

**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH  
PEDAGOGY IN THE CONTEXT OF PANDEMIC:  
ACCOUNTS FROM MASTER TEACHERS  
AND ENGLISH TEACHERS**

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In Partial Fulfillment of the Requirements for the  
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Major in English

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**JOREZA C. PAGALAN**  
July 2022

**APPROVAL SHEET**

This thesis titled, “**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS**”, prepared and submitted by **JOREZA C. PAGALAN**, in partial fulfillment of the requirements for the degree, **Master of Arts in Education Major in English** has been examined and hereby recommended for approval and acceptance.

**ANTHONY POL P. FULACHE, Ph.D.**  
Adviser

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**THESIS REVIEW PANEL**

APPROVED by the Committee on Oral Examination with the grade of **PASSED**.

**PERLA C. PADRO, Ph.D.**  
Chairperson

**GINA M. ORACION, Ph.D.**  
Member

**EXELSIS DEO A. DELOY, Ph.D.**  
Member

**JERAMIE S. PILAYAN, Ph.D.**  
Member

**JANICE A. FERNANDEZ, Ph.D.**  
External Member

---

**ACCEPTED** and **APPROVED** in partial fulfillment of the requirements for the degree, **Master of Arts in Education Major in English**.

Comprehensive Examination: **PASSED**

Oral Examination: **July 19, 2022**

**PERLA C. PADRO, Ph.D.**  
Dean of Graduate Education

**ABSTRACT**

The primary purpose of this study is to explore and understand the viewpoints and perspectives of Master teachers and English teachers in the secondary schools of the Division of Davao De Oro concerning the clinical supervision in English pedagogy during this pandemic time. The study sought the viewpoints, perspectives, and understanding of Master teachers and English teachers on clinical supervision in English pedagogy in the pandemic context. The study was seen through the Clinical Supervision Model of Robert Goldhammer which was supported by the Eight (8) Cycles of Supervision and its phases of Cogan and the Utilization-Focused Evaluation of Patton including the Feedback Intervention Theory of Kluger and DeNisi. The research design employed in this study is a qualitative single case study design. Purposive sampling was used in selecting the participants. The data collection procedure employed was an in-depth interview. Results of the participant's responses to the descriptions in Clinical Supervision in English pedagogy in this pandemic time include close support for teachers, professional development in teaching, guidance for teachers, and evaluation of teachers' performance. As to the process, participants' responses show results of (3) observational procedures implemented such as pre-observation conference, actual observation, and post-conference. Also, participants shared challenges and drawbacks of clinical supervision in English pedagogy during the pandemic time following: Difficulty in conducting classroom management, limitations in delivering the lesson, and unrealistic classroom observation. Meanwhile, professional development, effective feedbacking, and sharing of good practices in teaching are also found to be the gained benefits and favors of clinical supervision in English pedagogy during the pandemic time. Apart from other things, the observation of teacher's responsibilities, development of a positive outlook, and acceptance of constructive criticism were also viewed to be the learned insights and reflections on clinical supervision in English pedagogy during this pandemic time.

*Keywords:* clinical supervision, master teachers, English teachers, English pedagogy, thematic analysis, qualitative single case study, Davao De Oro.

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**CURRICULUM VITAE**

## Chapter 1

### INTRODUCTION

In the previous years, clinical supervision in education was widely used by experts in giving “close support” to the professional learning of teachers in the teaching field. However, Coronavirus Disease 2019 (CoVid-19) drastically changed the educational system of all countries into transformative practice and brought many difficulties to teachers in delivering quality instruction to students for there is no classroom interaction happening. Yet, higher officials in education continued the implementation of clinical supervision in education despite the pandemic with a danger of delimiting the educational equity between students and teachers.

In Malaysia, Hoque (2020) found out that supervisors including master teachers in every content area disregarded their role as evaluators of teachers’ performance. Marashi and Baniardalani (2019) supported that the absence of nurturing interaction of supervisors with teachers can result in negative attitudes toward professional development. Also, Al-Seghayer as cited by Albalawi (2019) claimed that one of the major challenges among teachers is when they do not attend in-service-teacher training provided by the school. Meanwhile, the conducted study by Almannie (2015) result showed that lack of communication between mentors and mentees even workshops and training provided greatly affect teachers’ professional development in the teaching-learning environment. In addition, in Iran, it is observed that longevity in service of experienced teachers affects critically the quality of clinical supervision being imposed including the improvement of teaching performance among teachers for they are not equipped with proper training in conducting supervision of English Foreign Language Teachers (EFL) (Azizpour & Gholami, 2021).

In the Philippines, a classroom observation is used as a job-performance evaluation of teachers. However, it became debatable to other critics for it only contributes



a little to the improvement of teaching. The possible reason where raters do not use consistent, evidence-based evaluation criteria, and some raters are not trained with proper observation strategies. Meanwhile, job-performance evaluation was a prescheduled observation in which teachers were given time to prepare, and the observation is not in the teacher's normal practice in the instructional setting (Dela Cruz, 2019). So, raters had high expectations when it comes to rating the performance of the teacher.

Based on my firsthand observation as an English teacher in the Division of Davao de Oro, DepEd Master Teachers in English and English Teachers were both involved in the process of clinical supervision. Due to the current crisis faced globally, teachers continuously do their best to capacitate themselves in the teaching of English to continue the development and expansion of skills and knowledge in the teaching of English to learners. Hence, I would like to understand the importance of clinical supervision in English pedagogy and describe the process of Clinical Supervision in English Pedagogy in the context of a pandemic that might contribute to the development of how clinical supervision should be done as well. However, there is no research related to this study that was conducted in the Division of Davao de Oro as to the cases of clinical supervision in English pedagogy during the pandemic time.

Upon reading several related studies, I found similarities of my study to the study of Kayikci et al. (2017) which revealed the four stages of conducting supervision and their views on creating positivity in applying clinical supervision. Also, a similar study from Veloo et al. (2013) talked about the effects of clinical supervision on the teaching performance of teachers. Even if these were related to clinical supervision, the conduct of these studies was not during the pandemic. Thus, this study would like to confirm the applicability of the results of the similar studies presented when put in the context of Master teachers and English teachers of Davao de Oro. With this, I became more motivated to carry out an investigation.

Moreover, there was an urgency to conduct the study because it holds great significance to the Master teachers and English teachers since they were teaching every day. The classroom observation, mentoring, and professional development of both master teachers and English teachers happened simultaneously in the school where these concerned individuals belong. This means that different strategies, students' learning styles, and teaching contexts are encountered by them even during the pandemic time. Hence, there will be specific aspects to enhance and improve by teachers such as the effectiveness of teaching approaches, consideration of online platforms, or even the type of environment in which the teaching-learning process happens. These were done through clinical supervision.

### **Purpose of the Study**

The purpose of this case study was to understand the importance of clinical supervision in English pedagogy in the context of a pandemic based on the accounts of master teachers and English teachers of different schools in the Division of Davao de Oro and explored the process of conducting clinical supervision in English Pedagogy in the context of the pandemic.

Further, this study aims to generate findings that may guide the Master Teachers and English Teachers in the Division of Davao de Oro in undergoing clinical supervision in English pedagogy in the context of the pandemic. With this, the accounts of master teachers and English teachers of different schools in the Division of Davao de Oro regarding clinical supervision in English pedagogy in the context of a pandemic were described and reflected in this case study.

### **Research Questions**

1. How do the English teachers and master teachers describe the clinical supervision in English pedagogy in the context of pandemic?

2. What is the process of conducting clinical supervision in the English Pedagogy in the context of pandemic?
3. What are the challenges and drawbacks of clinical supervision in English Pedagogy in the context of pandemic?
4. What are the benefits and favors of clinical supervision in English pedagogy amidst pandemic?
5. What are the insights and reflections of teachers and master teachers on the clinical supervision in English pedagogy in the context of a pandemic that can be shared to others?

### **Theoretical Lens**

This study adopted the Clinical Supervision model by Robert Goldhammer (1969) he defined clinical supervision as a cyclical process, and it aims to gather data based on observation. Also, Cogan (1973) developed the eight (8) cycles of supervision and its phases which supports the claim of Goldhammer by giving more importance to the professional interaction of stakeholders (the teacher and the observer) to guide teachers in professional development. This implies that the experienced teacher (mentor) is coaching the inexperienced teacher (mentee).

In addition, they also postulated the five (5) steps or processes in Clinical Supervision. The first phase was the pre-conference which was all about building rapport and the lesson to be observed during a classroom observation. In the second phase, there was actual classroom observation which focuses on instructional data to be gathered by the mentor in the classroom observation. Third, Data Analysis, is where the mentor evaluates the recorded notes taken from the classroom observation including the application of strategy and probing questions to students. The fourth phase was a supervision conference wherein the mentor and the mentee met to have feedback on the teacher's performance in the lesson and on the learning gained by students through

observation. Lastly, Post Conference Analysis where the mentor summarized the whole classroom observation by providing points to improve and enhance it the next time around.

In this study, Clinical Supervision Model was used as a guide for the master teachers and English teachers in conducting clinical supervision in English pedagogy during the pandemic time. It means that the mentors, who are the master teachers in English, and the mentee who are the English teachers, were going to have a cooperative process in the improvement and enhancement of teaching performance in English. The five steps or phases stipulated by the author were being practiced and undertaken by the teachers and master teachers even in this pandemic time. They were observed, evaluated, and provided feedback as to their teaching ability in the English subject. Moreover, it aided in uncovering the accounts of teachers and master teachers about clinical supervision in English pedagogy in pandemic time and what were the challenges throughout the process of clinical supervision in English pedagogy in the context of the pandemic.

This was supported by the notion of Patton (2013) about Utilization-Focused Evaluation (UFE). He stated that evaluations should be judged by their utility and actual use. The evaluator involved intended users at every stage of the process. Accordingly, the clinical supervisor met with the observed teachers for a conference to provide feedback regarding the rated performance as well as areas to be enhanced. This idea will allow both the teacher and the rater to discuss how to improve the overall teaching-learning process.

In this study, the Utilization-Focused Evaluation theory is used as a communication of feedback between the Master Teachers in English and English teachers during the classroom observation about the performance of the teacher in delivering English lessons to the class. It included strategies, techniques, approaches, activities, and competencies appropriate to the lesson being taught. This means that there was constant feedback happened between the Master teacher and English teacher before, during, and after the

classroom observation. According to Vo (2018), the evaluator was a full, subjective partner in the educational program who is highly involved and interactive. Furthermore, she stressed that the role of the evaluator is to provide an outlet for continuous communication of feedback during the process of evaluation. This gave an idea about the significant role of the evaluator in the success of the process of conducting clinical supervision to teachers.

In addition, the Feedback Intervention Theory of Kluger and DeNisi (1996) suggested that when confronted with a discrepancy between what they wish to achieve and the feedback received, individuals are strongly motivated to attain a higher level of performance. This presented a concept of how teachers used different strategies during classroom observations to attain higher ratings. The teaching adjustments and modifications used when having demonstration teaching were complex and dynamic to the point that the Master teachers considered some points as to how it will be evaluated objectively.

In this study, feedback intervention theory was used in determining the accounts of teachers and master teachers on clinical supervision in English pedagogy in the context of pandemic. It means that English teachers were communicated with accurate and appropriate feedback on their teaching performance through the observation of master teachers in teaching English subjects. This stressed the equality and objectivity of performance and effort of English teachers in delivering English lessons. Also, this study explored the views about the effectiveness and challenges of clinical supervision in English pedagogy as to the teaching-learning process in the context of a pandemic. Rahil (2017) noted that doing accurate assessment steps and procedures was quite difficult because it involved some judgments about the employee's behavior and performance evaluation. Thus, serving as a great challenge to Master Teachers as raters of observed English teachers.

### **Scope and Limitation of the Study**

This case study focused on understanding the accounts of Master Teachers and English Teachers on Clinical Supervision in English Pedagogy in the context of Pandemic. The participants of this case study were five (5) master teachers in English and five (5) English teachers from the different schools in the Department of Education (DepEd), Division of Davao de Oro. Also, this was conducted from May to July of the school year 2021-2022, particularly on the informants' virtual room by which the researcher conducted the interview based on the informants' choice of preferred online platform.

However, this study was delimited only to the accounts of master teachers and English teachers on Clinical Supervision in English Pedagogy in the context of pandemic. It is only limited to the discussions in the in-depth interview among the master teachers and English teachers by which the triangulation method is used. It does not include accounts and perspectives of teachers in other subject areas irrelevant to the conduct and focus of the study which is on the accounts of Master teachers and English teachers on clinical supervision in English pedagogy in the context of pandemic.

### **Importance of the Study**

This research work is beneficial to the following entities:

For the **English Teachers**, this study would help in understanding deeply the importance and process of clinical supervision in English Pedagogy in Pandemic Context. It will also give light to the teachers on the areas that need to be enhanced or focused on during class observations.

For the **Master Teachers**, this would benefit them, especially in employing clinical supervision in which they will assess, evaluate, and observe the teaching quality and performance of teachers in delivering a lesson. Also, this would provide ideas that allow them to realize the objectivity in evaluating and assessing teachers' performance.

For the **School Administrators**, this would assist them in the implementation of clinical supervision that was free from personal judgment and bias. It would also allow them to provide help to the teachers being observed who need assistance and guidance in the teaching-learning process.

For the **Department of Education Officials**, they may benefit from this study by analyzing the results that serve as a basis for the problem of the clinical supervision in English pedagogy during the pandemic to come up with possible solutions that would help the teachers and master teachers to develop strategies and method that precisely fit into the context of the teaching-learning process.

For the **Other Researchers**, they may use this study as a reference for their future studies which helps them to recognize and identify several variables of this Case study on Clinical Supervision in English Pedagogy in the context of pandemic from the accounts of master teachers and English teachers that will be similar to the focus of their study.

### **Definition of Terms**

For a clearer and better understanding of the study, the following terms used were defined operationally and conceptually.

**English Pedagogy**, in this study, it refers to the art of teaching in the area of expertise of teachers which is English. This would be the basis for English Teachers and Master Teachers in employing and participating in the clinical supervision.

**Clinical Supervision**, in this study, it refers to the process of giving guidance, assessment, and specific in-class support system in the development of the teaching-learning process of English teachers.

### **Organization of the Study**

This study was organized and arranged in an order which can be easily identified and comprehended by the readers. Below is the order of presentation and discussion of the organization of the study:

Chapter 1 presented the case or situation citing the studies from global, national, and local settings. It included the purpose of the study, theoretical lens, importance of the study, scope, and limitation. Also, research questions were provided including important terms that were operationally and technically defined in the study.

Chapter 2 presented the review of related literature and relevant research on the study of clinical supervision in English Pedagogy in the context of a pandemic. The study obtained the following related literature through internet articles and other publications with consideration to the year which is five years backward.

Chapter 3 presented the design and methodology employed in the study being conducted including research design, research participants, the role of researcher, data collection, data analysis, trustworthiness and credibility, and ethical consideration.

Chapter 4 presented the result and research findings of the study. Data results that were collected by the researcher during the conduct of the study, particularly in-depth interviews with the informants were also included. The themes were extracted after carefully analyzing and evaluating the content of the interview records and documents.

Chapter 5 emphasized the summary, conclusion, and recommendation for future researchers as well as the implication of the study with supporting statements from various authors.



## **Chapter 2**

### **REVIEW OF RELATED LITERATURE**

This chapter covers a review of related literature of some experts that holds significance to the study. It is based on the following subheadings: the history of clinical supervision in the professional development of teachers' approaches to employing clinical supervision, the effects of clinical supervision on the teachers' performances, and challenges faced in the Clinical Supervision.

#### **History of Clinical Supervision in the Professional Development**

Clinical supervision was developed by Goldhammer and its focus is on the data collection process from the observation employed (Gursoy et al. as cited by Herdiawan, 2018). Also, he added that it is developed and focused its attention to the significance of teachers' professional interaction with stakeholders which could mean the mentors. This means that clinical supervision follows a process by which the knowledge and skills of teachers are put into practice for development.

According to Ekyaw as cited by Ampofo et al. (2019), supervision is an intervention given by the senior professor or senior teacher to the junior member or newly hired teacher at their school with the same profession and specialization. Its purpose is to enhance the professional function of a newly hired teacher or new member in the professional working area. The work of the senior teacher is to monitor the quality of service offered to the client or the students and gatekeeper who checks and evaluates incoming teachers in the teaching profession.

Herdiawan (2018) added that supervision is significant in teachers' performances in delving into the teaching and learning process. It serves as a guide for teachers to develop appropriate teaching models, content, and delivery of instructions. This pertains to teachers' flexibility and adaptability to the shifting environment despite any circumstances which allow continuous learning of students.

In addition, Richards and Nunan as cited by Herdiawan (2018) defined clinical supervision as a cyclical process that consists of three stages: pre-observation, observation, and post-observation. It further tells that it is an ongoing process of teachers' development that happen accurately in the classroom through direct observation of its performance in the teaching and learning process. Direct observation becomes realistic evidence of the learnings and capabilities of teachers to deliver a lesson that would be easier to comprehend and contextualize with the students.

### **Approaches to Employing Clinical Supervision in Teaching English**

According to Goldhammer as cited by Kayikci et al. (2017), clinical supervision is the oldest method used in implementing clinical supervision which dwells only on the teaching and learning tasks inside the four corners of the classroom. He also enumerated the main components or steps of clinical supervision which are: pre-observation, observation of the strategies in classroom teaching, observation of the lesson proper, supervision conference, and post-conference. Undergoing these steps and understanding its procedure would give properly concise and developmental assistance to the teachers. Thus, receiving feedback and internalizing its suggestion appropriately would greatly help individuals' growth.

Cames as cited by Herdiawan (2018) differentiates general supervision and clinical supervision. General supervision relates to the administrative task focusing on out-of-class procedures while clinical supervision focuses on the specific aspect, particularly the in-class process which aims of providing counseling, guidance, and support system through an experienced and skillful observer.

According to Goldsberry as cited by Wappa and Teneke (2019), there were three models of educational supervision which are, nominal, correcting and reflective models. These models were believed to be more acquainted with supervisors' roles in the educational context. Before, it is more particular in giving judgmental and evaluative

feedback to more concrete which is the focus on development. It aims to give a diagnosis of the performance of a teacher, treating the inconsistencies in teaching performance and modifying the expertise of teachers into more purposeful results.

On the other hand, Paba (2017) noted that the use of clinical supervision in assessing the performance of teachers in the English language becomes a prevalent approach. He added that inspectors (currently known as supervisors) visited schools to collect information about the teaching practice. They look for mistakes in identifying strengths and weaknesses, and as a basis for creating the evaluation of certain teachers. This is done to ensure that there is a rigorous observation and monitoring of teachers' proficiency in teaching the English language. If not applied, the language skills of the students would be affected by the poor performance of teacher who makes their strategies stagnant and obsolete.

In the same manner, Cogan as cited by Bencherab and Maskari (2020) reiterated the foundation of clinical supervision which existed upon his realization of the ineffectiveness of teaching practice despite teachers' capability and skills among his student-teachers. With that, he immediately investigated improving the teaching practice by working carefully on planning, observing, tallying, and analyzing every detail upon every classroom observation. In the latter, they conducted a post-conference with the student-teachers being observed. Fortunately, positive results were yielded, and a new approach was built in terms of classroom behavior analysis. Thus, it became the basis of inquiry and examination for better results.

In the study of Tesfaw and Hofman as cited by Marey et al. (2020), they stressed that there is a new concept used instead of school supervision which is instructional supervision. Instructional supervision is school-based in focus and is facilitated by school staff such as principals, department heads, senior teachers, and assigned supervisors to provide professional support and continuous assessment of teachers' development.

Instructional supervision is more likely about the expansion of knowledge and improving the school through the reflections of teachers in the practice of teaching and to develop professionally.

### **Effects of Clinical Supervision in Teaching Performance of English Teachers**

In Turkey, a study by Karakaya et al. as cited by Kayikci (2017) revealed that the traditional supervisory approach to teaching is still used and does not adapt to clinical supervision. It became ineffective due to the following reasons: lack of duration devoted to supervision, incompetence of the administrators and supervisors, lack of communication skills of supervisors, teachers being observed are not teaching the subject of their expertise, every year different supervisors conduct observation, and it uses common supervision scale or instrument in all subject areas.

A study by Rahmany et al. as cited by Homayouni (2020) claimed that supervision is the most challenging area in program management in which it is a tool in education used in understanding the development of teachers in the teaching field. Focusing on English Language Teaching (ELT), it is traditionally practiced and part of the teacher evaluation. The key participants of this activity were administrators and senior teachers. In the giving of feedback, the relationships built together are subjective and impressionist. In the same manner, teachers feel tensed and intimidated while the observers were more evaluative and intimidating, which therefore gives a non-healthy condition in the teachers' professional growth and development of their career.

Furthermore, at Western Michigan University, Almannie (2015) stated that to have a successful English Language Education, English Teachers need a supervisor who is competent in implementing supervisory skills. This is essential for teachers to develop high-quality Education in the English Language and grow professionally in the teaching-learning process. Supervisors equipped with desired supervisory skills and knowledge in

the subject area which is English can expounds and explicate to the observed teacher the points and areas in English that need to be reviewed and mastered. Also, she served as a model to the teachers in becoming successful and competent English language teachers in the teaching field.

Moreover, Albalawi (2019) supported that these supervisors in education who are assigned specifically in a subject area are defined as the instructional leaders who assess, evaluate and observe teachers in their work through classroom observation. Therefore, they were considered influential people in the utmost development of a teacher. Once, a supervisor provides feedback that is beneficial to teachers. This could uplift the confidence of teachers to work and explore the assigned subject being taught. They could also enhance and improve their teaching ability the next time around and apply the recommendations and suggestions given by the supervisor in the performance.

The case study conducted in Jordan, emphasized the improvement of teaching and learning through the use of a quality scale (Education Commission, 2019). Supervisors are revealed in this study as significant participants in the teaching improvement of teachers. They possess the qualities of being educated, trained, and subject-specific supervisors who provide direct assistance and guidance to teachers. The focus of supervisors was to provide direct support in the teaching field of teachers, particularly in the delivery of lessons and use of strategies including approaches and methods of delivering a certain topic to the students that are easy to understand.

In the context of Teaching English to speakers of other Languages (TESOL), it is revealed that British schools adopt a box-ticking approach to classroom observation in which teachers are subjectively rated. Raters enumerated and identified areas that need to improve in the feedback conference that makes teachers feel pressured and inadequate in their performance (Bruford, 2018). This approach was subjective in nature and led to tension in teachers' ability to conduct a class and deliver a lesson to the students. It

provided thorough reflection to teachers in realizing the areas that needed to be enhanced and learned.

Further, a study conducted in Malaysia revealed that implementing clinical supervision in a certain school is time-consuming because teachers are not well-trained and competent enough in their capabilities to teach (James & Massiah, 2021). This means that teachers need more training that enhances their teaching skills, particularly the use of strategies, methods, and approaches linked to the topic. Moreover, the appropriateness of lessons and activities to students' capacity and ability. Also, it measures teachers' competence to dwell in the contemporary world of teaching that adapts a learner-centered approach to teaching and learning.

In the same context, Khun-inkeeree et al. as cited by Kenayathulla (2020) disclosed a result wherein knowledge and technical skills of teachers in teaching are found to be a significant factor that upholds positive attitude to supervision whereas interpersonal skills serve as a barrier for it connotes biases to the judgment and assessment of the mentor. The result connotes that knowledge and skills are more significant aspects gained from supervision than interpersonal aspects that sometimes build personal judgments and biases upon giving supervision.

### **Challenges Faced in the Clinical Supervision in Teaching English**

According to the Journal of Little et al., as cited by Bergin et al. (2017), they asserted that principals' observations are the most common forms of teacher evaluation. They were the most knowledgeable in terms of the context, students, and teachers' population. However, they were not well trained in the methods of evaluating teachers and were far enough from the district-trained personnel and evaluators, and researchers. Further, most of the principals were particular in identifying teachers who need remediation including also in giving formative feedback for teachers' improvement. Thus,

in evaluating teachers' performance in classroom observation raters must be trained, calibrated, and use validated instruments to obtain accurate scores.

Moreover, the study of Paba (2017) revealed that clinical supervision in teaching English among English teachers and English department coordinators was not properly established. The supervision and the conduct of classroom observation were only done occasionally and there is a lack of procedures to be followed as such the instruments like questionnaires used for assessment were generally coming through online and filled out by students without further information of purpose and knowledge of giving a rating to the teachers' performance. Thus, this called for fairness to English teachers regarding the proper evaluation of performance in teaching English.

In addition, Kahyalar and Yazici (2016) in their study revealed that supervisors provide teacher trainees with the necessary support in teaching English. These teachers were provided feedback on the areas they need to improve such as teaching vocabulary and grammar. There were also particular points supervisors raised such as giving praises through feedback to students which is a vital part to uplift the motivation of students in learning the English language.

A study at the University of Akdeniz (2017) revealed that employing clinical supervision is time-consuming in evaluating teachers' performance. It is because the number of teachers that needs to be supervised is increasing and it took more time to improve the teaching and learning process. Thus, it is very impossible to cater all of the teachers and provide clinical supervision including feedback to all of them. Evaluators were believed to have a partnership with the teachers to build rapport together to have productive teaching-learning.

As a matter of fact, the Department of Education-Philippines (DepEd) formulated a Classroom Observation Tool (COT) under the issuance of the DepEd Memorandum DM PHROD 2021-0010 or the "Guidelines on the Implementation of the Results-Based

Performance Management System for School Year 2020-2021” stated that there should be two classroom observations for the entire school year. This memorandum was highly practiced by teachers to evaluate their teaching effectiveness in the New Normal Setting. It also followed the three modes based on the learning modalities applicable in school, the following are: Online observation, Video Lesson observation, and Observation of demonstration teaching via Learning Action Cell (LAC).

In support of the memorandum of classroom observation by DepEd, Castillo (2021) explained that teachers’ performance should be assessed and evaluated to have appropriate instructional support in becoming an effective facilitators of learning in the classroom. This was also accompanied by feedback to further state the areas to be enhanced in delivering a lesson and the appropriateness of the lesson to be taught to the students’ capability and grade level. Also, Cabigo (2020) added that it is mandated by the Philippine Professional Standards for Teachers – Results-based Performance Management System (PPST-RPMS) ratings achieved solely for performance assessment only.

From the reviewed literature, it was evident that clinical supervision is significant in teachers’ performance, particularly in the English language. However, it has been noted in the various studies that clinical supervision in English pedagogy faced challenges as to the ways and process of employing supervision to teachers. Research has revealed that there were several factors affecting the clinical supervision of teachers in English pedagogy such factors are the evaluator’s or mentor’s capability of supervising, scaling instrument, communication barriers, lack of time, insufficient professional support, and lack of training and workshop involvement.



## **Chapter 3**

### **METHODOLOGY**

This study explored the viewpoints of English teachers and master teachers on clinical supervision in English pedagogy during pandemic time. This chapter contains how the study was conducted and how the data were gathered. It was divided into several sections: the research design, research participants, role of the researcher, data sources, and data collection procedure, the trustworthiness of the study, roles of the researcher, data analysis, the trustworthiness of the study, and ethical considerations.

#### **Research Design**

This study employed a qualitative case study approach on clinical supervision in English pedagogy in the context of pandemic from the accounts of English teachers and master teachers. According to Simons as cited by Rebolj (2013), a case study is a method that explores multiple perspectives of the uniqueness and complexity of a particular subject, institution, and program. Gerring as cited by Gustafsson (2017) added that there are two functions of a case study, first is a case study that studies its units and the other one is a case study that studies a larger group of units or people. In addition, Cousin as cited by Gustafsson (2017) further explained that the primary purpose of a case study is not to analyze cases but rather to describe cases and explore the setting to understand its nature. Thus, a case study is significant in studying cases or concepts related to real-life issues of people so that we can have a better understanding of its existence through exploration and investigation.

In this study, I utilized a qualitative case study research design to understand and describe clinical supervision on English pedagogy in the context of pandemic. Moreover, this design was appropriate to be used since open-ended questions were applied and rich data were obtained through the views and perspectives of master teachers and English

teachers on clinical supervision in English pedagogy from the different schools of the Division of Davao de Oro. All the data extracted were diverged and contextualized.

The single case study focuses on the emergence of a situation or case in a small number, rigid interview and expounded information was obtained. It is stated that it aimed to understand the case or situation of a specific study and provide detailed information about a certain case (Heffernan, 2019). Siggelkow (2007), as cited in Burkhardt et al., (2022) added that a single case study focuses on describing the existence of a specific issue or phenomenon. Moreover, Dyer and Wilkins (1991, as cited in Sy et al., 2020) asserted that a single case study is efficient in producing good theories for it only studies one single thing or single group of people. Thus, a single case study design is appropriate for studying concepts such as teaching performances, teaching strategies, and teaching approaches by which it pertains to a certain group of people such as English teachers, master teachers, and school heads.

In this study, I used a single case study approach because it is suited to my study about clinical supervision in English pedagogy in the context of a pandemics from the standpoints of master teachers and English teachers of different schools in the Division of Davao de Oro. As a researcher, it is important to delve into and understand the concept of clinical supervision in English pedagogy during the pandemic time from the views of master teachers and English teachers whose responses described and elaborated the case on clinical supervision in English pedagogy during the pandemic time. Thus, it is an effective tool used in getting a precise exploration and description of a situation or case being studied in a context or group of people. All the data gathered were used to interpret, analyze, and evaluate the situation at hand. Also, I made sure that the trustworthiness of this study and ethical consideration was carefully observed.

In the context of this study, it was appropriate to use a qualitative single case study since it focused on the exploration of real scenarios or issues and to better understand its

existence by describing the specificity and emergence of a certain phenomenon that can be obtained. This study was guided to understand the concept of clinical supervision in English Pedagogy in the context of the pandemics which can be understood further based on the exploration and investigation of the accounts of English teachers and master teachers in English in the different schools of the Division of Davao de Oro. This can be through as the participants underwent in-depth interviews and their answers vary as triangulation methods were used to ensure validity, consistency, and accurate diversified results.

### **Research Participants**

In this single case study, there were ten (10) informants – all of whom were teachers from the different schools in the Division of Davao de Oro. Among the ten (10) informants, five (5) of them were English teachers and another five (5) were master teachers in English. Moreover, in determining the number of informants, I used purposive sampling following the recommendations of Creswell (2013) that the studied group should consist of four (4) to five (5) informants. This means that English teachers and master teachers completed the (10) participants of this single case study about clinical supervision in English pedagogy in this pandemic context. Thus, I believed having 10 participants is enough to get a rich saturation of data from the informant's responses.

Further, the participants were chosen through purposive sampling. According to Ishak and Bakar (2014), it is the precise sampling used in qualitative research when its focus of selecting the participants is for a special case. It is also useful in case study research because of the following reasons: (1) when the intended informants are selected through a unique and informative case, (2) when the purpose of informants is due to their distinct population, and (3) when the informants are used in determining types of cases for in-depth study.

Additionally, as for the inclusion criteria in identifying the participants, the master teachers in English must: (a) have an experience in the conduct of clinical supervision; (b) teach and have a subject load in English, and (c) an expert in the English Language and rendered service of teaching for about seven (7) to ten (10) years.

In the same manner, as for the inclusion criteria in selecting the participants, the English teachers must be: (a) teaching and have a teaching load in English, (b) newly hired or three (3) to five (5) years in service, and (c) teaching in public school.

Also, the triangulation of sources was used in this study. According to Turner (2016) triangulation of data or source is the most common triangulation method used by many researchers which it examines data from different sources with the use of the same method. The researcher goes through concrete and existing situations to see patterns of responses of the informants. Thus, the participants of this qualitative single case study were subjected to an in-depth interview and came from the different schools in the Division of Davao de Oro to ensure validity and guarantee more comprehensive data.

### **Role of the Researcher**

The researcher is considered to be the first data collection instrument. However, during the conduct of the study, her role was to find answers to the proposed research questions by discussing it with the intended informants.

As a researcher, I served as an interviewer during the conduct of the in-depth interview. The informants of my study were the master teachers in English and English teachers of the different schools in the Division of Davao de Oro. Also, I asked various questions that were validated by experts to extract information and description in connection to my study. These questions that were used during the in-depth interview could contribute to answering the core questions about my study about clinical supervision in English pedagogy in the context of pandemic from the standpoints of English teachers and master teachers.

Also, I was the one who recorded the data and the responses collected from the conducted in-depth interviews of the informants which were the master teachers in English and English teachers of the different schools in the Division of Davao de Oro. This was done upon the approval of the informants to record the conversation using recording software since interviews were done through online platforms such as Google Meet or Zoom. To ensure the welfare of the informants, I followed and conducted an initial orientation as to the healthcare protocols mandated by the IATF (Inter-Agency Task Force) in compliance with the set ethical standards. Aside from that, I listened attentively to their responses to every question asked to ensure the accuracy of the content and to avoid misinterpretation of data. Recording data allows a researcher not to miss any point from the data gathering.

Moreover, I was the transcriber of the data by which I am tasked to transfer the verbatim responses of participants from audio recording and encoding it in Microsoft Word. This was done by listening to the recorded response of the informants who were the master teachers in English and English teachers from the different schools in the Division of Davao de Oro about clinical supervision in English pedagogy in the context of pandemic. Then, all the responses were subjected to encoding in Microsoft Word software. Upon typing the answers, it was done carefully so as not to misrepresent any letter or word that can alter the implied meaning given by the participants. For verification purposes, a printed draft copy of transcribed answers was given to the informants to check for the validity and accuracy of their responses. They were instructed to make a commentary note in case there were misinterpretations of responses made by the researcher.

In addition, I was the one who translated the responses of the informants whenever there is a need to translate information from the mother tongue language to the intended language. Before the start of the in-depth interview, the informants were

reminded that they could speak either English, Filipino, or Cebuano language whichever they were comfortable using, and allowed them not to be hesitant of their ideas due to the language barrier, thereby promoting a smooth flow of communication.

Lastly, I was the one who analyzed and evaluated the gathered data from the responses of the informants during the conduct of the in-depth interview. It was done by carefully scrutinizing the responses to get the potential themes, sub-themes, and central themes.

### **Data Sources**

According to Charmaz (2006, as cited in Moore, 2017), a case study has numerous sources of information to be gathered and this is because of the various issues presented in the study. Showkat and Parveen (2017) noted that in-depth interviews are used to explore concepts for further investigation and descriptive analysis. Guest (2013, as cited in Westhuizen & Hewitt, 2021) added that one of the primary sources of data in qualitative research is an in-depth interview by which it determines the case and discerns new contexts and views about the case. Moreover, Thompson (2000) stated that a good in-depth interview bears similarity to everyday conversation. This means that the primary source of data is significant for the credibility of my study through the raw information and first-hand evidence given by the participants.

As a researcher of this study, the primary source of data that I used was in-depth interviews. The informants were subjected to an in-depth interview wherein they were given open-ended questions to be answered based on their preferred language to use. The master teachers in English and English teachers as participants of my study shared their views about the case of clinical supervision in English pedagogy during the pandemic time. Also, as the process and challenges, drawbacks, benefits and favor, and insights of the case being studied. If their answer does not suffice the main point of the questions, probing questions followed to aid in arriving at the central idea.

On the other hand, a researcher must take down notes during the interview because there might be an instance that she may forget quickly the information due to the vast number of responses (Lofland & Lofland, 1999). Aside from that, audio recording with permission from the informants was another important element of data gathering.

Also, I clarified the answers given by the informants for confirmation and correctness of answers. Then, their responses were recorded, transcribed, translated then encoded for interpretation, and underwent thematic analysis to build diversified views and perspectives about the case of clinical supervision in English pedagogy in the context of pandemic. Most importantly, I ensured the confidentiality of their responses by making sure that it was properly stored so that nobody can access it. Thus, this technique of gathering data from the participants is beneficial in looking for richer data or information that was useful in my study.

Further, my study used secondary sources such as articles, journals, and books that presented various opinions, insights, findings, and data that supports the claim of the participants. Streefkerk (2018) defined that a secondary source supports the primary source in describing, interpreting, evaluating, and analyzing information provided during the in-depth interview of participants. This study aims to get insights, views, and perspectives of English teachers and master teachers about clinical supervision in English pedagogy most specifically during this pandemic time. Thus, these served as valuable views or insights to discover the viewpoints as to the case on clinical supervision in English Pedagogy and to support certain themes.

### **Data Collection Procedure**

In conducting the study, there were several steps in gathering the research data from the informants, the conduct of research follows a step-by-step procedure of collecting, measuring, and evaluating precise views to guarantee correct results (Bhandari, 2020). Creswell (2007) added that researchers engaged themselves in

sequential activities before concluding the research study. The following were the steps to be employed in data gathering:

First, I sought clearance from the Saint Mary's College of Tagum Incorporated-Research Ethics Committee (REC) to ensure that I had compiled the necessary documents examined by the body. Also, I submitted an interview guide questions, not directly answering the core research questions to the instrument validators to ensure that the questions that were crafted and asked in the data gathering procedure would be aligned to the aim and purpose of the study; and

I secured an endorsement and approval from the Dean of the Graduate School permitting the conduct of my study. I also included a communication letter that was given to the Schools Division Superintendent of Davao de Oro. Then, I sent an approved consent to the School Heads of the identified schools where the participants are connected.

I secured an informed consent form from the participants which was provided to the participating schools in the Division of Davao de Oro during the visit to the schools respectively. The participants were identified through purposive sampling in which there were five (5) master teachers in English and five (5) English teachers who underwent in-depth interviews (IDI) through screen recording. Also, they were chosen as to their availability and willingness to participate in the study. Moreover, I made sure that the participants were informed about the nature of the study, and it was stated along with the informed consent about the aim why to conduct the study, the purpose of participating in the study, risks, and benefits of the research, and voluntary nature of participating in the study. A copy of the Data Privacy Act form was also attached to ensure the confidentiality of data from the participants.

Before the conduct of the in-depth interview, the researcher conducted a virtual orientation in adhering to the protocols initiated by the Inter-Agency Task Force (IATF) by



asking significant health-related questions. Also, I made sure that all equipment and gadgets that were used during the interview were working properly. I used an online platform such as Zoom or Messenger application whichever the informants and the researcher agreed to use. Since it was through a virtual interview, I made sure that proper orientation of the informants was made. I asked permission from the informants regarding the use of online recording software to track their responses and to not miss any single answer. Their answers were recorded through written and audio recordings. At the same time, they were reminded that they could refuse and withdraw their participation if they were not comfortable with being recorded. The informants were told that they could close their cameras if they wanted to.

After the interviews, the recorded file was stored on an electronic device such as a laptop or flash drive where no one can access it except the researcher. Transcribing and translating responses happened after the interview. The process of doing a thematic analysis was done with the help of the analyst to ensure the accuracy of the data.

### **Data Analysis**

The method of examining and evaluating qualitative data was believed to be the most challenging and complicated stage of conducting research (Thorne, 2002). Marshall and Rossman (2020) added that its process is creative by which the data collected was systematical, orderly, and constructively crafted through steps. In addition, Braun and Clarke as cited by Nowell (2017) identified six steps to be followed in the thematic analysis. It comes into familiarization of data, initial coding, generating themes, validity, and reliability of themes, defining and naming themes, and interpretation and reporting.

The interpretation of data started by familiarizing the data at hand. Transcription of verbal data in this phase includes taking down notes and marking ideas for coding purposes. Transcription is an action that provides a written account of a certain spoken word (word-for-word) through the interview of an individual or people (Bailey, 2006).

Transcribing is the process of transferring speech and utterances into text in a verbatim manner (Streefkerk, 2021). During this phase, close attention was done to getting accurate data. It is also subjected to a review by the interviewee in ensuring the correctness of responses.

In the context of this study, I transcribed the data based on the recorded responses of the informants. I played the recorded responses multiple times to ensure accuracy and not to miss any single information from the interviewees' responses. While listening, I encoded it through Microsoft Word software to get accurate data to be used in the interpretation of data analysis.

Next was by generating initial codes, in this phase initial codes from the data were created. These codes were initially listed all about the interesting features coming from the raw data or information with high regard to the case. Always be careful in extracting data especially for identifying potential themes or patterns as it is relevant to the study (Bryman et al. as cited by Jacelon & O'dell, 2005). According to Saldana (2016) coding refers to a word or short phrase that symbolically assigns an important attribute to a portion of language-based or visual data. It is a process of identifying concepts, and relations. Moreover, it is more on linking the data to the research concept to develop a theme of the study.

In the context of this study, identification of initial themes followed. This was the time wherein the core ideas and concepts were extracted by writing the verbatim responses of the informants in a tabular form or highlighted with the use of colored pens to indicate potential patterns used in the study. The extracted data was placed in an electronic device with password protection.

Third, I searched for themes. It was where all the data gathered from the interview were initially coded and organized through a long list. Also, the initial codes that were made in the tabular form were categorized as main themes, sub-themes, and others were

discarded which means temporary or does not relate to the main theme (Braun & Clarke, 2006). This was the time wherein the data extracted into three categories were analyzed.

In this study, themes were identified through the basis of the in-depth interview. The data gathered by the researcher from the interview were initially coded and collated in the Microsoft word document by listing it in a tabular form with three columns. The lists were composed of three columns in the tabular form, the first column was the verbatim response of informants, the second column was the core ideas or concepts taken from the verbatim responses, and the last column was the extracted themes used as a comprehensive theme that answer the research questions of the study. These steps taken by the researcher were a great help and serves as a visual representation of sorting and organizing the data to make theme piles.

The fourth step was reviewing themes. In this phase, all the data and responses provided by the informants during the interview were categorized into themes and sub-themes and listed in the tabular form for initial coding was now set for evaluation and analysis. The categorized themes collected by the researcher were analyzed based on their degree of purpose. Braun and Clarke (2006) presented two levels of reviewing and filtering of themes, first was by elimination process in which the researcher scrutinized the themes based on the coded data extracts that were useful in forming coherent patterns and moved it to the second level then labeled the themes that are considered problematic by reworking and creating new themes or discard it. Second, I went with a similar procedure. However, with high consideration for the validity and accuracy of themes representations by which the researcher re-read again the themes that work and relate to the data set. Next, was by coding the themes that were not used or missed in the coding stages by re-coding for it is an organic process.

In the context of this study, reviewing of themes was applied by which the identified themes and sub-themes in the in-depth interview were listed in the tabular form

in three categories with a label of their degree of purpose for evaluating and analyzing it. With careful reviewing and refining of themes, the researcher looked for themes that were significant in forming concept patterns of themes in the study. An exclusion procedure was followed by which the themes that are helpful were kept and the themes that are not helpful were subjected to deletion or re-creation of themes. All the themes whether it is helpful or not were devised to form a thematic map or potential new themes until reaching infinity and that was the time that the researcher stopped. This means that the themes that could be of help in the study were analyzed and evaluated thoroughly by the researcher.

The fifth step is defining and naming themes. It is when the researcher identified the core meaning and interesting features that can be obtained in the collated data extract. The meaning of each theme was gathered to make a coherent and consistent theme that would greatly help the study. Moreover, the main purpose was that the researcher would be able to define and describe the scope and content of every theme to create a unified theme. Also, naming the themes should be concise, catchy, and interesting for the final analysis.

In the context of this study, the researcher was able to spot the central themes and interesting features of the classified themes in the third column of the tabular form which was obtained from the in-depth interview. This column was the final column of classified themes. Moreover, the researcher in this step stated and described the themes that focused on the scope and content of the study for easier identification. Also, she looked for the coherence and relatedness of central themes to the questions being asked.

Lastly, producing the report. In this stage, it is the reporting of write-ups of themes in an orderly manner wherein it tells the story that convinces the readers in the validity of your analysis (Braun & Clarke, 2006). Also, it must be factual evidence of data to support the concept or issue being raised. Thus, it signified that the cohesiveness and

interrelatedness of data extracted to the issues and concepts being studied should be grounded by an analytic analysis that addressed the questions being asked distinctively.

In this study, the researcher made concise, coherent, orderly, and logical reports about the central theme which were gathered, analyzed, evaluated, and examined carefully to build a comprehensive, cohesive, and connected vivid and factual data extracted themes and research questions about the study on clinical supervision in English pedagogy in the context of pandemic respectively.

### **Trustworthiness of the Study**

The thoroughness of the study is identified through its degree of confidence and consistency of methods and the results are interpreted with quality and accuracy (Pilot & Beck, 2014). Lincoln and Guba as cited by Connelly (2016) propose four criteria in pursuit of a trustworthy study. This involves credibility, dependability, confirmability, and transferability. It aims to give aid to the value of the findings of this qualitative case study is studied.

**Credibility** is a vital criterion in building truths of the research findings (Korstjens & Moser, 2018). It establishes the aspect of truth-value of the data findings which are based on the original responses of the informants. Shenton (2004) proposes strategies that can be made by the researcher to promote confidence in accurately recording a phenomenon to resolve credibility. This concludes that to become credible, a study must be accurate and valid.

Triangulation is one of the techniques used in establishing and securing the validity of the study. It comes to analyzing the research questions from a different perspective (Nightingale, 2020). Also, it refers to the multiple methods employed in understanding the concepts through the data collection used in the research process. Moreover, in utilizing the triangulation method, the use of in-depth interviews is of utmost

importance (Korstjens & Moser, 2018). This means that validity can be ensured if the researcher undergoes multiple strategies in attaining rational and bias-free results.

The triangulation method has four types: method triangulation, investigator triangulation, theory triangulation, and data source triangulation (Denzin & Patton as cited by Carter et al., 2014). According to Homorene (2016), triangulation of source is a significant method in a qualitative study for it examines the consistency of various data sources that are used in the same method. This means that there was a comparison of viewpoints as to the focus of the study among and between different sources. The data gathered were rich and varied for they came from different sources for validity and accuracy of data in the study.

In the context of this study, the participants who were the master teachers in English and English teachers from the Division of Davao de Oro were chosen through purposive sampling. They were chosen with the purpose that they are teaching in the Department of Education (DepEd) Division of Davao de Oro. Also, they were the intended participants since they were the ones who conducted classroom observation and the recipient of such are the English teachers of every school in the Division of Davao de Oro.

Moreover, I utilized triangulation of sources to ensure the accuracy and honesty of this study. In establishing the triangulation of sources, I had two sets of sources: the accounts from five (5) English teachers and five (5) master teachers in English of the different schools in the Division of Davao de Oro who underwent in-depth interviews. Moreover, this method was used to collect varied concepts about clinical supervision in English pedagogy. As a researcher, I ensured that the data collected were from diverse institutions which contributed to the uniqueness and credibility of the results of the study conducted.

In addition, persistent observation pertains to the characteristics of responses by how relevant it is to the concept or issue being studied to ensure high-quality data is

gathered. Lincoln and Guba (1985) state that persistent observation connotes the depth of data. This means that exploration of details about the issue being studied is a must to get a depth, concise and comprehensive understanding of the concept.

In the context of this study, persistent observation was conducted based on the development of codes during in-depth interviews by which core concepts were obtained to help examine the characteristics of data provided by the participants who were master teachers in English and English teachers of the different schools in the Division of Davao de Oro. The central concepts were gathered through careful study of the researcher based on the responses of participants which were helpful in the data analysis of the study. Through this, the responses of the participants were converted into themes and sub-themes and analyzed profoundly to be useful in the rationality of data results.

Lastly, member checking is a method wherein it ensures participants' responses are subject to feedback and not to the researchers' understanding (Tong et al. as cited by Birt et al., 2016). It is significant in determining the accuracy of descriptions or interpretations of a case including the appropriateness of data that will be obtained from the study. This concludes that member checking was significant in the conduct of the study to ensure the precision and validity of the data gathered.

In the context of this study, the participants who were the master teachers in English and English teachers in the different schools in the Division of Davao de Oro were subjected to in-depth interviews. During the interview, they were asked different questions about the study. Also, the responses of the participants were transcribed, coded, translated, interpreted, and analyzed by the researcher respectively. In the same manner, I rechecked and reviewed the responses of the participants through the written representation from the recorded interview to ensure consistency, and correctness of concepts and to provide further information or eliminate errors from the transcripts. With

these, the data gathered were bias-free, concise, and relatively useful to the issues or concepts being studied.

On the other hand, **dependability** is a method that shows consistent results of data taken from a similar context (Shenton, 2004). It refers to the stability of data over years reaching different conclusions (Stenfors et al., 2020). Also, it can be done through similar procedures by reaching various conclusions to ensure honesty and consistency of the findings will be drawn from the study conducted. Moreover, data saturation is the idea in which no new information is being generated by the participants during interviews, and this signals researchers to cease (Faulkner & Trotter, 2017). Through this, transparency of data ensures that the extent of data collected is reliable and valid by which it enumerates the method of data gathering procedure.

In the context of this study, I used an in-depth interview (IDI) with the five (5) master teachers in English and five (5) English teachers in the Division of Davao de Oro with a series of probing questions whenever their answers were quite away to the main idea of the questions. The purpose of this was to acquire valuable information that pertains to the concept or issue being studied until data saturation is reached. Also, triangulation of source was applied for the honesty and trustworthiness of data gathered. I made sure that the following participants were coming from the different schools in the Division of Davao de Oro to have diverse responses and bias-free data results.

Also, **confirmability** pertains to the degree to which objectivity is exercised throughout the study, and the intrusion of the researcher's biases is not involved. It maintains openness and awareness as to the result of the study (Queens University of Charlotte, 2021). It is understood on the part of the researcher that there will be limitations to the study, and this is open for scrutiny through in-depth tracing of methodological descriptions.



In this study, the results and findings obtained could be of help to the institution of Saint Mary's College Tagum City Incorporated (SMC) to let other researchers find further understanding and standpoints to the concept of clinical supervision in English pedagogy in the context of the pandemic among teachers in service. Moreover, the Division of Davao de Oro could also benefit by initiating training and mandate policies as to the conduct of clinical supervision in English pedagogy during the pandemic time among master teachers of English and English teachers. In addition, I used an audit trail in which responses of the informants from the in-depth interviews were written in diagrams that established the process from the beginning up to the outcome with high consideration as to the transparency of data gathered. Also, it included the procedure of coding in the detailed description, particularly the interview speeches that were used for inquiry purposes. Moreover, this provided an easier way of tracking the responses of informants to be evaluated by the data analyst for data analysis. Thus, detailed reporting of the processes using an "audit trail" including the method to be used and data gathering procedure so that the future researchers who will repeat this study in the same method, with the same participants, and in the same context will most likely produce similar results.

Lastly, **transferability** refers to the degree to which the results of qualitative research can be transferred to another context with other respondents (Korstjens & Moser, 2018). Shenton (2004) emphasizes that the scope of the study relies on its context but can also apply to other situations. This means that researchers and readers were allowed to assess the findings of a certain study that will apply to the study being focused on. It could be an organization, another context group of people, or several participants.

In this study, I made sure that transferability was evident through the correct and systematize explanation of methods being used as well as the description of the study on clinical supervision in English pedagogy in the context of the pandemic from the accounts of master teachers in English and English teachers is manifested. With this study, I

ensured that evidence that could let other researchers and readers to scrutinize and make use of it in other contexts, populations and situations was well-provided. This means that all transcripts and data analyses drawn from the informants were enclosed in the appendix that will serve as references for future researchers and readers to avoid biases. A softcopy of the documents of responses collected and saved on an electronic device such as a laptop with a password-protected feature from before, during, and after the in-depth interview was included. Also, a hard copy was kept in a place or a box where only the researcher can scan or access for the security and safety of data and the research study purposes only. After the research study was completed and finished for three (3) to four (4) years already, all the files whether it is softcopy or hardcopy, are subjected to removal and deletion. It is a way to ensure disclosure and leak of data will be prohibited following the prescribed law.

### **Ethical Consideration**

The focus of this study was to explore the accounts and views of master teachers and English teachers in the conduct of clinical supervision in English pedagogy. These participants, although professional teachers, were still vulnerable entities in this study in which their rights as humans will also be respected. To establish ethical consideration, I adhered to the fundamental principles of ethical consideration stipulated in the Belmont Report (1979) in which respect for a person, beneficence, and justice are emphasized.

The first principle is **respect for persons**, it recognized that people are autonomous individuals who are entitled to their own opinions and choices (Czubaruk, 2019). The Belmont Report (1979) introduced two ethical principles: first, the participants of the study should be treated independently in which they have their own decision making, reflect and give judgments solely and act according to their willpower in a bias-free environment. Second, the participants should be protected; those responses given

by them were secured and with proper management for the security and safety of information. In a qualitative research study, it must be of utmost priority the willingness of the participants to voluntarily participate and expose the information they have provided with the certainty of protection and security from the researcher.

In the context of this study, I ensured that the appropriate data collection procedure was strictly followed as stipulated by the Saint Mary's College of Tagum Incorporated (SMCTI) -Research Ethics Committee (REC) and the panel of examiners. Also, I sent an endorsement letter to the Schools Division Superintendent of the Division of Davao de Oro and approved consent to the principals of the different schools in the same Division with respect to the incorporated suggestions and conditions into my study. This also includes an informed consent to the master teachers in English and English teachers in the Division of Davao de Oro to protect the welfare of the participants since these participants are professional teachers who uphold morality and dignity in the practice of their profession as their employees.

In addition, a copy of the Data Privacy Act was also attached. If they found that their rights were unprotected, the researcher reminded them that they have the right to refuse and withdraw their participation, and no coercion shall be used. If no refusal was made on the part of the participants, I respectfully asked them to sign the informed consent indicating their willingness to participate.

Upon the conduct of the interviews, it was ensured that permission from the participants was secured before using a recording device to their responses. Since it is still pandemic time, I asked for their suggestions about what kind of online platform they would like to be interviewed on – Google Meet or Zoom. This is done with due respect to their right to choose the kind of environment they would like to be interviewed. Before the interview process begins, they are reminded again through a short orientation about the nature of the study, ways, and purpose of choosing them as the participants of the study

that they still have the right to refuse any questions to be asked if they decide not to continue participating in the study anymore.

The transcription and translation of recorded responses will be done. After which, a draft copy was sent to the participants to allow them to make commentaries, if any, to ensure that responses were confirmed to the intended meaning specifically by the participants. To guarantee confidentiality, all the responses were stored in a password-protected device where nobody can access it except the researcher, panel of examiners, and other authorized individuals. Moreover, I used coding to highlight the anonymity and confidentiality of the personal belongingness of the participants. Lastly, the data collected will only be utilized within the scope of this study, without disclosing any private information relative to the participants. Also, all measures that were conducted in the study complied with the guidelines of the Inter-Agency Task Force (IATF).

The second is the principle of **beneficence** which incorporates the “principle of doing good” (Miracle, 2016). Belmont Report (1979) emphasizes that researchers have to consider the minimal danger or risk and maximize the benefit or advantage that can be acquired by the participants in the study. This included the participants’ psychological and physical aspects due to pain or injury that hinders them to participate in the study conducted. In addition, this principle highlights that there was no harm, and the potential benefits were increased, while decreasing the possible adverse harm to the individuals who will participate in the study.

In the context of this study, the results and findings would benefit and advantage the participants who are the master teachers in English and English teachers of different schools in the Division of Davao de Oro which adhered to the correct conduct of clinical supervision in English Pedagogy in the context of pandemic. The result of this study could be the basis of the school to which the participants belong, to improve the steps, ways,

and nature of conducting clinical supervision in English pedagogy most especially during this pandemic time.

On the part of the master teachers in English of the Division of Davao de Oro, they utilized the result of this study by improving the kind of feedback, strategies of assessing and evaluating, and even the point-system they used in addressing the higher authorities the re-validation on the kind of classroom observation tool in rating teachers and increasing their professional capability in contextualizing varied teaching strategies they learned while practicing their profession and teaching post.

As for the English teachers in the Division of Davao de Oro, the results of the study served as the basis for the improvement of their teaching strategies, building rapport in seeking the assistance of the master teachers in English who are experts in their teaching of English and applying clinical supervision in English pedagogy also when the time comes that they will become mentors to field study students and on-the-job trainees.

Furthermore, I strived to publish the results and findings of this study to allow other researchers to apply it to their context. In exerting continuous effort on the part of the researcher to make this as positive and beneficial as possible. This study was communicated to concerned authorities where the participants were direct beneficiaries such as the Schools Division Superintendent, School Principals, and Teacher-Participants of the Division of Davao de Oro to raise possible considerations in re-designing programs, improving the kind of evaluation tool to be used in rating teachers, particularly in the teaching of English, and establishing a good relationship in conducting clinical supervision in English pedagogy in the context of a pandemic.

The **principle of justice** is the last tenet of the Belmont Report and follows a provocative discussion of equality and differential treatment (Czubaruk, 2019). Belmont Report (1979) defines that the principle of justice is the least explicit among the three principles. This means that the principle of justice considers mainly the fairness of harm

or risk and the advantages or benefits that can be drawn in selecting the participants of the study.

In the context of the study, it was adhered to giving fair treatment to all master teachers in English and English teachers of the Division of Davao de Oro regardless of their age, gender, abilities, position, and economic and social status in the society. During the conduct of the in-depth interview, it was noted that they were given enough attention by establishing organized rules. In cases where participants have questions regarding their participation, it was ensured that these queries were attained and addressed by the researcher. Moreover, the anonymity of responses and information provided by the participants were maintained private to secure the privacy of information and data as part of the confidentiality and welfare protection of the participants.

Moreover, this study adhered to the Republic Act 10173 or known as the Data Privacy Act, which protects the right of individuals from unauthorized processing of information. This was exercised by securing that the personal information, if given, of the participants will not be disclosed or exposed. Also, to secure such the use of codes for privacy and personal matters of the participants is highlighted. Furthermore, all the information and data of the participants were handled properly and kept with the utmost confidentiality in a password-protected device.

On the other hand, just compensation through a prepaid load was given to the participants as part of the gratification of the researcher for the participant's involvement in the study. The following benefits were used by the participants in support of their continuous professional development while attending webinars and other training provided by the school and the Division of Davao de Oro.

In the ethical consideration mentioned above, respect for persons was emphasized by ensuring permission from the participants in any step of the study concerning their welfare and protection. For beneficence, I ensured that the participants

benefited a lot from this study. For the principle of justice, fair and just treatment of the participants was made as well as the exercise of the Data Privacy Act in securing confidentiality among them. All in all, the research study that adhered to the trustworthiness and principles of ethics was made of great foundation and thoughtful consideration to its participants.

## **Chapter 4**

### **RESULTS**

This chapter presents the results of the study about the case on clinical supervision in English pedagogy in the context of a pandemic: accounts from teachers and master teachers. It comprises the participants' responses through in-depth interviews. After the conducted interviews, transcribing the recorded interview followed. Transcribing is important in extracting accurate data from a study. The core ideas that are obtained from the in-depth interview were gathered carefully and categorized wisely to form themes through the help of experts. These themes that I gathered described the case of clinical supervision in English pedagogy in the context of pandemics from the viewpoints of teachers and master teachers.

#### **Master Teachers and English Teachers' Description of Clinical Supervision in English Pedagogy in the Context of Pandemic**

The participants shared their viewpoints on the clinical supervision in English pedagogy in the context of a pandemic. Based on the analyzed data, three (3) major themes emerged: (1) close support for teachers, (2) professional development in teaching, (3) guidance for teachers, and (4) evaluation of teachers' performance.

#### **Close support for Teachers**

One of the perspectives of master teachers and English teachers on the clinical supervision in English pedagogy in the context of a pandemic is close support for teachers. Participants shared that in conducting clinical supervision in English pedagogy, close support to teachers promotes a healthy relationship between rater and teacher. They also shared that they are collaborating on ideas for teacher improvement. Other English teachers shared that their rater's availability helped them to gain another close support from their master teachers.



In line with this, IDI\_08 conveyed that supervisors play a pivotal role in guiding teachers. The relationship built by the supervisor or the mentor with the teachers is substantial in the improvement of teachers' performance in the teaching delivery of a lesson. Thus, the areas to be improved by the teacher are commented on by a rater who knows better than the teacher. She added that,

*“Supervisor is involved with the teacher in a close and helping relationship. This means that the ideas are shared and help to improve the teacher’s ability through the analysis of objective, data that is collected during the observation.”*

(Supervisors are involved together with the teacher in a close support relationship. This means that the ideas are shared and help to improve teachers' ability to teach through analysis of objectives, techniques, and strategies in teaching collected during observation.)

Likewise, IDI\_09 explained that teachers are involved in a close- healthy relationship by helping each other by sharing ideas. Although master teachers are rating the teacher, the relationship becomes healthy when they have collaboration with each other. She mentioned that,

*“Clinical supervision is a method of supervision where the Master Teacher is involved with the teacher in a close relationship by helping each other. There would be a healthy relationship between the teacher and the master teacher, and the sharing of ideas will be done.”*

(Clinical supervision is a method of supervision where the Master Teacher is involved with the teacher in a close and healthy relationship that aims to help and share ideas together.)

Moreover, IDI\_10 shared that teacher are also collaborating ideas through a series of processes to develop quality teaching skills. A master teacher gives comments based on the checklist. After this, the teacher is given the time to reflect on how to improve her teaching performance. She described that,

*“Clinical supervision is a method of supervision that involved ahhh master teacher and teacher meeting each other to*

*exchange ideas on how to improve the teacher's teaching styles. Sometimes the rater is giving the teacher the time to reflect on what she did in the classroom."*

(Clinical supervision is a method of supervision that involve a master teacher and teacher meeting each other to exchange ideas on how to improve the teacher's teaching styles. Sometimes the rater is giving the teacher the time to reflect on what she did in the classroom.)

In addition, IDI\_05 shared that she also collaborates ideas with her co-teachers, not just only master teachers. Because of the close and healthy relationship they built, they conversed sometimes to improve themselves. With these, building rapport with other teachers helps in developing teaching skills. She said that,

*"I have realized that I got close to my co-English teachers. I started to help in preparing modules. Also, I have gained knowledge that I have not learned yet. Through that closeness, we exchanged ideas on how to improve ourselves."*

On the other hand, IDI\_08 shared that as a rater she is willing to free herself to assist the teacher in need of help, especially in delivering a lesson to the students. The master teacher can relate since she has a love for student learning, and it is one of the goals being shared by the master teacher and a teacher together. Promoting the learning of students is a vital concern for a teacher to be addressed. She shared that,

*"The last technique I applied was I always be available in extending technical assistance to all English teachers for the sake of student's learning. I keep myself available whenever the teachers need my assistance in lesson planning or fit strategies to be applied."*

(The last technique I did was that I am always available in extending technical assistance to all English teachers for the sake of students' learning. Such as lesson plan making and identifying applicable strategies to be applied to the students.)

## Professional Development in Teaching

Another theme obtained from the perspectives of master teachers and English teachers on clinical supervision in English pedagogy in the context of the pandemic is the professional development of teachers in teaching. The participants shared that they are gaining additional experiences in classroom observations. Moreover, one teacher pointed out that we must uphold the ethical and teaching standards of being a teacher. Another teacher shared that they are monitored in their classroom management.

In line with this, IDI\_03 expounded that English teachers are doing their best to have better or best ratings. Through striving hard, they are gaining additional experiences through classroom observations. She explained that,

*“We also gain new experiences by doing classroom observations. As Master Teachers observe us, we strive hard to have a near-perfect grade. It is ambitious but in believing that we can do it, we are drawn to strive hard. After having good ratings, that is the time that we learn something new.”*

Likewise, IDI\_04 shared that it is not just the teacher they are improving, but also the love for students to learn. She stressed that in clinical supervision in English pedagogy in this pandemic time it is a must to uphold the ethical and teaching standards of a teacher even if students are not physically present in school. As a teacher, we need to function in our role as a teacher to a student and as an employee of the Department of Education. She added that,

*“Supervision is really necessary of course not just to improve the teachers’ strategy but also to improve students’ care like... even in this pandemic we should also maintain as teachers our professionalism and ethical standard in the field.”*

(Supervision is necessary not only to improve the teachers’ strategy but also to improve students’ care like even in this pandemic, we should also maintain as teachers our professionalism and ethical standard in the field.)

Similarly, IDI\_08 added that master teachers are also very particular about how teachers can handle their class. They see to it if they can manage it when there are students with different personalities while discussing a lesson. Moreover, she added that clinical supervision in English pedagogy during this pandemic time is a way of monitoring teachers' capability in classroom management, especially in opening face-to-face classes in the last quarter of the year. She shared that,

*"...As a strategy given to Master Teachers to monitor how the English Teachers provide learning to their students particularly in classroom management skills in handling classes with their learners like if they know how to manage students who are noisy while the teacher is discussing, those students who are not participating during group dynamics and to students with different abilities, characters shown in the classroom."*

(Master Teachers monitor English Teachers in their ability to manage classes with their learners such as noisy students, those students who are not participating during group dynamics, and students with different abilities, characters shown in the classroom.)

### **Guidance for Teachers**

The participants shared their understanding of clinical supervision in English pedagogy in this pandemic time as a guide for teachers in delivering a lesson to the students. It is believed that becoming a better teacher in the field of teaching needs constant guidance from experts. Participants shared that preparatory time with suggestions from the master teachers is what they receive. Others share that they are being monitored in using classroom strategies. Another teacher shared that some master teachers focus on coaching newly-hired teachers to better guide them in their tasks.

In line with this, IDI\_06 emphasized that during clinical supervision in English pedagogy in this pandemic context giving preparatory time and orientation before the actual observation is necessary for the teachers to be prepared and organized in delivering a lesson. It is a necessary step to attain so that the ratee would know how to hit

the indicators from the rating sheet to be used by the master teacher in classroom observation. She shared that,

*“The teachers are given the time to prepare. And of course, giving them orientations. We are giving them indicators on what to rate based on the rating sheet in the classroom observation.”*

(The teachers are given the time to prepare a lesson and instructional materials of their choice. Also, proper orientation on the indicators to be observed based on the given rating sheet.)

Also, IDI0\_08 highlighted the conduct of the Learning Action Cell (LAC) as a way of giving orientation to teachers about the tool to be used in rating their performance. There are different factors to consider when conducting a lesson that is reflected in the tool or the rating sheet to be used by the mentor in evaluating teachers' teaching performance. Since we are in this time of the pandemic, one of the highlights of the class is ensuring the proper implementation of health measures before beginning the class discussion. She stated that,

*“Learning Action Cell (LAC) Session was conducted to teachers by us Master Teachers to discuss about the tool to be used in rating their performance in class observation. This is our way of giving instructions as to the lesson plan alignment of objectives to the evaluation of learning and provide teachers with indicators to focus or use during classroom observation such as application of knowledge across different learning areas, the use of multiple languages for easier access for learning and the highlight of IATF protocol implementation to ease the spread of Covid-19 virus.”*

Further, IDI\_03 shared that master teachers during clinical supervision in English pedagogy during this pandemic time monitor the classroom strategies applied by the teachers. She pointed out that employing classroom strategies is crucial in this time wherein the participants are co-teachers and she must see to it if the acting students followed it correctly. She explained that,

*“During this pandemic time, it is a challenge for English teachers to implement correct classroom strategies since their students are only co-teachers. Thus, it will be an indication if they really adhere to it correctly.”*

Further, IDI\_09 described that clinical supervision in English pedagogy during this pandemic time is used to coach and guide teachers in doing better teaching with the students. As master teachers, it is their responsibility to assist teachers most especially those who are new in the field of teaching. Thus, clinical supervision is a big help to those inexperienced teachers. She explained that,

*“As a Master Teacher in English, clinical supervision is used by the teacher coaching the newly-hired teachers, especially the inexperienced teacher who will be given help on how to be a better teacher in the future.”*

(As a Master Teacher in English, clinical supervision is used for the newly hired teacher as a coaching method, particularly the inexperienced teacher to be knowledgeable and become a better teacher in the future.)

### **Evaluation of Teachers’ Performance**

In this case study, participants described clinical supervision in English pedagogy in this pandemic context as an assessment of teachers’ performance. Some English teachers shared their understanding of the assessment of teachers’ ability to deliver lessons to students even if a pandemic is present. Also, they stressed that it measures teacher’s efficacy and efficiency in teaching through the use of a checklist as a tool of evaluating performance. This means that assessment of teachers’ performance in this pandemic time is necessary to see consistency of teaching practice such as skills and techniques from usual teaching delivery into a new normal setup.

In line with this, IDI\_01 described clinical supervision in English pedagogy in this pandemic time as an assessment of teachers’ ability to deliver a lesson to the students by which it follows a cycle of activities such as planning conference, class observation and feedback conference. He explained that,

*“For me...clinical supervision defines as the process of formative assessment that involves the cycle that composed of planning, conference, class observation and feedback conference. This is the type of observation that aims at improving the teaching practices.”*

Also, IDI\_02 added that clinical supervision addresses lapses of teachers in improving teaching skills and teaching techniques. Teachers and master teachers did classroom observation to address teachers' strengths and weaknesses as to their teaching capability. Through this, teachers are guided in improving teaching performance in delivering quality discussion to students.

*“As a teacher ma'am, ahh...clinical supervision for me is a method to address lapses or give assistance to teachers in improving teaching skills and teaching techniques in delivering lesson to students.”*

Moreover, IDI\_04 explained that clinical supervision in English pedagogy in this pandemic time is a way of measuring the effectiveness and efficiency of the teacher in the teaching-learning process. Teachers were observed to see their performance as to delivering a lesson despite the absence of the students physically in the classroom setting through the use of a checklist.

*“Clinical Supervision... is the way to measure the effectivity and efficiency of the teacher in conducting classes despite the absence of students in the classroom setting with the use of checklist.”*

### **Process of Conducting Clinical Supervision in English Pedagogy in the Context of Pandemic**

The participants mentioned their viewpoints on the process of conducting clinical supervision in English pedagogy in the context of the pandemic. It states the step-by-step process of implementing clinical supervision to teachers. Based on the analyzed data, three (3) major themes emerged: (1) pre-observation conference, (2) actual observation ,and (3) post-conference.

### **Pre-observation Conference**

The conduct of clinical supervision follows a series of events from a simple conference between the teacher and the evaluator before a formal observation. This conference covers the time to talk and discuss the lesson to be delivered and the strategies to be used. Also, clarification of specific areas of the lesson where feedback will be provided. Based on participants' responses, one of the themes that emerged is the pre-observation conference that is done before the actual observation of the lesson.

In line with this, IDI\_08 shared that the rater and the ratee will meet to discuss the prepared lesson plan. This is done to ensure that proper alignment of objectives is done, and the areas to improve before conducting a class. She mentioned that,

*“...one is there is always a pre-observation conference. In which the teacher and the observer will agree on what date, what time. The observer will require the teacher to prepare first the lesson plan so that the observer can check the objectives formulated by the teacher.”*

Also, IDI\_03 added that during the clinical supervision orientation the teacher has the right to choose whether they will conduct the class virtually or in a face-to-face manner. Teachers are allowed to choose wisely the most efficient and comfortable way of delivering a lesson to the students considering the situation that we are in a pandemic time. She explained that,

*“... it's also included in the preparation time before the class observation the mode that we wanted to use during our COT. That's it. If we will do it virtual or face to face. So, that's the moment that we will choose.”*

(Preparation time includes the mode of instruction either virtual or face to face. It depends on what is our preferred mode during the class observation.)

Likewise, IDI\_09, shared that LAC sessions should be done before the actual classroom observation to let teachers be aware of the indicators to be observed during the classroom observation. The discussion about indicators that must be evident during



classroom discussion is presented to the teachers for awareness and guidance. Included also are the things to prepare such as lesson plans, instructional materials, and linkages of objectives and students' activities. Moreover, the conduct of clinical supervision must be an agreement between a teacher and a master teacher. She explained that,

*“So, first thing that I did is to present the indicators in the tool provided during the Learning Action Cell (LAC). Not an ambush class observation but with an agreement between the teacher and the master teacher. So that they will be informed also on what are the things they need to prepare so they will be able to comply the needed requirements.”*

(So, first thing that I did is to present the indicators to be used during the classroom observation in the conducted LAC session with the teachers. This is to inform them about the things to prepare and comply. There should be an agreement between the teacher and master teacher prior to the actual observation.)

Moreover, IDI\_07 added that lesson plan preparation is a must before the lesson delivery. A master teacher must be aware of the flow of the lesson that is about to be carried out by a teacher so that a proper rating will be obtained by the teacher. She shared that,

*“The Teacher to be observed must prepare LP (Lesson Plan). And at the same time before doing clinical supervision, you two should have an agreement. As a master teacher, you should know the lesson all about... you should have pre-conference between master teacher and the teacher to be observed so that you should know what he/she wants to hit in his/her lesson and what are the things that you need to observe to his/her lesson.”*

(The teacher and the master teacher must have a pre-conference as an agreement in the lesson plan making. The teacher must prepare lesson plan so that the master teacher will know the objectives to be attained and the things to be observed in the lesson delivery such as the strategy, technique, and the evaluation process.)

Further, IDI\_02 mentioned that in clinical supervision one of the preparations in pre-observation conference aside from the lesson plan is the instructional material. It is a

very necessary element in sustaining the interest of the students and letting them learn better while enjoying the lesson. She said that,

*“In participating the clinical supervision, I prepare my class with a lesson plan and of course instructional materials suitable for diverse learners. Some of my instructional materials are those catchy on the attention of the students such as Gif’s and motion pictures that adds beauty to my discussion.”*

### **Actual Observation**

All the agreed areas needing supervision during the pre-observation conference are now tangible for the master teachers to observe and take down notes of the things to improve and things that are successfully applied by the teacher during class observation. They also shared some strategies they applied during actual observation and the highlights of protocol during the flow of the lesson proper. Based on participants' responses, one of the themes emerged as a master teacher must attend formal observation of the teacher. The observer takes down the exemplary skills applied and the necessary portion of the lesson delivery that needs improvement.

In line with this, IDI\_08 stated that in clinical supervision analysis of applied strategies by the teacher is done in this process. This is where the master teacher as the observer will look at the strategies suggested if applied correctly in the class discussion. She expressed that,

*“The next procedure is the proper class observation. That is the actual observation, the observer will analyze the strategies used were applied suitably by the teacher during class observation. If it suited to the type of learners or capacity of learners.”*

(The next procedure is the proper class observation or actual observation. The task of the observer is to analyze the strategies being agreed upon with the teacher to see if it is applied successfully during class observation with high consideration of students' ability and capacity to learn.)

Also, IDI\_02 added that there are some techniques a teacher used inside the class during clinical supervision such as code-switching. As a teacher, consideration of students' needs is highly addressed especially in discussing the lesson that allows the learner to understand the context of the lesson based on their level of comprehension. Further, a teacher must address the needs of the students in elaborating the lesson. She shared that,

*"The strategies I used to cater and address the needs of students. For example, when I am going to elaborate my ahh explanation, I used mother tongue and after that the second language Filipino and of course English to make my students ahh participative and they can understand or comprehend what I am talking about."*

(The strategy I used to cater and address the needs of students is through code-switching. I used mother tongue, Filipino and the English language for the students to understand my lesson discussion.)

Moreover, IDI\_09 shared that there are teachers who prefer to use different modes of instruction. As previously pointed out, some teachers prefer virtual classes, while others choose to have face-to-face demonstration teaching. These options of the teachers are under the consideration of their students' availability by which some have stable internet and some have no gadgets and even stable signal to have an online class. So, before the teacher, chooses to have such a mode of teaching delivery they consider mainly the status of their students individually and as a group. She said that,

*"...those teachers who are conducting online, they will be supervised through virtual. Also, if they prefer asynchronous and face to face I will also let them have it. As a master teacher, you just look at them if they are conducting an online class."*

(Teachers who prefer virtual, asynchronous or face to face mode of instruction in classroom observation are considered and accepted by the observer.)

Likewise, IDI\_04 stressed that as a teacher it is their choice on what kind of mode of teaching delivery they will use during class observation. This choice of teachers is most

applicable in the urban areas which are accessible to them as teachers and to their students too. They can easily communicate to their students for abrupt class observation and easier transfer of learning since all are accessible in the online world. She added that,

*“We can possibly use both synchronous and asynchronous in our clinical supervision because we have online. We can also have face to face. So, it is okay to use both synchronous and asynchronous method.”*

(It is possible to use both the synchronous and asynchronous method of instruction in delivering a lesson if it is available and easy to access.)

Further, IDI\_05 explained that highlighting protocols during class observation is necessary for keeping the safety of everyone, especially during this time of a pandemic. During the conduct of the lesson, it is a good step for the teacher to remind the students of the health measures being imposed. Such as, wearing a face mask, sanitizing and washing hands, and keeping physical distance from their classmates to ease the spread of the virus. With this, the teacher and the students are safe in conducting classes and it applies mostly to those who chooses face-to-face classroom observation. She added that,

*“First, before we start, we should remind the lesson, safety protocols, wearing of facemask, and distancing. If you have a group discussion, you tell your students not to sit close to someone, not to hold anything. In every discussion or group activity you should remind your students or your teachers not to sit close to anyone. Even though we are together in school but we should be careful not to have covid despite of our situation right now.”*

(As a teacher, the safety of everyone is the top priority. The emphasis of safety health protocol in group discussion of the lesson and the reminder of the distancing and wearing of facemask is necessary to ease the possibility of being infected with the virus.)

### **Post Conference**

The accumulated observation, comments, and suggestions to the actual observation of teachers' performance are now discussed and delivered constructively to

teachers. With this process, it is the task of the master teacher to deliver comprehensively and holistically by keeping the good relationship they have built during pre-observation conferences until post-conference. Based on the participants' responses, one of the themes emerg is post-conference.

In line with this, a teacher shared that observation results should be communicated to the teacher being observed so that she/he will be aware of his/her performance. This will help the teacher to IDI\_08 stated that,

*“The last stage is the post-observation conference, wherein the observer and the teacher will talk about the results of observation observed by the observer.”*

(The last stage is the post observation conference. It is where the observer and the teacher talk about the results of the classroom observation being conducted.)

Likewise, IDI\_07 shared that in clinical supervision the rater or the master teacher will explain the performance of the teacher during the classroom observation. The master teacher will explain the strengths and weaknesses of the performance in delivering a lesson to the students so that the teacher can still manage to adapt the suggestions and comments in the performance she had for the next clinical observation. She said that,

*“Afterwards, there should be a post-conference so that the teacher will know how his/her performance went through. And you should suggest what are the things to be improved. But, before doing that, you should cite the good points of the teacher. By that, you are honing the morale of the teacher that he/she has did something good in her lesson. As a master teacher or an observer, you should know how to cite good points of the teacher and at the same time what are the things he/she needs to improve in delivering his/her lesson.”*

In the same manner, IDI\_08 explained that in clinical supervision feedbacking is a necessary action to communicate to the teacher about his/her performance. As a master teacher or mentor, it is a good way to constructively cite the positive and negative and even the qualities that need improvement in his/her performance. She shared that,

*“...When post-conference is conducted, I always give first the good points they performed during the class observation. And it will follow by the things needed for them to improve. This the way I am able to communicate to the teacher the result of his/her performance during clinical supervision.”*

(...When post conference is conducted, I always give first the good points they performed during the class observation and followed by the things that needs some improvement. It is the better way to communicate to the teacher the performance she did in clinical supervision.)

Furthermore, IDI\_08 shared that clinical supervision during the pandemic time has a post-conference wherein the teacher and the master teacher meet to talk about the clinical supervision done and communicate all the observations listed in the feedback portion. Also, this is the time by which the mentor can extend help in the lesson plan, classroom management, and the processing of the activities of the teacher. She explained that,

*“We have a post-conference time. This is the time where the observer of clinical supervision could extend technical assistance to the teacher about the things being observed during the class observation.”*

### **Challenges and Drawbacks of Clinical Supervision in English Pedagogy in the Context of Pandemic**

The participants shared the challenges and drawbacks of clinical supervision in English pedagogy in the context of a pandemic. From the responses of the participants, three (3) themes emerged: (1) difficulty in conducting classroom management, (2) limitations in delivering lessons, and (3) unrealistic classroom observation.

#### **Difficulty in Conducting Classroom Management**

In conducting clinical supervision, difficulty in classroom management is the leading problem faced by teachers and master teachers. Based on the participants' responses, one of the themes obtained is the difficulty in conducting classroom management. This is a challenge faced by a teacher upon doing a lesson since this would

determine how the class will be going. Adding to this is the fact that it is one of the observed indicators.

In line with this, IDI\_07 said that they are having teachers as participants. The tasks they were doing while attending the class made them passive. When the participants are passive, the class becomes dull and it reflects upon the classroom management of the teacher. She added that,

*“Another difficulty is if the teacher is not willing to participate because of many things to do. There are many reports, coordinatorship tasks that needs to attend and submit right away in the Division Office.”*

In addition, IDI\_02 explained that some students are not responsive during class observation. During face-to-face classroom observation with students who are real participants, they are also unresponsive. This is because two years have passed since they had face-to-face classes. She added that,

*“Some students are not responsive. It really hinders the goal of my lesson. For example, lesson was about conflict. So, some students they cannot understand what is conflict.”*

(Some students are not responsive. It really hinders the goal of my lesson. For example, the lesson was about conflict. So, some students they cannot understand what conflict is.)

Further, IDI\_10 explained that clinical supervision in this pandemic time cannot give full assurance to the teachers that the learning objectives they have in their lesson will be attained since the classes are not daily. Students in the last quarter of the year are obliged to attend face-to-face classes. However, they are divided into two (2) or three (3) sub-groups for safety implementation. So, there is no assurance of attainable objectives of the lesson delivered to the students. She added that,

*“The teacher cannot give full assurance that the participation of those students will be achieved because some of them are hesitant to participate in class especially that the schedule of their classes is not every day. And the conduct of face-to-face classes is nearly end of fourth quarter by which students find hesitant.”*

Meanwhile, IDI\_04 explained that assessing students' performance is another difficulty in classroom management. Having blended classes makes it more difficult. Other students are participative during online classes while others are not. She shared that,

*"I guess our weakness is assessing or evaluating our students because we are blended. So, depending on the modality that is used. If modular printed, we are not able to explain or to correct the students... and in our online, blended, we can say that is a better modality because the students can answer our questions."*

In addition, IDI\_04 explained that clinical supervision during the pandemic time has a difference between the absence and the onset of the pandemic as to the effectiveness of strategies applied. Before, the application of strategies in classroom discussion can be seen and observed if effective or not. However today, the context of the pandemic makes it difficult to assess the learners since learners are not physically active in school. This makes it difficult for the teachers and the observers to tell the effectiveness of the strategy in the lesson delivery of a teacher. She said that,

*"In the clinical supervision, the strategies you performed may not be effective before because you can assess your learners. Now, in pandemic it is very difficult to assess if they have learned or not."*

(The strategies performed before can be assessed if effective or not. However, this pandemic time it is very difficult to assess if it achievable or not to learners.)

On the other hand, IDI\_06 explicated that having teachers as participants will impede in managing a classroom. Teacher participants, as knowledgeable of the topic, will not measure the classroom management skills of a teacher. She added that,

*"...As a master teacher, you cannot really say the problem encountered by a teacher in the classroom setting in the classroom observation because only the teacher will participate in the class observation. And we all know that teachers are knowledgeable enough of the topic in the discussion compared to the real student you can identify what are the problems in the classroom."*



## Limitations in Delivering Lesson

Clinical supervision in this pandemic time has arising limitations especially in delivering quality instruction to students. This hinders the delivery of quality education by teachers in using effective strategies and techniques that address students' needs. Based on the participants' responses, one of the themes obtained is limitations in delivering lessons.

In line with this, IDI03 stated that the pandemic limits the teaching strategies of a teacher. Further, she explained that group activities will not be available during the activity because of some health restrictions. She implied that,

*“One difficulty is really the restriction on the things that you are going to do. Though you can still use the different strategies, however, hmm there are strategies that you cannot use any more like group activities. It is no longer being used. To think that it is really one of the exciting parts that the learners will get to mingle with their classmates... I have restricted myself in letting them ask their classmates because of pandemic or many things to consider.”*

Moreover, IDI\_02 added that having a limited number of students during classroom observation limits their lesson delivery. She emphasized that if only the whole class is available, then the teacher could elicit many responses until the answer is correct. She pointed out that,

*“Limited number of students, I've encountered during my observation hinders the goal of my lesson. For example, lesson was about conflict, so, some students they cannot understand what conflict is. So, the scenario, really hinder the objectives that I need to meet.*

In addition, IDI\_08 explained that the absence of student-teacher interaction will not measure the attainability of objectives. This also sets the limit of lesson delivery because unauthentic classroom observation happens. She added that,

*“...because there are no students' interaction happened in the classroom, both the teacher and the observer have no basis to use whether the activities or strategies given to students were obtained or not successful or a failure.”*

Likewise, IDI\_09 mentioned that one of the limitations is internet connectivity. Some teachers opted to choose virtual classroom observation. However, internet issues happen which hinder the delivery of the lesson effectively. She added that,

*“I encountered difficulty in the internet. Sometimes it is not accessible or there will be an interruption of the internet especially that I chose to conduct demonstration teaching through online.”*

Meanwhile, IDI\_01 mentioned that clinical supervision during the pandemic time allows the teacher the use of virtual classes or virtual clinical supervision. However, it connotes some problems since it is reliable with the electricity and signal. So, there is a tendency to the postponement of clinical supervision whenever there is a problem with the internet connection, electricity, and signal. With this, internet connectivity is seen as a burden for the master teachers in conducting clinical supervision in this pandemic time. She explained that,

*“During pandemic time, one of the most difficult things is the connectivity of how are you going to have classes or interact with your students if you don’t have internet connection. It is really difficult.”*

Also, IDI\_09 emphasized the importance of having a stable internet connection. If in case there is a problem, then another schedule of clinical supervision will be set which will be a great hassle on the part of the teacher being observed. She said that,

*“... if there would be an interruption of the internet, there will be another schedule of clinical supervision to be done. So, it takes time to observe teachers in their classroom observation.”*

### **Unrealistic Classroom Observation**

One of the themes shared by the participants is the unrealistic classroom observation done during clinical supervision of teachers in pandemic time. It is determined to be one of the challenges and drawbacks of clinical supervision on English pedagogy as it does not guarantee effective teaching and learning process of students since they are

absent physically in school, and evaluation of teacher's credibility in teaching continues to be monitored and assessed.

In line with this, IDI\_07 stated that teachers act as students during classroom observation. Teachers as participants will not guarantee authentic learning since they are more knowledgeable of the topic. She explained that,

*"...you cannot really see the real performance of a teacher because it is really different if your students are real students not your co-teachers. If you have real students, you can really witness authentic learning and how the teacher processes his/her class discussion."*

In line with this, IDI\_06 explicated that teachers as participants will hinder the authenticity of learning. She cited that students' and teachers' knowledge are not of the same level. She shared that,

*"...in the classroom observation because only the teacher will participate in the class observation. And we all know that teachers are knowledgeable enough of the topic in the discussion compared to the real student..."*

Likewise, IDI\_06 added that the conduct of class observation and other parts of the lesson are done presumptuously. She even shared that the classroom observation is a staged one. She explained that,

*"Other content in the lesson plan like activity given will become assuming. It is because the students are the teachers and teachers are different from the students. The teachers are more knowledgeable and can analyze task easily than the students."*

Also, IDI\_03 explained that in clinical supervision the use of a checklist as a tool for assessing the performance of teachers during classroom observation is applied. Teachers shared that there are some points in the checklist that cannot specifically measure the real skills of a teacher and this is the reason by which unrealistic conduct of classroom observation is observed. Teachers are found to be restricted especially during the pandemic time wherein activities that allow collaborative learning is refrained because

of the tendency that students might be affected by the disease. So, as a teacher, there is a limitation in the checklist that does not specifically measure teachers' quality in teaching.

She added that,

*"I guess in the checklist, it cannot really measure the real skills of a teacher in handling her class... there are some points that it cannot be really measured with the checklist during supervision. It is because it is general and then you restrict yourself in doing. Somehow, you do your best, however you know that it is not the best... you are limited in applying your skills in teaching. And I guess, that was not reflected in the checklist... so, I guess there are some points that were being missed as to how we will be observed by our Heads or by our Master teachers especially in English."*

(The use of a checklist in assessing teachers' performance cannot really measure the real skill of teachers as it is made for general use. It limits teachers as to the strategies and skills to apply during the delivery of lessons. It is presumed that there is a lacking specificity of checklists in measuring teachers' performance in the classroom observation.)

### **The Benefits and Favors of Clinical Supervision in English Pedagogy Amidst Pandemic Time**

The participants shared their insights and standpoints on the benefits and favors of clinical supervision in English pedagogy in the pandemic context. Based on the analyzed data, three (3) major themes developed: (1) professional development, (2) effective feedbacking, and (3) sharing of good practice in teaching.

#### **Professional Development**

The effectiveness of teachers in the teaching field is identified through their intensive and collaborative involvement in the course of their work environment. Based on the participants' responses, one of the themes obtained is the professional development of teachers. Professional development pertains to the upgrade of the knowledge and skills of a teacher through experiences, attending seminars, and participation in training.

In line with this, IDI\_02 stated that teachers consider students' needs in crafting comprehensively the objectives of the lesson for effective teaching. She explained that

through crafting a better lesson plan, the teacher gains additional experiences that will add to the professional development of a teacher. She added that,

*“I learned to be creative and considerate to the students’ welfare in learning. I focused mainly specifically in crafting my lesson plan to the objectives that are effective and efficient to students’ ability.”*

Likewise, IDI\_01 added that teachers make a way of being effective and efficient in using appropriate strategies for students by realizing and attaining the main goal of teaching which is to provide quality learning for students. Thus, teachers try their best to help students learn quality lessons that are beneficial in taking higher education. She added that,

*“We level up our kind of teaching to make it more effective and appropriate to the students to help them more and attain the highest point of learning. That is our main goal as a teacher.”*

Further, IDI\_09 expounded that teachers’ skills and knowledge in teaching strategy are shared and revised for personal application. She added that as a master teacher she even learned from other young teachers who have much experience in technology. She said that,

*“To help the teachers to do the teaching strategy and decide on how to do visual aids virtually... I also learned from them through observation of the teachers. I am also learning at the same time especially to the millennials because they will present the modern way of presenting visual aids in the internet. They also shared knowledge about how to conduct demonstration in teaching virtually.”*

In the same manner, IDI\_04 explained that through clinical supervision in pandemic time she is able to realize that being explorative comes with great experience in developing strategies for learners. She said that there are chances on how to acquire different strategies to develop it by observing the master teachers’ demo teaching and, applying it to her own class. She shared that,

*“...it gives me an avenue to be an explorer, become an explorer of other strategies... it will be my chance to develop myself, to develop my skills to gain new challenge on the different strategies that I will use”.*

Meanwhile, IDI\_04 mentioned that it is important to identify one’s strengths and weaknesses in teaching practice even if the pandemic exists. Determining one’s strengths and weaknesses allows the teacher to be reflective of her performance and learn how to uplift oneself to become better in the teaching-learning process. She shared that,

*“Teachers... able also to identify their strengths and weaknesses and the effectiveness and efficacy of the teaching especially in the approaches and techniques used amidst this pandemic.”*

(Teachers are able to identify their strengths and weaknesses; also, their effectiveness and efficacy in teaching particularly in the approaches and techniques to be used in pandemic time.)

### **Effective Feedbacking**

One of the focuses of clinical supervision is to provide feedback and assistance to teachers in the teaching practice. Teachers identified that one of the benefits and favors of clinical supervision in English pedagogy amidst pandemic time is effective feedbacking. Giving feedback is very crucial in every classroom observation as it would be the basis for the improvement of teaching performance. Good feedback with constructive comments is the true nature of feedback.

In line with this, IDI\_01 asserted that teachers must apply and cope with suggestions and recommendations necessary for effective implementation of feedback. She shared that,

*“It helps us to improve more ourselves as a teacher. These comments and suggestions will make us improve our teaching performance and become better in the service... it will increase the quality of delivering the lesson to your observer because you do it successfully.”*

Moreover, IDI\_05 shared that during pandemic time attending seminars and other training is necessary to upgrade one's knowledge of teaching strategies and it is a way of helping during clinical supervision of the teachers and master teachers. She mentioned that,

*"We teachers have much time like attending webinars and school seminars that will help us have more strategies or to develop more strategies. It really helps us in teaching and for making activity sheets or SLM's to help our learners to have attention in learning new lessons."*

Also, IDI\_07 mentioned that as a master teacher, devising a LAC Session is a way of helping teachers be involved in learning useful strategies efficiently in increasing teachers' ability to teach lessons in English particularly the most important strategy in talking comprehensively in delivering a lesson to the students in the classroom observation. She shared that,

*"As a master teacher, I make way like having SLAC session. One of our topics in SLAC session is improving our communication styles, verbal and non-verbal. This SLAC session is not only applicable to English Teachers but also to all subject areas."*

In addition, IDI\_10 explained that assessing teachers' performance constructively can increase the quality of teaching instruction. Observation and reflection of teachers during clinical supervision is a reverse learning gain and development that can help both the teacher and the master teacher. The master teacher also learns from the teacher being observed and vice versa. She shared that,

*"I am able to see the good points and the weak points of my colleagues. And another one is, I also learned from them when they teach. So, it is a win-win situation. I also teach some strategies that I learned. And I also learned from their presentation during observation."*

(I can see good points and weak points in my colleagues' performance. At the same time, I exchange learned strategies to them and gain some in return.)

Meanwhile, IDI\_04 asserted that pandemic time tests teachers' flexibility in terms of finding and fitting their strategies to students despite the challenges that students are not present in school. Some of the things they consider are the delivery of the lesson, processing of analysis, and activities. So, teachers tried their best to increase the quality of teaching lessons to the students and ensure understanding from the students. She said that,

*“Clinical supervision in English pedagogy in this pandemic time really helps to increase the quality of delivering lesson by assessing how effective we are as a teacher even in pandemic. How we deliver the lesson, the activities and the process of analysis of the lesson if the students really understood the lesson being conducted to them.”*

### **Sharing of Good Practice in Teaching**

Teachers have shared a common goal that is to educate a child and address their needs in the education arena—to embody them with the quality education that can help them grow personally and professionally as an individual. Results obtained from the perspectives of master teachers and English teachers on the benefits and favors of clinical supervision in English pedagogy in the pandemic context sharing of good practice in teaching.

In line with this, IDI\_01 asserted that there are ways to improve the teaching capacity of teachers even if it is pandemic. In addition, they are guided by their superiors by establishing seminars through a SLAC session that connotes mentoring. She added that,

*“Clinical supervision in English pedagogy in this pandemic context...uplift teaching capabilities of teachers by applying more teaching strategies that will help students in the modular learning. And then the teachers will be more effective in teaching because we are guided by the master teachers or even the principal.”*



Likewise, IDI\_07 added that in seminars there are more experts in the field since schools are inviting speakers outside the school to share their expertise in the subject area. She said that,

*“...a way to assist teachers is to make seminar workshops through SLAC session to help them more. As this point, we are planning to invite speakers to widen the knowledge of teachers and the way of assisting is through coaching and mentoring them.”*

Moreover, IDI\_08 shared that Master teachers as raters must report the gathered ratings and comments to the principal. This will be the basis for planning more seminars and training for professional development. She shared that,

*“...a master teacher should report all the things needed by the teachers and students based on the results of the clinical supervision conducted. Meaning to say...master teachers will report all the things that we get from the teachers and the students. then, we will report it to the principal... it really had a big help actually.”*

### **The Insights and Reflections of Master Teachers and English Teachers on the Clinical Supervision in English Pedagogy in The Context of Pandemic that Can Be Shared to Others**

Teachers shared valuable insights and reflections that are significant on the clinical supervision in English pedagogy in the context of the pandemic. Based on the participants' responses, three (3) themes developed; (1) observance of teaching responsibilities, (2) development of positive outlook, and (3) acceptance of constructive criticism.

#### **Observance of Teaching Responsibilities**

Teachers realized several responsibilities to improve their capability in delivering lessons to students. The participants shared that one of the insights and reflections of clinical supervision in English pedagogy in the context of the pandemic is the teaching responsibilities of teachers.

In line with this, IDI\_04 shared that as a teacher there are underlying questions as to how the teacher should prepare her lessons and her duty as a teacher. With that,

teachers consider mainly the needs and lacks that they have identified with students. Thus, she knew within herself the duties and responsibilities she upholds to increase learning to students. She added that,

*“...measure or foresee what is lacking; what is really needed to be changed? What is effective and what is not? And, of course to really increase professionalism because most of the time we are facing students’ parents especially addressing their concerns.”*

Also, IDI\_08 added that a teacher has many tasks to do. Thus, her dedication is what she needs to accomplish those tasks. Most especially when the pandemic strikes, a lot of challenges may be along the way. She described that,

*“As a teacher, he/she needs to be dedicated, committed, diligent, and must have a heart for his/her job...the one who is willing to serve with joy and gratefulness... and his/her main priority is the learning of his/her students even pandemic through applying different distance learning modes.”*

Moreover, IDI\_03 expressed that learning strategies increase the value of the teaching profession. There are different functions and responsibilities of being a teacher. Despite challenges, what makes the teacher continue is the fact that she is a teacher for a lifetime. She stated that,

*“I have learned to value more my profession because it’s not really easy to be a teacher, we are like pandemic proof for we still need to function and do our responsibility as a teacher. So, I have learned that even if this is our situation, I still need to become a teacher. It doesn’t mean that there is pandemic my learning will stop, too. “*

Further, IDI\_09 portrayed that a master teacher serves as a model to other teachers on how to conduct classes. This is a big responsibility because other co-teachers will make you a role model that they will apply to their context. She described that,

*“Through LAC session...I model myself. I do first the teaching, present the lesson plan and conduct the demonstration teaching with teachers as learners. Then, I present to them the strategy of predictions...like cut the paragraph and let them predict what is next.”*

In the same manner, IDI\_07 mentioned that a teacher must find other strategies because it does not only fit into one context. A teacher must possess good qualities to serve as a model equipped with knowledge and skills as a teacher and as a colleague. She mentioned that,

*“You should be a role model to other teachers... your performance must above their expectations... you should think beyond the box... you should create, adopt and design another teaching strategy that will be applicable in your lesson. When you teach, do not settle for one strategy only.”*

Meanwhile, IDI\_09 shared that there are many examples of grouping activities to engage students and sustain their interests. The following activities are also applicable when put into other subject areas. Teachers in other fields must collaborate to build a good foundation of learning for the students' benefit. She said that,

*“Teaching strategies...like prediction, debate, round table discussion and role playing. These must be shared to other subject as linkage to them. And there would be rapport between English subject teachers and other subject teachers.”*

On the other hand, IDI\_02 shared that training is important in refreshing the knowledge of the teacher. Teachers and master teachers must be involved in training particularly in the reading development of students since their reading skill becomes stagnant during the pandemic time. Also, the best action to be done is to have dedication to work and to go through the community to reach out to readers at risk, and develop the reading of students. She mentioned that,

*“We really need to conduct training to be specific in upskilling and retooling our teachers in reading. Conduct a home visitation and by putting a heart in teaching.”*

### **Development of Positive Outlook**

The participants shared their positivism to deliver quality lessons to students despite the hindrance of the pandemic. Based on the participants' responses, a positive

outlook is seen to be one of the themes that developed and increased the teaching performance of teachers during clinical supervision in English pedagogy. There could be numerous factors why a teacher is challenged. However, there is still an attitude of positivism a teacher carries. This helps her to continue the tasks given.

In line with this, IDI\_\_03 shared that the more she is challenged the more she becomes motivated. This feeling helps her to do more in her class and to give her best because her superiors are watching her. She added that,

*“...the more I get nervous, the more that I am excited. I mean the more that I think that there will be Heads that will observe my demonstration that will supervise me... the more I have will and gets motivated and excited...as for me especially if a am ready, the eagerness is overflowing... somehow, as much as I am challenged, I want them also to be challenged during my observation or during supervision.”*

Also, IDI\_04 added that it is a challenge how to improve the teaching performance. She shared that positivity makes a teacher efficient and effective. She even explained that,

*“I could uplift teaching performance about clinical supervision by taking it always as a challenge. Having positive thinking about how effective and efficient we are as a teacher.”*

Likewise, IDI\_02 mentioned that it motivates a teacher to do better in the field when they find students encounter difficulty understanding the lesson. So, she immediately looks for ways that can ease and help the students understand better. She shared that,

*“It greatly helps and motivate me to efficiently and effectively engage in self-improvement, self-effort to reach students. Like for example, in delivering lesson about conflict which students find hard to understand maybe because of the term that I used so made used of other languages to connect to them and let them understand the word conflict.”*

Further, IDI\_03 explained that preparing oneself of the possible scenarios that might happen is a must. Teachers during clinical supervision must be prepared for everything that will happen in the classroom observation because everything is

unpredictable. Many things are not applicable and will not work out. Also, some strategies may fit together with students, so preparation of the mind, the body, and the heart is necessary to become strategic and creative during clinical supervision. This is done to stabilize the mindset so that you will not be stressed. She mentioned that,

*“You need to prepare your mind. And aside from preparing your materials, your strategies. You really need to prepare...as to the possibilities. The possible things that will happen during the conduct of clinical supervision. And even though it really tasking... and stressful especially this time... you need to look at the positive side of it.”*

Moreover, IDI\_04 expressed that in this pandemic time, it taught us multiple learnings and reflections as a teacher in the field of teaching. There are many ways to update knowledge in teaching English that will be more efficient, easy to deliver lessons, and easily understood by the students. She mentioned that,

*“I learned that we have many things to learn...most especially in pandemic...we have plenty of time to...gain more knowledge about how to teach English...how to make them learn more. I realized that my effort had paid off when one of my students have learned how to read through simple reading remediation activity.”*

### **Acceptance of Constructive Criticism**

The participants reflected and shared insights that manifest teachers' growth professionally and personally in the teaching field. This is through the ability to accept constructive criticism from mentors in the clinical supervision in English pedagogy in the context of the pandemic. There is feedback coming from raters—positive or negative comments. In the positive comments, these are points where a teacher excels however, in the negative comments these are the things to be improved by the teacher. This feedback must be taken by a teacher as constructive criticism, not an insult to how they teach.

In line with this, IDI\_01 shared that the suggestions given by the rater must be considered by a teacher in enhancing oneself in the teaching field. The constructive

comments and suggestions provided by the mentors during the clinical supervision must be put into action to deliver quality teaching to the students. She added that,

*“...those comments, suggestions and recommendations of the observer, we need to work on it and improve. So that on our next observation, our performance will level up because we are now able to think of different strategies and methods which are fit to the teaching process.”*

Likewise, IDI\_05 emphasized that it is better to have a rater or a colleague because she sees what you cannot see in your teaching performance. In the same way, you are guided as to how your lesson must be going. The guidance of a master teacher or other colleague is favorable for one’s teaching ability to develop effectively and efficiently, especially in the use of strategies and methods. She shared that,

*“Two heads are better than one”. I do ask my fellow teachers on what they can suggest for me to do with my observation...so, I seek their ideas and suggestions. Then I think if it is effective then I will apply it in my classroom observation.*

Moreover, IDI\_04, added that positive thinking is what she invokes in herself during the clinical supervision done by the master teachers. The negative comments should not weaken the teacher, rather it will strengthen teachers’ courage to do more, teach more, and learn more in delivering quality learning to students. She added that,

*“I used positive thinking in feedbacking with our Master Teacher... if they identified what are the weak strategy especially in online...I remain positive whatever feedback I receive.*

Further, IDI\_05 mentioned that she applies all the suggestions and comments before conducting a class. So, before applying all the comments and suggestions of the master teacher during clinical supervision, she managed to think contemplatively of all the suggestions and comments to make her class discussion sound and successful. She mentioned that,

*“I just think before I act...the suggestions and remarks of my master or head teacher are really beneficial to the success*

*of my demonstration. I plan carefully the things that I will implore in my class and see to it that all of those comments and suggestions will be seen in my classroom observation.”*

Based on the participants' responses, it is necessary to adapt to the changes and challenges of conducting clinical supervision in English pedagogy during this pandemic time. These changes in the education arena of teachers will help increase the quality of learning to be deposited to students. There are lots of benefits a teacher can get from participating in clinical supervision. One of these is the enhancement of one's skill in lesson delivery. Aside from this, professional development is seen to be a good output a teacher can get. Also, strategy development is one of the enhancements established in dealing with the pandemic time. Thus, clinical supervision remains to be a practice of schools.

## **Chapter 5**

### **DISCUSSIONS**

This chapter covers the conclusions and discussions drawn from the findings of the study. As this case study is being established, its purpose is to delve deeper into the viewpoints, perspectives, and understanding of master teachers and English teachers on the conduct of clinical supervision in English pedagogy in the context of the pandemic. This section comprises a discussion of the emerged themes from the responses of the participants and is supported by the related literature. In addition, this chapter includes the implication for teaching practices, recommendations for further research that the researcher drew from the findings, and concluding remarks.

#### **Master Teachers and English Teachers' Description of Clinical Supervision in English Pedagogy in the Context of Pandemic**

Master teachers and English teachers chosen as participants in this study shared their thoughts and views on clinical supervision in English pedagogy during the pandemic. From the gathered and analyzed data, four (4) major themes emerged: (1) close support for teachers, (2) professional development in teaching, (3) guidance for teachers, and (4) evaluation of teachers' performance.

#### **Close Support for Teachers**

As clinical supervision offers various purposes, primarily its main concern is in the improvement of teacher's classroom practices which can be achieved by close support for teachers. Sharing and building up ideas during clinical supervision in the time of the pandemic supported teachers in their endeavor toward an effective classroom discussion. These close supports are manifested among co-teachers who suggest and comment on how instruction is going. One example is by relaying the information acquired by a certain teacher who attended such training to the faculty. Upon giving information of the inputs, teachers may now apply what they learned. This is a kind of support to help each other.



According to Bencherab and Maskari (2020), clinical supervision is helping and supporting teachers as they adopt, adapt, and refine instructional practices they are trying to implement in their classrooms. Supervision is supporting teachers in the implementation of best practices that will be implemented in their respective classroom settings. As stated by a few of the participants, conducting clinical supervision means building up ideas as close support for teachers' development. This means that participants communicate together with the mentor as to the lesson planning, strategies employed in-class observation, and processing of activities are evident during clinical supervision.

In line with this, Snowdown et al. (2020) reported that clinical supervision was most effective when it is supported and facilitated by experts of the field. Thus, the sharing of ideas of master teachers and English teachers is seen as effective in the development of both teachers in different aspects of professional and personal development. The act of master teachers' rendering their expertise to the new and novice teachers is already a form of close support toward achieving a common goal of quality education in the context of a pandemic.

### **Professional Development in Teaching**

The Covid-19 pandemic brought a huge impact in the education system in the country. To continue the growth of the teachers even during the pandemic time, clinical supervision has been continued. Most of the teachers viewed clinical supervision as a professional development in teaching as they get to interact with a variety of teachers with different teaching strategies and techniques in which they can refine their teaching philosophy and perspectives too. Professional development does not only consist of attending seminars, training, and workshops, but also the results of the evaluation of the expert teachers from the observed classroom classes. Aside from this, the suggestions made by the master teachers based on a series of consultations also qualify to be part of

professional development. All of the acquired comments from various teachers will contribute to the professional development of a teacher.

According to Khaef and Karimnia (2021), due to the collaborative nature of clinical supervision the traditional tension between the teachers and their supervisors would be defused. As a result, teachers would be allowed to share their thoughts and strategies during post-observation which will be regarded as a valuable source of knowledge and personal growth as professionals. This implies that master teachers and English teachers of this study shared a common consensus on learning and development professionally and personally between them to provide quality learning to the students during classroom observation.

Ngwenya (2020) emphasized on his study that school-based clinical supervision enhances the professional development of both masters and novice teachers. The developmental lesson observations conducted were crafted based on the weaknesses and strengths emanating from the interaction between the masters and the novice teachers. With such, the potential and skills of both the masters and novice teachers will lead to personal growth to meet the needs of this ever-changing global village.

To connect the above statements into the context of this study, a series of consultations are done between the master teacher and the teacher to examine the points to be corrected before conducting a lesson. Master teachers suggest better ways that will be applied by a teacher to be observed. This connoted the professional development of a teacher as he learns many ideas from the expert teachers.

### **Guidance for Teachers**

Teachers as professionals also have shortcomings when it comes to the teaching and learning process. They, too, need assistance whenever they fail to look for solutions to their own shortcomings. The implementation of clinical supervision in schools would be

of great help to their teaching strategies. The suggestions and gathered evaluation by the raters will serve as a basis for doing another lesson. Furthermore, the mentoring sessions done by the master teacher and the teacher will also serve as a springboard in re-aligning the parts of the lesson plan. Generally speaking, the whole process of clinical supervision will be the guide of the teacher in monitoring his teaching performance.

In connection to this, Dasar (2022) emphasizes the necessity of providing assistance to teachers through clinical supervision activities to improve learning skills and teaching methods for the next learning process. The purpose of holding clinical supervision should be centered on fostering and guiding the teacher's performance in the classroom.

The findings support the claim of Tustin (2022) that clinical supervision is a process of coaching or guiding inexperienced teachers to improve their ability to teach in a classroom setting. By having experienced teachers guiding the novice teachers, it gives them an opportunity to bond with colleagues in a trusting relationship. The mentor and mentee bond is intended to guide new teachers to success in their classrooms.

It is emphasized that in this study there are newly hired teachers who do not have experience yet. Clinical supervision is a good outlet to assist them in their teaching job. With the superior's support, they will gradually learn to embrace the tasks given to them most especially during classroom observations. Thereby, clinical supervision serves as a guide to them.

### **Evaluation of Teachers' Performance**

The conduct of clinical supervision in English pedagogy in this pandemic time is seen to be an evaluation of teachers' performance in delivering quality, effective and efficient teaching-learning process which includes also the "teacher quality" they possess within themselves. Also, through evaluation of teachers' performance it led to some improvements and enhancements in the work environment. In this study, English teachers

and master teachers work collaboratively through one-on-one conferences by which it evaluates and analyzes teachers' performance in order to produce high-caliber teachers in the use of standardized strategies and methods of teaching during the classroom observation.

According to Robinsons' (2022) emphasis on the use of multiple measures of conducting teacher performance evaluation such as rubrics, rating sheets, written feedback and annual evaluation and observation of teachers are some of the actions with successful results that builds collaboration among mentees and mentors, creation of meaningful feedback that requires immediate action and implementation and involvement to seminars and trainings that uplift quality, adequate and standardize learning development of teachers in the field of teaching.

Moreover, Danielson (2022) stressed that teacher evaluation should be focused mainly on students and classroom performance and not merely the teacher observation. She emphasized that teacher evaluation is an opportunity of teachers to learn professionally and reflect on the practice of teaching and promoting learning of students. Also, she enumerated some of the things to be done during evaluation such as, aligning of goals and objectives, engagement in professional learning programs and training, upgrade of skills, monitoring students' learning and self-reflection.

As to the context of this study, master teachers made use of a checklist and written feedback to the performance of teachers during the conduct of classroom observation. This is where the evaluated performance of teachers is communicated to them after the clinical supervision and suggestions including comments are expected to be applied to the next observation of classes. Thus, teachers received desirable comments for increasing and developing teaching practice of strategies and classroom management of students.

## **The Process of Conducting Clinical Supervision in English Pedagogy in the Context of Pandemic**

Conducting clinical supervision in English pedagogy in the context of pandemic undergoes different processes. The participants shared processes which they undergo during clinical supervisions in their respective schools. These processes of clinical supervision are necessary for systematic and organize implementation of clinical supervision of teachers particularly in this pandemic context. Based on their responses, three (3) themes emerged: (1) pre-observation conference, (2) actual observation, and (3) post-conference.

### **Pre-observation Conference**

The conduct of clinical supervision has to go through supervisory processes to stay updated of the current trends, enhance growth, increase skills, and adhere to ethical standards. The common process the teachers has to undergo is pre-observation conference. In this session, the teacher to be observed and the master teacher will meet to discuss the contents of the lesson plan. Since the lesson plan is the blueprint of the teaching process, this is where the strategies, activities, assessment, and even teaching techniques can be seen. A master teacher visualizes what will happen inside the classroom. So, she can anticipate if the selection of strategies will be aligned. If in cases these will not, the master teacher will suggest a different strategy that would fit into it.

According to Cabigao (2021), pre-observation conferences are done by preparing the teachers and observers by orienting themselves on the predetermined indicators, ensuring the preparedness of the teachers knowing exactly what to prepare and what teaching behaviors are expected from them in the actual observation. Thus, pre-observation is the first phase of the clinical supervision process as it serves as a guide for teachers on what to do during the actual observation.

Moreover, Khaef and Karimnia (2021) states that the purpose of the pre-observation conference was to establish a conceptual framework for the observation. This phase is always present in any class observation as it is where the teacher and the supervisor determine the details of the observation.

In relation to the study, pre-observation conferences will prepare the teacher to be ready inside the class. With the checked lesson plan, suggested learning activities, and anticipated teaching performance, the teacher will have confidence before doing an actual observation.

### **Actual Observation**

Conducting actual observations in teachers in actual classes has been part of the yearly routine of teachers as part of professional growth. Actual observations influence the way they plan and teach for the succeeding sessions. After having a pre-observation conference, the teacher lets the master teacher observe her class. A master teacher uses a checklist in the form of Class Observation Tool (COT) that would guide her on how to rate a class. The lesson plan and the teaching performance will be assessed if the suggestions of the master teacher are applied. Adding to this idea is the overall rating of the class if it achieves the learning objectives.

According to Cabigao (2021), the actual observation serves as a venue for teachers to execute what he has planned and showcase their talents and skills in delivering the lesson. Actual observation presents an opportunity to see real-life teachers in real-life teaching situations.

In addition to this, Barrogo (2020) stated that classroom actual observation serves as a training approach and support service for teachers and actual analysis of actual teaching performance. Any type of supervision has to undergo actual observation to see strengths and weaknesses applied during the actual observation process. It serves as an

eye for master teachers to see the best practices teachers implement in their classroom demonstrations.

In relation to this study, actual observations allow a teacher being observed to do his best performance since he is rated and assessed. Other teachers do their best to get the “perfect” rating, if possible. That is why it is not only the pre-observation that must be paid attention by the teacher, but also the reality of classroom teaching. Although there are anticipations on the part of the teacher during pre-observations sessions, there will still be existing problems inside the classroom— something that are also observed by a master teacher into how he handles it with ease.

### **Post-Conference**

Post conference is another valuable process for teachers to focus their discussion on their own instruction and instructional delivery. It is in this process that suggestions and comments are given to the demonstrator. This experience serves as an opportunity for the teacher to review the details of the lesson with their observer while also reflecting on the teaching practices. After the assessment of teaching performance during the actual observation, the master teacher and the teacher will convene again to discuss what transpired during the actual observation. In this session, the master teacher will comment on the good points as well as the areas to be improved. With the reference from the checklist used, the teacher has the chance to improve better whenever he will have another classroom observation or even during regular classes.

According to Fare (2021) post-conference does not only provide the teacher with distinction regarding their teaching performance but also an exchange where the teacher can reflect and at the same time is provided with critical feedback to improve instructional execution in moving forward.

As mentioned by Cabigao (2021), the last phase for every class observation is a post-observation conference, this is completed by having the observers assigned

individual ratings and made recommendations to improve teachers' performance. Post-observation conferences function as a reinforcement of positive actions and provide alternative suggestions to adjust or enhance teacher's performance even during pandemic time.

In the context of this study, the teacher will reflect upon situations that happened during the conduct of the classroom observation. This may also include the unwanted incidents such as technical errors, loss of electricity, unprepared instructional material, among others. Since the master teacher will rate it also, the teacher can contemplate as to how he handled those circumstances. Therefore, giving an idea as to how to correct those whenever other situations like those arise in the future to make the class smooth.

### **The Challenges and Drawbacks of Clinical Supervision in English Pedagogy in the Context of Pandemic**

The participants shared their insights on the challenges and drawbacks of clinical supervision they experienced in English pedagogy in the context of pandemic. Based on their responses three (3) themes emerged: (1) difficulty in conducting classroom management, (2) limitations in delivering lessons, and (3) unrealistic classroom observation.

#### **Difficulty in Conducting Classroom Management**

The pandemic relocates the teaching-learning process in the remote learning. Separated by time and distance does not mean to ignore classroom management. However, classroom management has been a challenge for most teachers during clinical supervision. It is one of the most observed aspects of classroom observation since this comprises of how a class went on with the skills of teacher handling the class. In relation to clinical supervision, master teachers highlight the classroom management skills of a teacher. Teachers regard this as a drawback because of its difficulty to achieve. Many factors may arise such as individual needs of students, class behavior, and even



participation of students. Based on the Classroom Observation Tool, it is not easy to achieve it perfectly because students and classroom atmosphere change from time to time. Thus, classroom management skills must also be adjusted.

According to Lathifah et al (2020), the pandemic gives new perception in managing class. Previously, teachers set up the class in a fun, comfortable and safe learning environment. Meanwhile during the pandemic, the class was adjusted and still gives the atmosphere as like in the previous. Teachers now had difficulty in identifying classroom problems, evaluating students' learning, and identifying effective classroom management practices due to different learning modalities and the absence of students in schools.

In addition, Stamatis (2021) claimed that as the teaching circumstances are compulsory and dramatically changing and as face-to-face teaching is altering into distance teaching, the teaching features are deeply modified whether it takes place in home or in a school environment harming communication quality due to physical presence deprivation. Thus, the change in the system of education brought about by the pandemic has greatly affected the teaching and classroom management of teachers.

Because of the onset of pandemic, teachers are tasked to adjust the classroom management skills due to the absence of students. Either teachers are acting as students or a limited number of students participating in an actual class observation, it both challenged a teacher. This is the reason why teachers anticipate constructive feedback from a master teacher on this area during consultations.

### **Difficulty in Delivering Lesson**

While clinical supervision guides novice teachers on the flow of their lessons in the actual scenario of teaching, it also limits the time, the skills, and the resources teachers wanted to use during the actual observation. Due to the pandemic, there are protocols

and restrictions that need to be addressed while delivering the lesson which limits the delivery of lessons.

As emphasized by Kumar et al (2021) the changed format and existing restrictions of the teaching and learning process is likely to impact learning pedagogy affecting both students and teachers. The pandemic has impacted many of the learning opportunities especially those in large groups or involving in person interaction with peers and patients.

Moreover, Angrist (2022) stated that the COVID-19 pandemic has further arrested the learning progress. While the schools launched various remote learning efforts, however, some of these efforts were proven ineffective as the delivery of the lesson was limited only due to health protocols brought about by the pandemic.

In the context of the study, there are activities that are prohibited to implement inside the classroom such as groupings to display actual performances. With this limitation, the effective delivery of the lesson is also hampered. With this idea in mind, this is one of the drawbacks during consultations that greatly affects the teaching performance of a teacher.

### **Unrealistic Classroom Observation**

Due to the complex nature of healthcare professionals' roles and responsibilities set during the pandemic, the education of this workforce is multi-faceted and challenging. Students are not allowed to go to school for face-to-face classes, however, classroom observations for teachers are still continued. Thus, making the classroom observation unrealistic. With the absence of students, the conduct of actual class observation is "staged" to the point that teachers do the activities perfectly, especially during assessments. When this happens, a teacher receives a higher mark compared when students are the participants. As a result, the master teachers have no choice but to only comment on the unrealistic scenarios, not on the authenticity of class as students being the participants.

The study was supported by Caratiquit and Pablo (2021) who stated that the implementation of distance learning emphasizes the lack of physical meetings by the teacher and the students which may influence the validity of class observations. The absence of real-time students affects the validity of scores during the evaluation process. Thus, pushing through classroom observation despite the pandemic will give unrealistic results for teachers' evaluation.

In addition, Halim et al. (2018) emphasized that some teacher education programs offer a checklist for observation that is too difficult to achieve in a real-time scenario. The process of observation and evaluation requires a very high degree of professional ethics and objectivity making it too idealistic. Thus, the ideality of the checklist followed during class observations affects the validity of evaluation of the teachers.

Even if the classroom setting is changed, some checklists are not adjusted to what really happens as of this pandemic time. This affects the kinds of suggestions and comments given by the master teacher to them. Even though they wanted to share new strategies to these observed teachers, this will not be applicable to a particular setting where teachers become as knowledgeable of the lesson as the teacher.

### **The Benefits and Favors of Clinical Supervision in English Pedagogy Amidst Pandemic**

The participants shared their insights on the benefits and favors of clinical supervision in English pedagogy amidst pandemic. Based on their responses three (3) themes emerged: (1) professional development, (2) effective feedbacking, and (3) sharing of good practice in teaching. They shared that these following themes obtained has a great development in the benefits gained by teachers as clinical supervision applied in English pedagogy during pandemic context applied.

### **Professional Development**

While clinical supervision has drawbacks, it also gives a positive effect to the teacher and the students. One of which is the development of the teachers' personal growth in the field. Since both supervisors and teachers have a harmonious and collaborative relationship through a clinical supervision program, professional development takes place.

According to Khaef and Karimnia (2021), clinical supervision method is a collaborative and supportive approach to the professional development of teachers which creates a meaningful bond with peers. Clinical supervision provides an opportunity for collegial support allowing the exchange of ideas for professional growth development.

The claim is further strengthened by Baecher and Burns (2020), which highlighted that the concept of supervision is an enhancement of the learning, growth, and improvement of teachers rather than focusing too much on supervision as a form of evaluation. The collaborative efforts in the clinical supervision process give teachers the feeling of developing themselves rather than seeing it as part of evaluation that they should undergo.

In the context of the study, the gathered comments by a master teacher are then endorsed to the school heads as a basis to conduct needs analysis aside from the checklist given to teachers as a survey of their needs. After careful assessment, the school authorities will schedule a seminar or training inside the school to allow teachers to be refreshed of the updated classroom strategies. Aside from this, professional development also happens during clinical supervision when teachers receive adequate guidance from expert teachers that can be applied to their own teaching styles.

### **Effective Feedbacking**

Clinical supervision as a form of an evaluation system has been developed with the intention of providing teachers with feedback and support to help improve instructional

practice in the school context. Class observation was a great avenue for effective feedbacking technique. This is the utmost concern of master teachers since the participants of this study are not only English teachers. Effective feedbacking happens when a master teacher knows how to commend good points, and cite areas to be improved by a teacher. Feedbacks are relayed to let the teacher reflect upon his performance, not to insult what he does not know.

As Giffin (2020) said, teachers need support and feedback to ensure best practices in delivering the lesson. With this, the conduct of clinical supervision allows teachers to discover new strategies to increase the quality of the delivery of lessons through effective feedback. Teachers will be able to apply the suggestions and recommendations for teaching skills development.

Moreover, Barrogo (2020) also claimed that teacher classroom observation provides feedback and quality input for continuous improvement and provides opportunities to share ideas and expertise which will contribute to personality development among teachers. Afterall, classroom observation done through clinical supervision was defined as a process of providing feedback for a teacher's classroom practice. .

### **Sharing of Good Practice in Teaching**

In a teaching-learning environment, sharing good practices builds a teachers' reputation as a leader in the school and increases their professional value. In the educational process, clinical supervision requires participants who could share a common will. As a common goal to improve the quality of teaching-learning process, it is also a common vision of teachers to share common and tested practices as one community in a school.

Garman (2020) emphasized that in a clinical disposition, it is a time and place where special involvements were eventually meaningful. There were meaningful shared experiences to achieve a collaborative and productive delivery of lessons. Through the

shared good practices in teaching, teachers will be able to apply multiple teaching strategies to ensure effective lesson delivery.

In addition, Bajad et al (2019) defines a good supervision as a shared participation and a reflective practice to develop personal growth. As the master teacher gives suggestions and assistance to each other during clinical supervision, then this educational evaluation serves as a way of sharing good practices for the development of teachers' personality development and growth.

The shared practices of teachers allow them to develop a sense of teaching responsibility to students. The collaborative nature of teachers in a school will help them to achieve the plans of the school community. Whenever there will be the same experiences in different classrooms, each teacher will be aware of how to handle the situations properly.

### **The Insights and Reflections of Master teachers and English Teachers on the Clinical Supervision in English Pedagogy in the Context of Pandemic that can be Shared to Others**

The participants shared their insights and reflections on the clinical supervision in English pedagogy in the context of pandemic that can be shared to others. Based on their responses three (3) themes emerged: (1) observance of teaching responsibilities, (2) development of positive outlook, and (3) acceptance of constructive criticism.

#### **Observance of Teaching Responsibilities**

As clinical supervision aims to promote critical reflection and positive impact among teachers, some participants also see clinical supervision as a teaching responsibility to equip themselves of different strategies and skills to improve their delivery of lesson for the common good of students. Teachers must bear in mind their teaching responsibilities.

According to Balkar (2021), teacher professionalism indicates the responsibility of teachers with regards to student development and their own professional development.

While we see clinical supervision as a guide for teachers towards personal growth, it is also a responsibility of the teacher to better themselves to better their students. Thus, professional development is not only personal development but also a responsibility that teachers need to achieve.

Moreover, Bencherab and Maskari (2020) sees clinical supervision as a responsibility shifted from supervisors to teachers who are willing to evaluate their classroom instruction. It is the teacher's responsibility to share their best practices among teachers as support to one another and as a collaborative effort to attain specific goals for students' welfare.

In the context of this study, teachers have the responsibility to make themselves better through engagement in training and seminars. Aside from this, they may engage in clinical supervision which also supports the teacher's professional development.

### **Development of Positive Outlook**

Teachers have a strong role to play in school improvement efforts which include developing their own selves for professional development. These efforts tend to be focused on improving instruction for student learning and achievement. While striving to be better, teachers also created a positive outlook in life. Given the pandemic that surges the nation and the various tasks a teacher performs it surely becomes a stressful job for teachers. However, they remain positive despite the challenges. Even if class observations exist with the absence of students, teachers promote positivity.

Cherkowski (2018) emphasized that teachers also reported positive benefits such as gaining a sense of satisfaction and enjoyment through seeing an improvement in their own practice. Teachers may be challenged during classroom observations, but they remain courageous in coping with the challenges of clinical supervision as they realize the worth of clinical supervision in improving their own skills in teaching pedagogy.

In line with this, Gur et al (2021) supported the claim saying that a positive outlook is a thinking style that emphasizes what is positive and aims at producing constructive solutions rather than being problem oriented. Even though teachers are faced with challenging standards in clinical supervision, the participants still have a positive outlook by focusing on positive situations like being positive despite stressful tasks.

### **Acceptance of Constructive Criticism**

Clinical Supervision involves the sharing of suggestions and comments among teachers and master teachers. With these, negative comments and criticism will also be noticed and addressed during the conference. However, participants viewed this as a constructive criticism for personal and professional development. During the clinical supervision, teachers learn to accept criticisms in a constructive way. There will be times that master teachers have different comments compared to others who are more approachable, but a teacher must embrace any kind of comment—whether positive or negative.

Williamson and Blackburn (2021) addressed that a central and effective instructional supervision is being able to engage teachers in constructive discussion about their teaching. Constructive criticism could be done through effective instructional feedback that focuses on improving instruction. Teachers who accept criticism constructively have a wide room for improvement.

Moreover, Selvaraj and Azaman (2020) recognized that criticism or feedback is an indispensable component of any type of supervision. It aims to provide formative evaluation for teachers to develop personally and professionally. The acceptance of criticisms will create a positive outcome and a positive learning environment among teachers and master teachers.



### **Implications for Teaching Practice**

The results of the study are able to reflect the viewpoints of English teachers and master teachers on clinical supervision in English pedagogy in the context of pandemic. Knowing their viewpoints and perspective about clinical supervision is quite challenging. With all the gathered results, possible implications can be used to improve and enhance the clinical supervision processes of the master teachers and any supervisory individuals in supervising during the context of pandemic. Each of these implications will be discussed one by one.

In this manner, the study provides the viewpoints and perspective of English teachers and master teachers in English with regards to the implementation of class observation as part of clinical supervision in the English pedagogy in the context of pandemic. They were able to express their understanding and viewpoints as to the process undergone in clinical supervision. Thus, there is a need for the master teachers and supervisory individuals to review the processes and accuracy of the supervisory task implemented.

Seemingly, teachers are one of the most affected individuals during the pandemic as there were changes and restrictions in the implementation of classroom observations. This study assists teachers and master teachers in reviewing clinical supervision processes by looking at the teacher's perspective especially during the pandemic. The study also shows the believed challenges of teachers in the implementation of clinical supervision in the context of a pandemic which would be of help to revise and restructure the processes of supervision.

Moreover, the School Administrator may learn to see this study as an avenue to restructuring classroom observation that would not add burden to teachers and at the same time provide authentic and realistic evaluation outcomes for teachers and students.

Also, it may lead to the development of a more realistic and appropriate supervisory plan that would benefit the teacher, the students, and the school in general.

In addition, the Department of Education (DepEd) Officials may visualize the specific actions that may help the educational system amidst Covid-19. It is a must to know the viewpoints of teachers on the implementation of the programs offered by the department. Similarly, it is necessary to validate every possible action that will be made to guarantee the effectiveness of the action taken. The Department may review the Class Observation Tool in the context of different subjects. English subjects may be represented with specific indicators as to measure the effectiveness of English pedagogy.

Furthermore, this study may be used as a reference of future researchers in their future studies. This may help them identify different variables associated with the same topic related to clinical supervision in the English Pedagogy in the context of pandemic.

### **Recommendations for Further Research**

This study focuses on the accounts of English teachers and master teachers on clinical supervision in English pedagogy in the context of pandemic. The result of the study shows how teachers perceived clinical supervision during this pandemic, the process undergone, the drawbacks and challenges experienced, the benefits and favors, and the insights and reflections of the English teachers and master teachers. However, the results of the case study were only limited to the perspectives of five (5) master teachers in English and five (5) English teachers of the different schools in the division of Davao de Oro.

Further research should be conducted in a broader scope, such as regional or national level. It is one way to gather more substantial answers to the queries of this study. Moreover, further research is suggested to be done on principals and school heads' viewpoints in the conduct of clinical supervision during the pandemic.

Lastly, since the study result focuses on the accounts of the English teachers and master teachers in line with clinical supervision in the English pedagogy in the context of pandemic, further study may be conducted to determine the viewpoints and experiences of the students who were recipients of classroom observations.

### **Concluding Remarks**

The journey in making this research paper is not easy as it is like a roller coaster road with multiple struggles and uncertainties that I have faced. There were countless sleepless nights, stressful days, mixed feelings like crying and surrendering everything to the plans of the Lord and many time management problems that I had experienced before I came this way. I also have some responsibilities to sacrifice for this study to happen because I am not only a student, but also a teacher, a daughter and a soon to be wife. However, every hard work that I get to experience is all worth it as I see the fruit of my sacrifices paid off and achieved. Thus, these experiences are worthy to keep forever and I am proud of myself for conquering it all solely.

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**Appendix A**

**ENDORSEMENT FROM THE DEAN**

**ST. MARY'S COLLEGE OF TAGUM, INC.****GRADUATE EDUCATION PROGRAM**

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: graduateeducation@smctagum.edu.ph

*Quality Transformative Ignacian Marian Education*



April 4, 2022

**DR. ROMMEL R. JANDAYAN, CESO VI**  
Assistant Schools Division Superintendent  
OIC-Schools Division Superintendent  
Division of Davao de Oro  
Nabunturan, Davao de Oro

**ENDORSEMENT LETTER**

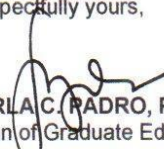
Sir:

This is to respectfully endorse to your good office the permission to conduct the study of **JOREZA C. PAGALAN** with a thesis entitled: ***"A Case Study on Clinical Supervision in English Pedagogy in the Context of Pandemic: Accounts From Master Teachers and English Teachers"*** as a partial requirement for the degree; Master of Arts in Education Major in English of St. Mary's College of Tagum, Inc.

Further, the research title above has been examined by the Research Ethics Committee as expedited and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

For your perusal and approval. Thank you very much!

Respectfully yours,

  
**PERLA C. RADRO, Ph.D.**  
Dean of Graduate Education Program



**Appendix B**

**PERMISSION LETTERS TO CONDUCT THE STUDY**



Republic of the Philippines  
**Department of Education**  
 REGION XI  
 SCHOOLS DIVISION OF DAVAO DE ORO

**Office of the Schools Division  
 Superintendent**

April 21, 2022

**JOREZA C. PAGALAN**  
 Researcher  
 St. Mary's College of Tagum, Inc.  
 Tagum City, Davao del Norte

Dear **Ms. Pagalan:**

This has reference to your letter requesting permission to conduct a study to the selected public schools in Davao de Oro Division to gather data for your Thesis entitled "A Case Study on Clinical Supervision in English Pedagogy in the context of Pandemic: Accounts from Master Teachers and English Teachers".

It is informed that this Office interposes no objection to your request provided that the following requirements are properly complied with, to wit:

1. The endeavor shall be consulted with the Section Head/ School Head of the school where you intend to conduct your study at least two weeks ahead to ensure that no classes/activities will be disrupted;
2. Strict adherence to the Inter-Agency Task Force (IATF) COVID- 19 protocols and health guidelines as implemented by this Office;
3. No instructional time shall be utilized for the purpose;
4. An Action Research shall be conducted as an upshot of this study;
5. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

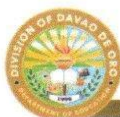
Truly yours,

**ROMMEL R. JANDAYAN, EdD, CESO VI**  
*Assistant Schools Division Superintendent  
 Officer-In-Charge  
 Office of the Schools Division Superintendent*

PN: 04212022-080

Code: SDO-CV-RESEARCH-066 Revision: 1 Effectivity: July 22, 2019

Capitol Complex, Cabidanan, Nabunturan, Davao de Oro  
 website: [www.depeddavaodeoro.ph](http://www.depeddavaodeoro.ph) ● email ad: [davaodeoro@deped.gov.ph](mailto:davaodeoro@deped.gov.ph) ● cp#: +639513871728



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National Highway, Maguipo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: graduateeducation@smctagum.edu.ph

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April 29, 2022

**ROLANDO C. NOCES, EdD**  
School Principal II  
Pindasan National High School  
Pindasan, Mabini, Davao de Oro

Sir:

Praised be Jesus and Marry! *Now and Forever...*

I am Joreza C. Pagalan, a second-year MAED-English student of St. Mary's College of Tagum, Inc., and I am currently conducting a study entitled; "**A Case Study on Clinical Supervision in English Pedagogy in the context of Pandemic: Accounts from Master Teachers and English Teachers**" as part of the course requirement for my Master's degree.

In line with this, I am humbly asking permission from your good office to allow me to conduct an in-depth interview online via google meet or zoom with your Master Teacher and English Teacher. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

Attached is the letter of approval to conduct this study signed by the Schools Division Superintendent of the Division of Davao de Oro.

Your positive response to this matter is highly appreciated. Thank you very much.

Respectfully yours,

  
**JOREZA C. PAGALAN**  
*Researcher*

Noted by:

  
**ANTHONY POL F. FULACHE, PhD**  
*Adviser*

Approved:

  
**ROLANDO C. NOCES, EdD**  
School Principal II


**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION PROGRAM  
National Highway, Maguppo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: graduateeducation@smctagum.edu.ph

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April 29, 2022

**MARLETTE N. MAHINAY**

School In-charge  
Melale National High School  
Melale Laak,, Davao de Oro

Ma'am:

Praised be Jesus and Marry! *Now and Forever...*

I am Joreza C. Pagalan, a second-year MAED-English student of St. Mary's College of Tagum, Inc., and I am currently conducting a study entitled; "**A Case Study on Clinical Supervision in English Pedagogy in the context of Pandemic: Accounts from Master Teachers and English Teachers**" as part of the course requirement for my Master's degree.

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Attached is the letter of approval to conduct this study signed by the Schools Division Superintendent of the Division of Davao de Oro.

Your positive response to this matter is highly appreciated. Thank you very much.


Respectfully yours,

  
**JOREZA C. PAGALAN**  
*Researcher*

Noted by:

  
**ANTHONY PDL F. FULACHE, PhD**  
*Adviser*

Approved:

  
**MARLETTE N. MAHINAY**  
Head Teacher III/School In-charge




**ST. MARY'S COLLEGE OF TAGUM, INC.**

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April 29, 2022

**CHUCHIE F. YOG**

Principal IV/DCP

Mabini National High School

Mabini, Davao de Oro

Ma'am:

 Praised be Jesus and Marry! *Now and Forever...*

I am Joreza C. Pagalan, a second-year MAED-English student of St. Mary's College of Tagum, Inc., and I am currently conducting a study entitled; "**A Case Study on Clinical Supervision in English Pedagogy in the context of Pandemic: Accounts from Master Teachers and English Teachers**" as part of the course requirement for my Master's degree.

In line with this, I am humbly asking permission from your good office to allow me to conduct an in-depth interview online via google meet or zoom with your Master Teacher and English Teacher. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

Attached is the letter of approval to conduct this study signed by the Schools Division Superintendent of the Division of Davao de Oro.

Your positive response to this matter is highly appreciated. Thank you very much.

Respectfully yours,

  
**JOREZA C. PAGALAN**  
 Researcher

Noted by:

  
**ANTHONY F. FULACHE, PhD**  
 Adviser

Approved:

  
**CHUCHIE F. YOG**  
 Principal IV/DCP


**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION PROGRAM

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

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May 13, 2022

**DEXTER S. AUTOR**

School Principal I

San Antonio National High School

San Antonio, Laak, Davao de Oro

Sir:

 Praised be Jesus and Marry! *Now and Forever...*

I am Joreza C. Pagalan, a second-year MAED-English student of St. Mary's College of Tagum, Inc., and I am currently conducting a study entitled; "**A Case Study on Clinical Supervision in English Pedagogy in the context of Pandemic: Accounts from Master Teachers and English Teachers**" as part of the course requirement for my Master's degree.

In line with this, I am humbly asking permission from your good office to allow me to conduct an in-depth interview online via google meet or zoom with your Master Teacher and English Teacher. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.

Attached is the letter of approval to conduct this study signed by the Schools Division Superintendent of the Division of Davao de Oro.

Your positive response to this matter is highly appreciated. Thank you very much.

Respectfully yours,

  
**JOREZA C. PAGALAN**  
 Researcher

Noted by:

  
**ANTHONY POL F. FULACHE, PhD**  
 Adviser

Approved:

  
**DEXTER S. AUTOR**  
 School Principal I

**Appendix C**

**INFORMED CONSENT FORM**



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
 National Highway, Tagum City, 8100 Davao del Norte,  
 Philippines  
 Email Address: smctirec@smctagum.edu.ph  
**Quality Transformative Ignacian Marian Education**



## INFORMED CONSENT FORM

### PARTICIPATION INFORMATION SHEET

#### DEAR PARTICIPANT/S:

I, JOREZA C. PAGALAN, a graduate student of St. Mary's College of Tagum, Inc. taking up Master of Arts in Education major in ENGLISH. I am currently conducting my research study entitled A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS.

I am asking for your written and duly signed informed consent to this research study. The purpose of your participation in this research study is to help the principal investigator to describe and understand the importance of clinical supervision in English pedagogy in the context of pandemic from the perspectives of Master Teachers and English Teachers of different schools in the Division of Davao de Oro. Further, the aim of this study is to generate findings that may guide the Master Teachers and English Teachers in implementing clinical supervision in English pedagogy in the pandemic time.

You are chosen as a possible participant in this research study based on the following criteria: For the Master Teachers you must (a) public school teacher who have subject load in English; (b) teaching within the schools of Division of Davao de Oro; and (c) an expert in the English Language and render service of teaching for about seven (7) to ten (10) years. For English teachers, you must be: (a) public school teacher and has teaching load in English, (b) newly hired or three (3) to five (5) years in service; and c.) teaching within the schools of Division of Davao de Oro.

Please feel free to read the following information carefully and feel free to ask the above-named principal investigator if there is anything that is not clear to you or if you need more information and guidance. You must be eighteen (18) years of age or older to participate in this research study.

#### SIGNATORY AND WITNESS/PROXY CONTENT

There is nobody except you is required to sign the consent form to signify your participation in the research study. However, if you are unable to read and/or write, you



may select somebody to accompany you during the reading and explanation of the informed consent form and sign the same in your behalf.

No witness is required in order for the consent form to be binding nor is a proxy content allowed. But if you are below eighteen (18) years of age, a parental informed consent from your parent or legal authorized representative and your informed assent are needed before you can fully participate in this research study.

## **PURPOSE, OBJECTIVES & SIGNIFICANCE OF THE STUDY**

The purpose of this research study is to understand and describe the concept of clinical supervision in English pedagogy in the context of pandemic from the accounts of Master Teachers and English Teachers in the different schools in the Division of Davao de Oro. Further, the aim of this study is to generate findings that may guide Master Teachers and English Teachers in understanding the concept about Clinical Supervision in English Pedagogy in the context of pandemic from the viewpoints of Master Teachers and English Teachers. The use of research questions will answer the primary intention and purpose of the study.

This study is significant not only on the Master teachers and English Teachers but also on teachers and master teachers in other subject areas by which clinical supervision is applicable. Also, it provides substantial findings to the Department of Education because it furnishes relevant ideas, strategies, and method vital in the implementation and assessment of clinical supervision in English pedagogy in pandemic time.

## **RESEARCH STUDY PROCEDURES**

If you agree to participate in this research study, the following will be observed: I will seek first an approval from the Research Ethics Committee by submitting the research protocol for a review then secure an endorsement from the Dean of Graduate School to conduct. I will send permission to conduct the study to the Schools Division Superintendent of the Division of Davao de Oro. After the approval, I will forward it to the School Head or School Principal of your school for the data gathering.

Then, I will ask a consent from the participants to use data relative to their personal information. Upon distribution, I will let you read the detailed information from the Informed Consent Form. After reading, I will allow you to ask questions about my study. If there is none, I will discuss to you the nature of the study, highlight reminders, set the specific date and time of the actual interview based on your preferred date and time and I will orient you the features of Zoom to prepare you during the actual interview.

Next, I will do data gathering of this single case study research by having In-Depth Interviews (IDI) only. The identified ten (10) participants are a group of Five (5) Master Teachers and five (5) English Teachers who will be undergoing in-depth interviews. The IDI will be conducted via Zoom platform. Together with this informed consent will be your approval allowing me to take notes from your responses to get key points and record the entire duration of the interview using the on-screen to avoid misleading data and to be able to have verbatim transcription of the needed data in the study. You will set the interview schedules according to your availability, and the time will not consume more than an hour. In the interview, you will be asked some questions about your understanding, perspectives, and insights about clinical supervision in English pedagogy

in the context of pandemic. In answering the questions, you may use languages or dialects that are convenient for you to use. Any questions coming from you will be accepted and will be answered respectfully. You will be asked follow-up questions relevant to the topic for the enrichment of the information.

Moreover, before the interview, I will make sure that you are in peace, quiet, and secured place where you can directly express your perspectives and views about clinical supervision in English pedagogy in pandemic time. Also, to secure that we clearly hear each other, I will encourage you to use earphones or headphones to assure that there is no one can overhear the entire conversation. During the interview, some answers to the questions may include personal information or sensitive personal information. With this, I will rest assured that your data will be treated with complete anonymity and utmost confidentiality to protect your identity.

After the interview, I will be back to you to do member checking. The word-for-word conversation will be transcribed, and I will provide a digital copy of the interview transcripts for you to ensure accurate and precise data. After you read and check the data, I will ask you to sign the validation form. All the information gathered will be transferred and stored in a password-protected folder in a password-protected laptop. All the data will be destroyed in the right given time.

## **VOLUNTARY PARTICIPATION AND ALTERNATIVE OPTIONS**

Your decision whether or not to participate in this research study is completely voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be required to sign this informed consent form. After you sign this consent form, you can still withdraw your consent and discontinue participation at any time and without giving a reason. In the event that you withdraw from the study before data collection is completed, rest assured that your data will be destroyed in a manner prescribed by law.

The Informed Consent Form does not have a provision for adequately addressing coercion (if committed) prior to the issuance of ethical clearance.

## **RISKS, BENEFITS, REMUNERATION, AND REIMBURSEMENTS**

There are no major risks in participating in this study as to the schedule of our interview which you may find a little convenient on your part as a teacher. I will make sure that I will find the most convenient time for the both of us to have the interview. Although there are no direct benefits in this research study through interview, your participation will help me in gathering information and insights about clinical supervision in English pedagogy in this pandemic time. The result of this research would be valuable in the field of education and to you as a Master Teacher/ English Teacher who are the sole participants in the implementation of clinical supervision in English pedagogy particularly in this pandemic time. This could be a basis for any modification in the conduct of clinical supervision in English pedagogy based on the findings of this study.

Moreover, your privacy as participant in this study is important. I will ensure that the individuality of the participants if ever he/she belongs to LGBTQI will be protected during the IDI. I will ensure that during the duration of the interview, each of the participants will receive the privilege they entitled to have. I will ensure also that you will not be harmed

in any segment of research process. Further, to ensure privacy and anonymity that no data can identify the identity of the participants, coding will be used.

During the conduct of the interview, specifically in the IDI, participants are ensured that the information gathered in audio or video recorded will be kept confidential. There will be strictly no information leaked to minimize (if not eliminate) the possibility that information shared is disclosed. Any unauthorized or unwarranted disclosure of research data obtained during the IDI shall be dealt accordingly.

In the same manner, you will be given a simple token of gratitude for the time you spent as a participant in the study. You will also be recompensed of whatever expenses that you may have incurred in the conduct of the study these include but not limited to your travel expenses, compensation for loss of income during the time of interview, meal expenses, internet, and other expenses which we may be incurred on your account during the course of the interview.

### **PRINCIPAL INVESTIGATOR'S RESPONSIBILITY DURING ADVERSE SITUATIONS**

This study is intended to highlight the Case study on clinical supervision in English pedagogy in the context of pandemic: Accounts from Master Teachers and English Teachers in the different schools in the Division of Davao de Oro. The participants are five (5) Master Teachers in English and five (5) English Teachers from the different schools in the Division of Davao de Oro. Among the ten (10) participants, all of them will undergo in-depth interview. In the event that there will be occurrence of potential harm during the conduct of interview, I will do my best to address the occurrence of any type of harm and shall be dealt accordingly.

In order to avoid the occurrence of any potential type of harm (i.e., psychological, emotional or social) during the conduct of this research study, I will provide you in advance with information on counseling matters or services or appropriate support bodies (if necessary) dealing with the issue. But in the event that interaction with you may inadvertently harm you in some unintended way, I will take responsibility to address the issue.

### **PRIVACY AND CONFIDENTIALITY**

Your privacy is of paramount importance, and thus, it is protected by conducting the research in private setting and/or other space consideration or security measures will be properly observed for online research/survey platforms. Equally, you should not be forced to reveal any personal information to the researcher that you do not wish to reveal.

I, the principal investigator will have direct access to the files. It will also be accessible to the Research Ethics Committee and other regulatory bodies for the purposes of verification and validation of the procedures and data. Rest assured that the data or information you provide will be treated with complete anonymity and utmost confidentiality by means of discrete coding. No individual identities will be used in any reports, presentations or publications resulting from the research study. All research data or information will be kept in locked files at all times (for material copies) or password protected folder (for electronic copies).

After the research study is completed, the data collected will be retained for three (3) years and be destroyed immediately thereafter in a secure manner that would prevent unauthorized access, use or disclosure to any other party or the public or in a manner prescribed by law.

## **INFORMATION AND STUDY RESULTS**

You may have access to your own data. After the analysis of all the data for this research and you wanted to be informed of the results, you will be provided with a free copy of the results.

## **USE OF RESEARCH DATA**

The data collected from this research study will be used solely for the attainment of the intended purposes. It may be presented at any research fora and/or published in journals or used for any other legitimate purposes, which St. Mary's College of Tagum considers proper in the interest of education, knowledge, or research.

## **AUTHORSHIP**

I am the only author of this study and my thesis adviser, Dr. Anthony Pol P. Fulache, is the corresponding author for purposes of paper presentation in a public/scientific forum and/or publication in a peer-reviewed journal. Also, I declare that there are no ghost and gift authors in this study.

## **CONFLICT OF INTEREST**

I declare no conflict of interest.

## **PUBLICATION**

Results of the study may be submitted for publication. The study may be presented in a scientific forum or published in a journal, but in a manner where your personal identity will not be revealed.

## **CONTACT INFORMATION**

If you have questions about the study, please feel free to contact the above-named principal investigator by calling 0975-052-1612 (TM)) or email her at [j.pagalan@smctagum.edu.ph](mailto:j.pagalan@smctagum.edu.ph). You can also contact the Chairperson of the SMCT Research Ethics Committee, Dr. Maria Lalaine P. Chieng at 0992-442-8449 with any rights as a research participant or any related research concerns or contact the Data Protection Officer, Mr. Erwin L. Sabornido at 0932-485-8115 or email him at [erwinsabornido@smctagum.edu.ph](mailto:erwinsabornido@smctagum.edu.ph) or [smctagumdpc@gmail.com](mailto:smctagumdpc@gmail.com) for concerns regarding your data privacy rights.

Thank you very much!

**CERTIFICATE OF CONSENT**

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

give permission for my answers to the interview to be audio or video taped.

not give permission for my answers to the interview to be audio or video taped.

*For face-to-face conduct of research:*

I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant : MARK VINCENT A. MARGALLO  
 Signature of the Participant : \_\_\_\_\_  
 Date & Place : MAY 01, 2022 via Messenger

*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily. Thumb Print of the Participant

Printed Name of the Witness : \_\_\_\_\_  
 Signature of the Witness : \_\_\_\_\_  
 Date & Place : \_\_\_\_\_



*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

**Statement by the Principal Investigator/s Taking Consent**

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : JOREZA S. PAGALAN  
 Signature of the Principal Investigator : \_\_\_\_\_  
 Date & Place : MAY 01, 2022 via Messenger

## CERTIFICATE OF CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked to have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- give permission for my answers to the interview to be audio or video taped.  
 not give permission for my answers to the interview to be audio or video taped.

*For face-to-face conduct of research:*

I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant :

[REDACTED]

Signature of the Participant :

[REDACTED]

Date & Place :

APRIL 25, 2022 via Messenger

*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness :

\_\_\_\_\_

Signature of the Witness :

\_\_\_\_\_

Date & Place :

\_\_\_\_\_

[REDACTED]

*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

### Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator :

JOREZA C. PAGALAN

Signature of the Principal Investigator :

[Signature]

Date & Place :

APRIL 25, 2022 via Messenger

## CERTIFICATE OF CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked to have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- give permission for my answers to the interview to be audio or video taped.  
 not give permission for my answers to the interview to be audio or video taped.

*For face-to-face conduct of research:*

I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant :

MARY HILDAN GUMAYA

Signature of the Participant :

Date & Place :

April 27, 2022 via Zoom

*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness :

Signature of the Witness :

Date & Place :

*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

### Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator :

JOREZA C. PAGALAN

Signature of the Principal Investigation :

Date & Place :

APRIL 27, 2022 via Zoom

## CERTIFICATE OF CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked to have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- give permission for my answers to the interview to be audio or video taped.  
 not give permission for my answers to the interview to be audio or video taped.

*For face-to-face conduct of research:*

I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant : DARLA REGINE S. MOJICA  
 Signature of the Participant : [Redacted Signature]  
 Date & Place : MAY 01, 2022 via Zoom

*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily. Thumb Print of the Participant

Printed Name of the Witness : \_\_\_\_\_  
 Signature of the Witness : \_\_\_\_\_  
 Date & Place : \_\_\_\_\_

*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

### Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : JOREZA C. PAGALAN  
 Signature of the Principal Investigator : [Handwritten Signature]  
 Date & Place : MAY 01, 2022 via Zoom



## CERTIFICATE OF CONSENT

I have read and understood the provided information, or it has been read to me. I have had given the opportunity to ask questions about it and any questions I have been asked to have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I hereby consent voluntarily to be a participant in this study.

Please check the option that applies to you before affixing your signature below with the following options:

- give permission for my answers to the interview to be audio or video taped.  
 not give permission for my answers to the interview to be audio or video taped.

*For face-to-face conduct of research:*

I have been informed about the risk of exposure to COVID-19 in this research study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Printed Name of the Participant : \_\_\_\_\_  
 Signature of the Participant : \_\_\_\_\_  
 Date & Place : May 04, 2022 via Zoom

*This portion is applicable only to participant/s who is/are illiterate:*

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions, I confirm that the individual has given consent freely and voluntarily.

Thumb Print of the Participant

Printed Name of the Witness : \_\_\_\_\_  
 Signature of the Witness : \_\_\_\_\_  
 Date & Place : \_\_\_\_\_

*Note: A literate witness must sign on behalf of the illiterate participant (if possible, he/she should be selected by the participant and should have no connection to the principal investigator/s). Participant/s who is/are illiterate should include their thumb-print as well.*

### Statement by the Principal Investigator/s Taking Consent

I, the undersigned, certify that to the best of my knowledge, the participant signing this consent form has read the above information sheet fully or it has been read to him or her and that this has been carefully explained to him or her and that he or she clearly understands the nature of the risks and benefits of his or her participation in this study. I confirm that the participant has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Printed Name of the Principal Investigator : JOREZA C. PAGALAN  
 Signature of the Principal Investigator : \_\_\_\_\_  
 Date & Place : May 04, 2022 via Zoom

**Appendix D**

**VALIDATION FORMS**


**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION DEPARTMENT  
National Highway, Maguppo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: graduateeducation@smctagum.edu.ph

*Quality Transformative Ignacian Marian Education*

**SMCTI**  
**QTIME**

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**VALIDATION SHEET FOR INTERVIEW GUIDE  
(FOR QUALITATIVE RESEARCHES)**

**Title of Research:** A case study on Clinical Supervision in English Pedagogy in the context of pandemic:  
Accounts from Master Teachers and English Teachers

**Name of Researcher:** JOREZA C. PAGALAN MAED-ENGLISH

Rating: Number of Yes Marks

( ) 10 Very Good

( ) 8-9 Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	✓	
2. Consent form with conformity to ethical standards is included.	✓	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide and conclude the interview in a consistent manner.	✓	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives and descriptions.	✓	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	✓	
6. Questions are stated in the affirmative.	✓	
7. Probing questions are provided with clarity and grammatical correctness.	✓	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	✓	
9. Questions are stated in clear and simple terms.	✓	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	✓	

**Copyright: G.P. Gempes, Ed.D. DM**

**Remarks:**

Well-done! Very detailed and comprehensive questions that really serve the purpose of the study. You also provided preliminary part to set the ground of the interview which is needed in the protocol – introduction and orientation with the purpose.

**Name and Signature of Validator:** DR. LEONARDO B. PONGOS **Date of Evaluation:** \_01-27-22

**Educational Qualification:** EdD. Major in English Language Teaching



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
 GRADUATE EDUCATION DEPARTMENT  
 National Highway, Maguppo East, Tagum City, 8100 Davao del Norte, Philippines  
 Email Address: graduateeducation@smctagum.edu.ph  
*Quality Transformative Ignacian Marian Education*

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**VALIDATION SHEET FOR INTERVIEW GUIDE  
 (FOR QUALITATIVE RESEARCHES)**

**Title of Research:** A case study on Clinical Supervision in English Pedagogy in the context of pandemic:  
 Accounts from Master Teachers and English Teachers

**Name of Researcher:** JOREZA C. PAGALAN MAED-ENGLISH

Rating: Number of Yes Marks

( ) 10 Very Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 8-9 Good

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.		√
2. Consent form with conformity to ethical standards is included.		√
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide and conclude the interview in a consistent manner.	√	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives and descriptions.	√	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	√	
6. Questions are stated in the affirmative.	√	
7. Probing questions are provided with clarity and grammatical correctness.	√	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	√	
9. Questions are stated in clear and simple terms.	√	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	√	

Copyright: G.P. Gempes, Ed.D. DM

Remarks: Please consider the following observations:

- In Q1.5, check for the missing verb fragment (be): "How **would** clinical supervision in English Pedagogy in the context of pandemic **be implemented** in your school?"
- In Q2.1, check further changes here: "What are the procedures you must undergo **as a master teacher** in conducting clinical supervision in English pedagogy in this pandemic time?"
- In Q2.3, check further changes here: "What are the procedures you must undergo **as an English teacher** in participating clinical supervision in English pedagogy in the context of pandemic?"
- Indicate question mark (?) symbol at the end of Q5.4.

Name and Signature of Validator: DR. JOCELYN A. MATILDO Date of Evaluation: Jan. 27, 2022

Educational Qualification: Doctor of Education





**ST. MARY'S COLLEGE OF TAGUM, INC.**  
 GRADUATE EDUCATION DEPARTMENT  
 National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines  
 Email Address: graduateeducation@smctagum.edu.ph  
**Quality Transformative Ignacian Marian Education**



**VALIDATION SHEET FOR INTERVIEW GUIDE  
 (FOR QUALITATIVE RESEARCHES)**

**Title of Research:** A case study on Clinical Supervision in English Pedagogy in the context of pandemic: Accounts from Master Teachers and English Teachers  
**Name of Researcher:** JOREZA C. PAGALAN MAED-ENGLISH

Rating: Number of Yes Marks  
 10 Very Good  6-7 Fair (maybe upgraded or revised)  
 8-9 Good  0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

Copyright: G.P. Gempes, Ed.D. DM

Remarks: \_\_\_ Very Good!

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Name and Signature of Validator: DR. EXELS DELO A. DELOY Date of Evaluation: 01/29/2022

Educational Qualification: Ph.D. in Education major in Applied Linguistics

**Appendix E**

**CERTIFICATE OF MEMBER CHECKING**



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
National Highway, Tagum City, 8100 Davao del Norte,  
Philippines  
Email Address: smctirec@smctagum.edu.ph  
**Quality Transformative Ignacian Marian Education**

**SMCTI**  
**QTIME**

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## CERTIFICATION

To whom it may concern:

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled “**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS**” conducted by **JOREZA C. PAGALAN** of St. Mary's College of Tagum, Inc. has been verified and found properly transcribed.

Given this 4<sup>th</sup> day of May, 2022 for whatever purpose/s this may serve.

PARTICIPANT



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
National Highway, Tagum City, 8100 Davao del Norte,  
Philippines  
Email Address: smctirec@smctagum.edu.ph  
**Quality Transformative Ignacian Marian Education**

**SMCTI**  
**QTIME**

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## CERTIFICATION

To whom it may concern:

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled “**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS**” conducted by **JOREZA C. PAGALAN** of St. Mary's College of Tagum, Inc. has been verified and found properly transcribed.

Given this 5<sup>th</sup> day of May, 2022 for whatever purpose/s this may serve.

PARTICIPANT





**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
National Highway, Tagum City, 8100 Davao del Norte,  
Philippines  
Email Address: smctirec@smctagum.edu.ph  
**Quality Transformative Ignacian Marian Education**

**SMCTI**  
**QTIME**

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## CERTIFICATION

To whom it may concern:

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled “**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS**” conducted by **JOREZA C. PAGALAN** of St. Mary's College of Tagum, Inc. has been verified and found properly transcribed.

Given this 5<sup>th</sup> day of May, 2022 for whatever purpose/s this may serve.

ELVIRA M. MICABALO  
PARTICIPANT

**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
National Highway, Tagum City, 8100 Davao del Norte,  
Philippines  
Email Address: smctirec@smctagum.edu.ph  
***Quality Transformative Ignacian Marian Education***



## CERTIFICATION

To whom it may concern:

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled “**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS**” conducted by **JOREZA C. PAGALAN** of St. Mary’s College of Tagum, Inc. has been verified and found properly transcribed.

Given this 30<sup>th</sup> day of April, 2022 for whatever purpose/s this may serve.

A solid black rectangular box used to redact the signature of the participant.

PARTICIPANT

**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE RESEARCH ETHICS COMMITTEE**  
National Highway, Tagum City, 8100 Davao del Norte,  
Philippines  
Email Address: smctirec@smctagum.edu.ph  
***Quality Transformative Ignacian Marian Education***



## CERTIFICATION

To whom it may concern:

This is to certify that the information provided by the participant (whose signature appears below) during the in-depth interview in relation to the study entitled “**A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS**” conducted by **JOREZA C. PAGALAN** of St. Mary’s College of Tagum, Inc. has been verified and found properly transcribed.

Given this 5<sup>st</sup> day of May, 2022 for whatever purpose/s this may serve.

A solid black rectangular box used to redact the signature of the participant.

PARTICIPANT

**Appendix F**


**AUDIT TRAIL**

<b>AUDIT TRAIL</b>	
<b>THEMES</b>	<b>ARCHIVAL #</b>
<b>How do the English Teachers and Master Teachers describe the clinical supervision in English pedagogy in the context of pandemic?</b>	
Close support for teachers	IDI08 IDI09 IDI10 IDI05 IDI08
Professional Development	IDI03 IDI04 IDI08
Guidance for Teachers	IDI06 IDI08 IDI03 IDI09
Evaluation of Teachers' Performance	IDI01 IDI02 IDI04
<b>What is the process of conducting clinical supervision in the English pedagogy in the context of pandemic?</b>	
Pre-observation conference	IDI08 IDI03 IDI09 IDI07 IDI02
Actual observation	IDI08 IDI02 IDI09 IDI04 IDI05
Post conference	IDI08 IDI07 IDI08
<b>What are the challenges and drawbacks of clinical supervision in English pedagogy in the context of pandemic?</b>	
Difficulty in Conducting Classroom Management	IDI07 IDI02 IDI10 IDI04 IDI04 IDI06
Limitations in delivering lesson	IDI03 IDI02 IDI08 IDI09
Unrealistic Classroom Observation	IDI07 IDI06

	IDI06 IDI03
<b>What are the benefits and favors of clinical supervision in English pedagogy amidst pandemic?</b>	
Professional Development	IDI02 IDI01 IDI09 IDI04 IDI04
Effective Feedbacking	IDI01 IDI05 IDI07 IDI10 IDI04
Sharing Good Practice in Teaching	IDI01 IDI07 IDI08
<b>What are the insights and reflections of teachers and master teachers on the clinical supervision in English pedagogy in the context of pandemic that can be shared to others?</b>	
Observance to Teaching Responsibilities	IDI04 IDI08 IDI03 IDI09 IDI07 IDI09 IDI02
Development of Positive Outlook	IDI03 IDI04 IDI02 IDI03 IDI04
Acceptance of Constructive Criticism	IDI01 IDI04 IDI05

**Appendix G**

**ETHICS CLEARANCE**

	ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	<b>SMCTI-REC_FO_18</b>	
	<b>SMCTI-REC Clearance Letter For Implementation</b>		
			VERSION: 02
			Approval Date: June 11, 2021
Effective Date: June 11, 2021			

This is to certify that the study entitled **A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS** of **JOREZA C. PAGALAN**, candidate of Masters Arts in Education major in **ENGLISH** of St. Mary's College of Tagum, Inc. ( SMCTI), has been examined by the St. Mary's College of Tagum, Inc. Research Ethics Committee as FULL BOARD for the initial review and EXPEDITED for the resubmission has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for conduct of the study using the school's accepted scientific procedures and internationally accepted ethical guidelines.

Given this 25<sup>th</sup> day of March 2022 at St. Mary's College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.




**MARIA LALAIN P. CHIENG, Ph.D.**  
Chair, Research Ethics Committee



**Appendix H**

**REC ENDORESMENT FOR FINAL DEFENSE**

	ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	<b>SMCTI-REC_FO_19</b>
	<b>SMCTI-REC Clearance Letter For Final Defense</b>	VERSION: 02
		Approval Date: June 11, 2021
		Effective Date: June 11, 2021

This is to certify that the study **A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHER AND ENGLISH TEACHER of JOREZA C. PAGALAN** candidate of Master of Arts in Education major in **ENGLISH**, of St. Mary's College of Tagum, Inc. (SMCTI), has followed the protocol set by the Research Ethics Committee in adherence to internationally accepted scientific procedures and ethical guidelines and is, therefore, given **CLEARANCE for FINAL DEFENSE.**

Given this 18<sup>th</sup> day of July 2022 at St. Mary's College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.



**MARIA LALAIN P. CHIENG, Ph.D.**  
Chair, Research Ethics Committee

**Appendix I**

**EDITOR'S CERTIFICATION**



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
GRADUATE EDUCATION PROGRAM  
National Highway, Maguipo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address: graduateeducation@smctagum.edu.ph

*Quality Transformative Ignacian Marian Education*



**EDITOR'S CERTIFICATE**

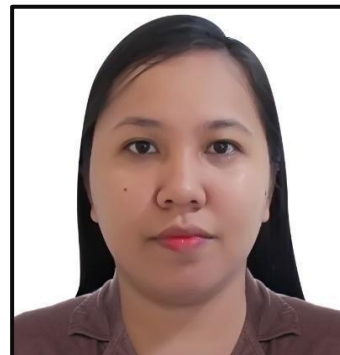
This is to certify that I have reviewed and checked the manuscript entitled, "A CASE STUDY ON CLINICAL SUPERVISION IN ENGLISH PEDAGOGY IN THE CONTEXT OF PANDEMIC: ACCOUNTS FROM MASTER TEACHERS AND ENGLISH TEACHERS" of JOREZA C. PAGALAN for the second semester of the S.Y. 2021-2022.

**ANTHONY POL PULACHE, PHD**

Editor

## CURRICULUM VITAE

**JOREZA C. PAGALAN**  
0975-052-1612  
j.pagalan@smctagum.edu.ph



### **EDUCATIONAL BACKGROUND:**

**Tertiary:** University of Southeastern Philippines  
Apokon, Tagum City, Davao del Norte  
April 2017

**Secondary:** Mabini National High School  
Cuambog, Mabini, Davao De Oro  
April 2013

**Elementary:** Mabini Central Elementary School  
Cuambog, Mabini, Davao De Oro  
April 2009

### **ELIGIBILITY**

PASSER OF LICENSURE EXAMINATION FOR TEACHERS

### **WORK EXPERIENCES:**

Inclusive Dates: February 13, 2019 – present  
Position Title : Teacher I  
Company : DepEd Davao De Oro

### **SEMINARS/TRAININGS ATTENDED:**

Title : THE NEW NORMAL CLASSROOM MODALITY TEACHING  
Date : JUNE 17-19, 2020  
Venue : VIRTUAL (GOOGLE MEET)

Title : JOURNALYMPICS: A THREE-DAY LIVE OUT WRITESHOP ON CAMPUS  
JOURNALISM  
Date : August 2-4, 2019

Venue : MAGNAGA NATIONAL HIGH SCHOOL, MAGNAGA, PANTUKAN COMPOSTELA VALLEY

Title : JournACADEMY Phase 3 BACK TO THE BASIC: Strengthening the Passion and Compassion of School Paper Adviser through Campus Journalism Refresher Course

Date : MAY 27-M31, 2019

Venue : COMVAL HOTEL, NABUNTURAN, COMPOSTELA VALLEY



JOREZA C. PAGALAN