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Rhetoric Undertones of Communication in an EFL (English as a Foreign Language) Online-Teaching Setting

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Acceptance Page

This dissertation titled ***Rhetoric Undertones of Communication in an EFL (English as a Foreign Language) Online-Teaching Setting*** *is hereby accepted by the Faculty of Information and Communication Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Doctor of Communication (DCOMM).*

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Biographical Sketch

Presley V. De Vera holds a Doctorate degree in Education (Ed.D.) and a Master's Degree in Communication Arts-English. She also finished Bachelor of Laws (LL.B.). In tireless pursuit for academic expertise, she also pursued a second post graduate degree, i.e. Doctor of Communication (DComm) at the University of the Philippines Open University (UPOU). She is affiliated at Pangasinan State University as an Associate Professor where she teaches both at the College and the Graduate Studies Department. She also served as the Chair of the Communication Arts Department in the University's satellite in Lingayen, Pangasinan as well as the Chair of the Master's Degree Programs of the University's Graduate School. She is active in the Gender and Development (GAD) enterprise, being a member of the National Gender and Development Resource Pool of the Philippine Commission on Women (PCW) that has deployed her to various engagements as a gender resource person in different institutions. She has attended and served as presenter in various regional, national and international conferences. She has gained international recognition for the merits of her research works (solo authored/fellow researcher) that have been published in peer-reviewed and refereed international journals, including her most recent research articles registered in Scopus-indexed journals, to wit: Asian EFL Journal Quarterly, The Journal of English as an International Language, The Asian ESP Journal and TESOL International Journal.

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Dedication

This work that draws from great passion, I wholeheartedly dedicate to my family.

Nothing in this physical world is more sublime than the rhetoric force of love.

My parents, *Dominador and Marcelina*

My siblings, *Pracsy, Proceso, Prelann, and Peter*

My nephews- *Patrick and Joash Matthew and my niece- Alexa*

Abstract

Teaching discourses essentially presuppose the use of rhetoric. This communication research draws on the Rhetoric Theory of Communication to investigate rhetoric undertones in the teaching discourses of EFL (English as a Foreign Language) teachers engaged in online teaching. The case study involved four participants of equal number of male and female teachers to account for sex-aggregated analysis. It employed Sinclair & Coulthard's method of classroom discourse analysis in the transcription of the teachers' spoken corpora. Findings revealed that (1) male and female teachers used rhetoric in the online teaching of EFL courses, and (2) they used rhetoric in the context of deploying certain discourse functions. On the varied rhetoric intents of the teachers underlying their rhetorical moves, male and female teachers account exhaustively on the use of all types of rhetoric, i.e. Foss' typology of invitational and patriarchal rhetoric (operationalized in this study as "intrusive rhetoric"), and the latter's sub-types. There have been noted difference, both remarkable and less significant, between male and female teachers' rhetoric practices.

From the synthesis of the study's findings and conclusions, several recommendations are offered for the improvement of English language pedagogy, for future research, and the interest of advancement in theorizing under the rhetoric tradition in the field of communication.

Keywords:

Communication research, Rhetoric Theory of Communication, Invitational and Patriarchal Rhetoric, Teaching Discourse, English Language Teaching/EFL, Discourse Analysis, Sex-Aggregated Study

Table of Contents

		Page
Title Page		i
University Permission Page		ii
Acceptance Page		iii
Biographical Sketch		iv
Acknowledgment		v
Dedication		vi
Abstract		vii
Table of Contents		viii
List of Tables		ix
List of Figures		xi
Chapter		
I	INTRODUCTION	1
	Statement of the Problem	12
	Research Objectives	15
	Significance of the Study	15
	Definition of Terms	25
II	REVIEW OF LITERATURE	30
	A History of Rhetoric: Conflicting Views about Rhetoric as Positive or Negative	30
	Rhetorical Artifacts and Aspects of the Rhetorical Situation	33
	Alternative Views of Rhetoric as Otherwise than the Art of Persuasion: From Aristotle to Bitzer	35
	The Rhetoric Tradition in the Field of Communication	36

	Conducting a Rhetorical Analysis	39
	A Taxonomy of Rhetoric and the Different Rhetoric Intents	40
	Factors in Selecting the Rhetoric Type to Use	47
	Communication in the Process of Education	49
	Integration of Rhetoric in Educational Context	50
III	METHODOLOGY	52
	Setting of the Study	54
	Data Gathering Tool	54
	Data Collection Procedure	57
	Data Analysis	60
IV	RESULTS AND DISCUSSION	72
	Manifestations of the Use of Rhetoric in Online EFL Teaching	77
	Use of Rhetoric across Teaching Discourse Functions	89
	Rhetoric Intent and the Types of Rhetoric Employed in Teaching Discourses	115
	Conclusions	158
	Recommendations	167
References		171
Appendix		177
A	Profile of the Research Locale: GNGN EIKAWA (GGE)	177
B	Letter of Intent to conduct Research in GNGN EIKAWA Philippines, Incorporated Clark	180
C	Letter of Affirmation to Conduct Research in GNGN EIKAWA Philippines, Incorporated Clark	182

D	Letter for the Endorsement of the Audio-Video Recordings	183
E	Letter of Endorsement for the Validation and Certification of the Accuracy of the Transcriptions to GNGN EIKAWA Management	184
F	Letter of Validation and Certification as to the Accuracy of the Transcriptions by the GNGN EIKAWA Management	185
G	Letter to Expert Research Consultant	186
H	Reply Letter of the Expert Research Consultant	187
I	Transcript of the Raw Analysis on the Identification of the Rhetorically Charged Discourses of the Male and Female Teachers	188
J	Transcript of the Raw Analysis of the Discourse Functions of the Rhetorically Charged Teaching Discourses of the Male and Female Teachers	209
K	Transcript of the Raw Analysis of the Rhetoric Intents and the Types of Rhetoric Employed by the Male and Female Teachers	248
L	Transcription of the Online Session handled by Teacher Raii	273
M	Transcription of the Online Session handled by Teacher Rafael	281
N	Transcription of the Online Session handled by Teacher Weeny	286
O	Transcription of the Online Session handled by Teacher Zaya	292

List of Tables

Table		Page
1	Typology of Rhetoric	44
2	Criteria for Identifying Manifestations of Intrusive Rhetoric in an EFL Instructional Setting (based on Foss' (1993) Typology of Rhetoric)	64
3	Inventory of Specific Teacher Discourse Functions in an EFL Classroom Setting (Sinclair & Coulthard, 1975 in Cockayne, 2010)	67
4	Research Subjects	75
5	Extent of Rhetorically Charged Teaching Discourses of Teacher Raii	80
6	Extent of Rhetorically Charged Teaching Discourses of Teacher Rafael	81
7	Extent of Rhetorically Charged Teaching Discourses of Teacher Weeny	82
8	Extent of Rhetorically Charged Teaching Discourses of Teacher Zaya	83
9	Sex-Aggregated Analysis of Rhetorically Charged Teaching Discourses	84
10	Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Raii	91
11	Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Raii)	94
12	Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Rafael	96
13	Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Rafael)	98

14	Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Weeny	100
15	Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Weeny)	102
16	Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Zaya	104
17	Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Zaya)	106
18	Discourse Functions of Rhetorically Charged Teaching Discourses of Male and Female Teachers	109
19	Sex-Aggregated Synopsis of the Discourse Functions of Rhetorically Charged Teaching Discourses of Male and Female Teachers	114
20	Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Raii)	118
20.1	Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Raii)	123
21	Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Rafael)	125
21.1	Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Rafael)	131
22	Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Weeny)	134
22.1	Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Weeny)	140
23	Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Zaya)	143
23.1	Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Zaya)	146
24	Synopsis of Rhetoric Intents of Male and Female Online EFL Teachers	148

25	Phenomenological Abstract of Rhetoric Intents in the Teaching Discourses of Male and Female Teachers	152
26	Synopsis of the Use of Rhetoric Types by Male and Female Teachers	155

List of Figures

Figure		Page
1	The Aspects of the Rhetoric Tradition	38
2	Decreasing Intensity of Persuasive Rhetoric Intent in the Types of Rhetoric	42

Chapter I

INTRODUCTION

The enterprise of teaching, i.e. to speak of teaching any subject matter, basically presupposes a process of communication (Muste, 2016). On a closer look, the act of teaching is not just as simple as imparting a set of information or transferring a knowledge or skill to a learner. Such process essentially involves communicating the subject matter or the informational or the knowledge that one intends to teach the learner, always in the context of a teacher's motive to negotiate with the learner that some knowledge or skills are worth learning.

When one engages in teaching, the motive of a teacher is geared towards the expected result which is to cause learning on the part of the student. This means that the teacher often takes up a leverage to select or determine what, exactly, is the subject matter to be taught, or the teacher determines the scope and delimitation of the subject matter being taught (Unciano, 2010). This involves even a teacher's assumed authority to determine the method or approach in teaching a subject matter. In other words, the teacher does not only teach a subject matter as objectively as it is but imparts a knowledge or information in some "package". That is why the knowledge and information that reaches the student already reflects the teacher's own perspectives, schema, and conceptual framework of a subject matter, impregnated with the teacher's own biases. Thus, the teacher attempts not just to impart knowledge per se but is adjacently in a rhetoric gesture of negotiating with the learner to accept the meaningfulness of a knowledge in the context of the teacher's intellectual filters. Therefore, no knowledge is truly imparted in an objective sense as much as what the learner receives is always the kind of knowledge that is structured

by the teacher. That is why, the educative process can only be too ideally viewed as a process involving mere transfer of knowledge as much as it is actually more realistically a process that involves indoctrination to a certain degree, i.e. knowledge as what and how the teacher structures or organizes it, and thus decides what he or she wants the learner to know.

In the above context, it becomes clear that the act of teaching would essentially presuppose a rhetoric gesture. A research by Petek (2014) entitled "The Teacher as a Public Speaker in the Classroom" also concurs with this idea. As such, an essential component of public speaking discourse, i.e. "rhetoric" is, indeed, inextricable and inevitable in teaching. And in this more realistic view, it becomes less presumptuous to define teaching as an enterprise of persuading or negotiating with a learner as to what a teacher thinks ought to be learned about a subject matter. The teacher is not just a disinterested medium for the transfer of knowledge but basically always assuming the stance of a "rhetor" in relation to the learner who serves as the "audience" of a rhetoric discourse.

Rhetoric and Teaching

The view that teaching can be closely intertwined with rhetoric practices is also hinted in the article by Modesti (2012) published in Current Issues in Education, there is a shift of attention to the ability of educators and school personnel to communicate effectively with those involved in a student's "circle of support" is critical to the welfare of students, the efficacy of the educational experience, and the morale of the educational context and climate. Modesti adds further that schools must foster collaborative relationships with parents and communities, as these efforts will profoundly affect the welfare of students. Evidently then, educators'

communicative skills are critically important to foster not only effective instruction and classroom management strategies, but also in regard to the relational duties involved with the profession of teaching.

In the above context, Modesti opines that many educators are not well prepared or trained for communicative interactions. She also theorized that the art and practice of teaching should presuppose anticipating the varying collection of communicative incidences for which an educator must prepare. Modesti, thus proposes:

> *This lack of training becomes particularly troublesome over the past decade as educators have faced a substantial rise in the level of confrontations...these communicative exchanges are a customary responsibility of the "communicative work" of educators, so it becomes imperative that educators have a burgeoning set of strategies for negotiating communication of this consequentiality (Patterson, Grenny, McMillan, & Switzler, 2002, in Modesti, 2012)*

This researcher believes that the above quoted discussions by Modesti lend a fresh perspective to education that highlights the characteristics of the special type of communication deployed when a teacher attempts to interact with his or her students, i.e. in a formal instructional setting. More specifically, this relates to the way teachers teach, which is basically an act of communicating the learning inputs or the course contents to the students.

The aspects in the educative process highlighted in most literature are almost always focused on the accuracy or relevance or competitiveness of information that should constitute the contents of courses (Coe et al., 2014). Or in other discussions, the focus is on the appropriate or effective teaching strategies that teachers have to adopt to facilitate their role in the teaching-learning process which will result to so-called faster and more effective learning on the part of the students (Gravestock & Gregor-Greenleaf, 2008). Yet in other discussions, the focus is on the

appropriateness or effectiveness of the auxiliary tools used by teachers such as instructional materials (Effiong & Igiri, 2015). Contextualizing the issues of teaching in these vantage points do nothing more than actually camouflage the underlying concern which is indeed basically reducible to "rhetoric in communication". What else to better understand what is meant by teaching strategy than an analysis of the specific rhetoric tools and styles employed by the teacher in communicating the course content to the student. Thus, the art of teaching cannot be discussed apart from a review of the theories of rhetoric. And Modesti postulates that the communication styles employed in teaching should evolve in terms of their rhetoric quality, in which invitational rhetoric is set forth as an ideal model.

Language Teaching and Rhetoric

"Language teaching" which is the object of analysis using the "rhetoric communication theory" is the focus of this research is more specifically braced on the enterprise of teaching of English as a foreign language to learners who are non-native speakers. This is the enterprise most familiar to the researcher who has a long-time engagement in this teaching specialization at Pangasinan State University in Lingayen, Pangasinan.

Language teaching involves an instructional design or a formal education curriculum intended to enable learners to learn or acquire English treated as a target language (i.e. a language apart from their native language). The acquisition of a second or foreign language can occur even outside the formal education context and with excellent results, and so the language teaching enterprise that are based in formal education institutions even attempt to replicate whatever conditions may be found in a natural setting that results to a language acquisition. The perennial

attempt among language education theorists and educators is to be able to pin the elements present in a second or foreign language learning/acquisition phenomenon which are found in a spontaneous and in the most natural setting and then bring them into the environment of the language classroom or in a formal language education setting.

Relevant to the above, one prominent theorist in Language Education is R.C. Gardner, who was known for his Socioeducational Model of Language Learning Motivation (Gardner, 1985). Gardner's research in language education focused on the causal relation between language learning and a learner's motivational orientation in learning a language. He theorized that it is integrative motivation compared to instrumental motivation that facilitates more effectively a language learning process. In relation to "integrative motivation in learning a target language", Gardner has these indicators to speak of, such as sincere feelings on a part of a language learner that "I want to learn "the language" because it will help me to learn more about people who speak "the language" or "I want to learn "the language" so that I can gain friends more easily with people who speak "the language" or "I want to learn "the language" to meet and converse with more and different people." Speaking in relation to such reasons that a language learner sets for himself or herself in learning a target language, Gardner categorized these reasons and others like them as "integrative reasons", explaining that they seem to reflect an interest in integration with (or specifically in becoming closer psychologically to) the group who speaks the language. Gardner theorized that if someone were to express such reasons or similar ones, they were expressing an integrative orientation to language study because of a genuine interest in coming, or at least willingness to come, closer psychologically with individuals who speak "the language".

Pertaining to the above, Gardner's theory is technically focused on the part of the language learner by examining the orientation of the learner when it comes to his or her motivation to learn a target language. To complement Gardner's theory, this research attempts to characterize the rhetoric communication pattern of teachers, theoretically assumed to have an agentive and a very influential role in moulding the language learner's attitude and motivation towards the target language. The theoretical assumption of this research is that language teachers, as to their manner of communicating to the students, either consciously or unconsciously structure the learning atmosphere on which students' build their own motivation and attitude towards the learning of the target language. The language learner then eventually forms a perception of the learning of the target language as how the learner is convinced about the cultural, moral or practical value of such learning endeavour. As much as this invokes the role of the teacher persuading the learner, then such role necessarily signifies to the nature of the teacher's rhetoric communication skills.

As already pointed out in the foregoing discussions that the rhetoric force in the enterprise of teaching applies regardless of whatever course is taught; thus, the phenomenon applies similarly to Language Teaching. The researcher can well signify to this interest since she is an English language teacher, which is the specialization she has practised for many years. In such context, the researcher finds the impetus to analyse the nature of the rhetoric communication employed in English language teaching, whether or not it is an aspect deliberately practised by teachers. The theoretical assumption is that one important aspect or factor to the success or failure in language teaching is a teacher's capabilities in rhetoric communication. It is also on the basis of such capability that teachers become

agentive in fostering students' language learning attitude and motivation, which Gardner so emphasized in his theory.

The predominant concerns in language teaching research are determining the best teaching methodologies or the best learning materials that can induce good learners of the English language, i.e. students who end up acquiring competitive levels of proficiency in the various language learning competencies that are ideally set in the objectives of the curriculum. But addressing the issues this way is actually missing a more primordial consideration. What basically ought to be the issue is not the teaching methodology in itself as much as the issue of how the English language teachers rhetorically present the subject matter of learning to the learners. Teaching a target language, or any subject of learning for that matter, is ultimately not about persuading the learners to appreciate the methodology or the learning materials, as much as the goal is really to persuade learners to discover the subject matter of learning as worthwhile, interesting or motivating to learn. That issue is primordial and above any other consideration.

If the enterprise of teaching were to be construed as no more than engaging in rhetoric communication, then the focus ought to be analysing the qualifications of the teacher viewed as a rhetor. This may tap on the teachers way of discussing the contents of the lesson, even if it may be said that the lessons were predetermined by an imposed curriculum or an instructional material that a teacher is tasked to execute or implement. Different teachers teaching the same subject and even as they may be executing the same course curriculum or using the same instructional material still teach the common course contents differently (Muhammad, 2014) and this actually means that teachers exhibit varied rhetoric qualifications in their actual delivery and ways of communicating the learning contents. Or in the case where a teacher uses

or is made to use a prescribed instructional design, teaching methodology or instructional material, the issue is how these "fixtures" available to the teacher can enforce their own rhetoric that conditions the teacher in presenting the subject of learning to his or her students. Thus, this researcher finds the imperative to look into the rhetoric qualifications in the teacher's manner of lecturing as this may condition, influence or even enhance a teacher's rhetoric.

Instructional Communication in the Context of a Rhetoric Theory of Communication

"Instructional communication" is a formal academic discipline that centers on the role that "communication" plays in the teaching-learning process independent of the type of student learner, the subject matter, or the instructional setting. Its formal recognition as an area of academic study traces back as early as 1972 as instituted by the International Communication Association (ICA). Scholarly research in the field of instructional communication are braced in a common aim, and that is:

> "[...] instructional communication researchers examine how several factors—such as instructor teaching strategies and preferences, student learning styles and orientations, instructor classroom management practices, instructor and student characteristics, and the development of communication relationships—not only influence how and why students interact with their instructors and their peers, but also the ways in which students respond favorably to the learning environment." (Myers, 2017)

Myers further provides a description of researches conducted under the discipline of instructional communication from his review of the lengthy research tradition. Accordingly, Friedrich (1989 in Myers, 2017) offers several ideas on the practical nature of conducting instructional communication research. In the array and diversity of such research approaches and themes, Beebe and Mottet (2009 in Myers, 2017) were the one who introduced the "rhetorical" and relational perspectives to the study

of instructional communication and who also reviewed the methods that instructional communication researchers employ.

The above literature cited provided the theoretical matrix in the conceptualization of this study that explored on undertones of rhetoric imbedded in instructional communication. However, this study focused specifically on "teacher-talk" as a unit within the instructional communication phenomenon.

In addition to the above, Friedrich (1987) also cited that Theories in Communication have gradually been signified to explain the idiosyncrasies in the characteristics of communication employed in the instructional setting. Friedrich explains:

> "[...] Early efforts applied communication theory and research generated in non-instructional contexts to the tasks of the classroom teacher. What had been learned, for example, about the principles of effective speech making or group discussion was applied to the tasks of preparing a lecture or leading a class discussion. More recently, and largely in conjunction with the development of the International Communication Association's Division 7 (the Instructional and Developmental Communication Division, founded in 1972), communication educators have focused on developing communication theory based on empirical research that is conducted in the instructional context." (Friedrich, 1987)

Relating to the above, the historical shift in signifying communication theories to analyse communication practices in the instructional setting resulted to the birth of a subset of communication studies known as "Communication Education". Formally, the latter is established as the study of communication in instructional (pedagogical) contexts. It is concerned with the study of several categories of communication phenomena, which include:

> "[...] instructional communication, i.e. communication skills and competencies that are used by all instructors in the process of engaging in teaching and learning (e.g., How can *all* teachers communicate in ways that help their students learn?)" (Encyclopedia of Communication and Information, 2002).

The above explanations and scholarly references thereby legitimize the unit of analysis in this study, i.e. teacher-talk- a component of instructional communication which was investigated using the Rhetoric Theory of Communication.

Rhetoric Undertones in Language Teaching

The conceptual framework of this research which is about characterizing the underlying rhetoric communication incepted in the teaching process signifies to the choice of the type of rhetoric that a teacher chooses to employ in his or her communicative interaction with the learner.

In classifying the types of rhetoric, the theory of Foss and Griffin (Craig and Muller, 2007) comes to the fore. Burke theorized a sort of a bipolar rhetoric or two opposing rhetoric traditions. Foss and Griffin's theory rhetoric sets a milestone in the scholarly discussions of the Rhetoric Theory of Communication. Burke's unprecedented explanations have altogether altered the once undisturbed concept of rhetoric from a tradition that has since endured from the time of such ancient philosophers as Plato and Aristotle. To speak of the polarized types of rhetoric, Foss and Griffin proposed a feminist perspective of rhetoric to contrast with the traditional view of rhetoric. In his article titled "A Rhetoric of Motives" (Craig and Muller, 2007), Burke explains that:

> *The traditional conception of rhetoric, in summary, is characterized by efforts to change others and thus to gain control over them, self-worth derived from and measured by the power exerted over others, and a devaluation of the life worlds of others. This is a rhetoric of patriarchy, reflecting its value of change, competition, and domination. But these are not the only values on which a rhetorical system can be constructed, and we would like to propose as one alternative a feminist rhetoric ... primary among the feminist principles on which our rhetoric is based is a commitment to the creation of relationships of equality, and to the elimination of dominance and elitism ... definition and explication*

> *of a rhetoric built on the principles of equality, immanent value, and self-determination rather than on the attempt to control others through persuasive strategies designed to effect change. Although we believe that persuasion is often necessary, we believe an alternative exists that may be used in instances when changing and controlling others is not the rhetor's goal; we call this rhetoric invitational rhetoric.*

Foss and Griffin's theoretical position is to qualify a rhetoric theory based on peoples' motive when engaging in rhetoric gestures. In this line, Foss and Griffin propose that these motives are somewhat gender-conditioned. For instance, the so-called traditional concept of rhetoric as anchored on the aim for persuasion is said to be a patriarchal tradition. This seems to suggest an obvious bias as to what can be considered as patriarchal or matriarchal but the choice to ascribe such rhetoric tradition to "masculinity" is nevertheless understandable given our general cultural and historical view of what masculinity has been typically represented. Foss and Griffin think that a rhetoric grounded on persuasion also indicates a motive to dominate, or control or overpower which are stereotyped to be masculine traits. On the other hand, Foss and Griffin raise our awareness to an alternative rhetoric and its peculiarities in a feminist perspective, or what they consider as opposed to a masculine orientation of rhetoric.

Foss and Griffin's concept of rhetoric in the patriarchal tradition is basically a type of "intrusive rhetoric" or a rhetoric with an intrusive motive as may be faithfully construed from the concept of Foss and Griffin. Merriam Webster's dictionary defines "intrude" as an act of "thrusting oneself in and upon someone without invitation, welcome or permission" or an act of "entering by force". The researcher thus proposed that the term "intrusive" and its semantic qualifications fit perfectly into Foss and Griffin's conceptual framework of the masculine-oriented type of rhetoric or the so-called patriarchal rhetoric. This coinage of an alternative term to refer to such

type of rhetoric is herein proposed only to depart from a very reductionist and gender-biased reference to the types of rhetoric being associated to either being patriarchal or feminist, or being masculine or feminine, which may have some sexist connotation. After all, the theory is not aimed at gender stereotyping but simply to enable an operational typology of rhetoric, which is conveniently gender neutral. This researcher thus used the term "intrusive rhetoric" and "invitational rhetoric" as politically appropriate terms to address ethical considerations especially in the interest of gender sensitivity. The researcher is also actively engaged in advocacy and cause-oriented activities under gender and development (GAD).

The concept of this research is to explore language teaching treated as a communication phenomenon that contains evidence of the use of rhetoric, and which can be further described as to the type of rhetoric employed.

Statement of the Problem

The various manifestations of and intricacies in the phenomenon of communication contribute to the complex gamut of research and theorizing in the field of Communication Studies. The focal specimen of communication dealt with in this study explored the intricacies of teacher discourses or how teachers (specifically language teachers) account for communication in the process of teaching. In the allied field of Applied Linguistics, the communicative discourse of a teacher while in the performance of his or her function is also known as "teacher talk". Thus, the characterization of this communication specimen, i.e. teacher talk, was taken here as the object of analysis. Moreover, the intricacies of teacher talk in an online EFL (English as a Foreign Language) instructional setting is staked in this study, in which

analysis centered on the rhetoric types and undertones imbedded in teacher talk in an online instructional setting.

The enterprise of English as a Foreign Language (EFL) Instruction has blossomed through the years. In the Philippines, various companies have been established to offer EFL teaching that caters to foreigner students, usually from other Asian countries and even countries outside Asia (McGeown, 2012). The linguistic competence in the English language of Filipino teachers is very well recognized by citizens in other Asian countries. The near-native competence of Filipinos in English made its landmark for the Philippines, with the intelligibility level of Filipino's command of English recognized to be superior compared to many of its Asian counterparts. Thus explains why English language learners from other Asian countries have availed of EFL instructional services powered by Filipino teachers (GMA News Online: RP's best teachers are leaving in droves, 2007).

Adjacent the proliferation of companies offering EFL instruction services in the Philippines is the growing popularity of "online teaching" as a viable alternative instructional delivery mode adopted by many EFL companies (Murray, 2013). Online teaching has offered tenable advantages and benefits not commonly associated with regular schools that cater to either group or individualized instruction (Coleman, 2010). While individualized instruction is primordially possible in a face-to-face setting, the uniqueness features of individualized online teaching facilitate an environment said to be more psychologically convenient for the learner, with less degree of anxiety and lower affective filters compared to a face-to-face setting (Bolliger & Halupa, 2011). In an online instruction setting, it was generally found that learners are more comfortable and less intimidated when expressing themselves in the target language, and expressing their own thoughts, reflections, sentiments and

challenges in the learning process (Guinan, 2014). As regards to this, there appears to be more than a mere difference in the delivery mode and medium between face-to-face teaching and online teaching. Online teaching with its unique features also set a distinct nuance in the manner and mechanics of communication between the teacher and the learner. As such, the communication phenomenon in the context of online teaching opens the research venue to investigate the distinct command and use of rhetoric by the participants of the communication process.

In view of the above, this study aimed to analyse the "verbal interactions" involved in the enterprise of online teaching English and thereby treats the teaching process as basically a communication phenomenon. More specifically, the analysis meant to detect the manifestation of teachers' use of rhetoric, regardless of it being either unconscious or intentional. The study also identified which particular teacher discourse functions were likely to be imbedded with rhetoric undertones. Moreover, the rhetoric intents of the teachers were also brought to the surface to enable the identification of the types of rhetoric the teachers were likely or more densely to use. At the core of the investigation is to generate sex-aggregated data and analysis to enable comparative and contrastive analysis of the peculiarities and extent in the use of rhetoric as accounted for by male and female language teachers.

Specifically, the research accounted to answer the following questions:

1. What are the manifestations of the use of rhetoric in the instructional discourses of online EFL teachers?

2. What are the functions of the teacher discourses that are rhetorically imbedded from the accounts of the male and female online EFL teachers?

3. What qualifications are there in the rhetorically charged discourses of the male and female teachers in terms of:

a. Rhetoric Intent; and

b. Type of Rhetoric Used

Research Objectives

The study analyzed the characteristics of the communication process that transpires in the online teaching of EFL from the standpoint of the Rhetoric Theory of Communication.

In relation to the above, the research navigated towards a series and sequence of investigative tasks braced on the following objectives:

1. Identify the rhetorically functional sentence structures in the teacher talk of online EFL teachers, particularly during their online dialogue with their students.

2. Determine the discourse functions of the teacher talks that are identified as rhetorically functional sentence structures.

3. Classify the rhetorically functional sentence structures from the teacher talks into invitational rhetoric and intrusive rhetoric types based on the rhetoric intent of the discourses.

Significance of the Study

Theoretical and Practical Contributions

This study was braced in the attempt to analyse the nature of rhetoric communication, specifically as it was employed in the language teaching process and further analysing the evidence or manifestations of rhetoric communication use by classifying the manifestations as indicative of either intrusive rhetoric or invitational rhetoric.

The framework of this study is feasible on the basic assumption that the teaching process, i.e. English language teaching in the more specific context of this study, can be fundamentally taken as a communication phenomenon, and that is the view of teaching as a process involving the communication of a set of information (technically called "course contents" in the educational perspective) to another person (i.e. the learner or student).

Redemption of the Image of Rhetorical Practice in Teaching

Both for its practical and theoretical significance, this current study intends to contribute to the appreciation of "rhetoric" as one of the integral practices in teaching, and in the specific context of this study --- the use of rhetoric in teaching English as a foreign language in an online instructional setting (contrasted from traditional classroom setting). On a more general sense, the practice of rhetoric in general and in all other settings besides the instructional setting also calls for the exigency to clarify our biases and presumptions about it, especially that most of these have been negative.

The negative stereotypes on rhetoric are enunciated in many scholarly literature and articles. In the article of Foss (in Littlejohn & Foss, 2009) published in the Encyclopedia of Communication Theory, she referred to the pervasively negative view of rhetoric that endures even to this day:

> *"The term rhetoric, in its popular usage, typically has negative connotations. Rhetoric is contrasted with action; it is empty words, talk without substance, mere ornament. This contemporary understanding of rhetoric is at odds with a long history of rhetorical theory, dating back in the West to ancient Greece and Rome, that provides a long-standing foundation on which the contemporary discipline of communication is built ..."* (Littlejohn & Foss, 2009)

Foss likewise insinuated that this biased for a negative view on rhetoric traces back to the influence of Ancient Greek Philosophers, particularly the famous Plato:

> *"Plato, Aristotle's teacher and a prominent Athenian philosopher, disliked the sophists because they claimed there was no absolute truth. Plato believed in absolute and unchanging forms—justice, virtue, the good—and used his own rhetorical skills to discredit the sophists and their views on rhetoric in his dialogues. That Plato's writings against the sophists survived is primarily responsible for the negative associations of rhetoric that persist to this day."* (Littlejohn & Foss, 2009)

Concurring with the above, an article by Davis (2013) published by the Michigan Radio Newsroom likewise indicates the overwhelming stigma on rhetorics as reflected in the quotes below excerpted from his article. Notably, however, David cued on the rhetoric practice being integral to teacher discourse.

> *"Calling speech "rhetoric" nowadays is often viewed as an insult, rather than as a compliment. Especially in relation to politics, "rhetoric" is used almost exclusively as a negative term. (*Davis, 2013)

> *"By the 17th century, we start to see some use where people are using 'rhetoric' to talk about sort of overblown speech, speech that is big words, but maybe not backed up...from there it gets more and more negative, and I think now you'll hear people use it to talk about words that seem empty to them. It's just rhetoric." (*Davis, 2013)

> *"In the 1960's seems to be when 'rhetoric' becomes fashionable," ... "But it has continued to skyrocket in usage between the 1980's and 2000's...it seems to me that rhetoric can be very negative, where people say 'empty rhetoric' or 'harsh rhetoric.' But sometimes people use it just to mean 'talk.'" (*Davis, 2013)

> *"So there's a duality to using the word "rhetoric." Your most hated politician can spew rhetoric that makes you insane. But on the other hand, your professor can be a rhetorical ninja, fighting arguments with eloquent prose and articulation." (*Davis, 2013)

Note that in the final quote in the above list, Davis (2013) refers to the rhetoric practice of teachers, in this context while teachers are engaged in their actual teaching functions, which is, in fact, the perspective of analysis adopted by this current study, i.e. identifying the manifestations or evidence of rhetoric use in teachers' instructional discourses and characterizing them in terms of "intent" (i.e.

what goals are being pursued by teachers when using rhetoric) and the types of rhetoric frequently used by teachers.

Davis (2013), in his article also cues the exigency to redeem the image of rhetoric in the academic enterprise. On this reason, this current study is an attempt to clarify the value of rhetoric by purifying it from the dominant bias that rhetoric is employable only in the context of deception or mere persuasion for its own sake. Davis sees this restoration of the positive image of rhetoric as a gigantic and ambitious academic task:

> *"The historical definition of rhetoric is "the art of using language effectively in order to persuade others." ... However, more and more this former art has been viewed in a more negative light."* (Davis, 2013)

> *"[...] once words transition over to the dark side, it's difficult to bring them back into a positive light. "Once words take on negative connotations, it can be hard to bring them back to more neutral one...certainly in academia, the word is still neutral, if not positive, as something that we study."* (Davis, 2013)

Foremost in the aims of this current study is to raise people's consciousness that the practice of rhetoric comes to be "natural" and even "normal" in the enterprise of academic teaching, although, it is understandable that scholars have mostly veered away from looking at this reality obviously because of the overwhelming negative attitude towards rhetoric as already indicated in the above mentioned quotes from the respective articles of Foss and Davis. Thus, to speak of teaching practices in the light of their rhetoric contents and implications was something almost equivalent to tarnishing the dignity of the teaching practice or putting it in a bad light. It is really not the case, and which this study takes to assume. Moreover, in this enormous task to contribute to the redemption of rhetoric, this study also aimed to show just how rhetoric as a practice can have favorable effects to effective teacher discourse. One way to show this is to enlighten readers that contemporary theorizing on rhetoric has

actually worked to clarify much about our misconceptions of the goals to which rhetoric is oriented. Rhetoric goal, as it has been eventually clarified, is no longer its stereotyped association to acts of persuasion through treacherous means. And this is paved by theories that explored on the different types of rhetoric and the different goal orientations for each type. This study aims to show that when teachers pursue rhetoric practice, they are not contracting for a violent treatment of their students or resorting to a negative behavior as the use of rhetoric can facilitate teaching and can also facilitate effective teacher discourse and a smooth flow of communication with the students. On these notes, Foss (in Littlejohn & Foss, 2009) states that:

> *"Rhetorical theory has also seen a shift away from a strict focus on persuasion as the central focus of rhetoric to an interest in all of the reasons for which humans create rhetoric. For some rhetorical theorists, all human symbol use is inherently persuasive—no matter what our intent, anything we say or write, whether intentional or not, affects those around us. Other rhetorical theorists continue to focus on delineating how persuasion works in the variety of new arenas for theorizing. Yet others question the persuasive act itself—is it appropriate to ask another to change? — and encourage research into other rhetorical modes, such as invitational rhetoric, that might be as or even more effective than persuasion. In general, then, the focus on persuasion and its possibilities has led to an ongoing interest among rhetorical theorists in rhetoric's relationship to social change."* (Littlejohn & Foss, 2009)

Inspired from the above quoted statement by Foss, this researcher draws from the broad concern of the so-called "rhetoric's relationship to social change" by focusing on one specific aspect of that social change, and that is how rhetoric impacts the communication or intercourse of teacher and learner discourses (as social acts).

Filling the Gap in Teaching Discourse Studies and Theorizing

This current study was not conceptualized from a vacuum nor is its exigencies imposed from nowhere. Indubitably, there have been previous studies on "teaching

discourse". In fact, the latter can be such a frequent item of analysis but mostly in the field of Second Language Acquisition (SLA) studies, or Linguistic studies, or Language Education studies. In most of the ways the phenomenon of teaching discourse is treated, it is more commonly associated to recommendations on improving teaching strategies in the classroom or its catalytic importance in promoting classroom atmosphere with low levels of anxiety or affective filter, conducive for second language learners to be more communicative or more productive in the second language they are attempting to learn or approximate. In all these cases, teaching discourse is mostly analyzed at how it can be instrumental to learners' development of proficiency in a second language. But these are concerns in the realm of language education studies.

In contrast, the aim in this study is to analyze teaching discourse from its most fundamental qualification as a "communicative practice" even prior to any regard for it as instrumental to promoting learning competencies. And this is also precisely where a "gap" can be perceived. It has become too overwhelming to note that scholars have almost always seen teaching discourse as a phenomenon for its instrumentality in a language education setting, and not the primordially bare fact of what it really is --- "Communication". And basically, all attempts at theorizing teaching discourse on the level of its instrumentality in language education can only turn out to be incomplete unless we really understand its dynamics from a genuinely "communication analysis". And thus, the import of a Communication study on this phenomenon enters the scene to fill in most of the gap in the understanding of the dynamics of teaching discourse. Just take for instance this excerpt from a study on so-called "teacher talk time" (Davies, 2011) and how it is signified to a language education context:

> *"Negative effects of teachers talking for an excessive amount of time have been observed in a number of studies. Allwright (1982) claimed that teachers who 'work' too much in the classroom were not teaching effectively. He commented that a good language teacher should be able to 'get students to do more work' in the classroom. Ross (1992 cited in Nunan, 1999) also indicated that constant teacher talk during the lessons did not significantly improve students' listening comprehension and communication skills." (Davies, 2011)*

Notice the kind of points highlighted by language education studies about "teaching discourse" as can be noted in the above quote. The phenomenon had been reduced to some superficial aspect of looking into the significance of the duration or rate of teacher talk (probably in its ratio against learner talk) and from it, scholars think that they can derive enough of recommendations to improve the efficiency of teacher-learner intercourse in a language classroom by looking at the quantitative volume of teacher talk or its ratio to learner talk. And if the theoretical attempts in these studies aim to posit a "causal explanation" between the "volume of teacher talk" and "improving students' communication skills (in the second language)" then we cannot help but be struck by the "superficial" nature of such causal link. The point here is that, just in case one gets to finally prove that the volume of teacher talk is any "factor" in a language classroom, then the question really is --- What is there that makes the teacher talk more? Why is the teacher talking so much (more than the student)? These questions seek further to investigate on some underlying "motive" on the part of the teacher who tries to talk a lot. In this current study, the investigation explores far to that extent to analyze this "motive" as something than can possibly be a "rhetorical motive". That is how this current study aims to fill in the silent, inconvenient gap left by such studies in Language Education as the one described above. In the community of intersecting and complementary

fields, the field of communication studies, can offer its own contributions to supply missing links or raise clarifications left hanging by theories in other fields.

Reinforcing Research Tradition in Rhetoric Theory of Communication

In the context of the foregoing discussion, the theoretical contribution of this study is its unique examination of the Rhetoric Theory of Communication as manifested in the enterprise of online English language teaching. Many previous researches analysed teaching behaviour but almost always from a pedagogical point of view, thereby referring to teaching styles, teaching strategies, methods, etc. On the other hand, this study veered away from such conventional analyses of the teaching process towards a greater focus on the rhetoric communication nuances employed by teachers in the processes they engaged in communicating course contents to their students through their own interaction with the learners.

The assumption is that rhetoric communication is inextricable or essentially intertwined given the nature of communication in a teaching process. There is basically and ultimately a rhetoric gesture in the act of teaching wherein the transfer of information from a teacher to a learner is not the disinterested enterprise that we are mostly made to believe. The information or course content which is imparted via an educative process is not analogous to a pure water merely being transferred from one bucket to another. Prior to the transfer of knowledge from the teacher, such knowledge is already a result of a "reconstruction" on the part of the teacher. Thus, the teacher claims some degree of ownership to the knowledge which he or she aims to impart, and that his or her peculiar use of rhetoric is instrumental to delivering knowledge or information as personally desired by the teacher.

With reference to the above, this research then explored yet a new material evidence to rhetoric communication other than political discourses and public speaking discourses. It ventured into the nature of utilizing types of rhetoric as they were made to apply to teacher-communications as teachers interacted with students to communicate the course contents to learners.

Pursuit of Communication Research Tradition focused on Communication Transpiring in the Educational Setting

The conceptual design and the paradigm of this study were in consonance with the aims of instructional communication research, i.e. to examine the development of communication relationships in the venue and context of the instructional setting by investigating on teacher communication-related factors, which may include the density, quality and type of teacher-talk, teaching strategies and preferences, even classroom management practices, and all other factors that manifest the use of communication.

The major highlight of this study is the importance of "communication" as a universal tool and as a phenomenon, which may be investigated of its characteristics using the varied theories in communication, and how communication is carried out as a tool in various settings, or how it assumes various characteristics in different contexts. Specifically in this study, the focus of the investigation is communication carried out as an instructional tool (unit of analysis) and analysed from the perspective of the Rhetoric Theory of Communication.

Consciousness-Raising on Rhetoric Communication Skill as a Criterion for Teaching Skills Assessment

The import of this study also signifies to the interest of school managers. Schools are not merely hiring teachers like they were mere agents utilized as instruments to

impart objective information as a matter of tradition that certain information need to be imparted as may be an imperative of culture or an academic tradition, etc. Primary to the enterprise of teaching is that teachers are viewed as agents who are initially convinced that certain information are worthy to impart. And in the same attitude of the teacher towards the information, the teacher is put to the task or puts himself or herself to the task of enabling others (i.e. learners or students) to imbibe the same attitude towards the information. In doing so, the teacher essentially partakes in the use of rhetoric whether consciously or unconsciously. As such, the selection and even the evaluation of teachers should also look into his or her peculiar choice and command of rhetoric as this would have direct bearing or implications to his or her teaching, as well as the learning atmosphere of the students.

For the practical import of this study, it is worthwhile to determine the nuances of online English language teaching considering the fact that this alternative mode of delivery is gradually becoming more and more popular and is establishing some leverage over the traditional classroom setting due to its perceived advantages. One such advantage of online teaching is that it taps teachers to be more careful and vigilant over their use of rhetoric in their communication with the learner which is prompted by the obvious greater challenge among online teachers of having to sustain the interest of learners who are dealing with them via a virtual setting. Facing such challenge however should not be confined merely to the interest of an online teacher but also to classroom teachers as well. If online teaching poses some considerable competition to the traditional instructional delivery modes, then classroom teaching has to be updated to adopt communication features that can sustain more effective delivery of information to students.

The researcher is an English language teacher, herself, although employed in a university that adopts the traditional classroom instruction setting. In the event that the university shall prospectively adopt English language programs that will employ the alternative online delivery mode, then this study can serve as an initial survey on the unique benefits of online programs in as far as facilitating a more effective and more psychologically convenient interaction between teachers and students in a virtual setting by paying more attention to teachers' rhetoric skills which are highlighted in online teaching. The merits of the prospective findings of this study may also be used as bases for capability development and training for teachers on the use of appropriate rhetoric in teaching and how it is concretely applied in the actual teaching process.

Definition of Terms

There are specific terminologies used in this study that are operationally defined for its specific context. Below is a set of definition of terms that are thematically ordered to reflect the important terms found in the research title, the statement of the problem and research questions and objectives that require clarification for the better understanding of the readers.

1. ***Rhetoric*** - the art of discourse, wherein a writer or speaker strives to inform, persuade or motivate particular audiences in specific situations. As a subject of formal study, rhetoric refers to the faculty of observing in any given case the available means of persuasion (Conley, 1990). More specifically in the context of this study, rhetoric refers to the strategy employed either consciously or subconsciously by an online EFL teacher as he or she deems

would enable the effective communication of an EFL lesson or learning activity to a student.

2. ***Teacher-talk*** – in this study, it is used interchangeably with "instructional discourse" or "teacher discourse". It is a semi-technical term in educational, instructional Communication Research and Applied Linguistics for the characteristic style of speech or communication of teachers. This may be prompted by the social setting of the classroom, with repetition, rephrasing for the sake of clarity, and patterns of stereotyped interaction with learners, such as question, response, and evaluation. For teachers of English as a foreign language, speech may be slower and clearer than is usual, avoiding and minimizing elided usages, repeating the same thing in several ways, and using expressions particularly associated with education, classrooms, and textbooks.
3. ***Online Teaching*** – as opposed to the traditional classroom and face-to-face instructional setting, online teaching is the process of teaching in an online, virtual environment or networked environment in which teachers and learners are separated by time and space. The distinctions of online teaching, as an alternative instruction delivery mode, are in online content and interface, as well as in teaching methodologies (Sun & Chen, 2016). In the specific context of this study, it refers to the system of online teaching adopted by an EFL provider, i.e. Gn Gn Eikawa, a Japan-based and Japanese owned company with satellite offices found in different parts of the Philippines and which employs Filipinos as online teachers to Japanese clients.
4. ***English as a Foreign Language (EFL for brevity)*** – a technical term in the field of Applied Linguistics and Language Education which refers to the use or

study of the English language by non-native speakers in countries where English is generally not a local or an official medium of communication (Wold, 2006). In the specific context of this study, it refers to the level of English learning appropriately designed by GnGn Eikawa for Japanese clients (young and adult learners) who subscribe to the company's different EFL programs to learn English. The English language is considered a foreign language in the current Japanese language and cultural setting.

5. ***Intrusive Rhetoric*** – in the context of this study, it is understood as equivalent to the type of rhetoric considered as "traditional" and "patriarchal". Drawn from Burke's (Craig and Muller, 2007) typology of rhetoric, it is characterized by efforts to change others and thus to gain control over them, self-worth derived from and measured by the power exerted over others, and a devaluation of the life worlds of others. This is a rhetoric of patriarchy, reflecting its value of change, competition and domination. Intrusive rhetoric is opposed to invitational rhetoric. As operationally understood for the purpose of this research, intrusive rhetoric refers to a specific use of rhetoric whose traces are found in online teachers' instructional delivery. There are three types of Intrusive Rhetoric, namely: (a) Conquest Rhetoric; (b) Conversion Rhetoric; and (c) Advisory Rhetoric.

   a. ***Conquest Rhetoric*** – in this type of intrusive rhetoric, the aim is to establish superiority of the rhetor's position and perspectives. It uses techniques involved in attempting to control others.

   b. ***Conversion Rhetoric*** – in this type of intrusive rhetoric, the rhetor motivates the audience to a certain perspective or action although it uses a language style that appeals to the audience and considered to be

appropriate to the audience. The rhetor guides the audience in an effort aimed to make it appear that it serves their interests until the audience members come to see it as the view they choose to hold. The rhetor views the audience as needing guidance to come to a more informed perspective.

c. ***Advisory Rhetoric*** – in this type of intrusive rhetoric, the rhetor desires to maintain his or her connection with the audience, i.e. a close and positive relationship with the audience. This prompts the rhetor to lend the impression that he or she can relate to and emphathize with the audience's predicaments and experiences. The rhetor considers to get the audience into a mutual trust and respect

6. ***Invitational Rhetoric*** – it is opposed to intrusive rhetoric in Burke's (Craig and Muller, 2007) typology of rhetoric. It is also referred to as "feminist rhetoric". In its theoretical concept, invitational rhetoric is based in a commitment to the creation of relationships of equality, and to the elimination of dominance and elitism. It is a rhetoric built on the principles of equality, immanent value, and self-determination rather than on the attempt to control others through persuasive strategies designed to effect change. As operationally understood for the purpose of this research, invitational rhetoric refers to a specific use of rhetoric whose traces are found in online teachers' instructional delivery.
7. ***Teacher's presentation of the lesson*** – in the specific context of this study, it refers to the verbal delivery of an online teacher when communicating the lessons, directions etc. to the learner during an online encounter.
8. ***Manifestation of the use of rhetoric*** – this is the result of the process of sorting through the entire volume of teacher discourses that are available in

the recoded online instructional session between the teacher and the student, wherein only those specific teacher discourses that are found to be rhetorically charged are extracted as the objects of research analysis. Rhetorically charged discourses are also technically regarded as "rhetorically functional sentence structures" (or RFSS).

9. ***Rhetorically Functional Sentence Structure (RFSS for brevity)*** – technically, this refers to statements (written or oral utterances) that are structured to have a rhetoric undertone or intent. In the context of this study, the RFSS are the specific utterances of the teacher participants that are considered rhetorically charged.
10. ***Rhetoric Intent*** – this refers to the "telos" or objective of a rhetorically charged communication. Since rhetoric basically involves a persuasive intent, as such the rhetoric intent is the specific object of persuasion. Rhetoric intent provides the impetus for executing a rhetoric communication, regardless of whether the author or speaker is aware or not that his or her communication is rhetorically charged.

Chapter II

REVIEW OF LITERATURE

This study is an attempt to unsurface the practice of rhetoric in teaching discourse, i.e. the assumption that teaching is itself a rich venue of rhetoric discourse. More specifically in this study, rhetorical analysis was applied to teaching discourse in an "online instructional setting" and where the subject matter of teaching is a set of courses enrolled under "English as a Foreign Language", i.e. EFL courses. In view of this general objective, the study sought to examine the manifestations of rhetorically functional sentence structures (RFSS) in the teaching discourse corpus based on the recorded online instructional sessions engaged by teachers. The RFSS units were further analyzed in terms of their discourse functions and their rhetoric intent. In these analytical procedures, findings were sex-aggregated to enable comparison or contrast between the accounts of male and female teachers.

On account of the above, this chapter presents the review of relevant theories and concepts taken from scholarly literature and previous studies that have bearing on the conceptualization of the framework of this current study. The presentation of the literature reviews is thematic rather than reflecting reviews of books and articles. Thus, the following discussions are clustered according to their respective themes cued by the title assigned to each section of discussion.

A History of Rhetoric: Conflicting Views about Rhetoric as Positive or Negative

It is plausible to speak of an "academic history of rhetoric" and that is how the concept of rhetoric has been handled theoretically in the academic field or in the theoretical enterprise of what we now refer to as Field of Communication, although

the concept of "rhetoric" has really pre-existed the emergence or formalization of the field of Communication, as much as it has been tackled even in the ancient periods when issues about communication have previously registered within the enterprise of Philosophy, perhaps under the branch of Logic, or Philosophy of language or Philosophy of Communication. This academic history of rhetoric seems to be suggested too in the article of Davis (2003). In the context of the latter's discussions on rhetoric, he focused on the historical evolution of the concept of rhetoric and in this evolution, one can see alternating (actually contrasting) views of rhetoric as either "positive" or "negative". This means that people and scholars, through time, have imbibed either positive or negative attitudes about rhetoric, its purposes and functions. The practice of rhetoric has been strongly associated with certain enterprises like politics, law, guidance and counseling, advertising, teaching profession and marketing (Grant, 2011; Johnston, 2018; Essays, Uk, 2013; Barnwell, 2015; Counselling Connection, 2009; Davis, 2013). In its varied applications in the aforementioned field, rhetoric has been informed with both positive and negative attributes.

In Davis' (2013) article discussing both the negative and positive attributions to rhetoric, he challenges us to review history in order to clarify our judgments and preconceptions about it to restore greater appreciation for rhetoric, although Davis also admits this challenge to take more time and more strategic efforts in the field of the academe. He states that the historical definition of rhetoric is "the art of using language effectively in order to persuade others." Rhetoric is viewed today as positive in some circles. It is an art form for those who can speak well, and persuade others with conviction. However, more and more this former art has been viewed in a more negative light.

Calling speech "rhetoric" nowadays is often viewed as an insult, rather than as a compliment. Especially in relation to politics, "rhetoric" is used almost exclusively as a negative term.

> *"By the 17th century, we start to see some use where people are using 'rhetoric' to talk about sort of overblown speech, speech that is big words, but maybe not backed up...from there it gets more and more negative, and I think now you'll hear people use it to talk about words that seem empty to them. It's just rhetoric ...*
>
> *... In the 1960's seems to be when 'rhetoric' becomes fashionable," ... But it has continued to skyrocket in usage between the 1980's and 2000's...it seems to me that rhetoric can be very negative, where people say 'empty rhetoric' or 'harsh rhetoric.' But sometimes people use it just to mean 'talk ...*
>
> *... once words transition over to the dark side, it's difficult to bring them back into a positive light. Once words take on negative connotations, it can be hard to bring them back to more neutral one...certainly in academia, the word is still neutral, if not positive, as something that we study.*
>
> *So there's a duality to using the word "rhetoric." Your most hated politician can spew rhetoric that makes you insane. But on the other hand, your professor can be a rhetorical ninja, fighting arguments with eloquent prose and articulation. When thinking of "rhetoric," make sure to consider this word's dark and light side." (Davis, 2013)*

Foss (in Littlejohn & Foss, 2009) provides us with a passing review on the historical evolution of the concept of rhetoric as a way to assess our notions about it and clarify our possible misconceptions about this concept. This will be an essential requisite prior to making any judgment of whether to ascribe positive or negative attributes to rhetoric.

Foss begins by noting that the term rhetoric, in its popular usage, typically has negative connotations. Rhetoric is contrasted with action; it is empty words, talk without substance, mere ornament. This contemporary understanding of rhetoric is at odds with a long history of rhetorical theory, dating back in the West to ancient Greece and Rome, that provides a long-standing foundation on which the

contemporary discipline of communication is built. Foss explains:

> *"Today we look back on the "sophists" of Ancient Greece who not only helped establish the foundations of rhetoric as a discipline, but also were remarkably current in their understanding of the power of language. In Athens, however, they were not seen in the same light in which we view them now. They were distrusted for several reasons. First, many were foreigners, and the Athenians were proud of their city state and judgmental of others—even if they came from other Greek cities and territories. In addition, the sophists charged for their services, at odds with Greek tradition, so some disliked the sophists because they could not afford them. That the sophists claimed to teach wisdom or virtue, which had been seen as an innate capacity that could not be taught, was an additional source of ill will. But in all likelihood, none of these factors would have been important except for an accident of history—the survival of Plato's dialogues. Plato, Aristotle's teacher and a prominent Athenian philosopher, disliked the sophists because they claimed there was no absolute truth. Plato believed in absolute and unchanging forms—justice, virtue, the good—and used his own rhetorical skills to discredit the sophists and their views on rhetoric in his dialogues. That Plato's writings against the sophists survived is primarily responsible for the negative associations of rhetoric that persist to this day."* (Littlejohn & Foss, 2009)

Based on the above, classical rhetorical theories were dominated by the ideas of Aristotle and Plato. Plato was interested in contrasting what he saw as the limitations of the sophists' rhetoric (the subject of his dialogue, Gorgias, in which he compared rhetoric to cookery) with that of an ideal rhetoric, which he offers in Phaedrus. Aristotle was more interested in codifying rhetorical instruction and in developing a pragmatic approach to the subject, in contrast to the moral perspective Plato brought to the subject. Aristotle's Rhetoric—actually a compilation of his students' notes of his lectures—offers the first systematic and comprehensive treatise of rhetoric.

Rhetorical Artifacts and Aspects of the Rhetorical Situation

Foss (in Littlejohn & Foss, 2009) asserts that today, rhetoric has come to be understood as the study of everything from intrapersonal to interpersonal to public discourse to social movements and mediated discourse. Rhetorical theories address

what makes a public, personal diary as rhetoric, and television, the Internet, and Web sites as rhetorical artifacts. This means that rhetorical theory also includes the study of visual and nonverbal elements, such as the study of art and architecture, buildings and all design elements of cities, and dress and appearance, to sports, to name only a few. Foss emphasized that:

> *"There is virtually nothing that is part of the human experience that cannot be looked at from a rhetorical perspective." (Littlejohn & Foss, 2009)*

Rhetorical theory has come a long way from theorizing designed to help litigants in ancient Greece and Rome. Rhetorical theory now addresses all aspects of the rhetorical situation—**exigence**, **audience**, and **rhetor**—as well as the larger contexts in which any given rhetorical act occurs. Rhetorical theory cannot be divorced from questions about human agency, the role of symbols in the creation of the human world, and the power of audiences to coconstruct that world.

Rhetoric occurs in response to an exigence or some kind of urgency, problem, or something not as it should be. Another characteristic of the situation is the audience—those individuals capable of affecting the exigence in some way. In addition, there are constraints in the situation—positive and negative factors that hinder or enhance the possibility that the audience will be able to affect the exigence.

Rhetoric comes into being, then, when a rhetor observes or creates an exigence and offers discourse designed to bring the interests of the audience to bear on it. In essence, then, rhetorical theorists address some or all parts of the rhetorical situation—the rhetor and the degree of agency available to him or her; the audience and the constraints available to them; the discourse, message, or symbols used to address the exigence; how the exigence itself is constructed, created, and addressed; and the larger contexts—historical, economic, cultural, and symbolic—in

which the situation is playing out. This entry discusses definitions of rhetoric, origins of rhetorical theory, and some of the major developments and elaborations on rhetorical theory since its classical beginnings.

Alternative Views of Rhetoric as Otherwise than the Art of Persuasion: From Aristotle to Bitzer

Foss (in Littlejohn & Foss, 2009) triggers awareness raising on the evolution of the concept of rhetoric from the original view of it as a means, a skill or an art of persuasion to a more friendly contemporary view of rhetoric as not necessarily involving persuasion. In her article published at the Encyclopedia of Communication Theory (Littlejohn & Foss, 2009), Foss gives us a contrast of rhetoric as described in the writings of Aristotle and its contemporary view by Bitzer.

Aristotle: Rhetoric as Persuasion

Aristotle's definition of rhetoric provides a starting point for understanding how rhetoric has been defined: the art of discovering all the available means of persuasion. For the ancient Greeks, rhetoric was the use of logos or logical argument, ethos or speaker credibility, and pathos or emotional argument to construct a persuasive argument.

Bitzer: Rhetoric as Inviting

At the heart of theorizing about rhetoric, whether for the Greeks or contemporary scholars, is what came to be called by Lloyd Bitzer in 1968 the rhetorical situation.

The recognition that Greek rhetorics were designed for those who had access to the public domain in Greece—elite, well-educated Athenian men—has led to rhetorical theorizing focused in particular on the nature of the rhetor as well.

Contemporary rhetorical theorists believe that the characteristics of the rhetor cannot help but make for different rhetorics. When women were able to take to the public platform, they introduced different rhetorical exigencies, arguments, and styles. African American, Latino/a, and gay and lesbian rhetors have been studied to understand the ways the standpoint of a rhetor affects the rhetorics produced. Whiteness studies have emerged to suggest the ways that standpoint affects how messages are delivered and received. When Harvey Milk, the first gay supervisor of San Francisco, was first running for office (he ran four times before he finally won), he ran as an outsider—he was gay, Jewish, not a politician, and a New Yorker. His outsider arguments appealed to gay members of his audiences, however, essentially creating a gay community that had not existed previously.

The Rhetoric Tradition in the Field of Communication

In his attempt to establish and define the field of communication, Craig (1999) proposed seven (7) traditions of communication, the first in the list --- the Rhetoric Tradition. According to Craig (1999), the tradition of rhetorical theory originated with the ancient Greek sophists and runs through a long and varied history down to the present. In the perspective of this tradition, communication has typically been theorized as a "practical art of discourse".

This way of theorizing communication is useful for explaining why our participation in discourse, especially public discourse, is important and how it occurs, and holds forth the possibility that the practice of communication can be cultivated and improved through critical study and education. Problems of communication in the rhetorical tradition are conceived as social exigencies that can be resolved through the artful use of discourse to persuade audiences.

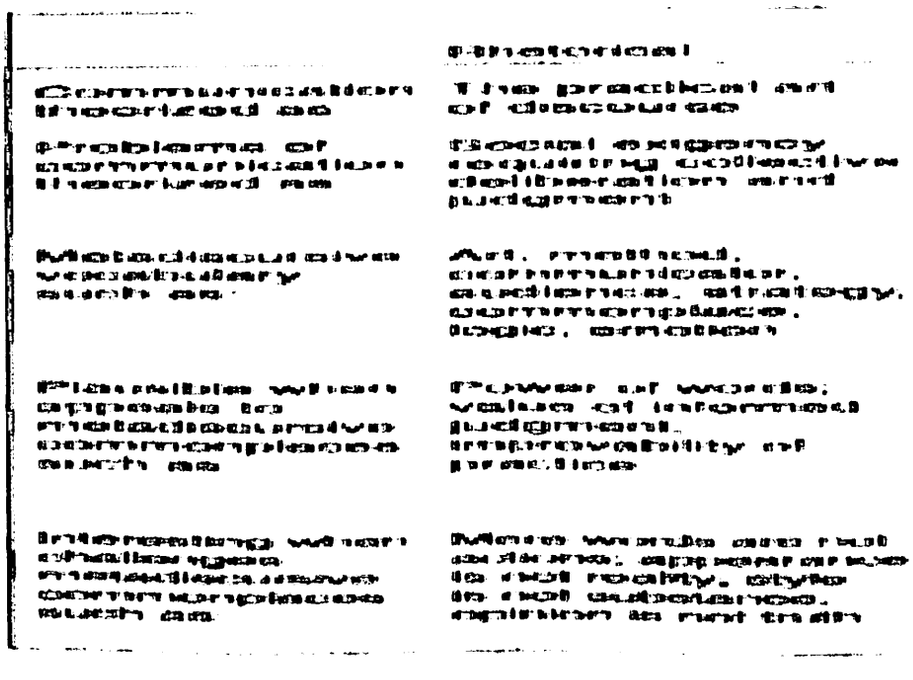
Craig proceeds to contend that rhetorical theory seems plausible and useful because it appeals to certain commonplace beliefs about communication. We all know that rhetoric is a powerful force in society. Most will readily agree that in matters of opinion it is good to hear about different sides of a question before reaching our own judgment, so rhetoric seems to be basically necessary and useful, even though it is too often poorly done, annoying, or even seriously harmful. For such reasons, it is important for us to understand how rhetoric works and to cultivate our abilities as critical consumers as well as effective producers of rhetoric. We know that some people are better communicators than others, and that the best examples of rhetoric can rise to the level of great art. Since we know that communicators vary in wisdom and skill, and that skill, if not wisdom, can often be improved through instruction and practice, it is reasonable to think that people can become better communicators by learning and practicing methods of communication that can be invented or discovered through research and systematically taught. Moreover, once we understand that public advocacy is just one of many areas of communicative practice, such as interpersonal conversation, news reporting, CDROM design, and so on, it becomes obvious that all communication can be theorized as practical art and studied in much the same ways as rhetoric has traditionally been studied. This is why it now comports with common sense to think of communication as a practical discipline.

If, however, the rhetorical tradition seems plausible and useful because it appeals to many commonplace beliefs about communication, it is also interesting because it challenges other commonplace beliefs and reveals some of the deepest paradoxes of communication. It challenges the commonplaces that mere words are less important than actions, that true knowledge is more than just a matter of opinion, and

that telling the plain truth is something other than the strategic adaptation of a message to an audience. For over 2 millennia, rhetorical theorists have disputed about the relative places of emotion and logic in persuasion, whether rhetoric is inherently good or bad or just a neutral tool, whether the art of rhetoric has any special subject matter of its own, and whether theory has any useful role to play in the improvement of practice. These are interesting questions-or can be made so by a skillful teacher-in part because they are deeply puzzling intellectually, and in part because they can be connected to real problems that all of us face in our everyday lives. We really should reflect, for example, on how we are swayed by the emotional appeals that pervade political and commercial advertising, and rhetorical theory provides a useful vocabulary with which to conceptualize and discuss this common experience.

In his 1999 published article, Craig offered a matrix to differentiate the seven traditions in the field of communication, wherein the matrix allows certain common grounds on which the traditions can be compared or contrasted. Figure 1 shows the part of this matrix that deals on the rhetoric tradition.

Figure 1. The Aspects of the Rhetoric Tradition (Craig, 1999)



Conducting a Rhetorical Analysis

The method of rhetoric analysis adopted by this study drew inputs from the article "Analyzing the Rhetoric of JFK's Inaugural Address" prepared by the Department of Education and Public Program of the John F. Kennedy Presidential Library and Museum. This article operationalized the term "rhetorically functional sentence structure" or RFSS to refer to the sentence structures found in a text or in an utterance (depending on whether one is analyzing a written corpus or a spoken corpus, respectively) which serves as the vehicle for a rhetorical move. A "rhetorical move" pertains to a strategy employed (by a rhetor) to advance an argument, or otherwise strengthen a persuasive appeal (Nordquist, 2018). Clark (2012), in his article "How to use rhetorical moves in your writing and why they matter", provides an inventory of the different types of rhetorical moves.

Nordquist (2018) explains that the study of genres in terms of rhetorical moves was originally developed by John M. Swales (1981, 1990, and 2004) to functionally describe a part or section of Research Articles. The move analysis of a genre aims to determine the communicative purposes of a text by categorising diverse text units according to the particular communicative purpose of each unit. Each one of the moves where a text is segmented constitutes a section, revealing a specific communicative function, but this is linked to and contributes to the general communicative objective of the whole genre (Parodi, 2010 in Nordquist, 2018).

The wide variation in delineating the extent of a move may be attributable to the use of two different units of analysis. The approach of Swales (1981, 1990) is the most consistent since he considers moves as discourse units rather

than lexicogrammatical units. However, he does not address the question of how move boundaries can be determined. In dealing with this difficult problem, others have tried to align move boundaries with lexicogrammatical units (Lewin et al, 2001 in Nordquist, 2018). This is also the option taken in this study, i.e. the rhetorical moves were identified in relation to lexicogrammatical units, for which reason a sentence (from the teaching discourse) are highlighted to contain rhetorical moves. A sentence thus indicating a rhetorical move is labeled as a rhetorically functional sentence structure or an RFSS unit. And although a rhetorical move may be executed not necessarily through the vehicle of a single sentence but it may be two sentences or a cluster of sentences, each component sentence is treated as a single RFSS unit. The comprehension of several RFFS units pursuing a single rhetorical move is indicated by a "rhetoric intent". As operationalized in this study, the rhetoric intent generally refers to the "purposeful and strategic manipulation of symbols" (Wikipedia: "Rhetoric"). This general statement of rhetoric intent is further specified by the rhetoric exigence, and the type of rhetoric used. The following section of discussion deals on the different types of rhetoric, which are also distinguished by the difference in terms of rhetoric intent presupposed by each type.

A Taxonomy of Rhetoric and the Different Rhetoric Intents

Various literature dealing on rhetoric that are composed in different timeline offer varied conceptualization and theories about what rhetoric is and its function in a communication process. A more recent scholarly contribution to the understanding of rhetoric is one offered by Foss in her essay "Beyond Persuasion: A Proposal for an Invitational Rhetoric" delivered for the Speech Communication Association (SCA) Convention at Florida in 1993 (Foss & Griffin, 2003). In her discussion, Foss

emphasized that rhetorical scholarship has limited the scope or hindered efforts to understand forms of rhetoric that do not involve the intent to change the behavior or beliefs of others. As such, Foss launched a programmatic and novel perspective in analyzing rhetoric in terms of motive.

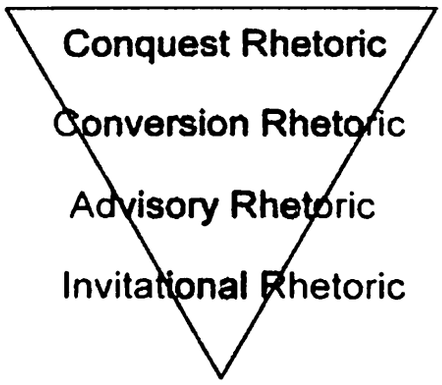
Foss offered a taxonomy of rhetoric in an effort to expand the focus of the discipline beyond persuasion. In this new taxonomy, Foss identifies four (4) types of rhetoric, namely: (a) conquest rhetoric, (b) conversion rhetoric, (c) advisory rhetoric, and (d) invitational rhetoric. Moreover, Foss explained that the first three involves a conscious rhetoric intent to "persuade" that is not present in the fourth. Thus, the simplification of the typology of rhetoric into two general classifications, i.e. the "intrusive rhetoric" aimed at persuasion and its polarized version, i.e. "invitational rhetoric".

However, it should be noted that Foss employs rhetoric itself in differentiating the so-called "rhetoric intent of the types of rhetoric in her taxonomy. Her distinction between the first three types with the fourth one is actually indicative of "degrees of subtlety" of the general rhetoric intent of persuasion. This means that the traditional and perennial notion of rhetoric as essentially involving a persuasive intent is retained, although we can speak of differences in which persuasion is executed, or even the differences of persuasive intensity. Figure 2 shows a graphic representation of this point.

The figure uses an inverted triangle to demonstrate a decrease in the intensity of the persuasive rhetoric intent across the four types of rhetoric. In the hierarchy, conquest rhetoric occupies the top rank indicating the one with the highest intensity. This intensity decreases as the hierarchy cascades towards the other types of rhetoric. This diagram shows that intensity of persuasive intent is least and almost

irrecognizable in the case of invitational rhetoric. The common ground that anchors the four types of rhetoric remains to be a generally recognizable intent for persuasion, which is executed in varying degrees of intensity and difference in strategies employed to enforce the appeal for persuasion.

Figure 2. Decreasing Intensity of Persuasive Rhetoric Intent in the Types of Rhetoric



In Foss' exploration of the so-called "Western discipline of rhetoric", she reveals that rhetoric has almost always been defined as persuasion. Persuasion in such context is the conscious intent to change others. Rhetorical scholars seemed to have unquestionably assumed that humans are naturally drawn to alter the "environment and to influence the social affairs" of others and "have taken as given that it is a proper and even necessary human function to attempt to change others" (Gearhart, 1979). Foss asserts that

> *"[...] In the quest to understand the process of persuasion, rhetorical scholars have attended to myriad forms of and arenas for persuasive efforts. Deliberations in courts of law and the political realm, religious sermons, speeches delivered to the masses, public protests, media events and presentations, classrooms, and even visual displays of persuasive efforts have occupied the attention of our discipline for close to 2,000 years. We have studied the strategies available to and used by orators, authors, and artists in their attempts to change others' beliefs and actions, resulting in the reification of a view of rhetoric as synonymous with persuasion.*
>
> *Some scholars have attempted to challenge the perspective that rhetoric is limited to persuasion, but such challenges have not been well developed and largely have been ignored. Richards (1965), for example, recognized that rhetoric has been developed as "the theory of the battle of words and has always been itself*

dominated by the combative impulse"; consequently, he argued, what it "has most to teach us is the narrowing and blinding influence of that preoccupation, that debaters' interest." But persuasion "is only one among the aims of discourse", he asserted, and he urged rhetorical scholars to study rhetoric with aims other than that of persuasion."

Foss clarifies that feminist rhetorical scholars have begun to explore dimensions or forms of communication that do not involve persuasion or that challenge aspects of the definition of rhetoric as persuasion. This attempt to review the motives that underlie rhetoric is no longer new. Johnson (1991), for example, described a rhetoric produced to meet the needs of the rhetor alone, without consideration for others. Elshtain (1982) in Foss and Griffin (1992) identified a rhetoric of emancipation in which the focus is "social clarity and self-comprehension". Foss (1988) described a rhetoric oriented toward self-empowerment; and a rhetoric derived from the work of Starhawk designed to affirm immanent value (Foss & Griffin, 1992). Still other alternatives have been offered by Bate (1998) in her description of a major function of women's communication as the expression of "a spirit of delight in creativity" and by Foss and Foss (1991), who suggested that functions such as self-discovery and affirmation characterize much of women's communication. Campbell (1973) challenged the notion that rhetoric is persuasion to some extent when she described the rhetoric of women's liberation as a rejection of traditional concepts of the rhetorical process--"as persuasion of the many by an expert or leader, as adjustment or adaptation to audience norms, and as directed toward inducing acceptance of a specific program or a commitment to group action". Similarly, Makau (1990) in Foss and Griffin (1992) questioned whether persuasion is a necessary component of argument, positing a definition of collaborative and cooperative argument that is applied and extended by Blinn (1992) in Foss and Griffin (1992). Each of these scholars, in some measure, has challenged a definition of rhetoric as existing

exclusively in the realm of persuasion by analyzing rhetoric characterized by other functions.

Gearhart (1979) has offered the most direct challenge to the view of rhetoric as persuasion. With such a focus, she asserts, the discipline of rhetoric has been "training a competent breed of weapons specialists who are skilled in emotional maneuvers, expert in intellectual logistics and, in their attack upon attitude and belief systems, blissfully ignorant of their violation" of others. She suggests that imbedded in each attempt to persuade or change another is an act of violence. Her argument is not that we never change others but that any intention to change another is an infringement on the right of that person to free choice--a kind of trespassing on the personal integrity of another. She proposes a definition of rhetoric that does not involve persuasion: rhetoric is the "creation or co-creation of an atmosphere in which people or things, if and only if they have the internal basis for change, may change themselves".

Table 1 shows a comparative synopsis of the types of rhetoric offered by Foss. They are further classified into the two general types of rhetoric, i.e. intrusive rhetoric and invitational rhetoric as operationalized for the purpose of this study.

Table 1. Typology of Rhetoric

General Types of Rhetoric and their Sub-Types	Rhetoric Intent	Characterizing the Position of the Rhetor ***
A. Intrusive Rhetoric		
1. Conquest Rhetoric	• to secure an idea, claim, or argument as the best, strongest, and most powerful among competing positions • to achieve a rhetorical prize, i.e. produce winners and losers (winners, ideas or beliefs prevail, and losers' arguments or positions are	Persuasion executed by means of • conquering • tyrannical • prescriptive • imposing • provoking

	overturned and discredited) • to win an argument more than to affect listeners or to change their image of a subject in some significant way (Flower, 1989) • relies on dichotomous positions, rules, and argumentative skill directed at the rejection and destruction of ideas or positions different from the rhetor's own	
2. Conversion Rhetoric	• not to defeat or destroy an opponent but to convince a person that one argument or perspective is better than another • involves the effort to construct arguments or claims so compelling that they cannot be refused--arguments that are appealing to audiences because of their substance and/or presentation • exemplified in the discourse of advertisers, politicians seeking votes, and sales representatives • rhetors explain their positions on issues "in order to influence the other person to agree" • encourages persuasion of others through the achievement of consubstantiality, i.e. identification of the rhetor's ways with those of the audience	Persuasion executed by means of • appeal to convert • leading the audience to decide over limited options
3. Advisory Rhetoric	• functions very much as do approaches to education in which a rhetor/teacher guides students through the consideration of a variety of ideas to particular perspectives on subjects	Persuasion executed by means of • elicitation • guidance • counseling

	• to find and to further in the soul of the other the disposition toward what they have recognized in themselves "as the right" (Buber, 1988). • seeks change in the audiences and sees it as beneficial but do not insist that such change occurs. Rhetors see themselves as helpers "of the actualizing forces" of their audiences • does not insist that others adopt their positions. Advisory rhetors listen to the perspectives presented by others, consider them seriously, and even may adjust or reverse their original positions as they take them into account • Those who are subject to advisory rhetors' persuasive efforts willingly enter into the interaction because of their respect for the rhetors. They listen receptively because they recognize the knowledge, expertise, and experiences of advisory rhetors and desire to benefit and learn from them • Starhawk (1987) calls this kind of respect as "the power of a strong individual in a group of equals, the power not to command, but to suggest and be listened to, to begin something and see it happen • advisory rhetoric is rooted in respect and affection felt by interactants toward each other • more than respect may be involved in audiences' willingness to enter persuasive interactions with advisory rhetors: they may	

	feel affection for the rhetors, affection that functions to "affect, stir, and arouse" audience members (Raymond, 1989).	
B. Invitational Rhetoric	• it assumes the form of an offering, an opening, or an availability and not an insistence • the point is not to secure the adherence of audience members to the perspective offered by the rhetor • not intended to suggest that this rhetoric describes how all women communicate or that it is a rhetoric that can be used only by women • the primary and distinguishing feature of invitational rhetoric is a decision by the rhetor to eschew the intent to persuade • it views the attempt to persuade others as an act of violence in that it violates, damages, or abuses the inherent value and integrity of the self	Persuasion executed by means of • inviting • offering oneself • setting personal example and testimony • appeal to trust • transparency and openness

Reference: Foss, S.K. & C.L. Griffin. Beyond Persuasion: A Proposal for an Invitational Rhetoric. USA: EBSCO Publishing.

*** Annotations supplied based on the analysis of the rhetoric intent

Factors in Selecting the Rhetoric Type to Use

A variety of factors are involved in the decision to use one type of rhetoric rather than another. The factors the rhetor would use in making the decision would fall into four categories, namely: (a) situation, (b) audience, (c) rhetor, and (d) subject (Foss & Foss, 1999).

Situation

Factors concerned with the situation that might influence the type of rhetoric selected would include such elements as time constraints, the presence of physical danger, the nature of the environment that currently exists (whether it is one of safety, value, and freedom), the designated or perceived purpose for the interaction, and the number of people involved in it.

Audience

Dimensions of the audience that would be considered in deciding which rhetoric to use would include audience members' knowledge of the subject of the interaction, their interest in it, perspectives on it, and receptivity to changing those perspectives.

Rhetor

Rhetors also contribute to the nature of the interaction, and factors dealing with the nature of the rhetor also affect the selection of a particular rhetoric. Rhetors' attitudes toward themselves, the cultural identities they claim and consider important, their communicative competencies, the vulnerabilities they feel, the nature of their relationship with the audience, their previous experiences with the audience, knowledge of the subject, comfort with the subject, perspectives on the subject, and receptivity to change are among the dimensions related to the rhetor to be considered in the selection process.

Subject

How comfortable the subject is to discuss for audience members, its complexity, the sources of information allowed or privileged about that subject, and whether or

not it is controversial all may be important in choosing among the four forms of rhetoric.

Communication in the Process of Education

Everyone must communicate. But teachers need communication more than anyone. It is an obligation. The most apparent evidence of teacher communication is their verbal or written interactions with learners, whether in a regular classroom setting or in an online setting. Teachers should affect students in order to interact; they should be democratic, tolerant, smiling, lovable, patient, and reliable. If they want to teach in an effective way in the process of learning and teaching, they should interact properly. However, teachers can make use of communication as long as they learn communication factors (Cole, 2008).

The most important component of education is a student. Teachers' interactions, ways of communication and verbal-non-verbal behaviours, class management and activities affect not only students' behaviors but also the teaching system directly (Acikgoz, 1996).

Interaction simplifies the process of communication between teachers and students and provides them with the formation of a shared common area and with the enlargement of a shared women's area. During the enlargement of distracters can be easily destroyed through communication. Communication is the key of education, teaching and learning and it affects the life of an individual throughout his or her whole life.

Education and learning is a part of life. In this process, communication helps determining negative changes in behaviors and expressing ideas and thoughts in mind as well as affecting others. Today, the importance of communication

increasingly rises because it is the fundamental tool of information transfer. That is why this era is called Information era. Individuals can form shared common areas through knowledge, technology, and interaction. When the concepts of education, teaching and teacher are of concern, forming shared common areas is compulsory.

Integration of Rhetoric in Educational Context

Educational contexts emerge as contexts in dire need of communicative reconstruction, evidenced by the alarming increase in incidences of hostile educator communication (Modesti, 2012).

The ability of educators and school personnel to communicate effectively with those involved in a students' "circle of support" is critical to the welfare of students, the efficacy of the educational experience, and the morale of the educational context and climate. Evidently then, educators' communicative skills are critically important to foster not only effective instruction and classroom management strategies, but also in regard to the relational duties involved with the profession of teaching. Despite this need for communicative effectiveness, many educators are not well prepared or trained for communicative interactions.

Moreover, because the art and practice of teaching is often best developed "on the job," it can be difficult to anticipate the varying collection of communicative incidences for which an educator must prepare. This lack of training becomes particularly troublesome over the past decade as educators have faced a substantial rise in the level of confrontations between teachers, and school administrators, and an increase in documented reports of aggressive behavior toward educators (Jaksec, 2003, 2005 in Modesti, 2012). Consequently, educators must recognize the need for strong communication skills are of critical importance and unprecedented

urgency as incidents of aggressive communication are plausible and recurring regularities in public education.

Communication Studies may be a tool that can help educators and school personnel more effectively navigate complex communicative interactions. This approach, embodied through the communicated tenets of value, safety, and freedom, is predicated upon civility and understanding as the ultimate communicative goals (Foss & Griffin, 1995 in Littlejohn & Foss, 2009). Though every communicative exchange is unique and no one tool is unequivocally successful, awareness of a variety of communication perspectives will only enhance educators' effectiveness in mediating and diffusing complex situations and interactions.

Chapter III

METHODOLOGY

This study is an attempt to understand and analyze "teaching discourse" as mainly a "communicative practice". It is not unprecedented to treat teaching discourse (also called "teacher talk" or "instructional discourse") as a viable item of research analysis, although most previous studies treat it almost always from the vantage point of a discourse that lends to, more or less, a linguistic analysis proper for Second Language Acquisition (SLA) research or Language Education research (Thombury, 1996; Davies, 2011; Fisher, 2008; Concise Oxford Companion to the English language, 1998). In contrast, this study highlights teaching discourse as a "communication phenomenon" in the light of its dynamics and characteristics analyzed from a "Rhetoric Tradition of Communication" --- one of Craig's (1999) seven traditions in the Communication Field of Study. Thenceforth, this study is meant to register primarily as a Communication study, although not discounting the import of the merits that may be adjacently beneficial for the language education enterprise.

The thesis posed by this study is that teaching discourse employs either one of or a blend of rhetoric strategies. In many previous studies, rhetoric has been almost always associated to political discourses, legal discourses, advertisement discourses and other argumentative discourses or sometimes even in the enterprise of art and film making. In contrast, this study examined the extent and type of rhetoric that may be either consciously or unconsciously used by teachers of English as a Foreign Language (EFL) in their course of imparting the language course lessons to their students in an online instructional setting. Moreover, to differentiate this study from

previous researches that also employ so-called rhetorical analysis, this study takes a step beyond the mere identification of "rhetorical devices", which is what most of the previous studies assume to be the point of investigation --- treating either written or spoken corpora as a rich source of various rhetorical devices. On the other hand, this current study did not look for rhetorical devices but aimed to clarify the "type of rhetoric" used by online EFL teachers. For this purpose, Foss' "typology of rhetoric" was considered as the theoretical basis of analysis. Likewise, inasmuch as scholarly literature also indicated these rhetoric types in very close association to sex, then the researcher further attempted to analyse the peculiarities of rhetoric in teaching as accounted for by male and female teachers. This level of the research investigation also gives the study an undertone of a sex-aggregated research which signifies to the global concerns of gender studies.

Based on the above, it must be clear at this point that the unique feature of this study is its application of the Rhetoric Tradition of Communication in analyzing teaching discourses as an attempt to break away from the framework of most previous studies that solely analyzed teaching discourses as a pedagogic phenomenon or a linguistic phenomenon. Moreover, most of previous research on rhetoric almost always takes up the more common items of analysis, e.g. "political discourse, advertising discourse, etc.". Some degree of parallel research objective in the study of Dizon (2017) inspired the selection of the theme of this study. In her study, Dizon analysed the discourses transpiring in the classroom setting in the case of teacher-talk and learner-talk. However, Dizon's discourse analysis focused on the negotiated communication strategies that are manifest in the teacher and the student discourses and then attempted to classify the strategies used. On the contrary, this study focused on teachers' use of rhetoric and the classification of such rhetoric and

how the manifestations of rhetoric differ as to nuances between male and female teachers.

In the above statement of this research's objective, a Case Study research design was adopted in the investigative procedures. The chosen research design enabled the researcher a more intense and in-depth investigation and description of the findings. The aim was to come up with a comprehensive and intensive qualification as to how rhetoric is activated in teacher-talk, particularly in an online EFL instructional setting.

Setting of the Study

The setting of the study is GnGn Eikaiwa Phils., Inc. Clark (GGE for brevity). It is an office-based online education company located in Pampanga, Philippines. The company provides EFL (English as a Foreign Language) education to mostly Japanese students and to non-native English speakers through online teaching programs. To date, the company is among the Top 5 popular online English schools in Japan. Appendix A provides further details of its company profile.

To account for ethical protocols in the conduct of the study, the researcher initially communicated with the Management of GGE through a letter of intent to conduct this research in their company and to employ some of their online teachers as participants. The company's management responded positively. The letter of intent is attached in Appendix B. The response of the company's management is attached in Appendix C.

Data Gathering Tool

To find evidence of manifestations of rhetoric in the teacher participants'

discourses, all the teachers' (male and female) utterances during their online teaching and dialogue with their respective students were recorded (i.e. audio-video recording). This did not entail a complex procedure since it was part of the system protocol of GGE to generate audio-video records of their teachers' activities during their online sessions for monitoring purposes, and as a mechanism to check the performance of their teachers. The researcher simply requested the GGE Management for a copy of the recordings. The procedure was initially challenging because it was probably first time for the management to grant such recordings to persons external to the company, especially that these records were strictly regarded to be confidential and for the exclusive view and use by the management. But with careful negotiations, the GGE Management eventually granted the request and conveyed a few of the recordings featuring the online sessions of some of their teachers. The request negotiated specified that the sample recordings must bear representations among their incumbent male and female teachers. The GGE Management took the prerogative to select the male and female teachers (a total of four (4) teachers. The recordings were then sent to the researcher's email.

There was also an opportunity for the researcher to be personally acquainted with the four teacher-participants. In this occasion, the researcher explained to the teachers and to some representatives of the GGE Management what the point of the study is and how the recordings would be used and processed for scholarly purposes. Prior to the time when the teachers were informed that their online recorded sessions have been selected for research use, the recordings have already been done. Thus, this accounts for some "authenticity" of their teaching performance as reflected in the recordings, because they performed naturally as in their regular teaching sessions, free from any artificiality of being prepared or self-conscious,

since they did not know that their recorded online sessions would be used for research analysis.

The following discuss the research instrumentation employed in this study that explain the tools and procedure for gathering all the relevant data.

A. **Recording of the online teacher-learner interaction.** This refers to the documentation of the online verbal interactions between the teacher and his or her student. As previously mentioned, the recordings of the online teaching sessions have been secured by the GGE Management, and not this researcher conducting the recording procedure. At the time of the recording of their online sessions, the teachers were not aware nor were they initially informed that their recorded online sessions would be used for research, although they knew that they are being recorded on regular basis for monitoring purposes. In the GGE setting, a ratio of one teacher for one student is followed. A male or female teacher is assigned a single online Japanese student who is either male or a female, across varying age brackets and educational qualifications. The recordings conveyed to the research were raw audio-video recordings, bearing the dates of recordings and the "nickname" of the teacher. However, it must be noted that not all the elements in these raw recordings were considered relevant to the research, since the analysis were only applied to the "verbal teacher discourses". This means that only the audio component was important, since the teachers' bodily gestures while interacting with the student was not pertinent. The students' verbal interactions with the teacher were also noted for observation, but this is only because the "transcriptions" have to appear in the form of a dialogue between the teacher and the student. But the central focus of

observation was really the teachers' discourses and not the students' discourses. This filtering was also in accordance with the GGE Management' restrictions to utilize only the audio-component of the recordings for the research analysis due to some sensitive ethical concerns that the Japanese online students may not want to be described as to their non-verbal gestures during the online teaching sessions.

B. Transcription of online teacher-learner interactions. Verbatim transcription was used. Transcription enabled the "spoken teacher discourses" from the audio-recordings to be transformed to "printed discourses" in order to subject them to a more intensive analysis. The transcription procedure was carried out using Sinclair and Coulthard's Model (Sinclair & Coulthard, 1975). The transcription featured the complete dialogue that transpired between the teacher and the learner. Although the target of analysis was the teacher discourses, the verbal responses of the student to the teacher was adjacently noted as a way to observe the student-reactions after being exposed to specific rhetoric-infused utterances coming from the teacher. The raw transcriptions of the online sessions respective of the four teachers are attached in Appendices L, M, N and O.

Data Collection Procedure

At the onset of the conceptualization of this study, the researcher made a preliminary survey as to a potential and viable research locale that would permit the use and publication of their data for research purposes. This resulted to the selection of GGE (GnGn Eikawa-Philippines). An initial communication was peddled

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personally by the researcher to the company's branch in Pampanga (Appendix B). The researcher was invited for a subsequent meeting with the GGE Management at the GGE headquarters in order to present to them the details of the study. After several weeks, the GGE Management sent their letter of reply to the researcher approving the request (Appendix C). As can be gleaned from the string of written communications between the researcher and the GGE Management, it was transparently declared to the company what specific data would be needed and how the data would be obtained and analysed. These were done on purpose to secure all ethical considerations and responsible use of data in the conduct of this study.

Upon the approval of the GGE Management to have data from their company used for research purposes, further subsequent visits were made to the company's headquarters in Pampanga to obtain all the possible data needed and to observe the company's daily operations and how the online teaching sessions are actually carried out. This also paved for the opportunity to meet the teacher-participants face to face and orient them about the nature of participation in the research. The GGE Management took that prerogative as a matter of their policy to determine the number of teacher participants, as well as to determine who shall be in the list of participants. This was clear to the researcher from the beginning. However, the latter gave certain minimum criteria which were also mutually agreed to by the management. These criteria include: (a) selecting an equal number of male and female teachers; and (b) all the teachers to be selected as participants should, at least, be regular employees of the company and have spent a considerable number of years in the company. The latter criterion was to ensure that the teacher-participants are ones who can typify a regular online teacher of the company and

whose skills have been shaped through the intensive training provided by the company.

A total of four (4) recordings of online sessions were forwarded by the GGE Management to the researcher via email with an accompanying letter specifying the use of the recordings exclusively for research purposes and only for the specific research communicated to them beforehand. The minimum criterion requested by the researcher was followed as the accounts belonged to two male and two female online teachers. The date when the recordings are conducted are as follows: February 14, 22 and 23, 2018. As personally observed by the researcher during her ocular visits to the company headquarters in Pampanga, each teacher has a designated cubicle, allowing all of them to conduct their online teaching sessions simultaneously. As to other policies imposed by the GGE Management on the confidentiality of the files, the researcher was informed that she can only use the "code names" of the four teachers to refer to their identity in the research discussions. Their real names should not be divulged as well as the names of the Japanese students. Likewise, the videos cannot be shown publicly, unless the faces are graphically concealed to prevent disclosure of the identity of the teachers and the students. Moreover, no other data on the profile of the teachers and the students can be obtained or reflected in the published research manuscript. If some of their personal information are incidentally mentioned in the recorded online interaction, then these may be credited as incidental information disclosure but the teachers and the students are precluded to confirm the veracity of such information through further data gathering means.

Having obtained the recordings, the researcher proceeded with the "transcription" work. As previously mentioned, the transcription was made to appear like a script,

indicating the parts of the teacher and the student in the dialogue. The procedure was also done in accordance with the Model of Sinclair and Coulthard. For transparency purposes, the transcribed recordings were subsequently sent via email to the GGE Management for their verification, and for them to check on the accuracy of the transcriptions. The management was also given the liberty to make necessary deletions of sensitive information from the transcriptions in case it is necessary. In the researcher's letter to the GGE Management (Appendix D) when she endorsed to the latter the transcriptions of the recordings, it was indicated that the concerned teachers can also assist in the validation of the transcribed dialogues. After several days, the GGE Management communicated to the researcher their validation of the transcribed online sessions, and certified to their accuracy corresponding to the audio-video recordings on which the transcriptions were based (Appendix E). The validated transcriptions of the online teaching sessions served as the corpus for the various analyses conducted.

Data Analysis

The study employed both quantitative and qualitative methods of analysis to examine the manifestations of rhetoric in teacher-talk. Since this was intended as a case study, the format for the presentation and discussion of data and the findings were done individually for each teacher (considered as "case subjects"), although syntheses were also provided at the end of the discussions under each research objective. The syntheses made were also meant to offer sex-aggregated data and analysis to the findings. The following sub-sections discuss how data have been treated and analyzed in order to generate the findings for each of the three research objectives.

Determining the manifestations of rhetoric undertone in online teaching discourses

The term "manifestations of the teachers' use of rhetoric in their online teaching discourses" is technically and operationally understood as deriving or isolating the chunks of teacher talk that are identified to bear "rhetoric undertones". This assumes that not all specimens of teacher talk are expected to be rhetorically charged, so that there is a need to isolate only those that are rhetorically charged. The raw transcription found in Appendix I indicate the entirety of the dialogue between the teacher and the student, but those portions set in italics are the ones that are rhetorically charged.

Likewise, the term "teacher's use of rhetoric" is not supposed to be taken as the teachers' conscious or intentional use of rhetoric when they communicate with their students. The term "use" in this study's theoretical context refers to either possibility that the teacher participants are conscious or unconscious of their use of rhetoric. Either case, however, does not affect the essential attribute of the research variable since the target was to find evidence of manifestations of teachers' use of rhetoric in their online teaching, and the evidence holds true regardless of whether the concerned teacher may or may not be conscious that he or she is using rhetoric while teaching. However, this may be regarded for its merit in future research to consider exploring if teachers who were found to manifest rhetoric in their discourses are indeed conscious of it or not. The parameters and delimitations of the present study do not cover this query.

To secure evidence of the teachers' use of rhetoric, the audio recordings of the online EFL sessions were carefully transcribed to enable a more focused observation of every utterance made by each teacher. Each utterance was not

simply observed as a fragment but in relation to the flow of the discourses in the entire online session. The context of an utterance in relation to the whole discourse also helped the researcher to determine whether a rhetoric undertone was in effect in a particular utterance.

In declaring that a teacher discourse is rhetorically charged, it is fundamental to determine if the discourse was executed with a "rhetoric intent". A rhetoric intent points to a communication having the direct and clear purpose of persuading an audience, whatever that object of persuasion is. The rhetoric intent is not concretely observable although it can be inferred from the actual discourse used by the rhetor to concretely execute his or her rhetoric intent. Since the researcher was not allowed to interview the teachers in order to ask them directly if they had rhetoric intents for every statement they made, then the only means possible to determine this was by way of inferring from the flow of their discourses in the online session. This method was not only more convenient but likewise more tenable since teachers may not honestly admit, under normal circumstances, that they are being rhetorical in their discourses. Hence, asking them directly about it may prove to be ineffective.

To determine whether a specific utterance bore a rhetoric intent, the statement is carefully analyzed in both its "semantic" and "pragmatic" meaning. The statement is also analyzed in relation to the criteria set for the different types of rhetoric (please refer to Table 2). With the researcher's prior understanding of how each type of rhetoric works, a specific utterance or statement of a teacher is thus qualified as to whether or not it bears a rhetoric undertone. If a statement or utterance qualifies as such, then it was isolated and labeled as a "rhetorically functional sentence structure" (or RFSS for brevity). The teacher discourses in Appendix I that are set in italics are considered to be RFSS units. To avoid a presentation of the RFSS units

as mere fragments, the immediate portions of the dialogues where they are situated have been retained. This, somehow, shows the text environment of the RFSS units.

At the point when the researcher was analyzing to determine evidence of the manifestation of rhetoric in the teacher discourses, it was inevitable to determine at the same time what type of rhetoric is used by the teachers, corresponding to each individual discourse. This is expected since the basis for qualifying an utterance as RFSS unit was because it qualified to the criteria of any one of the types of rhetoric. However, for the purposes of following the order of discussion based on the sequence of the research objectives, the information about the rhetoric types was not initially presented and discussed as these are reserved for the discussions under Research Objective No. 3.

It should also be noted here that the entire "transcript" of the online session for each teacher was not fully exhausted for analysis. The transcript is too long and it bears a multitude of teacher discourses since the online sessions lasted for almost half an hour. For practical and prudent purposes so as to avoid a very lengthy discussion for this research manuscript, only the initial portions of each transcript were given priority for observation and analysis. It was from these portions where the RFSS units were derived. The goal was initially set by the researcher to come up with a total of four (4) sample "clusters" for each of the four teacher participants. Operationally, a "cluster" refers to a grouping of rhetorically charged teacher discourses (or RFSS units) pursuing a common rhetoric intent. The assumption here is that RFSS units are only considered to be individually separated from each other only on the basis that they are individual statements. But it is possible that two or more RFSS units in a sequence only pursue a single rhetoric intent. When RFSS units are found to be threaded commonly by a single rhetoric intent, they are

grouped as such and declared as a single "cluster". For purposes of instilling uniformity in the accounts of the four teacher participants, the goal was to allocate 4 clusters (of RFSS units) for each of them. Note that the uniformity was possible only that they are all presented with four clusters of RFSS units but the number of RFSS units comprising each cluster may not necessarily be the same if the clusters are compared to each other. Some clusters are expected to comprise more RFSS units than others.

Table 2. Criteria for Identifying Manifestations of Intrusive Rhetoric in an EFL Instructional Setting (based on Foss' (1993) Typology of Rhetoric)

Types of Rhetoric	Rhetoric Intent
A. Intrusive Rhetoric	
1. Conquest Rhetoric	• to secure an idea, claim, or argument as the best, strongest, and most powerful among competing positions • to achieve a rhetorical prize, i.e. produce winners and losers (winners, ideas or beliefs prevail, and losers' arguments or positions are overturned and discredited) • to win an argument more than to affect listeners or to change their image of a subject in some significant way (Flower, 1989) • relies on dichotomous positions, rules, and argumentative skill directed at the rejection and destruction of ideas or positions different from the rhetor's own
2.Conversion Rhetoric	• not to defeat or destroy an opponent but to convince a person that one argument or perspective is better than another • involves the effort to construct arguments or claims so compelling that they cannot be refused--arguments that are appealing to audiences because of their substance and/or presentation • exemplified in the discourse of advertisers, politicians seeking votes, and sales representatives • rhetors explain their positions on issues "in order to influence the other person to agree" • encourages persuasion of others through the

	achievement of consubstantiality, i.e. identification of the rhetor's ways with those of the audience
3. Advisory Rhetoric	• functions very much as do approaches to education in which a rhetor/teacher guides students through the consideration of a variety of ideas to particular perspectives on subjects • to find and to further in the soul of the other the disposition toward what they have recognized in themselves "as the right" (Buber, 1988). • seeks change in the audiences and sees it as beneficial but do not insist that such change occurs. Rhetors see themselves as helpers "of the actualizing forces" of their audiences • does not insist that others adopt their positions. Advisory rhetors listen to the perspectives presented by others, consider them seriously, and even may adjust or reverse their original positions as they take them into account • Those who are subject to advisory rhetors' persuasive efforts willingly enter into the interaction because of their respect for the rhetors. They listen receptively because they recognize the knowledge, expertise, and experiences of advisory rhetors and desire to benefit and learn from them • Starhawk (1987) calls this kind of respect as "the power of a strong individual in a group of equals, the power not to command, but to suggest and be listened to, to begin something and see it happen • advisory rhetoric is rooted in respect and affection felt by interactants toward each other • more than respect may be involved in audiences' willingness to enter persuasive interactions with advisory rhetors: they may feel affection for the rhetors, affection that functions to "affect, stir, and arouse" audience members (Raymond, 1989).
B. Invitational Rhetoric	• it assumes the form of an offering, an opening, or an availability and not an insistence • the point is not to secure the adherence of audience members to the perspective offered by the rhetor • not intended to suggest that this rhetoric describes how all women communicate or that it is a rhetoric that can be used only by women

	• the primary and distinguishing feature of invitational rhetoric is a decision by the rhetor to eschew the intent to persuade • it views the attempt to persuade others as an act of violence in that it violates, damages, or abuses the inherent value and integrity of the self

Determining the discourse functions of rhetorically charged online teaching discourses

To determine the specific discourse functions to which the teacher's use of rhetoric was noted to be active, the Teacher Discourse Functions Inventory by Sinclair & Coulthard (1975 in Cockayne, 2010) was used. This analysis was conducted to account for Research Objective No. 2. The theoretical assumption of this research objective is that use of rhetoric is associated with the function of the discourse containing a rhetoric undertone. This means that there may be variations in the extent of using rhetoric depending on certain discourse functions

The model used for the above mentioned analysis is patterned after the procedure of Sinclair & Coulthard (1975 in Cockayne, 2010). Cockayne used the same model in his study "Applying the Sinclair & Coulthard Model of Discourse Analysis to a Student-Centered EFL Classroom". This model intends to analyze the discourse of an EFL teacher as he or she deals with the student/s in a classroom setting, although it was specifically adopted in this study to analyze the teacher's discourse while dealing with his or her student in an online EFL instructional setting. Accordingly, teacher discourse is classified into two general functions, i.e. (a) Boundary Exchanges and (b) Teaching Exchanges. The boundary exchange discourse function is when the teacher initiates the communication to signal the transition from one section of the lesson to the next. On the other hand, the teaching exchange discourse function covers all other communication from the teacher when

asking a question to the student, answering a question from the student, and giving remarks or feedback to the answer of a student or any statement from the student.

Under the aforementioned general classification of the functions of teacher discourse are the specific discourse functions that register as either "boundary exchange discourse" or "teaching exchange discourse". Sinclair & Coulthard provides an exhaustive but not necessarily a complete list of commonly observed specific teacher discourse functions (please see Table 3). The list is not complete owing to the limited number of classroom discourses analyzed by Sinclair & Coulthard.

Table 3. Inventory of Specific Teacher Discourse Functions in an EFL Classroom Setting (Sinclair & Coulthard, 1975 in Cockayne, 2010)

Discourse Function Code	Discourse Function Description***
DF1	to mark (transaction) boundaries in the discourse
DF2	to emphasize a marker
DF3	to prompt students for a correct response to an initiation
DF4	to request a linguistic response
DF5	to ascertain whether there are any problems preventing successful progress of the lesson
DF6	to request a non-linguistic response
DF7	to provide information
DF8	to prompt a response to a previous directive or elicitation
DF9	to provide additional information to help students respond to a previous directive or elicitation
DF10	to signal a desire to contribute to the discourse
DF11	to call on or give permission to a student to contribute to the discourse
DF12	to show that an initiation has been understood
DF13	to provide a linguistic response appropriate to a previous elicitation
DF14	to provide a non-linguistic response to a previous directive
DF15	to provide additional information relating to a previous informative
DF16	to indicate that a reply or reaction was appropriate
DF17	to positively or negatively evaluate a previous reply

DF18	to help students follow the future structure of a lesson conclusion
DF19	to help students understand the past content of a lesson
DF20	to elicit the repetition of a student's reply
DF21	elements of discourse not intended to elicit a reply or reaction, such as the teacher thinking out loud or talking to himself or herself

*** Discourse functions can be classified into either "boundary exchange" or "teaching exchange" depending on its context in a specific classroom discourse.

To set a quality assurance mechanism in the process of classifying the RFSS units in terms of discourse functions, expert consultation was considered. The researcher transacted with former Teaching English to Speakers of Other Languages (TESOL) Trainer and Course Developer Dr. Galahad Randall S. Unciano, faculty of Pangasinan State University and former Director of the University's Center for English Language and formerly associated with TESOL Asia. Dr. Unciano's study on "Learner Autonomization in the Classroom Language Learning Situation" (awarded best research by Benguet State University in 2010), in part, employed discourse function analysis and thus are some of his academic credits considered for the expert consultation. The main task of classifying the RFSS units in terms of discourse functions was prepared by the researcher and subsequently presented to Dr. Unciano for his comments and notes on the analysis made. His corrections, critique and recommendations were thus integrated to finalize the statement of the findings reflected in the appended raw analysis. This expert consultation extends to the guidance provided to the researcher on the actual classification of the teaching discourses into the different discourse functions. This consultation covers only the analysis of data on this particular research query. Appendices G and H show the string of formal correspondence with the consultant whose expertise was availed.

Determining the rhetoric intent and the type of rhetoric employed by the online EFL teachers

The third and final research objective is to make the respective "rhetoric intents" of the teachers "explicitly stated" by inferring them from the RFSS units. This was previously discussed. In actual communication, a rhetor would not divulge explicitly his or her rhetoric intent to the audience. When one offers a rhetoric discourse, he or she does not usually state that he or she is pulling a rhetoric strategy to persuade the audience to accept an idea or to make them act or decide in a certain way. The rhetor normally keeps the rhetoric intent to himself or herself, or at least, from the target audience. Thus, the statements of the rhetoric intents of the teachers resulted from the inferences made by the researcher based on her assessment of what the RFSS units clearly suggest is the rhetoric intent of the teachers. It has been observed that teachers usually execute a single rhetoric intent by using several statements, all commonly cooperating and pursuing the same rhetoric intent. As this was observed as such, it enabled the "clustering" of RFSS units into the single rhetoric intent to which they are subordinate. The goal was to come up with a maximum of four (4) sample clusters for each teacher participant, and to analyze the type of rhetoric employed in the RFSS units comprising these clusters. This was also done to prudently limit the length of discussions in this research manuscript since the transcripts of online sessions are too lengthy, and it would not be practical to include the whole transcript for analysis.

To further the analysis and insights that can be drawn from the rhetoric intents of the teachers, the findings were also configured to reflect sex-aggregated data. This enables the comparison of the accounts of the male and female teachers in as far as rhetoric intents is concerned. The objective in this analysis is to draw comparison

and contrast as to how male and female teachers conceive rhetoric intents, and to discover if there are sex-associated peculiarities in conceiving rhetoric intents.

The third research objective, however, branches yet into a second level of analysis, and that is to determine the specific rhetoric types used by the teachers. The identification of the type of rhetoric employed by the teachers is already anticipated as early as the analysis made on the first research objective. In the process of identifying which among the utterances of the teachers qualify as RFSS, adjacent to that was likewise identifying the specific rhetoric type to which a RFSS unit registers. The presentation of this finding, however, was reserved to appear in the presentation and discussion of the findings under the third research objective.

Type of rhetoric is an attribute ascribed to the discourse and not to the rhetoric intent, although certain rhetoric intents may be a factor to strongly condition the type of rhetoric that can be used to execute it. Generally, however, a rhetoric intent may be executed using varied types of rhetoric depending on the discretion of the rhetor. Thus, each RFSS unit should also account for a specific type of rhetoric. To determine the type of rhetoric used for the discourses the typology of Foss is used, which distinguishes types of rhetoric generally into "Patriarchal (Traditional) Rhetoric" and "Invitational (or Feminist) Rhetoric". In the theory of Foss, she makes a sweeping assumption that the types of rhetoric are directly associated to sex, so that the aforementioned types are linked to men and women, respectively. On this basis, the researcher took the initiative to refer to these types of rhetoric in "gender neutral" terms by operationally substituting "patriarchal rhetoric" with "intrusive rhetoric". The term "intrusive" was adopted based on the descriptions used by Foss when she qualified patriarchal rhetoric and how it is distinct from its counterpart. This substitution of the term was essential for the framework of this study since the study

also meant to prove whether or not the types of rhetoric are, indeed, associated to the sexes based on the evidence in the accounts of the male and female teachers. It will turn out to be technically absurd to indicate findings that male teachers use a feminist rhetoric or that female teachers use patriarchal rhetoric. Neutralizing the gender association to the rhetoric types also eliminated the risk of bias to view the rhetoric orientations of the male and female teacher participants. Despite the substitution of terms, the original concepts of Foss in the typology have been retained and adopted. Intrusive rhetoric (also known as patriarchal rhetoric) branches out into three sub-types, namely, "conquest rhetoric, conversion rhetoric, and advisory rhetoric". Invitation rhetoric (also known as feminist rhetoric) has no sub-type. The descriptions corresponding to the types of rhetoric are indicated in Table 2.

To further the analysis and insights that can be drawn from the types of rhetoric used by the teachers, the findings were also configured to reflect sex-aggregated data. This enables the comparison of the accounts of the male and female teachers in as far as inclination towards certain types of rhetoric is concerned. The objective in this analysis is to draw comparison and contrast as to how male and female teachers consciously or unconsciously select certain rhetoric types to be used in their discourses when they engage in rhetoric communication. From this, it may be discovered if sex is a factor to one's inclination towards or use of certain types of rhetoric.

Chapter IV

RESULTS AND DISCUSSION

This study's objective as stated in the preliminary section of the research outline is to secure evidence of the use of rhetoric in the teaching discourses of male and female online EFL (English as a Foreign Language) teachers. Teaching discourse is used in this study in almost the same sense as "teacher talk" to refer generally to all sorts of verbal communication opportunities of a teacher while engaged in the process of teaching. However, the context of a "teacher talk" is anchored in the traditional classroom and face-to-face teaching setting from which evolved alternative and modern instructional settings in recent history, one of which is the online instructional setting. In the latter, the communication opportunities of a teacher is no longer simply manifested via verbal communication with the students because online teaching enables alternative means that the teacher is able to communicate to the learner using all the available features of electronic communication.

To further deepen the aforementioned research objective, the manifestations of the use of rhetoric found in teaching discourse are further subjected to sex-aggregated analysis, i.e. in order to characterize the nuances in the use of rhetoric and which types of rhetoric are more likely to be associated with male and female online EFL teachers. This goes with the study's hypothesis that the rhetoric undertones of teaching discourse may turn out to be "gender-sensitive" especially that Foss' (in Foss & Griffin, 1995) theory of rhetoric, itself, appears to be gender-biased as it speaks of the polarity between rhetoric types referred to as either "feminist" or "patriarchal" rhetoric, euphemistically refined and referred to as "invitational" and "intrusive" rhetoric types, respectively.

Corresponding to the above mentioned main research objectives, this research adopted several phases of data analysis. These phases were chronologically as well as logically sequenced with the initial phases of analysis serving as foundation or prerequisite to the phase or phases that follow.

The first phase of analysis involves the process of locating or extracting units of "rhetorically functional sentence structure" (RFSS) from the teaching discourse of online teachers that are, in turn, extracted from the transcribed spoken corpora of their actual online teaching sessions. The teaching discourses (along with the student discourses) were documented using an audio-video recording device and were subsequently transcribed to produce a written documentation that can be analyzed more intensively. Presentation of the RFSS made use of a table for easy graphic reference in the discussion that also enabled the aggregation of the RFSS into the accounts of male and female online teachers. Sex-aggregated analysis permeated all the levels of analysis in this study to enable a gender-based cross-sectional analysis of the use of rhetoric and its types in online teaching discourse.

The second phase of analysis is the classification of each RFSS unit into the different discourse functions using the inventory of Sinclair & Coulthard. This requires situating the pragmatic meaning or function of an RFSS unit to its environment in the overall teacher-learner communication to allow for the identification of the discourse function. Entries were tabulated for easy reference in the discussion. When tabulated, it also facilitated the comparison of the volume of entries per discourse function. This is done to determine which specific discourse functions seem to call for the use of rhetoric or seem to call for the use of certain types of rhetoric.

The third and final phase of analysis involves two things: (a) the

identification of the "rhetoric intent" in the specific rhetorically charged teaching discourses; and (b) the classification of each RFSS unit into the two general types of rhetoric, i.e. "invitational" or "intrusive". The first one presupposed the "clustering" of RFFS units, especially if a group of RFSS units are analyzed to be pursuing a common rhetoric intent, which is very commonly the case. The rhetoric intent is the explicit statement of the goal of a teacher's rhetorical move, and how he or she uses statements (i.e. RFSS units) to concretely execute his or her rhetorical move. Thus, it is possible that a teacher keeps on uttering more and more different statements until he or she thinks he or she has succeeded to convince the audience (i.e. the student) to recognize his or her rhetorical move, usually by being able to elicit an expected appropriate response from the student. As for the second component of the analysis, since intrusive rhetoric is further indicated by three sub-types, the RFSS entries were further classified into these sub-types. For a graphically convenient presentation of the RFSS' classification, the entries were placed in tables, which also allowed for easy reference in comparing the volume of entries under each of the general types of rhetoric and under each sub-type as the case may be. The tabulated data were used as reference for the discussion to justify the selection of each RFSS unit and its classification. Comparative analysis on the volumes of entries per rhetoric type was also noted in the discussions of the findings.

The following sections that discuss the results of this study are sequenced in accordance with the order and hierarchy of analyses as described in the foregoing paragraphs.

Profile of the Case Subjects

The study employed a total of four (4) online EFL teachers as case subjects, with

identification of the "rhetoric intent" in the specific rhetorically charged teaching discourses; and (b) the classification of each RFSS unit into the two general types of rhetoric, i.e. "invitational" or "intrusive". The first one presupposed the "clustering" of RFFS units, especially if a group of RFSS units are analyzed to be pursuing a common rhetoric intent, which is very commonly the case. The rhetoric intent is the explicit statement of the goal of a teacher's rhetorical move, and how he or she uses statements (i.e. RFSS units) to concretely execute his or her rhetorical move. Thus, it is possible that a teacher keeps on uttering more and more different statements until he or she thinks he or she has succeeded to convince the audience (i.e. the student) to recognize his or her rhetorical move, usually by being able to elicit an expected appropriate response from the student. As for the second component of the analysis, since intrusive rhetoric is further indicated by three sub-types, the RFSS entries were further classified into these sub-types. For a graphically convenient presentation of the RFSS' classification, the entries were placed in tables, which also allowed for easy reference in comparing the volume of entries under each of the general types of rhetoric and under each sub-type as the case may be. The tabulated data were used as reference for the discussion to justify the selection of each RFSS unit and its classification. Comparative analysis on the volumes of entries per rhetoric type was also noted in the discussions of the findings.

The following sections that discuss the results of this study are sequenced in accordance with the order and hierarchy of analyses as described in the foregoing paragraphs.

Profile of the Case Subjects

The study employed a total of four (4) online EFL teachers as case subjects, with

an equal number of male and female members (i.e. two male and two female teachers). The teachers were currently active and regular employees of GnGn Eikawa (GGE) Philippines-Pampanga at the time of data retrieval. The teachers were commonly assigned "accounts" (i.e. EFL courses) in which they handled Japanese EFL learners. Teachers and students are separated by time and space as the Japanese students are stationed conveniently in parts of Japan, and their interactions with their teachers are purely virtual through online medium for the entire duration that they finish the EFL course. As a matter of company protocol, teachers of GGE are officially assigned their respective "code names". As per information from the GGE management, this is done to prevent personal familiarity between teachers and students. Likewise, the teachers were given code names that are culturally acceptable to Japanese students.

In the discussion of the research findings in the following sections of this Chapter, reference to the teacher case subjects is made on the basis of their code names. Permission was prior secured from the GGE Management to use the teachers' code names in this research, and for potential publications of this research. Table 4 shows the inventory of the subjects of the study. The teachers' sex as well as their respective students during the recorded online sessions are also noted in the table.

Table 4. Research Subjects

Case Reference No.	Name of Subject	Teachers' Sex	Students' Sex
Subject 1	Teacher Raii	Male	Female
Subject 2	Teacher Rafael	Male	Female
Subject 3	Teacher Weeny	Female	Male
Subject 4	Teacher Zaya	Female	Female

As can be noted from the above table, the four male and female teachers dealt with either male or female students. The balance in the sex-distribution of the teachers was done purposively to which the GGE management concurred, as they were the one who identified the teachers to serve as case subjects. However, what was beyond the researcher's control was the selection of the students' sex although attempts were made to negotiate on the matter. Initially, the researcher arranged to control the selection of the students' sex to account for representations of "male teacher – male student"; male teacher – female student"; "female teacher – male student"; and "female teacher – female student". This was the original design for the selection of respondents, although it later proved to be non-tenable to execute considering the logistics and criteria for selection imposed by the management.

In the original research population sampling design, the purpose was to enable exploration of male and female teachers possibly trying to adjust their choice of rhetoric strategies contingent to the sex of the student they are dealing with. For instance, a male teacher's rhetoric style or strategy may possibly vary if he is dealing with either a fellow male or a female student. And this can possibly go similarly in the case of the female teachers. However, considering the online school's restricted rules, the researcher had to settle with the outcomes of the selection process that was mostly controlled by the school as reflected in Table 4. It turned out that all male teachers were dealing with female students in the online sessions, although in the case of the female teachers, one of them, i.e. Subject 3 dealt with a male student while Subject 4 dealt with a student who is a fellow female. It is favorable for future parallel research to pursue the original sampling design for its merits as previously stated.

Manifestations of the Use of Rhetoric in Online EFL Teaching

This section presents the findings relative to the first research objective. Herein set of findings have a "foundational" significance to the entire research, and without which it makes no sense to answer the rest of the research questions. The primordial thesis of the study is that rhetoric is actively used or manifest in teaching discourse, and thus the expectation is to be able to draw evidence of rhetoric undertones in the teaching discourses of online EFL teachers. The subsequent research objectives are possible only when this is established.

Teaching discourses are rhetorical

The findings of the study confirm the above stated thesis. It cannot be regarded as a "hypothesis" in the context of this study which adopts a qualitative research design (i.e. a case study). A "hypothesis" is something associated to "quantitative research". This is also clarified in a scholarly literature published by the "Yeshiva University Fatherhood Project", to wit:

> "Qualitative research ... involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.
>
> The traditional approach, often referred to as quantitative research, leads to hypothesis-testing research, whereas the qualitative approach leads to hypothesis-generating research." (Yeshiva University Fatherhood Project)

Findings show that there are, indeed, discourses from each of the four teachers (male and female alike) that indicate rhetoric undertones, and for that they are labeled as units of rhetorically functional sentence structures (or RFSS units). Prior to analysis, the spoken corpora of the teachers' discourses while engaged in online teaching were transcribed in order to transform them into a print corpus that lend to easier and more intensive analysis. The transcribed teaching discourses were found

to be too many, considering that an online teaching session runs for almost half an hour, and where teacher-learner interactions are continuous and unbroken in the entire duration. Thus, it was decided to lift "excerpts" from the raw transcribed corpus to limit the items to be analyzed. Afterall, the intention of the study is to, foremost, show evidence that, indeed, the use of rhetoric is active in teaching discourse and so it may be irrelevant to demonstrate this by exhausting the analysis for the entire corpora when excerpts from them will suffice to show the evidence.

The whole transcriptions of the online sessions respective to each of the four teachers are no longer attached in this manuscript because they are too lengthy. Only the specific portions of the transcriptions where the identified RFSS units were presented in Appendix I. The latter is also shown with their "raw discussions" or explanations. As can be noted in Appendix I, the RFSS units have been organized into the specific clusters where they belong, and where four clusters are indicated for each teacher participant.

Extent of the manifestation of rhetoric in the teaching discourses

The specific teacher discourses (i.e. verbal utterances) that manifest rhetoric undertone are labeled in this study as "rhetorically functional sentence structures" or "RFSS units" (for brevity). Measuring the "extent" of such manifestations was done by calculating the ratio of the rhetorically charged teaching discourses against the total number of discourses, which include those that have no rhetoric undertones. Thus, the fomula:

$$\text{Extent of RFSS Units}^{***} = \frac{\text{Total No. of RFSS Units per cluster}}{\text{Total No. of Teacher Discourses per cluster}}$$

*** per cluster

This calculation is possible since teacher discourses are grouped into clusters. To account for uniformity, each teacher is allocated a total of four (4) clusters, excerpted from the transcribed corpus of their respective online sessions. On account of this calculation, the findings are as follows:

Teacher Raii (Male)

Table 5 presents the findings on the extent of the manifestation of rhetorically charged teaching discourses (i.e. number of RFSS units) accounted for by male Teacher Raii across four clusters of his interaction with his student excerpted from the entire transcript of the corpus of his online teaching session.

The table shows that Teacher Raii manifested teaching discourses that are rhetorically charged (i.e. with rhetoric undertone) but not all of his discourses. In the extent of the statistics reflected in the table, "majority" of his teaching discourses across the four clusters are actually rhetorically charged (i.e. 60%) in contrast to the lesser accounts of his teaching discourses that do not manifest rhetoric undertone (40%).

However, it should be noted that the density of rhetorically charged teaching discourses does not follow a consistent pattern. Since each cluster represents a relatively independent episode of interaction, it is notable that there are certain clusters where the number of RFFS units figured in lesser ratios, eg. "Cluster 1" that accounts for a mere rate of 37.5% of RFSS units from a total number of 8 units of teaching discourse. Nevertheless, it is remarkable to note the greater density of teaching discourses that are rhetorically charged in most of the clusters. This shows that rhetoric is not only employed by Teacher Raii but employs it relatively frequent and in most of his teaching discourses.

Table 5. Extent of Rhetorically Charged Teaching Discourses of Teacher Raii

Discourse Cluster	Total Number of Teaching Discourse Units	Total Number of Rhetorically Charged Teaching Discourse Units	Ratio / Percentage	Total Number of Teaching Discourse Units with no rhetoric undertones	Ratio / Percentage
Cluster 1	8	3	37.5%	5	62.5%
Cluster 2	4	3	75%	1	25%
Cluster 3	3	2	66.7%	1	33.3%
Cluster 4	5	4	80%	1	20%
Total	20	12	60%	8	40%

Teacher Rafael (Male)

Table 6 presents the findings on the extent of the manifestation of rhetorically charged teaching discourses (i.e. number of RFSS units) accounted for by male Teacher Rafael across four clusters of his interaction with his student excerpted from the entire transcript of the corpus of his online teaching session.

Like the previously discussed teacher, Teacher Rafael also manifested teaching discourses that are rhetorically charged but not all of his discourses. In the extent of the statistics reflected in the table, "majority" of his teaching discourses across the four clusters are actually rhetorically charged (i.e. 71%) in contrast to the lesser accounts of his teaching discourses that do not manifest rhetoric undertone (29%). Apparently, the rate of the density of his teaching discourses that are rhetorically charged fare even higher than that of Teacher Raii.

Likewise, a clearer pattern is more distinguishable in the account of Teacher Rafael showing a consistently higher rate of rhetorically charged teaching discourses (compared to those that are not). This pattern is not too apparent in the previously discussed account of Teacher Raii. In all the four clusters, Teacher Rafael's rhetorically charged teaching discourses constitute the majority out of the total

number of his teaching discourses. This shows that rhetoric is not only employed by Teacher Rafael but employs it relatively frequent and in most of his teaching discourses, and in greater extent compared to Teacher Raii.

Table 6. Extent of Rhetorically Charged Teaching Discourses of Teacher Rafael

Discourse Cluster	Total Number of Teaching Discourse Units	Total Number of Rhetorically Charged Teaching Discourse Units	Ratio / Percentage	Total Number of Teaching Discourse Units with no rhetoric undertones	Ratio / Percentage
Cluster 1	7	4	57%	3	43%
Cluster 2	3	3	100%	0	0%
Cluster 3	7	6	86%	1	14%
Cluster 4	7	4	57%	3	43%
Total	24	17	71%	7	29%

Teacher Weeny (Female)

Table 7 presents the findings on the extent of the manifestation of rhetorically charged teaching discourses (i.e. number of RFSS units) accounted for by female Teacher Weeny across four clusters of her interaction with her student excerpted from the entire transcript of the corpus of her online teaching session.

Like the previously discussed accounts of the two male teachers, Teacher Weeny also manifested teaching discourses that are rhetorically charged but not all of her discourses. In contrast to the previously stated findings however, the extent of the statistics reflected in the table shows that only a "minority" of her teaching discourses across the four clusters are actually rhetorically charged (i.e. 42.5%) in contrast to the greater accounts of her teaching discourses that do not manifest rhetoric undertone (57.5%). The ratios are not too distant though, which still give evidence to Teacher Weeny's vivid use of rhetoric as she engages in teaching.

Moreover, it should be noted that the density of rhetorically charged teaching discourses does not follow a consistent pattern in as far as Teacher Weeny's account. There are certain clusters where the number of RFFS units figured in higher ratios, eg. "Cluster 1" (78%). Nevertheless, it is remarkable to note the greater density of teaching discourses that are not rhetorically charged in most of the clusters. While the figures still show that rhetoric is employed by Teacher Weeny, their occurrence is comparably low compared to the accounts of Teacher Raii and Teacher Rafael.

Table 7. Extent of Rhetorically Charged Teaching Discourses of Teacher Weeny

Discourse Cluster	**Total Number of Teaching Discourse Units**	**Total Number of Rhetorically Charged Teaching Discourse Units**	**Ratio / Percentage**	**Total Number of Teaching Discourse Units with no rhetoric undertones**	**Ratio / Percentage**
Cluster 1	9	7	78%	2	22%
Cluster 2	9	3	33%	6	67%
Cluster 3	10	3	30%	7	70%
Cluster 4	12	4	33%	8	67%
Total	40	17	42.5%	23	57.5%

Teacher Zaya (Female)

Table 8 presents the findings on the extent of the manifestation of rhetorically charged teaching discourses (i.e. number of RFSS units) accounted for by female Teacher Zaya across four clusters of her interaction with her student excerpted from the entire transcript of the corpus of her online teaching session.

Like the previously discussed accounts of the three teachers, Teacher Zaya also manifested teaching discourses that are rhetorically charged but not all of her discourses. Coinciding with the previously stated findings for Teacher Weeny,

Teacher Zaya's accounts also show that only a "minority" of her teaching discourses across the four clusters are actually rhetorically charged (i.e. 48.5%), although this figure is slightly higher compared to the ratio in Teacher Zaya's account in contrast to the greater accounts of her teaching discourses that do not manifest rhetoric undertone (51.5%). The ratios are not too distant though, which still give evidence to Teacher Zaya's vivid use of rhetoric as she engages in teaching.

Moreover, it should be noted that the density of rhetorically charged teaching discourses does not follow a consistent pattern in as far as Teacher Zaya's account. There are certain clusters where the number of RFFS units figured in higher ratios, eg. "Cluster 4" (83%). Nevertheless, it is remarkable to note the greater density of teaching discourses that are not rhetorically charged in most of the clusters. While the figures still show that rhetoric is employed by Teacher Zaya, their occurrence is slightly higher compared to the account of Teacher Weeny, but comparably low compared to the accounts of Teacher Raii and Teacher Rafael.

Table 8. Extent of Rhetorically Charged Teaching Discourses of Teacher Zaya

Discourse Cluster	**Total Number of Teaching Discourse Units**	**Total Number of Rhetorically Charged Teaching Discourse Units**	**Ratio / Percentage**	**Total Number of Teaching Discourse Units with no rhetoric undertones**	**Ratio / Percentage**
Cluster 1	6	2	33%	4	67%
Cluster 2	12	5	42%	7	58%
Cluster 3	9	4	44%	5	56%
Cluster 4	6	5	83%	1	17%
Total	33	16	48.5%	17	51.5%

Rhetoric Undertones in the Teaching Discourses of Male and Female Teachers

This section provides a sex-aggregated analysis of the accounts of the four teachers. This analysis is an attempt to compare and contrast the manifestations of rhetorically charged teaching discourses as accounted for by male and female teachers. For this purpose, Table 9 configures the data from the previous tables to enable the sex-aggregated analysis.

Table 9. Sex-Aggregated Analysis of Rhetorically Charged Teaching Discourses

Discourse Cluster	Ratio / Percentage of Rhetorically Charged Teaching Discourse Units					
	Male Teachers			Female Teachers		
	Raii	Rafael	AWM	Weeny	Zaya	AWM
Cluster 1	37.5%	57%	47.25%	78%	33%	55.5%
Cluster 2	75%	100%	87.5%	33%	42%	37.5%
Cluster 3	66.7%	86%	76.35%	30%	44%	37%
Cluster 4	80%	57%	68.5%	33%	83%	58%
Total	60%	71%	**65.5%**	42.5%	48.5%	**45.5%**

AWM – Average Weighted Mean (of the rates of RFSS units per sex-grouping)

From the figures in the above table, it appears that there is a leverage on the part of the male teachers over the female teachers in as far as accounting for the frequency in the use of rhetoric in their teaching discourse. Caution must be taken, though, not to construe data to mean that the male teachers are necessarily more adept than the female teachers in using rhetoric in teaching discourse. Data do not also imply that the quantity of RFSS units should indicate that the quality of the rhetoric of the male teachers is superior to that of the female teachers. The data merely reflect the number of teaching discourses that are rhetorically charged and their ratio relative to the total number of discourses.

Based on the above table, an average of 65.5% of the male teachers' total teaching discourses are identified as RFSS units. This means that majority of what constitutes their teaching discourses are rhetorically charged utterances. This

contrasts the case of the female teachers who fared lower at an average of 45.5% of their teaching discourses identified as RFSS units. The margin of difference is 19.5% (almost 20%). Thus, it can be inferred from the figures that male teachers account for teaching discourses that are relatively more infused with discourses with rhetoric undertones compared to female teachers.

The above findings may be construed to mean that the male teachers took a greater number of utterances to peddle their rhetorical motive compared to the female teachers. If this assumption can be taken to be true, then it may be raised as an indicator or criterion for the quality of rhetoric force. Apparently, if it takes a rhetor fewer utterances to peddle a rhetoric motive, then it cues at how effective the few discourses are that required no further addition as they are already able to accomplish the rhetoric goal at the expense of fewer utterances. Conversely, if it takes a rhetor to peddle his or her rhetorical motive using more utterances, then this cue on some difficulty in the effort to convey the rhetoric-infused message to the audience. In contrast, however, to this interpretation, literature on rhetorical strategies seem to credit also the use of profuse utterances as an indicator of an effective rhetorical strategy. This is noted from the Nordquist's (2017) discussion of "battology", to wit:

> *"Care to know how to bore your readers to tears? Repeat yourself. Carelessly, excessively, needlessly, endlessly, repeat yourself (Thattedious strategy is called battology.) Would you like to know how to keep your readers interested? Repeat yourself. Imaginatively, forcefully, thoughtfully, amusingly, repeat yourself.*
>
> *Needless repetition is deadly—no two ways about it. It's the kind of clutter that can put to sleep a circus full of hyperactive children. But not all repetition is bad. Used strategically, repetition can wake our readers up and help them to focus on a key idea—or, at times, even raise a smile. When it came to practicing effective strategies of repetition, rhetoricians in ancient Greece and Rome had a big bag full of tricks, each with a fancy name." (Nordquist, 2017)*

In Nordquist's explanation, there is justification in rhetoric for the use of profuse utterances, however on the basis that utterances are multiplied via the process of repetition to instill "emphasis". However, Nordquist also speaks of "needless repetition" which becomes antithetical for rhetoric purposes. To expound on the types of repetition that characterize good and effective rhetoric, Nordquist enumerates some of the common rhetoric strategies that employ repetition, to wit:

> ***Anaphora.*** *Repetition of the same word or phrase at the beginning of successive clauses or verses. This memorable device appears most famously throughout Dr. King's "I Have a Dream" speech. Early in World War II, Winston Churchill relied on anaphora to inspire the British people: "We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."*
>
> ***Commoratio.*** *Repetition of an idea several times in different words. If you're a fan of Monty Python's Flying Circus, you probably recall how John Cleese used commoratio beyond the point of absurdity in the Dead Parrot Sketch: "He's passed on! This parrot is no more! He has ceased to be! He's expired and gone to meet his maker! He's a stiff! Bereft of life, he rests in peace! If you hadn't nailed him to the perch he'd be pushing up the daisies! His metabolic processes are now history! He's off the twig! He's kicked the bucket, he's shuffled off his mortal coil, run down the curtain and joined the bleedin' choir invisible! THIS IS AN EX-PARROT!*
>
> ***Diacope.*** *Repetition broken up by one or more intervening words. Shel Silverstein used diacope in a delightfully dreadful children's poem called, naturally, "Dreadful": Someone ate the baby, it's rather sad to say. Someone ate the baby So she won't be out to play. We'll never hear her whiny cry. Or have to eel if she is dry. We'll never hear her asking, "Why?" Someone ate the baby."*
>
> ***Epimone.*** *Frequent repetition of a phrase or question; dwelling on a point. One of the best known examples of epimone is Travis Bickle's self-interrogation in the film Taxi Driver (1976): "You talkin' to me? You talkin' to me? You talkin' to me? Then who the hell else are you talking . . . you talking to me? Well I'm the only one here. Who . . . do you think you're talking to? Oh yeah? Okay."*
>
> ***Epiphora.*** *Repetition of a word or phrase at the end of several clauses. A week after Hurricane Katrina devastated the Gulf Coast late in the summer of 2005, the president of Jefferson Parish, Aaron Broussard, employed epiphora in an emotional interview with CBS News: "Take whatever idiot they have at the top of whatever agency*

and give me a better idiot. Give me a caring idiot. Give me a sensitive idiot. Just don't give me the same idiot."

Epizeuxis. *Repetition of a word for emphasis (usually with no words in between). This device appears often in song lyrics, as in these opening lines from Ani DiFranco's "Back, Back, Back": Back back back in the back of your mind are you learning an angry language, tell me boy boy boy are you tending to your joy or are you just letting it vanquish? Back back back in the dark of your mind where the eyes of your demons are gleaming are you mad mad mad about the life you never had even when you are dreaming? (from the album To the Teeth, 1999)*

Polyptoton. *Repetition of words derived from the same root but with different endings. The poet Robert Frost employed polyptoton in a memorable definition. "Love," he wrote, "is an irresistible desire to be irresistibly desired." So, if you simply want to bore your readers, go right ahead and repeat yourself needlessly. But if instead you want to write something memorable, to inspire your readers or perhaps entertain them, well then, repeat yourself—imaginatively, forcefully, thoughtfully, and strategically." (Nordquist, 2017)*

On the above notes from Nordquist, a close observation of the RFSS units of the male teachers in this study shows that they are not characterized by the use of any rhetorical strategy on repetition. The rhetorically charged utterances are simply profuse in themselves and not because any repetition had to be made.

On a final note about the findings, it may not be all too strange to find rhetorically charged utterances in teachers' discourses as even this was already noted by Davis (2013) when he referred to "Professors" (Davis used this term in a metaphoric representation of teachers) as being "rhetorical ninja, fighting arguments with eloquent prose and articulation". However, while Davis' idea of teachers' engagement in rhetoric may sound a bit contextualized, such that it may depend on the subject matter of a teacher's discourse, i.e. he speaks of "fighting for arguments". In his quote, Davis seems not to be generalizing on all teachers but only those engaged in teaching courses that have to do with "argumentation", or Davis may be suggesting that teachers get to be rhetorically engaged only in circumstances when their discourse requires argumentation. Apparently, argumentation cannot possibly

characterize all teaching discourses, one might think. However, analyzing on the rhetorically charged utterances of the male and female teachers of this study, it can be noted that the discourses are situated right in those points when the teachers are advancing arguments over something to which they are peddling to their respective students.

As to the limitations of the research findings, technically, it is not really possible to make a very accurate judgment as to the density or ratio in the use of rhetoric among the teachers. There are several factors that limit the conclusiveness of the above findings. One factor is the differentiated duration of the online session among the teachers. Some teachers consumed longer sessions than the others. The length of the period directly affects the volume of teacher talk. It is highly probable that the teacher with more accounts of teacher talk is likely to literally have more statements containing RFSS compared to a teacher with less talk because of a shorter session in which to talk.

Another factor is that the four teacher participants in this study dealt with different students who differ in age and personality. Some teachers dealt with older students while others with younger students. These variables conditioned the teachers to adjust their manner of communicating with the students, which also affected the frequency in their use of rhetoric.

The findings also reveal that not only do both male and female online teachers use rhetoric but that they use it regardless of the sex of the student they are dealing with. In the case of the two male teachers in this study, i.e. Teacher Raii and Teacher Rafael, they used rhetoric when teaching students in the opposite sex. In the same way, the two female teachers, i.e. Teacher Weeny and Teacher Zaya also used rhetoric when teaching their students wherein one is a male and the other is a

female. There are no accounts of male students taught by male teachers in the study since the male teachers volunteered by the school management were both assigned female students to teach.

Use of Rhetoric across Teaching Discourse Functions

This section discusses the findings relative to the second research question. The aim here was to classify the rhetorically charged teaching discourses in terms of their discourse functions. As a matter of theory, teaching discourses are not just plainly discourses that occur at random and in a vacuum. From the point of view of discourse pragmatics, discourses are executed in relation to some definite pragmatic functions (Alami, 2015). This is also in consonance to the idea that discourses are "teleological" (Niesen, 2018). On the point that this study has sought to analyze "teaching discourses", then it invokes the necessity of using a matrix of discourse functions appropriate to classify discourses not in a general sense of discourse but the functions of discourses as they occur in the context of a teaching discourse. For this purpose, the matrix of Sinclair & Coulthard (1975 in Cockayne, 2010) was used.

In addition to the above, the main purpose that this study presupposed the need to analyze the "functions" of the rhetorically charged teaching discourses is anchored on the intent to find out what discourse functions the teachers were executing at the point when they used rhetoric. It cannot be mere coincidence that a rhetorically charged discourse is simply noted to have this or that adjacent discourse function. The theory of this researcher is that it is important to check out for probably "patterns" as to which discourse functions call for greater exigency on the part of a teacher to use rhetoric. The assumption here is that certain discourse functions could possibly trigger an exigency for rhetoric.

Moreover, since this aspect of analysis is also intended to be sex-aggregated (which applies to all the research questions), then it was worth noting if the catalytic power of discourse functions to set the exigency for rhetoric is something that applies commonly (or differently) in the accounts of male and female online EFL teachers. The matrix of teaching discourse functions of Sinclair & Coulthard (1975 in Cockayne, 2010) is indicated in Table 3 of Chapter 3.

Furthermore, owing to the lengthy transcript of the raw analysis done by this researcher to deliberate on the classification of the rhetorically charged teaching discourses into the different discourse functions (DF), this transcript of the raw analysis is merely attached as an appendix (see Appendix J).

The discussions of the findings reflected in the body of this Chapter configures the results of the raw analysis in a clean-cut summary.

Teacher Raii (Male)

Table 10 shows a summary of the findings on the distribution of Teacher Raii's rhetorically charged teaching discourses into the different discourse functions (DF). The table reflects these findings on the four excerpt-units or clusters taken from the transcribed corpus of Teacher Raii's teaching discourses during his actual online teaching engagement. These clusters are similar to those used to discuss the findings in the previous research question. Thus, the first column of the table indicates the cluster; the second column indicates the list of identified RFSS units from the cluster. The third column classifies each RFSS unit in terms of discourse function (DF).

Table 10. Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Raii

Cluster	RFSS Units (identified rhetorically charged teaching discourses)	Discourse Function
Cluster 1	RFSS-1	DF-5
	RFSS-2	DF-7
	RFSS-3	DF-4
	RFSS-4	DF-4
Cluster 2	RFSS-5	DF-11
	RFSS-6	DF-8
	RFSS-7	DF-9
Cluster 3	RFSS-8	DF-9
	RFSS-9	DF-9
	RFSS-10	DF-9
Cluster 4	RFSS-11	DF-9
	RFSS-12	DF-9
	RFSS-13	DF-17
	RFSS-14	DF-9
	RFSS-15	DF-17
Total	15	7

DF-5 - to ascertain whether there are any problems preventing successful progress of the lesson
DF-7 - to provide information
DF-4 - to request a linguistic response
DF-11 - to call on or give permission to a pupil to contribute to the discourse
DF-8 - to prompt a response to a previous directive or elicitation
DF-9 - to provide additional information to help student respond to a previous directive or elicitation
DF-17 - to positively or negatively evaluate a previous reply

Table 11 shows the distribution of a total of 15 identified RFSS units in the four clusters/excerpt-units of Teacher Raii's teaching discourse into the different discourse functions (DF). Accordingly, the 15 RFSS units are reducible to 7 DF types, namely: DF-5, DF-7, DF-4, DF-11, DF-8, DF-9, and DF-17 (in no particular order). The descriptive equivalent of each DF code is indicated in the table. This means that Teacher Raii engaged in 7 different discourse functions at the point that he employed rhetoric in the act of teaching, or at least in the extent of the excerpted units of the entire recording of his teaching discourse equivalent to a single sample

of his online teaching engagement. Reiterating the previously stated theory of this study, discourse functions can serve as a trigger or catalyst to set the exigency for using rhetoric in teaching discourse. In as far as this is concerned, the circumstances that catalyzed Teacher Raii to use rhetoric are anchored on his execution of several discourse functions, to wit:

- to ascertain whether there are any problems preventing successful progress of the lesson
- to provide information
- to request a linguistic response
- to call on or give permission to a pupil to contribute to the discourse
- to prompt a response to a previous directive or elicitation
- to provide additional information to help student respond to a previous directive or elicitation
- to positively or negatively evaluate a previous reply

The above inventory of discourse functions availed by Teacher Raii does not indicate the full extent of discourse functions he has executed during his online teaching engagement. Instead, the inventory only refers to those that apply at the point where he employed rhetorical moves. And in the light of the conceptual discussions previously cited under Review of Related Literature in Chapter 2 and some pertinent discussions under Chapter 1, it should be noted that rhetoric is still basically associated to acts or motives of persuasion (Davis, 2013; Foss in Littlejohn & Foss, 2009), then it means that Teacher Raii found specifically the convenience of using rhetoric just as he was engaging in the above mentioned discourse functions. What the extent of this study's findings, however, cannot determine is what sets this exigency for using rhetoric in the execution of these discourse functions. To answer

such question, it requires determining the intention, motive or goal of the teacher. Although it would have been possible to account for this via a procedure of interviewing the teachers to verify their motives (i.e. motive is a covert behavior which can only be determined by asking the person concerned), this procedure seemed not tenable to pursue considering the restrictions set by the GGE Management which precludes the possibility to conduct such an interview.

Since it was practically non tenable to read out the motive, intention or goal of the teachers as to their reason in using rhetoric to execute certain discourse functions, then this extent of analysis cannot be accounted for. Nevertheless, it is not integral to the complete report of findings for question number 2. But it would have served to enrich the discussion of the findings. The exigency in using rhetoric to dispense certain discourse functions can be gauged in terms of the following possible options: (a) it is conditioned by a perceived "need" on the part of the teacher; (b) it was out of the teacher's personal "reference" that is not necessarily conditioned by a need but may be due to the teacher's propensity to use rhetoric in dispensing certain discourse functions; and (c) it was "convenient" and "favorable" to use rhetoric given certain discourse functions. Anyone of these three options can underlie Teacher Raii's use of rhetoric as he executed the above mentioned list of discourse functions.

Another point observed in the analysis made was that there were instances that Teacher Raii executed some of the above stated discourse functions but where the teaching discourses involved are not rhetorically charged. This means that we can neither establish the fact that Teacher Raii's every encounter of those discourse function would necessitate him to use rhetoric because there were instances when he did not, and that he is still engaged in the same discourse functions. Again, this raises the issue of motive, intention or goal on the part of Teacher Raii which this

study has not accounted for given the limitations of its methodology and the restrictions imposed by the company that precludes the conduct of further procedures that could have been done to determine this. The researcher, though, offers these issues as potential phenomenon of interest in future research (either by herself or for others). It will be interesting to analyze the conditions that set a teacher to use rhetoric to execute certain discourse functions, and it is as much interesting to know the conditions, as well, as to why a teacher uses rhetoric to execute a discourse function in one instance but does not use it in another instance even if he or she were engaged in the same discourse function.

Pursuing the presentation of findings for this section, Table 11 shows the extent at which certain discourse functions served as vehicles for using rhetoric based on the account of Teacher Raii.

Table 11. Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Raii)

Discourse Functions	**Number of Registered RFSS Units**	**Percentage (ratio between number of registered RFFS units per discourse function and the total number of RFSS units registered across all discourse functions)**
DF-5	1	6.7%
DF-7	1	6.7%
DF-4	2	13.3%
DF-11	1	6.7%
DF-8	1	6.7%
DF-9	7	46.7%
DF-17	2	13.3%
Total	15	100%

DF-9 - to provide additional information to help student respond to a previous directive or elicitation

As what can be gleaned from the table, the register of RFSS units in each of the discourse functions is not uniform. There are discourse functions with more and less registered RFSS units. The purpose for presenting this is to show which discourse

functions have likely triggered the teachers to use rhetoric. In the case of Teacher Raii, this discourse function is DF-9, which collects 46.7% from the total number of rhetorically charged teaching discourses of Teacher Raii. A larger fraction of his RFSS units is concentrated under DF-9 discourse function. DF-9 pertains to a discourse function that aims "to provide additional information to help student respond to a previous directive or elicitation". This is as far as what the findings of this study can describe since it is previously noted that it cannot describe in terms of the intention, motive, or goal of the teacher. It seems plausible to resort to any explanation to link the use of rhetoric to a DF-9 discourse function. Afterall, it would be easy to explain that in the process of providing additional information to help a student respond to a directive or elicitation, a teacher finds it handy to employ rhetoric to facilitate this action but we do not simply rush to such assumptions. The next question to ask is --- why did Teacher Raii use rhetoric to execute a DF-9 discourse function in these particular instances (i.e. a total of 7 RFSS units) but not in his other teaching discourses that are also set to execute the same discourse function? Nevertheless, even if such queries cannot be directly answered by this study, the extent of the findings reported here are valuable in themselves. As noted in Table 7, a DF-9 discourse function sets the condition to catalyze Teacher Raii's use of rhetoric at a rate of 46.7%. This fares relatively higher than the rate that other discourse functions can trigger him to use rhetoric.

Teacher Rafael (Male)

Table 12 shows a summary of the findings on the distribution of Teacher Rafael's rhetorically charged teaching discourses into the different discourse functions (DF). The table reflects these findings on the four excerpt-units or clusters taken from the

transcribed corpus of Teacher Rafael's teaching discourses during his actual online teaching engagement. These clusters are similar to those used to discuss the findings in the previous research question.

Table 12. Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Rafael

Cluster	**RFSS Units (identified rhetorically charged teaching discourses)**	**Discourse Function**
Cluster 1	RFSS-1	DF-1
	RFSS-2	DF-4
	RFSS-3	DF-4
	RFSS-4	DF-10
Cluster 2	RFSS-5	DF-16
	RFSS-6	DF-16
	RFSS-7	DF-10
Cluster 3	RFSS-8	DF-7
	RFSS-9	DF-7
	RFSS-10	DF-4
	RFSS-11	DF-16
	RFSS-12	DF-7
Cluster 4	RFSS-13	DF-4
	RFSS-14	DF-20
	RFSS-15	DF-15
	RFSS-16	DF-4
	RFSS-17	DF-9
	RFSS-18	DF-20
	RFSS-19	DF-10
Total	19	7

DF-1 - to mark (transaction) boundaries in the discourse
DF-4 - to request a linguistic response
DF-10 - to signal a desire to contribute to the discourse
DF-16 - to indicate that a reply or reaction was appropriate
DF-7 - to provide information
DF-20 - to elicit the repetition of a student reply
DF-15 - to provide additional information relating to a previous informative

Table 13 shows the distribution of a total of 19 identified RFSS units in the four clusters/excerpt-units of Teacher Rafael's teaching discourse into the different discourse functions (DF). Accordingly, the 19 RFSS units are reducible to 7 DF types, namely: DF-1, DF-4, DF-10, DF-16, DF-7, DF-20, and DF-15 (in no particular

order). The descriptive equivalent of each DF code is indicated in the table. This means that Teacher Rafael engaged in 7 different discourse functions at the point that he employed rhetoric in the act of teaching, or at least in the extent of the excerpted units of the entire recording of his teaching discourse equivalent to a single sample of his online teaching engagement. In as far as this is concerned, the circumstances that catalyzed Teacher Rafael to use rhetoric are anchored on his execution of several discourse functions, to wit:

- to mark (transaction) boundaries in the discourse
- to request a linguistic response
- to signal a desire to contribute to the discourse
- to indicate that a reply or reaction was appropriate
- to provide information
- to elicit the repetition of a student reply
- to provide additional information relating to a previous informative

The above inventory of discourse functions availed by Teacher Rafael does not indicate the full extent of discourse functions he has executed during his online teaching engagement. Instead, the inventory only refers to those that apply at the point where he employed rhetorical moves. This means that Teacher Rafael found specifically the convenience of using rhetoric just as he was engaging in the above mentioned discourse functions. Figured under the same explanation given in the previous discussion (for Teacher Raii), the study cannot determine what sets this exigency for using rhetoric in the execution of these discourse functions since this requires determining the intention, motive or goal of the teacher.

Reiterating a point from the previous discussions (for Teacher Raii), the exigency in using rhetoric to dispense certain discourse functions can be gauged in terms of

the following possible options: (a) it is conditioned by a perceived "need" on the part of the teacher; (b) it was out of the teacher's personal "reference" that is not necessarily conditioned by a need but may be due to the teacher's propensity to use rhetoric in dispensing certain discourse functions; and (c) it was "convenient" and "favorable" to use rhetoric given certain discourse functions. Anyone of these three options can underlie Teacher Rafael's use of rhetoric as he executed the above mentioned list of discourse functions.

Another point observed in the analysis made was that there were instances that Teacher Rafael executed some of the above stated discourse functions but where the teaching discourses involved are not rhetorically charged. This means that we can neither establish the fact that Teacher Rafael's every encounter of those discourse function would necessitate him to use rhetoric because there were instances when he did not, and that he is still engaged in the same discourse functions.

Pursuing the presentation of the findings, Table 9 shows the extent at which certain discourse functions served as vehicles for using rhetoric based on the account of Teacher Rafael. As what can be gleaned from the table, the register of RFSS units in each of the discourse functions is not uniform. There are discourse functions with more and less registered RFSS units. In the case of Teacher Rafael, this discourse function is DF-4, which collects 31.6% from the total number of rhetorically charged teaching discourses of Teacher Rafael. A larger fraction of his RFSS units is concentrated under DF-4 discourse function.

Table 13. Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Rafael)

Discourse Functions	**Number of Registered RFSS**	**Percentage (ratio between number of registered RFFS units per discourse**

	Units	function and the total number of RFSS units registered across all discourse functions)
DF-1	1	5.3%
DF-4	6	31.6%
DF-10	3	15.8%
DF-16	3	15.8%
DF-7	3	15.8%
DF-20	2	10.5%
DF-15	1	5.3%
Total	19	

DF-4 - to request a linguistic response

DF-4 pertains to a discourse function that aims "to request a linguistic response". This is as far as what the findings of this study can describe since it is previously noted that it cannot describe in terms of the intention, motive, or goal of the teacher. Thus, a DF-4 discourse function sets the condition to catalyze Teacher Rafael's use of rhetoric at a rate of 31.6%. This fares relatively higher than the rate that other discourse functions can trigger him to use rhetoric.

Teacher Weeny (Female)

Table 14 shows a summary of the findings on the distribution of Teacher Weeny's rhetorically charged teaching discourses into the different discourse functions (DF). The table reflects these findings on the four excerpt-units or clusters taken from the transcribed corpus of Teacher Weeny's teaching discourses during his actual online teaching engagement. These clusters are similar to those used to discuss the findings in the previous research question.

The table shows the distribution of a total of 32 identified RFSS units in the four clusters/excerpt-units of Teacher Weeny's teaching discourse into the different discourse functions (DF). Accordingly, the 32 RFSS units are reducible to 4 DF types, namely: DF-7; DF-17; DF-11; and DF-16 (in no particular order). The descriptive equivalent of each DF code is indicated in the table. This means that

Teacher Weeny engaged in 4 different discourse functions at the point that she employed rhetoric in the act of teaching, or at least in the extent of the excerpted units of the entire recording of her teaching discourse equivalent to a single sample of her online teaching engagement. In as far as this is concerned, the circumstances that catalyzed Teacher Weeny to use rhetoric are anchored on her execution of several discourse functions, to wit:

- to provide information
- to positively or negatively evaluate a previous reply
- to call on or give permission to a student to contribute to the discourse
- to indicate that a reply or reaction was appropriate

The above inventory of discourse functions availed by Teacher Weeny does not indicate the full extent of discourse functions she has executed during her online teaching engagement. Instead, the inventory only refers to those that apply at the point where she employed rhetorical moves. This means that Teacher Weeny found specifically the convenience of using rhetoric just as she was engaging in the above mentioned discourse functions. Figured under the same explanation given in the previous discussions (for Teacher Raii and Rafael), the study cannot determine what sets this exigency for using rhetoric in the execution of these discourse functions since this requires determining the intention, motive or goal of the teacher.

Table 14. Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Weeny

Cluster	**RFSS Units (identified rhetorically charged teaching discourses)**	**Discourse Function**
Cluster 1	RFSS-1	DF-7
	RFSS-2	DF-7
	RFSS-3	DF-17
	RFSS-4	DF-7
	RFSS-5	DF-17

	RFSS-6	DF-17
Cluster 2	RFSS-7	DF-7
	RFSS-8	DF-17
	RFSS-9	DF-7
	RFSS-10	DF-7
	RFSS-11	DF-7
	RFSS-12	DF-17
	RFSS-13	DF-7
	RFSS-14	DF-7
Cluster 3	RFSS-15	DF-17
	RFSS-16	DF-7
	RFSS-17	DF-7
	RFSS-18	DF-7
	RFSS-19	DF-17
	RFSS-20	DF-17
	RFSS-21	DF-11
	RFSS-22	DF-17
Cluster 4	RFSS-23	DF-11
	RFSS-24	DF-11
	RFSS-25	DF-11
	RFSS-26	DF-11
	RFSS-27	DF-11
	RFSS-28	DF-11
	RFSS-29	DF-11
	RFSS-30	DF-11
	RFSS-31	DF-11
	RFSS-32	DF-16
Total	32	4

DF-7 - to provide information
DF-17 - to positively or negatively evaluate a previous reply
DF-11 - to call on or give permission to a student to contribute to the discourse
DF-16 - to indicate that a reply or reaction was appropriate

Reiterating a point from the previous discussions, the exigency in using rhetoric to dispense certain discourse functions can be gauged in terms of the following possible options: (a) it is conditioned by a perceived "need" on the part of the teacher; (b) it was out of the teacher's personal "reference" that is not necessarily conditioned by a need but may be due to the teacher's propensity to use rhetoric in dispensing certain discourse functions; and (c) it was "convenient" and "favorable" to use rhetoric given certain discourse functions. Anyone of these three options can

underlie Teacher Weeny's use of rhetoric as she executed the above mentioned list of discourse functions.

Another point observed in the analysis made was that there were instances that Teacher Weeny executed some of the above stated discourse functions but where the teaching discourses involved are not rhetorically charged. This means that we can neither establish the fact that Teacher Weeny's every encounter of those discourse function would necessitate her to use rhetoric because there were instances when she did not, and that she is still engaged in the same discourse functions.

Pursuing the presentation of the findings, Table 15 shows the extent at which certain discourse functions served as vehicles for using rhetoric based on the account of Teacher Weeny. As what can be gleaned from the table, the register of RFSS units in each of the discourse functions is not uniform. There are discourse functions with more and less registered RFSS units. In the case of Teacher Weeny, this discourse function is DF-7, which collects 37.5% from the total number of rhetorically charged teaching discourses of Teacher Weeny. A larger fraction of her RFSS units is concentrated under DF-7 discourse function.

Table 15. Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Weeny)

Discourse Functions	**Number of Registered RFSS Units**	**Percentage (ratio between number of registered RFFS units per discourse function and the total number of RFSS units registered across all discourse functions)**
DF-7	12	37.5%
DF-17	9	28.1%
DF-11	10	31.3%
DF-16	1	3.1%
Total	32	100%

DF-7 - to provide information

DF-7 pertains to a discourse function that aims "to provide information". This is as far as what the findings of this study can describe since it is previously noted that it cannot describe in terms of the intention, motive, or goal of the teacher. Thus, a DF-7 discourse function sets the condition to catalyze Teacher Weeny's use of rhetoric at a rate of 37.5%. This fares relatively higher than the rate that other discourse functions can trigger her to use rhetoric.

Teacher Zaya (Female)

Table 16 shows a summary of the findings on the distribution of Teacher Zaya's rhetorically charged teaching discourses into the different discourse functions (DF). The table reflects these findings on the four excerpt-units or clusters taken from the transcribed corpus of Teacher Zaya's teaching discourses during her actual online teaching engagement. These clusters are similar to those used to discuss the findings in the previous research question.

The table shows the distribution of a total of 21 identified RFSS units in the four clusters/excerpt-units of Teacher Zaya's teaching discourse into the different discourse functions (DF). Accordingly, the 21 RFSS units are reducible to 7 DF types, namely: DF-4; DF-8; DF-1; DF-11; DF-16; and DF-5 (in no particular order). The descriptive equivalent of each DF code is indicated in the table. This means that Teacher Zaya engaged in 7 different discourse functions at the point that she employed rhetoric in the act of teaching, or at least in the extent of the excerpted units of the entire recording of her teaching discourse equivalent to a single sample of her online teaching engagement. In as far as this is concerned, the circumstances that catalyzed Teacher Zaya to use rhetoric are anchored on her execution of several discourse functions, to wit:

- to request a linguistic response
- to prompt a response to a previous directive or elicitation
- to mark (transaction) boundaries in the discourse
- to call on or give permission to a student to contribute to the discourse
- to indicate that a reply or reaction was appropriate
- to ascertain whether there are any problems preventing successful progress of the lesson
- to positively or negatively evaluate a previous reply

The above inventory of discourse functions availed by Teacher Zaya does not indicate the full extent of discourse functions she has executed during her online teaching engagement. Instead, the inventory only refers to those that apply at the point where she employed rhetorical moves. This means that Teacher Zaya found specifically the convenience of using rhetoric just as she was engaging in the above mentioned discourse functions. Figured under the same explanation given in the previous discussions (for the three other teachers), the study cannot determine what sets this exigency for using rhetoric in the execution of these discourse functions since this requires determining the intention, motive or goal of the teacher.

Table 16. Discourse Functions Distribution of the Rhetorically Charged Teaching Discourses of Teacher Zaya

Cluster	**RFSS Units (identified rhetorically charged teaching discourses)**	**Discourse Function**
Cluster 1	RFSS-1	DF-4
	RFSS-2	DF-8
	RFSS-3	DF-4
	RFSS-4	DF-4
Cluster 2	RFSS-5	DF-1
	RFSS-6	DF-4
	RFSS-7	DF-11
	RFSS-8	DF-16

	RFSS-9	DF-4
	RFSS-10	DF-5
	RFSS-11	DF-17
	RFSS-12	DF-4
Cluster 3	RFSS-13	DF-17
	RFSS-14	DF-17
	RFSS-15	DF-5
	RFSS-16	DF-1
Cluster 4	RFSS-17	DF-17
	RFSS-18	DF-17
	RFSS-19	DF-17
	RFSS-20	DF-8
	RFSS-21	DF-17
Total	21	7

DF-4 – to request a linguistic response
DF-8 – to prompt a response to a previous directive or elicitation
DF-1 – to mark (transaction) boundaries in the discourse
DF-11 – to call on or give permission to a student to contribute to the discourse
DF-16 – to indicate that a reply or reaction was appropriate
DF-5 – to ascertain whether there are any problems preventing successful progress of the lesson
DF-17 – to positively or negatively evaluate a previous reply

Reiterating a point from the previous discussions, the exigency in using rhetoric to dispense certain discourse functions can be gauged in terms of the following possible options: (a) it is conditioned by a perceived "need" on the part of the teacher; (b) it was out of the teacher's personal "reference" that is not necessarily conditioned by a need but may be due to the teacher's propensity to use rhetoric in dispensing certain discourse functions; and (c) it was "convenient" and "favorable" to use rhetoric given certain discourse functions. Anyone of these three options can underlie Teacher Zaya's use of rhetoric as she executed the above mentioned list of discourse functions.

Another point observed in the analysis made was that there were instances that Teacher Zaya executed some of the above stated discourse functions but where the teaching discourses involved are not rhetorically charged. This means that we can neither establish the fact that Teacher Zaya's every encounter of those discourse

function would necessitate her to use rhetoric because there were instances when she did not, and that she is still engaged in the same discourse functions.

Pursuing the presentation of the findings, Table 17 shows the extent at which certain discourse functions served as vehicles for using rhetoric based on the account of Teacher Zaya. As what can be gleaned from the table, the register of RFSS units in each of the discourse functions is not uniform. There are discourse functions with more and less registered RFSS units. In the case of Teacher Zaya, this discourse function is DF-17, which collects 33.3% from the total number of rhetorically charged teaching discourses of Teacher Zaya. A larger fraction of her RFSS units is concentrated under DF-17 discourse function.

Table 17. Extent of Discourse Functions availed for Rhetoric Use (based on the account of Teacher Zaya)

Discourse Functions	**Number of Registered RFSS Units**	**Percentage (ratio between number of registered RFFS units per discourse function and the total number of RFSS units registered across all discourse functions)**
DF-4	6	28.6%
DF-8	2	9.5%
DF-1	2	9.5%
DF-11	1	4.8%
DF-16	1	4.8%
DF-5	2	9.5%
DF-17	7	33.3%
	21	100%

DF-17 – to positively or negatively evaluate a previous reply

DF-17 pertains to a discourse function that aims "DF-17 – to positively or negatively evaluate a previous reply". This is as far as what the findings of this study can describe since it is previously noted that it cannot describe in terms of the intention, motive, or goal of the teacher. Thus, a DF-17 discourse function sets the condition to catalyze Teacher Zaya's use of rhetoric at a rate of 33.3%. This fares relatively higher than the rate that other discourse functions can trigger her to use rhetoric.

Discourse Functions of Rhetorically Charged Teaching Discourses of Male and Female Teachers

This section provides a summary of the accounts of the four teachers, as well as to present the results of the sex-aggregated analysis that compares the accounts between the male and the female teachers. Table 18 shows a comparative synopsis of the accounts of the four case subjects, i.e. two male (Teachers Raii and Rafael) and two female (Teachers Weeny and Zaya) online EFL teachers. The table presents a synopsis of all the discourse functions based on the combined reports of the findings for the four teachers.

Sinclair & Coulthard's inventory identifies a total of 21 different discourse functions. As noted in Table 18, only twelve (12) of these were found based on the combined accounts of the 4 male and female teachers in this study. As already clarified in the previous section of discussion, the 12 discourse functions do not characterize the functions executed by the teachers per se, but that they pertain to discourse functions that catalyzed the teachers' use of rhetoric.

The highlighted portions of Table 18 indicate those discourse functions that are more commonly manifested in the accounts of the teachers. These include the discourse functions: (a) DF4, manifested by Teachers Raii, Rafael, and Zaya; (b) DF7, manifested by all the four teachers; (c) DF11, manifested by Teachers Raii, Weeny and Zaya; (d) DF16, manifested by Teachers Rafael, Weeny, and Zaya; and finally (e) DF17, manifested by Teachers Raii, Weeny, and Zaya. There is less commonality among the teachers as to the rest of the other discourse functions, most especially in the case of DF10, DF15, and DF20, which are only notable in the accounts of Teacher Rafael's discourse.

On the findings for the first research question, it has been noted that all male and female teachers use rhetoric in teaching, as evidenced by their teaching discourses

that are identified as rhetorically charged, or otherwise labeled as RFSS units. On top of this, the set of findings on account of the second research question also notes that all male and female teachers use rhetoric when executing certain discourse functions. As noted in the foregoing paragraphs, the rhetorically charged teaching discourses of the teachers are associated with their execution of twelve (12) different discourse functions (each of them previously enumerated). At the backdrop of the 21 discourse functions in the inventory of Sinclair & Coulthard, the findings reveal that the majority (57.14%) of these are accounted for. As to the previously stated assumption that discourse function can trigger the use of rhetoric, the findings further indicate that majority of the discourse functions indicated by Sinclair & Coulthard are considered as catalytic in inducing the use of rhetoric among male and female teachers. For the purpose of this study, these are thus labeled as "rhetorically productive teaching discourse functions" (RPTDF) for the fact that they set conditions to induce rhetoric productivity on the part of teachers.

It is further notable from the findings that RPTDF seems to be "sex-associated" as far as the findings of this study. As mentioned previously, there are RPTDFs that are exclusively found in the accounts of the male teachers, namely: DF-10, DF-15, and DF-20. These RPTDFs pertain to the following discourse functions:

- to signal a desire to contribute to the discourse
- to provide additional information relating to a previous informative
- to elicit the repetition of a student reply

The aforementioned findings should not be construed to mean that only the male teachers (at the exclusion of the female teachers) knew how to execute such discourse functions. Observing the entire respective corpora of the four teachers' teaching discourse, the female teachers were also observed to have executed the

above mentioned discourse functions, except that they did not employ rhetoric in the process. Thus, the findings indicate that the use of rhetoric to execute the aforecited discourse functions are strongly associated to the male teachers (as far as the participants of this study are concerned).

As to the more general findings, teachers' susceptibility to apply or use rhetoric is vivid in their execution of several discourse functions. Both male and female teachers densely account for rhetorically charged teaching discourses when executing the following RPTDFs: "DF4, DF7, DF11, DF16, and DF17". These are the ones that set a common denominator in the accounts of the male and female teachers.

Table 18. Discourse Functions of Rhetorically Charged Teaching Discourses of Male and Female Teachers

No.	Discourse Function	Case Subjects				Total
		Raii	Rafael	Weeny	Zaya	
1	DF1 (to mark (transaction) boundaries in the discourse)		1 (5.3%)		3 (13%)	4
2	DF4 (to request a linguistic response)	2 (13.3%)	5 (26.3%)		6 (26.1%)	13
3	DF5 (to ascertain whether there are any problems preventing successful progress of the lesson)	1 (6.7%)			2 (8.7%)	3
4	DF7 (to provide information)	1 (6.7%)	3 (15.8%)	16 (43.2%)	1 (4.3%)	21
5	DF8 (to prompt a	1 (6.7%)			2 (8.7%)	3

	response to a previous directive or elicitation)					
6	**DF9** (to provide additional information to help students respond to a previous directive or elicitation)	7 (46.7%)	1 (5.3%)			8
7	**DF10** (to signal a desire to contribute to the discourse)		3 (15.8%)			3
8	**DF11** (to call on or give permission to a student to contribute to the discourse)	1 (6.7%)		10 (27%)	1 (4.3%)	12
9	**DF15** (to provide additional information relating to a previous informative)		1 (5.3%)			1
10	**DF16** (to indicate that a reply or reaction was appropriate)		3 (15.8%)	1 (2.7%)	1 (4.3%)	5
11	**DF17** (to positively or negatively evaluate a previous reply)	2 (13.3%)		10 (27%)	7 (30.4%)	19
12	**DF20** (to elicit the repetition of a student reply)		3 (15.8%)			3
	12	**15**	**19**	**37**	**23**	**94**

Contrastive Points in the Accounts of Male and Female Teachers

Table 19 configures the data from the previous table to enable an alternative analysis, i.e. in the attempt to show the similarities and differences in the accounts of the male and female teachers relative to their manifestation of rhetorically charged discourses and the functions of these discourses. The first two columns indicate the accounts of the male teachers, i.e. Raii and Rafael while the last two columns indicate those of the female teachers, i.e. Weeny and Zaya.

The figure shows that there are certain RPTDFs that are more dominantly or vividly observable among either the male or the female teachers. For instance, the male teachers are noted to be more consistent in their account of DF4. The male teachers are also consistent as to their use of rhetoric when resorting to DF9. More notable among the female teachers is their consistency to use rhetoric when resorting to DF11, DF16 and DF17.

The above findings do not necessarily indicate that using rhetoric in these discourse functions is exclusively for male or for female teachers. As can be noted from the figure, one female teacher, Zaya, also accounted for using rhetoric in accounting for DF4. However, the rate at which this is manifested is greater among the male teachers (i.e. 2 or 100% of the male teachers) than among the female teachers (i.e. 1 or 50% of the female teachers). In the same way, the use of rhetoric when resorting to DF11 and DF17 is not exclusively manifested only by the female teachers, but only at a more consistent rate, i.e. 2 or 100% of the female teachers manifested it compared to 1 or 50% on the part of the male teachers.

The purpose of this sex-aggregated analysis is simply to show which specific discourse functions lend to being exploited for rhetoric use in the accounts of the male and female teachers in this study. This, however, does not intend to be

emphatic of contrast between the accounts of male and female teachers for its own sake. The table, in fact, shows that both male and female teachers consistently used rhetoric when resorting to DF7 discourse function. Thus, the analysis turned out to indicate points of convergence aside from the divergence in the accounts of the two sexes.

Based on the findings, it is also notable that the RPTDFs which the male teachers consistently manifested are more characteristic of "aggressive communication strategies" (i.e. DF4 and DF9), contrary to the discourse functions more consistently manifested by the female teachers, which are relatively characteristic of "passive communication strategies". The use of the terms "active" and 'passive" communication roles is taken from the context of the theorized dichotomy between "passive and aggressive communication" (Harris, 2018). As explained by Harris:

> "In passive strategies, you communicate in a way that protects the other person's interests at the expense of yours. Aggressive strategies represent the other extreme where you communicate in a way that protects your interests at the expense of the other person's." (Harris, 2018)

For example, a DF4 discourse function is when a teacher requests for a linguistic response, while a DF9 discourse function is when a teacher provides more information as a strategy to elicit from the student the correct answer to a question. These discourse functions are characteristically manifested by interlocutors who want to assume a relatively more aggressive role in a conversation. In this case, the male teachers are more into assuming greater control of the conversation, being the ones who ensure that they have the prerogative to ask the questions or to elicit information (DF4). Likewise, the male teachers are more into the process of guiding their students to the kind of answers they expect would be the correct response from the students to the questions they raise, so that they directly provide clues and resort

to making suggestions or recommendations because the aim is not only to make the student say anything but to say something that the teachers expect them to say (DF9). And it is when they resort to these discourse functions that they find the use of rhetoric very handy.

In contrast to the above, the female teachers are consistently more into those discourse functions that make them appear relatively passive in the conversation, in which a teacher sort of wants to give way for the student to communicate without too much of the constraints of a demand or an expectation to mete up with standards. The focus of these discourse functions which are more vividly associated with the female teachers of this study are the students and the latter's own thoughts, interests, and opinions. For instance, one of these discourse functions is DF11, which is a form of an initiative on the part of a teacher wanting to provide the student with more communication opportunities. A DF11 discourse function goes with the aim to make the student feel confident that he or she can contribute significantly to the discourse, such as nominating the topic of the discourse or having his or her remarks become the subject matter of discourse. DF11 is basically a student-centered discourse function. But to get a student grab the communication opportunity requires rhetoric on the part of a teacher conditions the atmosphere of the conversation such as to encourage the student to assume a more active role in the discourse. The finding in this study shows that the female teachers are consistent in manifesting their use of rhetoric in executing such a discourse function.

In addition to the above, the female teachers also consistently used rhetoric to execute DF16 and DF17 discourse functions. Common to these two functions is that they both deal on the way teachers react to students' responses. Both DF16 and DEF17 are relatively passive discourse roles because they imply that the teachers

are taking up the role of being reactive in the course of the conversation. These two discourses are executed when teachers provide feedback to students' responses or statements. And it is in resorting to these two discourse functions that the female teachers in this study consistently manifested their use of rhetoric, as well. A rhetoric imbedded in discourses that qualify for DF16 or DF17 is aimed at conditioning the student to feel good (or bad) about himself or herself for the kind of statements he or she makes or the kind of responses he or she gives. If these discourse functions are executed rhetorically, they can result to either encouraging or discouraging the student to hold on to his or her own opinions or in continuing his or her discussions about a certain topic.

Table 19. Sex-Aggregated Synopsis of the Discourse Functions of Rhetorically Charged Teaching Discourses of Male and Female Teachers

No.	Discourse Function	Case Subjects			
		Raii	Rafael	Weeny	Zaya
1	**DF1** (to mark (transaction) boundaries in the discourse)		1 (5.3%)		3 (13%)
2	**DF4** (to request a linguistic response)	**2 (13.3%)**	**5 (26.3%)**		6 (26.1%)
3	**DF5** (to ascertain whether there are any problems preventing successful progress of the lesson)	1 (6.7%)			2 (8.7%)
4	**DF7** (to provide information)	**1 (6.7%)**	**3 (15.8%)**	**16 (43.2%)**	**1 (4.3%)**
5	**DF8** (to prompt a response to a previous directive or elicitation)	1 (6.7%)			2 (8.7%)
6	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)	**7 (46.7%)**	**1 (5.3%)**		

7	**DF10** (to signal a desire to contribute to the discourse)		3 (15.8%)		
8	**DF11** (to call on or give permission to a student to contribute to the discourse)	1 (6.7%)		10 (27%)	1 (4.3%)
9	**DF15** (to provide additional information relating to a previous informative)		1 (5.3%)		
10	**DF16** (to indicate that a reply or reaction was appropriate)		3 (15.8%)	1 (2.7%)	1 (4.3%)
11	**DF17** (to positively or negatively evaluate a previous reply)	2 (13.3%)		10 (27%)	7 (30.4%)
12	**DF20** (to elicit the repetition of a student reply)		3 (15.8%)		

Rhetoric Intent and the Types of Rhetoric employed in Teaching Discourses

This section presents the findings on account of the final set of research investigations relative to the third question of the research problem. This involves the analysis of the "rhetoric intent" underlying the teachers' use of rhetoric in their discourses, and an adjacent analysis of the "type of rhetoric" employed by the teachers. Instead of taking these investigations separately, they are pursued as adjacent analyses because they mutually inform each other. A rhetor's rhetoric intent likewise enables the identification of what type of rhetoric that he or she employs. The reverse is also true when we say that a rhetor's choice of a rhetoric type to employ will eventually inform his or her rhetoric intent (Foss, 1988). Thus, the fusion of the two levels of analysis in this section is theoretically informed and strategic.

It has been accounted for in the previous sections of the research investigation that the teaching discourses of the male and female online EFL teachers have rhetoric undertones. Likewise, accounts have been given in associating rhetorically charged teaching discourses to varied discourse functions. In this final section of the investigation, the aim is to finally qualify the rhetoric intent of the teachers, which refers to the specific goal of their rhetorical moves. Rhetorical moves, like any discourse, are teleological (Niesen, 2018); thereby as such, there is an underlying intent to every rhetorical move. When the rhetoric intent is finally identified, it lends to an evaluation as to which mold it fits into the different types of rhetoric. In the matrix presented under the previous chapter on "Related Literature", each type of rhetoric is described conceptually, in relation to the characteristics of the rhetor, and in relation to the rhetoric intent that differentiates the three types of rhetoric. When one analyzes the rhetoric intent of a rhetor, one simply has to figure --- what does the rhetor want to elicit from the audience? or what is the rhetor trying to induce the audience to do? And it is based on the peculiar strategy employed by the rhetor that qualifies the type of rhetoric employed.

The conduct of analyzing rhetoric intent presupposed a "re-clustering" of the teaching discourses besides their original clustering in the previous analyses made. This time, the teaching discourses (of each teacher) are clustered by analyzing which discourses group together under a commonly pursued singular rhetoric intent. Thus, it is possible that out from the original cluster of the discourses, a further clustering can happen within a cluster, depending on the number of rhetoric intents pursued by the teacher. Table 19 presents a graphic summary of the results. The table still makes reference to the "original cluster" of the teaching discourses, however indicating also the result of a "re-cluster" of the discourses based on

rhetoric intent pursued. RFSS units are then indicated as registers under the re-cluster. The rhetoric intent is stated in a column opposite each re-cluster, and finally the rhetoric type is indicated in the final column opposite each rhetoric intent.

The raw analysis when the above procedures were done is placed under Appendix K, as reference for the following discussions of the findings. This is done to reflect a clean-cut and more concise explanation of the findings in this chapter, so that the lengthy discussions in the raw analysis are no longer indicated in the body of this chapter. Anchored on the foregoing explanations, the findings on "rhetoric intent" are presented adjacent the findings on the "type of rhetoric" employed, instead of presenting them separately, even as they appear as separate categories in the statement of the third research question.

Teacher Raii (Male)

Table 20 gives an overview of the rhetorically charged teaching discourses of Teacher Raii analyzed in terms of their underlying rhetoric intent and the corresponding rhetoric types that he employed to peddle his rhetoric moves. The table reflects the results of the said analyses in Teacher Raii's RFSS units across the four clusters (i.e. original clusters).

Rhetoric Intent

First thing noted from the findings is that there is no variation between the original clusters and the re-clusters. This means that in every cluster, only one rhetoric intent is pursued by the teacher and where all the RFSS units in one cluster are anchored to that rhetoric intent. From the four clusters of Teacher Raii's rhetorically charged

teaching discourses, a summary of his rhetoric intents that have been identified is stated as follows:

- To convince the student to realize or recognize that she has a poor understanding of the reading passage due to a deficiency in vocabulary
- To convince the student to realize or recognize the important point of the reading passage
- To get the student to be interested about the teacher's interests or preferred topics for conversation

Table 20. Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Raii)

Cluster (Register of RFSS units in the original cluster)	**Re-Cluster (Register of RFSS units in the re-cluster)**	**Rhetoric Intent**	**Rhetoric Type**
Cluster 1	Re-Cluster 1: RFSS-1 RFSS-2 RFSS-3 RFSS-4	To convince the student to realize or recognize that she has a poor understanding of the reading passage due to a deficiency in vocabulary	Intrusive Rhetoric (Advisory Rhetoric)
Cluster 2	Re-Cluster 1: RFSS-5 RFSS-6 RFSS-7	To convince the student to realize or recognize the important point of the reading passage	Invitational Rhetoric Intrusive Rhetoric (Conquest Rhetoric)

Cluster 3	Re-Cluster 1: RFSS-8 RFSS-9 RFSS-10	To convince the student to realize or recognize the important point of the reading passage	Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric
Cluster 4	Re-Cluster 1: RFSS-11 RFSS-12 RFSS-13 RFSS-14 RFSS-15	To convince the student to realize or recognize that the answer to a question is to be drawn literally from the reading passage	Intrusive Rhetoric (Conquest Rhetoric)

There are only three non-identical rhetoric intents identified from the four clusters of Teacher Raii's RFSS units. The respective rhetoric intents in the second and third clusters are identical. In an overview of all the rhetoric intents drawn from all the four teachers, a process of "conceptual abstraction" has been employed to produce a matrix of "conceptual abstracts" which comprehends and synthesizes all the varied rhetoric intents. This analysis using conceptual abstraction is adopted from Langer (1953 in Borchert, 2006). The analytical procedure is described as follows:

> *"Conceptual abstractions may be formed by filtering the information content of a concept or an observable phenomenon, selecting only the aspects which are relevant for a particular subjectively valued purpose. For example, abstracting a leather soccer ball to the more general idea of a ball selects only the information on general ball attributes and behavior, excluding, but not eliminating, the other phenomenal and cognitive characteristics of that particular ball". (Langer, 1953 in Borchert, 2006)*

Using the above method, the following "conceptual abstracts" of the rhetoric intents of the four teachers are thus derived:

Conceptual Abstracts of Rhetoric Intents

(a) to persuade the audience to accept something
(b) to persuade the audience to feel asserted
(c) to persuade the audience to open up

On account of the above conceptual abstracts, the rhetoric intents ascribed to Teacher Raii commonly register under "Abstract-a" (i.e. to persuade the audience to accept something). Thus, the common object of Teacher Raii's rhetorical moves is his goal to get his student (i.e. as audience) to accept an idea, i.e. specifically ideas that come from him. This rhetoric intent seeks to establish a reconciliation between the teacher's and the student's idea. Signified to this aspect of the findings is Gawron's (2017) discussions about circumstances when there is polarization between teachers and their students in terms of ideas, opinions, and arguments. Gawron has this to say:

> *"as role models in academic discourse, it means we have to honor opinions and focus on learning and sharing diverse viewpoints, even if that means a student settles on a viewpoint we do not share ... we must celebrate diverse views without being a voice of bias. Students are getting enough of that already. May our schools be safe places to learn facts and take risks, places where students can try out their own opinions. We want to help our students gather the strategies they need to one day make any argument they wish." (Gawron, 2017)*

Gawron's abovementioned idea draws from an ethical perspective of analyzing discourse treatments when teachers' ideas are dissimilar to those of their students. His recommendation is to allow students have the democratic experience to voice out their ideas and to accommodate such ideas as valid objects of deliberation in a classroom discourse. Drawing further, Gawron's ethical recommendation has bearing on teachers' rhetoric acts of persuading, especially if the object of persuasion has to do with making students yield to teachers' opinions or ideas, which is relatively what characterizes the rhetoric intents ascribed to Teacher Raii.

)es of Rhetoric employed

The rightmost column of Table 21 shows the corresponding types of rhetoric ployed by Teacher Raii across the four clusters of his rhetorically charged ching discourses. For an inventory of the types he employs based on the findings, se include:

- Intrusive Rhetoric (Advisory) --- 1 count
- Intrusive Rhetoric (Conquest) --- 3 counts
- Invitational Rhetoric --- 2 counts

The above inventory shows that Teacher Raii alternates between the use of usive and invitational rhetoric, and also alternates using advisory rhetoric and ıquest rhetoric as subtypes of intrusive rhetoric. Another remarkable finding on his ; of rhetoric type is his ability to shift from one type to another even in peddling a gle rhetoric intent. This is manifested under clusters 2 and 3. In cluster 2, he ernates using invitational rhetoric and conquest rhetoric (subtype of intrusive toric), and the same applies to cluster 3.

In view of the above, Foss' (2008) discussions on the types of rhetoric phasizes the contrastive features between invitational rhetoric and intrusive toric. Foss uses the terms "invitational rhetoric" and "feminist rhetoric" ıonymously, while this study's use of the term "intrusive rhetoric" adopts to Foss' e of "patriarchal rhetoric".

In her discussions, Foss mentioned these rhetoric types in absolute distinction d neither does she refer to the possibility of adjacently using these rhetoric types a discourse setting. In fact, Foss' explanations even seem to suggest that one rson can only be oriented on one of these two types, implying that a person's toric orientation can only either be feminist or patriarchal. Foss' discussions also id the impression that these types of rhetoric are strongly "sex-associated".

In the context of the above, the findings of this study provides evidence which can advanced to inform Foss' theory on the types of rhetoric to fill-in some possible eries that her theory may have failed to answer to a certain extent. Based on the rementioned findings of this study, the following insights can be offered as further uts to Foss' theory, otherwise, these can also be treated as inputs that can inform theory itself, to wit:

- A male teacher can deploy the use of both invitational rhetoric and intrusive rhetoric (in any one of its subtypes)
- A male teacher can alternate using invitational and intrusive rhetoric in a single discourse setting with a series of non-identical rhetoric intents
- A male teacher can alternate between two types of rhetoric even when peddling a single rhetoric intent

It will be presumptuous at this point to indicate that the above insights implied by findings of this study can be made to reconcile or contradict certain principles or stulates in Foss' concept of the types of rhetoric. It is also beyond the scope of this dy's objective to indulge in such theoretical deliberation. The insights are only ered as inputs to the theory, which may be treated as a distinct subject matter of earch by any prospective research.

iring Rhetoric Intent and Rhetoric Type

This final aspect of the analysis looks into the pairing between rhetoric intent and toric type as accounted for by Teacher Raii. This analysis also looks into any bably pattern in such pairing. Table 21 gives an instant view of this pairing to ilitate the discussion of these findings.

ɔle 20.1. Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Raii)

ɔ.	**Rhetoric Intent**	**Rhetoric Type**
	To convince the student to realize or recognize that she has a poor understanding of the reading passage due to a deficiency in vocabulary	Intrusive Rhetoric (Advisory Rhetoric)
	To convince the student to realize or recognize the important point of the reading passage	Invitational Rhetoric Intrusive Rhetoric (Conquest Rhetoric)
	To convince the student to realize or recognize the important point of the reading passage	Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric
	To convince the student to realize or recognize that the answer to a question is to be drawn literally from the reading passage	Intrusive Rhetoric (Conquest Rhetoric)

The table reflects the list of rhetoric intents accounted for in the four clusters of acher Raii's teaching discourses. The four rows of the table correspond to the four sters and the corresponding rhetoric intent for each cluster. Notice that the ɔond and third rows are similarly numbered as "2" to indicate that clusters 2 and 3 ve identical rhetoric intents. Thus overall, only three non-identical rhetoric intents ve been accounted. The findings reflected in the table suggest the kinds of toric intent that pairs with the use of certain rhetoric types in the case of Teacher ii. To push this interpretation, it means that rhetoric intent-1 seems to trigger him use "intrusive rhetoric-advisory", while rhetoric type-2 seems to trigger him to use ɔombination of "invitational rhetoric" and "intrusive rhetoric-conquest". On the other nd, rhetoric intent-3 seems to trigger him to use "intrusive rhetoric conquest". For purpose of this study, the occasion where more than one rhetoric type is ployed to peddle a rhetoric intent is called a "hybrid rhetorical strategy". It is hybrid a sense that it presupposes a rhetorical strategy to combine two or even more

etoric types in the pursuit of a single rhetoric intent. Teacher Raii accounts for the e of a hybrid rhetorical strategy for that matter.

As can be further noted from the table, there is a more vivid pattern in which ferent rhetoric intents seem to pair more consistently with intrusive rhetoric mpared to invitational rhetoric, i.e. a ratio of 4:2 (intrusive: invitational). This means at Teacher Raii seems more adept to strategize on the use of intrusive rhetoric ore than invitational rhetoric. This indicates Teacher Raii's "rhetoric orientation in line EFL teaching". Likewise, his use of invitational rhetoric seems "ancillary" cause in all instances that Teacher Raii used this type, it always goes with its mpounded use along with intrusive rhetoric. In the table's second row, Teacher aii shifts from the use of invitational rhetoric to an intrusive rhetoric, i.e. ronologically speaking. This would have readily suggested a pattern that it is fective to combine the two rhetoric types by using invitational rhetoric initially to be llowed up by the use of intrusive rhetoric. However, this may not be so since in the ble's third column, the chronological order is the reverse. This, however, raises an sue that can be tackled in further research to determine the dynamics of hybrid etorical strategy, especially if the compounded rhetoric types involve invitational nd intrusive rhetoric types. It is also interesting to determine why a teacher would sort to a hybrid rhetorical strategy and if there is an effective way to use them, ronologically speaking. Likewise, it will be interesting to note if there can be ideal mbinations of rhetoric types and on what rhetoric intents that such combinations an operate more effectively.

Finally, it can be noted from the table that despite Teacher Raii's denser use of trusive rhetoric, this only comes with the two subtypes of intrusive rhetoric, namely: a) advisory and (b) conquest, at the exclusion of the third type, i.e. "intrusive

Types of Rhetoric employed

The rightmost column of Table 21 shows the corresponding types of rhetoric employed by Teacher Raii across the four clusters of his rhetorically charged teaching discourses. For an inventory of the types he employs based on the findings, these include:

- Intrusive Rhetoric (Advisory) --- 1 count
- Intrusive Rhetoric (Conquest) --- 3 counts
- Invitational Rhetoric --- 2 counts

The above inventory shows that Teacher Raii alternates between the use of intrusive and invitational rhetoric, and also alternates using advisory rhetoric and conquest rhetoric as subtypes of intrusive rhetoric. Another remarkable finding on his use of rhetoric type is his ability to shift from one type to another even in peddling a single rhetoric intent. This is manifested under clusters 2 and 3. In cluster 2, he alternates using invitational rhetoric and conquest rhetoric (subtype of intrusive rhetoric), and the same applies to cluster 3.

In view of the above, Foss' (2008) discussions on the types of rhetoric emphasizes the contrastive features between invitational rhetoric and intrusive rhetoric. Foss uses the terms "invitational rhetoric" and "feminist rhetoric" synonymously, while this study's use of the term "intrusive rhetoric" adopts to Foss' use of "patriarchal rhetoric".

In her discussions, Foss mentioned these rhetoric types in absolute distinction and neither does she refer to the possibility of adjacently using these rhetoric types in a discourse setting. In fact, Foss' explanations even seem to suggest that one person can only be oriented on one of these two types, implying that a person's rhetoric orientation can only either be feminist or patriarchal. Foss' discussions also lend the impression that these types of rhetoric are strongly "sex-associated".

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In the context of the above, the findings of this study provides evidence which can be advanced to inform Foss' theory on the types of rhetoric to fill-in some possible queries that her theory may have failed to answer to a certain extent. Based on the aforementioned findings of this study, the following insights can be offered as further inputs to Foss' theory, otherwise, these can also be treated as inputs that can inform the theory itself, to wit:

- A male teacher can deploy the use of both invitational rhetoric and intrusive rhetoric (in any one of its subtypes)
- A male teacher can alternate using invitational and intrusive rhetoric in a single discourse setting with a series of non-identical rhetoric intents
- A male teacher can alternate between two types of rhetoric even when peddling a single rhetoric intent

It will be presumptuous at this point to indicate that the above insights implied by the findings of this study can be made to reconcile or contradict certain principles or postulates in Foss' concept of the types of rhetoric. It is also beyond the scope of this study's objective to indulge in such theoretical deliberation. The insights are only offered as inputs to the theory, which may be treated as a distinct subject matter of research by any prospective research.

Pairing Rhetoric Intent and Rhetoric Type

This final aspect of the analysis looks into the pairing between rhetoric intent and rhetoric type as accounted for by Teacher Raii. This analysis also looks into any probably pattern in such pairing. Table 21 gives an instant view of this pairing to facilitate the discussion of these findings.

Table 20.1. Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Raii)

No.	Rhetoric Intent	Rhetoric Type
1	To convince the student to realize or recognize that she has a poor understanding of the reading passage due to a deficiency in vocabulary	Intrusive Rhetoric (Advisory Rhetoric)
2	To convince the student to realize or recognize the important point of the reading passage	Invitational Rhetoric Intrusive Rhetoric (Conquest Rhetoric)
2	To convince the student to realize or recognize the important point of the reading passage	Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric
3	To convince the student to realize or recognize that the answer to a question is to be drawn literally from the reading passage	Intrusive Rhetoric (Conquest Rhetoric)

The table reflects the list of rhetoric intents accounted for in the four clusters of Teacher Raii's teaching discourses. The four rows of the table correspond to the four clusters and the corresponding rhetoric intent for each cluster. Notice that the second and third rows are similarly numbered as "2" to indicate that clusters 2 and 3 have identical rhetoric intents. Thus overall, only three non-identical rhetoric intents have been accounted. The findings reflected in the table suggest the kinds of rhetoric intent that pairs with the use of certain rhetoric types in the case of Teacher Raii. To push this interpretation, it means that rhetoric intent-1 seems to trigger him to use "intrusive rhetoric-advisory", while rhetoric type-2 seems to trigger him to use a combination of "invitational rhetoric" and "intrusive rhetoric-conquest". On the other hand, rhetoric intent-3 seems to trigger him to use "intrusive rhetoric conquest". For the purpose of this study, the occasion where more than one rhetoric type is deployed to peddle a rhetoric intent is called a "hybrid rhetorical strategy". It is hybrid in a sense that it presupposes a rhetorical strategy to combine two or even more

rhetoric types in the pursuit of a single rhetoric intent. Teacher Raii accounts for the use of a hybrid rhetorical strategy for that matter.

As can be further noted from the table, there is a more vivid pattern in which different rhetoric intents seem to pair more consistently with intrusive rhetoric compared to invitational rhetoric, i.e. a ratio of 4:2 (intrusive: invitational). This means that Teacher Raii seems more adept to strategize on the use of intrusive rhetoric more than invitational rhetoric. This indicates Teacher Raii's "rhetoric orientation in online EFL teaching". Likewise, his use of invitational rhetoric seems "ancillary" because in all instances that Teacher Raii used this type, it always goes with its compounded use along with intrusive rhetoric. In the table's second row, Teacher Raii shifts from the use of invitational rhetoric to an intrusive rhetoric, i.e. chronologically speaking. This would have readily suggested a pattern that it is effective to combine the two rhetoric types by using invitational rhetoric initially to be followed up by the use of intrusive rhetoric. However, this may not be so since in the table's third column, the chronological order is the reverse. This, however, raises an issue that can be tackled in further research to determine the dynamics of hybrid rhetorical strategy, especially if the compounded rhetoric types involve invitational and intrusive rhetoric types. It is also interesting to determine why a teacher would resort to a hybrid rhetorical strategy and if there is an effective way to use them, chronologically speaking. Likewise, it will be interesting to note if there can be ideal combinations of rhetoric types and on what rhetoric intents that such combinations can operate more effectively.

Finally, it can be noted from the table that despite Teacher Raii's denser use of intrusive rhetoric, this only comes with the two subtypes of intrusive rhetoric, namely: (a) advisory and (b) conquest, at the exclusion of the third type, i.e. "intrusive

rhetoric-conversion". Thus, practically Teacher Raii generally accounted for almost all the types of rhetoric, except for the latter.

Teacher Rafael (Male)

Table 21 gives an overview of the rhetorically charged teaching discourses of Teacher Rafael analyzed in terms of their underlying rhetoric intent and the corresponding rhetoric types that he employed to peddle his rhetoric moves. The table reflects the results of the said analyses in Teacher Rafael's RFSS units across the four clusters.

Rhetoric Intent

First thing noted from the findings is that there is no variation between the original clusters and the re-clusters (similar to the case of Teacher Raii). This means that in every cluster, only one rhetoric intent is pursued by the teacher and where all the RFSS units in one cluster are anchored to that rhetoric intent. From the four clusters of Teacher Rafael's rhetorically charged teaching discourses, a summary of his rhetoric intents that have been identified is stated as follows:

- To get the student to be interested about the teacher's interests or preferred topics for conversation
- To lend impression that the student's own interests are also regarded by the teacher as interesting to him

Table 21. Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Rafael)

Cluster (Register of RFSS units in the original cluster)	Re-Cluster (Register of RFSS units in the re-cluster)	Rhetoric Intent	Rhetoric Type

Cluster 1	Re-Cluster 1: RFSS-1 RFSS-2 RFSS-3 RFSS-4	To get the student to be interested about the teacher's interests or preferred topics for conversation	Intrusive Rhetoric (Conquest Rhetoric) Intrusive Rhetoric (Conversion Rhetoric)
Cluster 2	Re-Cluster 1: RFSS-5 RFSS-6 RFSS-7	To get the student to be interested about the teacher's interests or preferred topics for conversation	Intrusive Rhetoric (Conversion Rhetoric)
Cluster 3	Re-Cluster 1: RFSS-8 RFSS-9 RFSS-10 RFSS-11 RFSS-12	To get the student to be interested about the teacher's interests or preferred topics for conversation	Intrusive Rhetoric (Conversion Rhetoric) Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric
Clutser 4	Re-Cluster 1: RFSS-13 RFSS-14 RFSS-15	To lend impression that the student's own interests are also regarded by the teacher as interesting to him	Invitational Rhetoric Intrusive Rhetoric (Conquest Rhetoric)

	RFSS-16 RFSS-17 RFSS-18 RFSS-19		Invitational Rhetoric

There are only two non-identical rhetoric intents identified from the four clusters of Teacher Rafael's RFSS units. The respective rhetoric intents in the first, second and third clusters are identical. The same procedure of conceptual abstraction (Langer,1953 in Borchert, 2006) was applied in order to produce a matrix of "conceptual abstracts" which comprehends and synthesizes all the varied rhetoric intents. To reiterate from the foregoing discussions, the following "conceptual abstracts" of the rhetoric intents of the four teachers are thus derived:

Conceptual Abstracts of Rhetoric Intents
(a) to persuade the audience to accept something
(b) to persuade the audience to feel asserted
(c) to persuade the audience to open up

Based on the above, Teacher Rafael's accounts on rhetorical intent register under two conceptual abstracts, namely: (a) Abstract-a and (b) Abstract-b. These are distributed as follows:

- To get the student to be interested about the teacher's interests or preferred topics for conversation --- Abstract-a
- To lend impression that the student's own interests are also regarded by the teacher as interesting to him --- Abstract-b

The previous discussions under Teacher Raii already explains "Abstract-a" relative to Gawron's (2017) recommendations in case of a polarization between teacher and student opinions. Teacher Rafael accounts for a rhetoric intent that

qualifies for "Abstract-b" as an additional feature. In Abstract-b, the rhetoric intent is to persuade the audience to feel asserted. In relation to this, an article published by Big Fish Presentations (2013) discusses "3 Ways to Persuade Your Audience". Accordingly, these three ways enable the rhetoric power of any speech to be powerful. The first of these three ways is the "Ethos" (otherwise called "Ethical Appeal". The article describes "ethos" as follows:

> *"Basically, ethos is what signifies to the audience that the speakers know what they're talking about." (Big Fish Presentations, 2013)*

On account of the above, the article provides three strategies to establish "ethos" as explained in the following excerpt from the article:

> *"[There are] 3 easy ways for a speaker to establish a favorable ethos: (1) The main thing a speaker needs to do is convince the audience that they know what they're talking about ... (2) it's important for a speaker to understand the audience to which they'll be speaking ... [and] (3) citing credible sources is also a must." (Big Fish Presentations, 2013)*

The second strategy (in the above quote) is important, because it is the mold to which "Abstract-b" of this study fits in. In the aforecited article, this strategy is further explained:

> *"... the speaker can research their subject matter, and then tailor their message in a way that resonates with that specific audience." (Big Fish Presentations, 2013)*

When we speak of "tailoring a message in a way that resonates with the specific audience", one way to execute this is for the rhetor to make the audience feel asserted (of their ideas, opinions, argument, position, etc.). The way to this is for the rhetor to lend the impression that his message reconciles with that of the audience instead of emphasizing on their differences, contradiction or polarity. The audience is thus made to feel that he or she is asserted by establishing a reconciliation between his or her ideas with that of the rhetor.

Types of Rhetoric employed

The rightmost column of Table 21 shows the corresponding types of rhetoric employed by Teacher Rafael across the four clusters of his rhetorically charged teaching discourses. For an inventory of the types he employs based on the findings, these include:

- Intrusive Rhetoric (Conquest) --- 3 counts
- Intrusive Rhetoric (Conversion) --- 3 counts
- Invitational Rhetoric --- 3 counts

The above inventory is remarkable. It shows that Teacher Rafael alternates between the use of intrusive and invitational rhetoric, and also alternates using conquest rhetoric and conversion rhetoric as subtypes of intrusive rhetoric. But what is even more emphatic is the fact that Teacher Rafael uses the different rhetoric types in a balanced way, i.e. each type is indicated with 3 counts. Another remarkable finding on his use of rhetoric type is his ability to shift from one type to another even in peddling a single rhetoric intent. This phenomenon is also previously noted in the case of Teacher Raii. In the account of Teacher Rafael, this is manifested under clusters 1, 3, and 4. In cluster 1, he alternates using two types of intrusive rhetoric, i.e. "conquest rhetoric" and "conversion rhetoric". In cluster 3, he alternates using three types, i.e. "conquest rhetoric", "conversion rhetoric", and "invitational rhetoric". In cluster 4, he alternates using two types, i.e. "invitational rhetoric" and "conquest rhetoric".

Reiterating a point from the foregoing discussions, Foss' (2008) emphasizes the contrastive features between invitational rhetoric and intrusive rhetoric, which are actually derived from her typology of "invitational rhetoric" and "patriarchal rhetoric". As stated in a previous discussion, Foss seems to suggest that one person can only be oriented on one of these two types, implying that a person's rhetoric orientation

can only either be feminist or patriarchal. Thus, Foss' discussions lend the impression that these types of rhetoric are strongly "sex-associated".

In the context of the above, the findings of this study provides evidence which can be advanced to inform Foss' theory on the types of rhetoric to fill-in some possible queries that her theory may have failed to answer to a certain extent. Based on the aforementioned findings of this study, the following insights can be offered as further inputs to Foss' theory, otherwise, these can also be treated as inputs that can inform the theory itself, to wit:

- A male teacher can deploy the use of both invitational rhetoric and intrusive rhetoric (in any one of its subtypes)
- A male teacher can alternate using invitational and intrusive rhetoric in the pursuit of a single rhetoric intent
- A male teacher can alternate using different types of intrusive rhetoric in the pursuit of a single rhetoric intent

Again, it is hereby contended that it will be presumptuous at this point to indicate that the above insights implied by the findings of this study can be made to reconcile or contradict certain principles or postulates in Foss' concept of the types of rhetoric. It is also beyond the scope of this study's objective to indulge in such theoretical deliberation. The insights are only offered as inputs to the theory, which may be treated as a distinct subject matter of research by any prospective research.

Pairing Rhetoric Intent and Rhetoric Type

This final aspect of the analysis looks into the pairing between rhetoric intent and rhetoric type as accounted for by Teacher Rafael. This analysis also looks into any probable pattern in such pairing. Table 21.1 gives an instant view of this pairing to facilitate the discussion of these findings.

Table 21.1 Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Rafael)

No.	Rhetoric Intent	Rhetoric Type
1	To get the student to be interested about the teacher's interests or preferred topics for conversation	Intrusive Rhetoric (Conquest Rhetoric) Intrusive Rhetoric (Conversion Rhetoric)
1	To get the student to be interested about the teacher's interests or preferred topics for conversation	Intrusive Rhetoric (Conversion Rhetoric)
1	To get the student to be interested about the teacher's interests or preferred topics for conversation	Intrusive Rhetoric (Conversion Rhetoric) Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric
2	To lend impression that the student's own interests are also regarded by the teacher as interesting to him	Invitational Rhetoric Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric

The table reflects the list of rhetoric intents accounted for in the four clusters of Teacher Rafael's teaching discourses. The four rows of the table correspond to the four clusters and the corresponding rhetoric intent for each cluster. Notice that the first three rows are similarly numbered as "1" to indicate that clusters 1, 2, and 3 have identical rhetoric intents. Thus overall, only two non-identical rhetoric intents have been accounted. The findings reflected in the table suggest the kinds of rhetoric intent that pairs with the use of certain rhetoric types in the case of Teacher Rafael. To push this interpretation, it means that rhetoric intent-1 seems to trigger him to use "intrusive rhetoric-advisory", while rhetoric intent-2 seems to trigger him to use a combination of the following types of rhetoric, namely: (a) intrusive rhetoric-conquest; (b) intrusive rhetoric-conversion; and (c) invitational rhetoric. On the other hand, rhetoric intent-2 seems to trigger him to use a combination of (a) invitational

rhetoric and (b) intrusive rhetoric-conquest. As previously stated under the discussion for Teacher Raii, this study operationalizes the term "hybrid rhetorical strategy" to refer to a strategy of combining the use of two or more types of rhetoric in the pursuit of a common rhetoric intent. Teacher Rafael accounts for the use of a hybrid rhetorical strategy as evident in clusters 1, 3, and 4 of his teaching discourses.

As can be further noted from the table, there is a more vivid pattern in which different rhetoric intents seem to pair more consistently with intrusive rhetoric compared to invitational rhetoric, i.e. a ratio of 6:3 (intrusive: invitational). This means that Teacher Rafael seems more adept to strategize on the use of intrusive rhetoric more than invitational rhetoric. This indicates Teacher Rafael's "rhetoric orientation in online EFL teaching". Likewise, his use of invitational rhetoric seems "ancillary" because in all instances that Teacher Rafael used this type, it always goes with its compounded use along with intrusive rhetoric. In the table's third and fourth rows, Teacher Rafael shifts from the use of invitational rhetoric to an intrusive rhetoric. In the third row, for instance, Teacher Rafael initially uses "intrusive rhetoric-conversion" then shifts to the use of "intrusive rhetoric-conquest" and finally to "invitational rhetoric". In the fourth row, Teacher Rafael initially uses "invitational rhetoric" then shifts to the use of "intrusive rhetoric-conquest" and then goes back to using "invitational rhetoric".

Some things are worth noting in the above pattern of Teacher Rafael's resort to rhetorically hybrid strategy. In contrast to the case of Teacher Raii, Teacher Rafael uses a combination of three types (i.e. third row). In the fourth row, he only combines two types although the strategy is characterized by the use of "invitational rhetoric" twice and where the use of "intrusive rhetoric-conquest intercepts in

between. These indicate new patterns of compounding rhetoric types not evident in Teacher Raii's account. These patterns, along with those observed from Teacher Raii raise issues that can be tackled in further research to determine the dynamics of hybrid rhetorical strategy, especially if the compounded rhetoric types involve invitational and intrusive rhetoric types.

Finally, it can be noted from the table that despite Teacher Rafael's denser use of intrusive rhetoric, this only comes with the two subtypes of intrusive rhetoric, namely: (a) conversion and (b) conquest, at the exclusion of the third type, i.e. "intrusive rhetoric-advisory". Thus, practically Teacher Rafael generally accounted for almost all the types of rhetoric, except for the latter.

Teacher Weeny (Female)

Table 22 gives an overview of the rhetorically charged teaching discourses of Teacher Weeny analyzed in terms of their underlying rhetoric intent and the corresponding rhetoric types that she employed to peddle her rhetoric moves. The table reflects the results of the said analyses in Teacher Weeny's RFSS units across the four clusters.

Rhetoric Intent

First thing noted from the findings is that there is no variation between the original clusters and the re-clusters (similar to the case of Teachers Raii and Rafael). This means that in every cluster, only one rhetoric intent is pursued by the teacher and where all the RFSS units in one cluster are anchored to that rhetoric intent. From the four clusters of Teacher Weeny's rhetorically charged teaching discourses, a summary of her rhetoric intents that have been identified is stated as follows:

- To get the student to freely address his clarifications and express his ideas.

Table 22. Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Weeny)

Cluster (Register of RFSS units in the original cluster)	**Re-Cluster (Register of RFSS units in the re-cluster)**	**Rhetoric Intent**	**Rhetoric Type**
Cluster 1	Re-Cluster 1: RFSS-1 RFSS-2 RFSS-3 RFSS-4 RFSS-5 RFSS-6	To get the student to freely address his clarifications and express his ideas.	Invitational Rhetoric
Cluster 2	Re-Cluster 1: RFSS-7 RFSS-8 RFSS-9 RFSS-10 RFSS-11 RFSS-12 RFSS-13 RFSS-14	To get the student to freely address his clarifications and express his ideas.	Invitational Rhetoric
Cluster 3	Re-Cluster 1: RFSS-15 RFSS-16 RFSS-17 RFSS-18 RFSS-19 RFSS-20 RFSS-21 RFSS-22	To get the student to freely address his clarifications and express his ideas	Invitational Rhetoric
Cluster 4	Re-Cluster 1: RFSS-23 RFSS-24 RFSS-25 RFSS-26 RFSS-27 RFSS-28 RFSS-29 RFSS-30	To get the student to freely address his clarifications and express his ideas	Intrusive Rhetoric (Advisory Rhetoric)

	RFSS-31 RFSS-32		

There is only one rhetoric intent identified from the four clusters of Teacher Weeny's RFSS units. This means that the respective rhetoric intents in the 4 clusters are identical. The same procedure of conceptual abstraction (Langer,1953 in Borchert, 2006) was applied in order to produce the "conceptual abstract" of Teacher Weeny's rhetoric intent. To reiterate from the foregoing discussions, the following "conceptual abstracts" of the rhetoric intents of the four teachers are thus derived:

Conceptual Abstracts of Rhetoric Intents
(a) to persuade the audience to accept something
(b) to persuade the audience to feel asserted
(c) to persuade the audience to open up

Based on the above, Teacher Weeny's lone rhetoric intent that pervades all clusters of her RFSS units qualifies for an "Abstract-c", i.e. "to persuade the audience to open up". The previous discussions under Teacher Raii explains "Abstract-a" relative to Gawron's (2017), while the previous discussions under Teacher Rafael explains "Abstract-b" in relation to the strategies of persuasion indicated in the article published by Big Fish Presentations (2013). The rhetoric intent of Teacher Weeny registers as Abstract-c which was not accounted for by Teachers Raii and Rafael. Thus, it is only at this point that this conceptual abstract is allotted the discussion.

Simply understood, "to persuade the audience to open up" refers to a rhetoric intent of inviting the audience for participation. This participation may be understood as the audience's involvement in the construction of an idea, opinion, argument, position, etc. in cooperation with the rhetor. The peculiarity of this rhetoric intent compared to Abstract-a and Abstract-b is these involve obvious domination of the

rhetor over the audience, wherein "persuasion" assumes a process that subjugates the audience under the rhetor's idea. In contrast. Abstract-c presupposes more of a persuasive process in which the rhetor desires for "cooperation" with the audience. On this explanation, Abstract-c here approximates the concept of "invitational rhetoric" developed by Sonja K. Foss and Cindy L. Griffin in 1995 (Wikipedia: Invitational Rhetoric). The concept of invitational rhetoric is explained below:

> *"Invitational rhetoric is defined as "an invitation to understanding as a means to create a relationship rooted in equality, immanent value, and self-determination.*
>
> *The theory challenges the traditional definition of rhetoric as persuasion—the effort to change others—because the objective of invitational rhetoric is not to persuade but to gain an understanding of the perspectives of others.*
>
> *... In contrast to the traditional rhetoric of persuasion, in which the rhetor is seen as superior to the audience, the rhetor and the audience are viewed as equal peers who share authority and expertise and contribute equally to an interaction. (Foss & Griffin, 2009 in Wikipedia: Invitational rhetoric).*

The explanation in the above quote makes "invitational rhetoric" appear to be a new type of rhetoric that essentially challenges the very essence of rhetoric itself, which is "rhetoric as persuasion". Across the voluminous literature on rhetoric, there is no doubt on the concept that at the core of rhetoric is an intent to "persuade", and that rhetorical strategies are fundamentally understood as "means of persuasion" (Brett & McKay, 2010). In fact, the concept of rhetoric can hardly be figured apart from persuasion. However, Foss & Griffin introduced their revolutionary and programmatic theory that it is possible to conceive of rhetoric that is otherwise than persuasion, and thus calls it "invitational rhetoric". Nevertheless, Foss & Griffin also builds their premise that invitational rhetoric is not about "persuasion" with their presumptuous concept of "persuasion" as "the effort to change others". As such, they lent "persuasion" a sort of an appeal for domination. Thus, they proceed to conclude that invitational rhetoric does not involve persuasion but an effort "to gain an

understanding of the perspective of others" (Foss & Griffin, 2009 in Wikipedia: Invitational rhetoric).

However, note should be taken that even such an effort is undergirded by an effort to persuade. One cannot gain an understanding of other people's perspectives like it is automatically a given that people will instantly offer their perspectives as inputs to the rhetor. Foss & Griffin themselves refer to an act of "inviting", which is an effort on the part of the rhetor. Thereby, it invokes persuasive appeal to invite. The very act of inviting presupposes the employment of persuasion to ensure that the invitation is peddled with a favorable appeal to the audience, thus enabling the capacity of the invitation to be responded to. An invitation may be peddled in the form of a "question", for instance that is addressed to the audience where the art of questioning is basically a rhetorical issue tackled in the traditional concept of rhetoric as persuasion. This seems to be suggested also in the articles "Types of Questions" published by "Skills You Need" (2018) in combination with another article --- "What are the Different Types of Rhetorical Skills?" published by Wise Geek (2018). The latter quotes:

> *"Since time immemorial, people have done their best to persuade others ... The approaches they focused on are called rhetorical skills. Rhetorical skills fall into a number of categories, including invention, arrangement, memory, delivery, and style ... Good rhetorical skills also require questions, including interrogative or rhetorical questions ..." (Wise Geek, 2018)*

In combination to the above, an article in Skills You Need (2018), indicates that:

> *"... there are numerous reasons for asking questions ... the information we receive back (the answer) will depend very much on the type of question we ask. Questions, in their simplest form, can either be open or closed ... and when it may be appropriate to use them, in order to improve understanding ... Closed questions invite a short focused answer- answers to closed questions can often (but not always) be either right or wrong ... By contrast, to closed questions, open questions allow for much longer responses and therefore potentially more creativity and information. There*

are lots of different types of open question; some are more closed than others." (Skills You Need, 2018)

Based on the explanations on the above quotes and a careful analysis of Foss & Griffin's rhetoric theory, the latter's concept of so-called "invitational rhetoric" appears to be reducible to that of an "invitational question", which registers as a type of an "open question" (Skills You Need, 2018). And the delivery of such question would essentially require a rhetorical skill to enable the effort to persuade the audience (Wide Geek, 2018) to deal with such invitational question. Thus, contrary to Foss & Griffin's explanation, even the so-called invitational rhetoric does not eliminate the element of persuasion in a rhetoric effort. Foss & Griffin's theory suggests a dichotomy between a so called "traditional rhetoric of persuasion" and "invitational rhetoric" by way of differentiating them in which the former involves persuasion while the latter does not. However, as explained above, persuasion is not necessarily eliminated but even essentially presupposed even in the case of an invitational rhetoric. Basically, it requires persuasion to educe a favorable response to an invitation. The audience need to be persuaded to respond accordingly to an invitation. These explanations are also offered by this researcher as a modest critique to Foss & Griffin's (2009) concept of invitational rhetoric.

The above explanations approximate Abstract-c in this study's inventory of conceptual abstracts of rhetoric intents, wherein it refers to "persuading the audience to open up", or to put it in the mold of Foss & Griffin's theory of invitational rhetoric, it is a teacher's effort of persuading a student to respond to his or her invitation to bring out and contribute ideas, opinions, arguments, sentiments, etc. It is remarkable that this rhetoric intent is solely the one that characterizes all the incidences observed from Teacher Weeny's engagement of rhetoric in her online teaching. Underlying all the rhetorical moves noted from her teaching discourse is this specific rhetoric intent,

and nothing more. On this point alone, it can be inferred that Teacher Weeny is indeed very inviting and welcoming of students' ideas in the manner that she teaches her students.

Types of Rhetoric employed

The rightmost column of Table 23 shows the corresponding types of rhetoric employed by Teacher Weeny across the four clusters of her rhetorically charged teaching discourses. For an inventory of the types he employs based on the findings, these include:

- Intrusive Rhetoric (advisory) --- 1 count
- Invitational Rhetoric --- 3 counts

The above inventory is remarkable. It shows that Teacher Weeny alternates between the use of intrusive and invitational rhetoric. However, the prevalence of her use of invitational rhetoric over intrusive rhetoric is worth noting, i.e. on a ratio of 3:1 (invitational rhetoric: intrusive rhetoric. As to her account of a single use of intrusive rhetoric, this came with the subtype "advisory rhetoric".

Reiterating a point from the foregoing discussions, Foss' (2008) emphasizes the contrastive features between invitational rhetoric and intrusive rhetoric. Foss' discussions also lend the impression that these types of rhetoric are strongly "sex-associated".

In the context of the above, the findings of this study provides evidence which can be advanced to inform Foss' theory on the types of rhetoric to fill-in some possible queries that her theory may have failed to answer to a certain extent. Based on the aforementioned findings of this study, the following insights can be offered as further inputs to Foss' theory, otherwise, these can also be treated as inputs that can inform the theory itself, to wit:

- A female teacher can deploy the use of both invitational rhetoric and intrusive rhetoric (in any one of its subtypes)
- A female teacher can be noted of a dominant use of invitational rhetoric than her use of intrusive rhetoric
- A female teacher accounts for using intrusive rhetoric, particularly its subtype: "advisory rhetoric"

Again, it is hereby contended that it will be presumptuous at this point to indicate that the above insights implied by the findings of this study can be made to reconcile or contradict certain principles or postulates in Foss' concept of the types of rhetoric. It is also beyond the scope of this study's objective to indulge in such theoretical deliberation. The insights are only offered as inputs to the theory, which may be treated as a distinct subject matter of research by any prospective research.

Pairing Rhetoric Intent and Rhetoric Type

This final aspect of the analysis looks into the pairing between rhetoric intent and rhetoric type as accounted for by Teacher Weeny. This analysis also looks into any probable pattern in such pairing. Table 22.1 gives an instant view of this pairing to facilitate the discussion of these findings.

Table 22.1 Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Weeny)

No.	Rhetoric Intent	Rhetoric Type
1	To get the student to freely address his clarifications and express his ideas.	Invitational Rhetoric
1	To get the student to freely address his clarifications and express his ideas.	Invitational Rhetoric
1	To get the student to freely address his clarifications and express his ideas.	Invitational Rhetoric
1	To get the student to freely address his clarifications and express his ideas.	Intrusive Rhetoric-(Advisory)

The table reflects the list of rhetoric intents accounted for in the four clusters of Teacher Weeny's teaching discourses. The four rows of the table correspond to the

four clusters and the corresponding rhetoric intent for each cluster. Notice that all 4 rows are similarly numbered as "1" to indicate that all of the clusters have identical rhetoric intents. The findings reflected in the table suggest the kinds of rhetoric intent that pairs with the use of certain rhetoric types in the case of Teacher Weeny. To push this interpretation, it means that rhetoric intent-1 seems to trigger her to use either an "invitational rhetoric" or an "intrusive rhetoric-advisory". This makes a very interesting point considering some previous explanations in this section. Previously, it was noted that Teacher Weeny's rhetoric intent qualifies as "Abstract-c" relative to the inventory of conceptual abstracts of rhetoric intents. It was also prior explained that Abstract-c is a rhetoric intent that presupposes the act of inviting the audience to open up or contribute. While this rhetoric intent may seem almost predictably associated to the use of invitational rhetoric; nevertheless, the findings indicate that Teacher Weeny did employ an intrusive rhetoric even in facilitating such a rhetoric intent. Notably, though, her choice of a type of intrusive rhetoric presupposes the "mildest" of the three subtypes of intrusive rhetoric when it comes to a persuasion to dominate. Advisory rhetoric fares to be mildest compared to the other two subtypes. It is still outstanding to note that Teacher Weeny did employ invitational rhetoric in most of the instances that she deployed her single rhetoric intent.

As can be further noted from the table, there seems to be a vivid pattern in which Teacher Weeny's single rhetoric intent seems to pair more consistently with "invitational rhetoric" than with intrusive rhetoric, as previously indicated in the ratio 3:1 (invitational; intrusive). This means that Teacher Weeny seems more adept to strategize on the use of invitational rhetoric more than intrusive rhetoric. This indicates Teacher Weeny's "rhetoric orientation in online EFL teaching".

Finally, it can be noted from the table that Teacher Weeny's rhetoric practices is characteristically very restricted, with her limited resort to only two types of rhetoric, i.e. invitational rhetoric and one subtype of intrusive rhetoric (i.e. advisory rhetoric). Moreover, Teacher Weeny's rhetoric intents also seem very predictable and monotonous as shown in the apparent fact that only a single rhetoric intent pervades all the clusters of her teaching discourses.

Teacher Zaya (Female)

Table 23 gives an overview of the rhetorically charged teaching discourses of Teacher Zaya analyzed in terms of their underlying rhetoric intent and the corresponding rhetoric types that she employed to peddle her rhetoric moves. The table reflects the results of the said analyses in Teacher Zaya's RFSS units across the four clusters.

Rhetoric Intent

First thing noted from the findings is that there is no variation between the original clusters and the re-clusters (similar to the case of the previously discussed accounts of the three other teachers). This means that in every cluster, only one rhetoric intent is pursued by the teacher and where all the RFSS units in one cluster are anchored to that rhetoric intent. From the four clusters of Teacher Zaya's rhetorically charged teaching discourses, a summary of her rhetoric intents that have been identified is stated as follows:

- To get the student realize that the teacher knows exactly or correctly what the student is thinking.
- To lend the student an impression that the teacher is the one in control of the conversation
- To get the student realize the correct answer to a question

Table 23. Rhetoric Intent/s and Rhetoric Type/s of Teaching Discourses (Teacher Zaya)

Cluster (Register of RFSS units in the original cluster)	**Re-Cluster (Register of RFSS units in the re-cluster)**	**Rhetoric Intent**	**Rhetoric Type**
Cluster 1	Re-Cluster 1: RFSS-1 RFSS-2 RFSS-3 RFSS-4	To get the student realize that the teacher knows exactly or correctly what the student is thinking.	Intrusive Rhetoric (Conquest Rhetoric)
Cluster 2	Re-Cluster 1: RFSS-5 RFSS-6 RFSS-7 RFSS-8 RFSS-9 RFSS-10 RFSS-11 RFSS-12	To lend the student an impression that the teacher is the one in control of the conversation	Intrusive Rhetoric (Conquest Rhetoric)
Cluster 3	Re-Cluster 1: RFSS-13 RFSS-14 RFSS-15 RFSS-16	To get the student realize the correct answer to a question	Intrusive Rhetoric (Conquest Rhetoric)
Cluster 4	Re-Cluster 1: RFSS-17 RFSS-18 RFSS-19 RFSS-20 RFSS-21	To get the student realize the correct answer to a question	Intrusive Rhetoric (Conquest Rhetoric)

From the four clusters, only three non-identical rhetoric intents are identified. Teacher Zaya's rhetoric intents in clusters 3 and 4 are identical. Moreover, the same procedure of conceptual abstraction (Langer,1953 in Borchert, 2006) was applied in

order to produce the "conceptual abstracts" of Teacher Zaya's rhetoric intents. To reiterate from the foregoing discussions, the following "conceptual abstracts" of the rhetoric intents of the four teachers are thus derived:

Conceptual Abstracts of Rhetoric Intents
(a) to persuade the audience to accept something
(b) to persuade the audience to feel asserted
(c) to persuade the audience to open up

Based on the above, Teacher Zaya's rhetoric intents are qualified as follows:

- To get the student realize that the teacher knows exactly or correctly what the student is thinking --- Abstract-a
- To lend the student an impression that the teacher is the one in control of the conversation --- Abstract-a
- To get the student realize the correct answer to a question --- Abstract-a

The above information shows that all three rhetoric intents register as "Abstract-a", i.e. they are commonly aimed "to persuade the audience to accept something". Notably, however, the three rhetoric intents have different objects of persuasion. Abstract-a has been previously noted under the discussions for Teacher Raii, wherein his rhetoric intents also qualify for the same abstract. Reiterating the same explanations provided in that previous discussion, Abstract-a is associated with the goal to get a student (i.e. as audience) to accept an idea, i.e. specifically ideas that come from the teacher. This rhetoric intent seeks to establish a reconciliation between the teacher's and the student's idea. In the previous discussions, Abstract-a rhetoric intent is further explained using Gawron's (2017) discussions about circumstances when there is polarization between teachers and their students in terms of ideas, opinions, and arguments. As previously mentioned, Gawron's draws from an ethical perspective of analyzing discourse treatments when teachers' ideas are dissimilar to those of their students. His recommendation is to allow students have the democratic experience to voice out their ideas and to accommodate such ideas as valid objects of deliberation in a classroom discourse. Drawing further,

Gawron's ethical recommendation has bearing on teachers' rhetoric acts of persuading, especially if the object of persuasion has to do with making students yield to teachers' opinions or ideas, which is relatively what characterizes the rhetoric intents ascribed to Teacher Zaya, and previously to Teacher Raii.

Types of Rhetoric employed

The rightmost column of Table 23 shows the corresponding types of rhetoric employed by Teacher Zaya across the four clusters of her rhetorically charged teaching discourses. For an inventory of the types he employs based on the findings, these include:

- Intrusive Rhetoric (conquest) --- 4 counts

The above inventory is remarkable. It shows that Teacher Zaya employs a single rhetoric type, i.e. "intrusive rhetoric-conquest, across varied rhetoric intents. Like Teacher Zaya, she does not account for rhetorically hybrid strategy which is characteristic of the accounts of the two male teachers. Both Teacher Zaya and Teacher Weeny focus on the use of a single rhetoric type in peddling their respective rhetoric intents.

Reiterating a point from the foregoing discussions, Foss' (2008) emphasizes the contrastive features between invitational rhetoric and intrusive rhetoric. Foss' discussions also lend the impression that these types of rhetoric are strongly "sex-associated".

In the context of the above, the findings of this study provides evidence which can be advanced to inform Foss' theory on the types of rhetoric to fill-in some possible queries that her theory may have failed to answer to a certain extent. Based on the aforementioned findings of this study, the following insights can be offered as further

inputs to Foss' theory, otherwise, these can also be treated as inputs that can inform the theory itself, to wit:

- A female teacher can deploy a monotonously consistent use of intrusive rhetoric (particularly conquest rhetoric) across different rhetoric intents

Again, it is hereby contended that it will be presumptuous at this point to indicate that the above insights implied by the findings of this study can be made to reconcile or contradict certain principles or postulates in Foss' concept of the types of rhetoric. It is also beyond the scope of this study's objective to indulge in such theoretical deliberation. The insights are only offered as inputs to the theory, which may be treated as a distinct subject matter of research by any prospective research.

Pairing Rhetoric Intent and Rhetoric Type

This final aspect of the analysis looks into the pairing between rhetoric intent and rhetoric type as accounted for by Teacher Zaya. This analysis also looks into any probable pattern in such pairing. Table 23.1 gives an instant view of this pairing to facilitate the discussion of these findings.

Table 23.1 Rhetoric Intent-Rhetoric Type Pairing Trend (Teacher Zaya)

No.	Rhetoric Intent	Rhetoric Type
1	To get the student realize that the teacher knows exactly or correctly what the student is thinking	Intrusive Rhetoric (Conquest Rhetoric)
2	To lend the student an impression that the teacher is the one in control of the conversation	Intrusive Rhetoric (Conquest Rhetoric)
3	To get the student realize the correct answer to a question	Intrusive Rhetoric (Conquest Rhetoric) Invitational Rhetoric
3	To get the student realize the correct answer to a question	Intrusive Rhetoric (Conquest Rhetoric)

The table reflects the list of rhetoric intents accounted for in the four clusters of Teacher Zaya's teaching discourses. The four rows of the table correspond to the four clusters and the corresponding rhetoric intent for each cluster. Notice that the third and fourth rows are similarly numbered as "3" to indicate that these clusters have identical rhetoric intents. The findings reflected in the table suggest the kinds of rhetoric intent that pairs with the use of certain rhetoric types in the case of Teacher Zaya. To push this interpretation, it means that rhetoric intent-1 seems to trigger her to use "intrusive rhetoric-conquest". This rhetoric type applies similarly to her other rhetoric intents (i.e. rhetoric intent-2 and rhetoric intent-3). This makes a very interesting point considering that Teacher Zaya retains her consistent use of the same rhetoric type, despite differences in her rhetoric intents. This, however, obscures the possibility of determining a pattern in the pairing of rhetoric intent and rhetoric type since Teacher Zaya's account shows no variation in the choice of rhetoric type despite the shifts in her rhetoric intent. Nevertheless, this means that Teacher Zaya seems more adept to strategize on the use of intrusive rhetoric more than invitational rhetoric. This indicates Teacher Zaya's "rhetoric orientation in online EFL teaching".

Finally, it can be noted from the table that Teacher Zaya's rhetoric practices is characteristically very restricted, and even more restricted compared to that of Teacher Weeny which was also previously noted for her almost entirely monotonous use of certain rhetoric types. Teacher Zaya uses only one. In contrast, however to the account of Teacher Weeny, Teacher Zaya accounts for several non-identical rhetoric intents, despite her consistent use of a single rhetoric type.

Synthesis of Findings in the Four Cases: Sex-Aggregated Analysis

The objective of this synthesis is not only to create a synopsis of the four cases but to generate a sex-aggregated analysis that enables the comparison and contrast of the accounts of the male and female online EFL teachers. Their accounts will be compared on two bases, namely: (a) Rhetoric Intent and (b) Rhetoric Types employed.

Rhetoric intents of male and female teachers

Table 24 presents a synopsis of the four cases in terms of their respective sets of rhetoric intents that are listed from their respective clusters of rhetorically charged teaching discourses. To instantly see the comparison between the accounts of the sexes, the table organizes the data of the male teachers adjacently occupying the first two columns while the data of the female teachers are adjacently located in the third and fourth columns. The rhetoric intents are also indicated as to their respective qualifications using the inventory of conceptual abstracts of rhetoric intents (enclosed in parentheses).

Table 24. Synopsis of Rhetoric Intents of Male and Female Online EFL Teachers

	Cases			
Sex of Cases	**Raii (male)**	**Rafael (male)**	**Weeny (female)**	**Zaya (female)**
	To convince the student to realize or recognize that she has a poor understanding of the reading passage due to a deficiency in vocabulary **(Abstract-a)**	To get the student to be interested about the teacher's interests or preferred topics for conversation **(Abstract-a)**	To get the student to freely address his clarifications and express his ideas **(Abstract-c)**	To get the student realize that the teacher knows exactly or correctly what the student is thinking **(Abstract-a)**

	To convince the student to realize or recognize the important point of the reading passage **(Abstract-a)**	To lend impression that the student's own interests are also regarded by the teacher as interesting to him **(Abstract-b)**		To lend the student an impression that the teacher is the one in control of the conversation **(Abstract-a)**
	To get the student to be interested about the teacher's interests or preferred topics for conversation **(Abstract-a)**			To get the student realize the correct answer to a question **(Abstract-a)**
Sub-total (number of non-identical rhetoric intents per case)	3	2	1	3
Total	5		4	

First thing to note is that the "conceptual abstracts of rhetoric intents" comprehending all the different rhetoric intents of the four cases are not meant to be an exhaustive list. Only three conceptual abstracts have been drawn from the accounts of the four cases, namely:

Conceptual Abstracts of Rhetoric Intents
(a) to persuade the audience to accept something
(b) to persuade the audience to feel asserted
(c) to persuade the audience to open up

It should be noted that the above conceptual abstracts were only meant to categorize the extent of available rhetoric intents from the limited clusters of teaching discourses of the four cases. Moreover, their teaching discourses were only taken from a single shot of their online teaching engagement. Thus, it does not discount

the possibility that the teachers are capable of other rhetoric intents beyond those surveyed by this study. And inasmuch as the teachers can possibly generate other rhetoric intents, this can imply a possible addition to the above list of conceptual abstracts.

In addition, it can be noted from Table 24 that all the teachers have accounts of replicated rhetoric intents. The analysis involved four clusters of teaching discourses per teacher. The process of clustering was conducted by cutting excerpts of teaching discourses from the raw corpus in which the cutting was based on an analysis that one cluster is a grouping of teaching discourses that cooperate and contribute to the pursuit of a single rhetoric intent. If this was the case, then it would be normal to expect that there are four (4) different rhetoric intents for each teacher corresponding to their respective allocation of 4 clusters. However, looking at the data on Table 24, all the teachers account for less than 4 rhetoric intents. As indicated in the previous discussions under each case, the counting of rhetoric intents is based on the number of non-identical rhetoric intents. As such, the recording of less than 4 rhetoric intents for one teacher only indicates that two or more of the rhetoric intents in his or her set of clusters are identical, and is thereby given a single count.

In relation to the above, the combined number of non-identical rhetoric intents on the part of the male teachers (i.e. a total of 5) and the female teachers (i.e. a total of 4) seem approximately balanced. A ratio of 5:4 (male: female) does not indicate a significant margin of difference, although a slight leverage is noted on the part of the male teachers. For one possible interpretation of this, it can be said that male teachers set slightly more diverse rhetoric intents compared to female teachers. In fact, there is a degree of truth to this, especially noting on the account of one female teacher (i.e. Teacher Weeny) who accounts only for a single rhetoric intent across

the 4 clusters of her teaching discourses. Although the very slight difference in the figures cannot be strongly conclusive, this cues a viable phenomenon of interest that future research can consider. The question is, which between the male and female teachers set a greater number of rhetoric intents? A quantitative research can be designed to test a hypothesis which may be built from the findings of this study that the male teachers have slightly more rhetoric intents than the female teachers. The significance in resolving this issue is based on the fact that the more rhetorical intents there are, it means that a teacher can afford to device more goals to launch rhetorical moves, which may mean further that a teacher is more interested to use rhetoric in her teaching.

Table 25 extracts the data on the conceptual abstracts of rhetoric intents of the four teachers from Table 24 to enable a clearer comparison of the accounts of the sexes. Under the rightmost column labeled "grand total" of Table 25, it reveals what appears to be a pattern of a dominant rhetoric intent, i.e. "Abstract-a" (to persuade the audience to accept something), with a total of 7 counts from the combined accounts of the male and female teachers. There is one (1) account for Abstract-c and a single account for Abstract-b. Breaking down these figures into the respective accounts of the sexes, the following observations are hereby noted:

- Most of the rhetoric intents of the male teachers qualify as "Abstract-a"
- The female teachers account for a balanced distribution of their rhetoric intents under "Abstract-a" and "Abstract-c"
- Only the male teachers account for a rhetorical intent under "Abstract-b"
- Only the female teachers account for rhetorical intent under "Abstract-c"
- The common denominator between the male and the female teachers is having accounts of rhetoric intents under 'Abstract-a" only

Table 25. Phenomenological Abstract of Rhetoric Intents in the Teaching Discourses of Male and Female Teachers

Conceptual Abstracts of the Teachers' Rhetoric Intents		Male Teachers	Sub-Total	Female Teachers	Sub-Total	Grand Total
Code	Description					
Abstract-a	to persuade the audience to accept something	Raii: 3 Rafael: 1	4	Zaya: 3	3	7
Abstract-b	to persuade the audience to feel asserted	Rafael: 1	1		0	1
Abstract-c	to persuade the audience to open up		0	Weeny: 3	3	3

The above noted observations can spark interest for further research to confirm the similarities and differences between male and female teachers in their pursuit of rhetoric intents. The findings of this study indicate that male and female teachers can have similar and dissimilar rhetoric intents. Likewise, the distribution of the rhetoric intents of the female teachers into the conceptual abstracts relatively indicates that there seems to be a greater diversity of rhetoric intents among the female teachers than the male teachers. Male teachers' rhetoric intents seem very densely concentrated on one category (i.e. Abstract-a). Although, this finding cannot be very conclusive in as far as the limited extent of investigated clusters of teaching discourses.

Implications to Teaching Approach

Drawing further from the above analysis, it appears that the different objects of persuasion associated to male and female teachers are on opposite poles. Abstract-a, for instance, draws greater focus on the rhetor's skill to collect affirmation from the audience. This seem to be the opposite of Abstract-c which draws greater focus on the rhetor's ability to understand the audience. This further suggests that the latter

rhetoric intent is the one that has a "learner-centered orientation" (or learner-focused orientation), while the previous one has a "teacher-centered or strategy-focused orientation" since the interest is more on testing the rhetor's skill or strategy to make the audience respond accordingly. In an article by Dolo (2017), the latter summarized the contrastive features between two teaching approaches. i.e. teacher-centered versus learner-centered teaching, to wit:

> *"**Teacher-centered** approach is a strategy wherein the teacher is in full control of the entirety of the lesson and classroom. In its simplest meaning, teacher talks and students listen. The teacher prepares the course outline, lesson plan, and instructional materials before he goes to class. While teaching, he delivers the lesson in his own method and assesses students' performance through group or individual activities. Students work independently during or after the discussion. Typically, the classroom is quiet. Classroom management is easier since the learners are highly dependent on their teacher.*
>
> *On the other hand, **student-centered** learning highlights more on the learners than the teacher. In this scenario, the teacher acts as a moderator. He discusses the lesson, the students interact, and the students answer questions based on the sets of information presented. We can see active learning happening in this approach. Most of the time, students work in pairs, groups, or individually according to the purpose of the activity. Also, student work is not limited to pen and paper activities. During assessments, the students evaluate their own learning with minimum support from the teacher. We can see that the classroom here is often busy and noisy." (Dolo, 2017)*

Note that the conceptual highlights differentiating the above mentioned teaching approaches is actually an underlying issue on the dynamics of teacher-student communication in a classroom instructional setting. As gauged by this current study, the issue is even more specifically understandable in the context of a rhetoric analysis of teacher-student communication. From the perspective of this study's rhetoric analysis of teaching discourses, the impact of the findings inevitably informs the teaching approach of the teachers. As a consequence, the rhetoric undertones of a teacher's discourse is an indicator of his or her teaching approach as either "teacher-centered" or "learner-centered". A teacher deploying either teaching

approach is likely to employ rhetoric strategies in his or her communication with the students that correspond to the nuance of a certain teaching approach. Foss & Griifin's (2009) rhetoric theory associates the types of rhetoric to "persuasion" and "non-persuasion" or to "domination" and "equality". By analogy, the contrastive features of intrusive rhetoric and invitational rhetoric fit into the mold of teacher-centered and learner-centered approaches to teaching, respectively.

Aside from the two rhetoric intents discussed above, a third one (i.e. Abstract-b) seems to be an isolated case, manifested by just one male teacher. This is when a rhetor tries to pull an impression to his audience that he "empathizes" with their experience or that he can relate to their ideas or opinions. This rhetoric intent, however, which associates to the part of male teachers somehow creates a sense of balance at the densely teacher-centered orientation of the rhetoric intents of the male teachers. The act of showing empathy to students appears to have a student-centered orientation. However, it is still notable that the male teachers manifested a much higher rate of rhetoric intents with a teacher-centered orientation.

In summary, the findings show that both male and female teachers manifest rhetoric intents that have either teacher-centered orientation or student-centered orientation. However, the male teachers have a relatively greater tendency to set rhetoric intents that are teacher-centered or strategy-focused while female teachers tend to have rhetorical intents balanced between teacher-centered orientation and student-centered orientation.

Rhetoric types employed by male and female teachers

Table 26 shows a synopsis that enables a comparison of the male and the female teachers' use of the different types of rhetoric. The quantities here are drawn from

the previous tables and they correspond to the counts that each rhetoric type is employed by the teachers in their respective clusters of teaching discourses. The comparison of data is based on the teachers' account of the two (2) general types of rhetoric, i.e. "invitational" and "intrusive". The data on the other types (i.e. conquest, conversion, and advisory) are subsumed to intrusive rhetoric because they are mere subtypes of the latter.

Table 26. Synopsis of the Use of Rhetoric Types by Male and Female Teachers

Types of Rhetoric	Frequency of Teachers' Use of the Types of Rhetoric				Total	Rate
	Male	Rate	Female	Rate		
Invitational	5	31.25%	4	44.44%	9	36%
Intrusive	11	68.75%	5	55.55%	16	64%
	(7) (3) (1)		(4) (1)			
	16	100%	9	100%	25	100%

The above table shows that on the overall accounts of the four cases, the use of "intrusive rhetoric" is vividly dominant (64%), with a 28% margin of difference with "invitational rhetoric" (36%). This means that the use of intrusive rhetoric generally highlights the rhetoric practice of the male and female teachers. Foss & Griffin (2009) refers to intrusive rhetor as the traditional rhetoric of persuasion. In some previous discussions, this study further qualifies intrusive rhetoric as the one that presupposes higher intensity persuasive force compared to invitational rhetoric. Foss & Griffin (2009) claims that the traditional rhetoric of persuasion is geared towards the domination of the audience by the rhetor. Signifying these points to the above research findings, it means that the male and female online EFL teachers (i.e. the case subjects of this study) are more oriented to adopt the use of rhetoric types that reflect their desire to dominate their students, which is likely to be the goal of their efforts to persuade students using rhetoric strategies.

Moreover, a breakdown of the overall findings reveals certain similarities as well as differences in the accounts of the male and the female teachers. In the accounts of the two sexes, there is consistency in the trend that shows leverage on the use of intrusive rhetoric over invitational rhetoric. This is true to the dominant use of intrusive rhetoric on the part of the male teachers (68.75%) and on the part of the female teachers (55.55%). However, a close scrutiny of the figures show that the margin of difference between the counts of intrusive rhetoric use and invitational rhetoric use is greater on the part of the male teachers as can be gleaned in the ratio of 31.25%:68.75% (invitational: intrusive) compared to the ratio on the account of the female teachers, i.e. 44.44%:55.55%. The margin of difference in the case of the male teachers is 37.5%, which is slightly higher than that of the female teachers, i.e. 11.11%. No statistics-based calculation can be shown at this point to determine whether or not these margins of difference meet the threshold of significance. Nevertheless, it suffices to note that the dominant use of intrusive rhetoric is more pronounced among the male teachers than among female teachers.

Another notable aspect of the data in the table is that the male teachers account for the use of all three subtypes of intrusive rhetoric, while the female teachers account for only two of the subtypes, namely: (a) conquest rhetoric and (b) advisory rhetoric. On a matter of the similarity, however, the accounts of the two sexes reveal that their use of intrusive rhetoric is congested along "conquest rhetoric". Foss & Griffin (2009) describe the general rhetoric intents of this subtype of intrusive rhetoric as follows:

- to secure an idea, claim, or argument as the best, strongest, and most powerful among competing positions
- to achieve a rhetorical prize, i.e. produce winners and losers (winners, ideas or beliefs prevail, and losers' arguments or positions are overturned and discredited

- to win an argument more than to affect listeners or to change their image of a subject in some significant way
- relies on dichotomous positions, rules, and argumentative skill directed at the rejection and destruction of ideas or positions different from the rhetor's own (Foss & Griffin, 2009)

It is also notable that conquest rhetoric figures to be the most intense subtype of intrusive rhetoric in terms of degree of persuasive force and desire for domination. Thus, the above stated findings show that both male and female teachers are more densely oriented to this subtype of intrusive rhetoric. The teachers' dominant use of intrusive rhetoric is further characterized by their dominant use of conquest rhetoric. This finding poses a sort of challenge to Foss & Griffin's (2009) strong association of the rhetoric types to the sexes. It should be noted that the nomenclatures used to label the two types of rhetoric already suggests their strong association to sex. Foss & Griffin (2009) refers to invitational rhetoric as "feminist rhetoric" as opposed to a so-called "patriarchal rhetoric" referring to the traditional rhetoric of persuasion, termed in this study as "intrusive rhetoric".

With regard to the above, the findings of this study somehow breaks any strong association between preference or orientation to use rhetoric types to the sex of the teachers. Reiterating the points of the above findings:

- The male and female teachers account for the use of both invitational and intrusive rhetoric
- The male and female teachers account for the dominant use of intrusive rhetoric over invitational rhetoric

However, some slight differences in the accounts of the male and female teachers can be exploited to emphasize a slight degree of association between the use of rhetoric types and the sex of the teachers. The following observations were also noted:

- The dominant use of intrusive rhetoric is slightly more pronounced on the part of the male teachers

- The male teachers account for a more comprehensive use of intrusive rhetoric, with their exhaustive access of its three subtypes. The female teachers merely account for using two of the subtypes of intrusive rhetoric.

Given the above data, however, this study does not advance them for any conclusive status, given the absence of any statistical treatment. However, the above findings can spark a phenomenon of interest for future research, and probably one that can employ quantitative methodology to enable hypothesis-testing.

Conclusions

This study presupposed an analysis of spoken corpus, the latter referring to the online teaching discourses of male and female online EFL teachers of GnGn Eikawa-Pampanga, a Japanese owned online EFL instruction provider with several branches located in the Philippines. The company's services cater to Japanese clients of varying age brackets. This study registers fundamentally as a Communication research, taking teaching discourses in the context of a "communicative practice" as the item of analysis from the perspective of a Rhetoric Theory in the field of Communication.

To account for the research objectives, the study's findings clearly establish that evidences were found that show manifestations of rhetoric undertones in the teaching discourses of both male and female online EFL teachers. Anent this, rhetorically functional sentence structures (RFSS units) were identified from the teachers' spoken corpora. Further analysis explored the functions of the rhetorically charged teaching discourses in an attempt to associate discourse functions to rhetorical moves. Underlying this analysis is the theoretical assumption that certain discourse functions act as the catalyst for rhetorical move. The final set of analyses involves the identification of the rhetoric intents underlying the rhetorical moves of

the teachers, and also the identification of the types of rhetoric they employ using Foss & Griffin's (2009) typology of rhetoric that contrasts intrusive versus invitational rhetoric. Sex-aggregated analysis permeates all the aforementioned analytical procedures to enable a comparison of the accounts of the male and the female teachers.

The foregoing sections of this chapter discussed the findings using both qualitative and quantitative analyses. The findings were also interpreted from the perspective of concepts, theories or principles found in varied pertinent literature. On the merits of the findings, this section states the conclusions of the study. To facilitate the statement of the conclusions, the following discussions are sectioned according to the specific objects of inquiry in the three research questions.

Manifestations of the Use of Rhetoric in Online EFL Teaching

The respective sets of online teaching discourses of the four online EFL teachers who participated in this study, i.e. male and female teachers, manifested rhetoric undertones, which means that either male or female teachers used rhetoric in the conduct of their teaching, specifically via their verbal communication with their respective students. The following set further details of the manifestation of rhetoric undertones in the teaching discourses:

- Across the raw corpora of teaching discourses of the male and female teachers, only some (and not all) of their teaching discourses were identified as rhetorically charged.
- Use of rhetoric in teaching discourse is more frequently manifested by the male teachers than the female teachers. This is calculated from the ratio of rhetorically charged versus the non-rhetorical teaching discourses of the

teachers, wherein the density of rhetorically charged discourses is greater on the part of the male teachers, by at least 20%, compared to the accounts of the female teachers.

The above conclusions point out that the use of rhetoric (whether consciously or unconsciously) by teachers appears to be contingent to certain factors that give rise to its incidental use in teaching. It is incidental since the use of rhetoric does not appear to be consistent all throughout the teaching discourses. But the extent in which rhetoric is used in teaching as manifested by the male and female teachers is also noteworthy as it constitutes almost half to more than half of their teaching discourses. This, somehow, points to the perceived exigency or necessity of its use which teachers may have assessed to be beneficial in their delivery of EFL courses. Although the use of rhetoric in EFL teaching or in online teaching (or in teaching enterprise, in general) may not be very emphasized in so-called effective teaching methods, this study's findings indicate that both male and female teachers use rhetoric very densely. As it was beyond the framework of this study to determine whether or not the teachers are conscious of this, it points to some risk if some teacher's use of rhetoric is unconscious and clandestine, with no conscious or formal knowledge as to how it is executed or what type of rhetoric to employ best on the right circumstances. Rhetoric use in teaching thus comes on a trial and error basis, which does not optimize its proper usage in such context. This then points to the necessity of explicitly and formally considering rhetoric as an additional teaching skill so that teachers may be aware of its dynamics, and can take advantage of its benefits consciously.

Use of Rhetoric across Teaching Discourse Functions

- Of the twenty-one (21) discourse functions in the inventory of Sinclair & Coulthard, twelve (12) of these (representing the majority at 57.14%) characterize the rhetorically charged teaching discourses of the male and female teachers. This means that their use of rhetoric is not evident in the dispense of the rest of other discourse functions.
- The male and female teachers used rhetoric in their online teaching discourses in the context of dispensing certain discourse functions, thereby indicating that some discourse functions may be catalytic to trigger the teachers' use of rhetoric. These rhetoric inducing discourse functions are termed as "Rhetorically Productive Teaching Discourse Functions" (RPTDF).
- Rhetorically productive teaching discourse functions (RPTDF) seem to be "sex-associated", in view of some evidence that certain RPTDFs are exclusively found in the accounts of the male teachers, namely: DF-10, DF-15, and DF-20. These RPTDFs pertain to the following discourse functions:

a) to signal a desire to contribute to the discourse

b) to provide additional information relating to a previous informative

c) to elicit the repetition of a student reply

- The most common discourse functions that triggered the teachers' use of rhetoric include the following:

Discourse Functions (Code and Meaning)
DF4 (to request a linguistic response)
DF7 (to provide information)
DF11 (to call on or give permission to a pupil to contribute to the discourse)
DF16 (to indicate that a reply or reaction was appropriate)
DF17 (to positively or negatively evaluate a previous reply)

- The discourse functions that are least productive to trigger the teachers' use of rhetoric include the following:

Discourse Functions (Code and Meaning)
DF10 (to signal a desire to contribute to the discourse) **DF15** (to provide additional information relating to a previous informative) **DF20** (to elicit the repetition of a student reply)

- There are discourse functions more dominant to trigger the male teachers to use rhetoric. These include the following:

Discourse Functions (Code and Meaning)
DF4 (to request a linguistic response) **DF9** (to provide additional information to help students respond to a previous directive or elicitation)

- There are discourse functions more dominant to trigger the female teachers to use rhetoric. These include the following:

Discourse Functions (Code and Meaning)
DF11(to call on or give permission to a student to contribute to the discourse) **DF16** (to indicate that a reply or reaction was appropriate) **DF17** (to positively or negatively evaluate a previous reply)

- There is a discourse function that most commonly triggers both male and female teachers to use rhetoric. This include the following:

Discourse Functions (Code and Meaning)
DF7 (to provide information)

- The specific discourse functions that more frequently trigger the male teachers to use rhetoric are generally characteristic of "aggressive communication strategies", while the specific discourse functions that more frequently trigger the female teachers to use rhetoric are generally characteristic of "passive communication strategies".

The above conclusions further clarify the previous set of conclusions. Not only is the use of rhetoric profuse in EFL online teaching, but that it also figures to be manifest in the majority of teaching discourse functions. Rhetoric then appears to be beneficial as perceived by male and female teachers when they execute various discourse functions. However, it takes further research to solidly confirm the possibility that certain discourse functions even trigger teachers to use rhetoric, especially that this study found the unequal distribution of RFSS units across the different discourse functions. Some discourse functions seem to be more susceptible to the use of rhetoric than others. It is convincing to think that this phenomenon is not merely incidental but that there are rhetorically productive discourse functions. The conclusions also point to some distinct differences in the case of male and female teachers. The male teachers seem to use rhetoric very densely on discourse functions that are characteristically aggressive, while the female teachers' dense use of rhetoric are assigned to those discourse functions that are typically passive in nature. This finding does not only point to a possible differential status between the sexes when it comes to their preference for discourse functions, but also their preference to execute these discourse functions in which they opt to use rhetoric.

Rhetoric Intent and the Types of Rhetoric employed in Teaching Discourses

A. Rhetoric intents of male and female teachers

- The male teachers slightly account for more diverse rhetoric intents compared to the accounts of the female teachers.

The above conclusions further clarify the previous set of conclusions. Not only is the use of rhetoric profuse in EFL online teaching, but that it also figures to be manifest in the majority of teaching discourse functions. Rhetoric then appears to be beneficial as perceived by male and female teachers when they execute various discourse functions. However, it takes further research to solidly confirm the possibility that certain discourse functions even trigger teachers to use rhetoric, especially that this study found the unequal distribution of RFSS units across the different discourse functions. Some discourse functions seem to be more susceptible to the use of rhetoric than others. It is convincing to think that this phenomenon is not merely incidental but that there are rhetorically productive discourse functions. The conclusions also point to some distinct differences in the case of male and female teachers. The male teachers seem to use rhetoric very densely on discourse functions that are characteristically aggressive, while the female teachers' dense use of rhetoric are assigned to those discourse functions that are typically passive in nature. This finding does not only point to a possible differential status between the sexes when it comes to their preference for discourse functions, but also their preference to execute these discourse functions in which they opt to use rhetoric.

Rhetoric Intent and the Types of Rhetoric employed in Teaching Discourses

A. Rhetoric intents of male and female teachers

- The male teachers slightly account for more diverse rhetoric intents compared to the accounts of the female teachers.

- The male and female teachers set diverse rhetoric intents for their rhetorical moves. Across the different rhetoric intents of the teachers (regardless of sex), they all register under three conceptual abstracts, namely:

Conceptual Abstracts of the Teachers' Rhetoric Intents	
Code	**Description**
Abstract-a	to persuade the audience to accept something
Abstract-b	to persuade the audience to feel asserted
Abstract-c	to persuade the audience to open up

- On account of the conceptual abstract of the rhetoric intents accounted for by the male and female teachers, the following observations are noteworthy:
  a) Most of the rhetoric intents of the male teachers qualify as "Abstract-a"
  b) The female teachers account for a balanced distribution of their rhetoric intents under "Abstract-a" and "Abstract-c"
  c) Only the male teachers account for a rhetorical intent under "Abstract-b"
  d) Only the female teachers account for rhetorical intents under "Abstract-c"
  e) The common denominator between the male and the female teachers is having accounts of rhetoric intents under 'Abstract-a"
- More dominant on the part of the male teachers is that their rhetoric intents have "teacher-centered" orientation. More dominant on the part of the female teachers is that their rhetoric intents have "student-centered" orientation.

B. Rhetoric types employed by male and female teachers

- Both the male and female teachers manifested the use of intrusive rhetoric and invitational rhetoric in their teaching discourse.

- Across the accounts of the male and female online EFL teachers, their use of "intrusive rhetoric" is vividly dominant by, at least, 28% over their use of "invitational rhetoric". This trend is consistent even as it is broken down into the accounts of the male and the female teachers. The teachers' dominant use of intrusive rhetoric is densely characterized by their use of its subtype, namely: "conquest rhetoric".
- The rate of using intrusive rhetoric over invitational rhetoric is higher on the part of the male teachers than on the part of the female teachers. The reverse is also true that the female teachers' density of using invitational rhetoric is greater than the density in which the male teachers use invitational rhetoric.
- Compared to the female teachers, the male teachers account for a broader exploration and use of all the types of rhetoric, i.e. invitational rhetoric and all the three subtypes of intrusive rhetoric. The female teachers give no account of the use of conversion rhetoric which is a subtype of intrusive rhetoric.
- The male teachers account for "rhetorically hybrid strategy", not observed among the female teachers. This means that the male teachers resort to compounding the use of more than one type of rhetoric even in the pursuit of a single rhetoric intent. The female teachers consistently used a single rhetoric type for every single rhetoric intent.
- In the pairing of rhetoric intent and rhetoric type, there are notable patterns observable in the accounts of the male and female teachers. They are noted in the following:

Male Teacher	Female Teacher	Remarks
Alternates the use of invitational and intrusive rhetoric in a single discourse setting with a series of non-identical rhetoric intents	Alternates the use of invitational and intrusive rhetoric in a single discourse setting with a series of non-identical rhetoric intents	Similar

Alternates the use of two or more types of rhetoric even when peddling a single rhetoric intent	Uses only one type of rhetoric even when peddling a single rhetoric intent	Different
Uses invitational rhetoric always adjacent to or compounded with a subtype of intrusive rhetoric in the pursuit of a single rhetoric intent	Uses invitational rhetoric independently from any combination in the pursuit of a single rhetoric intent	Different
Uses intrusive rhetoric either independently from any combination or adjacent with the use of invitational rhetoric	Uses intrusive rhetoric independently from any combination in the pursuit of a single rhetoric intent	Different

The above conclusions somehow contest the underlying concept in Foss Theory of Invitational Rhetoric, which emphasizes a strong sex association to the types of rhetoric. This is also the reason that Foss labeled the rhetoric types as "patriarchal" and "feminist" was because of an underlying assumption that men and women have distinct ways of executing rhetoric. The findings of this study, however, does not necessarily give evidence to this since both the male and the female teachers have accounted for the use of both types of rhetoric. However, there is a hint of confirmation on the Theory of Foss when it comes to the aspect of the findings that the male teachers in this study still account for a denser use of intrusive rhetoric, while the female teachers were found to have used invitational rhetoric in greater density. Nevertheless, this does not overshadow the finding that both the male and female teachers liberally explored the use of both intrusive and invitational rhetoric. It was also relatively observed that the tendency for a female teacher to use intrusive rhetoric is greater when a female teacher is teaching another female student, than if she was teaching a male. This may point out to another factor to consider in

Alternates the use of two or more types of rhetoric even when peddling a single rhetoric intent	Uses only one type of rhetoric even when peddling a single rhetoric intent	Different
Uses invitational rhetoric always adjacent to or compounded with a subtype of intrusive rhetoric in the pursuit of a single rhetoric intent	Uses invitational rhetoric independently from any combination in the pursuit of a single rhetoric intent	Different
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teachers' choice of rhetoric type, which may not necessarily link to their sex, but the pairing of their sex to the sex of their student. It should take further research to solidly establish this possibility.

Recommendations

This study aimed to provide relevant inputs on how teaching discourse is treated as a communicative practice that lends to its analysis from a Rhetoric Theory of Communication. This study specifically employs the Theory of Invitational Rhetoric (Foss & Griffin, 2009). Having previously set the impetus of the study, it aimed to address certain gaps in previous research on teaching discourse that are inclined to treat this phenomenon from the perspective of its import to linguistic analysis and language education enterprises. While those studies have their own theoretical justifications, nevertheless, they fail to grasp the phenomenon of discourses otherwise than what it is fundamentally --- a communication phenomenon, above anything else. Another thing that sets the exigency of this study is the lack of studies that apply Foss & Griffin's typology of rhetoric. The myriad of studies on rhetoric are almost always on identifying rhetorical devices on either written or spoken corpora. Likewise, most of the corpora considered for rhetoric analysis deal with political speeches, legal manuscripts, propaganda papers, advertisement materials, etc. This study sets a trend in which the corpus of analysis is teaching discourse, specifically of online teaching discourses in an online EFL instructional setting. Finally, the conduct of this study also aimed to raise certain "clarifications" or even "critique" on the theory of rhetoric by Foss & Griffin, particularly on their conceptual dichotomy

between two general types of rhetoric and also on their strong association of sex to the types of rhetoric.

Thus, in view of the comprehensive insights generated in navigating the broad array of analysis engaged in this study, the following recommendations are hereby offered. The recommendations are clustered according to theme.

For language educators and language curriculum managers

- The present study aims to spark interest on the pedagogical value and significance of "teacher rhetoric skills" which can be offered as a substantial addition to the roster of teaching competencies, which comprises the theoretical basis for the evaluation of teaching performance.
- A proliferation of research on the characteristic use of rhetoric in teaching discourse is highly encouraged in order to further demonstrate and establish more solidly the effects that rhetoric in teacher talk has on the performance, attitude and behavior of learners. This catalyzes more reasons to consider the importance of shaping teachers' rhetoric skills if research can definitely establish the fact that rhetoric strategies contribute significantly to the conditioning of the learning atmosphere in EFL or language instructional settings, whether it be online settings or traditional classroom settings.
- The current study should spark interest on EFL teachers to consider the use of the types of rhetoric as ancillary to their aim to reduce learner affective filters, to condition students for an increased motivation to learn EFL, to help promote positive attitudes toward EFL learning, and to increase the communication opportunities of students in an EFL instructional setting which encourages their productive use of the target language.

For future research

Inasmuch as the conduct of this study meant to address certain perceived gaps in the history of scholarly investigations on teaching discourses, this study itself also eventually raised certain gaps, especially in line with its methodology. This study's conceptual framework is unprecedented, making it susceptible to imperfections considering that a rhetorical analysis of teaching discourses using Foss & Griffin's typology is used here for the first time. The research design, with its limits and restrictions, curtailed the possibility to resolve some of the queries which this study also raised in the course of its various data analyses. Thus, for these reasons, future research of similar theme is highly encouraged. The following recommendations are offered:

- Interested scholars and researchers may validate the findings of this research using alternative settings such as the rhetoric undertones of teacher discourses exhibited in traditional classroom instruction to contrast with this study's use of teacher talk in an online instructional setting. Since it was also beyond the parameters of this study's methodology to source whether teachers are unconscious or conscious in their use of rhetoric while teaching, then it is apt to device a research method or a more adequate data gathering instrument to address these gaps.
- This study makes no assumption that only teacher-generated discourses can be analyzed of their rhetoric undertones. Thus, future research can explore the rhetoric undertones of learner talk or discourse, or even the dynamics of the interaction between teacher discourses and leaner discourses to examine any probable mutual or reciprocal effects between them and how such effects inform the choice or use of a rhetoric type in a given discourse situation. For

instance, some parts of the analysis hint an increased volume of learner talk or increased student's participation in instances when the teacher uses invitational rhetoric, and that it seems to produce the opposite effect when intrusive rhetoric is used. But these are points in this study's analyses that are only given a passing review.

- The study offers certain conclusions that are better off more conclusive and generalizable only if the conclusions are the results of hypothesis testing. This study cannot account for hypothesis testing due to its qualitative research design. But this study cues on certain findings and conclusions that can inspire hypothesis formulation to be treated or tested using a quantitative research framework.

For the advancement of the rhetoric theory of communication

- Under the sections that discuss this study's findings, certain insights were offered which are meant as modest recommendations to inform the theory of invitational rhetoric (Foss & Griffin, 2009). This study offers empirical evidence that show how male and female teachers account for the use of the different types of rhetoric and that there are surprising results which even this researcher did not anticipate despite her literature reviews on the rhetoric theory of communication. More empirical evidence are needed to solidly substantiate the insights generated from this study's findings if they were to inform the theory of communication or pose a critique on the theory itself, particularly Foss & Griffin's concept of rhetoric and their association of sex to the types of rhetoric.

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Appendix A

Profile of the Research Locale: GNGN EIKAWA (GGE)

Name of Company: GnGn Eikawa, Philippines, Incorporated Clark

Company Address: Lisbon Bldg. 5415 CM Recto Highway Clark Freeport Zone Pampanga 2009

Contact Information:
Tel: (045) 499-3060
Facebook: https://www.facebook.com/GngnEikaiwa-Phils-Inc-Clark-440119252722100/
Website: www.gge.co.jp

Brief Company Profile:

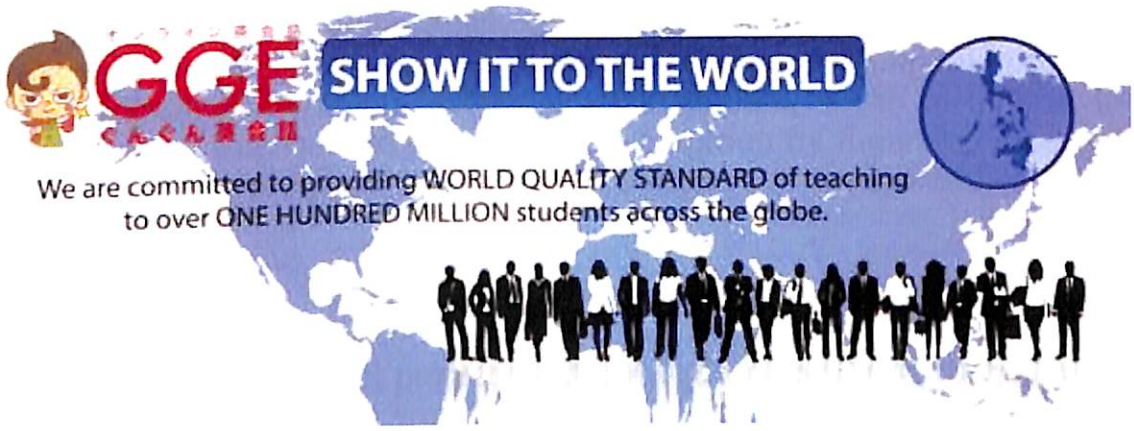
GnGn Eikaiwa Phils., Inc. is an office-based online education company located in Pampanga, Philippines. The company provides EFL (English as a Foreign Language) education to mostly Japanese students and to non-native English speakers through online teaching programs. To date, the company is among the Top 5 popular online English schools in Japan. The company's growth and progress is due to the competent and creative staffs that are effective and goal-oriented. As a result, the students are guided in achieving their objectives, while also ensuring that they meet their goals of becoming globally-competitive English speakers. The company has been operating for several years and continues to grow and expand. It envisions to make their educational services available to European countries. It will soon open doors to Italy.

Reference: https://www.bestjobs.ph/companies/jobs-of-gngn-eikaiwa-phils-inc-95CE54976B78FE54

Company Seal:



Company Logo:



Brief Company History

The company started as an English language conversation program on June 2009. It started on two units of computers and ten teachers operating in a condominium unit in Makati. The number of students rose to more than 30,000 in a span of five years therefore the company decided to hire more tutors. Now, the company has 1,100 office-based tutors in its branches in the Philippines (Makati, Clark, Cebu and Cagayan de Oro).

Tomohiro Taniguchi, CEO and owner of the company believes that the level of competency of Filipinos in English is high therefore making them a great source of English language learning for Japanese students.

The company is now providing these key projects:

1. **Gunbo English Conversation**

   This is the main project of the company. This project focuses on the teaching of "everyday English" to beginners and advanced learners. The goal of the project is to provide an avenue for Japanese students to learn English through "fun English conversation" with tutors.

2. **POEC (Program of Online English Communication)**

   In order to respond to the rapidly progressive globalization, considerable change of the English subject of the center examination at the education revitalization execution committee is studied for the year of Heisei 32, and it is studying to three skills of reading, riding, listening, 4 skills plus speaking are expected to be required. Based on the "Japan revitalization strategy" decided on June 14, 2013, the Ministry of Education, Culture, Sports, Science and Technology released the "National University Reform Plan" announced by the Ministry of Education, Culture, Sports, we are aiming for a rank-in of above, "Globalization" is listed as priority support for reform.

   In order to respond quickly to changes in English subjects and globalization in these university entrance exams, we have developed "POEC" for the purpose of contributing to the improvement of English ability of Japanese.

POEC is an online English conversation program developed for the purpose of improving English "listening ability and speaking ability" mainly for junior high schools and high schools throughout the country. Improvement of "listening skills and speaking ability" of each student, which is difficult to extend in regular English classes conducted by group by "Learning program according to class progress" and "Online one to one lesson with Filipino lecturer."

3. GGE for Business

This is the Business English project for Japanese workers in preparation for the 2020 Olympics. Lessons are contextualized according to their needs and their Industry.

The purpose for corporate clients is mainly [a part of corporate training, part of a lecture at a university offering to an educational cram school, part of lecture at a university, measure speech ability of overseas expatriates (before dispatching, during dispatch) / improve expression ability, self as part of enlightenment] as a service. In addition to usual corporate services, GGE for Biz aims to tie up with "iKnow live" "BEPS" and offers services that meet the company's purpose.

Appendix B

Letter of Intent to conduct Research in GNGN EIKAWA Philippines, Incorporated CLARK

October 16, 2017

MR. TOMOHIRO TANIGUCHI
Chief Executive Officer
GnGn Eikaiwa (GGE), Inc.
Clark, Pampanga
Philippines

Sir:

I am a student of the University of the Philippines Open University (UPOU) based in Los Baños, Laguna, taking up the course Doctor of Communication. As a major requirement to finish my degree, I am currently writing my dissertation entitled "Rhetoric Undertones of Communication in an EFL (English as a Foreign Language) Online-Teaching Setting."

In relation to the above, it is my honor to obtain your approval and permission if I may please employ your Program of Online English Communication (POEC) as the subject of my research analysis.

In the profile of your company that I recently read, I greatly appreciate your high regard for Filipinos, especially as excellent agents in teaching the English Language for Japanese learners. Your company boasts of its current student-enrolment of more or less 30,000 and over a thousand office-tutors in your Philippine branches found in Makati, Clark, Cebu, and Cagayan De Oro.

I intend to make a research on your POEC Program to analyse how your online teachers / tutors communicate to the Japanese learners of English.

In the context of the above stated objectives of my research, I would need a sample of, at least, four (4) teachers from your company, i.e. two (2) male and two (2) female teachers. My research requires actual "recordings" of one teaching session in which the teachers are engaged in actual communication with their respective students. It is also important that the recorded teaching session of each of the teachers will feature different lessons or course topics, i.e. the single teaching session to be recorded should have different lessons taught by each of the four teachers.

I can personally visit your office in Pampanga to explain further the data I need for my research. I can also perform the actual recording of the teaching sessions. As an alternative procedure, the four teachers can make their own recordings of their teaching sessions if that will be more convenient for them and then I will simply request for the copies of their recordings as soon as they are done with them.

For ethical consideration, the identity of the teachers and the Japanese students in the recorded teaching sessions will be secured with care and confidentiality.

The accomplished research will provide several recommendations to further improve your teaching services, in which you may or may not adopt the recommendations depending on your choice. Moreover, having your company's services as the subject of research will also work to promote your company; not to exclude the fact that the research will be registered to the collection of academic writings of the premier University of the Philippines.

Should you have further clarifications on the above mentioned data that I need to obtain from your company, I am willing to personally come and visit you in your office. May I also know if you have terms or conditions adjacent to my request.

Thank you, in anticipation of your kind approval. More power.

Respectfully yours,

(Sgd.) PRESLEY V. DE VERA
Student-Researcher
University of the Philippines
Open University

Contact information:

E-mail Address: presley_devera@yahoo.com

Appendix C

Letter of Affirmation to conduct Research in GNGN EIKAWA Philippines, Incorporated Clark

November 16, 2017

MS. PRESLEY V. DE VERA
Student-Researcher
University of the Philippines
Open University
Los Baños, Laguna

Madam:

Thank you for your letter, dated October 16, 2017. Foremost, our company is glad and honoured that you have chosen us as the subject of your academic research. We hope for the best that you will soon complete your dissertation requirements.

As I understood the matter of your request, you mentioned that you will need the following data or information from our company, to wit:

- Audio-video record of tutorial sessions featuring four (4) different lessons (in any of our programs / accounts) delivered by four (4) different teachers (2 male and 2 female);
- Profile of the program / account in which the lessons belong (i.e. program description / goal / objectives);
- Your company profile (vision, mission, goals and objectives);

We are willing to provide you the above information but only for your academic or research purposes as indicated in your letter. We will ensure the availability of four teachers to serve as your participants. They will be the ones to perform the audio-video recording of their respective tutorial sessions for one lesson, which runs ideally for 30 minutes or so. You may come visit our office at Clark, Pampanga. However, please coordinate with us initially through our landline to verify your schedule of visit.

We will be glad if you can spare us a copy of your research for our reference purposes.

Thank you.

Sincerely,

(Sgd.) MR. TOMOHIRO TANIGUCHI
Chief Executive Officer
GnGn Eikawa (GGE), Inc.
Clark, Pampanga
Philippines

Appendix D

Letter for the Endorsement of the Audio-Video Recordings

February 23, 2018

MS. PRESLEY V. DE VERA
Student-Researcher
University of the Philippines Open University
Los Banos, Laguna

Dear Ms. De Vera,

Please find herein attached recordings of actual online EFL teaching sessions featuring four of our teachers, that is 2 male and 2 female teachers as you previously specified. The online sessions caught in the records are held recently, i.e. footages shot from February 14 towards the present date. The teachers shown in these recordings are currently employed in the company and they belong to the roster of teachers with a regular tenure.

For the handling of these records conveyed to you for research purposes, please take note and consider our company guidelines on the security of confidential information, especially that you intend to publish your paper:

- As you previously mentioned to us that you need to indicate a screenshot evidence of the recordings, please crop out or obscure the parts indicating the teachers' and the students' real names (i.e. complete names that include first and last names), including the students' and teachers' account number and codes. Obscure also their faces to secure the confidentiality of their identities.

- You also mentioned that you will be creating a print version of the footages in a script-like form which you referred as "transcription work". In this document, please omit those parts of the dialogue that mention the complete names of either teacher or student. In your research manuscript you may refer to the teachers and students using their code names or first names but not their real and complete names.

In addition, we advise you to refrain from pursuing any face-to-face or written interviews with either the teachers or students, including the use of profiling questionnaires. We secure these company information as confidential, especially that the teachers involved are still currently employed with us. Please do not also communicate directly to the concerned teachers. All communications relative to concerns in your research should be channeled to the management.

If you have further clarifications on the above guidelines, let us know. Should there be additional information you need aside from the ones you have discussed with us in your previous visit, you may communicate them to the management and we will negotiate on how the information can be featured in your research without compromise to our confidentiality guidelines.

Sincerely,

(Sgd.) MR. TOMOHIRO TANIGUCHI
Chief Executive Officer
GnGn Eikaiwa (GGE), Inc.
Clark, Pampanga

Appendix E

Letter of Endorsement for the Validation and Certification of the Accuracy of the Transcriptions to GNGN EIKAWA Management

February 27, 2018

MR. TOMOHIRO TANIGUCHI
Chief Executive Officer
GnGn Eikaiwa (GGE), Inc.
Clark, Pampanga
Philippines

Thru: Channels

Sir:

Respectfully endorsed to your office the attached "transcriptions" based on the audio-video footage of the online sessions participated in by four (4) of your EFL teachers. The recordings indicate that the specimens of the online sessions were held sometime this month.

I am forwarding to you the results of the transcriptions that were created and prepared under my supervision for the purpose of your "validation" as to the fidelity of the contents of herein transcriptions to the reference audio-video footages. This is likewise to account for research ethics that I am being transparent with your company as to how I shall be reflecting data that have been sourced from your teachers. Your validation of the transcriptions ensures that the company is certifying to the veracity, as well as accuracy of the transcriptions as having been genuinely based on audio-video recordings of actual online EFL teaching sessions engaged by bonafide teachers of your company.

As a scholar, I have considered carefully the sensitivity of preparing and handling the primary data reference for my research analysis which is based on the teacher discourses obtained from the recordings that you previously provided. I processed the recordings to come up with their transcriptions and ensured the accurate depiction and representation of your teachers' discourses in their transcribed form.

Aware that you have your own mechanism to conduct the validation, I also wish to suggest if the copies of the transcriptions be shown also to the concerned teachers for their comments. Moreover, in line with your company policies governing the publication of your management records, such as the data in the recordings which you use in the monitoring of your teachers' performance, you are free to advise me if there are components in the transcriptions that should be suppressed in its published form in the research manuscript.

Thank you, in anticipation of your kind consideration on the above request. I shall wait for your advice as to when I can fetch the results of your validation and your certification.

Respectfully yours,

(Sgd.) PRESLEY V. DE VERA
Student-Researcher
University of the Philippines
Open University
Los Banos, Laguna

Appendix F

Letter of Validation and Certification as to the Accuracy of the Transcriptions by the GNGN EIKAWA Management

March 14, 2018

MS. PRESLEY V. DE VERA
Student-Researcher
University of the Philippines
Open University
Los Banos, Laguna

Dear. Ms. De Vera,

We are endorsing back to you the copies that you sent us concerning the transcription of the online sessions of our teachers, Raii, Rafael, Weeny, and Zaya.

In your request to have your transcription validated, we considered your suggestion to refer it back to the teachers concerned. We also asked other teachers to compare your transcription with the actual footages.

We are returning to you the copies as we also certify that your transcription of the records is accurate. We appreciate your effort to take matters into ethical consideration as you mentioned it in your previous communication. We also noted that the kind of transcription as the one you sent us is something we may consider to adopt as an additional feature to our monitoring system of our teachers' performance.

We will appreciate it if you may consider to deliver a seminar or training to our teachers, as the case may be, as a way you can share with us the findings in your research after you are done with it. We may be able to integrate to our system the insights of your research.

Please let us know if you have further requirements to obtain relevant to your research writing. Thank you.

Sincerely,

(Sgd.) MR. TOMOHIRO TANIGUCHI
Chief Executive Officer
GnGn Eikaiwa (GGE), Inc.
Clark, Pampanga
Philippines

Appendix G

Letter to Expert Research Consultant

May 17, 2018

DR. GALAHAD RANDALL S. UNCIANO
PHINMA-University of Pangasinan
Arellano St., Dagupan City /
TESOL Asia
Philippine Headquarters
SITE Skills Training
Clark, Pampanga

Thru: Channels

Sir :

I am a student of the University of the Philippines Open University (UPOU), currently pursuing the degree in Doctor of Communication. I am on the stage of writing my dissertation entitled "Rhetoric Undertones of Communication in an EFL (English as a Foreign Language) Online-Teaching Setting". On its latest update, my research proposal has already been approved.

In view of the above, I formally seek an expert consultation with you, particularly on the following:

- your expert comments / recommendation for the clarification of my method of data analysis on the functions of teacher discourses; and
- your expert comments / recommendations on my accomplished analysis of the functions of the teacher discourses

I have attached the separate transcripts of the following:

- Chapters 1, 2 and 3 of the research proposal (my discussion of the method of analysis of the functions of teacher discourses is subsumed in Chapter 3. Please refer to the section that I highlighted in red)
- Transcript of my complete data analysis on the classification of the teacher discourses into the different discourse functions

I am executing this letter as per suggestion from you in our prior phone conversation that this letter is required as an evidence for your consultancy services that you declare with the management of your institution. I am willing to shoulder the cost of whatever fee or related expenses and all other terms and conditions in relation to this transaction.

Thank you and I am hoping for your consideration my case for your consultancy services.

Respectfully yours,

(Sgd.) PRESLEY V. DE VERA
Student-Researcher
University of the Philippines
Open University
Los Banos, Laguna

Appendix H

Reply Letter of the Expert Research Consultant

May 31, 2018

MS. PRESLEY V. DE VERA
University of the Philippines
Open University
Los Banos, Laguna

Dear Ms. De Vera:

You are most welcome for the consultancy service you have requested in your letter dated May 17, 2018. I am including you in the line up.

I recently reviewed the transcripts that you attached and I should say you have an interesting study. For my full comprehension of the subject matter of your consultation, we will set an initial date for a face-to-face dialogue on this matter. I am available from Monday to Friday (3:00 PM) and Saturday (11:00 AM until 3:00PM) for our meeting. Please feel free to inform me of your suggested schedule.

As to the rest of the requirements, I will inform you on our meeting.

Best regards,

(Sgd.) GALAHAD RANDALL S. UNCIANO, Ph.D.
PHINMA-University of Pangasinan
School of Graduate and Professional Studies
Dagupan City

Appendix I

Transcript of the Raw Analysis on the Identification of the Rhetorically Charged Discourses of the Male and Female Teachers

Subject 1: Teacher Raii

Subject 1 Teacher Raii is a male teacher dealing with a female student in the subject recorded online teaching session. The online school management gave instructions not to divulge any detail in the students' personality profile except their sex. The audio-video recording (AVR) of the online session is a standard company procedure done by the school management for monitoring purposes. The AVRs featuring the four teachers while engaged in their respective online sessions were legally secured from the school management with permission that they would be used solely for the purpose of this research. Figure 1 shows a screenshot of Teacher Raii in an online session with his female student. The student is the person in the foreground with the upclose image while the online teacher is the one with the smaller image box at the upper right corner. The image on the right corner contains the lesson guide. Graphics were purposely modified to conceal the identity of the persons involved.

Figure 1. Screenshot from the audio-video clip featuring the online session between Subject 1 Teacher Raii and a female Japanese EFL student



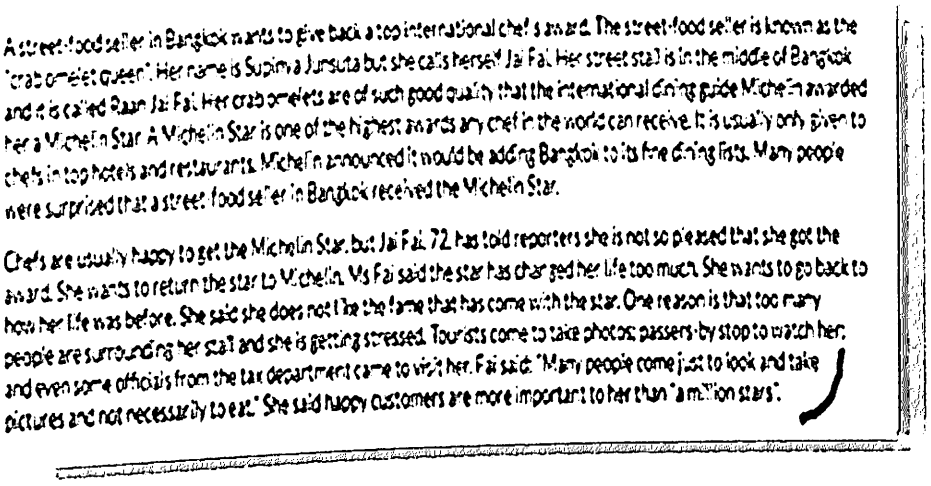
The Online Course

The subject course lesson is focused on "Reading and Listening Skills in English – Level 3". The language function features the use of English in describing "street food". The subject article used for this session is found in Figure 2. The online course lesson which spanned 35.38 minutes is a chunk from the whole EFL training program. The main objectives of this specific lesson is to evaluate and enhance the student's skill for reading English texts as well as listening skills based on her appropriate response to the teacher's verbally transmitted instructions and questions.

Rhetorically Functional Sentence Structure

A rough transcription of the online session handled by Teacher Raii is attached in Appendix L. The details of the communication that transpired between the teacher and his student during the online session is documented in the transcription using the format of Sinclair & Coulthard's (1975) Model of Classroom Discourse Analysis. The symbols are used to demarcate the teacher's (T) and the student's (S) parts in the dialogue. The shaded portions in the transcription indicate the teacher's part in the dialogue that contains "rhetorically functional sentence structure" (RFSS).

Figure 2. EFL Reading / Listening Course Material



A street-food seller in Bangkok wants to give back a top international chef's award. The street-food seller is known as the "crab omelet queen". Her name is Supinya Junsuta but she calls herself Jai Fai. Her street stall is in the middle of Bangkok and it is called Raan Jai Fai. Her crab omelets are of such good quality that the international dining guide Michelin awarded her a Michelin Star. A Michelin Star is one of the highest awards any chef in the world can receive. It is usually only given to chefs in top hotels and restaurants. Michelin announced it would be adding Bangkok to its fine dining lists. Many people were surprised that a street food seller in Bangkok received the Michelin Star.

Chefs are usually happy to get the Michelin Star, but Jai Fai, 72, has told reporters she is not so pleased that she got the award. She wants to return the star to Michelin. Ms Fai said the star has changed her life too much. She wants to go back to how her life was before. She said she does not like the fame that has come with the star. One reason is that too many people are surrounding her stall and she is getting stressed. Tourists come to take photos, passers-by stop to watch her, and even some officials from the tax department came to visit her. Fai said: "Many people come just to look and take pictures and not necessarily to eat." She said hungry customers are more important to her than "ambition stars".

Below are clustered excerpts from the transcribed online session with Teacher Raii and a female student. The excerpt cluster in Figure 3 was extracted from the initial part of the online session when Teacher Raii engaged the student to go over a reading selection which the latter was made to choose from her personal preference of a topic. The dialogue in Figure 3 shows how Teacher Raii directed the flow of the conversation after the student read the entire selection. The teacher attempted to prompt the student to communicate her thoughts concerning the reading selection by asking the question: "Did you understand the reading passage?"

The question addressed by Teacher Raii implies his own assumption that there is a possibility that the student may not have understood the reading passage. Apparently, the teacher addressed a very basic question, i.e. if the student understood the reading passage instead of exploring into more advanced levels of inquiry. Somehow, that the student is capable of understanding the meaning of the reading passage as a whole could have been the better assumption since the student has been assigned to a Level-3 Listening / Speaking Lesson.

Relating to the above, the teacher seemed to have underestimated the student's level of reading proficiency. Another evidence to supplement that is the question he addressed to the student: "...so when we say passer-by, a passer-by, passers-by, these are the people or persons who are walking, just walking and they just see them."

Figure 3: Cluster 1 Excerpt from an online session with Teacher Raii and a female student showing Rhetorically Functional Sentence Structures

T: Ok, so that's... Can you see it now? (referring to the reading selection)
S: Hm yes, I can see it. (Reads the title of the passage)
T: Yes, that's actually, that's it. Let's try it.
S: Ahm... (Reads the title again) Ok... (Continues to read the whole article)
T: (Guides the student in reading)
S: Ah okay, thank you. [Smiles]
T: Ok very good! So, did you understand the reading passage?
S: Hmm, the reading passage? (Reads the part of the passage which she mistakenly pronounced.)
T: Ah okay, so when we say passer-by, a passer-by, passers-by, these are the people or persons who are walking, just walking and they just see them.
S: Ahh ok.
T: You know what, they are just walking there, then they saw the restaurant, they will take pictures.
S: Ah ok.
T: So do you have other... Or do you have words here that you are unfamiliar?
S: Ahh... It's ok, I understand.
T: So, no questions that you are unfamiliar?
S: Ahm, no question. I'm okay.

The teacher initiated the effort to define what "passers-by" mean, assuming that the student did not understand the term. That feedback was unsolicited since the student merely mispronounced the phrase but did not ask to be clarified about its meaning. A further evidence can be noted when the teacher asked the student: "So do you have other... Or do you have words here that you are unfamiliar?" Notice how the teacher quickly corrected his own question by asking the student if she encountered unfamiliar terms from the reading passage. The teacher suddenly realized that the student had not volunteered any, although he was just too anticipating that the student may not have understood the passage due to unfamiliar terms when he started to clarify the meaning of "passers-by" which was never solicited by the student.

The responses made by the student are also notable. The student clearly stated that she understood the reading passage and that she had no questions pertaining to unfamiliar terms.

The above described dialogues made by the teacher are clearly indicative of rhetoric. The teacher obviously projects towards the student his subjective opinion about the latter's state of reading proficiency. As such, his dialogues with the students are subtle acts of persuading the student to believe that the latter has a case of a limited proficiency in vocabulary which interferes in her understanding of the reading passage. Apparently, the teacher wanted to focus on vocabulary building as an aspect of reading comprehension. He convinced the student that she had a problem in that area and so he attempted to introduce some activity related to definition of so-called unfamiliar terms from the reading passage such as "passers-by" even if the student was not really soliciting any clarification on the matter.

The manifestations of RFSS indicated in Figure 3 which are explained in the foregoing paragraphs are evidence of rhetoric nuances in the communication of Teacher Raii. The extent of the evidence, however, does not clarify whether or not the teacher is consciously employing rhetoric in his communication. The objective of this study is merely to account for the utilization (conscious or not) of rhetoric or the presence of rhetoric nuances in communication, specifically in an online EFL instructional setting.

Figure 4 shows another excerpted portion from the dialogue between Teacher Raii and the same student. The highlighted parts of the teacher's dialogue indicate that Teacher Raii was pushing it further to convince the student that she did not really understand clearly the reading passage. Notice how the teacher preferred to address questions that are too general, by asking the student what she thought about the article or what opinion she had about the article instead of asking questions on specific facts found in the reading passage. Notice also how the student persisted to affirm that she understood the article. The student was somehow waiting for the teacher to rather ask specific facts found in the article rather than being asked about her impression of the article as a whole. The student then tried to volunteer one specific fact from the reading passage that caught her attention. The student suddenly talked about the main character of the passage, her name, her age, and what kind of life she wants. Apparently, the student was establishing a cue to the teacher about the parts of the passage that interests her. The student was subsequently trying to relate the character in the passage Jai Fai to her parents.

Instead of building his questions on the facts noted by the student, the teacher instead deviated from these facts and introduced a question that was rather irrelevant. He turned to the student by asking why Jai Fai wanted to return the honor that she received. The student responded with "Ahh". She seemed at a loss.

The above described dialogues made by the teacher are again indicative of rhetoric. Apparently, the teacher had it organized in his mind the topic that he thinks will be interesting and worthy of deliberation between him and the student. The teacher wants to immediately talk about Jai Fai's reason for returning the honor she received. On the contrary, the student is warming up with the topic about Jai Fai's age and how people of such age have the tendency to think like her parents who are also in the same age bracket. The teacher bypassed to deal with the student's interest in favor of persuading the student to focus on a more interesting topic about the passage, i.e. what the teacher thinks is more interesting to talk about.

Figure 4: Cluster 2 Excerpt from an online session with Teacher Raii and a female student showing Rhetorically Functional Sentence Structures

T: Ahm, so now, what can you say about the article?
S: Ahh... I understand it.
T: Ok, so what is your opinion about this article?
S: Ahh... I think she is... Jai Fai is 72 years old and she is old. And she'd like to live quietly. And she doesn't want to be stopped by many people.
T: Ok, so...

S: I have all the, all the... ahm... If I thought, if I think about my parents, ah they feel, they'd feel like Jai Fai.
T: Hm yes, ok. So why do you think that Jai Fai wants to return the honor that she gets or she got.
S: Ahh...

Figure 5 shows another excerpted portion from the dialogue between Teacher Raii and the same student. As can be noted from this excerpt of the teacher-student dialogue, the teacher gave no feedback to the answers offered by the student.

The teacher addressed a series of questions, one at a time, and waited for the student to answer his question before asking the next one. The teacher's remarks over the answers offered by the student are very minimal. The teacher remarks are limited to simple expressions such as "Okay, so very good" and "Hmmm, okay". These do not even pass to sufficiently clear if the remarks are meant to affirm if the student's answers are indeed correct or substantial. The teacher made no follow-up feedback on the student's answers or a clarification as to the point she made in her answers.

Apparently, the teacher's dialogues in this excerpt indicate that he does not intend to build any interest in whatever response the student offers. The teacher proceeds to ask the series of questions like they had been prepared in advance in his mind and that he simply had to complete a queue of questions he has prepared to ask the student. There was no attempt to build questions to clarify any point from the answers volunteered by the student.

The dialogues of the teacher in this excerpt are indicative of rhetoric. The teacher obviously dominated the act of producing questions, which made it appear that his questions were the only ones that were worth asking or were interesting to ask. The teacher never induced the student to ask her own questions about any fact found in the reading passage. Moreover, the teacher did not also mind formulating questions based on the answers provided by the student. The teacher was merely interested to ask his own questions, while the student's role was simply to respond to these questions. Since the teacher barely mentioned any substantial feedback to the student's answers, it also appears that the answers to his questions did not matter to him so much. The rhetorical force at play in these dialogues is the teacher's persuasive dominance to determine the point of interest in the reading passage by dominating the opportunity to ask about the passage at the expense of the student being merely afforded the role to respond to the questions. The teacher also gave no weight to the value of the student's answer as nothing about the answers were clarified by the teacher.

Figure 5: Cluster 3 Excerpt from an online session with Teacher Raii and a female student showing Rhetorically Functional Sentence Structures

T: The Mechelin Star, why do you think she wants to return it?
S: Ahh... If her stall, if her street stall is on the Mechelin, many police would find her stall. And then they come to her stall. And she cannot afford many food to order customers. And some people on the pass-by to watch her. And she cannot live like before. That's why she thinks she wants to return the star.

T: *Ok so, very good. Ok, so how about in your own opinion, for example, you are in Jai Fai's situation, so what are you going to do?* Ok for example, your restaurant is, ah your restaurant is really popular, ok and a lots of people are going, were going, sorry. A lots of people goes to your restaurant to eat, ok. And suddenly, you receive a Mechelin Star. So, what are you going to do?
S: Ahh if I am my restaurant and I have a lot of staff in my restaurant, and if I can offer to all the customers, I'd be pleased. But if I, if I work like Jai Fai, and I'm making food by myself, and I have to do all the things by myself, I'd not be like Jai Fai.
T: *Hmmm ok, in your own opinion, what do you think about Jai Fai's opinion that she doesn't want the award that she gets or she got?*
S: Ahm, can you say it again?

Figure 6 shows another excerpted portion from the dialogue between Teacher Raii and the same student. Notable in this excerpt is the way the teacher framed a question that he addressed to the student. The teacher asked for the student's opinion as to what she thinks about the act or action of Jai Fai. However, the teacher's question was presumptuous, as he tried to clarify that the subject action of Jai Fai was the act of not wanting the Mechelin star. The teacher's question is itself presumptuous as it is impregnated with his own interpretation of the character and actions of Jai Fai in the reading passage. The passage mentions that Jai Fai wanted to return the Mechelin Star not necessarily because she did not want the award but because she can no longer stand the consequences she encountered after she received the award.

On the contrary, it was the teacher's own interpretation that Jai Fai did not want the award at all. Hence, the teacher attempted to rephrase his question when he asked the student a second time. Another notable point in this excerpt is when the student suddenly signified Jai Fai's age to the reasons that she returned the Mechelin Star. Notice that the teacher gave his feedback to this particular opinion of the student by indirectly cuing to the student to answer the question by referring to the reasons of Jai Fai that are explicitly found in the reading passage. The teacher obviously had a definite answer to his own question in his mind which he wanted to conform with the student's answer. When he did not hear the answer he expected, he tried to lead the student to finally be able to offer the answer which can be found literally from the passage itself and which is what the teacher expected for a correct answer. However, notice that the student's answer was not exactly wrong. The passage states that since the time Jai Fai received the Mechelin Star award, her food stall was crowded with people and people taking photos while she was cooking. Likewise, more people placed large orders that she can no longer handle if she was just alone in her food business. Based on these facts, what the student did was to associate Jai Fai's senior age with her tendency to prefer a quiet life without having to deal with a lot of people. And since Jai Fai was old, the student thinks she does not need much earning as she does not have too many years ahead of her that she had to secure financially. What the teacher expected was a kind of answer that uses literal level of comprehension wherein the student is only expected to extract the answer to the question as already stated in the passage. But the student chose to delve into interpretative level of comprehension by trying to signify Jai Fai's age to her preferences in life that led her to return the Mechelin Star.

The teacher's dialogue in this excerpt indicates rhetoric. Though done in a subtle way, the teacher persuaded the student to answer his questions according to his standards and expectations. The teacher did not even give credit to the novelty of the student's answer even if she made a good point in correlating certain facts found in the passage and coming up with a rather creative answer.

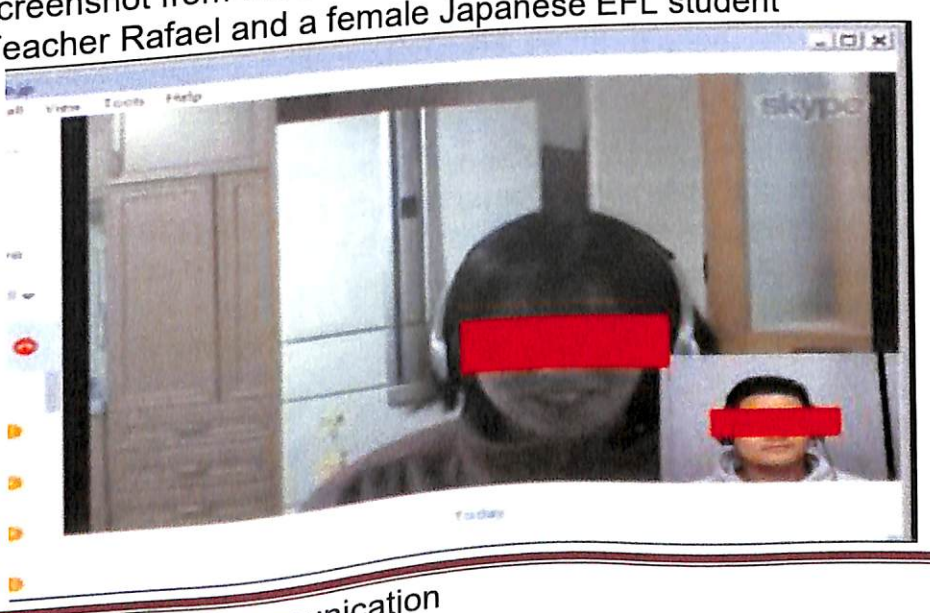
Figure 6: Cluster 4 Excerpt from an online session with Teacher Raii and a female student showing Rhetorically Functional Sentence Structures

T: In your own opinion, ok, what do you think about Jai Fai's act or Jai Fai's action, ok, that she doesn't want the Mechelin star?
S: Ah I think Mechelin should probably understand her felt because Mechelin, a lot of affect influence a lot of people in the world.
T: Ah ok, so what are the reasons why Jai Fai's want to return the award that she got?
S: Ahh because she wants to live quietly.
T: Ok.
S: She is 72 years old so I think she doesn't want so much money anymore.
T: Ok yeah, 'coz based from the article, she mentioned a lot of reasons why she wants to return the awards, ok. So, what are the other reasons?
S: People come just to look and take a picture and not necessarily to eat.
T: Ok.
S: This is one of the reasons.

Subject 2: Teacher Rafael

Subject 2 Teacher Rafael is a male teacher dealing with a female student in the subject recorded online teaching session. Figure 7 shows a screenshot of Teacher Rafael in an online session with his female student. The student is the person in the foreground with the upclose image while the online teacher is the one with the smaller image box at the lower right corner. Graphics were purposely modified to conceal the identity of the persons involved.

Figure 7. Screenshot from the audio-video clip featuring the online session between Subject 2 Teacher Rafael and a female Japanese EFL student



Rhetorically Functional Sentence Structure

A rough transcription of the online session handled by Teacher Rafael is attached in Appendix M. Below are clustered excerpts from the transcribed online session with Teacher Rafael and a female student. Figure 8 shows an excerpted portion from the dialogue.

The excerpt shows how Teacher Rafael controlled the conversation between him and the student, which was evident in his remarks or comments to the student's answers to his questions. As can be noted from the excerpt, the student was stating some personal facts about herself. She chose to state facts that she thought were interesting to talk about with the teacher such as "being a housewife", "having three children", "her passion to learn tennis", and the "duration she has been learning English". Notice that of all these facts mentioned by the student, the teacher only caught the last thing she stated about learning English. The teacher bypassed the other facts, which did not appear interesting enough for him to deliberate with the student.

Figure 8: Cluster 1 Excerpt from an online session with Teacher Rafael and a female student showing Rhetorically Functional Sentence Structures

S: Hm, I'm a housewife and I have three children. And I'm learning how to play tennis and I started learning English since, hm, four years ago or five years ago.
T: Ah I see, so you've been learning English for about four years.
S: Yes!
T: That's why you already sound great! [with hand gesture]
[Both cackle]
T: Some of my student, they have been studying here in GNGN for seven years, for three years, and you've been studying for four years. Hm! Well, your improvements are amazing! [Chuckles]
S: Yes, I think taking lessons every day is important.
T: Hm, you think so? Hm, that's great! Hm, have you tried to travel to other country?
S: Ah yes! I studied learning English. I've been some countries.
T: Hm...
S: Like, like, some Asian countries.
T: Have you tried to visit Philippines?
S: Ah no, I haven't.
T: Hm, I suggest, try to pay a visit. There are so many good place or good... we had so many tourists attractions nowadays.

Teacher Rafael also controlled the turn-taking. When he finally got the student to talk more about learning English, the teacher finally made a turn towards a different topic, i.e. "travelling to other countries". Notice that the student responded with: "Ah yes! I studied learning English. I've been some countries." Apparently, the student thought that she was not over with the previous topic being deliberated and though the teacher shifted to a different topic, the student tried to link travelling to other countries and her initiatives in learning English. But the teacher obviously showed greater interest to talk about travelling, without having to signify it to learning English. The teacher started talking about the great prospect of travelling to the Philippines as there are many tourist attractions in the Philippines. The teacher obviously imposed

the context of travelling as a topic in relation to tourist attractions and not in relation to English learning.

As described above, the dialogues of the teacher used rhetoric as he tried to persuade the student to realize the pleasure of travelling in relation to experiencing the beauty of tourist attractions. He also nominated Philippines as a viable country to visit for its great tourist attractions.

In the excerpt of the teacher-student dialogue in Figure 9, Teacher Rafael finally succeeded to shift the topic to travelling in the Philippines. Notice that the teacher did not care to ask the student if she knew anything at all about the Philippines or if she had anything in mind that she wanted to see in the Philippines. The teacher started to nominate what great sites to check out in the Philippines like "beaches". Prior to that, the teacher did not care to clarify what the student's preferences are in terms of tourist attractions. Apparently, it was Teacher Rafael who was the one who liked beaches and wanted to solicit the student to share commonly with his interest. The teacher offered that there are great beaches found in the Philippines and even mentioned Palawan as an ideal prospect. Since the teacher controlled much of the topic and was taking the prerogative to do all the suggestion, the student was reduced to the role of merely reacting to the teacher's suggestions.

Figure 9: Cluster 2 Excerpt from an online session with Teacher Rafael and a female student showing Rhetorically Functional Sentence Structures

S: Ah, I've heard many beautiful places in the Philippines. So, I'd like to visit the Philippines someday. And now, I'm waiting for date airplane for my nearest airport to the Philippines.
T: Wow!
S: My nearest airport doesn't have a direct plane, ah airplane it.
T: Oh I wish, it could come soon. [Chuckles]
S: Ah yes, I hope so.
T: So, if you are here in the Philippines and if you like some beaches, you can visit Boracay and you want some ancient caves or island hopping, you can try to visit Palawan.
S: Ahh yes! I've heard about it many times from teachers! I'd like white beaches and caves.

As the dialogue went on between Teacher Rafael and his student, it is notable how the teacher did not only seem to manipulate the suggestion of topics and the turn-taking but that he practically organized the conversation to enable him to talk more about his own personal interests, while he exacted reactions to them from the student. As can be observed from this excerpt, the ratio of teacher-talk over student-talk is consistently out of balance, giving more opportunities for the teacher to talk rather than the student. The aim of the online session is to induce the student to talk and speak her mind about her personal interests while the teacher ought to offer his reactions. On the contrary, it was more of the other way around.

The teacher suddenly talks about an island in Figure 10 that the student does not know anything about. He also tried to compare the island to another island found in the Philippines which the student is yet unfamiliar. The teacher could have possibly

asked the student to volunteer some description of islands she visited in the past and from there work some comparison with Boracay or Siargao islands so the student can picture in her mind what environment these islands are likely to have.

The teacher started to explain the details of what he likes about Boracay and Siargao, i.e. the white and fine sand in these islands. The student does not seem to take interest in these and simply remarked "It's good!". This would have cued to the teacher that the student may not be able to personally relate to the matter or may not be interested to talk about sands. The teacher though continues talking about the different stuff that one can enjoy in the islands like getting to see different marine species or things one can do in the islands like snorkeling, diving, etc. The student's remark to these shows that she may not have any idea at all about what the teacher is talking about. She responded with "The sea must be very clean" which appears to be an off-tangent comment.

The teacher proceeded to talk about a different topic, i.e. "listening to music". The teacher nominated the topic instead of taking an effort to elicit from the student what topic might interest her to talk about. The student answered bluntly "Usually, I don't listen to music". The teacher reacts "Oh", probably realizing at this point that he does not share a lot of common interests with the student. And that is because, he has been suggesting all the topics for the conversation instead of making effort to elicit topics from the student. Trying to be sensitive so as not to embarrass the teacher, the student found a way to say something about music saying that "she used to listen to J-Pop" and she describes contemporary music to be very fast. That should be a cue to the teacher to realize that the student cannot appreciate music when the singer sings fast because she can hardly catch up with the lyrics of the song and therefore cannot comprehend the lyrics of a song. This further signifies to a deficiency in English skills, particularly listening skills. However, notice that the teacher's reaction to this does not lead to his diagnosis of the problem of the student. Instead, the teacher's remark meant to simply inform the student that he experiences the same sentiment with the student about contemporary music that are sang fast.

It can be observed from this excerpt how the teacher digests almost everything the student says by comparing them with his own personal experiences. The teacher seems more preoccupied with his own personal interests so that he sees the student's experiences as likened to his own as though the student's interests became his channel by which he can talk more about his own experiences rather than focusing on the student's experiences and interests.

Figure 10: Cluster 3 Excerpt from an online session with Teacher Rafael and a female student showing Rhetorically Functional Sentence Structures

T: Hm, Siargao Island.
S: Siargao Island?
T: If Boracay has a white sand, it also has a white sand. But the difference is, its sand just like a powder, it's so fine.
S: Ah, it's good!
T: Yeah it's very good! And it has a lot of... it's rich in terms of corals, different kinds of species in the ocean. You can enjoy a lot if you love snorkeling, diving, something like that.

S: The sea must be very clean.
T: Hm! So, what kind of music do you usually listen to?
S: Usually, I don't listen to music.
T: Oh...
S: I used to listen to J-Pop but now, don't. Ahm, young generation sing very fast.
T: [Laughs] Oh yes! Yes, that's why. Even me, I only listen to some old songs in English. And even Filipino music nowadays, pop singers usually sing very fast.
S: Oh yes! [Cackles lightly]
T: That's why I, more likely I love to listen to old music, old songs something like that.
S: Me, too. [Chuckles]

In the excerpt featured in Figure 11, Teacher Rafael suddenly shows interest to talk about a personal interest volunteered by the student in the earlier part of their dialogue, i.e. the fact that the student plays tennis. The teacher then tries to elicit the details of that information by asking the student to say something more about her sport hobby.

Figure 11: Cluster 4 Excerpt from an online session with Teacher Rafael and a female student showing Rhetorically Functional Sentence Structures

T: So, you've mentioned before that you're playing tennis.
S: Ah yes, I'm learning how to play tennis.
T: Oh! Up until now, you're still learning how to play tennis.
S: Ah yes, for over fifteen years.
T: Hm, that's a good exercise for you.
S: Ah yes! [Both cackle]
T: So, how was it going? Is it hard?
S: Is it hard? Ah?
T: Hm, is it difficult?
S: Ah no, it's not difficult because I don't run.
[Both laugh]
T: So, you don't run.
S: But I can return the ball because it is easy class for the people.
T: So, it's just easy. I think I need to try tennis some other time because I was playing badminton. It's a bit similar. You're already holding a racket. [Chuckles]

However, it remains observable how the teacher tends to be more imposing of his thoughts to the student rather than getting the student to express her own thoughts freely. The teacher suggested to the student that playing tennis is a good exercise. While it may be a truism that tennis is a type of an aerobic sport which is good to maintain a good cardiovascular condition, it would have been an option for the teacher to ask the student, instead, as to why she likes playing tennis. Engaging in a hobby for purposes of exercise is just one possible motive. The teacher did not dare ask at all what reasons the student has for playing tennis.

Another dialogue worth noting in the excerpt is when the teacher tries to rephrase his question "Is it hard?". The student repeats the question and the teacher rephrased it by substituting "hard" with "difficult". This part of the excerpt sets an example in the use of "communicative strategy". Apparently, the student may not be familiar with the use of the term "hard" to mean the same way as "difficult". In

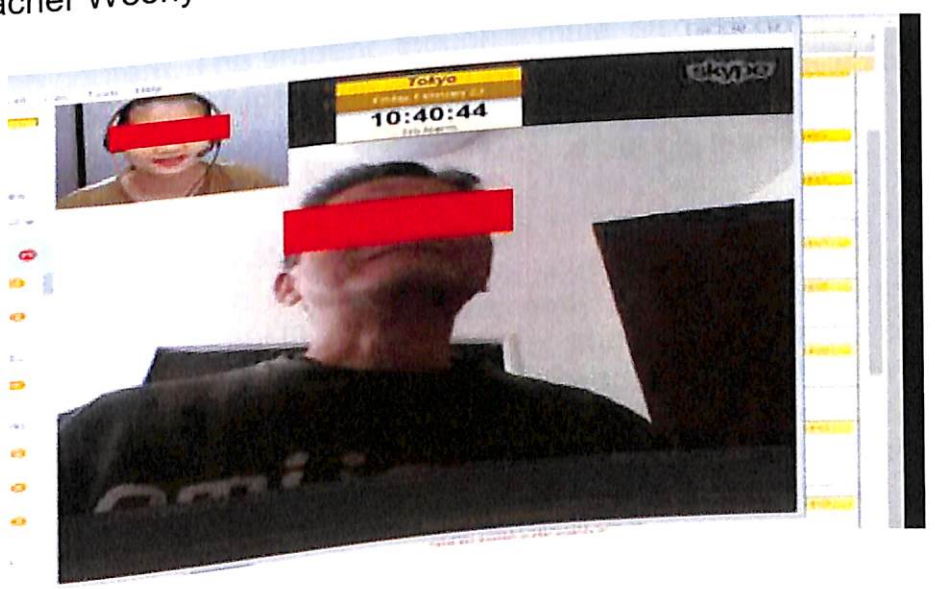
English, "hard" takes up equivocal meaning as referring either to an "object that is solid, firm and rigid" or "an experience of difficulty". It appears that the student was more familiar with the first definition. The teacher thus responded with sensitivity by rephrasing his question and substituting "hard" for another word that he thought was more understandable to the student. This indicates the use of rhetoric in choosing words to make oneself sound more understandable.

In the final portion of the excerpt, one notices the teacher attempting again to refocus the topic to his own interests. He suddenly turned to his prospect to learn tennis, as well or he was merely saying that as a way to introduce the topic that he is also engaged in a sport similar to tennis which also involves the use of racket, i.e. badminton.

Subject 3: Teacher Weeny

Subject 3 Teacher Weeny is a female teacher dealing with a male student in the subject recorded online teaching session. Figure 12 shows a screenshot of Teacher Weeny in an online session with her male student. The student is the person in the foreground with the up-close image while the online teacher is the one with the smaller image box at the lower right corner. Graphics were purposely modified to conceal the identity of the persons involved.

Figure 12. Screenshot from the audio-video clip featuring the online session between Subject 3 Teacher Weeny and a male Japanese EFL student



Rhetorically Functional Sentence Structures

A rough transcription of the online session handled by Teacher Weeny is attached in Appendix N. Below are clustered excerpts from the transcribed online session with Teacher Weeny and a male student. Figure 13 shows an excerpted portion from the dialogue.

The excerpt shows how Teacher Weeny seems less aggressive when conversing with her student compared to the previously discussed cases of the male teachers.

One notices that the teacher opens the conversation by greeting the student, but which is a rather formulaic greeting "Hello". The behavior shown by Teacher Weeny initiating the conversation is rather traditional in an instructional setting. It is not necessarily indicative of aggressiveness on the part of the teacher but that teachers are expected to initiate the dialogue in an instructional setting.

In the excerpt, the student clearly appears more aggressive and in control of the conversation. The teacher seems to take on the more passive role of reacting to remarks volunteered by the student. The student nominated the topic about the teacher's baby and asked about the latter's condition. The student continued to develop more queries based on the response of the teacher. The student showed further control of the conversation by making a joke based on the teacher's answer concerning the weight of her baby. As can be gleaned in this excerpt of their conversation, Teacher Weeny showed openness to the topics nominated by the student and consistently reacted to all of them. The teacher did not shift the topics at all and was very sensitive to welcome the topics introduced by her student.

The dialogues of the teacher indicate the use of rhetoric in which she made the student feel that his questions were valid and interesting. This further encouraged the student to talk more and be comfortable conversing with the teacher.

Another excerpt from the online session between Teacher Weeny and her male student in Figure 14 shows consistency in the rhetoric style of the teacher. As can be observed from this excerpt, the student has become very comfortable conversing with the teacher. The student appears to be even giving advice to the teacher and sharing to her information that he knows such as chocolates being a type of food with high calorie content. The student, though a male, also felt comfortable telling the teacher that alcoholic beverages can affect breastmilk production. It is also notable that it is the student who seemed to be asking more questions than the teacher. The student showed great interest to know more facts about his teacher.

The same pattern is constantly observable in the excerpt found in Figure 15. Here, the student posed an even challenging question to the teacher as to why women seemed to like pumpkins. Teacher Weeny must have felt a little off guard with such question she never expected from the student. Her answer seemed to be just a matter of complying to respond. She answered "It's good for the eyes" which does not exactly explain why women tend to like pumpkins at all. Apparently, the student was in an attempt to elicit from the teacher an answer that can serve as a launching point for argumentation. However, the teacher's answer did not seem to induce any argumentation at all, so the student merely responded with an affirmation. The student though emphasized that pumpkins are high in fiber along with potatoes, as though opining that women have special physical needs for taking larger doses of fiber to keep them fit and women must need to take more fiber than men. The teacher though may not be too familiar about it and failed to supply a kind of response as what the student may have expected.

Figure 13: Cluster 1 Excerpt from an online session with Teacher Weeny and a male student showing Rhetorically Functional Sentence Structures

T: Hello! [Both smile]
S: Hello!
T: Good morning Mr. Norio! How are you today?
S: Ah... good morning! I'm fine! Thank you for asking me. How about you and your baby?
T: She's fine. I'm fine and she's fine.
S: She's good. Ah, so she's growin' up?
T: She's gaining weight.
S: Gaining weight?
T: Yes.
S: How much?
T: I think, she is 6.5 kilos.
S: 6.5?
T: Kilos, yes, yes, yes.
S: 6.5? Yes, same as me.
T: Really?! I don't think so. [Laughs]
S: Yeah this arm, this arm, 6.5.
T: [Laughs hard].
S: But my real weight is 68.

Figure 14: Cluster 2 Excerpt from an online session with Teacher Weeny and a male student showing Rhetorically Functional Sentence Structures

T: Yes, at night, I try to eat like oatmeal and banana. Yes, even though chocolate.
S: Chocolate? Ha ha ha.
T: Yes, yes, yes
S: High calorie.
T: Still [Laughs]
S: Chocolate.
T: Yes, yes. But of course I try to reduce, you know little by little.
S: Hm.
T: Yes, yes but sometimes you know, still I'm craving.
S: Ha ha yeah, yeah.
T: So I need to eat you know, ah, bread or biscuit and more on water.
S: Hm, do you drink alcoholic beverage?
T: Ahm no but I tried to, I think last three weeks. But you know, only wine.
S: Only wine, you drank?
T: Yeah, yeah, yes, only one glass.
S: But it could affect your breastmilk.
T: I stop.
S: Ah really?

Figure 15: Cluster 3 Excerpt from an online session with Teacher Weeny and a male student showing Rhetorically Functional Sentence Structures

S: Ah so your daughter, ah eats…
T: Formula? Yes powder.
S: Hm.
T: Yes, yes but her doctor told that she can eat next month because she's 24 month so she can eat, ahm how to say, vegetables ah smashed potato, or foods that you know, it's soft. So need to blend, like pumpkin, it's ok or apple.
S: Pumpkin, apple, yes, yes.
T: It's ok, banana. Yes, yes, yes for my baby of course.
S: [Cackles].
T: So next month, yes, so I think the first food that I prepare for her is I think, pumpkin because I like pumpkin.
S: You like pumpkin?
T: Yes, I like pumpkin, like squash.
S: Why woman like pumpkin?
T: I don't know. Maybe because it's good for our health. So it's good for your eyes.
S: Yeah ha ha.
T: That's why I can see you clearly.
S: Eyes.
T: Yeah ha ha ha.
S: I have not eaten eyes for a long time.
T: Eyes? [with eyes wide open] Are you sure?
S: But pumpkin has high in fiber.
T: Ah yes, yes.
S: Hm. Pumpkin, potato.

Figure 16: Cluster 4 Excerpt from an online session with Teacher Weeny and a male student showing Rhetorically Functional Sentence Structures

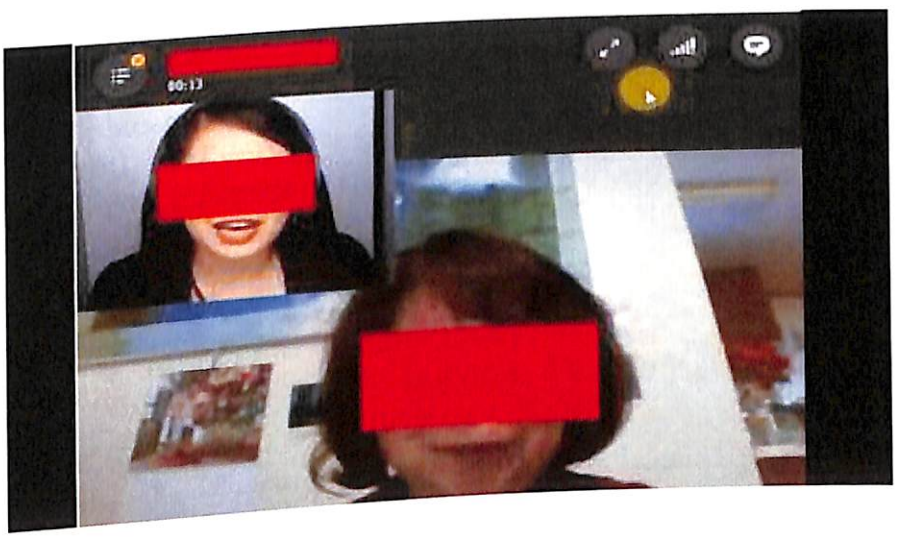
T: But now, it's clear right? Yes, so you are taller than me.
S: Yes, yes. Ha ha. But smaller than your husband I think.
T: [Chuckles].
S: I want to have more height. I want to be 180.
T: 180?
S: 6 centimeters more.
T: So, you mean you are not satisfied to your height?
S: No, no.
T: Do you want to be … do you want to be a basketball player?
S: No, no, no.
T: That's why you…
S: Prime Minister.
T: What? Ha ha Prime Minister? [Laughs]
S: Yeah, yeah.
T: So you're going to replace Mr. Abe?
S: I don't like him.
T: You don't like him. Why?
S: Many Japanese don't like him.
T: What is the reason why they don't like Mr. Abe?

S: She has been killing a life a lot.
T: Ahh [with shocked facial expression].
S: And if he doesn't want to reply to their questions, he always ignores.
T: I see.

Subject 4: Teacher Zaya

Subject 4 Teacher Zaya is a female teacher dealing with a female student in the subject recorded online teaching session. Figure 17 shows a screenshot of Teacher Zaya in an online session with her female student. The student is the person in the foreground with the up-close image while the online teacher is the one with the smaller image box at the lower right corner. Graphics were purposely modified to conceal the identity of the persons involved.

Figure 17. Screenshot from the audio-video clip featuring the online session between Subject 4 Teacher Zaya and a female Japanese EFL student



Rhetorically Functional Sentence Structure

A rough transcription of the online session handled by Teacher Zaya is attached in Appendix O. Below are clustered excerpts from the transcribed online session with Teacher Zaya and a female student. Figure 18 shows an excerpted portion from the dialogue.

The excerpt is lifted from the preliminary portion of the online session and it shows Teacher Zaya asking about the condition of her student. A highlight of the conversation shows Teacher Zaya asking about the weather condition in the student's environment. During the conversation, the student was at a certain place in Japan. Responding to the teacher, the student mentioned that it was sunny in her place, although it was cloudy at the earlier part of the day. The teacher remarked by giving emphasis on the sunny condition and suggested that it must be a nice day, thereby implying that a sunny day is a nice day. It was an imposing remark. The teacher did not ask about what the student felt about a sunny day if it was something appreciated as a good condition or if the student preferred a rather cloudy day instead of sunny. Most probably, it was a personal opinion on the part of the teacher

to regard a sunny day as a nice day, although it might not be the case for everyone. And because the teacher was very suggestive in her remark, all that was left for the student was merely to either affirm or disagree with the teacher's opinion.

Considering that both student and teacher in this setting are Asians, it becomes very unlikely for students to contradict their teacher's opinion so it was not far from predictable that the student was likely to affirm the teacher's opinion. A more inviting remark on the part of the teacher may be to ask what she thinks about the sunny day and if she liked sunny days or if she wanted that day to be sunny. The teacher in this instance may have been motivated to suggest because she may have wanted to keep that topic short and it was the fastest way to close on that topic if she made the suggestion instead so the student would just have to respond with an affirmation and disagreement and it was quite expected that she will affirm the teacher's opinion being the more courteous option.

Figure 18: Cluster 1 Excerpt from an online session with Teacher Zaya and a female student showing Rhetorically Functional Sentence Structures

T: Ok. Hi! Good afternoon! Can you hear me?
S: Hi! Good afternoon Zaya!
T: How are you Tokiko-san?
S: I'm fine, thank you. And you?
T: I'm good. Thank you for asking. By the way, have you eaten your lunch already?
S: Ahm, right now I eat lunch, for lunch.
T: So you ate before this lesson? Is that right?
S: Yeah he he he.
T: Ok, I see. Anyway, how is the weather today?
S: Ah, in the morning, it is very cloudy, but now, it's sunny.
T: It's sunny now. That's good. It's a nice day, right?
S: Hm yeah!

Figure 19 shows another excerpt from Teacher Zaya's online dialogue with the same student. The excerpt indicates a sort of duality in the teacher's tendency to be imposing and inviting as to the manner she dealt with the student. In the initial part of the excerpt, one notices the teacher to be controlling as she managed the turn-taking. She signals the student to shift her attention to the lesson. Preceding that dialogue, the teacher was warming up with the student and talking about her condition. The teacher would have probably thought that she had to resume with the business to deal with the language lesson for that session. The shift of the conversation was rather sharp. The teacher may have opted for a gradual shift to the topic by telling the student "Okay, I can see you are in a good mood today. So do you think you are now ready to start with the day's lesson?" Instead, the teacher opted for a sharp shift by signaling to move to the lesson as though making the student feel there is no other choice.

In contrast to the above, Teacher Zaya sounded somewhat inviting in the subsequent parts of her dialogue with the student. She allowed the student to say what she knows about the lesson for the day. The teacher must have noticed that the student was volunteering the information about where to locate the lesson. This indicates that the student was really interested in the lessons and very vigilant so

that she was able to keep track on the part of the lesson where they left off from the previous meeting. That sense of initiative was well complemented by Teacher Zaya who allowed the student to tell her about the lesson for the day. The student practically knows all the details and must have even read the lesson in advance. The teacher simply allowed the student to talk about it.

At the final portion of the excerpt, the teacher seemed to be responding too passively to the student. The teacher had very restricted remarks and was only focused on evaluating whether or not the student's answers to the quiz were correct. While the day's lesson and the quiz were definitely focused on verb tense, the student's remarks seem to cue that she wanted to clarify or at least talk about some of the English words used in the quiz such as "export". The teacher seemed a bit insensitive to this. The student repeated some words which could have cued that she might be interested to clarify some matters about these words or that she wanted to make further remarks about it other than merely knowing the correct forms of the verbs. The teacher, however, appeared very passive at this.

Figure 19: Cluster 2 Excerpt from an online session with Teacher Zaya and a female student showing Rhetorically Functional Sentence Structures

T: So anyway, let's move on to our lesson.
S: Hm yes, please.
T: Ok.
S: Number 8, page...
T: Page?
S: Page, hm... page 75 please.
T: Ok, page 75. So, this is Number 8 Conversation: I Need Some Information.
S: Conversation and grammar focus, finish. Finish yesterday.
T: Ok.
S: Today, today is Letter A!
T: All right! So, let's begin with Letter A – complete the passage using the simple present passive form.
S: Ok, I will repeat. Complete the passage using the simple present passive form. (Speaks in Nihonggo) Ok.
T: Yes, let's begin. All right.
S: Ok.
T: Allright, ok so, let's begin. All right. So many crabs blank in Taiwan.
S: Hm, ok, many crabs, grow, ok? Many crabs are grown in Taiwan.
T: Ok, so grown. Ok, that's right! So, many crabs are grown in Taiwan.
S: Are grown, ok.
T: Ok next, some crabs are grown or blank consumed locally but others blank export.
S: Hm, ah okay. Some crabs are grown or are consumed locally but others are exported.
T: Ok, all right. That's right! But others are exported.
S: But the others are exported.
T: Ok, that's right.
S: Ok, hm.

The excerpt in Figure 20 shows how Teacher Zaya conducts corrective feedback. In this excerpt, the student commits an error in assigning the wrong grammatical

number when she answered "are caught" instead of "is caught" which is supposed to be the correct answer.

Figure 20: Cluster 3 Excerpt from an online session with Teacher Zaya and a female student showing Rhetorically Functional Sentence Structures

T: Ok, ok. All right, next. A wide variety of seafood blank catch.
S: A wide variety of seafood, a wide variety of seafood, are.
T: I'm sorry, it's not are.
S: Not are?
T: Hm, not are, yes.
S: Ok. A wide variety of seafood is caught.
T: Ok, let's repeat. A wide variety of seafood is caught.
S: A wide variety of seafood is caught.
T: Ok, next. Many people blank or employ in electronic or textile industries.
S: Ok. Many people blank or employ in electronic or textile industries. Ah ok. Many people are employed in electronic or textile industries.
T: Ok, that's right. Many people are employed in electronic or textile industries. Great!
S: Many people are employed in electronic or textile industries.
T: All right!
S: Thank you.
[Both smile.]
T: Ok so, do you have other questions for this?
S: Hm, it's ok. Thank you.
T: Good. Now, let's go on to Part B. So, complete the sentences.

The grammar lesson was actually focused on "verb tense" specifically how to transform verbs into their present perfect tense. The student got the verb conjugation correctly although she committed an error in terms of number. Notice the teacher making the correction by suggesting that the student's answer is incorrect "I'm sorry, it's not are". Considering that the lesson's focus is about verb conjugation, then the teacher should have initially allowed the student to just complete the sentence and conduct the verb conjugation herself. The student was about to state the entire phrasal verb when the teacher barged in to do the correction just before the student could even say the entire verb. Primarily, what the lesson requires is how the perfect tense of the verb "catch" is formed. The ideal way to treat the student's answer would have been for the teacher to allow the student to complete saying the entire phrasal verb and then evaluate the correctness of the verb conjugation and then add further corrections in terms of grammatical number as an additional point since it is not the focus of the day's lesson. Obviously, had the teacher not barged in, the student was likely to say "are caught". To that answer, the teacher would have responded with "all right, 'are caught' is a correct present tense of the verb catch --- 'are' plus 'caught'. Very good. However, something else is not right about the answer. The sentence uses "a" which means that the subject is singular and so the verb should be singular too. Do you think that "are" is singular? So can you say the sentence again please". This way of dealing with the student's answer would have given credit to the student's answer at least in the aspect it was correct before making the corrective feedback.

Referring to the above, the teacher appeared rhetorically inviting by trying to elicit the correct answer from the student by not directly suggesting the answer but just giving enough of a clue for the student to find out. Nevertheless, the teacher's clue does not leave enough opportunity for the student to rationalize on the grammatical rule. By saying "it's not are", the student was left with an obvious option that it must be "is" since grammatical number can only be either plural or singular. Besides, the teacher already gave away directly the fact that the error lies somewhere in the grammatical number of the auxiliary verb. The better rhetorical invitation should have allowed the student to explore the answer by figuring out that the issue of the error was about grammatical number. So even if the teacher's corrective feedback meant to be rhetorically inviting, it was partly rhetorically imposing as well.

The rest of the excerpt shows the teacher moving on to the next lesson without providing any explanation as to when the auxiliary verb ought to be plural or singular. The teacher invites the student to make clarifications but in a rather nonchalant way by simply asking "Ok so do you have other questions for this?". The problem with this manner of inviting students to clarify is that some students may not know how to state their questions correctly. In addition, being asked if they have further questions can only make students feel intimidated or embarrassed to inform the teacher that there are things they do not understand. Under normal circumstances, students do not directly confess that they did not understand the lesson or a part of the lesson. Especially if the teacher does not initiate further explanations, students feel that the teacher has already said enough and therefore clarifying further may be a discourteous or may hint that the student has poor skills. No student would normally want to give that impression.

In this excerpt, there are two sentences requiring the student to complete by stating the correct conjugated form of the verb. The first sentence required a verb in the present perfect tense with a singular auxiliary verb. On the contrary, the second sentence also required a verb having the same tense but one that uses a plural auxiliary verb. The placement of the two sentences in the lesson is not incidental. It should have given the teacher enough cue to discuss a bit of the grammatical rule governing the use of a plural and a singular auxiliary verb. Obviously, the student needed an explanation for that as implied by the fact that she committed an error in the first sentence. Instead of merely asking "Do you have other questions?", it would have been better that the teacher invited the student to clarify over a specific grammar rule, such as asking "Okay, did you notice the difference that in the first sentence we used 'is', while in the second sentence, we used 'are'. Why do you think did we use 'is' in 'is caught' and 'are' in 'are employed'?

In the excerpt contained in Figure 21, the same pattern of corrective feedback style can be observed. In this excerpt, the student committed two errors in her answer. She mispronounced the word "raised" as she tried to pronounce it as "rised". Teacher Zaya gives her corrective feedback and tells directly the right way to pronounce the word. The student said the same word again adopting the correct pronunciation. The teacher remarks by telling the student that she committed another error, i.e. on the grammatical number of the auxiliary verb. The teacher noted that "is" should not be used. The student figures it out that "are" should be used instead. Same as previously discussed excerpt, Teacher Zaya again gives a very direct suggestion of the correct answer. Though it may appear as an invitation

to the student for her to figure out the correct answer on her own; nevertheless, the teacher's clue was too direct that leaves no opportunity for the student to rationalize on the grammar rule. As previously explained, when the teacher tells that the auxiliary verb is not an "is" then obviously it must be the only option left which is the plural form, i.e. "are". The teacher did not explain why "are" should be used instead of "is". Likewise, the teacher did not invite the student to a recollection of grammar rules to check whether the student's error was the mere result of a backslide or the result of ignorance of certain grammar rules. By this time, the student has already committed the same error twice, thereby indicating somehow that the error is not incidental at all.

Teacher Zaya consistently appears in this excerpt to have no diligence at all in discussing grammar rules to the student. She appears in a hurry to move on to the next part after pointing out the error of the student. For instance, she corrected the pronunciation error by simply suggesting the correct way to pronounce "raised". With the error committed by the student, she seemed to be projecting rules in her Japanese mother tongue wherein the vowel cluster "ai" is likely pronounced as "ay" as in the diphthong in "die" or "cry" instead of pronouncing it as "ey". One can notice how the student seemed confused to find out that the diphthong in "raised" is pronounced as "ey" rather than "ay". The teacher did not entertain further opportunities to explain to the student that in English the vowel cluster "ai" is likely to be pronounced as "ey". Ideally, she could have opted to give other English words with similar pronunciation such as telling the student, "Yes, raised is pronounced with an "ey" sound. In English, a lot of words containing "ai" is pronounced with an "ey" sound like "pair", "hair", "faint". All these words have "ai" and pronounced as "ey" like in the word "raised".

Figure 21: Cluster 4 Excerpt from an online session with Teacher Zaya and a female student showing Rhetorically Functional Sentence Structures

T: A lot of sheep blank in New Zealand.
S: A lot of sheep is rised, rised, rose in New Zealand.
T: Raised, raised.
S: This is raised? Raised, raised, ok raised?
T: Yes, raised.
S: A lot of sheep is raised in New Zealand.
T: Ok, all right, ok. So, raised is right but, but I'm sorry, it's not "is".
S: I'm sorry, again please.
T: Raised is correct but "is" is not correct.
S: Eh? A lot of sheep are, are?
T: Yes, yes, "are".

Appendix J

Transcript of the Raw Analysis of the Discourse Functions of the Rhetorically Charged Teaching Discourses of the Male and Female Teachers

Subject 1: Teacher Raii

To reiterate, Subject 1 Teacher Raii is a male teacher dealing with a female student in the subject recorded online teaching session. The specific teacher discourses are the units with rhetorically functional sentence structures (RFSS) and thus correspond to the manifestations of the use of rhetoric by Teacher Raii. The RFSS units are extracted and placed in Table 1 below with their corresponding qualification in terms of discourse function. Each RFSS unit is also given a code for easy reference in the discussion.

Table 1. Discourse Function of Teacher Raii's Discourses containing Rhetorically Functional Sentence Structures (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	S: Ahm... (Reads the title again) Ok... (Continues to read the whole article)	
	T: (Guides the student in reading)	
RFSS-1	*T: Ok very good! So, did you understand the reading passage?*	**DF5** (to ascertain whether there are any problems preventing successful progress of the lesson)
	S: Hmm, the reading passage? (Reads the part of the passage which she mistakenly pronounced)	
RFSS-2	*T: Ah okay, so when we say passer-by, a passer-by, passers-by, these are the people or persons who are walking, just walking and they just see them.*	**DF7** (to provide information)
	S: Ahh ok.	
	T: You know what, they are just walking there, then they saw the restaurant, they will take pictures.	
	S: Ah ok.	
RFSS-3	*T: So do you have other... Or do you have words here that you are unfamiliar?*	**DF4** (to request a linguistic response)
	S: Ahh... It's ok, I understand.	
RFSS-4	*T: So, no questions that you are unfamiliar?*	**DF4** (to request a linguistic response)
	S: Ahm, no question. I'm okay.	

RFSS-1 of Teacher Raii's discourse qualifies for a DF5 discourse function, i.e. the teacher's communication was meant "to ascertain whether there are any problems preventing successful progress of the lesson". In its context to the discourse setting, it is classified as "teaching exchange" because the communication meant to deal with the lesson at hand and not to signal a motion to shift to a new lesson. There are instances that teachers ask if the student/s has / have understood the lesson (or a reading passage, etc.) as a means to conclude the lesson and start a new one. But in the context of the discourse in Table 1, the purpose was rather to clarify if the student was ready to tackle the lesson at hand. The reason that Teacher Raii moved to clarify if the student understood the reading passage was because the day's lesson is focused on reading comprehension skills and the teacher is ready for a set of questions to ask the student about certain facts or information found in the reading passage and to elicit opinions from the student concerning the facts in the reading passage. Such questions relate to skills in the different levels of reading comprehension such as "literal comprehension" and "interpretative comprehension" or "applied comprehension". Teacher Raii sensed that he cannot move on to the comprehension questions assuming that the student has a challenged vocabulary skills and did not understand some words in the reading passage. It will be difficult to deal with the comprehension questions when basically the student does not even understand the words in the reading selection. A clear understanding of all the words in the reading passage is fundamental before the student advances to deal with the comprehension questions. This is the reason Teacher Raii was clarifying with the student if she has understood the reading passage, which means that she is familiar with the words used in the reading passage.

RFSS-2 qualifies for a DF7 discourse function, i.e. "to provide information". Teacher Raii noticed that the student mispronounced the word "passers-by" and that the student went back to read that word over and over. To Teacher Raii, this signaled more than a mere problem with pronouncing the word but, indeed, he thinks that the student is not familiar with the word and does not know its meaning. Teacher Raii then attempts to define the word. The information about the meaning of "passers-by" was unsolicited but was nevertheless volunteered by Teacher Raii in his assumption that the student may not know what the word means.

It is also notable that the excerpt contained two RFSS units (RFSS-3 and RFSS-4) that qualified for DF4, i.e. Teacher Raii "requesting the student for a linguistic response". In this case, Teacher Raii was not convinced that there is only one word in the reading passage which the student is unfamiliar about. The teacher had such a strong assumption that he was right in his suspicion about the student. This explains his constant reiteration to the student to address her queries. On a positive note, the teacher was trying to give the opportunity to the student to explicitly express that she has a challenged vocabulary and that she finds several words in the reading passage difficult to understand. However, in both occasions that she was prompted by the teacher, the student expressed that she had no problem understanding the reading passage.

RFSS-5 in Table 2 qualifies for a DF11 discourse function, i.e. "to call on or give permission to a student to contribute to the discourse". In this discourse function, the teacher prompts the student to communicate and contribute to the dialogue. However, notice that the teacher was giving a rather very general question to the

student which does not appear to be effective at all in prompting the student to communicate her thoughts. Under normal circumstances, any student may be at a loss when asked to simply give any comment about a reading passage and just about anything. The response of the student also seemed to suggest that she was feeling very underestimated. The student's reply "I understand it" does not obviously correspond to the teacher expectation of a response to his question. However, referring back to the previously discussed set of dialogue, the teacher constantly pressed to make the student confess that she did not understand the reading passage. Thus, the answer of the student in this current set of dialogue seems to be a reiteration to the teacher that she did understand the reading passage. The student must have felt that the new question was nothing more than a continuation of the teacher trying to elicit from her to confess that she really did not understand the reading passage. The student felt that the teacher was into making her confess that. For reasons the student does not want to feel embarrassed, intimidated or underestimated, she had to reassert that she really understood the reading passage.

Teacher Raii paraphrases his question in RFSS-6 to make it more specific and clear for the student to understand what he expects to be the kind of response to his first question. Thus, RFSS-6 passes for a DF8 discourse function, i.e. "to prompt a response to a previous directive or elicitation". He paraphrased his question intentionally because he failed to elicit the kind of answer he was expecting when he asked the question initially. What the teacher wanted for a response was an opinion from the student about the reading passage. Nevertheless, the revised question appears to be as ineffective as the first, having no specific object to inquire about. Obviously, what the teacher wanted was for the student to tell her opinion about anything that might have interested her about the reading passage. On the surface, the question looks like an invitation although lacking in sincerity and creativity. The teacher should have realized how difficult it is for any student to just volunteer an opinion from a general point of view about the entirety of a reading passage.

Table 2. Discourse Function of Teacher Raii's Discourses containing Rhetorically Functional Sentence Structures (Set 2)

RFSS Unit No.	**Teacher-Student Online Session Excerpt**	**Discourse Function**
RFSS-5	*T: Ahm, so now, what can you say about the article?*	**DF11** (to call on or give permission to a pupil to contribute to the discourse)
	S: Ahh... I understand it.	
RFSS-6	*T: Ok, so what is your opinion about this article?*	**DF8** (to prompt a response to a previous directive or elicitation)
	S: Ahh... I think she is... Jai Fai is 72 years old and she is old. And she'd like to live quietly. And she doesn't want to be stopped by many people.	
	T: Ok, so...	
	S: I have all the, all the... ahm... If I	

	thought, if I think about my parents, ah they feel, they'd feel like Jai Fai.	
RFSS-7	*T: Hm yes, ok. So why do you think that Jai Fai wants to return the honor that she gets or she got.*	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)
	S: Ahh...	

On top of that, the student in this online session is a Japanese EFL learner who have barely learned about the English language. Nevertheless, the student acted courteously by responding to the teacher. In her answer to the teacher's question, the student directed the focus to the character Jai Fai, particularly emphasizing her age and that she passes to be qualified as an old person. The student explored further into some expected personality traits and characteristics of old people like Jai Fai. The teacher responds with "Ok so ..." which indicates that the teacher wanted the student to speak more and eventually express the point where she is getting at. The student went on with her explanation and this time, she tried to signify the age of Jai Fai and her traits as an old person to those of her parents. The student was trying to link the main character of the reading passage to her parents as she found parallelism in the characteristics of Jai Fai to those of her old parents.

The teacher responds to the student's answer in a rather insensitive way. The teacher bypassed the point in the student's answer. In the first place, the teacher initially asked the student to volunteer her opinion about anything that interested her about the reading passage. The student eventually figures out that she was interested about the characteristics of old people which Jai Fai exhibited similarly with what she observed about her parents. The teacher was then expected to develop the discussion out of the student's response. On the contrary, the teacher's response was more of shifting the topic to something else, which seemed to interest him more. The teacher was very controlling of the dialogue. So Teacher Raii suddenly recalled the information about Jai Fai returning an award that she received. The teacher wanted to elicit the student's reaction about it. Obviously, the teacher had the initial expectation that this topic is supposed to be the point of deliberation during the session and not about anything else like Jai Fai's age, or her being old or the characteristics of old people, or how Jai Fai can have comparable characteristics with the student's parents. The teacher was obviously prepared to talk about the topic on Jai Fai's act of returning an award.

Since the teacher initially had his expectations about which topic he wants to deliberate with the student, it would have been better if he nominated that topic clearly at the beginning instead of asking the student about whatever opinion she can have about the reading passage. It eventually turned out that the topic she attempted to nominate was actually bypassed by the teacher afterall.

In Table 3, all the RFSS (8, 9, and 10) qualify for a DF9 discourse function. This discourse function is used when a teacher tries re-stating his or her question, or even paraphrasing the question from time to time and giving additional information just to be able to elicit an expected response from a student. There may be different intentions why teachers do this.

In the case of Teacher Raii, it appears that he has been pushing the same query to the student over and over, and each time he is trying to add details to it just to be able to elicit a kind of answer he expected. Teacher Raii's question, in fact, started in the previous set of dialogues in Table 2, starting off with his very broad question "What can you say about the article?" Obviously, the teacher did not really mean to elicit from the student just any opinion about the reading passage but that he somehow expected the student to have guessed the topic he had in mind. The student tries to respond after each question but notice how the teacher seemed to have ignored the answers and pressed to re-state his question in different ways. This series of asking questions that are just re-structures of the same question the teacher had in mind persists until the set of dialogues in Table 3. Notice how RFSS-8 resembles RFSS-7 in Table 2. The only difference in the two questions is that RFSS-8 made the question further specific. It is also notable that RFSS-9 and RFSS-10 also appear to be further restructuring of the teacher's question in RFSS-8. The teacher simply had not gotten over asking a series of questions with the same point and that is because he was really trying to elicit from the student an answer he had in mind and was waiting for the time the student finally spells it out like the answer was something formulaic or prefabricated that the student needed to say in order to finally satisfy the teacher. But notice that the student had, in fact, provided good answers to the teacher at each question he gave, but the teacher did not seem to mind the answers at all as he kept asking questions with the same point. At the final part of the excerpt, the student finally states "Can you say it again?" which obviously points out that the student was finally confused. At that point, the student thought she has already answered the question and now feels confused if there is anything she has not understood about the teacher's question.

Table 3. Discourse Function of Teacher Raii's Discourses containing Rhetorically Functional Sentence Structures (Set 3)

RFSS Unit No.	**Teacher-Student Online Session Excerpt**	**Discourse Function**
RFSS-8	*T: The Mechelin Star, why do you think she wants to return it?*	**DF9** (to provide additional information to help students respond to a previous directive or elicitation)
	S: Ahh... If her stall, if her street stall is on the Mechelin, many police would find her stall. And then they come to her stall. And she cannot afford many food to order customers. And some people on the pass-by to watch her. And she cannot live like before. That's why she thinks she wants to return the star.	
RFSS-9	*T: Ok so, very good. Ok, so how about in your own opinion, for example, you are in Jai Fai's situation, so what are you going to do?* Ok for example, your	**DF9** (to provide additional information to help student respond to a previous

	restaurant is, ah your restaurant is really popular, ok and a lots of people are going, were going, sorry. A lots of people goes to your restaurant to eat, ok. And suddenly, you receive a Mechelin Star. So, what are you going to do?	directive or elicitation)
	S: Ahh if I am my restaurant and I have a lot of staff in my restaurant, and if I can offer to all the customers, I'd be pleased. But if I, if I work like Jai Fai, and I'm making food by myself, and I have to do all the things by myself, I'd not be like Jai Fai.	
RFSS-10	*T: Hmmm ok, in your own opinion, what do you think about Jai Fai's opinion that she doesn't want the award that she gets or she got?*	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)
	S: Ahm, can you say it again?	

In RFSS-11 (see Figure 4), the teacher tried to paraphrase his question in RFSS-10 found in Table 10. Still, the teacher kept asking questions bearing the same point because he remains unsatisfied that he has not elicited from the student the expected answer he was looking for. Thus, RFSS-11 qualifies for yet another case of a DF9 discourse function. One notable feature in the teacher's questions in RFSS-10 and RFSS-11 is that these questions are presumptuous or impregnated with the teacher's bias and own interpretation of the reading passage. The reading passage does not directly state that Jai Fai did not want the Mechelin Star (i.e. an award). The teacher interpreted it that way that the reading was suggestive that Jai Fai did not want the award at all. This is a rather erroneous interpretation of a reading passage since what Jai Fai dislikes is not the award per se but the changes in her daily routines that resulted from becoming a recipient of the award. The reading passage stated that Jai Fai did initially accept the award, which means that she did like it and felt honored for receiving a recognition for her industry. The teacher paraphrases his question again in RFSS-12, which at this point appeared technically correct. Accordingly, the teacher is now asking for the reasons that Jai Fai decided to return the award. This question is void of any judgment that Jai Fai was returning the award because she did not like it at all. That Jai Fai wanted to return the award does not logically presuppose that she did not actually like it.

The student gives an answer to the teacher's question (RFSS-12). The student's answer was formulaic because her answer can be lifted directly from the reading passage. The teacher affirms the student's answer in RFSS-13. The teacher affirms the answer with a simple "Ok" as he has nothing further to clarify about an answer that is literally found in the text. But the student adds to her answer by opining that Jai Fai was at an old age and as such, would not normally aspire for more money to generate from her business. That answer however is not found directly in the text and the student was obviously making her own inference from the facts found in the text like Jai Fai's age and her being old for that matter. The teacher reacts to the

opinion of the student by directing the student's attention to the reasons of Jai Fai returning the award which are found in the text. At this point, it is now clear that the teacher was expecting answers that can be lifted directly from what the reading passage suggests (RFSS-14). The student responds by giving another reason of Jai Fai that is found in the text. The teacher then reacts with the same simple expression of affirmation "Ok" (RFSS-15). It is notable here that there is a pattern on how the teacher reacts when he is fully satisfied with the answer. He reacts with a simple "Ok" for every answer that he considers satisfactory. If unsatisfied with the answer, the teacher paraphrases the question and provides further information as a clue to guide the student to say the kind of answer he expects.

It is also notable that there were instances when the student volunteered answers that are opinionated or a product of her own interpretation of the facts found in the reading passage. The teacher's reactions and responses to these do not indicate that he is willing to entertain these creative answers as launching point for discussion. The teacher did not also give due commendation when the student's answers were based on her interpretation of the reading passage.

Table 4. Discourse Function of Teacher Raii's Discourses containing Rhetorically Functional Sentence Structures (Set 4)

RFSS Unit No.	**Teacher-Student Online Session Excerpt**	**Discourse Function**
RFSS-11	*T: In your own opinion, ok, what do you think about Jai Fai's act or Jai Fai's action, ok, that she doesn't want the Mechelin star?*	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)
	S: Ah I think Mechelin should probably understand her felt because Mechelin, a lot of affect influence a lot of people in the world.	
RFSS-12	*T: Ah ok, so what are the reasons why Jai Fai's want to return the award that she got?*	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)
	S: Ahh because she wants to live quietly.	
RFSS-13	*T: Ok.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: She is 72 years old so I think she doesn't want so much money anymore.	
RFSS-14	*T: Ok yeah, 'coz based from the article, she mentioned a lot of reasons why she wants to return the awards, ok. So, what are the other reasons?*	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)
	S: People come just to look and take a picture and not necessarily to eat.	

RFSS-15	*T: Ok.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: This is one of the reasons.	
	S: Ok.	

Synthesis

Table 5 provides a summary of the prior discussed teacher-discourses of Teacher Raii that bears rhetorically functional sentence structure. In the foregoing discussions, each of the RFSS units is qualified in terms of its discourse function using the typology of Sinclair & Coulthard.

The table shows that a total of fifteen (15) RFSS units were noted in Teacher Raii's discourse. This is not an exhaustive list since only a portion of the total teacher discourse was taken as a sample. This was done since the entire online session was a lengthy conversation between the teacher and the student.

The 15 RFSS units identified from Teacher Raii's discourse have various discourse functions. This means that the teacher manifested the use of rhetoric in teaching for various purposes. A total of seven (7) discourse functions were noted in which rhetoric was employed. The shaded portion of Table 5 shows the specific discourse function where the use of rhetoric was most frequently observed. The DF9 discourse function ranks first in the list. It means that there is a high rate of rhetoric use by Teacher Raii when executing this particular discourse function. DF9 discourse function is when the teacher communicates to the student "to provide additional information to help the student respond to a previous directive or elicitation". It has also been noted in the previous discussion that Teacher Raii resorts to DF9 when he is unsatisfied with the student's answer and thus works his way to persist in asking questions bearing the same substance until he obtains the answer he expects from the student. The teacher used DF9 to rhetorically condition or direct the student's answer to his own expectation of what the answer should be.

Table 5. Synthesis of Teacher Raii's Accounts Rhetorically Functional Sentence Structure and their corresponding Discourse Function

No.	Discourse Function	Frequency (RFSS Units)	Ratio	Rank
1	**DF4** (to request a linguistic response)	2 (RFSS-3, RFSS-4)	13.3%	2
2	**DF5** (to ascertain whether there are any problems preventing successful progress of the lesson)	1 (RFSS-1)	6.7%	3
3	**DF7** (to provide information)	1 (RFSS-2)	6.7%	3

4	**DF8** (to prompt a response to a previous directive or elicitation)	1 (RFSS-6)	6.7%	3
5	**DF9** (to provide additional information to help student respond to a previous directive or elicitation)	7 (RFSS-7, RFSS-8, RFSS-9, RFSS-10, RFSS-11, RFSS-12, RFSS-14)	46.7%	1
6	**DF11** (to call on or give permission to a student to contribute to the discourse)	1 (RFSS-5)	6.7%	3
7	**DF17** (to positively or negatively evaluate a previous reply)	2 (RFSS-13, RFSS-15)	13.3%	2
Total	**7**	**15**	**100%**	

Subject 2: Teacher Rafael

To reiterate, Subject 2 Teacher Rafael is a male teacher dealing with a female student in the subject recorded online teaching session. The specific teacher discourses are the units with rhetorically functional sentence structure (RFSS) and thus correspond to the manifestations of the use of rhetoric by Teacher Rafael. Same as the previous discussion, each RFSS unit is also given a code for easy reference in the discussion.

Table 6 shows a total of four (4) RFSS units identified in this excerpt from the online session between Teacher Rafael and his female student. RFSS-1 qualifies for a DF1 discourse function, i.e. "to mark (transaction) boundaries in the discourse". This discourse function is used when the teacher aims to set some limits to the discourse. This may be done with the teacher either explicitly or implicitly informing the student of the restrictions in the discourse. However, in the case of RFSS-1, it is an implicit way of marking the limits of the discourse. The student volunteers several information about herself and Teacher Rafael highlights only one of those mentioned by the student, i.e. about the number of years she has been learning English. Notice that the teacher repeats that part of what the student said and thus established the limits of the discourse. The teacher wants to establish that as the topic for further conversation.

RFSS-2 qualifies for a DF4 discourse, i.e. to request a linguistic response. It is not strange for the teacher to engage this discourse function since the aim is to encourage the student to express herself in the English language. However, notice that RFSS-2 seems to assume yet another function than simply eliciting a linguistic response from the student. It was, in fact, meant to shift the topic. The teacher is deemed to have been satisfied with the exchanges in the previous topic so the teacher navigated to a new topic, i.e. travelling to other countries.

RFSS-3 is yet another one that qualifies for a DF4 discourse function. However, it is not meant to shift to another topic but the teacher framed the question based on the student's previous response that she has been to some Asian countries.

Table 6. Discourse Function of Teacher Rafael's Discourses containing Rhetorically Functional Sentence Structures (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	S: Hm, I'm a housewife and I have three children. And I'm learning how to play tennis and I started learning English since, hm, four years ago or five years ago.	
RFSS-1	*T: Ah I see, so you've been learning English for about four years.*	**DF1** (to mark (transaction) boundaries in the discourse)
	S: Yes!	
	T: That' why you already sound great! [with hand gesture] [Both cackle]	
	T: Some of my student, they have been studying here in GNGN for seven years, for three years, and you've been studying for four years. Hm! Well, your improvements are amazing! [Chuckles]	
	S: Yes, I think taking lessons every day is important.	
RFSS-2	*T: Hm, you think so? Hm, that's great! Hm, have you tried to travel to other country?*	**DF4** (to request a linguistic response)
	S: Ah yes! I studied learning English. I've been some countries.	
	T: Hm...	
	S: Like, like, some Asian countries.	
RFSS-3	*T: Have you tried to visit Philippines?*	**DF4** (to request a linguistic response)
	S: Ah no, I haven't.	
RFSS-4	*T: Hm, I suggest, try to pay a visit. There are so many good place or good... we had so many tourists attractions nowadays.*	**DF10** (to signal a desire to contribute to the discourse)

The teacher then gives a follow-up question to that by asking if the student has gone to the Philippines since the latter is an Asian country. A pattern can be seen how the teacher tries to encourage the student to express her thoughts in English

and to give her communication opportunities by trying to build his questions based on the student's response.

RFSS-4 qualifies for a DF10 discourse function, i.e. "to signal a desire to contribute to the discourse". The teacher resorts to this function when he wants to take part of the discussions by nominating a topic that he can relate to. This is also the reason that the teacher had to mention about the Philippines in RFSS-3. It becomes even clearer in RFSS-4 that the teacher wants the discussion to focus on a topic that he can relate or one that he is familiar with. This ensures that he can partake in the conversation effectively. Specifically, the teacher opens up a topic about places and tourist attractions in the Philippines. These are certainly the kind of topic that he is familiar with. The teacher has then secured himself with a topic he can talk about.

Table 7 shows three RFSS units identified in this excerpt from the conversation between Teacher Rafael and his female student. RFSS-5 qualifies for a DF16 discourse function, i.e. "to indicate that a reply or reaction was appropriate". An appropriate reply or reaction is not the same as a correct reply. Correctness of a reply applies only in the case of a response to a question that requires a categorical answer. On the other hand, when a teacher appraises a reply or reaction as appropriate, it means that he or she simply likes the reply or reaction. The teacher responds with "Wow!" to the student's answer. This was meant to secure the topic at hand from being shifted to something else. The teacher expresses affirmation to the student's reaction to his statement RFSS-4 shown in Table 7. This makes the student feel that she is pleasing the teacher by cooperating with the topic nominated by the teacher. By saying "Wow", the teacher reinforces the interest of the student to keep up with the topic. Indeed, it worked on the student as can be observed in the continuation of the dialogue. RFSS-6 qualifies for the same DF16 discourse function. The teacher continues to express affirmation of the student's responses to ensure that the topic goes on.

RFSS-7 qualifies for a DF10 discourse function similar to the qualification of RFSS-4 in Table 7. Initially in RFSS-4, the teacher nominated a new topic which he can talk about. In RFSS-7, the topic is not necessarily shifted to something else because it still deals with the Philippines. However, the teacher now makes it more specific what he meant by good places and tourist spots that are found in the Philippines which he mentioned about generally in RFSS-4. Finally, the teacher nominates these places that he is familiar or places he is interested in and wanted to talk about, i.e. beaches, caves and islands.

Instead of getting to know from the student what places or tourist spots she may want to see in her travel to other countries, the teacher instead nominated those that are interesting to him. This renders a rhetorical tone wherein the teacher persuaded the student to consider the kind of places that are actually interesting on the part of the teacher. This is still aligned to the intention of the teacher to secure the kind of topic that he can talk about. It may be riskier if the teacher had asked the student what places she may want to see when she visits the Philippines with the possibility that the student may nominate places or tourist attractions that are unfamiliar to the teacher or those that the teacher may not find interesting to talk about. Hence, the need to nominate the places instead. This is to get the student interested about the

teacher's interest. The teacher wanted to proceed with the conversation wherein the topic also pleases him or appeals to his own interest.

Table 7. Discourse Function of Teacher Rafael's Discourses containing Rhetorically Functional Sentence Structures (Set 2)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	S: Ah, I've heard many beautiful places in the Philippines. So, I'd like to visit the Philippines someday. And now, I'm waiting for date airplane for my nearest airport to the Philippines.	
RFSS-5	*T: Wow!*	**DF16** (to indicate that a reply or reaction was appropriate)
	S: My nearest airport doesn't have a direct plane, ah airplane it.	
RFSS-6	*T: Oh I wish, it could come soon. [Chuckles lightly]*	**DF16** (to indicate that a reply or reaction was appropriate)
	S: Ah yes, I hope so.	
RFSS-7	*T: So, if you are here in the Philippines and if you like some beaches, you can visit Boracay and you want some ancient caves or island hopping, you can try to visit Palawan.*	**DF10** (to signal a desire to contribute to the discourse)
	S: Ahh yes! I've heard about it many times from teachers! I'd like white beaches and caves.	

Teacher Rafael's rhetoric style seems consistent to the subsequent parts of his conversation with the student as can be observed in his communications in Table 8. In his persistence to convince the student to consider visiting the Philippines, Teacher Rafael went even more specific as to name places which he thinks are attractive to visit like the "Siargao Island". At this point, the teacher still did not ask if the student was really fond of beaches. In RFSS-8, the teacher provided further information about beaches in the Philippines and compared the physical environment of Boracay with Siargao Island. This goes similar with RFSS-9. Both RFSS units qualify for a DF7 discourse function, in which the teacher continues to give information that are unfamiliar to the student. The information supplied were meant to give an impression to the student that beaches in the Philippines such as those he mentioned are really great to visit. At this point, the teacher still has not asked the student if she is interested to talk about beaches at all, although what is certain is that this is the kind of topic that the teacher is interested to talk about and so he continues to supply more and more information about it in order to secure this topic at hand.

Table 8. Discourse Function of Teacher Rafael's Discourses containing Rhetorically Functional Sentence Structures (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	T: Hm, Siargao Island.	
	S: Siargao Island?	
RFSS-8	*T: If Boracay has a white sand, it also has a white sand. But the difference is, its sand just like a powder, it's so fine.*	**DF7** (to provide information)
	S: Ah, it's good!	
RFSS-9	*T: Yeah it's very good! And it has a lot of... it's rich in terms of corals, different kinds of species in the ocean. You can enjoy a lot if you love snorkeling, diving, something like that.*	**DF7** (to provide information)
	S: The sea must be very clean.	
RFSS-10	*T: Hm! So, what kind of music do you usually listen to?*	**DF4** (to request a linguistic response)
	S: Usually, I don't listen to music.	
	T: Oh...	
	S: I used to listen to J-Pop but now, don't. Ahm, young generation sing very fast.	
RFSS-11	*T: [Laughs] Oh yes! Yes, that's why. Even me, I only listen to some old songs in English. And even Filipino music nowadays, pop singers usually sing very fast.*	**DF16** (to indicate that a reply or reaction was appropriate)
	S: Oh yes! [Cackles]	
RFSS-12	*T: That's why I, more likely I love to listen to old music, old songs something like that.*	**DF7** (to provide information)
	S: Me, too. [Chuckles]	

But the teacher suddenly shifts the topic to music in RFSS-10. Prior to that, the student has given the remark "The sea must be very clean". This statement from the student may have signaled to the teacher that she is not interested to talk about beaches at all. The teacher has been talking about the beaches in the Philippines having powdery white sand, rich in corals and a variety of marine species and where there are opportunities to engage in sea sports like snorkeling and diving. And for those information volunteered by the teacher, the student can only respond by saying that the sea is clean. That is not the likely reaction to the types of information given by the teacher. But the teacher did not further make any reaction on the student's response. Instead, he shifted the topic to music. The sudden shift to that topic and the indifference of the teacher to the student's statement suggests that at this point, the teacher must have realized already that the student was not interested about the topic at hand.

RFSS-10 qualifies for a DF4 discourse function as it appeared to be an ordinary question seeking for a linguistic response. However, it may also qualify for a DF17 (i.e. to positively or negatively evaluate a previous reply). Depending on the rhetoric style of a teacher, some teachers may choose to be candid to state their reaction or may also choose to just be silent about it.

Teacher Rafael made no reaction at all to the student's statement that the sea is clean. This silence on the part of the teacher may indicate that he was sort of disappointed at the student's reaction to all the information he mentioned about the beaches in the Philippines. He was trying to guess what the student may be interested about in beaches and so he enumerated a couple of information. But the student's response was nothing indicative that she can relate to snorkeling or diving or appreciating a variety of marine species or white sand. The teacher just had to shift the topic to something else as he continued to discover what topic the student may be interested to talk about. Still at this point, the teacher had not really asked the student. In his rhetoric style, the teacher preferred to nominate topics hoping to guess what the student may be interested to talk about instead of asking the student. The use of this rhetoric style is for the teacher to ensure that the topic to be nominated for discussion must be something that he can commonly share interest with the student. By simply asking a student what topic interests her, there is a risk that the student may state something that the teacher knows nothing about or is not interested about. So what the teacher does is to inform the student about his interests and to check which among them are also incidentally the student's interests too. In this way, both the teacher and the student can mutually contribute information about the topic and can be both comfortable discussing a topic that appeal to their common interest. This rhetoric style however is very manipulative as the teacher marks the limits of the conversation. It is like telling the student --- all right, I want you to express yourself freely to talk about any topic that interests you so long as the topic is something that interests me too.

The student showed cooperation by responding to the new topic nominated by the teacher, i.e. about music. At first, the student made a rather candid reply that she does not listen to music. This response is an upfront rejection of the topic nominated by the teacher. The teacher gives a sort of surprised reaction "Oh". The student takes it back, probably not wanting to embarrass the teacher who wants to talk about music. The student turns to discussing anything she can relate to music. She talks about contemporary music being too fast for her to follow or understand. The teacher reacts to the student's statement (see RFSS-11) by trying to relate the student's experience with his. The focus again resumes to the teacher's own experiences. The teacher has a creative way to redirect the focus of the conversation to himself.

An alternative reaction to the student's statement about contemporary music is for the teacher to possibly ask what the student finds wrong about fast music. This could have been a springboard for a discussion on listening comprehension because not being able to understand someone who talks fast indicates some deficiency in listening comprehension. The student seems to encounter such difficulty and which is something related to the EFL program. On the contrary, the teacher seemed preoccupied about what he can talk about his own experiences that he suddenly recalls because of what the student just said. The teacher goes on to talk more about his own experiences and personal opinions (see RFSS-12). Notice that the

ratio of teacher talk has surpassed the communication opportunity of the student. In an EFL course, the aim is to encourage the student to talk more and Teacher Rafael does not seem to realize that he has been doing more of the talking than the student. Notice that the student's responses have been reduced to very short statements of affirming the teacher's opinions like "Oh yes" and "Me too". The teacher does not seem to mind at all. It also appears that across the different discourse functions that teacher resorts to, the underlying intent is almost always to manipulate the conversation by ensuring that the topic is within the interest of the teacher more than sensitizing the discussions to the interests of the student.

The teacher's discourses reflected in Table 9 show a sort of deviation from the previous excerpts. In this current excerpt, the teacher appears getting a little more sensitive to the responses of his student by giving more attention to the student's statements and allowing the discussions to revolve around the student's statements. For instance, in RFSS-13, the teacher calls back an information volunteered by the student in the earlier part of the session. It appears to be a delayed comment from the teacher who has been very manipulative in the conversation as reflected in the previous excerpts. This time, the teacher finally attempts to deal with a topic that he thinks appeals to the student, i.e. "about tennis". The teacher cannot personally relate to that as he does not play tennis (see RFSS-19). The teacher suddenly became inviting of topics from the student even if he cannot signify personally to the topic. As a discourse function, RFSS-13 qualifies for a DF4, i.e. "a request for a linguistic response". The teacher may have realized at this point that he has not succeeded well in encouraging the student to talk with the previous topics he nominated (as shown in the previous excerpts).

Notice the rise in interest on the part of the student volunteering further information and expressing herself when the teacher finally taps on a topic that she likes. RFSS-14 is the teacher's reaction to the student's response. The teacher's statement appears to be a repetition of the student's statement which makes it a DF20 discourse function. Teachers often resort to this discourse function for several reasons and purposes. One may be that the repetition is an expression of a surprise. Another may be because the teacher wants to emphasize something about the student's statement or the teacher may be trying to signal to the student to say more information about the statement as it may have sounded interesting or strange or confusing. The reason Teacher Rafael resorted to DF20 is that he was surprised to hear that the student was still learning to play tennis when he had the initial impression that she was into that sport as a regular hobby for a long period of time. Obviously, the repetition was meant to express surprise over the statement and to prompt the student to explain her statement. The student clarified what she meant by stating that she has been learning to play tennis for over fifteen years.

The student's explanation indicates a sort of semantic confusion since one can hardly figure what it takes to be doing something for over fifteen years and still claim to be at a stage of trying to learn it. Trying to learn something may apply to the initial stage or phase of an activity but not when it has been over fifteen years. The student's response should have given a clue to the teacher that she is semantically confused in using the phrase or expression "trying to learn". Apparently, what the student actually meant to say is that she has been trying to master tennis for over fifteen years now. The teacher gives no correction or a direct feedback to the

student's response. Instead, the teacher nominates something else which has no significance to the student's answer. The teacher remarked "that's a good exercise for you" (see RFSS-15) which qualifies for a DF15 discourse function. This is not a way to shift the topic to something else but the teacher's way to elicit from the student more information about tennis, and probably the purpose why she opts to play tennis. The teacher suggested it is a good form of exercise, which appeared to be a suggestion although it may be an underlying intention to inquire from the student and to check out if the teacher's hypothesis is correct that her engagement to tennis was meant to be a form of exercise instead of leisure or a social activity.

As can be observed in RFSS-15, the teacher has this rhetoric style of making his queries in the guise of a suggestion which the teacher consistently does as shown in the previous excerpts. However, this appears to be the less effective way to encourage the student to talk by simply making her react to some suggestions instead of being asked. An alternative which the teacher could have opted to do is to ask about it, as for example, "Oh so you have been playing tennis for a long time now. Wow, do you actually do that for exercise or do you have other reasons for engaging in that sport?" That question would have made the student speak more than just affirming the teacher's suggestion. Afterall, the aim in an EFL online session is to get the student to talk more. Students do not usually disagree with their teacher when they hear suggestions from their teacher. Thus, the student's affirmation of the teacher's suggestion is obviously anticipated.

Teacher Rafael then had to figure another question to ask the student about tennis (see RFSS-16 qualified as a DF4) since the student's previous answer was not too substantial from which to build a follow-up question. Afterall, it was the teacher who suggested that tennis was meant as a form of exercise and the student affirmed it. That leaves no further question on the part of the teacher who already knew personally how tennis can signify to a form of exercise. It would sound naïve for the teacher to ask further how tennis can be a form of exercise since it was his own suggestion. The teacher rather shifted to emphasizing on the struggle to play tennis --- "Is it hard to play tennis?" The student repeats the teacher's question. The teacher then paraphrases his question. These bracket of exchanges show the use of communication strategy. Apparently, the student did not understand what the teacher meant by asking if tennis is hard. At that point, the student may not be familiar with the use of 'hard' to mean "difficult". The word "hard" usually signifies something solid and firm to touch. The teacher was quick to catch the point and revises his question to --- "Is it difficult?" (see RFSS-17). This qualifies for a DF9 discourse function, with the teacher adding information to facilitate obtaining a response from a student. The new information is the substitution of the word "hard" with "difficult" to make the question clearer to the student. The revision of the question was successful as the student was able to provide an appropriate response. The student did not only give a simple "yes-no" answer but also explained it, i.e. "It is not difficult because I don't run". To that response of the student, the teacher then resorts again to another DF20 discourse function just like what he did in RFSS-14. It must be an expression of surprise on the part of the teacher and something to prompt the student to explain further. Though the teacher may not be into tennis, he may have known certain facts about it and how such a sport would necessarily require a player to move around quickly, i.e. something that requires running from one place to another within the tennis court. The teacher repeating the

question would have been an implicit statement of surprise like "How could you be playing tennis when you do not run at all?'

The student responds to that by simply explaining that she can still serve back the tennis ball. However, this does not necessarily satisfy the teacher's curiosity that she can play tennis without running. Unsatisfied, the teacher did not make any further clarification on the matter and instead redirected the topic to something else by telling the student that he is also interested to learn tennis and how similar tennis is with badminton which the teacher plays. This shifting of topic is reflected in RFSS-19 which qualifies for a DF10 discourse function. With this discourse function, the teacher was again slowly redirecting the conversation to a topic that he is familiar with --- badminton, which thus allows him more opportunities to have something to talk about. It is a signal to take one's turn to contribute to the discourse. It is a way a teacher might be telling the student in his own mind "Ok, for a while we've been talking about tennis which is your interest. You have told me some information about it and now it is my turn to talk about something I can relate to --- badminton, which is the one that I play".

Table 9. Discourse Function of Teacher Rafael's Discourses containing Rhetorically Functional Sentence Structures (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
RFSS-13	*T: So, you've mentioned before that you're playing tennis.*	**DF4** (to request a linguistic response)
	S: Ah yes, I'm learning how to play tennis.	
RFSS-14	*T: Oh! Up until now, you're still learning how to play tennis.*	**DF20** (to elicit the repetition of a student reply)
	S: Ah yes, for over fifteen years.	
RFSS-15	*T: Hm, that's a good exercise for you.*	**DF15** (to provide additional information relating to a previous informative)
	S: Ah yes! [Both cackle]	
RFSS-16	*T: So, how was it going? Is it hard?*	**DF4** (to request a linguistic response)
	S: Is it hard? Ah?	
RFSS-17	*T: Hm, is it difficult?*	**DF9** (to provide additional information to help students respond to a previous directive or elicitation)
	S: Ah no, it's not difficult because I don't run. [Both laugh]	
RFSS-18	*T: So, you don't run.*	**DF20** (to elicit the repetition of a

		student's reply)
	S: But I can return the ball because it is easy class for the people.	
RFSS-19	*T: So, it's just easy. I think I need to try tennis some other time because I was playing badminton. It's a bit similar. You're already holding a racket. [Chuckles]*	**DF10** (to signal a desire to contribute to the discourse)

Synthesis

Table 10 provides a summary of the prior discussed teacher-discourses of Teacher Rafael that bears rhetorically functional sentence structure. In the foregoing discussions, each of the RFSS units is qualified in terms of its discourse function using the typology of Sinclair & Coulthard.

The table shows that a total of nineteen (19) RFSS units were noted in Teacher Rafael's discourse. This is not an exhaustive list since only a portion of the total teacher discourse was taken as a sample. This was done since the entire online session was a lengthy conversation between the teacher and the student.

The 19 RFSS units identified from Teacher Rafael's discourse have various discourse functions. This means that the teacher manifested the use of rhetoric in teaching for various purposes. A total of eight (8) discourse functions were noted in which rhetoric was employed. The shaded portion of Table 10 shows the specific discourse function where the use of rhetoric was most frequently observed. The DF4 discourse function ranks first in the list. It means that there is a high rate of rhetoric used by Teacher Rafael when executing this particular discourse function. DF4 discourse function is when the teacher requests for a linguistic response from the student. Characteristic of Teacher Rafael's resort to DF4 is that he uses it to rhetorically nominate a topic in the conversation or shift the conversation's topic to one that he is familiar of or interested about. So while the discourse function may just appear on the surface to be an act of eliciting a linguistic response from the student, the teacher mostly resorts to such discourse function for an underlying rhetoric purpose, which is to manipulate the topic of the conversation.

Table 10. Synthesis of Teacher Rafael's Accounts Rhetorically Functional Sentence Structure and their corresponding Discourse Functions

No.	Discourse Function	Frequency (RFSS Units)	Ratio	Rank
1	**DF1** (to mark (transaction) boundaries in the discourse)	RFSS-1	5.3%	4
2	**DF4** (to request a linguistic response)	RFSS-2, RFSS-3, RFSS-10, RFSS-13, RFSS-16	26.3%	1
		RFSS-17	5.3%	4
3	**DF9**			

	(to provide additional information to help students respond to a previous directive or elicitation)			
4	**DF10** (to signal a desire to contribute to the discourse)	RFSS-4, RFSS-7, RFSS-19	15.8%	2
5	**DF7** (to provide information)	RFSS-8, RFSS-9, RFSS-12	15.8%	2
6	**DF15** (to provide additional information relating to a previous informative)	RFSS-15	5.3%	4
7	**DF16** (to indicate that a reply or reaction was appropriate)	RFSS-5, RFSS-6, RFSS-11	15.8%	2
8	**DF20** (to elicit the repetition of a student reply)	RFSS-14, RFSS-18	10.5%	3
Total	**8**	**19**	**100%**	

Subject 3: Teacher Weeny

To reiterate, Subject 3 Teacher Weeny is a female teacher dealing with a male student in the subject recorded online teaching session. The specific teacher discourses are the units with rhetorically functional sentence structure (RFSS) and thus correspond to the manifestations of the use of rhetoric by Teacher Weeny. Same as the previous discussion, each RFSS unit is also given a code for easy reference in the discussion.

Table 11 shows a total of six (6) RFSS units identified in this excerpt from the online session between Teacher Weeny and her male student. Across the 6 RFFS units, they only qualify to two (2) types of discourse functions, i.e. DF7 and DF17. DF7 is a discourse function that occurs when the teacher provides information, while DF17 occurs when a teacher evaluates a student's reply either positively or negatively.

In discussing the rhetoric undertones of Teacher Weeny's discourse, it is important to take all the RFSS units as a single cluster used to work out a common rhetoric effect, and that is to make the student feel in control of the conversation. Teacher Weeny's rhetoric style is to make her student feel in control instead of her manipulating the conversation. Notice, for example, how the student responded to the teacher's greeting by saying something more and asking more information from the teacher which is actually uncalled for in the teacher's question. Notice also how the teacher responded to the student with a simple statement (see RFSS-1) and

without a follow-up question. This allows the student to build confidence to say something to the teacher to keep the conversation going. The student is made to feel the responsibility to keep the conversation going. Notice that it is the student who actually interrogated the teacher to clarify what she meant by "fine" when she remarked that her baby is fine. The student offered a follow-up question, "So she's growing up?" The teacher is prompted to say further information about her baby, "She's gaining weight" (see RFSS-2). The student repeats the teacher's statement for emphasis, and the teacher simply responds with a "yes" (RFSS-3). The "yes" could mean that the teacher was reiterating to the student the truth of what she said or was confirming it with the student that the latter heard it correctly what she said. Notice that with the very brief responses of the teacher, the student does not feel intimidated in the conversation and that he builds further confidence by asking more questions from the teacher like, "How much? (i.e. How much weight did the baby gain?" The student does the same pattern in repeating the teacher's statement. The teacher also does the same gesture of affirming the student's response.

In the latter part of the excerpt, the student strikes a joke on the teacher by stating that the weight of the teacher's baby is same as his. This made Teacher Weeny laugh and probably thought the student does not know what he is saying (see RFSS-6). The student however clarifies his joke by referring to his arm having the same weight as the teacher's baby.

Practically, all that the teacher did in this excerpt was simply to alternate resorting to two simple discourse function of providing information as she is prompted by the student to give information and that she simply affirmed or negated remarks given by the student. However, the manner she executed these functions summarily assumes a rhetoric effect, whether the teacher was doing it purposely or not. Her simple and passive answers allowed the student to do more initiation in the conversation more than the teacher doing the initiation and nominating topics. It is notable in this excerpt how the rate of learner talk has bloated. The passive gestures of the teacher worked effectively to increase the communication opportunities on the part of the student making him more comfortable to talk, or communicate to the teacher and express himself. Whether the teacher was consciously doing it on purpose or not is a non-issue in as far as the objective rhetorical effect of the teacher's way of executing her discourse.

One possible explanation as to why Teacher Weeny seem to have a little more passive approach in the conversation is because she is a female, and culturally less aggressive for that matter when it comes to conversations. The teacher gives way frequently for her interlocutor to be more expressive which is typically associated in female discourses. Another possible conditioning factor may be because Teacher Weeny was dealing with a male student, who is thus expected to be the more aggressive party in a conversation which is a trait associated to males.

Table 11. Discourse Function of Teacher Weeny's Discourses containing Rhetorically Functional Sentence Structures (Set 1)

RFSS	Teacher-Student Online Session	Discourse Function

Unit No.	Excerpt	
	T: Good morning Mr. Norio! How are you today?	
	S: Ah... good morning! I'm fine! Thank you for asking me. How about you and your baby?	
RFSS-1	*T: She's fine. I'm fine and she's fine.*	**DF7** (to provide information)
	S: She's good. Ah, so she's growin' up?	
RFSS-2	*T: She's gaining weight.*	**DF7** (to provide information)
	S: Gaining weight?	
RFSS-3	*T: Yes.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: How much?	
RFSS-4	*T: I think, she is 6.5 kilos.*	**DF7** (to provide information)
	S: 6.5?	
RFSS-5	*T: Kilos, yes, yes, yes.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: 6.5? Yes, same as me.	
RFSS-6	*T: Really?! I don't think so. [Laughs]*	**DF17** (to positively or negatively evaluate a previous reply)
	S: Yeah this arm, this arm, 6.5.	
	T: [Laughs hard]	
	S: But my real weight is 68.	

The discourse pattern of Teacher Weeny appears to be consistent in the excerpt reflected in Table 12. Same with the previous excerpt in Table 11, Teacher Weeny resorts to being passive in this current excerpt. The same types of discourse functions (i.e. limited to DF7 and DF17) qualify the nine (9) RFSS-units in this excerpt. It is not clear if the teacher consistently resorts to the same discourse functions because she realized that they are effective to encourage the student to talk or if the teacher is naturally passive in conversations.

It is notable that some RFSS units like RFSS-12 and RFSS-13 feature a combined use of the two aforementioned discourse functions. The RFFS units indicate the instances when the teacher did not simply convey an affirmation or a negation to a student's query or remark, but the teacher also combines it with her own explanation or qualification to her answer. It is also notable that the rate of the teacher's talk in this excerpt have increased compared to that of the previous excerpt. Nevertheless, this increase in the rate of teacher talk is not actually the result of the teacher's manipulation of the conversation or the teacher trying to be in control of the topics in the conversation. Notice that Teacher Weeny's responses even if they may be lengthy at times are reactions that she is prompted to make which are being elicited from her by the student. One observes from this excerpt that

it is actually the student doing more of a sort of interview or interrogation on the teacher, instead of the other way around. In the ordinary political set-up in a teacher-student relationship in an instructional setting, it is almost always expected that it is the teacher prompting the student to talk by making the student respond to the teacher's questions. It is considered relatively as taboo when students do more of the initiations, and when this happens teachers will not usually allow as they assert their position of authority in the instructional setting.

On the contrary, this current excerpt of Teacher Weeny's conversation with her student somehow exhibits the opposite of such expectation. Teacher Weeny may be doing this on purpose as a rhetoric optic to condition the student to feel comfortable in expressing himself and making him feel that it is all right for him to be talking a lot and doing all the reactions and queries he can make out of the teacher's responses. The teacher thus breaks some traditional barriers when students normally feel intimidated by the teacher and where they implicitly learn their passive role in the teaching-learning process. In this excerpt, the student felt that he can be more active with the teacher's remarks being more inviting for him to do so.

Table 12. Discourse Function of Teacher Weeny's Discourses containing Rhetorically Functional Sentence Structures (Set 2)

RFSS Unit No.	**Teacher-Student Online Session Excerpt**	**Discourse Function**
RFSS-7	*T: Yes, at night, I try to eat like oatmeal and banana. Yes, even though chocolate.*	**DF7** (to provide information)
	S: Chocolate? Ha ha ha.	
RFSS-8	*T: Yes, yes, yes.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: High calorie.	
	T: Still. [Laughs]	
	S: Chocolate.	
RFSS-9	*T: Yes, yes. But of course I try to reduce, you know little by little.*	**DF7** (to provide information)
	S: Hm.	
RFSS-10	*T: Yes, yes but sometimes you know, still I'm craving.*	**DF7** (to provide information)
	S: Ha ha yeah, yeah.	
RFSS-11	*T: So I need to eat you know, ah, bread or biscuit and more on water.*	**DF7** (to provide information)
	S: Hm, do you drink alcoholic beverage?	
RFSS-12	*T: Ahm no but I tried to, I think last three weeks. But you know, only wine.*	**DF17** (to positively or negatively evaluate a previous reply) / **DF7** (to provide information)

	S: Only wine, you drank?	
RFSS-13	*T: Yeah, yeah, yes, only one glass.*	**DF17** (to positively or negatively evaluate a previous reply) / **DF7** (to provide information)
	S: But it could affect your breastmilk.	
RFSS-14	*T: I stopped.*	**DF7** (to provide information)
	S: Ah really?	

Teacher Weeny's consistent resort to DF7 and DF17 discourse functions continues to be observed in the excerpt of her conversation with the same student in Table 13. She also continues to take on the more passive role in the conversation which characterizes her discourses even in the previous excerpts. The student also continues being more expressive and more talkative. The student did some initiations in this excerpt as noted also in the previous excerpts. Notice the student's initiations in his statement that the teacher responded in RFSS-15. Another initiation by the student is his reaction to the teacher's statement in RFSS-18 and RFSS-19.

Again in this excerpt, the student confidently cracks a joke with the teacher when he delivered his reactions to the teacher's statement in RFSS-20. This indicates how comfortable the student is in communicating with the teacher, which also enabled him to be so expressive and talkative. This is advantageous in as far as the objective of the EFL course is concerned because one of its goals is to provide more communication opportunities to the student in order for the latter to practice speaking in the English language.

Something significant is notable in the student's reply to the teacher's statement in RFSS-18 when he asked "You like pumpkin?" This actually indicates the student trying to nominate a topic for the conversation. Though the teacher did initially mention pumpkin in his previous statement, the student signaled to her that it was the one that caught his attention and wants to have it as a viable topic to develop in the course of the conversation. Subsequently, the student furthers the topic about pumpkin associating it with women, i.e. why women like pumpkin. Here, the student tries to elicit information from the teacher which is indicative of an active role in a conversation which teachers usually assume. The teacher replies the student claiming that pumpkin (or squash) is good for the health and good for the eyes. The student seemed unsatisfied with the teacher's response and thus made no reaction to it and instead cracked a joke about the teacher's statement. The student then followed it up saying that pumpkin is rich in fiber. This statement is not starting a totally new topic about pumpkins; instead the student was giving a clue to the teacher to be able to elicit from her a kind of response he would have expected, i.e. the high fiber in pumpkins has to do with some condition in women that makes a substantial intake of this food good for them. The teacher may not be familiar with that or could not have gotten the point of the student's elicitation and thus simply responded with "yes". And responding that way may further condition a student to confidently talk about what he knows and how it felt good to be informing the teacher about something that he knows about.

Table 13. Discourse Function of Teacher Weeny's Discourses containing Rhetorically Functional Sentence Structures (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	S: Ah so your daughter, ah eats…	
RFSS-15	*T: Formula. Yes powder.*	**DF17** (to positively or negatively evaluate a previous reply) / **DF7** (to provide information)
	S: Hm.	
RFSS-16	*T: Yes, yes but her doctor told that she can eat next month because she's 24 month so she can eat, ahm how to say, vegetables ah smashed potato, or foods that you know, it's soft. So need to blend, like pumpkin, it's ok or apple.*	**DF7** (to provide information)
	S: Pumpkin, apple, yes, yes.	
RFSS-17	*T: It's ok, banana. Yes, yes, yes for my baby of course.*	**DF7** (to provide information)
	S: [Cackles]	
RFSS-18	*T: So next month, yes, so I think the first food that I prepare for her is I think, pumpkin because I like pumpkin.*	**DF7** (to provide information)
	S: You like pumpkin?	
RFSS-19	*T: Yes, I like pumpkin, like squash.*	**DF17** (to positively or negatively evaluate a previous reply) / **DF7** (to provide information)
	S: Why woman like pumpkin?	
RFSS-20	*T: I don't know. Maybe because it's good for our health. So it's good for your eyes,*	**DF17** (to positively or negatively evaluate a previous reply) / **DF7** (to provide information)
	S: Yeah ha ha.	
	T: That's why I can see you clearly.	
	S: Eyes.	
	T: Yeah ha ha ha.	
	S: I have not eaten eyes for a long time.	
RFSS-21	*T: Eyes? [with eyes wide open] Are you sure?*	**DF11** (to call on or give permission to a student to contribute to the discourse)

	S: But pumpkin has high in fiber.	
RFSS-22	*T: Ah yes, yes.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: Hm. Pumpkin, potato.	

Teacher Weeny's discourses in Table 14 relatively contrast to her accounts in the previously discussed excerpts. In this current excerpt, the teacher finally shifts to the more familiar and traditional teacher discourses wherein the teacher manifests greater control of the conversation. In this excerpt, Teacher Weeny's discourses notably assert her active role in the conversation as she now assumes the part of eliciting information from the student. This is also indicated by her consistent resort to a DF11 discourse function that qualifies all her discourses in this excerpt. This is sort of opposite to the previous excerpts wherein she allowed the student to be the one eliciting information from her.

Teacher Weeny's transition to a more active role in the conversation from previously being passive appears to be strategic and intentional. Otherwise, it is absurd to think that she has simply shifted into a different personality in this later portion of her conversation with the student, which is not a tenable explanation. Thus, the only way to understand the sudden shift is to think that Teacher Weeny is using a rhetoric strategy. In the initial parts of the conversation, her rather passive approach to the student was a way to condition the student to feel confident in communicating to her. In that way, it also worked out to provide the student with ample communication opportunities which is favorable to the aims of an EFL course, i.e. to encourage more student talk than teacher talk.

It should not be strange at all to find the teacher shifting to a more active role in the conversation. This was to create a sense of balance between the interlocutors in the dialogue. It is probable that Teacher Weeny was testing the student's communication skills in a conversation. In that way, communication skills are different when one is in an active role in a conversation compared to when one is at a more passive role. The teacher was able to check on the student's skills in keeping a conversation go on by allowing the student perform the initiation and topic nomination as characteristic in the previous excerpts. In this excerpt, it is the turn of the student to demonstrate skills when responding and dealing with his interlocutor when he is not the one in control of the conversation. The student appeared to be good at playing either role.

It is also notable that even if Teacher Weeny assumed the more active role in this excerpt, her initiations and the way she directed the topics of the conversation manifested great sensitivity to the student's interest. For instance, RFSS-23 is actually a way for the teacher to prompt the student to react on how she inferred a conclusion from an information volunteered by the student. Prior to the teacher's statement in RFSS-23, the student told an information about his height and also asked the teacher about her height. Based on these information, the teacher then expressed to the student her conclusion that he is taller than her. Though this may sound to be a prompt for the student to react at the comparison between their respective heights, it did not require the teacher to shift the topic to something else irrelevant to the previous points of discussion.

Teacher Weeny resorted to the same discourse function when she repeated to emphasize a part of the student's statement in RFSS-24. The repetition of "180" does not mean that she was checking whether or not she heard the student right. It was a prompt for the student to explain more about why he was aiming for that height. It was short of asking something like "Why would you want to have a height of 180 centimeters?" Again in RFSS-25, the teacher was trying to make a probable inference based on the student's reaction. The teacher hypothesized if the student might have felt unsatisfied with his height. She expressed this hypothesis to prompt any reaction from the student. The teacher tried to state another hypothesis in RFSS-26. These are indicative of taking over a more active role in the conversation including the act of suggesting things for the student to react on. The student appears comfortable dealing with the teacher's hypotheses and gave his reactions to each of them. The student appears very cooperative to state information which he felt the teacher were trying to elicit from him as much as he had the previous chance to do the same to the teacher as can be observed in the previous excerpts.

RFSS-32 is the only RFFS unit in this excerpt that qualifies for DF16. A DF16 is not an evaluation of the correctness or wrongness of a response but a gesture meant to communicate to the student that his response was noted by the teacher. A DF16 discourse function gives the student a feel that he is listened to by the teacher. In an EFL instructional setting, it gives the EFL student an assurance that he is doing well in the kind of responses he makes which are appropriate to the kind of questions asked by the teacher.

Table 14. Discourse Function of Teacher Weeny's Discourses containing Rhetorically Functional Sentence Structures (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
RFSS-23	*T: But now, it's clear right? Yes, so you are taller than me.*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: Yes, yes. Ha ha. But smaller than your husband I think.	
	T: [Chuckles]	
	S: I want to have more height. I want to be 180.	
RFSS-24	*T: 180?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: 6 centimeters more.	
RFSS-25	*T: So, you mean you are not satisfied of your height?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: No, no.	
RFSS-26	*T: Do you want to be ... do you want to*	**DF11**

	be a basketball player?	(to call on or give permission to a student to contribute to the discourse)
	S: No, no, no.	
	T: That's why you.	
	S: Prime Minister	
RFSS-27	*T: What? Ha ha Prime Minister? [Laughs]*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: Yeah, yeah.	
RFSS-28	*T: So you're going to replace Mr. Abe?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: I don't like him.	
RFSS-29	*T: You don't like him. Why?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: Many Japanese don't like him.	
RFSS-30	*T: Why is the reason why they don't like Mr. Abe?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: She has been killing a life a lot.	
RFSS-31	*T: Ahh [with shocked facial expression]*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: And if he doesn't want to reply to their questions, he always ignores.	
RFSS-32	*T: I see.*	**DF16** (to indicate that a reply or reaction was appropriate)

Synthesis

Table 15 provides a summary of the prior discussed teacher-discourses of Teacher Weeny that bears rhetorically functional sentence structures. In the foregoing discussions, each of the RFSS units is qualified in terms of its discourse function using the typology of Sinclair & Coulthard.

The table shows that a total of thirty seven (37) RFSS units were noted in Teacher Weeny's discourse. This is not an exhaustive list since only a portion of the total teacher discourse was taken as a sample. This was done since the entire online session was a lengthy conversation between the teacher and the student.

	be a basketball player?	(to call on or give permission to a student to contribute to the discourse)
	S: No, no, no.	
	T: That's why you.	
	S: Prime Minister	
RFSS-27	*T: What? Ha ha Prime Minister? [Laughs]*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: Yeah, yeah.	
RFSS-28	*T: So you're going to replace Mr. Abe?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: I don't like him.	
RFSS-29	*T: You don't like him. Why?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: Many Japanese don't like him.	
RFSS-30	*T: Why is the reason why they don't like Mr. Abe?*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: She has been killing a life a lot.	
RFSS-31	*T: Ahh [with shocked facial expression]*	**DF11** (to call on or give permission to a student to contribute to the discourse)
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The 37 RFSS units identified from Teacher Weeny's discourse have various discourse functions. This means that the teacher manifested the use of rhetoric in teaching for various purposes, although the functions are only limited to four (4). It is notable that despite the volume of RFSS units identified, they merely register under four different discourse functions.

The shaded portion of Table 15 shows the specific discourse function where the use of rhetoric was most frequently observed. The DF7 discourse function ranks first in the list. It means that there is a high rate of rhetoric used by Teacher Weeny when executing this particular discourse function. DF7 discourse function is when the teacher provides information. As previously explained, the clear reason for the repeated use of DF7 in Teacher Weeny's discourse was because she mostly assumed a passive role in her conversation with the student. In all cases wherein she resorted to DF7, Teacher Weeny was providing information that the student attempted to elicit from her, i.e. she rhetorically strategized to make the student feel that it was all right for him to elicit information from her. In this way, she rhetorically conditioned the student to speak more by giving him the chance to be in control of the conversation.

DF17 which figured second in rank was noted to combine with DF7 in several instances. In this way, the teacher did not just volunteer information that the student wanted to know about but the teacher also evaluated the student's reaction to every information she volunteered as a way to make the student feel that he was correct about his conclusions or interpretations about the information volunteered by the teacher. This also indicated a rhetorical effect wherein the student was made to feel in control of the conversation, feeling affirmed of his comprehension of the facts that the teacher told him.

Table 15. Synthesis of Teacher Weeny's Accounts Rhetorically Functional Sentence Structure and their corresponding Discourse Functions

No.	Discourse Function	Frequency (RFSS Units)	Ratio	Rank
1	**DF7** (to provide information)	RFSS-1, RFSS-2, RFSS-4, RFSS-7, RFSS-9, RFSS-10, RFSS-11, RFSS-12, RFSS-13, RFSS-14, RFSS-15, RFSS-16, RFSS-17, RFSS-18, RFSS-19, RFSS-20	43.2%	1
2	**DF11** (to call on or give permission to a student to contribute to the discourse)	RFSS-21, RFSS-23, RFSS-24, RFSS-25, RFSS-26, RFSS-27, RFSS-28, RFSS-29, RFSS-30, RFSS-31	27%	2
3	**DF16** (to indicate that a reply or reaction was appropriate)	RFSS-32	2.7%	3
4	**DF17**	RFSS-3, RFSS-5, RFSS-	27%	2

	(to positively or negatively evaluate a previous reply)	6, RFSS-8, RFSS-12, RFSS-13, RFSS-15, RFSS-19, RFSS-20, RFSS-22		
Total	**4**	**37**		

Subject 4: Teacher Zaya

To reiterate, Subject 4 Teacher Zaya is a female teacher dealing with a female student in the subject recorded online teaching session. The specific teacher discourses are the units with rhetorically functional sentence structure (RFSS) and thus correspond to the manifestations of the use of rhetoric by Teacher Zaya. Same as the previous discussion, each RFSS unit is also given a code for easy reference in the discussion.

As noted and highlighted in Table 16, Teacher Zaya's discourses characteristically reveal a very active role that she assumed as she conversed with her female student. This is rather the traditional set up when teachers transact with their student. The teacher's discourses qualify mostly for DF4 discourse function as well as a single account of a DF8. Either of these two discourse functions, it indicates that the teacher was in control of the conversation. Teacher Zaya also nominated the topics in the conversation. In RFSS-1, she made it sure that she is the one to elicit information from the student and not the other way around. RFSS-1 is the teacher's response to the student attempting to ask how the teacher is doing. The teacher's response was terse and shifted immediately to asking information from the student instead. The teacher avoids the chance to be elicited information by the student.

In RFSS-1, the teacher also directed the topic, i.e. if the student has taken lunch. That is clearly the kind of information the teacher wants to know and that her rhetorical style was to show the student that she will ask for the kind of information she wants to know about. Though the question may appear relatively inviting as it tries to know information about the student; nevertheless, it is not as inviting as when the teacher would have instead asked what was going on in the student's life or what has been keeping her busy lately so that the student would have been given the opportunity to nominate a topic.

In RFSS-2, the teacher merely clarifies what the student meant about her response to the teacher's question in RFSS-1. The student's response was rather syntactically confused and unclear so the teacher had to clarify if she understood it right. The teacher does the paraphrase of the student's response to check if that is exactly what the student meant to say. This part of the conversation manifests the use of communicative strategy. This strategy is used when one interlocutor is confused about the meaning of a message relayed by the person he or she is talking to and thus resorts to a strategy of clarifying the meaning of the message. There are several ways to do the act of clarifying. One could be the use of expressions like "Excuse me?" or "How's that? Can you say that again please?" Using these expressions allows the student to realize that her statement may be confusing and

so she does her own paraphrasing to improve the structure of her sentence to make it clear or more intelligible. On the contrary, Teacher Zaya's style is to do it herself and simply wants the student to evaluate her own interpretation of the student's message. This is another indicator that the teacher is assuming greater control of the conversation.

In RFSS-3, the teacher again requests for another linguistic response from the student, and adjacently nominating another topic, i.e. about the weather. This is not based on any previous response from the student but the teacher simply wanted to talk about the weather as it may have been a topic interesting to her. Thus, the teacher remains to assert how she is in control of the conversation. The student responds accordingly by describing the weather, which is the appropriate information the teacher expects to elicit from her. In RFSS-4, Teacher Zaya gives her remark to the student informing her that it is a sunny day in her place. Notice that the teacher's remark reflects her personal judgment about what she feels for a sunny day, i.e. a sunny day is a nice day. The teacher does not only offer such a remark but also pushed the student to agree with her. A remark that would have sounded more inviting and allowing the student to offer her own judgment would be to say, "It's a sunny day. It's a nice day for me when it's sunny, so what do you think about sunny days?" On the contrary, the teacher sounded rather imposing with "It's sunny now. That's good. It's a nice day, right?" The student expressed affirmation, preceded by a hesitator "Hmmm". The student's response is rather calculated as students, especially among Asians, do not usually counter the teacher with the risk of being mistaken to be antagonistic or discourteous.

Table 16. Discourse Function of Teacher Zaya's Discourses containing Rhetorically Functional Sentence Structure (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	T: Ok. Hi! Good afternoon! Can you hear me?	
	S: Hi! Good afternoon Zaya!	
	T: How are you Tokiko-san?	
	S: I'm fine, thank you. And you?	
RFSS-1	*T: I'm good. Thank you for asking. By the way, have you eaten your lunch already?*	**DF4** (to request a linguistic response)
	S: Ahm, right now I eat lunch, for lunch.	
RFSS-2	*T: So you ate before this lesson? Is that right?*	**DF8** (to prompt a response to a previous directive or elicitation)
	S: Yeah he he he.	
RFSS-3	*T: Ok, I see. Anyway, how is the weather today?*	**DF4** (to request a linguistic response)
	S: Ah, in the morning, it is very cloudy, but now, it's sunny.	
RFSS-4	*T: It's sunny now. That's good. It's a nice*	**DF4**

	day, right?	(to request a linguistic response)
	S: Hm yeah!	

In Table 17, Teacher Zaya shifts the conversation to a formal tone as she signaled the student that she wants to start with the day's EFL course lesson. The teacher does this by formally marking the boundaries in the discourse, i.e. RFSS-1 as a DF1 discourse function. In this style, the teacher signals the student that a previous informal communication has ended and that the formal transaction between them to discuss the lesson for the day is about to begin. The teacher's style is rather very formal and very manipulative. A rhetorically inviting style will require a gradual shift, wherein the student is also made to decide whether or not she is ready to shift the conversation from informal to formal or that she is ready to start with the lesson. In this more inviting style, a teacher may opt to say, "All right, so I guess I know you're feeling great today and so am I. So what do you think, shall we proceed to the day's lesson? You think you're ready now?"

RFSS-6 qualifies for a DF4 discourse function, i.e. the teacher eliciting a linguistic response from the student. RFSS-6 is actually the teacher's reaction to a previous statement by the student trying to recall the part in the instructional material where they left off in a previous session. Notice that the student was giving such information even without being told. It was an act of initiation on the part of the student. The teacher repeats the last word mentioned by the student, i.e. "page" indicating the teacher's impatience. The student is figuring out the information about the page where the lesson is found and the teacher cannot wait, and thus prompts the student to inform her quickly.

RFSS-7 qualifies for a DF11 discourse function. The teacher resorts to this discourse function to prompt the student to tell more information that she needs. When the student tells her the page number of the lesson, obviously the teacher cannot recall exactly the part where she left off from the previous session. The student responds to her accordingly to inform the teacher what part of the lesson has been finished in the previous session.

In RFSS-8, the teacher affirmed what the student said (i.e. a DF16 discourse function). Somehow, the teacher's way of requesting for information about the day's lesson promotes an atmosphere of autonomy on the part of the student. The teacher makes the student feel that she is a reliable source of information when it comes to the lesson's pace. As can be noted from the excerpt, the teacher showed no doubt nor has she expressed any doubt when the student informed her about which parts of the lesson is already finished. The rhetoric effect is that the student develops a feeling that she is dependable, responsible and vigilant as well. However, it would have been better if the teacher reinforced the rhetoric by expressing appreciation to the student. In the course of their conversation, nowhere does it show the teacher thanking the student for the information she volunteered and neither did the teacher express any appreciation to the student's initiative. A gesture of compliment from the teacher would have sounded like, "Ah okay, so you want to tell me the page of the lesson where we left off from the previous session? Okay, let me see if you still remember ... Wow, so you do remember, that's great. You were really mindful of our

previous lessons. Well, thank you for reminding me which part of the lesson we are starting today."

In RFSS-9, the teacher signaled that she was ready to begin with the lesson. She gives the direction to cue the student to deal with it and give her response. This is a DF4 discourse function. As can be noted here, the teacher appears rather insensitive to the student as much as she is sensitive to her own interest to start and get over with her duty to deliver the lesson. It seems natural for many teachers to, at least, ask a student, "All right, so are you ready now? Shall we begin? Are you excited?" Saying it that way would make a teacher sound more inviting and sensitive. Teacher Zaya is rather impatient and very manipulative as she has the tendency to give her directions in the form of declarative statement rather than putting them in a tone of asking and inviting. In RFSS-9, the teacher imposes, "All right, so let's begin with letter A". Notice that the student can only respond by affirming what she thinks the teacher wants.

RFSS-11 gives a glimpse at how Teacher Zaya conducts her feedback when her student gives an answer to a question (i.e. a test question). Evaluating a student's answer for its correctness or adequacy is a DF17 discourse function. Here, it appears that the teacher also provides very minimal feedback to the student's answer. Her statement in RFSS-11 shows no initiative to explain why the student's answer is correct or any initiative to clarify it with the student why she gave such answer. Students may sometimes be guessing their answer and thus it pays for teachers to make clarifications about answers given by students. Notice, for instance that after the teacher gives her remark on the student's answer, the student repeats the answer "are grown, ok". A sensitive teacher would have readily noted it as an indirect gesture of clarification on the part of the student. There is something (a linguistic input) which the student may want to clarify at that point. A repetition of something previously said is a form of a communicative strategy that may signal a gesture of clarification. In her mind, the student may have wanted to clarify something from the teacher like "What does grown mean?" or "Why do we say 'are grown' when we refer to crabs?" There are times when students get curious about other linguistic inputs even if they are not the ones in focus on the day's lesson. The current lesson imparted by Teacher Zaya in this session has to do with forming the simple passive form of the verbs in sentences that are in the passive voice. The student repeats her answer after the teacher tells her that it is correct and so the student may have something to clarify about it. The teacher, however, totally cuts that opportunity in her subsequent discourse wherein she signaled the student to proceed to answer the next question (see RFSS-12).

Characteristic of Teacher Zaya's discourses in this excerpt, she appears to be rhetorically manipulative, very controlling, insensitive and impatient as a teacher. The teacher's sense of insensitivity can be gleaned on the opportunities she passed off when she could have expressed appreciation to the student or those points wherein she cut the opportunity for the student to make clarifications. She also prefers to be directive rather than inviting the student to make decisions. Since insensitivity points out to a person's motive which is covertly in the mind of a person, there is no way for this research to verify if the teacher truly meant to be insensitive to the student. It is also possible that she was aware of her insensitivity all along but she did not want to go through the requirements of dealing with sensitive discourses because she may

have wanted to get over with the lesson at the fastest pace she can, and so she had to be manipulative all throughout so that she can control the pacing of the topics in the conversation and the lesson that she is expected to deliver.

Table 17. Discourse Function of Teacher Zaya's Discourses containing Rhetorically Functional Sentence Structures (Set 2)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
RFSS-5	*T: So anyway, let's move on to our lesson.*	**DF1** (to mark (transaction) boundaries in the discourse)
	S: Hm yes, please.	
	T: Ok.	
	S: Number 8, page…	
RFSS-6	*T: Page?*	**DF4** (to request a linguistic response)
	S: Page, hm… page 75 please.	
RFSS-7	*T: Ok, page 75. So, this is Number 8 Conversation: I Need Some Information.*	**DF11** (to call on or give permission to a student to contribute to the discourse)
	S: Conversation and grammar focus, finish. Finish yesterday.	
RFSS-8	*T: Ok.*	**DF16** (to indicate that a reply or reaction was appropriate)
	S: Today, today is Letter A!	
RFSS-9	*T: All right! So, let's begin with Letter A – complete the passage using the simple present passive form.*	**DF4** (to request a linguistic response)
	S: Ok, I will repeat. Complete the passage using the simple present passive form. (Speaks in Nihonggo) Ok.	
RFSS-10	*T: Yes, let's begin. All right.*	**DF5** (to ascertain whether there are any problems preventing successful progress of the lesson)
	S: Ok.	
	T: All right, ok so, let's begin. All right. So many crabs blank in Taiwan.	
	S: Hm, ok, many crabs, grow, ok? Many crabs are grown in Taiwan.	
RFSS-11	*T: Ok, so grown. Ok, that's right! So, many crabs are grown in Taiwan.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: Are grown, ok.	

RFSS-12	*T: Ok next, some crabs are grown or blank consumed locally but others blank export.*	**DF4** (to request a linguistic response)

Table 18 continues to feature the other discourses of Teacher Zaya that reflect her style of conducting corrective feedback. RFSS-13 qualifies for a DF17 discourse function which means that the teacher's statement was intended to evaluate the correctness or adequacy of the student's answer to a question. Notice that Teacher Zaya uses the direct method of corrective feedback. She directly makes the student realize that her answer was wrong and tells explicitly where it was wrong and also provides a direct clue to guide the student to the correct answer. When the teacher stated that the auxiliary verb "are" is not correct; obviously the only choice left to choose is the singular auxiliary verb "is". The corrective feedback method remains to be direct. As a rhetoric undertone, it indicates that the teacher is imposing and controlling instead of inviting. A more rhetorically inviting style at conducting corrective feedback would be to allow the student figure out that an answer is wrong, where it is wrong, and the opportunity to figure out the correct answer with the least possible clue. In such way, it promotes an atmosphere wherein the student develops greater autonomy in solving problems.

Notice that Teacher Zaya did not even allow anymore the student to completely say the entire phrasal verb "are caught". By the time the student was still mentioning the auxiliary verb, the teacher already interrupted her and told her that her choice of auxiliary verb is incorrect. A more inviting style would have been for the teacher to allow the student to complete stating the phrasal verb and the entire sentence before a feedback can be made. The statement of the feedback should neither be imposing but inviting to the student to make her reflection about her answer, like the teacher trying to repeat the specific part of the sentence which is the phrasal verb as mentioned by the student. The teacher's repetition of the phrasal verb can be done with a rising intonation enough for the student to realize that it marks a gesture of clarification that something might be wrong about the answer, i.e. "are caught?" The signal would be sufficient for the student to prompt her to review her answer until she figures out the correct one. It can also be observed that the teacher provided no explanation to the correct answer. That is despite the student directly asking her "Not are?" Certainly, the student's error was not an incidental error but due to some ignorance of certain grammatical rules which would have required a teacher's intervention via linguistic explanation. Notice that the teacher only proceeds to the next question just after the issue on the auxiliary verb is done by transforming it from plural to singular.

In RFSS-14, Teacher Zaya expressed appreciation for the student's correct answer which was the gesture that was missing in the previous excerpt. RFSS-14 still qualifies for a DF17 discourse function because the teacher's statement was meant to evaluate an answer. However, the teacher's compliment still appears drab and less enthusiastic to invite the student to feel confident in her own competence on English verb formation.

RFSS-15 qualifies for a DF5 discourse function wherein the teacher gives opportunity to the student to raise any clarification. This RFSS unit is exceptional and rare in the discourse pattern of Teacher Zaya as it is not one that she was previously

noted to use. Nevertheless, a resort to a DF5 hints a rhetorically inviting tone. When teachers prompt their students to raise their clarification, they are actually encouraged to self-evaluate or reflect on their comprehension of the lesson. The persuasive aspect of this is that students are made to feel confident that they can evaluate their own comprehension of the lesson.

However, one point worth noting is that Teacher Zaya's resort to a DF5 is rather delayed, whether she did it intentionally or not. Prompting the students explicitly to raise any clarification at the final part of the exchanges may not enable them to immediately recall everything they want to clarify. Indeed, there are obvious signals from the student in the previous parts of the conversation wherein she meant to make certain clarifications, although the teacher was indifferent during the circumstances. Those were lost opportunities for the teacher to entertain clarifications just because she did not appear sensitive to the student's statements. In response to RFSS-15, the student simply expressed that she had nothing to want to clarify. This does not seem to be a very honest remark since certain points in the conversation indicates clearly that she would have wanted to clarify when one of her answers was wrong. However, for a delayed teacher's prompt for her to raise her clarification at the end part, the student may have thought it to be complex and inconvenient to be raising issues found in the earlier parts of the conversation.

In RFSS-16, the teacher shifts the topic and marked the beginning of a new part of the lesson (i.e. a DF1 discourse function). This statement of the teacher comes immediately after the student expressed that she had nothing to clarify. The teacher did not care for an effort to reiterate to the student if she had anything to clarify about the accomplished lesson. It seems more natural for some other teachers to make such reiteration like saying, "Okay so there we go with all the items in Part A. Good job! But do you have any questions about any part of the lesson we just had?" and followed up with a reiteration "Are you sure you have no questions because we are moving to the next lesson and you might have questions now before we move to the next lesson?" A reiteration may give an impression to the student that the teacher was sincere about knowing her opinions.

Table 18. Discourse Function of Teacher Zaya's Discourses containing Rhetorically Functional Sentence Structures (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	T: Ok, ok. All right, next. A wide variety of seafood blank catch.	
	S: A wide variety of seafood, a wide variety of seafood, are.	
RFSS-13	*T: I'm sorry, it's not are.*	**DF17** (to positively or negatively evaluate a previous reply)
	S: Not are?	
	T: Hm, not are, yes.	
	S: Ok. A wide variety of seafood is caught.	
	T: Ok, let's repeat. A wide variety of	

	seafood is caught.	
	S: A wide variety of seafood is caught.	
	T: Ok, next. Many people blank or employ in electronic or textile industries.	
	S: Ok. Many people blank or employ in electronic or textile industries. Ah ok. Many people are employed in electronic or textile industries.	
RFSS-14	*T: Ok, that's right. Many people are employed in electronic or textile industries. Great!*	**DF17** (to positively or negatively evaluate a previous reply)
	S: Many people are employed in electronic or textile industries.	
	T: All right!	
	S: Thank you. [Both smile]	
RFSS-15	*T: Ok so, do you have other questions for this?*	**DF5** (to ascertain whether there are any problems preventing successful progress of the lesson)
	S: Hm, it's ok. Thank you.	
RFSS-16	*T: Good. Now, let's go on to Part B. So, complete the sentences.*	**DF1** (to mark (transaction) boundaries in the discourse)

The excerpt in Table 19 presents further accounts of Teacher Zaya's consistent style of using direct method as a corrective feedback technique. In RFSS-17, the teacher gives away the correct answer which emphasizes that the student committed an error. RFSS-17 qualifies for a DF17 discourse function although it is not the typical DF17 that clearly indicates an evaluation. But when a teacher barges in to rectify any part of the student's statement while giving her answer, then it is a gesture of evaluating and giving the feedback at the same time. That is why RFSS-17 qualifies both for DF17 and DF7 discourse functions at the same time. If one stratifies the deep structure of Teacher Zaya's statement in RFSS-17, it is equivalent to her saying, "Okay, you pronounced the word raised the wrong way, it is not pronounced as "raysd" but "reysd".

The student repeats the teacher's pronunciation but showed signs of wonder at the word being pronounced in a way she did not expect. The teacher responds in RFSS-18 simply making an affirmation. It appears that the teacher mistook the student's repetition of the word as merely clarifying if she heard the teacher correctly. This is not really the case because the student meant when she asked "This is raised?" is that she felt confused that a word with an "ai" vowel cluster is pronounced as "ey" rather than "ay". The student who is a Japanese may be comparing the sound of words in her own language containing the "ai" vowel cluster or diphthong to how it is used in English. It is probable that in the phonological system of Japanese language (i.e.Nihonggo), the "ai" diphthong is normally pronounced as "ay". If such is the case, then the error she committed in pronouncing the English word "raised" is

conditioned by a L1-L2 intervention or an interlanguage incidence for that matter. However, the teacher does not seem to show sensitivity to this possible issue and makes no explanation at all to the student concerning the sound of the diphthong. It is also probable that the teacher bypassed any concern in explaining pronunciation matters since the current lesson was focused on verb formation. Nevertheless, the teacher was the one who highlighted the student's pronunciation error.

RFSS-18 doubles as a DF1 discourse function based on the context of the discourse. The teacher gave simple and very terse response "Yes, raised" not only to signal an affirmation but that the simplicity of her answer also indicates that she was marking boundaries to the topic. The simplicity of the teacher's comment should be enough to signal to the student that she was not willing to entertain clarifications about pronunciation because that may be the topic of a separate lesson and that their current lesson was on verb formation. So clarifications and discussions should be highly concentrated on verb formation and not any other linguistic input.

RFSS-19 qualifies similarly as a DF17 discourse function. Likewise, it features exactly the same pattern of the teacher's use of direct method as a corrective feedback technique with the same explanations given for RFSS-13 and RFSS-17. With this consistent pattern in the teacher's use of the same corrective feedback technique, it also reinforces the pattern in the teacher's resort to a rhetorical style that is controlling, manipulative and imposing when dealing with her student.

In RFSS-21, again the teacher showed no effort to explain the answer to the student, which is consistent with the case in RFSS-18. Obviously, the student is able to figure the correct verb "are" as a matter of automaticity because there are only two grammatical numbers, i.e. singular and plural. Hence, with the teacher informing the student that the answer is not an "is", then "are" would be predictably the correct answer. Notice that the student paved a gesture of clarification prior to the teacher's response in RFSS-21 when she said "A lot of sheep are, are?" That is supposed to be a gesture of clarification about a grammatical rule, which cannot be satisfied with the teacher answering with only a "yes".

A review of the teacher's discourses in this excerpt that bear RFSS, the rhetorical undertone is imbedded which the student clearly feels or realizes. In all her statements, the teacher seemed to be telling the student, "These are the only responses and reactions I have for you and settle with that because that is just how I want to deal with you in this transaction".

Table 19. Discourse Function of Teacher Zaya's Discourses containing Rhetorically Functional Sentence Structures (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Discourse Function
	T: A lot of sheep blank in New Zealand.	
	S: A lot of sheep is rised, rised, rose in New Zealand.	
RFSS-17	*T: Raised, raised.*	**DF17** (to positively or negatively evaluate a previous reply)

		DF7 (to provide information)
	S: This is raised? Raised, raised, ok raised?	
RFSS-18	*T: Yes, raised.*	**DF17** (to positively or negatively evaluate a previous reply) / **DF1** (to mark (transaction) boundaries in the discourse)
	S: A lot of sheep is raised in New Zealand.	
RFSS-19	*T: Ok, all right, ok. So, raised is right but, but I'm sorry, it's not "is".*	**DF17** (to positively or negatively evaluate a previous reply)
	S: I'm sorry, again please.	
RFSS-20	*T: Raised is correct but "is" is not correct.*	**DF8** (to prompt a response to a previous directive or elicitation)
	S: Eh?! A lot of sheep are, are?	
RFSS-21	*T: Yes, yes, "are".*	**DF17** (to positively or negatively evaluate a previous reply)

Synthesis

Table 20 provides a summary of the prior discussed teacher-discourses of Teacher Zaya that bears rhetorically functional sentence structures. In the foregoing discussions, each of the RFSS units is qualified in terms of its discourse function using the typology of Sinclair & Coulthard.

The table shows that a total of twenty-three (23) RFSS units were noted in Teacher Zaya's discourse. This is not an exhaustive list since only a portion of the total teacher discourse was taken as a sample. This was done since the entire online session was a lengthy conversation between the teacher and the student.

The 23 RFSS units identified from Teacher Zaya's discourse have various discourse functions. This means that the teacher manifested the use of rhetoric in teaching for various purposes, although the functions are only limited to eight (8). It is notable that despite the volume of RFSS units identified, they merely register under 8 different discourse functions.

The shaded portion of Table 20 shows the specific discourse function where the use of rhetoric was most frequently observed. The DF17 discourse function ranks first in the list. It means that there is a high rate of rhetoric used by Teacher Zaya when executing this particular discourse function. DF17 discourse function

is when the teacher provides either a positive or a negative evaluation of a student's reply. As previously explained, Teacher Zaya's use of DF17 discourse function is characteristically rhetoric particularly in her choice of a corrective feedback technique which is the direct method.

Table 20. Synthesis of Teacher Zaya's Accounts Rhetorically Functional Sentence Structure and their corresponding Discourse Functions

No.	Discourse Function	Frequency (RFSS Units)	Ratio	Rank
1	**DF1** (to mark (transaction) boundaries in the discourse)	RFSS-5, RFSS-16, RFSS-18	13%	3
2	**DF4** (to request a linguistic response)	RFSS-1, RFSS-3, RFSS-4, RFSS-6, RFSS-9, RFSS-12	26.1%	2
3	**DF5** (to ascertain whether there are any problems preventing successful progress of the lesson)	RFSS-10, RFSS-15	8.7%	4
4	**DF7** (to provide information)	RFSS-17	4.3%	5
5	**DF8** (to prompt a response to a previous directive or elicitation)	RFSS-2, RFSS-20	8.7%	4
6	**DF11** (to call on or give permission to a student to contribute to the discourse)	RFSS-7	4.3%	5
7	**DF16** (to indicate that a reply or reaction was appropriate)	RFSS-8	4.3%	5
8	**DF17** (to positively or negatively evaluate a previous reply)	RFSS-11, RFSS-13, RFSS-14, RFSS-17, RFSS-18, RFSS-19, RFSS-21	30.4%	1
Total		**23**	**100%**	

Appendix K

Transcript of the Raw Analysis of the Rhetoric Intents and the Types of Rhetoric Employed by the Male and Female Teachers

Subject 1: Teacher Raii

To reiterate, Subject 1 Teacher Raii is a male teacher dealing with a female student in the subject recorded online teaching session. Table 1 features the first set of excerpt taken from the transcript of the online conversation between Teacher Raii and his student. Although this excerpt contains a total of four RFSS units, they are clustered under a single rhetoric intent because the RFSS units pursue only a single rhetoric objective as indicated in the figure, i.e. "to convince the student to realize or recognize that she has a poor understanding of the reading passage due to a deficiency in vocabulary." Moreover, a careful analysis of the rhetoric intent as indicated by the RFSS units reveals that Teacher Raii employed intrusive rhetoric in this part of his discourses during the online session with the student. Furthermore, the teacher's use of intrusive rhetoric qualifies for one of the latter's sub-types, i.e. "advisory rhetoric".

In Foss' (1988) concept of "advisory rhetoric", the objective of the rhetor is to guide the audience to consider a certain perspective, wherein the rhetor presents himself or herself as a "helper" to enable the audience to achieve such realization. Although such a rhetoric objective may appear invitational at first glance, it is actually regarded as intrusive because it does not genuinely seek to consult the audience of their opinions. Although in this type of rhetoric the rhetor seems to present the audience an opportunity to choose between options, these options are nevertheless already pre-existing in the mind of the rhetor. What the rhetor simply does is to persuade the audience to side with his or her opinion but using a subtle rhetoric means by not stating explicitly the object that he or she wants to persuade the audience to accept, but instead presents perspectives that would lead the audience to finally accept something which the rhetor exactly had in mind. For example, a rhetor using instrusive-advisory rhetoric trying to persuade an audience to go for ice cream instead of cake will not explicitly state it that ice cream is a better option to cake. The rhetor will go around the issue presenting certain perspectives, like saying that a good dessert is something that fits a warm season and will cool down your body. Any audience will agree with that. And from that perspective, the rhetor gets to give the qualities of cake and ice cream without necessarily mentioning them. He then continues to give the description until the audience finally figures out that ice cream qualifies best for the criteria. The rhetor then made it appear that the audience made the decision although he really had it all in his mind right from the beginning.

In much the same explanation as the above, the discourses of Teacher Raii excerpted in Figure 1 also intends to elicit from the student to admit that she has difficulties understanding fully the reading passage due to some difficult words found in the passage which the student is likely not familiar about. Notice for instance that in RFSS-1, the teacher immediately directs the student to reflect on whether or not she understood the text. The teacher could have asked alternative questions like "Did you like the reading passage?' or "What do you think about the reading

passage?" but then, he clearly wants to know about the status of the student's ability to understand the reading passage. But the teacher did not want to explicitly state his assumption that the one limiting the student's full understanding of the text is because of certain difficult words found in the text. In a subtle way, the teacher picks one word from the reading passage (i.e. passers-by) and starts discussing its definition hoping that it will encourage the student to finally admit that there are other words in the text she needs to be clarified about. However, the teacher fails to make the student realize it and thus subsequently made it explicit in the end (see RFSS-3 and RFSS-4). From the beginning towards the end of this excerpt, the teacher pressed to convince the student to make the kind of realization he had in his mind. It is probable that the teacher may have prepared for a conversation wherein he expected the student to be asking the meaning of certain words found in the text. Thus, the teacher worked out a rhetoric to present to the student the viability of entertaining a topic on vocabulary.

Table 1. Rhetoric Type of Teacher Raii's Discourse (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	S: Ahm... (Reads the title again) Ok... (Continues to read the whole article)		
	T: (Guides the student in reading)		
RFSS-1	*T: Ok very good! So, did you understand the reading passage?*		
	S: Hmm, the reading passage? (Reads the part of the passage which she mistakenly pronounced)		
RFSS-2	*T: Ah okay, so when we say passer-by, a passer-by, passers-by, these are the people or persons who are walking, just walking and they just see them.*		
	S: Ahh ok.		
	T: You know what, they are just walking there, then they saw the restaurant, they will take pictures.		
	S: Ah ok.		
RFSS-3	*T: So do you have other... Or do you have words here that you are unfamiliar?*		
	S: Ahh... It's ok, I understand.		
RFSS-4	*T: So, no questions that you are unfamiliar?*		
	S: Ahm, no question. I'm okay.		

The discourse excerpt in Table 2 shows Teacher Raii manifesting both invitational and intrusive rhetoric during his online conversation with his student. The teacher's

discourses in this excerpt unite under a common rhetoric intent, which is aimed at convincing the student to recognize an important point in the reading passage in accordance to what the teacher already figured out in his mind. Teacher Raii worked it out rhetorically to elicit from the student the kind of information that he wants to hear. In the teacher's discourses labeled as RFSS-5 and RFSS-6, notice that Teacher Raii decided to rather ask very neutral questions that are in no way leading or suggestive. The teacher wants the student to autonomously figure it out. The teacher may have been confident that he need not have to be leading in his question thinking that the theme or the main topic of the reading passage was too clear for the student to immediately see it.

Thus the rhetoric undertone in the teacher's questions in RFSS-5 and RFSS-6 is that of invitational rhetoric. In Foss' concept of invitational rhetoric, she refers to it as "not involving any intent to persuade and that it assumes the form of an offering, an opening, or an availability and not an insistence". These rhetoric characteristics are appropriate to describe the neutral tone of Teacher Raii's questions in RFSS-5 and RFSS-6. The structure of the questions was such that they allow the student all the freedom to nominate just about any answer from any perspective where she wants to draw the answer. Certainly RFSS-5 is thoroughly invitational as much as the aspect of neutrality is concerned. RFSS-6, though it also qualifies to have an invitational rhetoric undertone, is somehow slightly reduced and signifying a bit of intrusive rhetoric. RFSS-6 appears to be the result of the teacher attempting to paraphrase his original question in RFSS-5. In doing so, however, it gradually reveals that the teacher really had some information in mind that he wants to elicit from the student. In RFSS-6, the teacher revealed it more specifically to the student that what he wants to know is her opinion about the reading passage. The structure of the teacher's question may readily signify to a use of invitational rhetoric as it remains to be neutral or not suggestive, although in this re-structured question, the teacher now made it more specific that what he wanted the student to do is to figure out the theme or the main topic of the reading passage. RFSS-6 already makes that more specific and clear to the student, compared to RFSS-5. Thus, RFSS-6 is indeed not a perfect paraphrase of RFSS-5 since RFSS-6 bears a new semantic input that was not originally found in the original question. In the original question, the teacher offered a very open invitation for the student to say anything she wants to say about the reading passage. The teacher's first question does not necessarily restrict the student's perspective. The question can be answered by giving a comment about the length of the reading passage, or the style in which it is written, or the vocabulary used, or its setting. Giving a comment about the theme or the main topic of the reading passage is just one of the possible answers to such a question.

The student responds to the teacher's question in RFSS-5, saying that she understands the reading passage. This prompts the teacher to paraphrase his question in RFSS-6 in an attempt to give the student a lead to the kind of information that he expects her to talk about. As previously mentioned, RFSS-6 is still considerably with an invitational rhetoric undertone, although the gesture of invitation has been reduced because of the imposing aspect of the question which now makes the student a bit restricted in coming up with an answer.

The part of the discourse in RFSS-7 already leads to an obvious use of intrusive rhetoric on the part of the teacher. Afterall, the teacher has spelled it out explicitly

what he has in mind that he wanted the student to comment on. Teacher Raii thinks that the highlight of the entire reading passage is all about "Jai Fai returning an award that she received". Teacher Raii appeared to be unsatisfied with the initial responses of the student which does not lead to that topic that he actually wants to discuss. Notice, for instance, the answer of the student to Teacher Raii's question in RFSS-6. Clearly, what the student thought was a highlight to the reading passage was the fact that the character Jai Fai is an old person and the reading passage somehow describes her with characteristics that the student observed to be quite parallel with the traits of her parents who are old people as well. That is the highlight of the reading passage from the perspective of the student. That is in fact an excellent comment by the student as she was able to figure out how realistic the circumstances are in the reading passage, and how it genuinely reflects real life. Somehow, the character of Jai Fai is familiar to the student, especially when she tried to figure out the comparability between Jai-Fai's traits and ways of thinking and those of her parents. As the conversation progressed from that comment of the student, Teacher Raii blatantly showed that he was, in no way, interested about that opinion of the student. Notice that the teacher barely gave any feedback to the student's answer. Instead, the teacher paved the immediate transition to asking a new question which has no relevance to the student's answer. This simply indicates how impatient the teacher is in this situation and wanted to cut short the conversation by leading it to a topic that he was prepared to discuss with the student.

Based on the above explanation, the teacher demonstrated poor skills at transitioning. There was the possibility for the teacher to work out the transition more smoothly by relating the student's answer to the topic that he wants to talk about. The teacher could have dwelt shortly on the opinion of the student who obviously wanted to say a little information about her parents and how she felt reminded of her parents when she read about the character of Jai Fai in the reading passage. A smoother transition would have made the teacher opt to say something like, "Oh, so you think that Jai Fai's behavior and way of thinking are like those of your parents? And you say that your parents are old too just like Jai Fai, and so do you think that people's behaviors and traits really change as they grow old, isn't it? Wow, that's a really brilliant observation. So now, do you know it is something related to traits of older people that explains why Jai Fai indeed wants to return an award she received? Well, that's what the reading passage tells. So what do you think?"

In addition to the above, RFSS-7 signifies an intrusive rhetoric undertone for two reasons. It was intrusive in that it forced the student to deal with that specific topic about the passage which is the choice of the teacher rather than what the student sees from her perspective of an interesting issue about the reading passage. Secondly, it is also intrusive in a way that the teacher's question is impregnated with bias. The teacher's question is biased for bearing his own interpretation of Jai Fai's behavior in the reading passage. In the reading passage, Jai Fai decided to return an award that she initially was willing to receive because, subsequently, it turned out that she did not like some of the consequences she was experiencing shortly after she received the award. Thus, obviously it is only the token of the award that Jai Fai was refusing and not the honor of being recognized of her industry, which is something she was genuinely thankful for. Teacher Raii's question makes it appear that Jai Fai was an ungrateful person and one who has no moral ability to appreciate and accept honors and commendations attributed to her. That is even something

unnatural for any person since it is more natural for people to feel good when they are esteemed or recognized for a good trait they manifest. Moreover, it is unfortunate that Teacher Raii made the student work out an answer built on a wrong question.

In further qualification to RFSS-7, it also registers as "conquest rhetoric", which is a type of intrusive rhetoric. The teacher's question is impregnated with his own assumptions or interpretation about Jai Fai's action. To the teacher's mind, this interpretation is treated as something objective and valid, although the truth is that the teacher has an overkill in his inference or conclusion from the facts found in the reading passage. Instead of clarifying his own judgments of the character with the student, the teacher bypassed that opportunity and framed a question that makes it appear that his interpretation is already assumed to be true. To compare what he did, it is like a person trying to ask the question, "Since homosexuality is immoral, then for what reason do we need to legalize same-sex marriage?" The question is also impregnated with a bias assumption, but which is hidden in the rhetorical structure of the question. The question proceeds to the issue on the legalization of same-sex marriage in which the interrogator conditions the audience to build their deliberation on the stable premise that homosexuality is immoral. The problem with the question is that it introduces a biased premise that is yet to be deliberated upon but which already appears in the question as an uncontestable statement of truism. A rhetor will do this on purpose as a rhetoric means to impose his opinion to the audience without the audience noticing it. In the same way that Teacher Raii framed his question in RFSS-7 impregnated with his biases about his own interpretation of the facts in the reading passage and imposes it on the student as a given premise upon which any answer to his question must be built. It is a clever way of using conquest rhetoric.

Table 2. Rhetoric Type of Teacher Raii's Discourse (Set 2)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-5	*T: Ahm, so now, what can you say about the article?*		
	S: Ahh... I understand it.		
RFSS-6	*T: Ok, so what is your opinion about this article?*		
	S: Ahh... I think she is... Jai Fai is 72 years old and she is old. And she'd like to live quietly. And she doesn't want to be stopped by many people.		
	T: Ok, so...		
	S: I have all the, all the... ahm... If I thought, if I think about my parents, ah they feel, they'd feel like Jai Fai.		
RFSS-7	*T: Hm yes, ok. So why do you think that Jai Fai wants to return the honor that she gets or she got.*		
	S: Ahh...		

Teacher Raii's discourses featured in Table 3 indicate his alternating use of intrusive and invitational rhetoric, though with a denser account of intrusive rhetoric. The same rhetoric intent unites all the teacher's discourses in this current excerpt.

In RFSS-8, Teacher Raii formulates another rhetorical question which is comparable to RFSS-7. In the same way, his question is imbedded with his biased interpretation of the facts in the reading passage. The teacher's question is built on the assumption that Jai Fai wants to return the award she received, i.e. the award is called Mechelin Star. With that assumption, the teacher proceeds to ask why Jai Fai did what she did. The question is rhetorically structured to lend to the student an impression about Jai Fai. The facts do not necessarily indicate that Jai Fai really wanted to return the award. It is more of a case that she was pressured to relinquish the award, instead of wanting to return it. The teacher inferred wrongly from the bare facts found in the narrative and influences the student to adopt the same interpretation. This is a case of conquest rhetoric.

RFSS-9 rather signifies to the use of invitational rhetoric. The teacher's discourse in this instance is another question, and one that is characteristic of a neutral tone. The teacher asked the student what she is likely to do if she was in Jai Fai's situation. The question does not appear to be leading or biased at all but a pure open invitation to the student to share her thoughts.

In RFSS-10, Teacher Raii paraphrases his original question in RFSS-11, although this time he structured it rather rhetorically to express his own biased interpretation of the facts. Apparently, the teacher had to ask the follow-up question after RFSS-9 because he was not able to elicit from the student the kind of answer he expected. The student's answer though makes sense and properly answers the question. The only thing is that the teacher was expecting a different answer. In framing his follow-up question in RFSS-10, the teacher expressed his own biased assumptions even more clearly. His question presupposes that Jai Fai does not want the award given to her. He even ascribed it as Jai Fai's own opinion and then proceeded to ask the student if she agrees with that opinion of Jai Fai. Such assumption made by the teacher indeed goes beyond the bare facts found in the narrative. It was the teacher with his biased interpretation who is assuming that Jai Fai had this opinion that she does not want the award given to her. Moreover, the teacher also proceeded to influence the student to accept such an interpretation in a very subtle way, i.e. using it as a premise in his question. This is another case of a conquest rhetoric.

Table 3. Rhetoric Type of Teacher Raii's Discourse (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-8	*T: The Mechelin Star, why do you think she wants to return it?*		
	S: Ahh... If her stall, if her street stall is on the Mechelin, many police would find her stall. And then they come to her stall. And she cannot afford many food to order customers. And some		

	people on the pass-by to watch her. And she cannot live like before. That's why she thinks she wants to return the star.	important point of the reading passage	
RFSS-9	*T: Ok so, very good. Ok, so how about in your own opinion, for example, you are in Jai Fai's situation, so what are you going to do?* Ok for example, your restaurant is, ah your restaurant is really popular, ok and a lots of people are going, were going, sorry. A lots of people goes to your restaurant to eat, ok. And suddenly, you receive a Mechelin Star. So, what are you going to do?		**Invitational Rhetoric**
	S: Ahh if I am my restaurant and I have a lot of staff in my restaurant, and if I can offer to all the customers, I'd be pleased. But if I, if I work like Jai Fai, and I'm making food by myself, and I have to do all the things by myself, I'd not be like Jai Fai.		
RFSS-10	*T: Hmmm ok, in your own opinion, what do you think about Jai Fai's opinion that she doesn't want the award that she gets or she got?*		**Intrusive Rhetoric (Conquest Rhetoric)**
	S: Ahm, can you say it again?		

Teacher Raii reiterates his question in RFSS-10 by asking the same question in RFSS-11 found in Figure 4. This only indicates his solid stance in asserting his own interpretation of the facts that Jai Fai did not really want the Mechelin Star or the award given to her. Reiterating it further with the student makes it even rhetorically more forceful, begging the student to accept his interpretation of the facts. This is another case of conquest rhetoric.

RFSS-12 is a paraphrase of the teacher's question in RFSS-11. However, the teacher restructured the question to make it appear as an objective type of question. To understand the rhetoric context of RFSS-12, it has to be analyzed alongside RFSS-14. In these two questions framed by the teacher, what he is actually eliciting from the student is to refer to the text itself and to extract literally from the text the answer to his question. The teacher knew that his question was actually answerable using literal level of comprehension since the reasons that Jai Fai returned the award are actually stated literally in the text. Hence, what the teacher merely wants the student to do is to read out the relevant statements from the text and that will satisfy the answer to his question. The teacher conditions the student that the only valid answers to his questions are those that are literally found in the text. Notice, however, that the student gave relevant answers to the teacher's question although using interpretative level of comprehension. The teacher somehow obstructed the student to interpret the facts in the narrative to come up with creative answers. The

teacher imposed that the answers are restricted to those that are found directly in the narrative.

In relation to the above, it is hard to tell what was happening exactly in the student's mind during the conversation. It is possible that she may have missed to analyze that a portion of the text actually bears the answers to the teacher's question. Another possibility is that the student had the inclination to be interpretative when she encounters facts in reading materials and so she tried to figure the answer to the question by not literally quoting what is already stated in the article but that she wanted to contribute her own interpretation of the facts in the text. The teacher, however, does not appear to be welcoming of such an initiative from the student. That is the reason that the teacher kept on repeating and paraphrasing the same question over and over to indicate his dissatisfaction to the previous answers given by the student. The teacher initially had his own expectations about what answers are correct, and he imposed such standards at the expense of not giving credit to the student's answers which were in fact also worth the credit because his answers were correctly inferred from the existing facts in the reading passage. The imposing attitude of the teacher in these discourses are characteristic of his use of conquest rhetoric which is a type of intrusive rhetoric.

Table 4. Rhetoric Type of Teacher Raii's Discourse (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-11	*T: In your own opinion, ok, what do you think about Jai Fai's act or Jai Fai's action, ok, that she doesn't want the Mechelin star?*		
	S: Ah I think Mechelin should probably understand her felt because Mechelin, a lot of affect influence a lot of people in the world.		
RFSS-12	*T: Ah ok, so what are the reasons why Jai Fai's want to return the award that she got?*		
	S: Ahh because she wants to live quietly.		
RFSS-13	*T: Ok*		
	S: She is 72 years old so I think she doesn't want so much money anymore.		
RFSS-14	*T: Ok yeah, 'coz base from the article, she mentioned a lot of reasons why she wants to return the award, ok. So, what are the other reasons?*		
	S: People come just to look and take a picture and not necessarily to eat.		
RFSS-15	*T: Ok.*		
	S: This is one of the reasons.		
	S: Ok.		

Subject 2: Teacher Rafael

To reiterate, Subject 2 Teacher Rafael is a male teacher dealing with a female student in the subject recorded online teaching session. Table 5 features the first set of excerpt taken from the transcript of the online conversation between Teacher Rafael and his student.

Table 5 shows that Teacher Rafael's discourses in this excerpt are aimed towards a common rhetoric intent, i.e. to persuade the student to get interested about topics that the teacher wants the conversation to deal on. Purportedly, these are the kinds of topic that the teacher is personally interested in or those that he can personally relate to. All the rhetoric discourses of the teacher in this excerpt qualify for intrusive rhetoric, although alternating between two types of the latter, i.e. conquest rhetoric and conversion rhetoric.

RFSS-1 may not seem to be rhetorical at all at first glance although it actually is. The teacher's discourse is actually a comment to several information volunteered by the student who was giving facts about herself which she has considered to be probably the more interesting things she can tell the teacher. For apparent reasons, the student must have had it at the back of her mind that these are facts about her which she is willing to be the topics of her conversation with the teacher. In response, Teacher Rafael merely sorted out just one information from the entire list given by the student. For some reasons, the teacher filtered out the other facts which did not pass to be sufficiently interesting for the teacher to entertain for further discussion. The teacher highlighted just one information about the student, i.e. concerning the number of years she has been learning English. For whatever reason the teacher found this information to stand out from the rest and the fact that he showed no interest to discuss the other facts about the student is not clear, although clearly, the teacher's act of sorting through the information is rhetorical regardless of the reasons for doing so. Moreover, the type of rhetoric employed by the teacher is one of conquest rhetoric. As one of the manifestations of conquest rhetoric exemplified by Teacher Rafael in this instance, he imposed his own selection criterion to identify which of the facts from the student's profile is interesting to talk about.

RFSS-2, RFSS-3, and RFSS-4 are commonly aimed at converting the student to agree on a particular opinion held by the teacher. Thus it is qualified as a case of conversion rhetoric. The teacher was clearly suggesting to the student to consider "traveling to other countries" as an interesting venture. The teacher comes up with this recommendation from nowhere and that it is neither relevant to the list of information that the student tried to describe herself. The teacher's efforts to convert the student progressed further as he tried to level up his suggestion to making the student consider a travel to the Philippines and then further converting the student to appreciate the tourist spots found in the Philippines. Notice, however, that the student appeared to be nonchalant in her responses, which should indicate that travelling is not any of her passions or a topic that she can talk about substantially. Clearly, it is the teacher who showed greater zeal to talk about traveling.

Table 5. Rhetoric Type of Teacher Rafael's Discourse (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	S: Hm, I'm a housewife and I have three children. And I'm learning how to play tennis and I started learning English since, hm, four years ago or five years ago.		
RFSS-1	*T: Ah I see, so you've been learning English for about four years.*		
	S: Yes!		
	T: That' why you already sound great! [with hand gesture] [Both cackle]		
	T: Some of my student, they have been studying here in GNGN for seven years, for three years, and you've been studying for four years. Hm! Well, your improvements are amazing! [Chuckles]		
	S: Yes, I think taking lessons every day is important.		
RFSS-2	*T: Hm, you think so? Hm, that's great! Hm, have you tried to travel to other country?*		
	S: Ah yes! I studied learning English. I've been some countries.		
	T: Hm…		
	S: Like, like, some Asian countries.		
RFSS-3	*T: Have you tried to visit Philippines?*		
	S: Ah no, I haven't.		
RFSS-4	*T: Hm, I suggest, try to pay a visit. There are so many good place or good… we had so many tourists attractions nowadays.*		

Teacher Rafael's discourses in Table 6 is an extension from the same rhetoric intent that started in the earlier discourses shown in Figure 6. In this excerpt, the teacher pushes further to get the student appreciate the beauty of traveling to the Philippines, with the teacher providing more and more information about the country to fuel the student's interest. The same type of intrusive rhetoric is manifested in the discourses, specifically that of conversion rhetoric.

Table 6. Rhetoric Type of Teacher Rafael's Discourse (Set 2)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	S: Ah, I've heard many beautiful places in the Philippines. So, I'd like to visit the Philippines someday. And now, I'm waiting for date airplane for my nearest airport to the Philippines.		
RFSS-5	*T: Wow!*		
	S: My nearest airport doesn't have a direct plane, ah airplane it.		
RFSS-6	*T: Oh I wish, it could come soon. [Chuckles lightly]*		
	S: Ah yes, I hope so.		
RFSS-7	*T: So, if you are here in the Philippines and if you like some beaches, you can visit Boracay and you want some ancient caves or island hopping, you can try to visit Palawan.*		
	S: Ahh yes! I've heard about it many times from teachers! I'd like white beaches and caves.		

The teacher's discourses RFSS-8 and RFSS-9 and 7 are further continuation from the same rhetoric intent already started in the earlier parts of the conversation that are indicated in Tables 4 and 5. The teacher volunteers further information about the tourist spots in the Philippines in the hope that he can convert the student to consider traveling to the Philippines. Notice the student giving very short responses in this part of the conversation while the teacher obviously gets more of the opportunity to talk. The teacher makes a sudden shift to a different topic about music. By this time, it is apparent that the teacher has eventually realized that the student was not very interested about the current topic. Hence, the teacher had to explore a new topic.

In RFSS-10, Teacher Rafael shifts the topic of the conversation to music. Again, music is not relevant to any of the information relayed by the student about herself as quoted in Table 6. Nevertheless, the teacher wanted to talk about music by initiating the topic with the question, "What kind of music do you listen to?" The context in which the question is asked does not suggest that it is meant to be invitation, but rather imposing. The teacher asked the question from nowhere. It was nowhere relevant to the previous topic nor was it relevant to the student's line of interest. Nevertheless, the teacher figured the question based on obvious assumption that music must be something that is interesting to the student as much as it interests him. If the teacher's discourse is stratified to reveal its underlying assumption, it is as though he said something like, "I know you listen to music and

that's what normal people do as normal as what I can think of, so what kind of music do you listen to?" It is a case of conquest rhetoric.

However, there is an invitational tone in the rest of Teacher Rafael's discourses in RFSS-11 and RFSS-12 wherein he tried to signify the student's experiences to his own, which is a gesture of establishing rapport with the student. This is a manifestation of invitational rhetoric when a rhetor tries to give an impression to his audience that he shares common experiences or a common status with his audience. This creates an impression on the part of the audience that they are dealing with a person who has a mutual understanding of their own predicaments. In this case, Teacher Rafael seemed to have affirmed the student's opinion about contemporary music by giving a similar opinion about it.

Table 7. Rhetoric Type of Teacher Rafael's Discourse (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	T: Hm, Siargao Island.		
	S: Siargao Island?		
RFSS-8	*T: If Boracay has a white sand, it also has a white sand. But the difference is, its sand just like a powder, it's so fine.*		
	S: Ah, it's good!		
RFSS-9	*T: Yeah it's very good! And it has a lot of... it's rich in terms of corals, different kinds of species in the ocean. You can enjoy a lot if you love snorkeling, diving, something like that.*		
	S: The sea must be very clean.		
RFSS-10	*T: Hm! So, what kind of music do you usually listen to music?*		
	S: Usually, I don't listen to music.		
	T: Oh...		
	S: I used to listen to J-Pop but now, don't. Ahm, young generation sing very fast.		
RFSS-11	*T: [Laughs] Oh yes! Yes, that's why. Even me, I only listen to some old songs in English. And even Filipino music nowadays, pop singers usually sing very fast.*		
	S: Oh yes! [Cackles lightly]		
RFSS-12	*T: That's why I, more likely I love to listen to old music, old songs something like that.*		
	S: Me, too. [Chuckles]		

Teacher Rafael's discourses in Table 8 show his alternating resort to invitational and intrusive rhetoric. The rhetoric intent, though, is similar as the previously discussed excerpts. RFSS-13, for instance, is an attempt on the part of the teacher to dwell on a topic that seems to center on the student's interest. Previously in Table 8, the student mentioned that she is into playing tennis. This discourse lends an invitational appeal in that it gives an impression to the student that the teacher was listening to her, and takes interest to discuss topics that are interesting to the student. However, notice how the teacher subtly links the topic on tennis to one of his athletic activities, i.e. playing badminton in which the teacher was able to rhetorically establish an analogy between tennis and badminton (see RFSS-19). Teacher Rafael has this rhetorical ability to signify to his own interest whatever information he can possibly grab from the student just like what he did when the topic was about music. RFSS-19 has an invitational appeal because the teacher tried to relate the student's interest to his own, thereby giving the student a feel that her interest is also the teacher's interest. On top of that however, the teacher is controlling the conversation in ways that the focus always has to shift towards his own interest.

RFSS-15 manifests the use of intrusive rhetoric. Moreover, it has the undertone of a conquest rhetoric. Here, the teacher gives a comment about the student's interest in playing tennis by qualifying it as a form of exercise. Again, the teacher was banking on his own personal judgment. A more inviting remark would have been to ask the student about what makes tennis an interesting game for her instead of directly suggesting that tennis is about exercising. Notice the context of the conversation wherein the teacher himself declared that he also plays badminton, and most probably that he was doing it as a form of exercise. Thus, explains why the teacher had an immediate impression that the student must be playing tennis for the same reason that he plays badminton. A more invitational gesture would have taken the teacher to explore the reasons why the student plays tennis by actually asking her about it. But, the teacher cuts it short by projecting what he had in mind which he was convinced the student had in mind as well, or something that the student should consider. This is a case of conquest rhetoric.

Table 8. Rhetoric Type of Teacher Rafael's Discourse (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-13	*T: So, you've mentioned before that you're playing tennis.*		
	S: Ah yes, I'm learning how to play tennis.		
RFSS-14	*T: Oh! Up until now, you're still learning how to play tennis.*		
	S: Ah yes, for over fifteen years.		
RFSS-15	*T: Hm, that's a good exercise for you.*		
	S: Ah yes! [Both cackle]		
RFSS-16	*T: So, how was it going? Is it hard?*		
	S: Is it hard? Ah?		
RFSS-17	*T: Hm, is it difficult?*		

	S: Ah no, it's not difficult because I don't run. [Both laugh]		
RFSS-18	*T: So, you don't run.*		
	S: But I can return the ball because it is easy class for the people.		
RFSS-19	*T: So, it is just easy. I think I need to try Tennis some other time because I was playing badminton. It's a bit similar. You're already holding a racket. [Chuckles]*		

Subject 3: Teacher Weeny

To reiterate, Subject 3 Teacher Weeny is a female teacher dealing with a male student in the subject recorded online teaching session. Table 9 features the first set of excerpt taken from the transcript of the online conversation between Teacher Weeny and her student.

The discourses of Teacher Weeny reflected in the figure are commonly characterized by a single rhetoric intent, which is to encourage the student and to give her a feeling of ease that she can address clarifications about what the teacher said and also encouraged the student to express his ideas. This rhetoric intent is obviously invitational in nature. And with the teacher's use of this rhetoric type, the conversation also shows greater participation on the part of the student, and the latter grabbing a lot of communication opportunities. For example, in RFSS-1, Teacher Weeny gets to describe her condition and that of her baby, which was in response to the student asking her and her baby's condition. Teacher Weeny has set the mood for the student to realize that he can freely clarify information from the teacher. Notice that the student went on consistently throughout the conversation confidently asking the teacher for information and making clarifications from the teacher's statement. When Teacher Weeny said "I'm fine and she's fine" (referring to herself and her baby), the student thinks that he needed to clarify that in details and so he asks, "So she's growing up?" To that, Teacher Weeny gives her clarification "She's gaining weight". The student pushes further clarification and asked "How much?" This string of discourses indicates that the student felt convenient to clarify information from the teacher and also because the teacher has set such a democratic atmosphere, which was invitational. The student feels the invitation and responds positively to it and engaged in more ways to make clarifications.

To the teacher's statement in RFSS-5, the student responded with a joke. This was not a gesture of clarification but a gesture of self-expression. The student did not only feel it was convenient to clarify but also to express himself to the teacher. He posed a joke on the teacher's statement hoping to induce laughter on the part of the teacher and entertain her. And the student succeeded to make the teacher laugh at the joke. At any rate, the teacher's use of invitational rhetoric in this instance facilitated to establish an atmosphere that enabled the student to be more

expressive, encouraged to make clarifications and to communicate in greater volume.

Table 9. Rhetoric Type of Teacher Weeny's Discourse (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	T: Good morning Mr. Norio! How are you today?		
	S: Ah... good morning! I'm fine! Thank you for asking me. How about you and your baby?		
RFSS-1	*T: She's fine. I'm fine and she's fine.*		
	S: She's good. Ah, so she's growin' up?		
RFSS-2	*T: She's gaining weight.*		
	S: Gaining weight?		
RFSS-3	*T: Yes.*		
	S: How much?		
RFSS-4	*T: I think, she is 6.5 kilos.*		
	S: 6.5?		
RFSS-5	*T: Kilos, yes, yes, yes.*		
	S: 6.5? Yes, same as me.		
RFSS-6	*T: Really?! I don't think so. [Laughs]*		
	S: Yeah this arm, this arm, 6.5.		
	T: [Laughs hard]		
	S: But my real weight is 68.		

The rhetoric intent in the teacher's discourses in Table 10 is similar to that of the previous figure. In this cluster of discourses, Teacher Weeny shows consistency in her use of invitational rhetoric which is paving way to positive results. The student gets to be very open to the teacher as he clarifies information from the teacher's statements and to also freely express humor in relation to the teacher's statements. When the teacher mentioned that she eats chocolates at night (see RFSS-7), the student felt it was free for him to express his opinion that chocolate is a high calorie food. But the student also intended that not to criticize the teacher but as a way to pass humor.

And since the student realizes that he has induced the teacher to tell information about herself, he thinks that he can ask further questions and nominate topics to keep up with the conversation. Teacher Weeny does not even have to make the cue to the student to nominate a topic, which some teachers may do like when some teachers say "So what other things do you want to know about me? You can just ask questions as you wish?" Unfortunately, giving a cue like this may have an antithetical effect to the student and may feel that he is being dictated to do something rather than realizing the freedom to want to know more information or make clarifications from the teacher. A cue like that may only be intimidating to some students, who might end up being silent instead of asking for more information. Teacher Weeny uses a twist of invitational rhetoric by simply responding to the student's curiosity

which has the natural effect of making the student feel all the more curious and longing for more information without having to be told about it. In the latter part of the conversation, the student pushes to ask the teacher further "Do you drink alcoholic beverages?" The teacher responds to the question and thus gives the student the feeling that his questions are welcomed or entertained. Obviously, the student was being allowed here to nominate topics to the conversation and these are topics in the level of the student's interest. The student is made to feel that his interests and kind of topics are valid to be entertained in a class discourse. In this case, invitational rhetoric also turns out to be promoting a student-centered atmosphere.

Table 10. Rhetoric Type of Teacher Weeny's Discourse (Set 2)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-7	*T: Yes, at night, I try to eat like oatmeal and banana. Yes, even though chocolate.*		
	S: Chocolate? Ha ha ha.		
RFSS-8	*T: Yes, yes, yes.*		
	S: High calorie.		
	T: Still. [Laughs]		
	S: Chocolate.		
RFSS-9	*T: Yes, yes. But of course I try to reduce, you know little by little.*		
	S: Hm.		
RFSS-10	*T: Yes, yes but sometimes you know, still I'm craving.*		
	S: Ha ha yeah, yeah.		
RFSS-11	*T: So I need to eat you know, ah, bread or biscuit and more on water.*		
	S: Hm, do you drink alcoholic beverage?		
RFSS-12	*T: Ahm no but I tried to, I think last three weeks. But you know, only wine.*		
	S: Only wine, you drank?		
RFSS-13	*T: Yeah, yeah, yes, only one glass.*		
	S: But it could affect your breastmilk.		
RFSS-14	*T: I stopped.*		
	S: Ah really?		

The string of teacher discourses in Table 11 has the same rhetoric intent as with those reflected in the previous tables. Here, the teacher continues to use invitational rhetoric to continuously secure an atmosphere in which the student stays very communicative and expressive, as well as feeling the freedom for him to manage the topics in the conversation. Since this is already the third cluster of teacher discourses being featured, the fact that Teacher Weeny can be noted as consistently using the same rhetoric type means that she must be satisfied with its effects and

that she can identify very well in the use of this rhetoric like it is something very natural to her personality as an inviting person that she really is.

Table 11. Rhetoric Type of Teacher Weeny's Discourse (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	S: Ah so your daughter, ah eats...		
RFSS-15	*T: Formula. Yes powder.*		
	S: Hm.		
RFSS-16	*T: Yes, yes but her doctor told that she can eat next month because she's 24 month so she can eat, ahm how to say, vegetables ah smashed potato, or foods that you know, it's soft. So need to blend, like pumpkin, it's ok or apple.*		
	S: Pumpkin, apple, yes, yes.		
RFSS-17	*T: It's ok, banana. Yes, yes, yes for my baby of course.*		
	S: [Cackles]		
RFSS-18	*T: So next month, yes, so I think the first food that I prepare for her is I think, pumpkin because I like pumpkin.*		
	S: You like pumpkin?		
RFSS-19	*T: Yes, I like pumpkin, like squash.*		
	S: Why woman like pumpkin?		
RFSS-20	*T: I don't know. Maybe because it's good for our health. So it's good for your eyes.*		
	S: Yeah ha ha ha.		
	T: That's why I can see you clearly.		
	S: Eyes.		
	T: Yeah ha ha ha.		
	S: I have not eaten eyes for a long time.		
RFSS-21	*T: Eyes? [with eyes wide open] Are you sure?*		
	S: But pumpkin has high in fiber.		
RFSS-22	*T: Ah yes, yes.*		
	S: Hm. Pumpkin, potato.		

Contrary to the mood of the conversations in the previous tables, Table 12 shows a shift to a different mood, along with a shift in Teacher Weeny's choice of rhetoric type. This time, she uses intrusive rhetoric (advisory rhetoric) as she gradually reinstated her teacher's position to have the control of the conversation. In the dialogue featured in this figure, the teacher now assumes the more traditional role to be the one who asks for information from the student, contrary to the previous figures which is the opposite way.

The teacher's shifting rhetoric styles may have been strategically planned. At the initial part of her conversation with the student (as featured in the previous tables), Teacher Weeny may have allowed the student to take control of the conversation simply to establish that introductory feeling of ease so as to eliminate anxieties on the student. As such, the teacher did not want to intimidate the student right from the beginning and so she resorted to the use of an invitational rhetoric at first. Notice, however, that in RFSS-25, Teacher Weeny has started to assert her role as the one seeking for information or clarification from the student or inducing the student to clarify his ideas and opinions. The student, however, continues to be as participative and active in the conversation as in the previous parts of the dialogue and this is because the teacher has already established in him the momentum and energy.

It is also notable that Teacher Weeny's shift to intrusive rhetoric makes use of the weakest of the three types of intrusive rhetoric, i.e. advisory rhetoric. Compared to the other types of intrusive rhetoric, advisory rhetoric is when the speaker simply guides the audience to a desired response, which may be done by suggesting possibilities or alternatives (see RFSS-25, RFSS-26, RFSS-28 which are the more obvious ways of conducting advisory rhetoric). The element of persuasion is still present because the teacher gets to condition the student within the limited range of the suggestions, although this is done in a very weak tone unlike the case of conquest rhetoric.

Based on the above explanations, it appears that shifting to different rhetoric types is typical to Teacher Weeny's teaching strategy. Moreover, it also appears that this shifting of rhetoric types to us is not pernicious to the student, in as far as there is no noted change in the student's responses and his zeal to grab communication opportunities. The student remained to be consistently talkative across the shift in the teacher's use of rhetoric types. Furthermore, it appears that the beneficial effects of this shifting across rhetoric types may have been optimized with the initial use of invitational rhetoric and subsequently by intrusive rhetoric, instead of probably doing it the opposite way. It appears that the prior use of invitational rhetoric can have this cushioning effect that makes it a good precursor before the teacher subsequently uses intrusive rhetoric types.

Table 12. Rhetoric Type of Teacher Weeny's Discourse (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-23	*T: But now, it's clear right? Yes, so you are taller than me.*		
	S: Yes, yes. Ha ha ha. But smaller than your husband I think.		
	T: [Chuckles]		
	S: I want to have more height. I want to be 180.		
RFSS-24	*T: 180?*		
	S: Six centimeters more.		
RFSS-25	*T: So, you mean you are not satisfied of your height?*		
	S: No, no.		

RFSS-26	*T: Do you want to be ... do you want to be a basketball player?*		
	S: No, no, no.		
	T: That's why you.		
	S: Prime Minister.		
RFSS-27	*T: What? Ha ha ha Prime Minister? [Laughs]*		
	S: Yeah, yeah.		
RFSS-28	*T: So you're going to replace Mr. Abe?*		
	S: I don't like him.		
RFSS-29	*T: You don't like him. Why?*		
	S: Many Japanese don't like him.		
RFSS-30	*T: What is the reason why they don't like Mr. Abe?*		
	S: She has been killing a life a lot.		
RFSS-31	*T: Ahh. [with shocked facial expression]*		
	S: And if he doesn't want to reply to their questions, he always ignores.		
RFSS-32	*T: I see.*		

Subject 4: Teacher Zaya

To reiterate, Subject 4 Teacher Zaya is a female teacher dealing with a female student in the subject recorded online teaching session. Table 13 features the first set of excerpt taken from the transcript of the online conversation between Teacher Zaya and her student.

In this excerpt, Teacher Zaya exhibits how controlling she is in the conversation. The unifying thread in all the discourses of the teacher in this excerpt is the single rhetoric intent of making the student realize that the teacher is in control of the conversation, and that the teacher knows exactly what the student meant to say. This is the reason that the teacher's discourses in this section qualify for intrusive rhetoric, specifically the type of conquest rhetoric. In RFSS-1, Teacher Zaya makes an initiation of a topic about the student's condition. However, instead of asking a neutral question to elicit any information that the student may want to say, the teacher instead asked the specific question if she has already taken her lunch (i.e. prior to the online session). Even if this may be a question that begs for information, it is nevertheless a regulating question. Lunch is what the teacher wanted to talk about and not just any information the student may want to bring out. A more invitational question would have been something with a tone of neutrality like, for instance, the teacher asking the student "Well, I'm great. Thank you for asking. I really feel great, especially now we're having this session again ... So what's happening about you lately? I mean, what's keeping you busy and what were you doing just before the start of this session? Anything you like to tell me?"

RFSS-2 features an example of a communicative strategy. The student responds to the teacher's question in RFSS-1, but the student's answer was somewhat vague to the teacher. Obviously, the student's answer is grammatically compromised. Due to the vagueness of the student's statement, the teacher can address a clarification or can induce the student to paraphrase her statement until she comes up with the correct one.

However, notice that the teacher does not give that opportunity to the student as she made the paraphrasing herself. If the teacher's discourse in RFSS-2 is stratified, it will amount to the teacher saying something like, "I did not understand your answer. Your statement is vague. You can't possibly be eating your lunch at this moment obviously because we are talking and I see you on the screen and you are not eating at all. So what you probably meant to say is that you ate your lunch a while ago before we started this session. I guess that is what you meant to say. Is that right?" What is clearly a rhetorically intrusive tone in this discourse is where the teacher prefers to paraphrase the student's statement instead of resorting to other communicative strategies that promote autonomy on the part of the student. As an alternative strategy, the teacher can induce the student to volunteer in paraphrasing her statement, which enables the student to realize that something was wrong with her statement and that she gets the chance to revise it and make it clearer. For example, the teacher could have emphasized a part of the student's statement and with a tone that begs to clarify, i.e. "You said, right now you are eating your lunch. As in right now? Are you still eating right now?"

In RFSS-3, the teacher again takes the opportunity to initiate a new topic. This time, the teacher wants to talk about the weather. Notice that it is the teacher constantly nominating the topics and there's no turn-taking with that role. The student remains to be passive and reactive to what the teacher wants to talk about. The student responds to the teacher's question and informs her that it is a sunny day right in her own place. RFSS-4 is meant to be the teacher's reaction to the student's answer. A similar pattern can be observed with the teacher having the usual suggestive tone. The teacher gets the prerogative to describe a sunny day as a nice day, while the student is again reduced to a passive role of reacting. A more inviting option for the teacher is to ask about what the student thinks of a sunny day instead of suggesting and simply making the student react. In that way, the student gets to compose sentences in English as she tries to explain things. Afterall, it is the aim of EFL instruction to foster an environment that encourages students to do more of the communication as a matter of practicing their language skills and putting them to actual use. Notice that in the excerpt, the student only gets to answer with a simple and short "yeah" as a reaction to the teacher's statement. The invitational question would have sounded like, "Oh I see, it's sunny there in your place. Guess it must be warm? Do you like it when it's sunny?"

Table 13. Rhetoric Type of Teacher Zaya's Discourse (Set 1)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	T: Ok. Hi! Good afternoon! Can you hear me?		
	S: Hi! Good afternoon Zaya!		

	T: How are you Tokiko-san?	exactly or correctly what the student is thinking.	**Rhetoric)**
	S: I'm fine, thank you. And you?		
RFSS-1	*T: I'm good. Thank you for asking. By the way, have you eaten your lunch already?*		
	S: Ahm, right now I eat lunch, for lunch.		
RFSS-2	*T: So you ate before this lesson? Is that right?*		
	S: Yeah he he he.		
RFSS-3	*T: Ok, I see. Anyway, how is the weather today?*		
	S: Ah, in the morning, it is very cloudy, but now, it's sunny.		
RFSS-4	*T: It's sunny now. That's good. It's a nice day, right?*		
	S: Hm yeah!		

In the excerpt featured in Table 14, Teacher Zaya continues to intimidate her student, or otherwise show her authoritative role in the conversation. The teacher conditions the student that she is the one with the prerogative to initiate in the conversation, nominate the topics, regulate them, and shift to other topics. These are indicative that the teacher employed intrusive rhetoric, i.e. conquest rhetoric in particular.

In RFSS-5, Teacher Zaya makes the initiation to signal the start of the lesson. The tone is imposing and it was rhetorically such so that it leaves no opportunity for the student to resist. Prior to this discourse, the teacher and the student were warming up with some informal preliminary talks. The transition was very sharp when the teacher finally signaled to start the lesson. On the contrary, an invitational way to do it would have made the teacher go about smoothly with the transition like saying that "Oh gosh, you really made my day with all the funny and happy stories you told. I actually almost forget we have some lessons to deal with for today. What do you think? Are you ready for them? Excited maybe?"

Even in RFSS-6, the teacher sounded really imposing and even impatient. The student was actually showing some initiative to locate the lesson from the instructional material. It was unsolicited for the student to do so but she wanted to show some sense of autonomy by volunteering to locate the lesson even if the teacher did not ask for it. But Teacher Zaya's repetition of the word "page" in RFSS-6 undermined the student's initiative and she made it appear like she was the one asking for the information about the page number when it was, in fact, the student telling her about it. It is like the teacher was thinking "Hey, don't get ahead of me telling me information I did not ask. You only talk when in response to a question. So let me be the one to ask you --- what page?"

RFSS-7 is supposed to be a statement of request from the teacher. However, notice how formal the teacher is in stating a request. "I need some information" is too formal way to say "Ok ... oh, it is not clear to my memory anymore but can you

please tell me the part of the lesson where we left off in in our last meeting?" The teacher taking the option in making her statement sound very formal is consistent with having an intrusive tone. An atmosphere of formality has the rhetoric effect of making the audience think that they are dealing with a person in authority and the one who regulates the conversation.

Even just a simple "Ok" (see RFSS-8) from the teacher as a response to the student sounded very formal, straight, and impassionate. The student was just proud to tell the teacher which lessons they have finished in the previous sessions. That should call for an appreciation on the part of the teacher instead of a simple and bland response of "Ok". It does not feel encouraging at all for the student, when it would have been a chance for the teacher to express some appreciation to the student's effort. An invitational response from the teacher should have sounded like, "Oh, wow ... I'm impressed you really remembered the lessons we've gone through. That only shows you must be going back to those lessons even when you are on your own in between our sessions?"

RFSS-11 and RFSS-12 exhibit how Teacher Zaya conducts her feedback or evaluation of student responses to test questions. In the situation given in the excerpt, the student's answer to the question happens to be correct. The teacher simply tells that it is correct. The student repeats her answer, which actually indicates a gesture of clarification. The student was indirectly asking for clarification about the correct answer. The teacher ignores it and proceeds to the next question (see RFSS-12).

In this entire excerpt, the teacher went consistently with her use of conquest rhetoric to push her rhetoric intent to make the student feel that it is the teacher who is in control of the conversation. The teacher succeeds to establish that atmosphere with the student behaving very passive during the interaction.

Table 14. Rhetoric Type of Teacher Zaya's Discourse (Set 2)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
RFSS-5	*T: So anyway, let's move on to our lesson.*		
	S: Hm yes, please.		
	T: Ok.		
	S: Number 8, page...		
RFSS-6	*T: Page?*		
	S: Page, hm... page 75 please.		
RFSS-7	*T: Ok, page 75. So, this is Number 8 Conversation: I Need Some Information.*		
	S: Conversation and grammar focus, finish. Finish yesterday.		
RFSS-8	*T: Ok.*		
	S: Today, today is Letter A!		
RFSS-9	*T: All right! So, let's begin with*		

	Letter A – complete the passage using the simple present passive form.		
	S: Ok, I will repeat. Complete the passage using the simple present passive form. (Speaks in Nihonggo) Ok.		
RFSS-10	*T: Yes, let's begin. All right.*		
	S: Ok.		
	T: All right, ok so, let's begin. All right. So many crabs blank in Taiwan.		
	S: Hm, ok, many crabs, grow, ok? Many crabs are grown in Taiwan.		
RFSS-11	*T: Ok, so grown. Ok, that's right! So, many crabs are grown in Taiwan.*		
	S: Are grown, ok.		
RFSS-12	*T: Ok next, some crabs are grown or blank consumed locally but others blank export.*		

Table 15 shows Teacher Zaya's rhetoric style as she conducts corrective feedback. In this excerpt, the student commits a wrong answer which prompted the teacher to correct. RFSS-13 shows how the teacher did it. She uses the direct method as a corrective feedback technique which occurs when a teacher immediately and directly provides the correct answer to rectify the student's wrong answer. In no way that this type of corrective feedback technique promotes any sort of learner autonomy. In the context learner autonomy principles, the teacher is supposed to promote a kind of environment that empowers the student to think on his or her own. A more invitational form of corrective feedback would require the teacher to simply provide some clue for the student to realize that something is wrong with his or her answer. This can be done in several ways, such as the teacher giving a non-verbal gesture "uhuh? (with the appropriate facial expression)" or the teacher repeating the word or phrase in a sentence which is where the wrong answer is like "are ... did you say are?" These cues may be sufficient for the student to realize that something is wrong with her statement, and will prompt her to rethink her answer and revise it on her own when she finally realizes where she committed the mistake. On the contrary, Teacher Zaya had the preference for intrusive rhetoric and was more interested in asserting her authority as a source of correct information. It is like telling the student "No, you're not good enough to answer the question correctly. I should tell you the correct answer and you listen well to me".

RFSS-15 does appear to be using an invitational rhetoric, although the invitation is too delayed. After dealing with a couple of test questions which triggered the student to desire for some clarification, the teacher only signals the student to raise such clarifications in the end. Though this may reflect some gesture of sensitivity on the part of the teacher which is very invitational for giving the student an opportunity to address her sentiments; nevertheless, the timing for such an invitation was ineffective. By this time, the student had built up the questions in her mind and may

be ashamed already to bring them all out all at one. The invitation sounded somewhat insincere.

Table 15. Rhetoric Type of Teacher Zaya's Discourse (Set 3)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	T: Ok, ok. All right, next. A wide variety of seafood blank catch.		
	S: A wide variety of seafood, a wide variety of seafood, are.		
RFSS-13	*T: I'm sorry, it's not are.*		
	S: Not are?		
	T: Hm, not are, yes.		
	S: Ok. A wide variety of seafood is caught.		
	T: Ok, let's repeat. A wide variety of seafood is caught.		
	S: A wide variety of seafood is caught.		
	T: Ok, next. Many people blank or employ in electronic or textile industries.		
	S: Ok. Many people blank or employ in electronic or textile industries. Ah ok, Many people are employed in electronic or textile industries.		
RFSS-14	*T: Ok, that's right. Many people are employed in electronic or textile industries. Great!*		
	S: Many people are employed in electronic or textile industries.		
	T: All right!		
	S: Thank you. [Both smile.]		
RFSS-15	*T: Ok so, do you have other questions for this?*		
	S: Hm, it's ok. Thank you.		
RFSS-16	*T: Good. Now, let's go on to Part B. So, complete the sentences.*		

Table 16 shows further excerpts of Teacher Zaya's discourses that exhibit her way of conducting corrective feedback. Consistent with her discourses in the previously discussed excerpt, she uses intrusive rhetoric style (a conquest rhetoric) when she conducts corrective feedback. She uses the direct method by suggesting the correct answer.

Table 16. Rhetoric Type of Teacher Zaya's Discourse (Set 4)

RFSS Unit No.	Teacher-Student Online Session Excerpt	Rhetoric Intent	Rhetoric Type
	T: A lot of sheep blank in New Zealand.		
	S: A lot of sheep is rised, rised, rose in New Zealand.		
RFSS-17	*T: Raised, raised.*		
	S: This is raised? Raised, raised, ok raised?		
RFSS-18	*T: Yes, raised.*		
	S: A lot of sheep is raised in New Zealand.		
RFSS-19	*T: Ok, all right, ok. So, raised is right but, but I'm sorry, it's not "is".*		
	S: I'm sorry, again please.		
RFSS-20	*T: Raised is correct but "is" is not correct.*		
	S: Eh?! A lot of sheep are, are?		
RFSS-21	*T: Yes, yes, "are".*		

Appendix L

Transcription of the online session handled by Teacher Raii

S: Ok...
T: Okay, second is... what is the second that you get? Second is about... it's Breaking News English and it's about street foods.
S: Street foods.
(Both smile.)
T: Yes. So, what article do you want to try?
S: [Thinks] Ahm... I like to try breaking news.
T: Sorry.
S: Breaking news.
T: Breaking news about street foods.
S: Ah yes.
T: Ok, so I'll send you the article.
S: Ah thank you.
T: There...
S: Oh!
T: Can you see it?
S: Ah, I haven't accepted it.
T: Oh! That would be a problem, so please wait.
S: Ah ok, thank you.
T: Ok, how about now?
S: Ah... It's ok. I got it. It opened.
T: Ok, so that's... Can you see it now?
S: Hm yes, I can see it. (Reads the title of the passage)
T: Yes, that's actually, that's it. Let's try it.
S: Ahm... (Reads the title again) Ok... (Continues to read the whole article)
T: (Guides the student in reading)
S: Ah okay, thank you. [Smiles]
T: Ok very good! So, did you understand the reading passage?
S: Hmm, the reading passage? (Reads the part of the passage which she mistakenly pronounced.)
T: Ah ok, so when we say passer-by, a passer-by, passers-by, these are the people or persons who are walking, just walking and they just see them.
S: Ahh ok.
T: You know what, they are just walking there, then they saw the restaurant, they will take pictures.
S: Ah ok.
T: So do you have other... Or do you have words here that you are unfamiliar?
S: Ahh... It's ok, I understand.
T: So, no questions that you are unfamiliar?
S: Ahm, no question. I'm ok.
T: Ahm, so now, what can you say about the article?
S: Ahh... I understand it.
T: Ok, so what is your opinion about in this article?
S: Ahh... I think she is... Jai Fai is 72 years old and she is old. And she'd like to live quietly. And she doesn't want to be stopped by many people.

40 T: Ok, so...
41 S: I have all the, all the... ahm... If I thought, if I think about my parents, ah they feel, they'd feel like Jai Fai.
42 T: Hm yes, ok. So why do you think that Jai Fai wants to return the honor that she gets or she got.
43 S: Ahh...
44 T: The Mechelin Star, why do you think she wants to return it?
45 S: Ahh... If her stall, if her street stall is on the Michelin, many police would find her stall. And then they come to her stall. And she cannot afford many food to order customers. And some people on the pass-by to watch her. And she cannot live like before. That's why she thinks she wants to return the star.
46 T: Ok so, very good. Ok, so how about in your own opinion, for example, you are in Jai Fai's situation, so what are you going to do? Ok for example, your restaurant is, ah your restaurant is really popular, ok and a lots of people are going, were going, sorry. A lots of people goes to your restaurant to eat, ok. And suddenly, you receive a Mechelin Star. So, what are you going to do?
47 S: Ahh if I am my restaurant and I have a lot of staff in my restaurant, and if I can offer to all the customers, I'd be pleased. But if I, if I work like Jai Fai, and I'm making food by myself, and I have to do all the things by myself, I'd not be like Jai Fai.
48 T: Hm ok, in your own opinion, what do you think about Jai Fai's opinion that she doesn't want the award that she gets or she got? I'm sorry.
49 S: Ahm, can you say it again?
50 T: In your own opinion, ok, what do you think about Jai Fai's act or Jai Fai's action, ok, that she doesn't want the Mechelin star?
51 S: Ah I think Mechelin should probably understand her felt because Mechelin, a lot of affect influence a lot of people in the world.
52 T: Ah ok, so what are the reasons why Jai Fai's want to return the award that she got?
53 S: Ahh because she wants to live quietly.
54 T: Ok.
55 S: She is 72 years old so I think she doesn't want so much money anymore.
56 T: Ok yeah, 'coz based from the article, she mentioned a lot of reasons why she wants to return the awards, ok. So, what are the other reasons?
57 S: People come just to look and take a picture and not necessarily to eat.
58 T: Ok.
59 S: This is one of the reasons.
60 T: Ok, very good. So, thank you for that. Ok, so let's try to have an activity, ok. So ok, in this exercise, ahm I'm going to tell a statement, ok, and you will going to say if it's true or false. So if it's false, try to say what is the correct answer or what is the right statement.
61 S: Ah ok.
62 T: Ok.
63 S: Ok.
64 T: Let's try it. Number 1, the street-food chef sells a dish that uses crabs. True or false?
65 S: (Reads the first given statement)
66 T: Yes again. The street-food chef sells a dish that uses crabs. Is it true or

false?
67 S: Ahh it's false.
68 T: It's false, why?
69 S: Ah because, it doesn't say in this article.
70 T: So in the article, what does Jai Fai sell?
71 S: Jai Fai?
72 T: Yes.
73 S: Hmm...
74 T: So the street-food chef was Jai Fai. So, what does Jai Fai sell?
75 S: (Rereads a part of the article) Ahh, the street-food chef is Jai Fai?
76 T: Yes.
77 S: Ah it's true!
78 T: True, ok. So, what does she sell?
79 S: What does she sell?
80 T: Yes.
81 S: Ah she sells, hm, she sells crab omelet.
82 T: Ok very good. So she sells a crab omelet. Ok, thank you. And how about this one – the chef has a stall in Bangkok. Is it true or false?
83 S: North of Bangkok? Hang on. Ahm, it's false.
84 T: Why?
85 S: The stall is in the middle of Bangkok.
86 T: Ok. Thank you, very good. Next hm, the food guide Mechelin gave her stall two stars.
87 S: Two stars?
88 T: Is it true or false?
89 S: Two stars? I think it is... hang on. It's false. It's false. The food guide Mechelin gave her stall one star.
90 T: Ok very good, thank you. So here is the next question.
91 S: Ok.
92 T: The article said ah, nobody was surprised the chef got the award.
93 S: It's false.
94 T: Why?
95 S: Many people was surprised.
96 T: Ok, very good. Next, Jai Fai is over 70 years old.
97 S: Ah yes, it's true. Jai Fai is 72 years old.
98 T: Very good! Next, Jai Fai wants her life to be as it was before she got the award.
99 S: Ah yes, it's true.
100 T: Ok. Next, Jai Fai said no one takes photos of her stall.
101 S: Ah, It's false.
102 T: Why?
103 S: Ah because, because passers-by, ahm tourists come there to take a photo.
104 T: Ok, very good. Next will be the last question. Jai Fai prefers happy customers to honors or awards.
105 S: Ah it's true.
106 T: True, ok very good. So why?
107 S: Why?
108 T: Yes.
109 S: Ah I think, she thinks it's more important to have happy customers.

110 T: Ok, very good. Ok, well-done for answering those questions. So, let's try to have another extra practice. So, this practice is like filling in the blank, ok.
111 S: Filling in the blank?
112 T: Fill in the blank, ok? So please scroll down your article. You will see fill in the blank, listening, and guess the answer, listen to check.
113 S: You have to fill, no?
114 T: Ah here, listening.
115 S: Listening? Ah guess the answers!
116 T: Yes! So, I will ask you the question, ok. So if ever you want to look at your copy, it's in there. Ok, so let's have it, ok? So, without looking from the passage...
117 S: Ok.
118 T: Ok, let's try this. Here's the first question. A street-food seller in Bangkok...
119 S: Bangkok? Ah, can I read the question?
120 T: Yes, please.
121 S: Ah ok. Again?
122 T: Yes, you may start.
123 S: Ah, could you say that again. Before you try to say the question.
124 T: Ah yes, ok so. I mean, I will read the question first, ok and then without looking from the passage or from the article that what you read, try to answer the questions.
125 S: Ok, ok.
126 T: Ok? So you want me to read the questions or you want to read it?
127 S: Ah ok, I will read it.
128 T: Ok.
129 S: A street-food seller in Bangkok wants to give back a top international... A street-food seller in Bangkok wants to give back a top international... chef's award, D.
130 T: Ok very good! Chef's award, D.
131 S: Number 2 – the street-food seller is known as the crab... crab omelet queen.
132 T: Very good.
133 S: And number three, her crab omelets are of such great quality that the international... international dining guide, D.
134 T: D? Are you sure?
135 S: Yes, I'm sure.
136 T: Ok, very good.
137 S: And then number 4, Mechelin announced it would be adding Bangkok to its... Adding Bangkok to its... [thinks and repeats the sentence]... Fine, wine, dine line...
138 T: Letter?
139 S: I'm not sure.
140 T: What letter?
141 S: Line, line or fine!
142 T: So, what is your answer? Is it A or D?
143 S: Hmm... (Rereads the given sentence) Fine dining.
144 T: Ok very good. So the correct answer is letter A which is fine dining.
145 S: Ok, a lot of people were surprised that a street-food seller in Bangkok...

[pauses to think] received, received the Mechelin Star.
146 T: Ok very good!
147 S: And number 6, Happy to get the Mechelin star, but Jai Fai, 72, has told the reporter she is... she is not so pleased, C.
148 T: Ok very good! Next!
149 S: Next, seven, she wants to go back to how her... life, life... A or B. She wants to go back to how her, B, life was before.
150 T: Ok, very good!
151 S: One reason is that too many people are surrounding her stall and she is... she is getting stressed, D.
152 T: One reason is that too many people are surrounding her stall and she is... D, ok very good!
153 S: Nine, number nine – and even some officials from the tax department came... to visit her, A.
154 T: Ok very good, letter A.
155 S: Number 10, she said happy customers are more important to her than... [pauses to think] What is the difference between A and D?
156 T: Ah the million stars... the million stars, no difference.
157 S: No difference?
158 T: Yes, no difference. It's just the same.
159 S: Ok, [Rereads the sentence] A million stars, C.
160 T: C?
161 S: Million stars, C.
162 T: Million stars, ok very good. Ok. It's a million stars, letter C,
163 S: Yes!
164 T: Ok, that's it! [Laughs]
165 S: [Chuckles]
166 T: It seems that you already understand the article because these are the questions that, or like exercises to know if you really understand the article.
167 S: Ah ok, thank you.
168 T: So let's try to talk about this article, okay?
169 S: Ah ok.
170 T: So how about in Japan?
171 S: How about in Japan?
172 T: Streets-food, ah are street-foods popular in Japan?
173 S: Hmm... [thinks] Ah yes, in some areas, street food is popular. For example, for example, (speaks Nihonggo) And in, when festivals are held on the street and in Tokyo, I don't know. [Smiles]
174 T: Ok, so I think street foods are popular during festivals, I think.
175 S: Ah yes.
176 T: Ok, how about you? Have you tried any street foods in Japan?
177 S: Oh yes, I have. I like eating Takoyaki.
178 T: Takoyaki.
179 S: When I was young, my father said to me not to eat street foods.
180 T: Ok [Laughs].
181 S: Because he said, there are a lot of dust in the street and, street food is dirtier than the food sold in the supermarket.
182 T: Hm I see... So how about you, do you like to eat street food?
183 S: Ah yes I do. I eat street foods. I don't care about my father's opinion now.

184 T: [Chuckles] So, what are the popular street foods in Japan aside from Takoyaki?
185 S: Takoyaki and... okonumiyaki?
186 T: Okonumiyaki? Yeah I think, I have heard that before.
187 S: Similar to takoyaki but the shape is different.
188 T: So what is, so the only difference of okonumiyaki...
189 S: Takoyaki is small round shape. Okonumiyaki is bigger than takoyaki.
190 T: Okonumiyaki is more bigger than takoyaki.
191 S: Ah yes.
192 T: Ok, so we have okonumiyaki, takoyaki, and what else?
193 S: And, what else? Fried potato.
194 T: Fried potato.
195 S: Fried potato, fried potatoes.
196 T: Like French fries? Like fries?
197 S: Ah yes, yes like French fries, yes. And cold banana, cold bananas with chocolate.
198 T: Ah sorry.
199 S: Cold bananas with chocolate.
200 T: Cold bananas.
201 S: Yes and cold bananas is coupled with chocolate.
202 T: Hmm....
203 S: It's delicious!
204 T: Hm, I think so. [Chuckles] So we have takoyaki, ono... Sorry, I forgot the name again. Okonumiyaki?
205 S: Yes, okonumiyaki.
206 T: Ok, and we have banana that is covered in chocolate.
207 S: Yes.
208 T: And... What is the other one?
209 S: And French fries.
210 T: Yeah, French fries. So, these are four popular street foods in Japan?
211 S: Ah yes. I think okonumiyaki, ah takoyaki is the most popular street food in Japan.
212 T: Hm, actually here in the Philippines, street foods are very popular, ok. [Chuckles] Ah for example, when you go to different places, you will saw different kinds of street foods for example, yeah, you mention fries.
213 S: French fries.
214 T: Yeah French fries. There are lots of street foods, stalls here selling fries, ok French fries. And I think nowadays, they were offering a kind of street food, ok. On the top of this, it's a French fries, it's a fries, and the under of the food, it's actually a drink, like a juice.
215 S: Hm, under the fries?
216 T: Yes.
217 S: Under the fries, there's juice?
218 T: Yes, it's a juice.
219 S: I can't imagine.
[Both chuckle]
220 T: It's like a big... It's like this one. It's like this, ok. (Shows a tumbler) Cup of this for example, you will see the fries and at the bottom, you will see the juice.
221 S: Ahh...[shows skeptic facial expression] And then, how do you drink or

eat?
222 T: You actually have a straw, ok. [Chuckles] So, you just need to sip so you can drink.
223 S: Hm, do you have picture of them?
224 T: Yes I have, ok. Maybe I'll try to show you. Please wait.
225 S: Ok, thank you.
226 T: Please wait for a moment. So these are actually... Ah yeah, I think I forgot the name. Ok ahm,. I hope it's in Google. Ah yeah! I think it's in here. Ok, please wait for a moment.
227 S: Ahh...
228 T: I'm still searching of it.
229 S: Aha ha ha.
230 T: Ok, I'm having a trouble here. I can't see it.
[Both cackle]
231 T: Ok, I really can't see it. [Laughs] Ok, I can't see it. So... here! Ok, ok, so please wait, I'll try to share my screen.
232 S: Ok thank you. [Smiles]
233 T: Ok, please wait, ok. Can you see it?
234 S: Ah yes I can see it.
235 T: Ok like this.
236 S: Ehh! [Laugh then smiles]
237 T: [Laughs] Ok so, on the top of this, ah I don't how to call this, snack, snack and drink. So on the top of it, it has maybe nuggets, hotdog, and also fries. And at the bottom of fries, fries, it has a juice.
238 S: Ehh! [Surprised]
239 T: So you can eat while you were drinking, [giggles] while you drink juice.
240 S: Have you tried it?
241 T: Yeah I have tried it several times! So, it tastes really good. Actually, it's very convenient.
242 S: Hm... But then I guess, I guess, bottom of the fries are very faster?
243 T: Yes [Laughs] This is one actually of the most popular street food now.
244 S: Ok.
245 T: And also, the old-time favorite, all- time favorite street food in the Philippines ok. [Giggles] Ok, like this.
246 S: Ah it looks delicious.
247 T: So, it is one of the most popular street food in the Philippines ok. When I was a kid, ok [chuckles] my father likes this street food and also me [cackles]. I like it.
248 S: Hm what is the ingredient?
249 T: They said it's made of, this actually, it's a squidball.
250 S: Squidball?
251 T: Yeah, this street food is made of squid.
252 S: Squid? Squid?
253 T: Yes.
254 S: Ahh! Ok, ok. I like squid.
255 T: [Chuckles] And maybe in Japan, they sell this kind.
256 S: Squid is similar... The taste of the squid is similar with tako, octopus. Ah, I love it!
257 T: Yes, and also, one of the popular street food here in the Philippines, yeah I think fishballs, squidballs, and also fries.

258 S: Fries.
259 T: And also ah, banana too. Ah we call it, banana cue. Here!
260 S: Banana cue?
261 T: Yes.
262 S: Fried banana?
263 T: So this, it is a fried banana ok like here and it has sugar, brown sugar.
264 S: I think the combine or the mixture of banana and sugar, very, very sweet.
265 T: [Cackles] Yes actually, it is very sweet. And also, we have this, ahm, camote cue, like sweet potato.
266 S: Like banana?
267 T: No this is camote. Camote in English is sweet potato.
268 S: Sweet potato?
269 T: Yes.
270 S: Ahh!
271 T: So, they will slice it in circle and they will fry it with sugar.
272 S: Ah ok, ok. I love this sweet potato.
273 T: Ok [Chuckles] So these are the popular street foods in the Philippines.
274 S: Hmm...
275 T: Ok [Laughs] Yes, it tastes...So, street foods are really popular here in the Philippines.

Appendix M

Transcription of the online session handled by Teacher Rafael

S: Yoriko. [Smiles]
T: Ah, Yoriko! Such a good name, such a unique name!
S: Yes [Continuously smiles]
T: So, how are you Yoriko?
S: Ah, I'm good! Thank you.
T: Hm... That's good to hear. So, how was your weekend?
S: On weekend? Ah, my weekend! I didn't do anything special.
T: Hm...
S: But I was watching opening ceremony of the Winter Olympics.
T: Oh! So, it's already started.
S: Ah yes! It started. [Smiles]
T: [Chuckles] Oh! I'm not that updated. I don't know what's happening right now in TV.
[Both laugh]
S: ... warm.
T: Yes. I'm busy here in the office, but teaching some student like you and I'm so glad that you reserved my lesson for the very first time right now. [Both cackle] So, how's the weather in Japan right now?
S: It's quite cold.
T: Hm, it's quite cold. Where are you?
S: I live in Nagoya City.
T: Hm, Nagoya City. I see.
S: It's in the middle between Tokyo and Osaka.
T: That's why it is cold because for the past few weeks, it's been on the news that Tokyo's experiencing some heavy snow.
S: I don't like. My area doesn't, didn't have so much heavy snow.
T: Hm, I see. That's good for you because some of my student having a hard time because of snow.
[Both chuckle awkwardly]
S: Yes.
T: So, since this is the first time, since this is our first meeting, tell me some things about yourself [Smiles]
S: Hm, I'm a housewife and I have three children. And I'm learning how to play tennis and I started learning English since, hm, four years ago or five years ago.
T: Ah I see, so you've been learning English for about four years.
S: Yes!
T: That' why you already sound great! [with hand gesture]
[Both cackle]
T: Some of my student, they have been studying here in GNGN for seven years, for three years, and you've been studying for four years. Hm! Well, your improvements are amazing! [Chuckles]
S: Yes, I think taking lessons every day is important.
T: Hm, you think so? Hm, that's great! Hm, have you tried to travel to other country?
S: Ah yes! I studied learning English. I've been some countries.

33 T: Hm...
34 S: Like, like, some Asian countries.
35 T: Have you tried to visit Philippines?
36 S: Ah no, I haven't.
37 T: Hm, I suggest, try to pay a visit. There are so many good place or good... Sorry, we had so many tourists attractions nowadays.
38 S: Ah, I've heard many beautiful places in the Philippines. So, I'd like to visit the Philippines someday. And now, I'm waiting for date airplane for my nearest airport to the Philippines.
39 T: Wow!
40 S: My nearest airport doesn't have a direct plane, ah airplane it.
41 T: Oh I wish, it could come soon. [Chuckles lightly]
42 S: Ah yes, I hope so.
43 T: So, if you are here in the Philippines and if you like some beaches, you can visit Boracay and you want some ancient caves or island hopping, you can try to visit Palawan.
44 S: Ahh yes! I've heard about it many times from teachers! I'd like white beaches and caves.
45 T: Hm! So you also like white beaches! There are lots of beautiful beaches here in the Philippines! [Smiles] And there is a new island discovered. Actually, it was already discovered before but it's only discovered nowadays that it has a good view – the Siargao Island.
46 S: Siargao?
47 T: Hm, Siargao Island.
48 S: Siargao Island?
49 T: If Boracay has a white sand, it also has a white sand. But the difference is, its sand just like a powder, it's so fine.
50 S: Ah, it's good!
51 T: Yeah it's very good! And it has a lot of... it's rich in terms of corals, different kinds of species in the ocean. You can enjoy a lot if you love snorkeling, diving, something like that.
52 S: The sea must be very clean.
53 T: Hm! So, what kind of music do you usually listen to music?
54 S: Usually, I don't listen to music.
55 T: Oh...
56 S: I used to listen to J-Pop but now, don't. Ahm, young generation sing very fast.
57 T: [Laughs] Oh yes! Yes, that's why. Even me, I only listen to some old songs in English. And even Filipino music nowadays, pop singers usually sing very fast.
58 S: Oh yes! [Cackles]
59 T: That's why I, more likely I love to listen to old music, old songs something like that.
60 S: Me, too. [Chuckles]
61 T: So, you've mentioned before that you're playing tennis.
62 S: Ah yes, I'm learning how to play tennis.
63 T: Oh! Up until now, you're still learning how to play tennis.
64 S: Ah yes, for over fifteen years.
65 T: Hm, that's a good exercise for you.
66 S: Ah yes! [Both cackle]

67 T: So, how was it going? Is it hard?
68 S: Is it hard? Ah?
69 T: Hm, is it difficult?
70 S: Ah no, it's not difficult because I don't run.
[Both laugh.]
71 T: So, you don't run.
72 S: But I can return the ball because it is easy class for the people.
73 T: So, it's just easy. I think I need to try tennis some other time because I was playing badminton. It's a bit similar. You're already holding a racket. [Chuckles]
74 S: When I was in university, I played badminton.
75 T: Oh!
76 S: Yes
77 T: You're a sporty type of student I think when you were still young. [Cackles]
78 S: Yes, I'm good at playing sports.
79 T: So, you like to play sports as well. That's great! Up until now you're still playing. That's good!
80 S: Hm. But, sometimes, it's hard because sometimes I have backpain.
81 T: Oh!
82 S: I need to stretch everyday.
83 T: Oh yes! By doing stretching, exercises, balanced diet, healthy lifestyle, you'll be able to play tennis everyday. [Chuckles]
84 S: Yes that's right!
85 T: Hm, tennis. I thought at first, it was a hard game because I saw players of tennis smashing the ball really hard like that. [with smashing hand gesture] It's like all of their force is in the racket. That's why when the ball is coming to me like that, I'm a bit scared. What am I going to do with this ball? [Cackles]
86 S: Ah, the ball must have been very fast.
87 T: Yes, it's very fast, but you've mentioned that it's not that difficult that's why I think I shall give it a shot some other time. Hm, that's nice that you like playing sports. So, you're a housewife now. So, did you try to work before?
88 S: Ah yes! I used to be, I used to be an assistant general of a Mathematics teacher.
89 T: Wow! Really?
90 S: Yes when I was young.
91 T: Ah, so you're already retired?
92 S: Ah yes I resigned from my work.
93 T: Ah, so you are a teacher. Wow!
94 S: I'm housewife now.
95 T: Oh! I was amazed! [Both laugh] So, Mathematical Engineering?
96 S: Ah, system engineer. I love thinking about Logics and I love numbers.
97 T: Oh systematic... wow! I think that's a very difficult subject that you're teaching. [Laughs]
98 S: But, ah it's fun. [Smiles]
99 T: Hm, maybe... [Continues to laugh]. For those Math lovers. It's fun.
100 S: If I think about Mathematics, Mathematic's logic, I forget time easily.
101 T: Ehehem... I see. [Chuckles]

102 T: I really admire those people who are good in terms of Mathematics because I'm not that good in Mathematics because I always have failing grade in terms of Mathematics. I only excel in other subjects especially in English. [Laughs]
103 S: But I envy you because you can speak English fluently.
104 T: Hm, really?
105 S: I very, very envy you. I envy you very much.
106 T: [Laughs] Ha ha! Oh yeah that's good but don't be because you already sound great.
107 S: Ah no. [Both chuckle]
108 T: Trust me because in your case, you've been studying GNGN English for four years. Being able to express yourself within a certain grammar and vocabularies, being able to communicate straight, being able to make the conversation alive is a great characteristics for an English speaker to possess.
109 S: Oh thank you.
110 T: Yes, you're already good. Don't be that way.
111 S: But, I'm still bad at listening.
112 T: Hm, I see. If you want to improve your listening skils, you can listen with some English native speakers. Because even me sometimes, when I'm talking to Americans especially they are native English speakers, they speak too fast.
113 S: Ah yes.
114 T: Hm, they are so fast in their reading and speaking pace that's why I also, they are also giving me a hard time sometimes. But if you are able to practice, or to listening to them, you will be able to get over with that problem. I know that you can do it. [Chuckles]
115 S: Ah, it will take a lot of time. [Cackles]
116 T: Hm, I don't think so. For a smart woman like you, it will only take a short time. [Chuckles]
117 S: Do you know? Do you know?
118 T: Yes.
119 S: (Incomprehensible) ...negative ability?
120 T: We all have advantages and disadvantages in terms of using a language. In my case, my disadvantage is up until now, I'm having a hard time, sometimes, not all the times, sometimes, I forgot some words in short vocabularies [laughs]. That's why sometimes, when I'm speaking, (looks at the ceiling, stutters then laughs) But, it's just normal because we're not a native speaker. It's not our mother language. Your mother language is Japanese, ahm, Nihonggo and my language is Filipino. So, it's okay to commit mistakes sometimes. [Cackles]
121 S: In my case, since I started learning English, I forget Japanese words easily.
122 T: Oh my! Ha ha ha.
123 S: [Laughs] I was focusing on English so I forgot some.
124 T: Aha ha ha! You should practice your Japanese sometimes, so you will not able to forget it.
125 S: Ha ha ha.
126 T: So Yoriko, since it's almost time, I'm very glad that you reserved my

class for the very first time.

127 S: Thank you. [Smiles]

128 T: Ok, I really hope to see you again next time to have some interesting topics with you. Hello?

129 S: We have another lesson.

130 T: Oh! We have another lesson today. Ok, let me check.

131 S: Ah from 4:20.

132 T: Ah yes! Oh yes, yes! We have another lesson. So, hope to see you again later. Bye, bye! Good bye, thank you very much! (Waves his hand then smiles.)

133 S: Good bye, thank you. [Smiles]

Appendix N

Transcription of the online session handled by Teacher Weeny

T: Hello! [Both smile.]
S: Hello!
T: Good morning Mr. Norio! How are you today?
S: Ah... good morning! I'm fine! Thank you for asking me. How about you and your baby?
T: She's fine. I'm fine and she's fine.
S: She's good. Ah, so she's growing up?
T: She's gaining weight.
S: Gaining weight?
T: Yes.
S: How much?
T: I think, she is 6.5 kilos.
S: 6.5?
T: Kilos, yes, yes, yes.
S: 6.5? Yes, same as me.
T: Really? I don't think so. [Laughs]
S: Yeah this arm, this arm, 6.5.
T: [Laughs hard].
S: But my real weight is 68.
T: 68?
S: E, e.
T: Ok, so you are, hm... so you are three kilos higher than me. [Chuckles] Me, I am already 65 kilos.
S: [Laughs] I mean, you have a good body. You are tall.
T: I am 163, I mean...
S: Yeah, other Filipino, you're very tall, I think.
T: Yes, I think I'm in a middle tall.
S: Oh really?
T: Yes.
S: When I was a university student, my weight was 58.
T: 58? When you were in a university student?
S: 58, when I was a university student. But now 68, 10 kilograms gained.
T: All right, oh my gosh!
S: I like to eat rice, carbohydrates, breakfast.
T: Yes, yes, more on carbs. [Laughs] Me, too. So you know, you know I like to eat heavy meal than light meal because when I'm eating light meal, I think I am, you know, it's not enough for me. I am not you know, yes, I am not, you know satisfied of what I eat. [Both cackle] Yeah, I did not satisfy. So I need to eat more, right?
S: But your face is...
T: What happened to my face?
S: Your face is small.
T: Every night, morning and lunch, of course I need to, you know, eat rice. In the morning, I need to eat, you know, heavy food.
S: Heavy food.
T: Yes, like noodles. And, lunchtime of course, rice and at night, I try to reduce

my food at night.
40 S: Ahh.
41 T: Yes, at night, I try to eat like oatmeal and banana. Yes, even though chocolate.
42 S: Chocolate? Ha ha ha.
43 T: Yes, yes, yes.
44 S: High calorie.
45 T: Still [Laughs].
46 S: Chocolate.
47 T: Yes, yes. But of course I try to reduce, you know little by little.
48 S: Hm.
49 T: Yes, yes but sometimes you know, still I'm craving.
50 S: Ha ha ha yeah, yeah.
51 T: So I need to eat you know, ah, bread or biscuit and more on water.
52 S: Hm, do you drink alcoholic beverage?
53 T: Ahm no but I tried to, I think last three weeks. But you know, only wine.
54 S: Only wine, you drank?
55 T: Yeah, yeah, yes, only one glass.
56 S: But it could affect your breastmilk.
57 T: I stop.
58 S: Ah really?
59 T: Yes I always stop.
60 S: Ah.
61 T: Yes. That's why I can drink.
62 S: Hm, you stop?
63 T: Yes.
64 S: Ah so your daughter, ah eats...
65 T: Formula? Yes powder.
66 S: Hm.
67 T: Yes, yes but her doctor told that she can eat next month because she's 24 month so she can eat, ahm how to say, vegetables ah smashed potato, or foods that you know, it's soft. So need to blend, like pumpkin, it's ok or apple.
68 S: Pumpkin, apple, yes, yes.
69 T: It's ok, banana. Yes, yes, yes for my baby of course.
70 S: [Cackles]
71 T: So next month, yes, so I think the first food that I prepare for her is I think, pumpkin because I like pumpkin.
72 S: You like pumpkin?
73 T: Yes, I like pumpkin, like squash.
74 S: Why woman like pumpkin?
75 T: I don't know. Maybe because it's good for our health. So it's good for your eyes,
76 S: Yeah ha ha.
77 T: That's why I can see you clearly.
78 S: Eyes.
79 T: Yeah ha ha ha.
80 S: I have not eaten eyes for a long time.
81 T: Eyes? [with eyes wide open] Are you sure?
82 S: But pumpkin has high in fiber.

83 T: Ah yes, yes.
84 S: Hm. Pumpkin, potato.
85 T: But it's only one meal a day so, not three meals, it's only one meal, so.
86 S: Aha ha ha. You excuse.
87 T: Yeah [Chuckles] No I mean for my baby of course. Yeah, it's only one meal, yes a day.
88 S: [Laughs] So who is heavy, you or your husband?
89 T: My husband, of course.
90 S: Your husband is tall.
91 T: Yeah.
92 S: You are 163 and your husband is higher than you, so...
93 T: Yes, yes.
94 S: 178 or ...
95 T: I think, yes. It's 170 something.
96 S: Ehm, higher than me, taller than me. I'm 158.
97 T: So, I am higher than you.
98 S: No.
99 T: 'Coz I'm 163.
100 S: 174.
101 T: Ah, you are 174?
102 S: Ehm.
103 T: Ah ok, sorry, sorry, sorry.
104 S: My height is 5'8".
105 T: Ah you're 5'8".
106 S: You think I'm 158?
107 T: Yes, centimeter I thought.
108 S: [Laughs].
109 T: So that's why, ah yes!
110 S: I'm very small.
111 T: Aha ha ha.
112 S: Small.
113 T: But now, it's clear right? Yes, so you are taller than me.
114 S: Yes, yes. Ha ha ha. But smaller than your husband I think.
115 T: [Chuckles].
116 S: I want to have more height. I want to be 180.
117 T: 180?
118 S: 6 centimeters more.
119 T: So, you mean you are not satisfied to your height?
120 S: No, no no.
121 T: Do you want to be, do you want to be a basketball player?
122 S: No, no, no.
123 T: That's why you...
124 S: Prime Minister.
125 T: What? Ha ha ha Prime Minister? [Laughs]
126 S: Yeah, yeah.
127 T: So you're going to replace Mr. Abe?
128 S: I don't like him.
129 T: You don't like him. Why?
130 S: Many Japanese don't like him.
131 T: What is the reason why they don't like Mr. Abe?

132 S: She has been killing a life a lot.
133 T: Ahh [with shocked facial expression]
134 S: And if he doesn't want to reply to their questions, he always ignores.
135 T: I see.
136 S: Hm. When he wants to give some information, it's good for him.
137 T: I see.
138 S: Hm. So, I don't like him.
139 T: So no one is good to him, right?
140 S: But he has been a Prime Minister for almost 5 years.
141 T: Hm.
142 S: 5 years, very long.
143 T: Yeah.
144 S: Now Duterte, Duterte has spent 3 years, 4 years.
145 T: Ah 3 years as a president.
146 S: I like your president more.
147 T: Yes! So you like ah, you want ah, to be Duterte?
148 S: I don't want to be Duterte, ok?
149 T: Ok.
150 S: I don't want.
151 T: You don't want to?
152 S: Ha ha ha. I don't want to.
153 T: [Chuckles] Who's your like?
154 S: Ahm, myself.
155 T: [Laughs]
156 S: I don't want to go back to the past.
157 T: Ok.
158 S: Yeah, I don't want to become younger.
159 T: Ok.
160 S: Thank you.
161 T: So, you don't want to be young?
162 S: No, I don't want to be young.
163 T: So you want to, you want to stay what you are.
164 S: You know, I can spend my time freely.
165 T: Ok.
166 S: And then, I have some money, and...
167 T: No, you don't have some, you have many. You are rich!
[Both laugh]
168 S: So I need not to work anymore, and if I want to play with my cat, I can do.
169 T: Yes, any time.
170 S: But, if I want to speak to you...
171 T: Yes.
172 S: I cannot.
173 T: Ha ha ha. Yes, that's the problem.
174 S: That's the problem. I cannot find you.
175 T: Now, you find me.
176 S: I can only find blank slot.
177 T: Yes.
178 S: Also, all slot, foreign school ground. Yesterday, I found you.
179 T: That' why we're having a class now.
180 S: I booked you.

181 T: I'm glad you get me a reservation.
182 S: No, it's very, very pretty fine.
183 T: [Chuckles]
184 S: It's good for students to book lessons. But this coming March, GNGN will increase...
185 T: Ah yes, yes, yes. But of course...
186 S: But how about your number? Only ten, ten teachers.
187 T: Ten teachers? [with knitted eyebrows] Ah, I don't think so because you know, you know it's peak season for students, so I think you know, GNGN can book, you know students from GNGN can book teachers, you know, this, this coming months.
188 S: Hmm.
189 T: Yes. Yes. I think from next month,
190 S: It becomes easier for students.
191 T: Yes, yes.
192 S: Really? Actually, I have trial lessons for my job.
193 T: Ha ha ha. Really, that's bad?
194 S: Yes, because I cannot book any lesson especially on Monday.
195 T: Yes.
196 S: Almost everyday [Chuckles]
197 T: Are you going to continue coming in GNGN?
198 S: Ah yeah, my move for from you GNGN... But you...
199 T: What?
200 S: But you still continue to be a GNGN teacher?
201 T: What do you say? What? I still what? [Both laugh]
202 S: You think, you still continue GNGN teacher?
203 T: Do I think I will still continue teaching here in GNGN?
204 S: Hm.
205 T: Of course, yes!
206 S: Until when?
207 T: Until, uhm... Until, I'm here. Ha ha ha. What?
208 S: [Cackles] Many teachers have said to me, they have plan to quit.
209 T: GNGN? [Surprised] Why?
210 S: Ah, working condition.
211 T: So, do you think ah, I will quit GNGN soon?
212 S: Yeah, I thought so.
213 T: So, I am one of them? I will be one of them?
214 S: Yeah, yeah, yeah but you're not.
215 T: You're not?
216 S: Ok.
217 T: Ha ha ha. Do you want me to quit GNGN?
218 S: Hmm... I tried to, make sure it works well after teacher increasing.
219 T: E, e.
220 S: I wonder so, GNGN rated me level 7.
221 T: Level 7, yeah.
222 S: I don't, it's good or bad. Ha ha [Both laugh]
223 T: You'll see, of course you'll see.
224 S: Hm, but you're still, hm...
225 T: I'm still here so you need to stay here.

226 S: Yeah but...
227 T: What?
228 S: I cannot find you.
[Both cackle]
229 T: Ha ha ha.
230 S: Yeah! It was a miracle yesterday. Yes...
231 T: You don't have to worry 'coz you know, by next month, you can find my name,
232 S: Yes.
233 T: Yes, yes, so you can book my lesson.
234 S: Yeah.
235 T: You know, every day.
236 S: Ok.
237 T: Yes, so...
238 S: Thank you very much.
239 T: Thank you so much Mr. Norio! I will have a great time.[Smiles]
240 S: Yeah me, too. [Smiles]
241 T: Yes! See you again soon and have a great day.
242 S: Yeah, thank you.
243 T: Bye, bye! Have a good day!
244 S: Same to you Weeny. Bye, bye!
245 T: Thank you, see you!
[Both smile and wave at the same time.]

Appendix O

Transcription of the online session handled by Teacher Zaya

1 T: Ok. Hi! Good afternoon! Can you hear me?
2 S: Hi! Good afternoon Zaya!
3 T: How are you Tokiko-san?
4 S: I'm fine, thank you. And you?
5 T: I'm good. Thank you for asking. By the way, have you eaten your lunch already?
6 S: Ahm, right now I eat lunch, for lunch.
7 T: So you ate before this lesson? Is that right?
8 S: Yeah he he he.
9 T: Ok, I see. Anyway, how is the weather today?
10 S: Ah, in the morning, it is very cloudy, but now, it's sunny.
11 T: It's sunny now. That's good. It's a nice day, right?
12 S: Hm yeah!
13 T: So anyway, let's move on to our lesson.
14 S: Hm yes, please.
15 T: Ok.
16 S: Number 8, page...
17 T: Page?
18 S: Page, hm... page 75 please.
19 T: Ok, page 75. So, this is Number 8 Conversation: I Need Some Information.
20 S: Conversation and grammar focus, finish. Finish yesterday.
21 T: Ok.
22 S: Today, today is Letter A!
23 T: All right! So, let's begin with Letter A – complete the passage using the simple present passive form.
24 S: Ok, I will repeat. Complete the passage using the simple present passive form. (Speaks in Nihonggo) Ok.
25 T: Yes, let's begin. All right.
26 S: Ok.
27 T: All right, ok so, let's begin. All right. So many crabs blank in Taiwan.
28 S: Hm, ok, many crabs, grow, ok? Many crabs are grown in Taiwan.
29 T: Ok, so grown. Ok, that's right! So, many crabs are grown in Taiwan.
30 S: Are grown, ok.
31 T: Ok next, some crabs are grown or blank consumed locally but others blank export.
32 S: Hm, ah ok. Some crabs are grown or are consumed locally but others are exported.
33 T: Ok, all right. That's right! But others are exported.
34 S: But the others are exported.
35 T: Ok, that's right.
36 S: Ok, hm.
37 T: Ok, next. Tea blank or grow in colored parts of the island and blank rice cultivates in warmer parts.
38 S: Ok, tea blank grow in cooler parts of the island and blank rice cultivates in warmer parts. Ah ok, ok. Tea is grown in cooler parts of the island and

rice is cultivated in warmer parts.
39 T: (Repeats the correct answer)
40 S: Cul-ti-vates
41 T: Yes, cultivates.
42 S: Ok, I will repeat again. Tea is grown in cooler parts of the island and rice is cultivated in warmer parts.
43 T: Ok great!
44 S: Thank you.
45 T: Ok, next. Fishing is also an important industry.
46 S: Hm ok. (Talks in Japanese language) Fishing is also an important industry.
47 T: Ok, ok. All right, next. A wide variety of seafood blank catch.
48 S: A wide variety of seafood, a wide variety of seafood, are.
49 T: I'm sorry, it's not are.
50 S: Not are?
51 T: Hm, not are, yes.
52 S: Ok. A wide variety of seafood is caught.
53 T: Ok, let's repeat. A wide variety of seafood is caught.
54 S: A wide variety of seafood is caught.
55 T: Ok, next. Many people blank or employ in electronic or textile industries.
56 S: Ok. Many people blank or employ in electronic or textile industries. Ah ok, Many people are employed in electronic or textile industries.
57 T: Ok, that's right. Many people are employed in electronic or textile industries. Great!
58 S: Many people are employed in electronic or textile industries.
59 T: All right!
60 S: Thank you.
[Both smile.]
61 T: Ok so, do you have other questions for this?
62 S: Hm, it's ok. Thank you.
63 T: Good. Now, let's go on to Part B. So, complete the sentences.
64 S: Hm, complete the sentences?
65 T: Use the passive of these terms.
66 S: Ok, use the passive of these words.
67 T: Ok, number 1. French and English blank in Canada.
68 S: French and English blank in Canada. Ah ok, I understand! [Chuckles] French and English are spoken in Canada.
69 T: Ok, that's right, that's right. Let's repeat. French and English are spoken in Canada.
70 S: French and English are spoken in Canada.
71 T: Ok, that's right! Number 2. A lot of rice blank in Vietnam.
72 S: A lot of rice blank in Vietnam. Ehh, ok. A lot of rice are grown in Vietnam. Grown?
73 T: Ok grown, but I'm so sorry, it's not "are".
74 S: Not "are"?
75 T: Yes.
76 S: Ok. A lot of rice is grown in Vietnam.
77 T: Ok, that's right! A lot of rice is grown in Vietnam.
78 S: A lot of rice is grown in Vietnam. Ok, next.
79 T: Hm, ok next, number 3. The US blank fifty states?

80 S: Ok. The US makes up, makes up of fifty states. No?
81 T: Ok, all right. Makes up is correct but what is the past of make?
82 S: Ah ok.
83 T: He he he.
84 S: The US is made up of fifty states.
85 T: Ok, that's right! Ok, the US is made up of fifty states.
86 S: Oh, ok. The US is made up of fifty states.
87 T: Ok, that's great.
88 S: Ok, thank you.
89 T: Welcome. Allright, number 4.
90 S: Hm, number 4.
91 T: A lot of sheep blank in New Zealand.
92 S: A lot of sheep is rised, rised, rose in New Zealand.
93 T: Raised, raised.
94 S: This is raised? Raised, raised, ok raised?
95 T: Yes, raised.
96 S: A lot of sheep is raised in New Zealand.
97 T: Ok, all right, ok. So, raised is right but, but I'm sorry, it's not "is".
98 S: I'm sorry, again please.
99 T: Raised is correct but "is" is not correct.
100 S: Eh?! A lot of sheep are, are?
101 T: Yes, yes, "are".
102 S: "Are" raised in New Zealand. Oh sorry Zaya, number 2,
103 T: Number 2?
104 S: Number 2, a lot of rice "is".
105 T: Yes "is" because rice is uncountable.
106 S: Oh yeah! I think so. Hm.
107 T: Rice is uncountable so "is", ok?
108 S: Sheep is countable, neh?
109 T: Yes, sheep is countable.
110 S: Ah ok, ok. Number 4 are, number 2 is, neh?
111 T: Yes, that's right.
112 S: Ok, ok, I understand. Thank you.
113 T: Let's repeat number 4. A lot of sheep are raised in New Zealand.
114 S: A lot of sheep are raised in New Zealand.
115 T: Ok, number 5.
116 S: 5.
117 T: Ok, cars and computers blank in Korea.
118 S: Ok, cars and computers are manufactured in Korea, are manufactured.
119 T: Are manufactured in Korea, that's right.
120 S: Manufactured.
121 T: Ok, one more time. Cars and computers are manufactured in Korea.
122 S: Ok. Cars and computers are manufactured in Korea.
123 T: Ok, that's right. And last, number 6. The US dollar blank in Equador.
124 S: Ok, the US dollar blank in Equador. The US dollar is used in Equador.
125 T: Ok, one more time. The US dollar is used in Equador.
126 S: Dollar is uncountable, neh?
127 T: Yes, dollars is uncountable.
128 S: So this is "is", neh?
129 T: Yes.

130 S: "Is" used, neh?
131 T: Ok, that's right.
132 S: Ok, thank you.
133 T: All right.
134 S: Ok Zaya, I understand.
135 T: Ok, so sometimes, it's kinda confusing – countable and uncountab
136 S: Yeah, yeah! [Nods] Countable, uncountable, sometimes I confuse
137 T: Yeah, it's very confusing.
138 S: Not sometimes, very often.
139 T: Ha ha ha ok. All right, so anyway. I think. That's all for today. Tha
so much Totiko-san and see you next time. Have a great day! [Sr
140 S: Bye!
141 T: Good bye! [Waves with two hands.]
142 S: Ba-bye!

