

DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT CAGAYAN

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Abstract :

This study used the descriptive method of research in the development of Development of Big Book in improving reading Skills of Grade 1 learners in Amulung West District Cagayan of English to Elementary Grade learners at the Caratacat Elementary School Amulung West District Cagayan during the school year 2024-2025. The questionnaire served as the main data gathering instrument in this study with focus on the level of adequacy of instructional materials in the teaching of English to Elementary Grade learners at the Amulung West District Cagayan Elementary School, Amulung West District Cagayan Pangasinan; the perception of the Elementary Grade teachers on the level of their capability in the implementation of the K to 12 curriculum in terms of instructional materials, teaching strategies and assessment of learning; acceptability of the learning materials based on the evaluation of the Elementary Grade teachers in terms of a set of criteria. The output of this study was a proposed learning materials to address the needs of the Elementary Grade learners in English as a subject in the K to 12 Curriculum. The thirty two (32) English teachers in District II and III, Schools Division of Cagayan served as respondents of the study. Average weighted mean was used to treat the data needed in the study. The findings of the study were the following: In terms of adequacy of instructional materials, majority of the Elementary Grade English teachers revealed the “Slightly Adequate” with 2.38 average weighted mean; Along instructional materials, the Elementary Grade English teachers rated it to “Moderately Capable” with 2.68 average weighted mean; In terms of teaching strategies, majority of the respondents revealed that “instructional media” was 2.40 average weighted mean, that is, “Slightly Capable”; The assessment of learning was rated by the Elementary Grade English teachers to “Moderately Capable” with 3.13 average weighted mean; The proposed learning materials can be used in the teaching of English to Elementary Grade learners; and the Elementary Grade teachers “Highly Accepted” the learning materials based on certain criteria. Based on the analysis of the findings, the following conclusions were drawn: The Elementary Grade English teachers should increase the number of instructional materials; The level of

capability of the Elementary Grade English teachers should focus more on teaching strategies; and the Elementary Grade English teachers were aware on the criteria for acceptability. Based on the conclusions drawn, the following recommendations are offered: The proposed learning materials should be forwarded to concerned authorities for implementation as well reproduction for use by the Elementary Grade English teachers; The MOOE of the school administrators concerned should also allocate procurement of instructional materials; and other study be conducted in wider scope to validate the findings of the present study.

CHAPTER 1

THE PROBLEM

Rationale

Education has the twofold function of developing the individual human being and developing the society. It has been considered vital towards the attainment of progress. And to say that education is the process whereby human development is assured and the survival and process of human civilization (Aquino, 2017).

The government support the national goal of improving people's quality of life, and that the greatest contribution to the youth to the country's progress is determined by the quality education. Much have been said about quality education, however, there is now a great demand of high performing teachers, who can perform quality instruction.

The relevance of effectiveness of the education process in our country is continually being reexamined. Towards this end, the Congressional Commission on Education (EDCOM), revealing in its final report that "the quality of the Philippine Education is declining continuously" the commission cited, among others, that colleges and technical/vocational schools are not producing the manpower we need to develop our economy.

The EDCOM included in its recommendation that only the best and most qualified professional teachers can be the heart of education, thus the quality of learning attained by the learner is related to the quality of teaching done by teacher. Better teaching should always show better learning. The test of effective teaching is effecting learning.

Alexander and Halverson (2001) pointed out that teachers do really have a great task of inculcating to the students the knowledge and the refinement that they need in facing the ever-changing society. The challenging nature of the teachers' task and their responsibility to transmit knowledge/skills will make it imperative for them to be effective teachers. They have an obligation to work for better teaching through their professional careers.

Lardizabal (2014) said, that every teacher must continue to grow professionally. She must keep attuned to the time, whether it concerns, content teaching, procedure or any classroom intervention. More importantly, she should be updated regarding trends and new directions in the subject she is teaching to keep abreast with rapid changes brought about by

research and modernization. This is supported by the provision in the Education Act of 1982 that teacher shall assume the responsibility to maintain and sustain his professional growth and advancement and maintain professionalism in her behavior at all times.

This was further stressed in Sec. 5 paragraph 4 of the Philippine Constitution which states:

“that the state shall enhance the right of teachers to professional advancement. It is imperative therefore that teachers gain professional competencies and effective in their own ways since in their hands lies the development of the learners especially in transferring knowledge and skills. Considering as the heart of the school and strength of education, the performance of any educational institutions depend much on its faculty and that the quality of the school is determined by the quality of faculty employed.”

On this behalf, Sibayan (2012) stated that one of the most devastating factors that contribute to the decline of teaching in all levels is the low salary given to teachers, that teaching is no longer attractive to the high school graduates. It could not be deemed that the quality of those who those who teach. One of the most important commitment of any teacher to his profession is to continue to grow professionally. That the world of today and the world of tomorrow, the challenging needs and problems not in existence even a few short years. It is therefore the responsibility of the educational system to train the citizens, men and women to be prepared to face up with courage and decisiveness to their task, where they deal dynamically and such as possible deal with complex situation.

Despite the millions of pesos spent in providing opportunities for teachers to improve curricular, foster better relationships and promote the learning of students, significant changes in the professional development of teachers continue to be obvious. Most educators accept development as a normal fast of improving teacher practice, but few appear to understand it well enough to invest in developing on-going comprehensive program for improving teaching and schools.

Furthermore, teachers are tasked to enable the learner to realize his full potential as an individual, to give him the necessary training to be responsible citizen and to provide him with the appropriate skills that he may become a productive maker of society. Consequently, the learner will be equipped with communication skills, both verbal and written in both Filipino and English, the ability to think and reason and to analyze quantitatively and with a broad range of human knowledge and experiences, with particular emphasis on what a Filipino ought to know.

The researcher as a Elementary Grade teacher was motivated to conduct this research study in line with a proposed DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Elementary Grade learners in the implementation of the K to 12 Curriculum.

Theoretical Framework

Gagne (2014) stipulates that there are several different types of levels of learning. The significance these classifications is that each different type recognizes different types of instruction. Gagne identifies five major categories of learning: (a) the verbal information, intellectual skills, cognitive strategies, motor skills and attitudes; b) different internal and external conditions as necessary for each type of learning. Cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems; to learn attitudes, the learner must be exposed to a creditable role model or persuasive arguments.

Gagne that learning task for intellectual skills can be organized in a hierarchy according to complexity; stimulus recognition, response generation, procedure following use of terminology, discriminations, concepts formation, rule application and problem solving, the primary significance of the hierarchy is to identify prerequisites that should be completed to facilitate learning at each level. Prerequisite are identified by doing a task analysis of a learning/training task. Learning hierarchies provide a basis for the sequencing of instruction.

While Gagne's theoretical framework comes all aspects of learning, the focus of the theory is an intellectual skills. The theory had been applied to the design of instruction in all domains (Gagne and Dreseoll, 2014).

Conceptual Framework

Education authorities believed that the recognition of the Mother-Tongue-Based is very important in the development/progress in the teaching-learning process. Likewise, teachers should carry an instructional program that begins by providing a detailed diagnosis of the pupils' performance level in English. On the basis of pupils' academic performance, a course of instruction should be tailored for them. In essence, pupils should recognize all the Mother Tongue skills in their class. Effective Mother Tongue-Based instruction is one of the most important skills taught to elementary school children, in line with its implementation.

This study is anchored in the 1987 Philippine Constitution, Bilingual Policy and the DepEd Order No. 74, s. 2009 and RA 10533 which serve as the legal basis of the study which states:

“The state shall protect and promote the right of all citizens to quality education at all levels and shall take steps to make such education accessible to all (Article XIV, Sec. 1).

The salient features of the DepEd Order No. 74, s. 2009 policy are the institutionalization of MLE in all public and private schools from pre-school to high school, the use of mother tongue as the language of learning and instruction, the establishment of an MLE support system such as orthography development, locally developed instructional materials, community participation and teachers' training among others, contextualized MLE implementation through local MLE technical working groups, proper bridging process to introduce additional local/foreign languages. The bridging also involves starting with oral fluency (listening and speaking) and moving towards reading and writing Tagalog speaking areas to learn another local language as their 13 and the MLE certification process.

RA 10533 is the Enhanced Basic Education Act of 2013 which adds two years to basic education and makes enrolment of children in kindergarten completely.

Figure 1 in the next page presents the paradigm of the study. Included in this study are: the level of adequacy of instructional materials in the teaching of English; the level of capability in the implementation of the K to 12 Curriculum in terms of instructional materials, teaching strategies and assessment of learning; the acceptability of the proposed learning materials as evaluated by the Elementary Grade teachers based on a set of criteria. The output of this study was a proposed learning materials to address the needs of the Elementary Grade learners in English as a subject in the K to 12 curriculum.

Learning Materials to Address the Needs of Grade 1 Learners

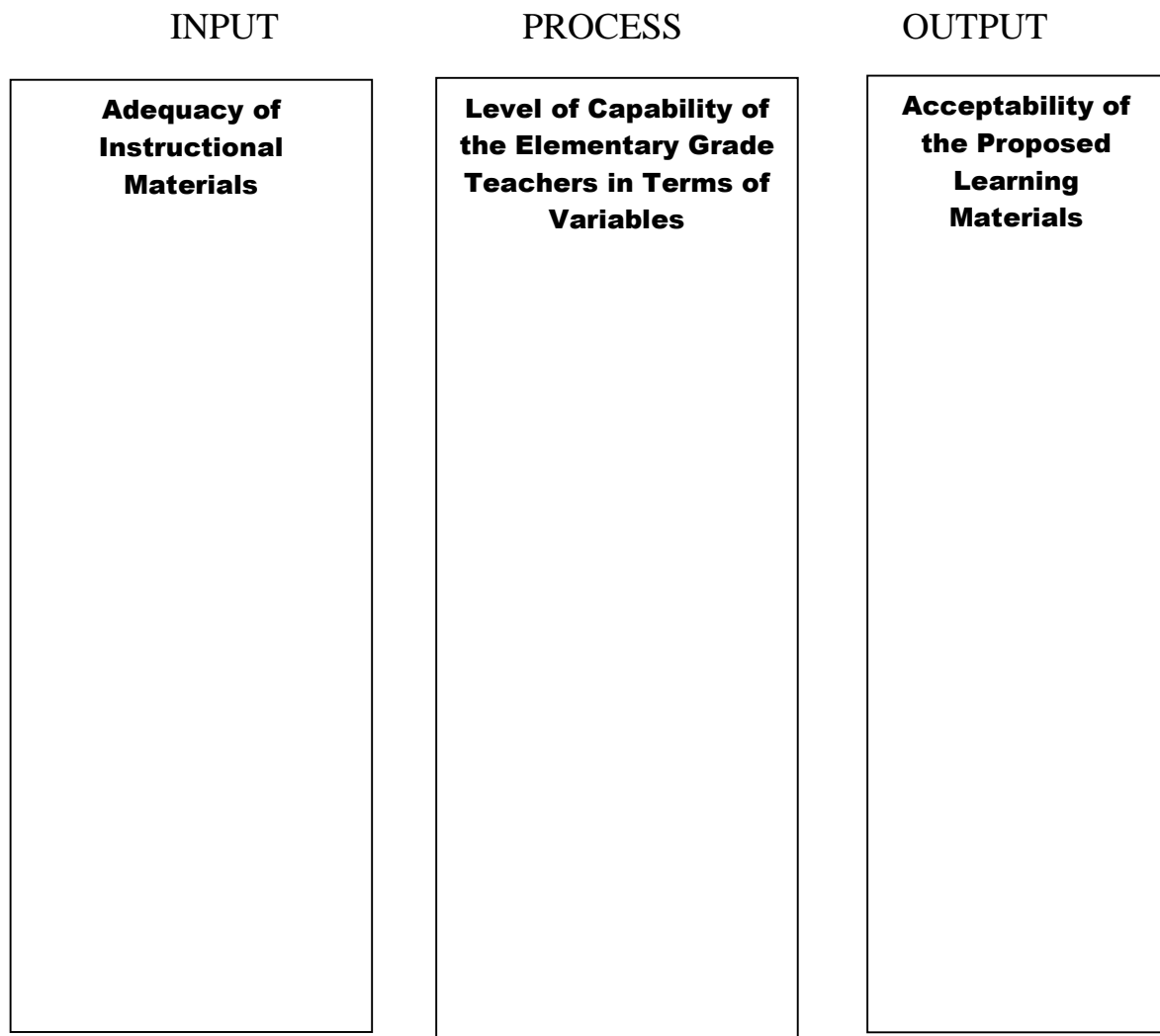


Figure 1

Schematic Diagram on the Conceptual Framework of the Study

Statement of the Problem

This study developed a propose learning materials for Elementary Grade learners in the implementation of the K to 12 Curriculum in Schools Division of Cagayan during the school year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the level of adequacy of instructional materials in the teaching of English to Elementary Grade learners at the Caratacat Elementary School Amulung West District Cagayan?

2. How do the Elementary Grade teachers perceive the level of their capability in terms of the following:

- a. Instructional materials
- b. Teaching strategies
- c. Assessment of learning

3. What learning materials in English as a subject in the K to 12 Curriculum can be developed to address the needs of the Elementary Grade learners?

4. How acceptable of the proposed DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English based on a set of criteria as evaluated by the Elementary Grade teachers?

Basic Assumptions

This study is anchored on the following basic assumptions:

1. The level of adequacy of the instructional materials in the teaching of English as a subject in the K to 12 Curriculum will serve as frame of reference in the preparation of the output.

2. The proposed learning materials can serve as supplementary materials in the teaching of English to Elementary Grade learners.

3. The Elementary Grade teachers can evaluate the materials based on a set of criteria for acceptability.

Scope and Delimitation of the Study

This study was limited in proposing learning materials for Elementary Grade teachers in the implementation of the K to 12 Curriculum in Schools Division of Cagayan during the school year 2024-2025. The study focused on the level of adequacy of instructional materials in the teaching of English to Elementary Grade teachers at the Caratacat Elementary School Amulung West District Cagayan in terms of level of capability of the Elementary Grade teachers in the implementation of the K to 12 Curriculum in terms of instructional materials, teaching strategies and assessment of learning. The output of this study is a propose learning materials in English as a subject in the K to 12 Curriculum to address the needs of the Elementary Grade learners. The reproduction of these materials is beyond the limit of the study.

Significance of the Study

This study will benefit the following:

School Administrators. This study will help them improve their supervisory functions in implementing the K to 12 curriculum as well as help their teachers improve their teaching skills.

Elementary Grade Teachers. Findings of this study will help them improve their teaching skills and competencies in English as a subject in the K to 12 Curriculum and the proposed learning materials served as supplementary materials in the teaching of English.

Elementary Grade Learners. This study will help the Elementary Grade learners improve their academic performance in English as a subject in the K to 12 Curriculum.

Researcher Herself. This study will encourage the Elementary Grade teachers to use the proposed learning materials to enhance the teaching of English and to improve her teaching skills and competencies.

Other Researchers. This will serve for other researchers to conduct another research relative to the K to 12 Curriculum.

Definition of Terms

The following terms are operationally defined as used in this study for better understanding.

Assessment of Learning. These are evaluative measures used by the Elementary Grade teachers to evaluate the results of the teaching-learning process.

Elementary Grade Teachers. They served as respondents of the study and presently teaching English during the conduct of this study.

Instructional Materials. These are materials presently used by the Elementary Grade teachers in the teaching of English as basic textbooks, supplementary books, instructional materials and modules.

Level of Adequacy. It refers to the adequacy of the materials being used in the teaching of English to Elementary Grade pupils.

Teaching Strategies. It refers to the different methodologies used by the Elementary Grade English teachers to carry-out their lessons.

The Philippine Elementary Learning

Competencies on Communication

Arts (English)

The Philippine Elementary Learning Competencies (PELC) being used by teachers of English since 2000 is a listing of expected outcomes in the four phases of Communication Arts namely, listening, speaking, reading and writing from Grades I-IV. These expected outcomes are stated in behavioral objectives hierarchically arranged from the simplest to the most complex. The objectives in the PELC are in matrix form for the following reasons:

1. At a glance the teacher will know what skills/objectives run through in two or three grade levels or in all grade levels.
2. The increasing difficulty of the skills or the complexity of the skills from grade one to another can easily be noted.
3. It will be easy for the teachers to pick out objective one grade higher/ lower than the grade she is teaching depending upon the ability of her pupils.

Teaching communication Arts is focused on the development of communicative competence among the learners. They are more likely to achieve the desired level of competence if they are motivated to learn and use the language.

Studies

Banaag (2014) proposed instructional materials based on the pronunciation difficulties in English of Grade IV pupils in District III, Dagupan City.

The research subjects employed in this study were the 28 Grade IV teachers of the ten (10) public elementary schools of District III, Dagupan City. They provided the data through a questionnaire checklist on the pronunciation difficulties of their Grade IV pupils. Also included as respondents were a class of 39 Grade IV pupils in the researcher's school materials preparation who together with the 28 Grade IV teachers, evaluated the proposed instructional materials on the extent these cater to the needs of the Grade IV pupils based on certain criteria. Banaag's study used the descriptive as well as developmental methods of research. It is descriptive because it determined and described the pronunciation difficulties of the Grade IV pupils in District III, Dagupan City in terms of the sounds of spoken English based in their teachers' perceptions.

It is likewise developmental in that it developed instructional materials along the identified pronunciation difficulties of the Grade IV pupils which are designed to help them overcome their difficulties.

Frequency, percentage and average weighted mean were used to treat the data statistically.

Based on the findings made, the following conclusions were drawn:

1. Generally, the most common pronunciation difficulties of the Grade IV pupils were those along certain consonant sounds, vowel sounds and intonation patterns that are not present in or different from sound system of Pangasinan, their native language.
2. Instructional materials in English based on the identified pronunciation difficulties of the pupils can be prepared by teachers as a way of catering to their needs.
3. The proposed instructional materials meet the criteria set for catering to the Grade IV pupils' needs.

As a result of the conclusions drawn, Banaag offered the following recommendations.

1. English teachers should be encouraged to use their observations in evaluating the oral proficiency of their pupils and to use the results of such as basis for preparing instructional materials that cater to their needs.
2. Teachers should be given opportunities through district/school LAC sessions to engage in instructional materials preparation based on their pupils' identified weaknesses.
3. The proposed instructional materials should be reproduced by school administrators to be used by Grade IV teachers in their English classes since these focus on the identified most common pronunciation difficulties of pupils whose native language is Pangasinan.
4. A similar study should be encouraged to be conducted by other researchers with focus on other English needs of Pangasinan learners of English considering the importance of proficiency in English for learning Science and Mathematics and for social economic mobility.

Escorpizo's study (2010) focused on the preparation of modules for developing critical thinking skills of fourth year teachers education students of the Pangasinan State University, College of Arts and Technology and evaluated the adequacy and effectiveness of such. Four components of critical thinking, namely: (a) identifying and clarifying, (b) making appropriate questions to clarify or challenge, (c) problem solving, and (d) evaluating a source were the focus of the modules.

Employed as respondents in this study were eight (8) professors/instructors and twenty (20) randomly chosen fourth year teacher education who comprised the experimental group and twenty (20) randomly chosen fourth year teacher education student who comprised the control group.

Escorpizo used the descriptive-development; and quasi-experimental methods. She also used the quasi-experimental method to determine the effectiveness of the modular approach as compared to that of the traditional approach. The experimental group was exposed to the developed modules while the control group went through the traditional approach after which the performance of the two groups were compared.

To gather the data, the following were used: questionnaire, a checklist, a diagnostic test, an achievement test, progress check-up test, a post test and evaluation questionnaire.

As a result of the study, Escorpizo made the following conclusions:

1. There is a lack of textbooks and instructional materials relevant to the development of the critical thinking skills. Likewise, the instructional materials currently being used by the professors/instructors do not suit the needs of the teacher education students and are inadequate and ineffective in developing their critical skills.
2. The modules being proposed to develop the critical thinking skills of fourth year teacher education students consist of four components of critical thinking namely: (a) Identifying and clarifying, (b) Asking appropriate questions to clarify or challenge, (c) Problem-solving, and (d) Evaluating a source.
3. The modular approach is more effective in developing critical thinking skills than the traditional approach. There was a significant difference between the achievements of the students who used the developed modules and those who did not.

Incognito (2005) sought to determine the correlates of academic performance in English among Grade II pupils in the District of Silang I, Silang, Cavite.

The study involved 688 respondents, distributed as follows: 40 Grade II English teachers, 324 pupils and 324 parents. It tried to determine the demographic characteristics of teachers; b) educational attainment of parents; c) study habits; and d) attitudes of pupils toward English subject. It also sought to determine the a) relationship between attitudes of pupils towards English and academic performance; and the relationship between study habits and English academic performance.

The following conclusions were drawn based on the findings:

1. The difficulty met by Grade V pupils in the five (5) district schools in Cotabato City Division were derived from the core areas of English language.

2. That the areas in English Achievement Test met by the Grade V pupils in the five (5) district schools has variance;
3. That the performance of Grade V pupils can be improved with proper manifestations and review of the difficulties they met in the English Achievement Test.
4. Most of the parent respondents were high school graduates and others were degree holders.
5. Majority of the pupils had favorable attitudes toward the English subject.
6. Majority of the pupils had good study habits.
7. English academic performance of the pupil respondents were on the average level.
8. Teachers' educational qualification, length of teaching experience and students; study habits were not significantly related to pupils' English academic performance.
9. Parent's educational attainment and pupils' attitudes toward the English subject were significantly related to pupils' English academic performance.
10. Mother's educational attainment and pupils' attitudes toward English can be utilized to predict the English academic performance of Grade II pupils.

Another study in English is that of Laron (2004) which focused on the identification of junior college students' proficiency as revealed in structure and vocabulary tests, these included paragraph completion, ordering sentence parts, identifying sentence errors, correcting ambiguous sentences, recognizing related sentences and correct spelling, punctuation and capitalization.

The results showed a satisfactory degree of competence of the majority of the respondent students in written English along structure. However, they lacked adequate knowledge of the rules on syntax and have poor foundation of English structural grammar. This was apparently brought about by lack of motivation, bilingualism, and lack of sufficient practice.

The findings of Laron point out the need to continuously assess students' performance in English. The researcher recommend that students should give special attention to their speech so that they will hear only the correct forms and should eliminate the incorrect ones. Teachers should also use interactive or communicative approach in their lessons.

Mendi (2008) sought to identify the weaknesses in reading in English of the Grade IV pupils based on the results of a district achievement test and to propose support reading materials.

The study used the descriptive survey method with a district achievement test as the data-gathering instrument. Based on the analysis of the test results, Mendi determine the weaknesses of the Grade IV pupils in reading in English and used these as basis for the development of the support and enrichment instructional materials which are meant to cater to the pupils' needs.

On the basis of the findings, Mendi concluded that:

1. Based on the analysis of the Grade IV pupils' weaknesses in reading in English in the district achievement test, there is a need to improve their reading skills which are categorized into three broad areas, namely: (a) "getting the main idea", "making an inference", and "predicting outcomes".

2. Support and enrichment materials in reading in English based in identified pupils; weaknesses can be prepared/developed to meet their needs.
3. The proposed support and enrichment materials are adequate since they meet the criteria set for adequacy which are congruence to the objectives, appropriateness, variety and interest appeal.

Another study in English that focused on the reading difficulties of Grade VI pupils is that of Lumbas (2008). With the use of a test covering the reading skills, the study reported that the skills on the use of suffixes, synonyms, simile, and metaphors were moderately difficult for the Grade VI pupils. Accordingly, the pupils met difficulties in all comprehension skills which are noting the details, getting the main idea, following directions, sequencing events, perceiving, cause-effect relationships and others.

A worktext on Speech Communication in English for college students was prepared by Mesa (2009). The development of the worktext was the result of the status of the instructional materials that are being used in the teaching of the course and the extent the worktext would answer the need for a more effective teaching material in college English.

She used the descriptive method of research employing teachers of Speech Communication in the assessment through a questionnaire. With the teachers' suggestions on the objectives, content, learning activities, and evaluative activities to be included in the curriculum materials. Mesa developed the worktext and tried it out with students to get their feedback.

Mesa conclude that: (1) There is a need to adopt a worktext to teach Speech Communication in English in college that would provide appropriate activities needed to develop the students' oral communicative competence in the language, and (2) The prepared curriculum material provides adequate and appropriate activities needed to enhance the motivation and develop the students' oral communicative in English.

Penuliar (2008) conducted a study on the oral proficiency in English of the intermediate teachers in the district of Mapandan as basis for a proposed speech improvement program.

The study used the descriptive method of research to determine the oral proficiency level of the teachers. With the use of an oral proficiency evaluation band, she tape-recorded the actual teaching language of the teachers of English, Science, and Mathematics based on their lesson plans and evaluated these after transcribing them. The speech difficulties of the teachers were categorized as those in pronunciation, grammar and utterance. These were made as the basic for the development of a proposed speech improvement program in English for the teachers.

Based on her findings, Penuliar drew the following conclusions:

1. While generally, the respondents were modest to very good users of English, there is still much that can be done to improve their oral proficiency in English.
2. The oral proficiency in English of teachers in English, Mathematics, and/or Science is comparable.
3. The teachers need to be assisted in their speech difficulties particularly in pronunciation, grammar and utterance for them to become effective and efficient teachers of subjects taught in English.

David (2007) developed and validated interactive language teaching modules on the teaching of English IV. She tested the effectiveness of the modules using the pre-test and post-test control group experimental design. The study employed 100 fourth year high school students who came from two schools in the Division of Tarlac. The subject cases in this study were chosen on the basis of their proficiency level as shown by their grades in the second grading period. The experimental and the control group have similar mental ability and the teachers who handled the two groups had the same descriptive performance rating of “Very Satisfactory”.

The study showed the following findings:

1. Before the experimental period, students in both groups had similar master level as reflected from their pre-test results;
2. The students who used the Interactive Learning Teaching Modules achieved significantly better than those who did not;
3. High school teachers can follow and used modular instructions effectively;
4. Interactive Learning Teaching Modules entail the use of varied instructional materials.

Ochoa's (2016) study dealt with selected factors affecting learning in Communication Arts III English. The factor included in the study were limited to teachers' competence, students' interest, attitudes and abilities and home and school support to the teaching of the English language. Furthermore, the study included possible problems that may hinder effective teaching-learning process. It also included discussions on the implications of this study to the improvement of English learning of the Grade 9 Learners.

The descriptive method was used in this study. A total of 356 third year students who took Communication Arts (English III) during the school year 2015-2017 and 16 teachers teaching Communication Arts (English III) in National High Schools in the Division of Batangas City, namely, Balete, Banaba, Conde, Paharang, Pinamucan, Sto. Niño, Tabangao, and Talumpok were used as respondents of the study.

The data were gathered primarily through the use of the questionnaire. Informal interview were also conducted and utilized as sources of data. The statistical tools used were frequency, percentage, rank, weighted mean and the T-test. Results were analyzed and interpreted in consonance with the research objective.

Based on the findings of the study, Ochoa came up with the following conclusions:

1. All teachers are educationally qualified. Some had MA units and only one is an MA degree holder. Majority of them had gained adequate experience. Students respondents were mostly female and that their parents mostly had elementary level education and with an income ranging from P2,000-4,000. Most of them had magazines as reading materials at home.
2. Teachers and students agreed to moderate level that students; attitude and home support affected students' learning in English III.
3. Teacher and students differ significantly in their perceptions on the teachers' competence, students'; abilities, attitudes, school and home support.

4. The teachers and students differ in their perceptions on the problems that hindered the learning of English. The teachers considered poor language background as the major problem while it is speaking the language that students claimed as the greatest difficulty.

5. To improve English instruction, coordination among teachers, supervisors, administrators and parents is an imperative requirement. It is with the complementary assistance of these distinct groups that language learning will be properly guided.

Salazar (2009) focused her study on strategies which learners can adopt consciously as they attempt to complete a learning of communication task or improve their language development. These strategies can be grouped into six: memory, cognitive, compensation, metacognitive, affective and social. She mentioned that an important variable that often hinders the use of appropriate strategies is the lack of strategy-related awareness. Students may not be fully aware of their own language learning strategies and are even less aware of the wide range of alternative language strategies used by highly successful language learners.

With the use of the descriptive/correlation method, Salazar described the language learning strategies used and the communicative competence level of her respondents composed of freshman and junior college students of the Bicol University College of Education.

Based on her findings, Salazar gave the following conclusions:

1. The students used a variety of language learning strategies but only to a moderate extent. Only the junior students reported a high use of the metacognitive strategy group.
2. Both the freshmen and juniors reported a high use of the following strategies: watching TV movies, reading for pleasure and writing down notes.
3. The students can be categorized as Fair Users of English based on Criterion 1 (knowledge of the Mechanical Rules of the Language) and Criterion 2 (knowledge of the Meaning System of the Language) and Competent Users based on the Criterion 3 (Appropriateness in terms of Settings and Relationships).
4. Language teaching that includes activities that maximize the use of language learning strategies could improve the language.

Salazar offered the following recommendations:

1. English language classes should not only teach about the language but also how to learn it. especially among the freshmen, the teaching of effective language strategies would help them exploit all the opportunities that college life offers.
2. Although the students have an acceptable level of communicative competence, they need to be given more opportunities to exercise their language skills in English preferably in naturalistic situation. In particular, their writing and oral skills need to be further strengthened.

Contributions of the Reviewed

Literature and Studies to the Present Study

The undertaking of a research requires a background knowledge of concepts from existing literature and studies relative to the subject matter of one's study.

For this researcher who embarked on a study that produced learning materials for the development of oral communication skills in Elementary Grade, his review of relevant

literature and studies guided him in identification of the problems and in the conceptualization of the procedures needed to achieve the objectives of the study.

The aforementioned studies may be similar or different to the present study in terms of methodology, respondents employed, level of target clientele and in other aspects. However, the present study is definitely different from the other studies and unique by itself since it addresses the needs of Elementary Grade English teachers in the teaching of English to Elementary Grade learners under the K to 12 Curriculum.

CHAPTER 2 METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis relative to the different sub-problems raised in the study.

Research Design

This study used the descriptive method of research in the development of DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Elementary Grade learners at the Caratacat Elementary School Amulung West District Cagayan during the school year 2024-2025. The questionnaire served as the main data gathering instrument in this study with focus on the level of adequacy of instructional materials in the teaching of English to Elementary Grade learners at the Caratacat Elementary School Amulung West District Cagayan; the perception of the Elementary Grade teachers on the level of their capability in the implementation of the K to 12 curriculum in terms of instructional materials, teaching strategies and assessment of learning; acceptability of the learning materials based on the evaluation of the Elementary Grade teachers in terms of a set of criteria. The output of this study was a proposed learning materials to address the needs of the Elementary Grade learners in English as a subject in the K to 12 Curriculum.

Sources of Data

The thirty-two (32) Elementary Grade teachers teaching English in Districts I and II, Schools Division of Cagayan served as respondents of the study. Table 1 presents the distribution of respondents.

Table 1
Distribution of Respondents
N=32

Districts	Number of Elementary Grade Teachers
District I	15
District II	17
Total	32

Instrumentation and Data Collection

The questionnaire served as the main data gathering instrument in the development of a proposed DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English for Elementary Grade learners in Schools Division of Cagayan during the school year 2024-2025. Using the descriptive method of research, the questionnaire composed of three (3) parts. Part I – focused on the level of adequacy of the instructional materials in the teaching of English to Elementary Grade learners. Part II – deals on the level of the capability of the Elementary Grade teachers in the implementation of the K to 12 curriculum in terms of instructional materials, teaching strategies and assessment of learning. Part III – on the acceptability of the learning materials as conducted by the Elementary Grade teachers based on a set of criteria.

Relative to the data collection, this researcher asked permission from the Office of the Schools Division Superintendent, Schools Division of Cagayan through channels to administer the attached questionnaire which was presented to the panel members during the proposal defense and was duly approved by the Dean of the Collegio De Dagupan, Dagupan City. As soon as the permit to conduct the study was approved, the researcher distributed the said questionnaire to the identified respondents and personally retrieve to ensure 100 percent retrieval.

Tools for Data Analysis

The different sub-problems raised in the study were statistically treated. For sub-problem 1, 2 and 3 the level of adequacy of instructional materials; the level of capability of the Elementary Grade teachers and the acceptability of the proposed learning materials respectively; the average weighted mean was used. The formula is:

$$AWM = \frac{\sum fx}{N}$$

Where:

AWM = Average Weighted Mean

$\sum fx$ = Distributed frequencies

N = Total number of respondents

To interpret the scale of problems 1, 2 and 4, table in the next page will be used:

Scale	Statistical Range	Descriptive Equivalent (DE)		
		Sub-Problem 2	Sub-Problem 3	Sub-Problem 4
5	4.50-5.00	Very Highly Adequate (VHA)	Very Highly Capable (VHC)	Very Highly Acceptable (VHA)

4	3.50-4.49	Highly Adequate (HA)	Highly Capable (HC)	Highly Acceptable (HA)
3	2.50-3.49	Moderately Adequate (MA)	Moderately Capable (MC)	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Adequate (SA)	Slightly Capable (SC)	Slightly Acceptable (SA)
1	1.00-1.49	Not Implemented (NI)	Not Capable (NC)	Not Acceptable (NA)

CHAPTER 3 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered and the interpretation relative to the different sub-problems raised in the study.

Level of Adequacy of Instructional Materials in the Teaching of English to Elementary Grade Learners

This section presents the level of adequacy of instructional materials in the teaching of English to Elementary Grade teachers. Data was presented in Table 2 in answer to sub-problem 1.

Table 2
Level of Adequacy of Instructional Materials in the Teaching of English to Elementary Grade Learners

Instructional Materials	AWM	D. E.
Basic Textbooks	2.40	SA
Supplementary Textbooks	2.00	SA
Instructional Media	2.70	MA
Modules	2.40	SA
Charts	2.60	MA
Pictures	2.20	SA
AWM	2.38	SA

Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
5	4.50-5.00	Very Highly Adequate (VHA)
4	3.50-4.49	Highly Adequate (HA)
3	2.50-3.49	Moderately Adequate (MA)
2	1.50-2.49	Slightly Adequate (SA)
1	1.00-1.49	Not Adequate (NA)

Table 2 presents the level of adequacy of instructional materials in the teaching of English to Elementary Grade learners. Looking at the table, the Elementary Grade English teachers identified the listed instructional materials like basic textbook, supplementary textbook, modules and pictures to “Slightly Adequate” with an average weighted mean of 2.40, 2.00, 2.40 and 2.20 respectively. This implies the need to procure more instructional materials as an evidence of the overall average weighted mean of 2.38 “Slightly Adequate”. It is therefore imperative for the Elementary Grade English teachers to use varied instructional materials in the teaching of English due to the implementation of K to 12 Curriculum. This finding was also confirmed by Escorpizo (2010) the lack of textbooks and instructional materials relevant to the development of critical thinking in English.

**Perception of the Elementary Grade Teachers
 on the Level of Capability in
 Terms of Variables**

This section presents the perception of Elementary Grade teachers on the level of capability in terms of instructional materials, teaching strategies and assessment of learning. Table 3 presents the data in answer to sub-problem 2.

Table 3
**Perception of the Elementary Grade Teachers
 on the Level of Capability**

A. Instructional Materials	AWM	D.E.
Basic Textbooks	2.40	SC
Supplementary Textbooks	2.40	SC
Teachers’ Guide	3.20	MC
Teachers’ Manual	2.70	MC
Instructional Media	3.20	MC
Modules	2.20	SC
AWM	2.68	MC
B. Teaching Strategies		
Discussion Method	3.40	MC
Individual Instruction	3.20	MC
Multi-Media Instruction	2.40	SC
Role-Play Method	3.20	MC
Demonstration Method	3.40	MC
AWM	3.12	MC

Continuation of Table 3

C. Assessment of Learning	AWM	D.E.
Teacher-Made Test	3.40	MC
Oral Test	2.50	MC
Written Test	3.40	MC
Summative Test	3.20	MC
Periodic Test	3.20	MC
AWM	3.13	MC

Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
5	4.50-5.00	Very Capable (VC)
4	3.50-4.49	Capable (C)
3	2.50-3.49	Moderately Capable (MC)
2	1.50-2.49	Slightly Capable (SC)
1	1.00-1.49	Not Capable (NC)

Table 3 presents the perception of the Elementary Grade teachers in the level of capability in terms of instructional materials, teaching strategies and assessment of learning. Going over the table, the Elementary Grade teachers were very much aware on their level of capability as indicated by the average weighted mean of the following variables. For instructional materials was 2.68, teaching strategies, 3.12 and assessment of learning 3.13 respectively with a descriptive equivalent of “Moderately Capable”. On the other hand, in terms of instructional materials, same situation that basic and supplementary textbook were identified as “Slightly Capable” as indicated by the average weighted mean of 2.40 respectively. This implies the need for the Elementary Grade teachers to conduct more efforts in the procurement of instructional materials and to make use of the instructional media for more effective teaching learning process. This finding was also revealed by Mesa (2009) on the status of instructional materials that are being used in the teaching of English, the need for effective assessment instruments.

Proposed Learning Materials in

English for Elementary Grade Teachers

This section presents the output of this study which was a proposed DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Elementary Grade learners at the Amulung West District Elementary School, Amulung West District Pangasinan.

The proposed learning materials focused on the development of the oral communication skills along sounds and vocabulary and along expressions. Under sounds and vocabulary and along expressions. Under sounds and vocabulary, the focus is on the correct production of vowel sounds, grammar and consonant clusters as they are presented under the auditory discrimination in sentences. Under expressions, the focus is on the use of discourse with

correct intonation like questions and answers, commands, poems/verses and statements to talk about oneself/others/people/events.

The Organizational Framework of the Materials

Table 4 in the next page presents the organizational framework of the materials which is the result of the analysis of the needs identified.

Table 4
Organizational Framework of the Proposed
Enrichment Materials

Skills/Objectives	Lesson Number	Number of Activities
A. Speech Sounds		
1. Produce sounds		
/E/ as in <u>shed</u> and /ey/ as in <u>shade</u>	Lesson 1	6
/I/ as in <u>bit</u> and /iy/ as in <u>beat</u>	Lesson 2	7
/u/ as in <u>pull</u>	Lesson 3	5
/uw/ as in <u>pool</u> and /us/ as in <u>pull</u>	Lesson 4	3
/ow/ as in <u>boat</u>	Lesson 5	4
/a:/ as in <u>fawn</u> and /ow/ as in <u>phone</u>	Lesson 6	4
/a/ as in <u>cut</u> and /ae/ as in <u>cat</u>	Lesson 7	4
/o/ <u>before</u> r as in <u>roar</u>	Lesson 8	4
/oo/ as in <u>foot</u>	Lesson 9	5
2. Produce consonant sounds listened to:		
/f/ and /v/ sounds	Lesson 10	6
/z/ and /s/ sounds	Lesson 11	5
3. Produce consonant clusters listened to:		
/cr/ as in <u>crab</u>	Lesson 12	4
/spr/ as in <u>sprinkler</u>	Lesson 13	4
/spl/ as in <u>splash</u>	Lesson 14	5
/br/ as in <u>brother</u>	Lesson 15	2
/fl/ as in <u>flag</u>	Lesson 16	3
/th/ as in <u>thin</u> and /th/ as in <u>then</u>	Lesson 17	3
/bl/ as in <u>blouse</u>	Lesson 18	4
/dr/ as in <u>dress</u>	Lesson 19	2
/cl/ as in <u>clap</u>	Lesson 20	3
/gl/ as in <u>glass</u>	Lesson 21	4
/pl/ as in <u>plant</u>	Lesson 22	3
/sl/ as in <u>sleep</u>	Lesson 23	4
B. Expressions with Correct Intonation		

1. Listen to and give simple commands or directions with the correct intonation.	Lesson 24	4
2. Listen to and produce sentence and questions with the rising-falling intonation.	Lesson 25	5
3. Listen to and produce questions answerable by YES or NO using the rising intonation and answers to such using the rising-falling intonation	Lesson 26	3
4. Further practice on the production with correct intonation of sentences about oneself, other things, events and people.	Lesson 27	4

DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST



FOREWORD

This set of learning materials is a series of lessons and activities for Elementary Grade oral communication activities. It is a collection of materials designed to achieve communicative competence in English among learners in the primary grades. It is believed that teaching any language is not easy more so when it is a second language. Nonetheless, something must be done to alleviate the problem of the inadequacy of the textbook in terms of updated content. It is, therefore, the main objective of this set of learning materials to provide activities that are not only communicative in orientation but also interesting and wholesome.

The materials focus on the speaking skills as a component of communication. Based on the learning competencies as mandated in the K to 12 Curriculum, the materials seek to develop the oral communication skills along sounds and vocabulary and expressions which include intonation. Therefore, the activities are interactive and integrate linguistic and socio-linguistic content. The lessons also provide for the teaching of values. The researcher believes that these are a part of life and for the lessons to be real, values should be integrated.

Great care has been taken to select activities that cut across lessons in oral communication skills, the objective of which is to make the lesson informative, diversified and interesting. This strategy also links the classroom with the outside world through the English class. In effect, the researcher based on these materials on the communication language teaching approach and the teaching of a second language.

Finally, the researcher has done his best to present a simple but substantial series of instructional materials for the development of oral communication skills in Elementary Grade. It is hoped that teachers and pupils alike would make good use of these learning materials.

Happy learning!

Table 5
Acceptability of the Proposed Learning Materials

Criteria for Acceptability	AWM	D.E.
A. Objectives		
1. The materials can lead to the attainment of the English objectives relative to the implementation of the K to 12 curriculum.	4.40	HA
B. Content		
1. The materials develop the learners' competence and skills in English as a subject.		
2. The materials answer better understanding through proper presentation.	4.20	HA
3. The materials were made interesting and meaningful to the learners.	3.70	HA

	4.40	HA
C. Evaluation Activities		
1. The materials are varied and appropriate ways of assessing learners' learning in English.		
2. Evaluation exercises can help the learners pronounce words correctly and effectively.	3.60	HA
	4.20	HA
OAWM	4.08	HA

Legend:

<u>Scale</u>	<u>Range</u>	<u>Descriptive Equivalent</u>
5	4.50-5.00	Very Highly Acceptable (VHA)
4	3.50-4.49	Highly Acceptable (HA)
3	2.50-3.49	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Acceptable (SA)
1	1.00-1.49	Not Acceptable (NA)

Table 5 presents the acceptability of the proposed DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English as evaluated by the Elementary Grade teachers based on certain criteria. The criteria mentioned were the objectives, content and evaluation activities. The table revealed that majority of the English 3 teachers accepted the learning materials based on certain criteria with an overall average weighted mean of 4.08 which means "Acceptable". This implies that the proposed learning materials can be used as supplementary materials in the teaching of English to Elementary Grade learners.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn and the recommendations offered relative to the different sub-problems raised in the study.

Summary

This study used the descriptive method of research in the development of Development Of Big Book In Improving Reading Skills Of Grade 1 Learners In Amulung West District of English to Elementary Grade learners at the Caratacat Elementary School Amulung West District Cagayan during the school year 2024-2025. The questionnaire served as the main data gathering instrument in this study with focus on the level of adequacy of instructional materials in the teaching of English to Elementary Grade learners at the Amulung West District Elementary School, Amulung West District Pangasinan; the perception of the Elementary Grade teachers on the level of their capability in the implementation of the K to 12 curriculum in terms of instructional materials, teaching strategies and assessment of learning; acceptability of the learning materials based on the evaluation of the Elementary Grade teachers in terms of a set of criteria. The output of this study was a proposed learning materials to address the needs of the Elementary Grade learners in English as a subject in the K to 12 Curriculum.

The thirty two (32) English teachers in District II and III, Schools Division of Cagayan served as respondents of the study. Average weighted mean was used to treat the data needed in the study.

Findings

1.0. Level of Instructional Materials in the Teaching of English to Elementary Grade Learners

1.1. In terms of adequacy of instructional materials, majority of the Elementary Grade English teachers revealed the “Slightly Adequate” with 2.38 average weighted mean.

2.0. Perception of the Elementary Grade Teachers on the Level of Capability in Terms of Variables

2.1. Along instructional materials, the Elementary Grade English teachers rated it to “Moderately Capable” with 2.68 average weighted mean.

2.2. In terms of teaching strategies, majority of the respondents revealed that “instructional media” was 2.40 average weighted mean, that is, “Slightly Capable”.

2.3. The assessment of learning was rated by the Elementary Grade English teachers to “Moderately Capable” with 3.13 average weighted mean.

3.0. Proposed DEVELOPMENT OFBIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Elementary Grade Learners

3.1. The proposed learning materials can be used in the teaching of English to Elementary Grade learners.

4.0. Acceptability of the DEVELOPMENT OFBIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Elementary Grade Learners

4.1. The Elementary Grade teachers “Highly Accepted” the learning materials based on certain criteria.

Conclusions

Based on the analysis of the findings, the following conclusions were drawn:

1. The Elementary Grade English teachers should increase the number of instructional materials.
2. The level of capability of the Elementary Grade English teachers should focus more on teaching strategies.
3. The Elementary Grade English teachers were aware on the criteria for acceptability.

Recommendations

Based on the conclusions drawn, the following recommendations are offered.

1. The proposed learning materials should be forwarded to concerned authorities for implementation as well reproduction for use by the Elementary Grade English teachers.
2. The MOOE of the school administrators concerned should also allocate procurement of instructional materials.
3. Other study be conducted in wider scope to validate the findings of the present study.

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APPENDICES

APPENDIX A

LETTER OF REQUEST FOR PERMISSION TO CONDUCT THE STUDY

Republic of the Philippines

DEPARTMENT OF EDUCATION

REGION I

The Schools Division Superintendent

Madam:

The undersigned is presently conducting a study entitled “**DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Grade 1 Learners**” in partial fulfillment for

the degree **Master of Arts in Education** at the Lyceum-Northwestern University, Dagupan City this academic year 2024-2025.

In this connection, the researcher would like to request permission from your good office to administer her questionnaire to the Elementary Grade English teachers in District II, Dagupan City. Rest assured that their responses are strictly confidential.

Your kind consideration and approval of the above request will be very much appreciated.

Thank you very much and looking forward for your approval.

Very truly yours,

(Sgd.) **AIVIE N. LABUGEN**
Researcher

Noted:

CHRISTOPHER A. DE VERA, Ed. D.
Adviser

APPROVED:

(Sgd.) **REYNANTE Z. CALIGUIRAN, Ed. D.**
Schools Division Superintendent

APPENDIX B

QUESTIONNAIRE FOR ELEMENTARY GRADE ENGLISH TEACHERS

Dear Fellow Teachers,

The undersigned is presently conducting a research work entitled “**DEVELOPMENT OF BIG BOOK IN IMPROVING READING SKILLS OF GRADE 1 LEARNERS IN AMULUNG WEST DISTRICT of English to Grade 1 Learners**” in partial fulfillment of the requirements for the degree **Doctor of Education** at the Lyceum-Northwestern University, Dagupan City, this academic year 2024-2025.

In this connection, kindly help the researcher by way of accomplishing the attached questionnaire as my data gathering instrument on my research work. Rest assured that all responses will be kept confidential.

Thank you very much for your cooperation.

Very truly yours,

(Sgd.) **AIVIE N. LABUGEN**
 Researcher

PART I. Level of Adequacy of Instructional Materials in the Teaching of English to Elementary Grade Learners at Sn Miguel Elementary School.

Directions: Kindly put a check (/) mark on the space provided for each column using the scale below.

<u>Scale</u>	<u>Statistical Range</u>	<u>Descriptive Equivalent</u>
5	4.50-5.00	Very Highly Adequate (VHA)
4	3.50-4.49	Highly Adequate (HA)
3	2.50-3.49	Moderately Adequate (MA)
2	1.50-2.49	Slightly Adequate (SA)
1	1.00-1.49	Not Adequate (NA)

Instructional Materials	VHA 5	HA 4	MA 3	SA 2	NA 1
Basic Textbooks					
Modules					
Charts					
Pictures					
Instructional Media					

Part II. Perception of the Elementary Grade Teachers on the Level of Capability in Terms of the Following Variables

Directions: Kindly put a check (/) mark on the space provided for each column using the scale below.

<u>Scale</u>	<u>Statistical Range</u>	<u>Descriptive Equivalent</u>
5	4.50-5.00	Very Capable (VC)

4	3.50-4.49	Capable (C)
3	2.50-3.49	Moderately Capable (MC)
2	1.50-2.49	Slightly Capable (SC)
1	1.00-1.49	Not Capable (NC)

A. Instructional Materials	VC	C	MC	SC	NC
	5	4	3	2	1
Basic Textbooks Supplementary Textbooks Teacher's Manual Modules Instructional Media					
B. Teaching Strategies					
Discussion Method Individual Instruction Role-Play Method Demonstration Method					
C. Assessment of Learning					
Teacher-Made Test Oral Test Written Test Summative Test Periodic Test					

Part III. Acceptability of the Proposed Learning Materials for Elementary Grade Learners in English

Directions: Kindly put a check (/) mark on the space provided for each column using the scale in the next page.

<u>Scale</u>	<u>Statistical Range</u>	<u>Descriptive Equivalent</u>
5	4.50-5.00	Very Highly Acceptable (VHA)
4	3.50-4.49	Highly Acceptable (HA)
3	2.50-3.49	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Acceptable (SA)
1	1.00-1.49	Not Acceptable (NA)

Acceptability of the Learning Materials	VHA	HA	MA	SA	NA
	5	4	3	2	1
A. Objectives 1. The materials can lead to the attainment of the English objectives					

relative to the implementation of the K to 12 curriculum.					
<p>B. Content</p> <p>1. The materials develop the learners' competence and skills in English as a subject.</p> <p>2. The materials answer better understanding through proper presentation.</p> <p>3. The materials were made interesting and meaningful to the learners.</p>					
<p>C. Assessment of Learning</p> <p>1. The materials are varied and appropriate ways of assessing learners' learning in English.</p> <p>2. Evaluation exercises can help the learners pronounce words correctly and effectively.</p>					

CURRIULUM VITAE

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December 2024 - Present

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Personal Information

Birthdate: January 13, 1983

Age: 42 yrs. Old

Civil Status: Married

Citizenship: Filipino

Height: 5'2' feet

Weight: 67 kg

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