teachers involved in the meeting. Teachers were able to share their experiences as well as their best practices, which can be helpful for other teachers.

“So in the active participation, effective LAC meetings promote open communication and collaboration where teachers share ideas, experiences, and best practices.” IDI1\_Davao del Sur

### ***Empowering the Teachers***

The participants have shared that conducting learning action cell meetings has helped them achieve solutions to problems or outcomes for the meeting. In the interview, they shared how it helps them in improving their instruction and their students' performance in class.

During the in-depth interview, IDI1\_Davao del Sur shared that LAC meetings allow them to have discussions about important matters. This could somehow help them come up with solutions to problems and help them in their individual tasks as teachers. She stated that:

“Well, it is important because through the LAC session we would be able to discuss important topic that is somehow help us with our individual tasks as teachers and the, and ah see the performance of all learners.” IDI1\_Davao del Sur

In the same vein, IDI1\_Davao Oriental shared how their master teachers and head teachers help them in improving their teaching strategies. All of these are encapsulated within the conduct of the LAC session.

“We also have mentoring sessions with our master teacher and head teachers. They are giving us advices on how to improve our teaching-learning and classroom management.” IDI1\_Davao Oriental

On the other hand, IDI2\_Mati provided an instance where there was an evident efficient outcome from the conduct of the LAC meeting. She cited their recently conducted meeting about MPRE and how her shared strategies were utilized by teachers in their classroom observation.

“I could recall one LAC session in senior high during MPRE, when I shared or demonstrated teaching strategies which can be utilized by language teachers and teachers from another subject. When I observe classes, the other language teachers in our department utilized my shared strategies in her class, so there was an application.” IDI2\_Mati

Similarly, IDI2\_Davao Oriental also shared that their meeting achieved efficient meeting outcomes because they were able to lay down plans, activities, assessment methods, interventions, and strategies for their reading program.

“One meeting that we had, or LAC meeting that we had, which I find functional, is when we discussed about our activities for our reading program. So we talked about our reading assessment methods, our strategies or interventions, and our ways forward.” IDI2\_Davao Oriental

Additionally, IDI2\_Davao del Norte infers that LAC meetings produces efficient meeting outcomes. She cited their meeting on the preparation for the reading remediation in their school. She highlighted that in that meeting, they were able to formulate a list of possible things to do or activities, strategies, as well as the expected outcomes or results of the reading remediation program.

“When we had our meeting about on the preparation for the reading remediation sir, where we I together with the reading teachers met to discuss the matters of the implementation of the program. We were able to come out with the possible things to do, the strategies, and the expected outcomes based on the discussion that we had.” IDI2\_Davao del Norte

### ***Fostering Teachers' Professional Development***

During all the problems, concerns, objectives, and goals that are tackled and unfurled, all this simmers down to the professional development of teachers. Learning action cell meetings are designed to gather the teachers and address issues and problems related to classroom management. As it all happens, teachers are expected to become abreast with the latest strategies and trends, hence they must undergo professional development.

IDI1\_Samal stated that he views learning action cell meetings as opportunities for teachers to enrich and enhance their pedagogical horizons and to evaluate their role and their profession.

“LAC meetings are indeed important because this is a opportunity for us, educators, to evaluate and even re-evaluate our role profession or any gaps that we can experience. So yeah, I believe that LAC meetings are important because again, it address what needs to be improved in our classroom instruction.” IDI1\_Samal

Corroborating the above assertion, IDI1\_Davao Occidental also expressed that learning action cell meetings are crucial in promoting



professional development among teachers.

“So for me, sir, LAC or learning action cell meetings are crucial for promoting professional development and improving teaching practices in school.” IDI1\_Davao Occidental

Additionally, IDI2\_Davao del Sur mentioned that LAC meetings are important because they improve the teaching and learning process. She further added that it is also a way to cultivate teachers’ professional development.

“The learning action cell is important because this is an avenue to improve teaching and learning process. Another is that this is a way for teachers to be developed professionally, and this is also one way to improve the students’ learning process.” IDI2\_Davao del Sur

IDI1\_Davao de Oro coincides with the statements mentioned previously. In his statement, he said that LAC meetings support the development of teaching strategies and methodologies that encourage interactive language learning. He further added that it also helps in fostering teachers’ professional growth.

“Aside from that, it [LAC meeting] is also a venue for our personal and professional growth because we can learn a lot of strategies there as an English teacher.” IDI1\_Davao de Oro

**Key Aspects in Evaluating the Success of a LAC Meeting**

Presented in Table 5 are the core ideas and themes derived from the narratives of the participants in the in-depth interview in their evaluation of the success of the LAC session. The themes obtained from the participants’ experiences were defined, discussed, enriched with formulated meanings, and supported by existing literature.

Table 5. *Key Aspects in Evaluating the Success of a LAC Meeting*

<i>Essential Themes</i>	<i>Core Ideas</i>
Collaborative Engagement among Participants	The meeting built consensus among the teacher participants in the meeting. The meeting fosters teamwork and collaboration among its participants. During the duration of the meeting, active participation was encouraged. The meeting promoted the exchange of ideas and insights. The meeting facilitated constructive discussion among participants.
Goal-oriented Problem-Solving	The key challenges were addressed effectively during the meeting. The meeting ensures that there is alignment with the learning objectives. The meeting maintains coherence with broader educational goals. There are effective facilitation and management of the meeting.
Effective Facilitation of the Meeting	The actionable next steps are defined clearly. The actions item discussed in the meeting is stated clearly. Confusion regarding a certain topic was resolved through organized meeting.
Reflective Feedback and Insights	The meeting promotes meaningful reflection and practice on the topics discussed in the meeting. Constructive feedback is solicited from the participants of the meeting to further enhance subsequent meetings. The participants’ progress is monitored to achieve the goals.
Progress Tracking and Implementation	Ensuring that the strategies discussed in the meeting are consistently applied in the classroom. Classroom observations are utilized for continuous improvement. Observing how well the agreed strategies are applied in the classroom and whether they lead to positive changes in students’ engagement and performance.
Collaborative Engagement among Participants	The meeting built consensus among the teacher participants in the meeting. The meeting fosters teamwork and collaboration among its participants. During the duration of the meeting, active participation was encouraged. The meeting promoted the exchange of ideas and insights. The meeting facilitated constructive discussion among participants.

**Collaborative Engagement among Participants**

IDI1\_Digos has shared that collaboration among participants is one of the key aspects to examine to evaluate the success of an LAC meeting. She further added that it also paved the way for a productive discussion, which is an indicator of a successful meeting. She shared that:

“LAC meetings can be successful, I can say that when participants or the teachers arrive [at] a common decision and agreement to working on the objectives of the LAC and other areas to improve.” IDI1\_Digos

Meanwhile, IDI2\_Davao Oriental added that when members of the meeting can arrive at a consensus, they are able to craft strategies that work for their concerns. It is one way to show that collaborative engagement of participants through collective agreement allows them to enrich and enhance their skills and abilities pertaining to teaching.

“For me, the indicators of a successful meeting is when all the members are able to arrive at a consensus and are able to come up with strategies that really work.” IDI2\_Davao Oriental

In the same vein, IDI2\_Davao Occidental adheres to the theme by stating that active participation among participants allows for a constructive discussion among the members. This is because teachers were able to communicate with other teachers and share insights and opinions about the agenda and the topic they opted to discuss. As mentioned:

“When the meeting has clear objective that is met in the allotted time, and at the same time when there is an active participation and where there is, when the teachers are having a constructive discussion.” IDI2\_Davao Occidental

IDI1\_Davao Oriental focused on who collaborative engagement in the meetings leads to the approval of the contents encapsulated in the meeting. She further mentioned examples such as a small discussion that paves the way for consensus in the LAC meeting.

“For example, before the meeting, we have small discussions. Our ideas are laid off. Right after or during the meeting, we would lay those ideas and share it with our colleagues. Then after, we will make a decision to agree or disagree with a certain idea.” IDI1\_Davao Oriental

Furthermore, IDI2\_Davao del Norte emphasized teamwork as an important aspect in evaluating the relevance and quality of the decisions or resolutions made during the meeting. She stated that participants working together suggests good output or outcome because everyone contributed opinions and solutions.

“So each member of the team is provided, provides substantial ideas or opinions that contributed a lot in the making of decision or resolution. So I would say that we were able to make good action, I mean good output.” IDI2\_Davao del Norte

On a different light, IDI1\_Davao Occidental shared that a meeting could converse a contribution of success by sharing the teachers’ best practices in class during the LAC meeting. This shows collaboration and engagement among members of the meeting. She further enriches her statement by providing an example.

“So each member of the team is provided, provides substantial ideas or opinions that contributed a lot in the making of decision or resolution. So I would say that we were able to make good action, I mean good output.” IDI2\_Davao del Norte

### ***Goal-oriented Problem-solving***

The aim of conducting a learning action cell encompasses a wide array of topics and concerns. Most of these are concerning the teaching-learning process. Teachers, who are the members and participants of this meeting, devise and design various strategies for student engagement and motivation in class. Hence, these meetings are mainly goal-oriented.

IDI2\_Davao Oriental shared about their meeting for the upcoming reading month. She further stated that it was indeed a successful meeting because they were able to devise strategies and plans for the said activity.

“One meeting that we had recently about our upcoming reading month celebration, I think ahm, I think it was successful meeting because all the participants were present that time and we were able to devise a strategy or activities or plans that we think will benefit all our students.” IDI2\_Davao Oriental

IDI1\_Davao Occidental adheres to the previous statement. According to them, sharing one’s best practices in a meeting is a crucial aspect of a successful meeting and in the fulfillment of the agenda. She also added an example regarding differentiated instruction and how it helps to cater different learning levels in the classroom.

“One teacher successfully implemented differentiated instruction strategies, she shares how she tailors her lesson to cater to different learning levels in classroom. She presents step-by-step guide and offers resources that’s another teacher can adopt to their own subject.” IDI1\_Davao Occidental

Moreover, IDI2\_Davao del Norte focused on addressing students’ reading needs. For her, there must be clear and actionable outcomes so that these outcomes will be met and communicated by the teachers. Also, teachers must craft an action plan based on collaborative ideas and conduct the intervention.

“It is important that the reading needs of the students are addressed following the conduct of the intervention. Especially those students under the reading needs of the students who are under the frustration level or the frustration level students.” IDI2\_Davao del Norte

In contrast to the previous extracted statements from the in-depth interview, IDI2\_Mati City stated that sometimes there are no clear solutions made during a meeting. She added that it may be because of the complex topic.

“Sometimes, there are instances that I can say that no clear solutions were made during the meeting. Maybe because the topics are complicated. However, most of the time, we can come to come up with a quality and unanimous decision during the meeting.” IDI2\_Mati City

(Sometimes noh there are instances that I can say na no clear solutions were made during the meeting. Tungod siguro sa complicated ang mga giistoryahan. However, most of the time naman we come up with a quality and unanimous decision during the meeting.)

### ***Effective Facilitation of the Meeting***

In the interview, the participants place great importance on the facilitation of the meeting. This will set the tone of the meeting, the discussion, and the outcomes. The participants have acknowledged an effective facilitation style in their meeting, which aids in the achievement of the goals and agenda.

IDI1\_Mati City expressed the significance of meeting facilitation in the success or functionality of an LAC meeting. In her statement, effective meeting facilitation helps in achieving goals such as improving learners' performance.

"If the meeting is well-facilitated, not a mess, and there's an improvement in the learner's performance, so that's it." IDI1\_Mati City  
She further added in her following statement that:

"If it is well-facilitated, because the speaker or the discussant or the master teacher is prepared for it, if it's well-planned, then it is well-facilitated." IDI1\_Mati City

Similarly, IDI2\_Digos City added that effective facilitation of meetings also encompasses the documentation of the quality of the engagement within the meeting. This emerged under this theme because when all the objectives of a meeting are met, it indicates that the meeting is facilitated well.

"Evaluating the success of LAC meeting involves assessing whether objectives are met, it is because stated in the documentation that the quality of engagement, the clarity of action item, alignment with the educational goals, then the promotion of effective practices, evidences of professional impact on the students' outcomes, and feedback from participants together." IDI2\_Digos City

To have successful meetings, we can use common meeting tools and techniques to keep our conversations on track, make sure everyone has a chance to speak, and clarify how decisions will be made. But it is also through our meetings that we collectively decide what actions we will take to fulfill our mission. The character of our meetings, be they open and supportive or hierarchical and competitive, mirrors our organization or group culture.

### ***Reflective Feedback and Insights***

In the meeting, reflection and insights are encouraged by the teachers in order to gather the opinions and perspectives of the participants or members of the meeting. This will allow them to process what they have learned, take it as a chance to improve their abilities and skills, and help improve future LAC meetings.

IDI2\_Davao del Sur opined that LAC meetings are considered successful based on the responses and reflections of LAC members.

"I consider as indicators of a successful meeting, I would like to go back to LAC engagement report because this somehow gives the idea to the LAC facilitator if the meeting is successful in terms of the responses of the LAC members, like their reflection, their comments, and their suggestions." IDI2\_Davao del Sur

She further explains why comments and suggestions from the participants are significant.

"Their comments would tell us that they learned a lot and they are happy to learn something new for them to apply in their classes or in their teaching and learning situation." IDI2\_Davao del Sur

In the same thread of thought, IDI2\_Mati City also answered that reflections are essential to evaluate the success of the meeting. Hearing the comments and perspectives of the meeting participants would depend on how the participants have perceived the discussion.

"If a teacher can easily follow instructions and are able to share and reflect on the sharing, able to evaluate, let's just say, justify proposed plan and come up with a unanimous decision or plan of action." IDI2\_Mati City

### ***Progress Tracking and Implementation***

The strategies and action items crafted in the meeting would remain as they are unless utilized. Teachers should make sure to make constant use of these strategies to determine whether they create a ripple of positive impact on the students' performance in the classroom. The participants have shared their thoughts on the importance of tracking the progress and development of the teachers.

IDI2\_Davao del Sur opined that one way to check the progress and the effectiveness of the meeting's outcome is through the conduct of classroom observation.

"One way to somehow measure the effectiveness of the LAC meeting is through the conduct of class observations and encouraging the teachers to continually improve instruction to improve the student learning, and then also checking on if the teachers implement the proposed strategies and activities in the classroom." IDI2\_Davao del Sur

She proceeded to say that:

"If we have this development of teacher quality, and then if we see that there is an impact on the students' performance, and if we



realize that there is effectiveness of the implemented strategies.” IDI2\_Davao del Sur

Meanwhile, IDI1\_Mati City further added that progress tracking and implementation of the strategies from the meeting would help solve the problems and would improve the learning performance of students.

“If it has solved the problems or has contributed to the improvement of the matter, or if there are any changes in student learning performance.” IDI2\_Mati City

In the case of IDI1\_Samal, she shared that progress tracking and monitoring of the implementation of the strategies mentioned in the meeting are one important basis of a successful and effective meeting.

“Maybe one of the measurement on how effective it is through consistent application or the yeah, the consistent application of the item being introduced or the idea being introduced or being addressed.” IDI1\_Samal

She further added in the latter part of the interview that:

“I would consider as a success indicator is when the introduced idea is being consistently used, at least in my case, like the LOMI application. I have been doing that, or I’ve been using the application until now.” IDI1\_Samal

**Using Feedback and Observations from the meeting to Assess Functionality of the LAC Meeting**

Presented in Table 6 are the core ideas and themes derived from the narratives of the participants during the conducted in-depth interview. The created themes fall under the behavior of Kirkpatrick’s Model, which refers to whether individuals are using what they learnt at work or whether their behaviors have changed. The themes obtained from the participants' experiences were defined, discussed, enriched with formulated meanings, and supported by existing literature.

Table 6. *Assessing the Functionality of the Meeting*

<i>Essential Themes</i>	<i>Core Ideas</i>
Consolidating Feedback	In the meeting, feedback from the participants was gathered through informal comments. Future learning action cell meeting topics are elicited from the comments and suggestions from participants. Inputs are also collected from the participants as form of feedback regarding the meetings’ flow and organization. Questions and suggestions are asked among participants to check for understanding and ensure the clarity of the topics discussed in the meeting.
Encouraging Engagement and Dialogue	Participants in the meeting voice out their concerns and ideas. Ideas are opened and laid out to discuss them thoroughly as a group. Dialogues are conducted among participants in the meeting.
Analysis of Feedback and Evaluation	The suggestions of the participants in the meeting are taken into consideration. Feedbacks presented in the meeting are analyzed thoroughly. The strengths and areas for improvement are identified.
Implementing Feedback to Subsequent Meetings Having Evaluation Tools	Making adjustments or changes to future meetings. Adjusting the meetings’ facilitation style. Modifying the meetings’ agenda to suit the context of the meeting. Reflection forms are utilized by teachers to gather feedback from the participants. Classroom observation tools are used to closely monitor teachers’ application of the meetings’ discussion.

**Consolidating Feedback**

Feedback is significant in evaluating the success and functionality of a meeting. It would serve as a basis for how the participants perceived the meeting. This would also allow the person in charge to know what needs to be changed and improved. In this study, the participants shared how feedback has helped them craft better activities and events targeted at various aspects of teaching and learning.

IDI1\_Davao Oriental shared how feedback influenced their decision-making in their celebration of the National Reading Month.

“Whenever we have a program, we always see to it that after the program, we will go in to have hour evaluation or feedback of the said program. We were able to do that last year, and it’s about our National Reading Month celebration, wherein we had our stage play.” IDI1\_Davao Oriental

Meanwhile, IDI2\_Davao Occidental shared how they consolidate feedback from the participants in the meeting. She stated that they ask for the input and comments of the participants about the meeting.

“Teachers can tell whatever it is, whatever is their comment or additional input about the topic given by the speaker. I need to consider the positive and negative feedback from my colleagues.” IDI2\_Davao Occidental

Similarly, IDI2\_Davao Oriental also consolidates feedback from her colleagues by letting them get the chance to speak. She also mentioned that she places great importance on each piece of feedback.

“All the members get the chance to speak about a certain decision, sir.” IDI2\_Davao Oriental

When asked about how this feedback is incorporated into the assessment of the meetings' functionality, she answered:

"I always consider each feedback, sir, I ask the other members about that certain feedback, what do you think about that feedback, do they have the same idea or do they disagree with such feedback?" IDI2\_Davao Oriental

IDI1\_Digos also admitted to collecting inputs among participants to evaluate the meetings' effectiveness. She said that she does it by gathering the participants' informal comments.

"I collect the inputs from other participants, and after that I will ask questions of what worked well or what did not, and the type of feedback that I usually have when gathering to evaluate the meetings' effectiveness is usually gathering informal comments." IDI1\_Digos

### ***Encouraging Engagement and Dialogue***

The next theme under behavior refers to engagement and dialogues encapsulated in the meeting. This allows the members of the meeting to explore and discuss crucial aspects. The participants also noted that engagement and dialogue among them are necessary to achieve the functionality of the meeting.

IDI1\_Davao del Sur shares that they encourage the members of the meeting to ask questions to avoid confusion. They also employ dialogues to provide further explanations to the participants.

"In the question, how do you use feedback, if they have further questions about the topic we would have a dialogue to be conducted. Meaning, there are some teachers that require further explanations about the topics, sir, especially when teachers are newly hired." IDI1\_Davao del Sur

(So, diri sa, how do you use feedback, if they have further questions about the topic, then there would be dialogue to be conducted. Kumbaga, there are more teachers, Kasi sir, they need further explanations about the topic, especially when the teachers are newly hired.)

Unfortunately, IDI1\_Davao Occidental shared one instance where dialogue and engagement did not happen in their meeting. She stated that the speaker is not well-acquainted with the topic and answers none of their question.

"When the participants are asking questions, he [the speaker] would only say 'I don't know, because it was not explained well to us, they only read it for us. So, that's what I noticed, sir. The questions are not addressed properly. There is no open forum because they only based what they learned from their previous meeting. So that's why.'" IDI1\_Davao Occidental

(When the participants are asking questions, mo ingon lang 'ambot uy, kay wa man pud to gi tarong ug kanang, kuan, gibasa ram an pud to sa amua.' So murag ing-ana akuang makita sir. Dili, dili matarong ug tubag ang mga pangutana. Dili, walay open forum kay katu raman, base raman pud sa ilahang nasunod maong ing-ana)

On the contrary, IDI2\_Davao del Norte highlighted the essence of fostering dialogue in a meeting. She shared one instance where one of her co-teachers had suggested a critical aspect that would help their purpose to thrive.

"So when during the meeting, we were not able to, I mean, during the previous meeting, we were not able to call the Filipino department to be part of the action plan making for the intervention implementation. So when one of the teachers reminded us or have reflected, yeah, share that reflection, so from there we realized that they should be part since reading is not only focused in English but in Filipino also." IDI2\_Davao del Norte

In the same thread of thought, IDI2\_Davao del Sur shared that collaboration also hones engagement and dialogue among meeting members. She shared how valuable it is to be able to discuss what transpired in the meeting.

"They [members] will discuss together how they implemented the strategies or the practices that were being discussed in the previous LAC session and then they will share to the bigger group what they learned or what transpired during their discussion." IDI2\_Davao del Sur

Corroborating the above assertion, IDI1\_Davao Oriental shared that, as a department, they may have conflicting ideas and values at times. Still, after the meeting, they try to find a common ground by clarifying confusions and listening to suggestions.

"As a group, as a department, we have always different ideas, different values. Then right after the meeting, when there are clarifications or some suggestions that are hanging, our head teacher would allow us to voice out our ideas and suggestions in our group chat, or if there is a certain promotion or something not understood by others, we would gather into a meeting again to clear out things." IDI1\_Davao Oriental

### ***Analysis of Feedback and Evaluation***

Another significant aspect in assessing the functionality of the meeting is through analyzing the feedback of the participants. Through this, we can evaluate whether the meeting has fulfilled its objectives or not.

IDI1\_Davao Oriental said that they encourage hearing feedback and opinions from everyone after the meeting. She also added that this feedback and opinions would help them in the future to enhance the meeting further.

“We always welcome feedback so that whenever we have something to do in the future, we have a space or room for improvement at times, and I think my colleagues in the department are open-minded with that.” IDI1\_Davao Oriental

She then provided an example:

“Say for example, if they happen to have suggestions, if they happen to have any somehow negative comments, perhaps about the meeting that was conducted, you will take it into consideration into the next meeting.” IDI1\_Davao Oriental

In the same vein, IDI2\_Davao del Sur also emphasized that analyzing feedback helps determine what aspects of the meeting is successful and what improvements can be incorporated.

“It could be analyzing feedback, like for example what aspects are successful and what or what improvements are needed.” IDI2\_Davao del Sur

IDI2\_Davao del Norte noted that soliciting valuable comments and reflections from the members of the meeting gives them an immediate idea of how the meeting went. It provides them with a clear result and an indication that the members have a clear understanding and perspective about the matter discussed.

“Of course getting valuable comments or reflections from the members of the team will give us an immediate feedback about the effectiveness of the meeting. It will give us clear result that each member has clear understanding [and] perspective about the matter that is being discussed.” IDI2\_Davao del Norte

### ***Implementing Feedback to Subsequent Meetings***

Implementing the feedback gathered from the members of the meeting is also highlighted in the extracted statement in the narratives of the participants. According to them, it allows them to employ improvements and further enhance how they facilitate the meeting to suit the needs of the members.

IDI2\_Davao Oriental noted that they take into account each piece of feedback that they receive. They then use it to guide them in further enhancing their future meetings.

“I do this by taking into account what was previously said, so whenever we conduct a new meeting, we would always go back to the feedback given previously then we try to improve what we think is no longer working well or working best for our department.” IDI2\_Davao Oriental

Adhering to the previous statement, IDI1\_Davao Occidental also shared that incorporating feedback into the assessment of the meeting is a complex yet crucial aspect in improving subsequent meetings.

“Incorporating feedback from participants into the assessment of meeting functionality is crucial for improving future meetings and ensuring that they are productive and goal-oriented.” IDI1\_Davao Occidental

Meanwhile, IDI1\_Samal shared one instance where they were able to apply feedback from their previous meeting to their recent meeting about action research. Previously, they have suggested that training in action research is essential to help them hone their skills in crafting their own study. Hence, they were able to implement the feedback of the participants in their subsequent meeting.

“How I used feedback in the previous meeting that influences the assessment or lead to improvement in the subsequent meeting, sir, is about action research. In that particular manner, we realized that it is important.” IDI1\_Samal

Moreover, IDI1\_Mati noted that incorporating the feedback from previous meetings helps in making adjustments in the future LAC sessions. The suggestions of the members would lead to better facilitation and more active engagement.

“Using the feedback from the participants to make adjustments or changes in future LAC sessions, like if there were suggestions for better facilitation, then adjust or make changes in the meeting format, maybe to encourage more active participation from the teachers.” IDI1\_Mati

IDI2\_Mat responses align with the thought of the previous statement. For her, feedback is used for fostering improvements in the next meeting. It also gives them the chance to listen to the other teachers on what topics they are interested in, so that they can be employed in the next meeting.

“With the use of feedback form, we use it to improve our next meeting. Then we also get to know what topics to cover next based on the teachers’ feedback. That is one of the feed backing that I am saying.” IDI2\_Mati

(With the use of feedback form, mao to siya anuang ginagamit to improve our next meeting. *Tapos katong knowing unsa pay other gusto nila nga topic, isa pud to siya sir, katong feed backing na gina-ingon.*)



### Having Evaluation Tools

To gather feedback from the meeting, they employ evaluation tools. The evaluation tools promote convenience and quick assessment of the feedback of the participants.

IDI2\_Davao del Sur shared that in their meetings, they employ the LAC engagement form to gather feedback from the participants. They also make use of classroom observation tools to check whether participants employed the strategies they discussed in the meeting.

“I’ll go back to LAC engagement form to see the feedback and again let’s consider also the feedback that the LAC members will give in the future sessions. Like they would say ‘Oh yes, sir. I applied what I learned from the previous LAC session, and it was successful, and my students learned from that.’” IDI2\_Davao del Sur

She also added that:

“I also consider the classroom observation tools, the COT because with that tool we can see if there is this improvement in terms of the teaching instruction, in terms of like, for example, the topic on classroom assessment.” IDI2\_Davao del Sur

Meanwhile, IDI1\_Davao Occidental states that they also make use of a participant satisfaction form to see the participants’ feedback about the meeting. They also place great value on receiving participants’ feedback, as it would tell them a lot about the meetings’ facilitation.

“I will give you one of the type of feedback, I think the one that we call a participants’ satisfaction. So, why is this important? Because high satisfaction levels generally indicate that the meeting was well-organized, relevant, and effective. Let’s say low-level satisfaction could point to issues with structure or content. That’s all, sir.” IDI1\_Davao Occidental

### Contribution of the Result of the Meeting to the Academic Literacy of English Language Learners

Presented in Table 7 are the core ideas and themes derived from the narratives of the participants in the in-depth interview. The themes unfurled fall under the results of Kirkpatrick’s Model, which refers to whether the content improved the company or organization. The themes obtained from the participants’ experiences were defined, discussed, enriched with formulated meanings, and supported by existing literature.

Table 7. *The Contribution of the Result of the Meeting to the Academic Literacy of English Language Learners*

<i>Essential Themes</i>	<i>Core Ideas</i>
Creating Literacy Improvement Approaches	Developing innovative and practical strategies to address literacy challenges.
	Targeted interventions and programs designed to enhance reading skills.
Utilizing Instructional Strategies	Providing contextualized reading materials for students to hone their reading skills.
	Acknowledging students’ diversity by employing differentiated instruction.
	Utilizing peer tutoring to enhance the students’ academic literacy skills.
Teacher Development and Professional Growth	Cooperative learning is employed by teachers to foster teamwork among students.
	Mentoring sessions are provided by teachers to extend help to struggling students.
	Encouraging knowledge exchange or sharing of best practices among teachers to adopt successful strategies.
Having Goal-setting and Monitoring	Conducting workshops, seminars, and training programs to enhance teacher capabilities.
	Implementing initiatives to keep teachers motivated and engaged in literacy efforts.
Time and Resource Management	Establishing realistic, measurable objectives for literacy improvement.
	Regularly assessing the effectiveness of implemented strategies.
	Modifying plans and approaches based on progress evaluations and feedback.
Collaborative Support and Stakeholder Engagement	Allocating time effectively for literacy activities and teacher collaboration.
	Ensuring availability of materials, tools, and financial support for literacy programs.
	Ongoing provision of guidance, materials, and encouragement for both teachers and students.
	Creating a positive atmosphere conducive to literacy development.
	Securing leadership backing for literacy initiatives.
	Engaging parents, community members, and organizations in literacy efforts.

### Creating Literacy Improvement Approaches

The first theme in the fourth guide question in this study is the literacy improvement of students. The participants have expressed in the interview how they put a high value on improving their students’ literacy skills, most especially when it comes to reading. Most of the programs they implement target those who are struggling to read.

IDI1\_Davao del Sur expressed that they focused mainly on the reading comprehension of students when it comes to improving their academic literacy. She also highlighted that they brainstorm on what specific ways they would be able to implement their zplans for the improvement of their students. She expressed that:

“Certainly! As I mentioned, LAC aims to improve reading comprehension among the students, and then what specific ways, this way, their English skills will somehow elevate, and comprehension would improve.” IDI1\_Davao del Sur

She further added that:

“We conduct every year here a Phil IRI, or the informal reading inventory. So, in that way, non-readers will be able to understand... will be given scaffolding.” IDI1\_Davao del Sur

In the same vein, IDI2\_Davao del Norte, she highlighted that they put great emphasis on helping students overcome their fear in reading, hence they significantly try to enhance their students’ literary skills. She shared that:

“Basically, it would really, it would really significantly improve or enhance the literary skills of students or the learners, helping them overcome their fear in reading or challenges and succeed academically.” IDI2\_Davao del Norte

Meanwhile, IDI2\_Davao del Sur shared in the interview how teachers apply what they have learned in the meeting, such as assessment in elevating students’ academic literacy. She shared that:

“Like for example, with the topic on assessment, classroom assessment, so when the teachers go back to their classroom, they are going to apply what they learned from the topic on classroom assessment and that could be a gauge or an avenue rather for the teachers to somehow impact the academic literacy skills of the students, when they give formative or summative assessment.” IDI2\_Davao del Sur

IDI2\_Mati City shared how they addressed a problem in their school through improving students’ literacy. They were able to come up with a solution for this.

“Yes, so during the LAC session, sir, we share strategies that could improve literacy. So one recent problem that we currently experiencing in our school is low scores among students. Some of my students have low scores in reading. What we did was, we convened all the language teachers, and we proposed reading interventions that will help our students regarding their problem with reading.” IDI2\_Mati City

(Yes, so during sa LAC man gud, nagashare man jud ta dira ug mga strategies sir noh which could improve gyud atung literacy. So one recent problem na atuang na experience karun sa school is katong low score. Naay mga low score sa reading ang akuang uban students. Ang gibuhat namo, nag convene mi, language teachers ug nag propose mi ug reading interventions that will help our students regarding sa ilang problem sa reading.)

IDI2\_Davao Oriental also shared how they are addressing their problems related to the reading competence of their students. She shared that they come up with ways, such as conducting reading programs, to address their concerns.

“So recently, just like what I mentioned earlier, we had a meeting for our reading concern, so reading program and most of the agenda ahm that we talked about are really aligned to, are really geared towards providing activities to our learners to help them improve their reading skills.” IDI2\_Davao Oriental

### ***Utilizing Instructional Strategies***

Another theme under the same guide question is the application of instructional strategies in order to enhance students’ academic literacy skills. In the interview, IDI2\_Digos shared that the strategies they employed helped in decreasing the number of non-readers in their school. Through the help of the LAC sessions and the strategies they came up with during the meeting, they were able to improve the students’ reading abilities.

“Because LAC session will be going to provide the teachers’ know-how, going to provide the teaching-learning strategies, the teaching-learning process for our students, especially for them to read properly. Our problem now is as of now here in Digos City National High School, last year, we have 41 non-readers. But through the help of LAC session we were able to improve the students’ reading abilities.” IDI2\_Digos City

On the other hand, IDI1\_Samal noted that there are an ample number of strategies one could use in order to address and enhance the students’ English language literacy skills.

“Yes, there are a lot of strategies that we can impose to address or enhance the English language literacy skills. In ways of fun motivations, like in the meeting, we do language drills which we can also apply in the classroom instruction.” IDI1\_Samal

Similarly, IDI1\_Digos also shared what strategies they discussed in the meeting and how they can help in elevating students’ academic literacy.

“So, I find free examples of how strategies discussed in the meeting could be implemented to enhance English language learners’ literacy. One, effective differentiation of activities that has been taught to us every LAC session, that is also encouraged to us. Another one is the sharing of resources, enhance the teacher collaboration.” IDI1\_Digos

IDI2\_Davao Occidental also shared how the teaching strategies she learned from the meeting helped in improving the literacy skills of her students.

“Okay sir, so through application. Okay, through application of the enhance teaching strategies. For example, application of the different collaborative inputs of the teachers will really give or will really result to the positive impact of the academic literacy skills of our learners.” IDI2\_Davao Occidental

### ***Teacher development and professional growth***

The third theme under the last guide question is teacher development and professional growth. Participants have shared how the LAC meeting honed them to become better educators through giving them ideas and knowledge about various pedagogical practices for the enhancement of teaching-learning experience in the classroom. IDI2\_Davao del Norte expressed that they were able to utilize various strategies in the classroom through the help of their LAC session. She enumerated the strategies she employed in their classroom.

“We learned about personalized reading approach of the teachers. Teachers can now decide how to address the needs of the struggling readers and improve their literacy skills. The third one is consistent support to uplift or boost our students’ confidence to love reading.” IDI2\_Davao del Norte

IDI1\_Mati City shared in their interview about what she learned in the LAC meetings. Mainly, it was strategies targeted at improving the delivery of instruction in the classroom.

“The incorporation of vocabulary instruction that uses context clues. Peer collaboration and cooperative learning is also one that I can think of. Writing workshops. The incorporation of multimodal resources. Actually, it is practiced and used in our classroom, like audio, videos, etc.” IDI1\_Mati City

In the same vein, IDI1\_Digos also shared how these strategies help them elevate the teaching-learning process in their classroom.

“So, I find free examples of how strategies discussed in the meeting could be implemented to enhance English language learners’ literacy. One, effective differentiation of activities that has been taught to us every LAC session, that is also encouraged to us. Another one is the sharing of resources, enhance the teacher collaboration.” IDI1\_Digos

IDI2\_Digos shared that the LAC meeting enables them to improve their teaching-learning process to make all teachers to hear their best practices inside their classroom. Aside from this, it imparts them knowledge regarding classroom pedagogy.

“Because LAC session will going to provide the teachers’ know-how, going to provide the teaching-learning strategies, the teaching-learning process for our students, especially for them to read properly.” IDI2\_Digos City

### ***Having Goal-setting and monitoring***

Another emerging theme from the response of the participants in the in-depth interview is goal-setting and monitoring. Participants have shared how they were able to set clear goals and how they were able to achieve them through the conduct of LAC meetings in their schools. IDI2\_Mati shared how they propose reading interventions for struggling readers to tackle the problem of reading and what they did about it.

“Yes, so during the LAC session sir, we share strategies which could improve literacy. So one recent problem that we currently experiencing in our school is low scores among students. Some of my students have low scores in reading. What we did was, we convene, all the language teachers, and we proposed reading interventions that will help our students regarding their problem with reading.” IDI2\_Mati City

(Yes, so during sa LAC man gud, nagashare man jud ta dira ug mga strategies sir noh which could improve gyud atung literacy. So one recent problem na atuang na experience karun sa school is katong low score. Naay mga low score sa reading ang akuang uban students. Ang gibuhat namo, nag convene mi, language teachers ug nag propose mi ug reading interventions that will help our students regarding sa ilang problem sa reading.)

In the latter part of the interview, she added that:

“Those students who needs interventions, they were required to read 10 minutes before lunch tome and 15 minutes before they go home. So that is the intervention that we are practicing right now.” IDI2\_Mati City

IDI2\_Davao Occidental shared that they apply the teaching strategies they learn during the LAC sessions to gain positive academic outcome from the students.

“Through the application of the enhanced teaching strategies. For example, application of the different collaborative inputs. If we applied those different teaching strategies for example or the topic that were discussed by the teacher, it will really contribute to the positive academic outcome.” IDI2\_Davao Occidental

She further added that:

“In order to know if the strategies were really implemented by the teachers who are the participants, we need to closely monitor them. There should be close monitoring of the impact of the strategy whether the teacher is really using it in the classroom or not.”

## IDI2\_Davao Occidental

(Para mahibal-an na to kung na implement ba jud sa mga teachers na mga participants as well, kailangam na iclose monitor. There should be close monitoring of the impact of that strategy, whether the teacher is really using it in the classroom or not.)

In the same thread of thought, IDI2\_Davao del Sur opined that in order to address the challenges, such as teachers' resistance to change and the diversity of learners in the classroom, goals should be established.

"To address that problems, there should be a setting of short-term achievable goals or use LAC meetings to review progress and adjust strategies as needed." IDI2\_Davao del Sur

### ***Time and resource management***

Time and resource management are challenges faced by the participants with regard to addressing issues concerning students' academic literacy. In the interview, they shared their hardships in managing their time. IDI1\_Samal expressed the hindrance in having a limited amount of time to focus on improving students' literacy. In the interview, she shared that:

"In senior high school, we only have limited amount of time, but that's one of the challenges that I foresee. The effectiveness of the application also hinders the academic literacy. If it's possible, maybe we could allocate longer time for it." IDI1\_Samal

She also shared how limited the time is for conducting LAC sessions.

"The timeliness of how the meeting is conducted should be delivered, because unlike in college, we can be carefree and use up to three hours, but in senior high school, we have limited amount of time." IDI1\_Samal

IDI2\_Digos City also shared that one of the challenges in conducting LAC sessions is the unforeseen activities issued by the Department of Education. Sometimes, they must shorten their meeting time in order to accommodate the planning of other activities.

"Sometimes, our LAC session, our school decided [that] we are going to shorten our time once in every month. So we scheduled, sir, we scheduled the first Thursday of the month." IDI2\_Digos City.

On the other hand, IDI1\_Davao Occidental expressed the great importance they put on enhancing their students' reading and writing literacy. However, they encounter hindrances such as a lack of funding for the reading materials that the students can use.

"For example, your topic, sir, is reading, then you do not have reading materials that you can provide. So in the next meeting, it can result to the giving of funds or resources, perhaps. It will help in the literacy of the students." IDI1\_Davao Occidental

(For example ang topic nimu sir about reading, unya wala man kay mga reading materials nga ma provide, so in the meeting will be resulted to kanang giving of funds or resources siguro. It will really, makatabang siya sa atuang literacy.)

### ***Collaborative support and stakeholders' engagement***

The last emerging theme under the last guide question is the collaborative support and stakeholders' engagement. In the interview, the participants shared their different views, including the importance of collaboration and their challenges encountered in improving students' academic literacy. IDI2\_Digos City shared one of their project in their school called Project Star. She expressed that this project is meant for improving the students' reading abilities, and it would not be possible without the collective efforts and collaboration of different schools and stakeholders.

"Here in the English department, we have Project Star. Project Star, wherein students' tutorial and remediation. With that, collaboration with the three schools here in Digos City National High School, we have University of Mindanao, we have Cor Jesu College, and Davao del Sur State College pre-service teachers helped in improving the reading abilities of our students." IDI2\_Digos City

Meanwhile, IDI1\_Davao del Sur shared the challenges they encountered. One is the limited resources and materials. There is also a challenge in coming up with a budget in order to implement new literacy strategies. Hence, they have suggested a collaboration with the various aspects of society, one of which is a partnership with the local library.

"The solution of the school is to explore partnership with local libraries, NGOs, or online platforms offering free or affordable reading resources." IDI1\_Davao del Sur

From the perspective of IDI2\_Davao de Norte, the challenges she highlighted were the students' phonological problems, time constraints, and the lack of parental involvement. Thus, she proposed that schools should foster a supportive learning environment in order to overcome these obstacles.

"The challenges are only some of the anticipated challenges and by addressing them, we can create a supportive environment which will be the key in overcoming obstacles and improving their literary level." IDI2\_Davao del Norte

In connection with that, IDI1\_Mati City expressed the importance of collaboration among teachers and other stakeholders in order to address the concerns and issues surrounding the improvement of the students' academic literacy.

“The collaboration among English teachers enables us to share our best practices and resources, of course, particularly designed for our English language learners. Collaboration among English teachers and sharing our best practices and resources, so we get to learn from each other.” ID11\_Mati City.

## Discussion

### *Language Choices Employed in the Minutes of the LAC Meetings in the Context of SFL Metafunctions.*

This research question includes the analysis of the language choices employed by high school teachers during the conduct of their LAC sessions. Through this lens, this question was answered through the lens of the Systemic Functional Linguistics of Halliday (1985). As explained in the previous section, this relates to the language used in Learning Action Cell (LAC) because, in the LAC sessions of teachers, they have emphasized language functions in social contexts by interacting with their co-teachers and their principal. Teachers used language to share their own experiences relative to their teaching, reflect on their own best practices, and collaborate professionally with other teachers.

In this question, the three metafunctions of language were examined. In the ideational metafunction, it focuses on how language expresses experiences and constructs reality. In the study, teachers have used language to share their own experiences about their teaching pedagogy and methodologies. They have also analyzed their varied teaching strategies and co-constructed professional knowledge, which is deemed useful and essential for everyone. Throughout the session and the whole process, teachers were able to articulate problems, propose solutions to the problems observed, and reflect on effective and efficient classroom practices.

This finding relates to the study of Van (2021), which focuses on the theoretical exploration of Halliday’s three metafunction and their application in interpreting texts within social contexts. The study demonstrates that the SFL framework is effective in analyzing texts by revealing how language constructs meaning through different functions. It was further supported by Herman et al. (2023) in their study on the application of SFL metafunctions to enhance English as a Foreign Language (EFL) learners’ writing abilities. It was found that teaching students about ideational, interpersonal, and textual metafunctions improved their academic writing skills. It highlights the importance of understanding linguistic choices in constructing coherent and contextually appropriate texts that highlight the problem and the solution.

In the study, the researchers analyzed how teachers used language to convey their thoughts and ideas effectively, especially when sharing their best practices. This finding confirmed the study of Kawabata and Fenton-Smith (2024) on the utilization of SFL to improve oral language assessment literacy, particularly in evaluating coherence in spoken language. The study found that language functions played a crucial role in the oral language proficiency of teachers by emphasizing the significance of coherence and the interplay of metafunctions in spoken discourse to share problems and generate possible solutions. Further, Saputra (2023) highlighted that different process types, like material, mental, and relational, are employed during meetings to convey specific meanings and influence listeners, which demonstrated the utilization of SFL in dissecting complex texts within a meeting.

Meanwhile, in the interpersonal metafunction, as explained, it concerns with how language is used to interact, express attitudes, and establish relationships between speakers and listeners. Likewise, it emphasizes how language enacts social relationships and social engagement. In the study, the interpersonal metafunction enables teachers and facilitators in LAC sessions to communicate effectively with one another. It allows us to build trust and to negotiate shared solutions to the educational challenges being observed and discussed. In addition, fostering respectful and collaborative interactions enhances the collective capacity of teachers to improve their practices and pedagogies to align with the objectives and goals of DepEd.

This finding aligns with the study of Luthfiyati et al. (2024), which explores interpersonal meaning in classroom-based meetings through mood realization and modality. The study revealed that teachers predominantly use declarative moods to deliver information, interrogatives to engage students, and imperatives to guide behavior. By which, high-probability modality markers indicate teacher confidence, while modulation encourages student participation, fostering a collaborative learning environment. In the same manner, the study of Darong (2022), which examined the interpersonal function in American political speeches using SFL, revealed that political speakers utilize various modalities to assert authority, engage audiences, and convey certainty in their speeches. It was found that declarative moods were prevalent in presenting information confidently, while interrogatives and imperatives were used strategically to involve and engage listeners.

Additionally, the findings of the study are parallel to the study of Fadhillah and Rahmadina (2022) on their analysis of the literary text to uncover interpersonal meanings. It was found that the student writer used declarative moods to present arguments and express degrees of certainty and attitude. In this, they were able to connect with their readers. Meanwhile, the study of Simanjuntak (2023) explained the use of declarative moods to share personal experiences and to express commitment and encourage resilience. By which, it was shown that the speech effectively employed interpersonal resources to build rapport and motivate the audience.

On the last metafunction, which is the textual metafunction, as explained, this organizes language into coherent messages by connecting ideas logically to create meaningful, structured, and contextually appropriate communication. In the study, it was found that teachers use cohesive devices, proper writing structures, and logical connectors to structure discussions clearly and logically. This helped them ensure that ideas flow smoothly, reflections are well-sequenced, and key points are clearly emphasized and elaborated. Further, through

the textual metafunction, teachers have created a coherent exchange of thoughts and ideas that enhanced their own understanding about the topic, supported collaborative learning, and facilitated the effective communication of insights and strategies during the whole session.

This result harmonized the findings of the study of Alyousef (2020), which analyzed multimodal cohesive devices in postgraduate accounting course assignments using SFL. The study revealed that lexical cohesion, particularly repetition, was the most frequently used cohesive device in both orthographic texts and tables in the assignments of the students. Conjunctions were employed to signal extension and enhancement relationships, contributing to the logical flow of information. While the study of Ali and Mahmood (2024), which investigated lexical cohesion in academic writings of Pakistani English learners through SFL analysis, revealed the overuse and underuse patterns of lexical cohesion, with repetition being predominant. Hence, the study recommended that there is a need for balanced use of cohesive devices to enhance coherence in academic writing.

Consequently, in the study, through the textual metafunction, teachers have created a coherent exchange of thoughts and ideas, which strengthens their own understanding of the topic. This supported the study of Utama et al. (2022) on their thematic progression in senior high school students' speeches using SFL, which revealed that students build cohesion among clauses. However, there are instances of empty themes and failed progression. However, students were able to demonstrate understanding of the topic and exchange thoughts with others. Likewise, the study of Kailani (2023), which assessed cohesion and coherence in nursing care reports, explained that proper writing structures were used to build strong ties of thoughts. From this, the report made by the students was able to communicate their complete ideas among others and be understood by others.

### ***The Use of Language Choices to Reveal the Identities of the LAC Participants.***

The second research question of the study relates to how language is used, and the utterances of teachers involved in the Learning Action Cell (LAC) sessions revealed and showed their identity as language users. To answer this question, the same theory, which is the Systemic Functional Linguistics of Halliday (1985), will be utilized. As discussed, the association between language and its functions in social settings is the main concern of SFL. It views language as a social semiotic. In line with this, Halliday (1978) defined three elements that are the key components to shaping the forms of language. These are the field, tenor, and mode. In the first component, which is the tenor, it focuses on the types of relationships between the involved participants in the communicative event. The second one is the field, the topic, or activity that is taking place. Then, the third one is the mode, which is the medium of communication, such as written or spoken, and how it is delivered or conveyed to its audience. Consequently, these three elements determine the 'register' or context of language, which is known as the register theory (Halliday, 1985).

In the context of the minutes in the Learning Action Cell (LAC) sessions, the tenor in Halliday's theory of context revealed the identities of the teachers through the type of language that they are using. With their language used, it reflected the personality of the teacher, such as being confident, organized in uttering thoughts, being assertive, directive, or authoritative. In the minutes, it was observed that teachers used two types of sentences more often according to function, which are the declarative sentence and imperative sentence.

This essential finding relates to the study of Hulu (2022), which examined the interpersonal function in Martin Luther King Jr.'s speech using SFL. The analysis revealed a predominant use of declarative moods to provide information, with imperatives used to command and motivate. The speech functioned as an informative discourse that reflects the speaker's authoritative and persuasive identity, as added by Falcon and Leon (2024), who developed a methodology to evaluate teachers' discourse that focuses on engaging messages in secondary education. Their model exemplified that teachers predominantly used messages emphasizing engagement benefits. The study highlighted the importance of declarative and imperative moods in conveying confidence and directing student behavior inside the classroom.

In the same manner, the result supported the study of Xie (2023), which investigated how SFL can reconcile cognitive and social approaches in describing teacher talk in a second language classroom. The study highlighted that SFL provides a comprehensive framework to analyze teacher talk, which highlights the role of language in scaffolding learning. It demonstrated that teachers' use of declarative and imperative moods reflects their pedagogical intentions and interpersonal relationships with students.

Lastly, the result is in parallel with the study of Maton and Howard (2020), which explored the integration of SFL to analyze classroom practices and teacher discourse. The study introduced the concept of autonomy codes to examine how teachers' linguistic choices, including the use of declarative and imperative sentences, influence knowledge-building and pedagogical practices. Also, the study emphasized the importance of language in shaping educational experiences.

Further, in the context of the field, it shapes the attitudes of the teachers by focusing on the use of language with professional tasks by promoting a collaborative and goal-oriented attitude, especially in the discussion of the topic. This further emphasizes the content knowledge, problem-solving skills, and the shared instructional best practices of the teachers whenever they discuss problems and issues related to the whole teaching and learning process. In the study, there were two major themes that emerged in the language choice of the teachers: the use of modals and the use of assertive language.

This result conforms to the study of Wong (2024), which investigated Malaysian lecturers' use of linguistic modality in TESL classrooms. It emphasizes its impact on teacher education and student engagement. The study explained that lecturers predominantly

used high-probability modals to convey authority and certainty, while strategically employing lower-probability modals to foster engagement and critical thinking. This is further explained by Falcon and Leon (2024), who assert that assertive language is essential in promoting student engagement and suggesting interventions to optimize the use of such messages for enhanced teaching quality.

Additionally, the result of the study elucidated the study of Singh (2022), which explored the use of SFL to promote inclusivity in the classroom through language choices. The study noted that lecturers' deliberate use of modal expressions created a supportive educational environment that promotes and enhances understanding and fosters an inclusive atmosphere where students feel recognized and respected. Moreover, it was added by Herman et al. (2023) by emphasizing the importance of understanding and applying SFL theory to enhance students' academic writing and critical thinking skills. It highlights the role of teachers' language choices in shaping effective writing instruction among students by using words that are easy for the students to understand.

On the other hand, mode in Halliday's theory of context refers to the channel of communication and the degree of formality of the communicative event or context. In the study, the language choice of teachers influences their attitudes by shaping how their ideas are exchanged, whether it is formal or informal, as reflected and shown in the language they use during the session. Also, it involves an analysis of how their language use affects their engagement and their openness to opinion and suggestion, and their collaboration with other teachers. In the study, mode was demonstrated by the language choice of teachers using cohesive devices, time markers, headings and subheadings, bullet points, and bolded texts.

These results aligned with the study of Alyousef (2020), which analyzed the use of textual and logical cohesive devices in postgraduate accounting students' multimodal texts. The study highlighted that lexical cohesion, particularly repetition, was predominantly used and followed by reference and conjunctions. This language used highlighted the coherent ideas of the students in sharing them with other people. In the same way, the result confirmed the study of Liu (2024), which explained that the use of reference, substitution, ellipsis, and conjunctions in enhancing thematic elements and overall text cohesion demonstrates the effectiveness of cohesive devices in literary discourse, specifically on the clarity of text and meaning making.

Additionally, the study of Bhatnagar et al. (2022) developed a multilayer network approach to analyze discourse cohesion in scientific scholarly texts. The study found that constructive feedback enhances the writing quality of the texts through improved use of cohesive devices and structural elements. This allows readers to understand the text by dissecting the purpose of the written scholarly texts.

### ***The Assessment of the Participants on the Functionality of LAC Meetings.***

**Personal Evaluation of the Functionality of the LAC Meeting.** Presented in the previous section are the core ideas and themes derived from the narratives of the participants in the in-depth interview. The themes were based on the Kirkpatrick Model, which refers to how well, interesting, and applicable the training is to the participants' jobs. The themes obtained from the participants' experiences were defined, discussed, enriched with formulated meanings, and supported by existing literature.

**Attainment of the Objectives of the Meeting.** When the participants were asked about how they personally assess the functionality of the learning action cell meetings, they revealed a typical response. According to them, a meeting is successful if it achieves the goals or objectives set before the meeting. They further mentioned that it is a crucial part of their assessment of the meetings' functionality as it would tell them if the meeting was a success or not.

This emerging theme is in accordance with the statement written by Krötz and Deutscher (2021). They opined that the formulation of a plan largely determines the quality of the training program according to the needs of the organization. In this study, the formulation and fulfillment of the objectives of a meeting are aligned with the needs of the schools. The authors also added that the organization has the hope that with the implementation of an effective training program, it can correlate positively with employee performance. The positive reaction from the trainees was able to provide a positive stimulus for the sustainability of the competency improvement program to all employees.

Aside from that, by achieving the set goals and objectives of a meeting, this implies that the teachers can be well prepared in the performance of their job duties. This coincides with the idea of Dessler (2020), who stated that the basic core of a training is to provide the latest knowledge, concepts, and skills related to the field of work. The focus of the training is on providing specific skills and improving old work patterns implemented by employees.

**Reflection and Refinement of Pedagogical Practices.** In the interview, participants emphasized how Learning Action Cell (LAC) meetings expanded and enriched their pedagogical horizons. These meetings also provided valuable opportunities for self-reflection and continuous improvement in their teaching practices.

This coincides with the study of Toono (2021). He stated that changes in behavior and work patterns determine the quality of the training program. Behavioral alterations include an improvement in abilities in the cognitive, affective, and psychomotor areas. Meanwhile, Rahman (2019) expressed the importance of professional training in developing the capacity, knowledge, skills, and abilities of the faculty members.

Meanwhile, Dessler (2020) further mentioned that each employee must be well prepared in the performance of job duties. The basic core of a training is to provide the latest knowledge, concepts, and skills related to the field of work. The focus of the training is on

providing specific skills and improving old work patterns implemented by employees.

**Initiating Engagement and Collaboration.** Fulfilling the meeting objectives and having relevant and timely discussions would not be possible without engagement and participation among the participants. In the interview, the participants shared how necessary it is that all of them are on the same page to come up with solutions and strategies for problems or concerns that they have.

The narrative coincides with the idea of Rolljak (2023). He opined that teacher collaboration is pivotal in fostering these connections and creating a cohesive student learning experience. By working together across subjects, educators have the power to enhance student engagement, deepen understanding, and facilitate the transfer of knowledge between different domains. Additionally, Hanover Research (2023) explained that effective communication between administrators and teachers is key to improving school and district outcomes. To include teachers in vital conversations as valued voices, districts should be transparent, proactive, and timely in their communications. While several communication platforms exist that can connect all key school community members, identifying how and when to use those channels can be a challenge.

Lastly, Jones and Jones (2023) finally state that engaged educators are more likely to provide high-quality instruction. They are enthusiastic, creative, and committed to their students' success. This contagious enthusiasm motivates students to participate actively in their learning. Educators fully engaged in their work are more likely to go the extra mile to adapt their teaching methods to meet students' needs, fostering a more inclusive and responsive learning environment.

**Empowering the Teachers.** The participants have shared that conducting learning action cell meetings has helped them in achieving solutions to problems or outcomes for the meeting, which empowered them to become more efficient and effective in teaching. In the interview, they shared how it helps them in improving their instruction and their students' performance in class.

This is in line with the thought of Khan et al. (2020). They postulated that the training process was provided to employees systematically in the form of concepts, knowledge, and attitudes. These three elements are directed at realizing the goals to be achieved by an organization or company. In other words, training is planned and continuous as a process designed to meet the present and future training needs of individuals through improving knowledge and skills.

Aside from that, by achieving the set goals and objectives of a meeting, this implies that the teachers can be well prepared in the performance of their job duties. This coincides with the idea of Dessler (2020), who stated that the basic core of a training is to provide the latest knowledge, concepts, and skills related to the field of work.

**Fostering Teachers' Professional Development.** During all the problems, concerns, objectives, and goals that are tackled and unfurled, all this simmers down to the professional development of teachers. Learning action cell meetings are designed to gather the teachers and address issues and problems related to classroom management. As it all happens, teachers are expected to become abreast with the latest strategies and trends, hence they must undergo professional development.

To provide support, the goal of training is to improve employee performance and work productivity (Waqanimaravu & Arasanmi, 2020). The learning action cell meetings are meant to improve teachers' performance in their work by providing them with the necessary strategies for the successful teaching and learning process. However, Alsalamah and Callinan (2021) explained that since training for employees places a financial and administrative burden on institutions, they need to know the results of the training to ensure that the financial outlay will be reflected in enhanced performance in the workplace.

Moreover, Persellin and Goodrick (2020) said that the positive implications obtained by the organization are that all employees or assessors can carry out work according to regulations, job standards, and professional ethics. The impact of performance changes will be directly felt by organizations with new capabilities and competencies owned by employees. However, programmes and centers for teaching and learning that focus on the professional development of staff are still few.

**Timely and Relevant Discussion.** Another theme under reaction in Kirkpatrick's Model is the timely and relevant discussions during the learning action cell meetings. Participants have shared several crucial and necessary topics that require solutions. This includes, but is not limited to, classroom management, teaching strategies, and pedagogical practices. The participants further mentioned their satisfaction with meetings tackling essential problems and concerns of teachers.

This adheres to the study of Khan et al. (2020). They postulated that the training process was provided to employees systematically in the form of concepts, knowledge, and attitudes. These three elements are directed at realizing the goals to be achieved by an organization or company. In other words, training is planned and continuous as a process designed to meet the present and future training needs of individuals through improving knowledge and skills. It is further reinforced by the Abbass et al. (2022). According to them, faculty development programmes enhance the skills of faculty by providing training that enables staff to develop their capacity by learning new skills. This explains how significant it is to have timely and relevant instructions regarding the crucial aspect of the teaching and learning process.

In addition, professional training initiatives were recognized as an integral part of developing the capacity of faculty members (Rahman et al., 2019). Most of the relevant and timely discussions mentioned by participants pertain to how they can better implement the strategies targeted at improving the delivery of learning to the students. These trainings and meetings enable them to further enrich and

enhance their knowledge and skills as educators.

**Key Aspects in Evaluating the Success of a LAC Meeting.** Presented in the previous section are the core ideas and themes derived from the narratives of the participants in the in-depth interview. The themes fall under the learning of Kirkpatrick's Model, which refers to the examination of whether participants retained the training as measured by an increase in their knowledge, expertise, and abilities. The themes obtained from the participants' experiences were defined, discussed, enriched with formulated meanings, and supported by existing literature.

**Collaborative Engagement among Participants.** In the study, collaborative engagement among participants contributes to a successful LAC session by encouraging open communication, idea-sharing, and collective problem-solving among teachers involved. When teachers actively participate and value each other's insights, they build trust, enhance professional relationships, and develop practical strategies together, leading to meaningful learning and improved classroom practices.

As explained by Rolljak (2023), teacher collaboration is pivotal in fostering these connections and creating a cohesive student learning experience. By working together across subjects, educators have the power to enhance student engagement, deepen understanding, and facilitate the transfer of knowledge between different domains.

Additionally, effective communication between administrators and teachers is the key to improving school and district outcomes. As mentioned by Hanover Research (2023), to include teachers in vital conversations as valued voices, districts should be transparent, proactive, and timely in their communications. While several communication platforms exist that can connect all key school community members, identifying how and when to use those channels can be a challenge.

Moreover, Joseph and Jones (2023) said that engaged educators are more likely to provide high-quality instruction. They are enthusiastic, creative, and committed to their students' success. This contagious enthusiasm motivates students to participate actively in their learning. Educators fully engaged in their work are more likely to go the extra mile to adapt their teaching methods to meet students' needs, fostering a more inclusive and responsive learning environment.

**Goal-oriented Problem-Solving.** In the study, goal-oriented problem-solving ensures the success of an LAC session by focusing discussions on specific teaching and learning issues. By setting clear objectives and collaboratively finding practical solutions to the problem discussed, teachers stay aligned, use time efficiently, and develop actionable strategies that directly improve instructional practices and learner outcomes.

This finding echoes the statement of Khan et al. (2020). In their study, they expressed the importance of setting goals in a meeting. They postulated that the training process was provided to employees systematically in the form of concepts, knowledge, and attitudes. These three elements are directed to realize the goals to be achieved by an organization or company. In other words, training is planned and continuous as a process designed to meet the present and future training needs of individuals through improving knowledge and skills.

Additionally, aside from that, by achieving the set goals and objectives of a meeting, Dessler (2020) also implied that the teachers can be well prepared in the performance of their job duties. He further stated that the basic core of training is to provide the latest knowledge, concepts, and skills related to the field of work. With this, we can decode that goal-oriented meetings are significant in crafting tailor-fit activities and plans for the students and for the upskilling of teachers. With these goals in mind, the meeting is structured and guided, which will most likely lead to the achievement of these set goals.

**Effective Facilitation of the Meeting.** In the study, effective facilitation of the meeting ensures the smooth flow of the LAC session by guiding discussions, maintaining focus on objectives, and encouraging active participation among teachers. It can be added that a skilled facilitator promotes inclusivity, manages time efficiently, and summarizes key points, resulting in productive collaboration and meaningful outcomes that enhance teaching and learning practices.

This result aligned with the statement of the Massachusetts Institute of Technology (2023), which highlights that by designing and facilitating our meetings more deliberately and systematically, we can achieve better thinking, more robust solutions to problems, and greater support for decisions. Moreover, we can begin to create the type of meetings that reflect the basic human values of mutual understanding, full participation in decisions, and support for each other's efforts and aspirations.

Additionally, Brown (2023) added that facilitation is not merely an add-on to a leader's repertoire. It forms the foundation of effective leadership, enabling us to guide teams and entire organizations toward their goals while optimizing the meeting process for the most productive outcomes and fostering a culture of collaboration. Also, in teamwork, facilitation can be particularly powerful as it allows diverse perspectives and ideas to surface. By creating a safe space for individuals to express their thoughts, facilitation encourages active listening and understanding among team members. This, in turn, leads to better problem-solving and decision-making processes and fosters a sense of ownership and accountability (McFee, 2023).

**Reflective Feedback and Insights.** In the study, reflective feedback and insights contribute to a successful LAC session by encouraging teachers to assess their teaching practices and learning experiences critically. Through thoughtful reflection and sharing, teachers identify strengths, address areas for improvement, and apply gained insights to enhance instructional strategies and promote continuous

professional growth.

In the wider array of education, Bachore et al. (2024) stated that a conscious reflective practice enables teachers to challenge teaching practices and then to perform well in lesson design, curriculum decision-making, class management, and execution of teaching activities. In such dimensions, it creates problem-solving competency, critical, constructive, and original thinking among the learners.

That is why the notion of reflection and its connection to teaching competence moves the teacher to a deeper level of transformative learning that inspires a sense of professional autonomy and allows educators to make educational decisions on behalf of their students. In a more comprehensive view, reflective practice frees teaching from impulsive routine behavior and makes teaching intentional and deliberate (Bachore, Dagaga, & Lerebo, 2024). Lastly, Kilic (2022) concluded that reflection enables a teacher to be conscious of their potential for bias and discrimination, make the best use of the knowledge available, avoid past mistakes, solve a problem or address an issue in the classroom, and reduce confusion or frustration.

**Progress Tracking and Implementation.** In the study, progress tracking and implementation ensure the success of an LAC session by monitoring the application of agreed strategies and evaluating their impact on teaching and learning. In addition to this, regular follow-ups and documentation promote accountability, sustain improvements, and help teachers adjust actions based on results, which foster continuous professional growth and instructional effectiveness.

This result is parallel to the proposition of Jones and Jones (2023), which states that engaged educators are more likely to provide high-quality instruction. They are enthusiastic, creative, and committed to their students' success. This contagious enthusiasm motivates students to participate actively in their learning. Educators fully engaged in their work are more likely to go the extra mile to adapt their teaching methods to meet students' needs, fostering a more inclusive and responsive learning environment.

However, Keech (2023) explained that monitoring a teacher's development is not merely a necessity to fulfill accreditation criteria. Likewise, it serves as a valuable tool to assess progress, recognize strengths, pinpoint areas for enhancement, and ultimately set meaningful goals. Hence, education, training, evaluation, and progress tracking are active processes to obtain data information about teaching and learning outcomes experienced by students (Tasca et al., 2020). The results of the evaluation are used as an information base for the successful implementation of the training program.

**Using Feedback and Observations from the meeting to Assess Functionality of the LAC Meeting.** Presented in the previous section are the core ideas and themes derived from the narratives of the participants in the in-depth interview. The themes fall under the behavior of Kirkpatrick's Model, which refers to whether individuals are using what they learnt at work or whether their behaviors have changed. Also, it highlights how feedback from teachers affects the success and the overall function of the session.

**Consolidating Feedback.** In the study, consolidating feedback helps assess the functionality of the LAC meeting by gathering, organizing, and analyzing teachers' comments and observations. This process identifies strengths, challenges, and areas for improvement, which ensure that insights are used to refine future sessions, enhance collaboration, and promote continuous improvement in professional learning and teaching practices.

This result is parallel to the idea of Mitson (2023), which explained that meeting feedback is a magnifying glass. It allows leaders to understand where their meetings are performing well and where improvements can be made. Meeting feedback delivers the level of granularity that is required to understand where cracks might be appearing, or where a change of approach might be necessary.

Further, Sri (2024) elucidated that feedback allows us to understand if the goals of conducting the meeting are met. It enables us to see what went right and wrong from the perspective of the visitor. Attendee feedback provides a summary of attendees' opinions about the event. Lastly, Cruz (2024) explained that feedback provides people with valuable insights into their performance, behavior, and impact during the meeting. Whether it is praise for a job well done or constructive criticism aimed at improvement. Hence, feedback offers a roadmap for growth.

**Encouraging Engagement and Dialogue.** In the study, encouraging engagement and dialogue allows teachers to openly share their own feedback, insights, and observations about the LAC meeting. This active exchange promotes transparency, mutual understanding, and collective reflection, helping assess the session's effectiveness and identify ways to enhance collaboration, participation, and overall functionality in future professional learning discussions.

To add to this finding, Rolljak (2023) explained that teacher collaboration is pivotal in fostering these connections and creating a cohesive student learning experience. By working together across subjects, educators have the power to enhance student engagement, deepen understanding, and facilitate the transfer of knowledge between different domains.

In addition to this, it was noted by Hanover Research (2023) that effective communication between administrators and teachers is the key to improving school and district outcomes. To include teachers in vital conversations, schools should be transparent, proactive, and timely in their communications. While several communication platforms exist that can connect all key school community members, identifying how and when to use those channels can be a challenge.

Lastly, Joseph and Jones (2023) explained that engaged educators are more likely to provide high-quality instruction. They are enthusiastic, creative, and committed to their students' success. This contagious enthusiasm motivates students to participate actively

in their learning. Educators fully engaged in their work are more likely to go the extra mile to adapt their teaching methods to meet students' needs, fostering a more inclusive and responsive learning environment.

**Analysis of Feedback and Evaluation.** In the study, analysis of feedback and evaluation enables a deeper understanding of the effectiveness of the meeting. It can be said that by systematically reviewing teachers' insights and observations, facilitators can identify successful strategies, address challenges, and make informed adjustments about the meeting. This process ensures continuous improvement, strengthens collaboration, and enhances the overall functionality of future LAC sessions.

The extracted narratives are in accordance with the findings of Sri (2024). In the study, it was found that feedback allows us to understand if the goals of conducting the meeting are met. It enables us to see what went right and wrong from the perspective of the attendees. In the same thread of thought, the US Office of Personnel Management (2023) highlighted that effective and timely feedback is a critical component of a successful performance management program and should be used in conjunction with setting performance goals. If effective feedback is given to employees on their progress towards their goals, employee performance will improve. People need to know in a timely manner how they're doing, what's working, and what's not.

Lastly, Hanifan (2019) also stated that feedback can be an important way to aid teachers' continuous development and advance the organization. Not only is it one of the most powerful tools at your school's disposal, but it also costs nothing. If implemented in the right way, it is an asset to support growth in all areas of the school. Hence, it was concluded that feedback can refocus or align teachers by stating expectations and increasing motivation.

**Implementing Feedback to Subsequent Meetings.** In the study, implementing feedback in subsequent meetings ensures continuous improvement in the functionality of the whole session. By applying teachers' suggestions and observations, facilitators can refine the different processes, address identified gaps, and enhance collaboration among teachers or participants involved. This practice fosters responsiveness, promotes teacher engagement, and strengthens the effectiveness and relevance of future professional learning sessions.

In the same vein, Rae (2023) postulated that feedback improves communication and collaboration within your team. When you ask colleagues, stakeholders, or employees what they think of a session, you are able to get a better understanding of what they need to be able to take away. This means that group meetings, interviews, and catch-ups are more productive, effective, and efficient because you focus on the things that matter and are not distracted by tangents.

Similarly, Hanifan (2019) noted that feedback can be an important way to aid teachers' continuous development and advance your organization. This further implies that feedback plays a vital role in supporting teachers' continuous professional growth and improving the school. It helps identify strengths and areas for improvement, fostering collaboration, enhancing teaching practices, and promoting a culture of learning within the Learning Action Cell (LAC) meetings.

**Having Evaluation Tools.** In the study, having evaluation tools ensures a systematic way to assess the functionality of the LAC meeting. For example, teachers may use surveys, rubrics, or reflection forms to help gather structured feedback and observations among teachers, which will eventually measure participant engagement and learning outcomes. Also, this helps identify areas for improvement, promoting data-driven decisions for more effective and meaningful future sessions.

In connection with this, Mitson (2023) found that insights enable the evaluator to see improvements in performance in the meeting. In conducting a meeting evaluation, you gain valuable insights into the performance of meetings, which in turn can inform changes that need to be made and areas that need to be strengthened. A meeting assessment is a means of collecting, aggregating, and interpreting meeting feedback.

Furthermore, Schooley (2023) elucidated that informal feedback gives teachers the ability to correct their mistakes instantly. There is a good chance that a teacher does not realize what they are doing wrong. With that, if you do not offer them immediate feedback about it, they would not be inclined to correct their behavior. This process allows employees to grow and hone their skills more quickly than they would otherwise.

**Contribution of the Result of the Meeting to the Academic Literacy of English Language Learners.** Presented in the previous section are the core ideas and themes derived from the narratives of the participants in the in-depth interview. The themes reflect the insights of the teachers as to how the meetings through LAC sessions develop the academic literacy of their students by sharing their best practices among other teachers.

**Creating Literacy Improvement Approaches.** In the study, creating literacy improvement approaches through LAC meetings enables teachers to design targeted strategies that enhance English language learners' reading, writing, and communication skills. It is noted that by collaboratively developing and sharing effective methods, teachers address learners' specific needs, promote language proficiency, and strengthen overall academic literacy and classroom performance.

The emerging theme coincides with the idea postulated by the Massachusetts Institute of Technology (2023). It was highlighted that by designing and facilitating teachers' meetings deliberately and systematically, it can achieve better thinking, more robust solutions to problems, and greater support for decisions, which will enhance the academic literacy of the students.

Additionally, the finding is the same as the study of Abbass et al. (2022), which emphasized that faculty development programmes

enhance the skills of faculty by providing training that enables teachers to develop their capacity by learning new skills related to the literacy development of the students. This explains how significant it is to have timely and relevant instructions regarding the crucial aspect of the teaching and learning process.

**Utilizing Instructional Strategies.** In the study, utilizing instructional strategies from LAC meetings empowers teachers to apply effective and research-based methods that enhance English language learners' academic literacy. Through shared practices and collaborative planning, teachers improve instruction in reading, writing, and comprehension, fostering greater language proficiency and supporting students' overall academic success and engagement.

This result coincides with the idea of Rahman et al. (2019). According to them, professional training initiatives were recognized as an integral part of developing the capacity of faculty members, especially in utilizing instructional strategies. Most of the relevant and timely discussions mentioned by participants pertain to how they can better implement the strategies targeted at improving the delivery of learning to the students. These trainings and meetings enable them to further enrich and enhance their knowledge and skills as educators.

Lastly, it was also concluded by Khan et al. (2020) that the training process provided to employees systematically in the form of concepts, knowledge, and attitudes greatly develops their instructional competence. These three elements are directed to realize the goals to be achieved by the school, most especially in developing the academic literacy of the students. In other words, training is planned, and it is a continuous process designed to meet the present and future training needs of individuals through improving knowledge and skills.

**Teacher Development and Professional Growth.** In the study, teacher development and professional growth gained from LAC meetings were seen to enhance educators' competence in teaching English language learners. Through collaboration, reflection, and shared learning, teachers acquire new strategies and insights that strengthen their instructional practices, ultimately improving students' academic literacy, language proficiency, and overall learning outcomes.

This is in line with the idea of Waqanimaravu and Arasanmi (2020), which emphasizes that learning action cell meetings are meant to improve teachers' performance in their work by providing them with the necessary strategies for the successful teaching and learning process. It was further explained that it improves teachers' work productivity and efficiency. Hence, LAC meetings are deemed essential in the upskilling of teachers.

However, since training for employees places a financial and administrative burden on institutions, Alsalamah and Callinan (2021) noted that teachers need to know the results of the training to make them informed on how to enhance their performances inside the classroom. Moreover, the positive implications obtained by the school are that all employees can carry out work according to regulations, job standards, and professional ethics. The impact of performance changes will be directly felt by the school with new capabilities and competencies owned by the teachers. However, programmes and centers for teaching and learning that focus on professional development of staff are still few (Persellin & Goodrick, 2020).

**Having Goal-setting and Monitoring.** In the study, having goal-setting and monitoring in LAC meetings ensures focused and measurable progress in enhancing English language learners' academic literacy. By establishing clear objectives and regularly tracking outcomes, teachers can assess the effectiveness of strategies, adjust instruction as needed, and promote sustained improvement in students' language and literacy development.

The emerging theme is consistent with the idea of Dessler (2020). It was explained that teachers can be well prepared in the performance of their job duties if they are informed and well-versed in their goals, and of course, with the constant monitoring of their supervisors. Additionally, he further stated that the basic core of a training is to provide the latest knowledge, concepts, and skills related to the field of work of the teachers so that teachers will become more efficient and effective in performing their duties and responsibilities.

In addition, the result also supported the argument of Keech (2023) that monitoring a teacher's development is not merely a necessity to fulfill accreditation criteria. It serves as a valuable tool to assess progress, recognize strengths, pinpoint areas for enhancement, and ultimately set meaningful goals that greatly affect the teaching and learning process.

**Time and Resource Management.** In the study, time and resource management in LAC meetings ensures that activities, materials, and discussions are efficiently organized to support English language learners' academic literacy. By maximizing available resources and scheduling focused sessions, teachers can plan effective lessons, share materials, and implement literacy interventions that enhance students' learning outcomes and engagement.

The emerging theme is in line with the idea found in the study of Olivo (2021). It was found in the study that working as a teacher requires excellent time management skills. Educators must balance the long-term goals of the classroom, as well as the immediate educational needs of the students, and most importantly, the large volume of paperwork. With all this happening, between writing lesson plans, doing administrative work, unforeseen activities in schools, and teaching, teachers often feel that it is impossible to fit everything into the allotted time frame.

In the same manner, the result is found to be relatable to the study of Bruner (2019), which emphasized that time management is a key

to student success in the classroom and teachers' success in the schools as a whole. The study further noted that teachers who know how to manage time well are able to maximize activities that are significant in developing the academic and life skills of their students, as they are guided on what to achieve and what to do.

**Collaborative Support and Stakeholder Engagement.** In the study, collaborative support and stakeholder engagement in LAC meetings strengthen efforts to enhance English language learners' academic literacy. By involving teachers, administrators, parents, and the community, shared insights and coordinated actions foster a supportive learning environment that promotes literacy development, language proficiency, and overall student academic achievement.

This finding of the study supports the findings of Hanover Research (2023).

They found that effective communication between administrators and teachers is the key to improving school and district outcomes. While several communication platforms exist that can connect all key school community members, identifying how and when to use those channels can be a challenge. This is why school administrators must know how to establish linkages and a community with their stakeholders.

Lastly, the result also supported the argument of Joseph and Jones (2023), who opined that engaged educators are more likely to provide high-quality instruction and teaching among their students. They are enthusiastic, creative, and committed to their students' success. This contagious enthusiasm motivates students to participate actively in their learning. Therefore, educators who are fully engaged in their work are more likely to go the extra mile to adapt their teaching methods to meet students' needs, fostering a more inclusive and responsive learning environment.

## Conclusions

This study explored the beauty of language complexities through a meeting in an LAC session in the Department of Education. The study itself requires rigorous knowledge and a self-driven attitude to continue and pursue it. The study covers the underlying principle and beauty that enlighten people to the power of language for communication and even understanding the role of language in establishing connections, relationships, and trust among other people. Meanwhile, throughout the researcher's almost four-year journey, thesis writing has been the most difficult. When the researcher first heard about thesis writing, it meant something stressful, tiresome, difficult, and even scary, which at first impeded the researcher from pursuing postgraduate study. Making a thesis, honestly, was once one of the dreams of the researcher as a teacher. Yet, the researcher surely knew that this would demand so much time, effort, patience, hard work, and financial resources, which the researcher truly experienced when reaching this point in the doctorate journey. There were moments when the researcher faced scrimmage and breath-taking experiences, such as facing the panelists and answering their mind-bending questions as simply as possible.

However, through this study, the researcher realized that teachers must be prepared and open to whatever circumstances and opportunities may come to them. This entails guiding more and more students of today, especially in writing a research report, as making one is not easy. Meanwhile, the researcher also concluded that the parts of research must be taught thoroughly to students so that they will be properly guided when they are the ones who will make their own research. Also, as teachers, there is a need to avoid giving and requiring too many academic requirements from students so that they will not be physically and mentally exhausted. Lastly, after conducting the study, the researcher realized that being an English major is both fun and a challenging pursuit. There is a need to be keen and logical thinkers to think, analyze, and appreciate the beauty and complexities of the English language. Teaching English is not just about grammar; it is more about its complex, dynamic, and hidden structure and function that one needs to understand and appreciate. After conducting this study, the researcher realized why applied linguistics is applied, for language must be understood not only by words but also by its meaning and purpose.

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