

INTERACTIVE CONTENT-BASED INSTRUCTIONAL MATERIALS IN ENGLISH FOR GRADE 4 LEARNERS

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This study used the descriptive method of research using the questionnaire as data gathering instrument in the development of a proposed supplementary content-based instructional materials for Grade 4 learners during the school year 2024-2025. The assessment focused on the level of performance of the Grade 4 learners in English based on a teacher-made test results; the acceptability of the proposed context-based instructional materials based on certain criteria. The output of the study is a proposed content-based instructional materials in English for Grade 4 learners to address the needs of the Grade 4 teachers. The thirty six (36) English teachers served as respondents and thirty five (35) Grade 4 learners at the San Juan Elementary School served as subject respondents. Frequency and percentage and average weighted mean was used to treat the data needed.

On the Level of Performance of The Grade 4 learners In English Based On A Teacher Made Test, majority of the Grade 4 learners belong to “Fair” 15 or 42.86 percent level of performance in English. The proposed supplementary content-based instructional materials can addressed the needs identified by the Grade 4 teachers in line with the lack of instructional materials. In terms of acceptability of the Proposed Supplementary Instructional Materials, the Grade 4 English teachers evaluated the proposed supplementary content-based instructional materials to “Acceptable”.Based on the findings made, the level of performance of the Grade 4 learners can be improved, the proposed supplementary content-based instructional materials can serve as additional materials in the teaching of English as a subject in the K to 12 curriculum.

Based on the conclusions drawn, the following recommendations are hereby offered: The proposed supplementary content-based instructional materials can be presented to DepEd concern authorities for reproduction; the content-based instructional materials can be used by the Grade 4 teacher teaching English for their Grade 4 learners; similar study conducted in wider scope to validate the findings of the study.

CHAPTER 1

THE PROBLEM

Rationale

Language is man’s most effective medium of communication. It allows people to communicate their ideas, to say or write thing to each other and express their communication needs. This reassures a shall in which efficiency can be measured in terms of task completed satisfactorily. The goal of those tasks is effective communication and as written.

How long humans have spoken language is not known. Some think that the earliest Homo Sapiens, perhaps 100,000 years ago, may have had the beginning of language. Others believe language developed more recently. Most speculation about the origins of language has centered on the question of how natural selection may have favored the open quality of language. All known human language are “open” in the sense that the utterances can be combined in various ways to produce new meanings. Somehow, a system of communication was eventually changed to a system based on small units of sound that can be put together in many different ways to form meaningful utterances.

Language tells us a great deal about creature. Every group of people has its own language used for communication. Language includes speech, written characters, numeral symbols and gestures and other forms of non-verbal communication. It is also a way of speaking that is distinct in every creature. It is a vocal symbols of speech with its related bodily gestures which gives precision and fineness to communication. All human societies primitive or civilized have their own language. Language is very important to society.

Perhaps, language is the acquisition of knowledge and information could have been maintained and accumulated.

The role of English is explicit with the permission of the 1987 Philippine Constitution, declaring Filipino to be national language and making English as one of the two official languages. Through the implementation of DECS Order No. 25 or the Bilingual Education Policy, states that the English and Filipino were made the official media of instruction in schools. English is being taught as a subject and is a medium of instruction in teaching of the subjects. Mathematics and Science while Filipino, aside from being taught also as a subject, is used for teaching Social Studies and the other subjects. Language is man's most effective medium of communication. It allows people to communicate their ideas, to say or write things to each other and express their communication needs. This becomes a shall in which efficiency can be measured in terms of task completed satisfactorily. The goal of those tasks is effective communication and as written.

The different achievement result and the implementation of the 2002 Restructure Basic Education Curriculum (RBEC), which was implemented by the DepEd is designed to help every learner to become functionally literate. The time allotment in English as a subject has been increased in Grade I to Grade III and in high school to enable adequate understanding of every lesson and to include not all literacy but also scientific and technical texts in the reading and comprehension activities. Scientific vocabulary will be used in the English lessons though approaches can help make different terms easier to understand. (K to 12 Curriculum)

Thus, the Oral Communication has something to do with the student performance considering that it is a tool for learning content in other subject areas. The deteriorating student performance therefore can be attributed in part to lack of performing in English.

It takes more than a good curriculum and a good language program to accomplish our purposes. For one, excellent instructional materials should be produced and used by the learners and by their English teachers possessing the needs skills and competencies in teaching the language.

With the above cited thoughts, the researcher as English teacher in Amulung West District was motivated to conduct this study in order to improve the English instructional materials to address the needs of identified by the Grade 4 teachers.

Theoretical Framework

Anchored in this study is the theory of language. At least three different theoretical views of language and nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first and foremost traditional of the three is the structural view, the view that language is a system of structural related elements for the coding of meaning (Richards and Rodgers, 1999). The target of language learning is seem to be the masking of elements in this system which are generally defined in terms of phonological units (e.g. phonemes) grammatical units (e.g. clause, phrases, sentences) grammatical operations (e.g. adding, shifting, forming or transforming elements) and lexical items (e.g. function words and grammatical words).

The theories of language learning is also considered in the study which deals with the "sorting out" of the various language learning theories and associated instructional strategies can be somewhat confusing. The names of theories appear connected to more than one theory and the terms and strategies of each theories is an essential elements in the preparation of instructional materials for language learning. (Shiftman, 1995)

Conceptual Framework

This study is anchored on the following legal bases: the 1987 Philippine Constitution, DepEd Order No.25 series of 1974 or the Bilingual Education Policy, the K to 12 Basic Education Curriculum (RBEC), and DepED Memorandum 324, series of 2014.

The 1987 Constitution, Article XIV, Section I, states that “the state shall promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.” (Nolledo, 1997). This gave rise to the birth of orders and programs concerning reading.

Looking back, we have already the DepEd Order 25, series of 1974 known as the Bilingual Education Policy which mandated the use of English and Filipino as separate media of instruction, English, Science and Mathematics while all the other learning areas shall be taught in Filipino. English and Filipino shall likewise be taught as separate subjects in the curriculum. This policy has been promoting the focus of learning the correct usage of English.

Similarly, in the K to 12 Curriculum, English and Filipino seek to develop the Macro skills: listening, speaking, reading and writing with a vision that after the third grade, which is considered as the threshold in reading, every learner should be able to read and understand at least simple paragraphs both literary and non-literary and to be a functional, successful reader.

Figure 1 in the next page is the paradigm of the conceptual framework of the study using the “Input-Process-Output” model. For input included the level of performance of the Grade 4 learners in English; the acceptability of the supplementary content-based instructional materials in terms of certain criteria. The output is a proposed supplementary content-based instructional materials to address the needs of the Grade 4 teachers in Amulung West District.

**INTERACTIVE CONTENT-BASED READING MATERIALS
 IN ENGLISH FOR GRADE 4 LEARNERS**

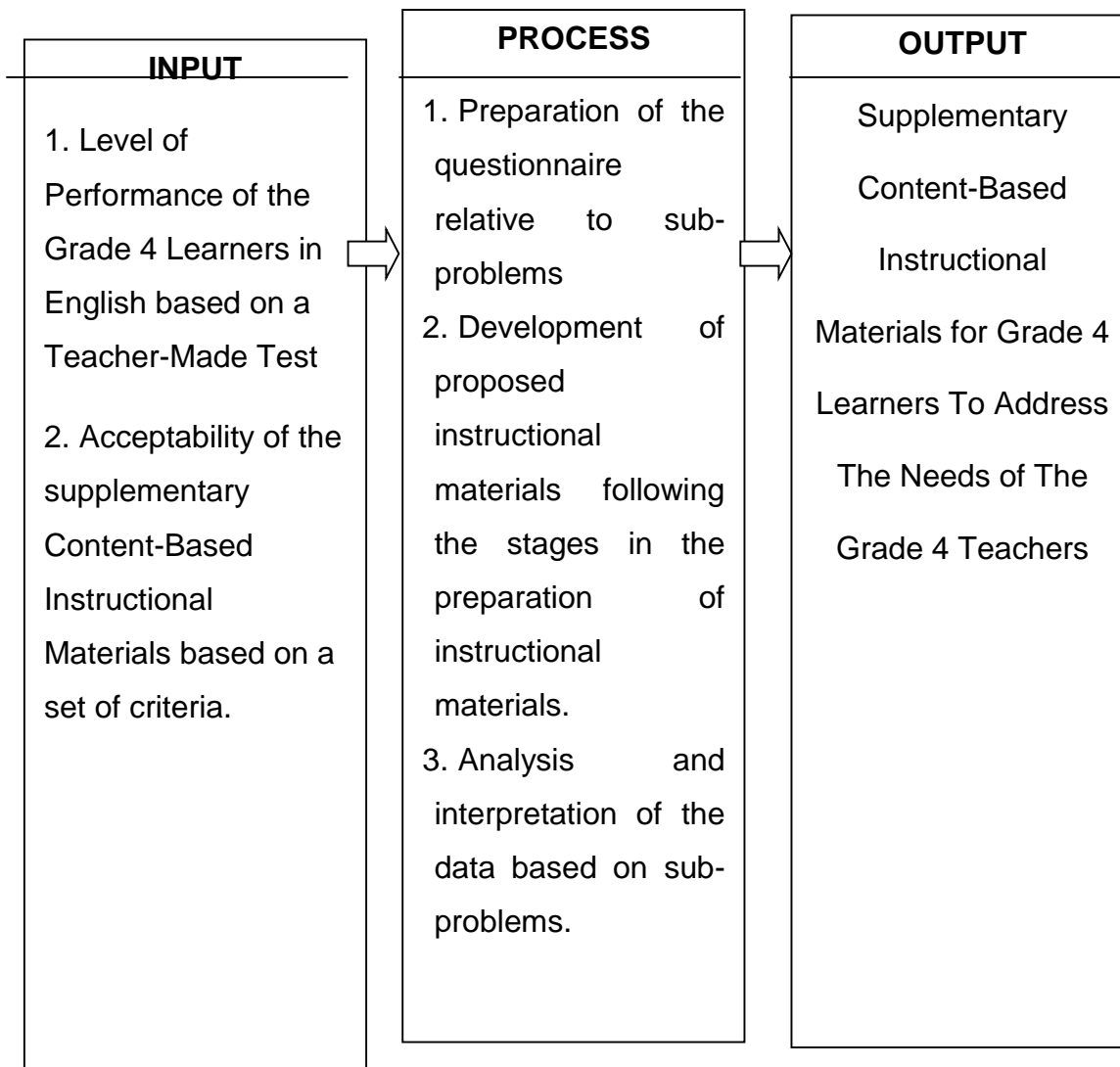


Figure 1

The Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problem

This study developed proposed interactive content-based reading materials for Grade 4 learners in English 4 during the school year 2024-2025.

Specifically, it will to answer the following sub-problems

1. What is the level of performance of the Grade 4 learners based on a teacher-made test results 2020?
2. Based on the findings, What are the weaknesses of the learners in English?
3. How acceptable are the proposed supplementary content-based instructional materials in English for Grade 4 learners based on asset of criteria as evaluated of the Grade 4 teachers?

Basic Assumptions

This study is anchored on the following basic assumptions:

1. The Grade 4 teachers can evaluate the instructional materials in terms of set of criteria.
2. The level of performance in English of the Grade 4 learners can still be improved.

Scope and Delimitation of the study

This study was limited in the development of a proposed supplementary content-based instructional materials for Grade 4 learners in English. Focused on this study is the level of performance of the Grade 4 learners in English based on a teacher-made test results and the acceptability of the proposed supplementary content-based instructional materials for Grade 4 learners. The output of the study is a proposed supplementary content-based instructional materials in English for Grade 4 learners. The reproduction of the supplementary content-based instructional materials is beyond the limit of this study.

Significance of the Study

This study will benefit the following:

The School Administrators. The results of this study will serve as frame of reference for the school administrators to improve the teaching of English subject and the performance level of the Grade 4 learners.

Grade 4 English Teachers. The proposed supplementary content-based instructional materials will benefit the Grade 4 English teachers to fill the gap of instructional materials in their respective schools.

Grade 4 Learners. The result of this study will benefit the Grade 4 learners since they will be the end users of the proposed supplementary content-based instructional materials.

Researcher Herself. The output of this study, content-based instructional materials will serve as an eye opener for effective teaching and learning process in English class.

Other Researchers. Results of this study will serve as a framework of other researcher in the development of instructional materials.

Definition of Terms

The following terms are operationally defined as used in the study.

Level of Performance. As used in the study is the test results of the Grade 4 learners in English analyzed and interpreted in order to come up in determining performance level.

Grade 4 English Teachers. They served as respondents of the study and presently teaching English during the conduct of this study.

Grade 4 Learners. They served as subject respondents of the study and the learners of the researcher at the San Juan Elementary School.

Supplementary Content-Based Materials. This is the output of the study which will address the needs identified by the Grade 4 teachers.

The Contribution of the Reviewed Literature and Studies to the Present Study

The review of the professional literature and related studies guided the researcher in identifying the problems of her study. The concepts advanced by Dechant (2010), Harris (2010), Bond and Tinker (2019), Bells (2017), and Gray (1958) provide insights on the teaching of reading and remedial instruction.

Likewise the ideas advanced by Sutaria (2015) and the reviewed studies of Bergonia (2011), Ballesteros (2019), Bautista (2016), Daroya (2017), Suniga (2011), Surot (2017) and Yamat (2013) guided the researcher on the specific steps in instructional materials development and validation. The remedial studies focused on the reading component of language teaching in English and on remedial instruction the present study is different in terms of the grade level focused on which is Grade 4 remedial to the proposed instructional materials for the implementation of a remedial reading program.

CHAPTER 2

METHODOLOGY

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

Research Design

This study used the descriptive and developmental research using the questionnaire as data gathering instrument in the development of supplementary content-based instructional materials in English for Grade 4 learners during the school year 2024-2025. The study included the level of performance of the Grade 4 learners in English based on a teacher made test results and the acceptability of the proposed supplementary content-based instructional materials in terms of a set of criteria which was evaluated by the Grade 4 English teachers. The output of the study is a supplementary content-based instructional material to address the needs of the Grade 4 English teachers.

Sources of Data

The seventy-two (72) Grade 4 teachers Amulung West District served as respondents of this study, and the thirty-five (35) Grade 4 learners at the San Juan Elementary School served as subject respondents. Table I presents the distribution of respondents.

Table I
Distribution of Respondents
N=72

Schools	Number of Grade 4 Teachers
1. Agguirit Elementary School	3
2. Alituntung Elementary School	2
3. Annafatan Elementary School	3
4. Bacring Elementary School	3
5. Bayabat Elementary School	2
6. Calintaan Elementary School	3
7. Caratacat Elementary School	3

8. Casingsingnan Sur Elementary School	3
9. Casingsingnan Norte Elementary School	4
10. Catarauan Elementary School	3
11. Cordova Central School	6
12. Goran Elementary School	3
13. La Suerte Elementary School	3
14. Logung Elementary School	3
15. Masical Elementary School	3
16. Nabbialan Elementary School	3
17. Nagsabaran Elementary School	3
18. Nangalasauan Elementary School	3
19. Nanuccauan Elementary School	3
20. Pacac Grande Tana Elementary School	3
21. Pacac Pequeno Elementary School	3
22. Palayag Elementary School	3
23. San Juan Elementary School	2
24. Waig Elementary School	2
Total	72

Instrumentation and Data Collection

This study used the questionnaire as data gathering instrument in the development of content-based instructional materials. There are two parts of the questionnaire answered by the respondents. Part I – focused on the level of performance of the Grade 4 learners based on a teacher-made test in English and Part II – dealt on the acceptability of the proposed supplementary instructional materials. The items in the questionnaire was adopted in the thesis Fabricante (2013) in terms of acceptability, and so there is no need to validate the questionnaire. However, it was shown to her adviser for some suggestions, and to other panel members during the final defense wherein suggestions made was incorporated in the final draft of the questionnaire.

The researcher asked permission to the School Division Superintendent, Schools Division Office I Pangasinan to administer the questionnaire to the identified respondents, personally distributed and retrieved the questionnaire to ensure 100 percent retrieval.

Tools for Data Analysis

The different sub-problems was statistically treated, and for sub-problem I on the level of performance of the Grade 4 learners in English, frequency and percentage was used. For sub-problem 3 on the acceptability of the instructional materials, average weighted mean was used. The formula is

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

Where:

AWM = Average Weighted Mean

$\sum Fx$ = distributed Frequency

N = total number of respondents

To interpret the data on acceptability the following ranges was used:

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Much Acceptable (VMS)
4	3.50 – 4.49	Acceptable (A)
3	2.50 – 3.49	Moderately Acceptable (MA)
2	1.50 – 2.49	Slightly Acceptable (SA)
1	1.00 – 1.49	Not Acceptable (NA)

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

Level Of Performance Of The Grade 4

Learners In English Based On A Teacher –Made

Test Results

This section presents the level of performance of the Grade 4 learners in English based on a teacher-made test results. Table 2 presents the data.

Table 2
Level of Performance Of The Grade 4
Learners In English Based On A
Teacher-Made Test Results

N= 35

Level of Performance	F	percent
Very Good	5	14.29 %
Good	8	22.86 %
Fair	15	42.86 %
Poor	7	20 %
Total	35	100 %

Table 2 presents the level of performance of the Grade 4 learners in English based on the analysis of a teacher-made test. Looking at the table, it must be noted that the Grade 4 learners was rated to “Fair” 15 or 42.86 percent as revealed by the researcher who are her learners at the San Juan Elementary School. This means, the need for the Grade 4 learners to do more practice exercises in English as a part of their home assignment, thereby improving their academic performance.

Proposed Supplementary Content-Based Instructional

Materials In English For Grade 4 Learners

This section presents the output of the study which is a proposed supplementary context-based instructional materials in English for Grade 4 learners. This is to answer the sub-problem 2. The materials are found in the succeeding pages.

The proposed supplementary content-based instructional materials in English for Grade 4 learners was based on the analysis of the findings made, particularly on the level of performance of the Grade 4 learners. As noted the Grade 4 learners are categorized to a “Fair” performance level in English. This is due to lack of instructional materials such as basic textbooks, and other paraphernalia in the teaching of English.

The material is intended to the Grade 4 learners as a supplementary material while learning English as a subject in the K to 12 curriculum. The exercises were arranged sequentially in order for the Grade 4 learners are familiar on the content of said materials. It will also serve to fill the additional needs of the Grade 4 learners.

The content-based instructional materials will help the Grade 4 teacher to be well-equipped in the use of the varied strategies in the teaching of English.

Objectives:

- Identify singular and plural forms of nouns
- Form plural of nouns
- Give the correct verb form of nouns

- **Number** is a quality of a noun that denotes whether a noun is singular (only one) or plural (two or more).
- Study the following rules. As a general rule, we add s to the singular nouns to form their plural. Here are other forms of plural nouns.

1. Add –s t most nouns.
2. Add –es to nouns ending –s, -ss, -ch, -sh, -x, -z.
3. Change –y to –l and –es to nouns ending –y preceded by a consonant.
4. Add –s to nouns ending in –y preceded by a vowel.
5. Add –s to some nouns ending in –o preceded by a vowel.
6. Add –es to some nouns ending in –o preceded by a consonant.
7. Add -s to most nouns ending in -, -ff, or –fe.
8. Change –f to –v and add –es to some nouns ending in –f, or –fe.
9. Some nouns change a vowel, sound, or add a syllable.
10. Some nouns keep the same spelling.
11. Some nouns form their in two ways.
12. Some nouns have only a plural form.
13. Some nouns seem to be plural but they are singular in meaning.
14. Compound nouns which are separated by following these rules:
 - a. Compound nouns which are separated or hyphenated form their plural by making the change in the most important word.
 - b. Compound nouns that are combined form their plural in the second part of the word, or both parts of the word.
 - c. Compound nouns ending in –ful form their plural by adding –s at the end of the word.

ENERGIZERS

Read the following nouns then identify each whether singular in meaning or plural in meaning orally. Give sentence for each.

1. Goods
2. Leaves
3. Civics
4. Corps
5. Politics
6. Species
7. Pliers
8. Molasses
9. Spectacles
10. Phonetics

MIND TWISTER

Give the plural form of the following nouns then give sentence for each noun orally.

1. Taxpayer
2. Disc jockey
3. Double-decker
4. Cherub
5. Erratum
6. Analysis
7. Court-martial
8. Bucketful
9. Radius

10. Index
11. Brother-in-law
12. Aide-de-camp
13. Kite flyer
14. Tableau
15. Spoonful
16. Datum
17. Matrix
18. Physics
19. Measles

MIND SIZZLERS

Revise the sentences by changing the form of the italicized noun into plural and if necessary, make other changes. Read your answers orally.

Example: The newlyweds receive a gift from the maid-of-honor.

Answer: The newlyweds receive gifts from the maids-of-honor.

1. A lady-in-waiting is dressed very smartly.
2. An outstanding alumnus was chosen by the committee.
3. A cupful of concentrated orange juice serves three persons.
4. The vice-president of the class calls for a meeting.
5. The Reading syllabus has been prepared since summer.
6. One important datum is necessary to finish the experiment.
7. A cactus lives for a long time even without water.
8. The consul general signs important document.
9. A passerby stopped to watch the basketball game.
10. The criterion of the essay-writing contest is clearly stated.

USING SENTENCES

Objectives:

Use variety of sentences as to structure

- **Sentences** have four classifications according to form.
- A **simple sentence** conveys one complete idea or thought. It contains one subject and one predicate, either or both of them may be compound.

Example:

1. My brothers painted the wall blue. (one subject and one predicate sentence)
2. My brothers and uncles painted the wall blue. (two subjects and one predicate sentence)
3. My brothers cleaned the painted the wall blue.
(one subject and two predicate sentence)
4. Lita and Amor baked and ate the pies. (two subjects and two predicates)

- A **compound sentence** is a sentence that conveys two or more ideas or thoughts. It contains two or more independent clauses. These clauses are commonly connected by the coordinate conjunctions and, but, or, and nor.

Example:

A. In these sentences, there are two complete thoughts and each of them has a subject and a predicate.

1. Many are called, but few are chosen.
2. I was out in the garden and my kid sister was watching TV.
3. God has always been good and He will always be.

B. In some compound sentences, the connection is indicated by the semicolon.

1. I am the vine; you are the branches.
2. Jesus is our brother; Mary is our mother.
3. Some are born great; others achieve greatness.

- The **clauses of a compound sentence** connected by the simple conjunctions and, but, and or are usually separated by a comma. If the clauses are short and closely related, the comma may be omitted.

- A **complex sentence** is made up of one independent and one or two dependent clauses. They are usually connected by the conjunctions if when, while, since, unless, although, before, after, etc.

Examples:

1. Leona became proud when she won the contest,
2. The bus might be late if the rain does not stop.
3. Although I was wearing my jacket, I felt cold.

- Use the chart below, showing what conjunctions to be used in expressing a specific relationship.

Relationship	Conjunctions Used
Purpose	So that, in order that, that
Time	Since, until, before, when, while, after, as, as soon as, as long as
Cause	Because
Condition	Although, even if, even though, unless, if a long as, while
Comparison	As than

WHAT AN INTERESTING WORLD!

Identify the different plural form of nouns in the picture then use it in a sentence orally. Take turns in giving the answer.

Adapted from:

Interactive Language 4

English for Filipino Children

Ripples 4

English Language Arts and Science

ENERGIZERS

Tell whether the following simple sentences contain one subject and one predicate, two subjects and one predicate, one subject and two predicated, or two subjects and two predicated. Read aloud the sentences and your answers to the class.

1. Tom has a stamp collection.
2. Those children scampered and shouted at the sight of the mascots.
3. The cold and dreary night scared me to the bones.
4. I watched and enjoyed the crowd that had gathered for the parade.
5. Milan and Shirley gathered and counted the fair tickets.
6. The giant vessel sailed away.
7. Martha and Jade hurried to school.
8. Let your light shine before men.
9. Learners wrote on parchment during the Middle Ages.
10. Christ spent His youth at Nazareth.
11. We sang and danced to the tune of hula.
12. Mercedes and Irma took away the pictures and ran.
13. The tables and the chairs covered and blocked the hallways.
14. Miss Santos and Miss Perez participated and won in the contest.
15. The children hailed and lauded the winners.
16. Our town mayor spoke and cheered the project.
17. The announcement surprised and shocked us all.
18. We hurried and proceeded to the cabin.
19. Those cats stole and ate the fish.

MIND TWISTER

A. Using the suggested coordinate conjunction, add one more thought to the given one to make a compound sentence orally.

- (and) 1. The band played _____.
- (but) 2. The weather was bad _____.
- (or) 3. You do your work _____.
- (and) 4. Agnes sang solo _____.
- (but) 5. The old woman was frightened _____.
- (or) 6. Wear your coat _____.
- (but) 7. I like history _____.
- (and) 8. The wind blew _____.
- (but) 9. Jonathon went to the circus _____.
- (or) 10. Lock the door _____.

B. Give the three compound sentences of your own using coordinate conjunctions and, or, but, and, nor orally.

MIND SIZZLERS

Identify each sentence. Tell if it is simple, compound, or complex. Read your answers orally.

1. Jerry and Angel go to school together.
2. The sky was dark when we left the house.
3. Dogs and cats are common house pets.
4. A typhoon was predicted but the sky remained bright.
5. Large drops of rain fell.
6. The girls sang and danced merrily.
7. Before we left the house, some visitors came.
8. My sister made the spaghetti and I prepared the drinks.
9. Should they look for the dog or should they wait for it to come home?
10. She either cooks or buys something outside.
11. Whenever it rains, the roof leaks.
12. The house looks eerie but we are not scared.
13. If you sing, I will play the guitar.
14. Are Joey and Gina business partners?
15. We laughed while Beatrice cried.

WHAT AN INTERESTING WORLD!

Combine each group of simple sentences into a compound sentence. Use an appropriate conjunction. Read your answers orally.

1. I felt sleepy. I kept my eyes open.
2. The doorbell sounded. The phone rang.
3. Will you make meatballs? Will you simply fry eggs?
4. Joel played the violin. Arianne listened.
5. The wind blew. The leaves fell to the ground.
6. The building is too old. The people occupy it.
7. We rehearsed for weeks. We were still nervous.
8. The sun was shining. The beach was quiet.
9. The alarm clock rang. Rica did not hear it.
10. You must study. You will fail.

Adapted from:

Interactive Language 4

Activity Book

New Dynamic Series in English 4

Ripples 4

English Language Arts and Skills

USING DIRECT AND INDIRECT DISCOURSE

Objective:

Use direct and indirect discourse

- There are two ways of expressing the words of a speaker- **direct and indirect discourse**
1. **Direct discourse** refers to the exact words of a speaker. When written it is usually enclosed in quotation marks and separated with a comma.

2. Indirect discourse refers to the words of a speaker in reported form without any changes of meaning.

ENERGIZERS

Read the following sentences below then identify as direct or indirect discourse orally.

1. The boy asked his mother if he could go out with his friends.
2. Mother said, “No, you are too young to go to the party.”
3. The father told his son to stay at home.
4. “But this happens only once,” cried the boy.
5. He told the parents that he would go home early.
6. “Is it a safe place?” asked Mother.
7. The boy replied, “It will be in our school.”
8. “Then, you may go,” said Father.
9. The boy thanked his parents.
10. “Thank you, for trusting me,” said the boy.

MIND TWISTER

A. Change the following sentence into direct discourse only.

1. My mother told us to behave well at home or in school.
2. My friend told me that she had forgotten to bring her book.
3. Daddy told us that we would go to Cebu next week.
4. Andrew told me that he had not spoken French before.
5. Marie told me that we would meet this Sunday.

B. Change the following sentences to indirect discourses orally.

1. “This plate of food is for you,” Maricel whispers.
2. The teacher said to me, “Tell me what happened.”
3. Lea cries, “I am looking for my blue dress.”
4. The doctor said, “You may take this medicine.”
5. The new student asked, “Where is the library?”

MIND SIZZLERS

Think of five sentences each for direct and indirect discourse. Give your answers orally.

WHAT AN INTERESTING WORLD!

Write or cut an interview from a newspaper. Then, choose five direct discourses and change them into indirect discourses. Read your answers orally to the class.

Adapted from:

Interactive Language 4

Activity Book

New Dynamic Series in English 4

Across Borders Through

Language 4

USING INDEFINITE PRONOUNS

Objectives:

Use indefinite pronouns correctly

Use singular and plural indefinite pronouns correctly. Use the verb that agrees with the indefinite pronoun numbers

- **Indefinite pronouns** refer generally to one or more that one person or thing. Some commonly used indefinite pronouns are given below.

Singular		Plural	
Any	Each	Any	Many
Anybody	Either	All	Most
Anyone	Everybody	Both	Several
Anything	Everyone	Few	some
Everything	None		
Neither	No one		
Nobody	One		
Other	somebody		
Something	Some one		

ENERGIZERS

Choose a partner. Take turns in answering the following questions using indefinite pronouns correctly. Do this orally.

1. Did you see all the learners in this classroom yesterday?
2. Is everybody present here today?
3. Has anybody taken my pencil?
4. Does anyone know where my bas is?
5. Is there something you need?
6. Is there somebody in the principal’s room right now?
7. Has everyone submitted his or her paper?
8. Has anybody seen the principal?

MIND TWISTERS

A. Choose the correct form of the verb in the parentheses then read your answer in a complete sentence.

1. Everything (is, are) in its proper order.

2. Many (has, have) joined the art contest.
 3. Each of the players (is, are) required to have a regular check-up.
 4. Both (seem, seems) interested in soccer.
 5. Very few (remain, remains) in the classroom.
- B. Fill in the blanks with the proper form of the verb in the parentheses. Do this orally.
1. No one (know) _____ how to use the microscope.
 2. Each of my classmates (win) _____ a prize.
 3. Several of the swimmers (practice) _____ for the competition.
 4. All (be-present) _____ requested to attend the meeting.
 5. Everyone (feel) _____ happy about the good news.

MIND SIZZLERS

Complete the sentences below by supplying an appropriate indefinite pronoun. Read your answer to the class.

1. "All the learners in our class are here today. _____ is absent."
2. "_____ must have taken my bag by mistake."
3. "_____ of my materials are there."
4. "_____ of my classmates was with me when I lost it."
5. "Will _____ help me find my bag?"
6. "Is there _____ you want?"
7. "Please go and see if _____ is in the office."
8. "Did you find _____ there?"
9. "Is _____ ready for the experiment?"

WHAT AN INTERESTING WORLD!

Have you ever experienced being scared? What frightened you? Was it something or someone? Write an interesting paragraph about your scary experience. Give emphasis to all the indefinite pronouns you used. Read your output to the class.

Adapted from:

Interactive Language 4

Activity Book

Ripples 4

English Language Arts and Skills

USING SIMPLE TENSES OF THE VERB

Objectives:

Use the simple present tense accurately

- **Tense of the verb** denotes the function of a verb in a sentence in relation to time. It tells when the action happens or when the state of being exists.
- The **simple present tense** states an action or condition in the present time. It expresses habitual action general truths or facts, or a permanent condition.

- The **simple past tense** expresses an action or situation that happened in the past time. Regular verbs form their past tense by adding –d or –ed to the base form.
- The **simple future tense** indicated an action or state of being that is about to happen.

ENERGIZERS

Identify the correct form of the verb in the parenthesis then read your answer in a complete sentence

1. Every year, we (celebrate, celebrated, will celebrate) the feast of Sto. Nino de Praga, with festivities.
2. In last week's newspaper, a concerned student (write, wrote, will write) a letter to the editor suggesting that television programs must be examined carefully.
3. Your plants (shrink, shrunk, will shrink) if you soak them in water for a long time.
4. Our great Filipino men and women (fight, fought, will fight) for us to achieve the freedom we enjoy today.
5. Always (bear, bore, will bear) in mind the values your parents taught you.
6. At least twice a year, the moon (moves, moved, will move) between the earth and the sun.
7. The peace talks between the government and the rebels (continue, continued, will continue) next month.
8. When the Spaniards came to the Philippines, they (bring, brought, will bring) with them the image of the Sto. Nino.
9. Which (travels, traveled, will travel) faster, sound or light?
10. In the years to come, there (are, were, will be) many changes in our country.

MIND TWISTERS

Give the correct form of the verb in the parentheses then read your answer in a complete sentence.

1. Multiplying 8 by 6 _____ to 48. (result)
2. Agapito Flores _____ the florescent lamp. (invent)
3. The People Power I _____ us to regain our democracy. (lead)
4. The Philippine is an archipelago that _____ north of the equator. (lie)
5. You _____ success, if you know how to preserve. (achieve)
6. A few years from now, the administration of the school _____ a different set-up. (have)
7. An unidentified man _____ into our house last night. (break)
8. I always _____ on time for our morning assembly. (come)
9. Back in the old days, there _____ no such things as paper towels or napkins. (be)
10. The City Mayor _____ a project for the out-of-school youths soon. (launch)

MIND SIZZLERS

Change the tense of the verb to the tense indicated in parentheses. Make the necessary changes in the expression used. Read your answers aloud to the class.

1. The group attended symposium on the effects of mass media. (present)

2. They will give us pamphlets about the seminar. (past)

3. The resource person talks about the influence of the media on children. (future)

4. I stood straight when the national anthem is sung. (present)

5. We shall pay the fee as soon as we arrive there. (past)

6. The workers finish the building construction today. (future)

7. The newly-elected class officers will take their oath tomorrow. (past)

8. I followed our school rules and regulations. (present)

9. The performers went back on stage after the show. (future)

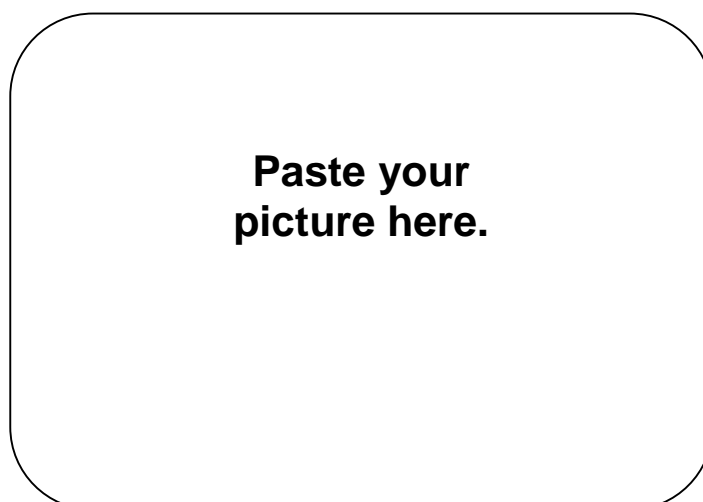
10. The English coordinator will call for a meeting next week. (past)

WHAT AN INTERESTING WORLD!

An autobiography tells of one's own past and present experiences. It also expresses one's own ambitions and future plans. Then read your output afterwards. Here are some guidelines to follow in writing your autobiography:

1. The first paragraph tells something about oneself such as your name, birth date, birthplace, parent's names and nature of work, school hobbies and interests, and other necessary information.
2. The second paragraph relates your most memorable experiences.
3. The third paragraph reveals your plans in the future.

Paste your picture on the frame. Then write your own autobiography in two or three paragraphs. Use the present, past, future tense of the verb.



Adapted from:

Interactive Language 4

Activity Book

Across Borders Through

Language 4

Objectives:

Use the perfect tense correctly as assigned by time indicators

Use for and since correctly

• The **present perfect tense** is formed by adding the auxiliary verb has and have to the past participle of the main verb. It has the following functions:

1. Action occurring at an indefinite time in the past.
2. A situation that began in the past and continued to the present
3. Recent past action just completed at the time of speaking; and
4. Action repeated several times in the past.

• The expressions since and for are often taken as time markers for the present perfect tense. Other expressions such as already, just, yet, lately, before, several times, are also used to state the present perfect tense.

ENERGIZERS

Read each question. Answer it in a complete sentence with the correct form of the verb in the present perfect tense. Use **since** or **for**. Do this orally.

1. How long have you studied in this school?
2. Since when you lived in your house?
3. How long have you been absent in the class?
4. Since when have you learned to swim?
5. Since when have you joined the Taekwondo Club?
6. How long have you known your friends?
7. How long have you been a member of the basketball team?
8. Since when have you used the computer?
9. How long have your parents worked abroad?
10. How long have you spoken the English language?

MIND TWISTERS

A. Fill in blanks with **since** or **for** orally. Give your answer in a complete sentence.

1. The Bagobos have lived in the mountains _____ along time.
2. The philanthropist has given much to the charity _____ it was founded.
3. My nephew has gone to Canada _____ three years now.
4. Those athletes have completed in games _____ they started training.
5. Bianca has worn her new pink dress only one _____ she bought it.
6. Dinosaurs have been extinct _____ millions of years now.
7. _____ its establishment, the foundation has helped poor children in the streets.
8. She has been doing weight training _____ six months now.
9. John had been friends' _____ he was nine.
10. They had been friends' _____ more than a decade.

B. Write the correct **present perfect tense of the verb** in the parentheses. Then use **since** or **for**. Do this orally.

1. Amorsolo's paintings (be) _____ in exhibit _____ quite sometime in the Art Museum.
2. Air pollution (be) _____ a major problem _____ many years now.
3. I (see-not) _____ my report card _____ the distribution.
4. The media people (wait) _____ for the controversial optician _____ this morning.
5. Our school's representative (train) _____ for the contest _____ a period of three months.

MIND SIZZLERS

Give two sentences for each phrase below using the **present perfect tense**. Use the time expressions **since** or **for**. Do this orally.

Example: drive this car

- a. My brother driven his car since he was eighteen years old.
- b. My brother has driven his car an hour now.

1. Take computer lessons

- a. _____
- b. _____

2. Play basketball

- a. _____
- b. _____

3. Write a letter

- a. _____
- b. _____

4. Watch a movie

- a. _____
- b. _____

5. Play a guitar

- a. _____
- b. _____

6. Know your best friend

- a. _____
- b. _____

WHAT AN INTERESTING WORLD

You are assigned to write a feature article in your school paper. You are asked to interview one member of the Robotic Dancers who has done series of performances.

List down the questions you plan to ask. Ask him about the activities he had done and things or places he has seen or visited. Read your answers orally.

Example: How long have you been dancing?

1. _____
2. _____
3. _____
4. _____
5. _____

List down below the possible answers to your questions above. Read your answers orally.

Example: I have been dancing for years.

1. _____

2. _____

USING THE PAST PERFECT TENSE

Objective:

Use the past perfect tense

- The **past perfect tense** shows the relationship of two events which occurred in the past. It expresses an action or state being that happened earlier (past perfect tense) before another past action or state of being (simple past).
- It is formed by adding had to the past participle of the main verb. The conjunctions when, before, and after are used.

ENERGIZERS

Supply the blanks with the **correct past perfect form of the verbs** on the left. Do this orally.

- (finish) 1. The sprinter _____ the race before she fainted.
- (be) 2. Mr. Castro _____ a broadcast journalist before he became a senator.
- (leave) 3. When we arrived at the airport, the dignitaries _____.
- (take) 4. After the learners _____ the examinations, the teacher told them to leave.
- (see) 5. Jorge reported that he _____ the fire razed the houses after he heard the explosion.
- (spill) 6. The chemical wastes _____ in the river before the factory owner knew it.
- (go) 7. My friends _____ home when my mother came.
- (surround) 8. The police _____ the area before we reached the place.
- (come) 9. We _____ to see the concert before we went home.
- (eat) 10. After I _____, I watched a television program.
- (sleep) 11. I _____ when my classmates arrived.
- (run) 12. The rabbit _____ before we caught it.

MIND TWISTERS

Fill in the blanks with the correct **past perfect and the simple past forms of the verbs** in the parentheses. Do this orally.

1. The girls _____ almost three hours decorating the stage before they _____ it. (spend, finish)
2. The doctor _____ me a pain reliever before I _____ the sore. (give, feel)
3. Arvin _____ that he _____ a big mistake. (realize, do)
4. The baby _____ when the phone _____. (sleep, ring)
5. The host _____ the winner after the judges _____ the best. (announce, chose)
6. A strong wind _____ before the leaves _____ off the tree. (blow, fall)
7. After father _____ the morning papers he _____ to his office. (read, go)
8. I _____ a message to him when I _____ a call for him. (send, receive)

9. Mikko _____ that he _____ the book. (say, read)
 10. Martin _____ that he _____ the door open. (remember, leave)

MIND SIZZLERS

Give your own sentences using the verbs in **Set A** in their **past perfect tense** and the verbs in **Set B** in their **simple past**. Do this orally.

Set A

1. take
2. tell
3. leave
4. arrive
5. put
6. see

Set B

- say
- visit
- go
- begin
- break
- keep

Acceptability of the Proposed Supplementary Content-Based Instructional Materials In English For Grade 4

This section presents the acceptability of the proposed supplementary content-based instructional materials in English for Grade 4 learners based on certain criteria. The data is presented in Table 3 in answer to sub-problem 3.

Table 3
Acceptability of the Proposed Content-Based Instructional Materials Based On Criteria

Criteria For Acceptability	AWM	D.E
A. Objectives 1. The Materials can lead to the attainment of the objectives relative to the Philippine Elementary Learning Competencies	3.55	A
B. Content 1. The materials develop the learners competence and skills in English	3.52	A
2. The materials ensure better understanding through proper presentation	4.20	A
3. The materials were made interesting and meaningful to the Grade 4 learners	3.68	A
4. The language used was appropriate to the Grade 4 pupils.	2.55	MA
C. Sequence of Topics 1. The topics are arranged from easy to difficult	3.65	A

2. The learning activities are varied to suit the level and interest of the learners	3.50	A
3. The learning activities address the problems of the Grade 4 teacher in terms of instructional materials	4.20	A
4. The learning activities provide the learners with opportunity to use English in daily conversation	4.35	A

Legend:

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Much Acceptable (VMS)
4	3.50 – 4.49	Acceptable (A)
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 3 presents the acceptability of the proposed supplementary content based instructional materials based on certain criteria. There are three criteria for acceptability used by the Grade 4 English teachers to evaluate the proposed supplementary content-based instructional materials and these are objectives, content and sequence of topics. It was recommended by the Grade 4 English teachers in Amulung West District, the materials are “Acceptable”, which means that it can be used by other English teachers in their respective schools, to fill the gap of instructional materials in English.

CHAPTER 4

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

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

SUMMARY

This study used the descriptive method of research using the questionnaire as data gathering instrument in the development of a proposed supplementary content-based instructional materials for Grade 4 learners during the school year 2024-2025. The assessment focused on the level of performance of the Grade 4 learners in English based on a teacher-made test results; the acceptability of the proposed context-based instructional materials based on certain criteria. The output of the study is a proposed content-based instructional materials in English for Grade 4 learners to address the needs of the Grade 4 teachers. The seventy-two (72) English teachers served as respondents and thirty five (35) Grade 4 learners at the San Juan Elementary School served as subject respondents. Frequency and percentage and average weighted mean was used to treat the data needed.

Findings:

1.0 Level of Performance Of The Grade 4 Learners In English Based On A Teacher Made Test

- 1.1 Majority of the Grade 5 learners belong to “Fair” 15 or 42.86 percent level of performance in English
- 2.0 Proposed Supplementary Content Based Instructional Materials In English For Grade 4 learners
- 2.1 The proposed supplementary content-based instructional materials can address the needs identified by the Grade 4 teachers in line with the lack of instructional materials.
- 3.0 Acceptability Of The Proposed Supplementary Instructional Materials.
- 3.1 The Grade 4 English teachers evaluated the proposed supplementary content-based instructional materials to “Acceptable”.

CONCLUSIONS

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

1. The level of performance of the Grade 4 learners can be improved
2. The proposed supplementary content-based instructional materials can serve as additional materials in the teaching of English as a subject in the K to 12 curriculum.

RECOMMENDATIONS

In the highlights of the findings made, the following recommendations are hereby offered.

1. The proposed supplementary content-based instructional materials can be presented to DepEd concern authorities for reproduction.
2. The content-based instructional materials can be used by the Grade 4 teacher teaching English for their Grade 4 learners.
3. Similar study conducted in wider scope to validate the findings of the study.

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APPENDICES

APPENDIX A

Lyceum Northwestern University

Dagupan City

The Schools Division Superintendent

Division of Cagayan

Cagayan Province

Sir:

Greetings

The undersigned is presently enrolled in research work entitled “**Supplementary Content-Based Instructional Materials In English For Grade 4 Learners**” I partial fulfillment to the requirements for the degree Master of Arts In Education at the Lyceum Northwestern University, Dagupan City this academic year 2024-2025.

In this connection, may I asked permission from your good office to allow me administer my questionnaire to the English teacher in Amulung West District.

Thank you very much for your kind approval.

Very truly yours,

Sgd. Lilibeht M. Marzan

Researcher

Noted:

Sgd. Christopher A. De Vera, ED.D

Adviser

Approved:

Sgd. Reynante Z. Caliguiran, Ed. D.

Division Schools Superintendent

Questionnaire For Grade 4

English Teachers

Respondents:

Presently I am enrolled in Thesis Writing II at the Lyceum Northwestern University, Graduate school and conducting a research work entitled “Supplementary Content-Based Instructional Materials for Grade 4 Learners” as a requirement for the degree Master of Arts In Education this Academic Year 2024-2025

Kindly help the research by way of accomplishing the questionnaire attached as my data gathering instrument. Rest assure that all responses be kept confidential.

Thank you very much.

Very truly yours,

Sgd. Lilibeht M. Marzan

Researcher

Part I- Acceptability Of The Proposed Supplementary Content- Based Instructional Materials.

Direction: Kindly put a check (√) mark on the space provided for each column using the scale below in terms of acceptability.

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Much Acceptable (VMS)
4	3.50 – 4.49	Acceptable (A)
3	2.50 – 3.49	Moderately Acceptable (MA)
2	1.50 – 2.49	Slightly Acceptable (SA)
1	1.00 – 1.49	Not Acceptable (NA)

Criteria For Acceptability	VMA	A	MA	SA	NA
	5	4	3	2	1
A. Objectives					
1. The Materials can lead to the attainment of the objectives relative to the Philippine Elementary Learning Competencies					
B. Content					
1. The materials develop the learners competence and skills in English.					

2. The materials ensure better understanding through proper presentation					
3. The materials were made interesting and meaningful to the Grade 4 pupils.					
4. The language used was appropriate to the Grade 4 pupils.					
C. Sequence of Topics					
1. The topics are arranged from easy to difficult					
2. The learning activities are varied to suit the level and interest of the pupils					
3. The learning activities address the problems of the Grade 4 teacher in terms of instructional materials					
4. The learning activities provide the learners with opportunity to use English in daily conversation					

CURRICULUM VITAE

LILIBEHT MALADRIGO MARZAN

ZONE 3, BALAUINI AMULUNG WEST CAGAYAN VALLEY

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Mobile number: 09973353561



Educational Qualification

Master of Educational Management

June 2019 - Present

Complete Academic requirements

Lyceum Northwestern University

Tapuac, Dagupan City

SECOND SEMESTER 2008-2009

CAGAYAN COLLEGES TUGUEGARAO

TUGUEGARAO CITY CAGAYAN

SUMMER 2009-FIRST SEMESTER 2010

MALLIG PLAINS COLLEGES

MALLIG, ISABELA

Licensure Examination for Teachers Passer

Licensed Teacher

Registration number: 0883488

Tertiary

Bachelor of Elementary Education

June 2001- April 2005

UNIVERSITY OF CAGAYAN VALLEY (CAGAYAN COLLEGES TUGUEGARAO
TUGUEGARAO CITY, CAGAYAN VALLEY

Secondary

June 1997 – March 2001

CORDOVA NATIONAL HIGH SCHOOL
CORDOVA AMULUNG WEST CAGAYAN VALLEY

Primary

June 1991– March 1994

SAN JUAN PRIMARY SCHOOL
BALAUINI AMULUNG CAGAYAN

INTERMEDIATE

JUNE 1994-MARCH 1997

CORDOVA CENTRAL SCHOOL
CORDOVA AMULUNG CAGAYAN

Work Experiences

Teacher I

SEPTEMBER 2019-NOVEMBER 2011
PACAC GRANDE-TANA ELEMENTARY SCHOOL
NANGALASUAN ELEMENTARY SCHOOL
AMULUNG WEST DISTRICT

TEACHER III

DECEMBER 01, 2011-PRESENT
SAN JUAN ELEMENTARY SCHOOL
AMULUNG WEST DISTRICT

Personal Information

Birthdate: SEPTEMBER 15, 1984

Age: 40 yrs. Old

Civil Status: Married

Citizenship: Filipino

Height: 5'4"

Weight: 65 kg

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