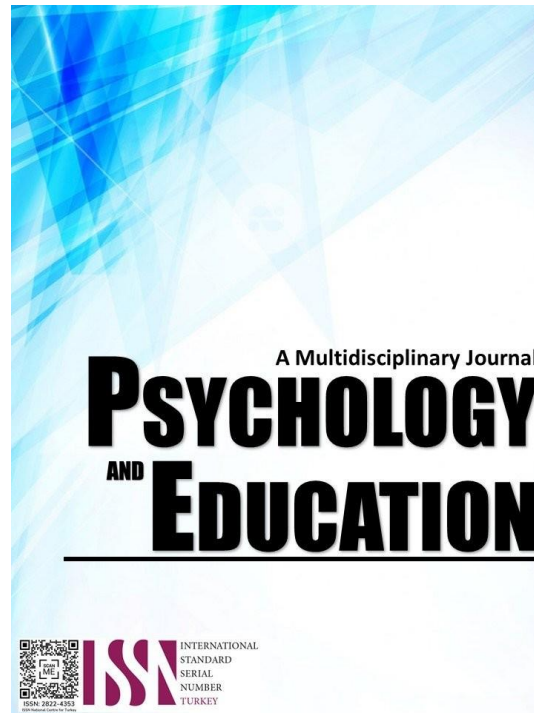


**TOP PERFORMING K TO 3 PUPILS'  
UNFAMILIARITY WITH THE IBANAG WORDS  
USED IN MODULES AS DESCRIBED  
BY THE TEACHERS**



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## Top Performing K to 3 Pupils' Unfamiliarity with the Ibanag Words Used in Modules as Described by the Teachers

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### Abstract

This study aimed to determine the top performing K to 3 pupils' unfamiliarity with the Ibanag words used in modules as described by the teachers. Specifically, this study aimed to answer the description of teacher participants on the experiences of the said pupils using the modules written in Ibanag, explain the reasons behind the pupils' unfamiliarity with the vocabulary used in the module, and their teaching strategies in teaching the modules. Schema Theory was used to determine the background knowledge of the top performing K to 3 pupils with the Ibanag words used in the modules. The Researcher used a phenomenological qualitative method of Moustakas (1994) to explore the phenomenon on the top performing K to 3 pupils' unfamiliarity with the Ibanag words used in modules as described by the teachers. The study was conducted during the School Year 2021-2022 in Angancasilian Elementary School. The teacher participants of the study were four (4) teachers from kindergarten, Grade 1, Grade 2, and Grade 3. Purposive sampling was applied by the Researcher since there was only one (1) teacher per grade level with the total of four (4) teacher participants from the said Grade levels. In this design, bracketing or epoche, horizontalization, textural description, structural description and essence were done. The study revealed that top performing K to 3 pupils had vocabulary problems in answering the modules written in Ibanag as described by teachers. They could not fully grasp Ibanag terms used in the modules. Meanwhile, teachers gave clearer instructions to aid the difficult terminologies used in the modules written in Ibanag. Thus, definition of terms should be included in each module and module writers should use simple Ibanag terms in crafting the modules.

**Keywords:** *teachers, modules, k to 3 pupils', ibanag words*

### Introduction

The Department of Education (DepEd) adopted the implementation of the K to 12 curriculum which covers the implementation of mother tongue as a subject and as a medium of instruction in teaching Kindergarten to Grade 3. Mother tongue has a great impact on the learning of a pupil. It is being learned at home through the help of the people around him. A child is not afraid to talk because he is confident to use his first language in communication.

In the Issues and challenges in teaching mother tongue-based multilingual education in Grades 2 and 3 by Alberto et al. (2016), findings revealed that the respondents have problems on the unavailability of audio materials for the listening skills of the students. Limited Hiligaynon (local dialect) vocabulary and unfamiliarity of the words became problems of the teachers. They found it difficult to speak purely in Hiligaynon due to the teaching of different subjects where the medium of instruction is English. Limited reading materials, particularly on profound Hiligaynon terms, became a challenge to the teaching. Hiligaynon words are long and difficult to spell. In a nutshell, lack of instructional materials intervened in the development of reading, listening, speaking and writing skills of the learners. Lack of training to teach mother tongue was also evident to the teachers.

The study of Parba (2018) showed that translanguaging was often used by the students and teachers to communicate in view of the implementation of MTB-MLE on teachers' shifting language ideologies and teaching practices in Philippine mother tongue classrooms.

Because of the Covid 19 pandemic, face to face classes were suspended to prevent the transmission of virus or the COVID 19; but education did not stop. The DepEd narrowed the target objectives to be taught to the students. Modes of delivery of instruction would be online or through printed modules. From face-to-face classes, it shifted into modular learning particularly in the province of Isabela. Pupils still continue their education by reading the given printed modules and answering the activities on these. Parents or guardians are only allowed to get the printed modules in the school, not the pupils, following the strict protocols of the Department of Health (DOH) and the Department of Education (DepEd).

In Northern Isabela, modules written in Ibanag were being used in delivering the instruction from Kindergarten to Grade 3. Ibanag is the mother tongue in Northern Isabela. In the modules written in Ibanag, problems are inevitable to the learners particularly by the top performing K to 3 pupils. Unfamiliarity of the terms used in the modules hinder the learning of the

said pupils based on the description of the teachers and parents.

In the study of Akintunde and Akuta (2021) titled “The Significance of Mother Tongue in Early Childhood Education”, they found out that the use of the mother tongue in the early education of children helps in facilitating learning. It serves as a motivation as the child moves from the known, which is the mother tongue to the unknown which is the second language or target language. Mother tongue helps the child to acquire and converse in languages other than his mother tongue.

However, on the similar studies in Yogyakarta in Java, Indonesia from 2013-2019, many children in the island do not understand Javanese vocabulary particularly in krama level. This led to the study of Kusumaningtyas and Sihombing (2021) on Designing Picture Book about The Javanese Vocabulary through Lift a Flap for Children 4-5 Years old. The finding revealed that designing a picture book about Javanese vocabulary through Lift a Flap is helpful when the children from 4-5 years old are promoted to elementary.

Also, in the study of Hapsah and Rahman (2019) on Sundanese Language Vocabulary in Narrative Essay of Elementary School Students, findings from 16 essays on the types of vocabulary revealed that Sundanese children borrowed 126 words to fill the lexical gap in their narrative essays.

Despite the introduction of the mother tongue to be used as a subject and as a medium of instruction, problems related to the vocabulary used in the printed modules are evident. In the study of Ocampo and Belarde (2021), one of the results showed that students find it easier to pick the English counterpart of an Ilocano word to fill lexical gaps in one of their languages.

The setting of the study was located in Angancasilian Elementary School in barangay Angancasilian, Cabagan, Isabela, district 1 of the said province where there is only 1 teacher assigned per grade level. Teachers from Kindergarten, Grade 1, Grade2, and Grade 3 taught mother tongue subject which is Ibanag and it was being used as a medium of instruction to other subjects. They utilized their teaching strategies to meet their target objectives.

Due to the limited speakers of Ibanag in Northern Isabela, the Researcher was motivated to conduct this study in Angancasilian Elementary School since he wanted to introduce more about the Ibanag dialect through the use of Ibanag modules. He was also motivated to pursue this study to persuade other

researchers to conduct more studies on Ibanag to preserve the language in view of the declining number of speakers.

Teachers in Angancasilian Elementary School in Northern Isabela only use modules to continue the education in view of the DepEd’s protocol to promote security amid the widespread of the COVID-19 Pandemic by following the basics of social distancing, wearing of facemask, handwashing, and disinfecting with the use of alcohol. Pupils were not allowed to go to school. Instead, their parents visited the school every Monday to get the printed modules prepared for each subject, then the pupils answered the activities on the modules at their homes with the guidance of their parents.

Now, based on the initial review of related literature and knowledge from some of the participants of the research, it was found out that no study has been conducted in Angancasilian Elementary School on the said topic. The researcher felt that there was a need to study the top performing K to 3 pupils’ unfamiliarity with the module-based Ibanag lexis so that the future findings would help them remedy the aforementioned problems.

## Research Questions

1. How do the teacher participants describe the pupils’ experiences in using the modules written in Ibanag?
2. How do the teacher participants explain the reasons behind the pupils’ unfamiliarity with the vocabulary used in the module?
3. What teaching strategies do teacher participants utilize in teaching the modules?

## Methodology

### Qualitative Research

Qualitative research is a type of research where the data are nonnumerical. The role of the researcher is to gather data through observation, questionnaires, interviews (physical interview or virtual interview), recordings in the actual setting, documentation, case studies or artifacts. Its focus is about quality or meaning of experience. The goals of the research are to understand, describe, and discover.

The Researcher employed phenomenology on this qualitative research to determine the lived experiences of the teacher participants as they described the top K to 3 performing pupils' unfamiliarity with the Ibanag words used in the modules.

### Research Design

The Researcher used a phenomenological qualitative method of Moustakas (1994) to explore the phenomenon on the top performing K to 3 performing pupils' unfamiliarity with the Ibanag words used in modules as described by the teachers and to gather information which is vital to the completion of the study. This type of qualitative research helps to understand the lived experiences of the people. This has something to do with the common experience of the top performing pupils in Angancasilian Elementary School. The phenomenon in this study is the top performing K to 3 pupils being described by the teachers and their parents when they used the modules written in Ibanag and the reasons behind the unfamiliarity with the lexis used in the modules.

For the Epoche or bracketing, the Researcher set aside his personal belief and knowledge upon investigating the phenomena of the study on the top performing k to 3 pupils in Angancasilian Elementary School as described by the teachers to fulfill the purpose of the study. He was permitted to listen to the description of the teacher-participants on the lived experiences of the top K to 3 pupils' unfamiliarity with the Ibanag words used in the modules.

Horizontalization was being used to highlight important statements of the teacher-participants in the study on the top performing K to 3 pupils' unfamiliarity with the Ibanag words used in the modules. It is a phenomenological reduction process where all participants statements were given with equal value by the researcher as based on the theme of this study. The Researcher removed all repeated statements as well as those unrelated to the statement of the problem.

### Research Setting

The location of the study was in Angancasilian Elementary School in barangay Angancasilian, Cabagan, Isabela where teachers from Kindergarten, Grade 1, Grade 2, and Grade 3 were the participants of the study as they described the top performing K to 3 pupils' unfamiliarity on the Ibanag words used in the modules. There was only 1 teacher per grade level due to the limited number of pupils in the said school.

Below is a criterion of the research setting as adopted from Holliday, 2002, p.38

Criterion	Details
i) The setting must have a sense of boundedness.	Time, place, culture
ii) The setting should provide a variety of relevant interconnected data.	People to watch or interview, artifacts (e.g. documents, pictures, implements)
iii) There should be sufficient richness.	Different instances, facets and viewpoints-microcosm of the research topic in wider society
iv) the setting should be sufficiently small.	Logistically and conceptually manageable
iv) There should be access.	For the researcher to take whatever role is necessary to collect data

Source: Adopted from Holliday, 2002, p.38.

### Sampling Procedures

The teacher participants of the study were four (4) teachers from Kindergarten, Grade 1, Grade 2 and Grade 3 of top performing K to 3 pupils. Teacher-participants described their experiences in teaching and assisting the pupils with their modules written in Ibanag lexis during the School Year 2021-2022. The Researcher used purposive sampling since the participants of the study were limited. In view of this, he included them all in his study.

### Data Collection

Following the phenomenological method, the Researcher used questionnaires to gather data and had interviews to the teacher-participants. He took some photos while gathering the data to support the study.

Challenges were inevitable on the part of the Researcher since he has to visit the actual setting of the participants amid the pandemic. From Quezon City, he needed to get vaccinated to follow the protocols of the Local Government Unit of Cabagan, Isabela. During his travel back to Isabela, his vaccination card served as a way to enter the setting of the study. He asked the consent of the barangay captain by showing his vaccination card so that he was not placed in a quarantine area for fourteen (14) days. Next to this, he made a request letter with a signature of his adviser. He had hard copies of the request letter for the head teacher of the setting of the study and the other one was a receiving copy.

For the gathering of data, the Researcher addressed a request letter Monday morning to the Head teacher of Angancasilian Elementary School who also served as the assistant principal of the said school. The nature of the study was discussed in front of the teacher participants and the head teacher. After the signing of

the letter, he also asked the consent of the participants, the teachers. Teacher-participants had started to answer the questionnaires in school. The researcher had some clarifications about their experiences in teaching the Ibanag modules. Written names of the participants are optional to them. Social distancing, wearing of face mask and face shield were also observed while conducting the study. Documentation was done to support this study.

After the conduct of the study, the Researcher analyzed and described the results to discuss the outcome of the study. He arranged the gathered data into tabular format following the theme, textual description, questions and coding. Next to this, he drew conclusions and recommendations for the completion of the study.

### Data Analysis

For the analysis of data, the Researcher followed Moustakas (1994) phenomenological method for the bracketing or epoche, horizontalization, textural description, structural description and essence.

For the Epoche or bracketing, the Researcher set aside his personal belief and knowledge upon investigating the phenomena of the study on the top performing K to 3 pupils in Angancasilian Elementary School as described by the teachers to fulfill the purpose of the study. He was permitted to listen to the description of the teacher-participants on the lived experiences of the top K to 3 pupils' unfamiliarity with the Ibanag words used in the modules.

Horizontalization was being used to highlight important statements of the teacher-participants in the study on the top performing K to 3 pupils' unfamiliarity with the Ibanag words used in the modules. It is a phenomenological reduction process where all participants statements were given with equal value by the researcher as based on the theme of this study. The Researcher removed all repeated statements as well as those unrelated to the statement of the problem. Themes were done in the statements of the teacher-participants that contain the phenomenon. These were first collected with repetitive statements from the said participants and overlapping statements were described. Categorizing together the remained statements was done into similar meaning units.

Textural description represents the meaning and essence of the experience (Moustakas, 1994). The responses of the participants were based on their experiences as they described the top performing K to 3 pupils' unfamiliarity with the Ibanag words used in

the modules. Teacher participants wrote their responses on the interview guide questions to narrate their experiences and how these experiences affected the learnings of the top performing K to 3 pupils in Angancasilian Elementary School.

Structural description was used to take the varying responses of the participants and to unify them into structural themes so that they represented the essences or underlying structures of the experiences. For the tabular format, it was applied in analyzing the data where there were responses of the teacher-participants, codes of the responses, clusters, theme, and universal space.

For the essence, the researcher synthesized the texture and structure into expression.

### Trustworthiness

Trustworthiness by Lincoln and Guba 1985 as cited by Connelly (2016) in her study on Trustworthiness in Qualitative Research concerned a true value of qualitative data, analysis and interpretation. It encompasses five (5) criteria.

Credibility, also known as internal validity, refers to the confidence in the truthfulness of data and their interpretations. On the experiences of the Researcher, he went to the actual setting of the study which was Angancasilian Elementary School to gather the data. After more than three (3) weeks of collecting data, he interpreted them based on the themes, bracketing, horizontalization, and imaginative variation.

Dependability, which refers to reliability of the study, describes the consistency of data of the study. There was also another person who analyzed the data aside from the Researcher to determine the reliability of the data.

Confirmability refers to objectivity of qualitative research. It is about neutrality of data from the two or more people for the accuracy of data, relevance, and meaning. Personal opinions of the researcher, as well as of other persons who analyzed the data, were set aside.

Transferability means external validity. The teacher participants gave enough details in the study and to the setting where this study was conducted. The Researcher can transfer the study near his workplace with the same number of participants.

The authenticity of this study was evident. There were no studies conducted yet on the Ibanag modules in



Angancasilian Elementary School particularly on the top performing K to 3 pupils. Even though the Researcher was far from the actual setting of study, he was motivated to conduct this to acquaint other people on the existence of the Ibanag minority in behalf of Ibanag modules.

### Validation of the Instrument

The Researcher used questionnaires that were conducted to the participants of the study to gather the desired data on top performing K to 3 pupils' unfamiliarity with the Ibanag words used in the modules as described by the teachers that mainly focus on the common experiences of the top performing K to 3 pupils in the unfamiliarity of Ibanag lexis in the modules, reasons behind their unfamiliarity with the lexis used in the module, and how teachers described their experiences in assisting the pupils with the module.

The validators who are experts in the field validated the content of the questionnaires. The contents of the guided questions for the interview were parallel to the objectives of the study, so the Researcher focused mainly on the targeted problems to be solved.

### Role of the Researcher

The Researcher did not include his personal knowledge on this paper or any experiences that may affect the interpretation of the result. There were no personal, work-related, or supervisory relationships with the research participants. Instead, he used questionnaires validated by the experts in the field, follow-up interview questions and documentations in his study in gathering the data. Issues on trustworthiness were discussed from the previous page following the discussions of Lincoln and Guba 1985 on trustworthiness.

### Ethical Considerations in Research

Research ethics is important to promote integrity, rights of the participants, and cooperation (Bhandari, 2019). On this part, the Researcher made sure that the teacher-participants are informed and safe for research subjects.

For the ethical issues, the Researcher gave an informed consent to the head teacher of Angancasilian Elementary School who also served as an assistant principal of the said school. He discussed the nature of the study to the teacher-participants.

For the identity of the teacher-participants, they wrote

their names on the questionnaires optionally. So, in the analysis of data, the Researcher used pseudo names to protect their identity. For the confidentiality of the data, the researcher did not share the collected information so that these would not be linked to other data by anyone else. For the results communication, the researcher ensured that this paper is free of plagiarism and accurately presented the data.

Four (4) teacher-participants were voluntarily participated in the gathering of data. Since then, the consent letter was discussed in details to the head teacher of the said school, teachers participated voluntarily to help the researcher.

The Researcher gave a letter of consent to the head teacher of Angancasilian Elementary School who also worked as an assistant principal of the said school. The nature of the study was discussed to him together with the teachers during their break time. After discussing the purpose of the study, he signed the consent letter. The Researcher had a receiving copy of the approved consent letter.

When it comes to anonymity, the researcher did not know yet the teacher-participants of the study until he visited the school for the gathering of data. They did not give specific personal information to protect their identity.

For the data pseudonymization, names of the teacher-participants were anonymized to protect their identity. This is similar to the confidentiality where the researcher stored the personal data of the four (4) teacher-participants and protected them in view of the right to privacy.

The Researcher considered all possible sources of harm in this study. Sensitive questions that irritate the teacher-participants were reconstructed into objective questions.

Research communication was done by the Researcher to avoid plagiarism and research misconduct. The Researcher honestly collected the data where he traveled to the setting of the study, from Quezon City to Isabela. Documentation was done to show the actual conduct of the study. Falsifying of data was never done by the Researcher because of his interest in his study to promote integrity.

## Profile of the Participants

<i>Participants</i>	<i>Gender</i>	<i>Grade level</i>	<i>Birthday</i>	<i>Age</i>	<i>Institution</i>
Teacher L	Female	Kindergarten teacher	May 23, 1991	31	DepEd Isabela
Teacher T	Female	Grade 1 teacher	May 6, 1973	49	DepEd Isabela
Teacher J	Female	Grade 2 teacher	December 7, 1993	28	DepEd Isabela
Teacher C	Female	Grade 3 teacher	November 3, 1979	42	DepEd Isabela

For the profile of the teachers' participants of the study, teacher L is a Kindergarten teacher and a teacher III from the DepEd Isabela, 31 years old. Teacher T is a master teacher from DepEd Isabela and is designated to teach Grade 1 pupils. Grade 2 pupils was assigned to teacher J. She is 28 years old. In the same way, Teacher C is 42 years old and is assigned to teach Grade 3 pupils.

## Results and Discussion

This section provides the presentation of the data relative to the statements of the problem of the study. The researcher uses the tabular format following the theme of the SOP, the verbal transcription of the participants, and the coding of the responses. Its analysis and interpretation of the data are combined in the portion of the study.

### How do the teacher participants describe the pupils' experiences in using the modules written in Ibanag?

#### Theme 1. Top performing K to 3 pupils had vocabulary problems as described by their teachers.

Category 1. This category shows that top performing K to 3 pupils had vocabulary problems as described by their teachers. It revealed that the said pupils encountered difficulties in answering the modules because of some terms are not easily understood.

They have encountered difficulty in answering the modules, especially some words they have used are not easy to be understood by the K to 3. (Teacher L) There is a need to give them more examples than the usual for them to completely understand the lesson, most especially the words that are being used in the module. Whenever they encounter words or terms that are difficult for them to understand, they should be translated to Tagalog or the language they understand the most. (Teacher T)

Whenever I collect the answer sheets from the parents,

I encountered some questions from them about the meaning of the words that are found in the modules that are written in Ibanag. I also observed this from the parents of the achievers where they ask to simplify the directions of the activities since there are difficult Ibanag used in the modules. (Teacher J)

The phenomenon was anchored on the theoretical framework of schema theory by floating sets of questionnaires to the research participants with open-ended questions. With this approach, research participants fully and freely describe their own experiences and as a Researcher, his distinct role is to collect the data and interpret them. In line with the theory, teachers must take this problem seriously upon teaching appropriate vocabulary instruction for their students. When learning new words, the lack of schema, often due to limited reading, proves a common problem for developmental education students (Willingham & Price, 2009; Willingham, 2009).

This is similar to the study of Anudin (2018) where common problems in MTB-MLE are inadequate books/references written in mother tongue, lack of vocabulary and insufficient teacher training.

It was obvious that the abovementioned related literature and study that lack of schema and inadequate books/references written in mother tongue to the top performing K to 3 pupils lead to difficulties in answering the modules due to the difficult Ibanag terms used in it. To address the problem, the author of the Ibanag module must use basic Ibanag terms in writing.

#### Theme 2. Top performing K to 3 pupils have weak performance as described by their teachers.

Category 1. Top performing K to 3 pupils have weak performance as described by their teachers in their performances. They find it hard to answer the activities in the Ibanag modules.

If I will describe their performance in the said modules, it is very weak. (Teacher L)

It became a big help for the pupils who are interested to learn Ibanag as they can already understand and answer the activities in the module. However, there are pupils who do not find them helpful because they prefer to learn and use Tagalog. They just find it hard to understand the activities/lessons in the modules. (Teacher T)

It is very challenging on my part on how to monitor the performances of my achievers due to pandemic

where there is no face-to-face class. I can say that I cannot view holistically their performances because there are some objectives of our lessons that aren't met. (Teacher J)

Intelligent pupils have good performance. But most of them have poor performance because they only rely on their parents in answering the modules. Most of them have no interest in learning their modules. (Teacher C)

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Javier and Jubay (2019) found out in their study "Exploring Parent-Teacher Collaboration to Improve Students' Vocabulary Skills", that there is a development in the performance of the students upon conducting the pre-test and post-test. It also revealed that parent-teacher collaboration has a significant difference before and after the activity. They recommended that parent-teacher collaboration must be the next priority of the Continuous Improvement Program (CIP) of the school, particularly on the students' vocabulary skills.

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It was obvious that the abovementioned related literature and study that lack of schema and inadequate books/references written in mother tongue to the top K to 3 pupils lead to difficulties in answering the modules due to the difficult Ibanag terms used in it. To address the problem, the author of the Ibanag module must use basic Ibanag terms in writing.

**How do the teacher participants explain the reasons behind the pupils' unfamiliarity with the vocabulary used in the module?**

**Theme 1. Top performing K to 3 pupils cannot fully grasp Ibanag terms used in the modules as**

**described by their teachers.**

Category 1. This category is about the top performing K to 3 pupils' unfamiliarity with some vocabularies used in the modules as described by their teachers. They explained the reasons behind the pupils' unfamiliarity with the vocabulary used in the modules since they cannot fully grasp Ibanag terms used in it.

Because some of it is very deep and it is new for the k to 3 pupils (Teacher L)

They only use Ibanag sometimes whenever they interact with people within their home, school and other places. They are used to an environment with people using Tagalog or English which explains that they can't fully grasp words/terms in Ibanag. (Teacher T)

They often use simple Ibanag terms in communication. (Teacher J)

Because some of the words are unfamiliar to them. They find it difficult to understand. (Teacher C)

The phenomenon was anchored from the theoretical framework of schema theory by floating sets of questionnaires to the research participants with open-ended questions. With this approach, research participants fully and freely describe their own experiences and as a researcher, his distinct role is to collect the data and interpret them. In line with the theory, teachers must take this problem seriously upon teaching appropriate vocabulary instruction for their students. When learning new words, the lack of schema, often due to limited reading, proves a common problem for developmental education students (Willingham & Price, 2009 page 55; Willingham, 2009).

This is similar to the study of Santillan and Daenos (2020) titled "Vocabulary Knowledge and Learning Strategies of Senior High School Students", where the results revealed the need to enhance the curriculum, specifically on vocabulary, to facilitate learning of strategies and to provide more practice of the vocabulary-learning strategies (VLS) through reading. Also, in a similar study by Anudin (2018), common problems in MTB-MLE are inadequate books/references written in mother tongue, lack in vocabulary and insufficient teacher training.

The above literature and study show how important vocabulary is. On the teachers' description on top k to 3 pupils' unfamiliarity with some of the lexes(vocabularies) used in the module, they described that the words used are very deep and the pupils find it difficult to understand unfamiliar words. In this



situation, definition of terms should be included at the front or back of each module to unlock difficult terms.

## **Theme 2. Top performing K to 3 pupils experienced difficulty in the words that are found in the Ibanag modules.**

**Category 1.** Top performing K to 3 pupils experienced difficulty in the words that are found in the Ibanag modules. Responses from the participants revealed that achievers encountered difficulty in understanding unfamiliar words. This served as a challenge for them because they cannot fully grasp the words/terms in Ibanag used in the module that led for help or support from their parents, teachers, and elders. They also prefer Tagalog modules than Ibanag ones.

They describe their experiences as very difficult especially in understanding some unfamiliar words found in the module. (Teacher L)

To those pupils who are interested, it became a challenge for them to learn because they have their parents or guardians/elders who guide and teach them. (Teacher T)

One of their experiences is difficulty in understanding some words that are new to them. Reading Ibanag texts are challenging also. (Teacher J)

They said that they prefer Tagalog modules than Ibanag because Tagalog modules are easy to understand. (Teacher C)

In view of this, the findings were anchored on theoretical framework of schema theory. In line with this, teachers must take this problem seriously upon teaching appropriate vocabulary instruction for their students. When learning new words, the lack of schema, often due to limited reading, proves a common problem for developmental education students (Willingham & Price, 2009 page 55; Willingham, 2009).

This is similar to the study of Santillan and Daenos (2020) titled Vocabulary Knowledge and Learning Strategies of Senior High School Students, where the results revealed the need to enhance the curriculum, specifically on vocabulary, to facilitate learning of strategies and to provide more practice of the vocabulary-learning strategies (VLS) through reading. Also, in a similar study by Anudin (2018), common problems in MTB-MLE are inadequate books/references written in mother tongue, lack in vocabulary and insufficient teacher training.

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“Exploring Parent-Teacher Collaboration to Improve Students’ Vocabulary Skills”, that there is a development in the performance of the students upon conducting the pre-test and post-test. It also revealed that parent-teacher collaboration has a significant difference before and after the activity. They recommended that parent-teacher collaboration must be the next priority of the Continuous Improvement Program (CIP) of the school, particularly on the students’ vocabulary skills.

It was apparent with the aforementioned related literature and studies that the reasons behind the unfamiliarity of the top K to 3 pupils with the lexis used in the module are inadequate books/references written in mother tongue, lack of vocabulary, insufficient teacher training, and curriculum on vocabulary since majority of the responses from the participants revealed that achievers encountered difficulty in understanding unfamiliar words. To encourage the pupils to read helps in learning new words, teachers must also motivate the parents to guide their children in unlocking the difficult terms used in the module.

## **What teaching strategies do teacher participants utilize in teaching the modules?**

### **Theme 1. K to 3 teachers described their teaching instruction/strategies with the use of Ibanag modules amid the pandemic.**

**Category 1.** K to 3 teachers described their teaching instruction/strategies with the use of Ibanag modules amid the pandemic. Common responses from the participants revealed that their teaching strategies were based on the level of the achiever.

If I will describe my teaching instruction/strategies with the module based Ibanag I will only use words that are familiar to the students for them to easily understand the lesson and I will only give activities that are suitable to the learners’ level. (Teacher L)

For us teachers, we give them the easiest way for them to learn, we give clear instructions with enough examples, provide more illustrations for them to fully understand it. We also give the freedom to ask questions whenever they find a hard time understanding it with the use of messenger or phone calls. (Teacher T)

I simplify the activities that focus only on the target objectives of the curriculum due to pandemic. Having that connection to the parents/guardians helps a lot to answer their clarifications on the lessons. (Teacher J)

In view of this, the findings were anchored on theoretical framework of schema theory. In line with this, teachers must take this problem seriously upon teaching appropriate vocabulary instruction for their students. When learning new words, the lack of schema, often due to limited reading, proves a common problem for developmental education students (Willingham & Price, 2009 page 55; Willingham, 2009).

This is similar to the study of Santillan and Daenos (2020) entitled Vocabulary Knowledge and Learning Strategies of Senior High School Students, where the results revealed the need to enhance the curriculum, specifically on vocabulary, to facilitate learning of strategies and to provide more practice of the vocabulary-learning strategies (VLS) through reading. Also, in a similar study by Anudin (2018), common problems in MTB-MLE are inadequate books/references written in mother tongue, lack in vocabulary and insufficient teacher training.

Dayagbil, et al. (2021) on “Teaching and Learning Continuity Amid and Beyond the Pandemic”, revealed that during the lockdowns, adjustments were made by the teachers in designing lessons following the DepEd policies. Due to limited internet connection, majority of the students experienced difficulty in accomplishing the requirements and activities.

It was apparent with the aforementioned related literature and studies that the teaching strategies of the teachers are based on the levels of the top performing K to 3 pupils amid the pandemic. Teachers must also motivate the parents to guide their children in unlocking the difficult terms used in the module and in guiding them in answering the modules.

## **Theme 2. Teachers of top performing K to 3 pupils handle some queries from the parents in the Ibanag modules.**

**Category 1.** Teachers of top performing K to 3 pupils handle some queries from the parents in the Ibanag modules. They are complying and preparing according to the guidelines of the Department of Education including the health protocols. When it comes to the queries of the parents, they explain very well and answer these clearly and precisely in Ibanag.

By explaining to them well and simplify the clarification for them to understand well. (Teacher L)  
By answering it clearly and precisely through phone call or online. We also wish to include the opinions of the elders or guardians for them to also understand the

activities/lessons in the module. (Teacher T)

Whenever they go to school every Monday to get the sets of modules, I always explain the queries in Ibanag for them to better understand the lessons. (Teacher J)  
I'll tell them to have patience and understanding in teaching their children the Ibanag modules. (Teacher C)

This is connected to the schema theory since students with limited schemas, or prior knowledge, have more difficulty learning new words (Jenkins & Dixon, 1983). In this way, teachers generally use words that are familiar to the students by giving clear instructions with enough examples.

According to Sanchez (2017), language plays a pivotal role in the ways in which students both acquire the curriculum and are assessed on it. Based on the findings, there is a development in the culture and society. On the other hand, parent-participants embrace challenges in helping their children who are not adept in their first language. Thus, it recommends to pursue a re-orientation program on MTB-MLE to the parents. Their involvement in the curriculum planning and production of materials is highly encouraged.

Section 4 of Republic Act 10533 states that basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.

The above literature and study proved that the role of mother tongue particularly when answering some clarifications in the Ibanag modules is vital to better understand the lesson since queries from the parents are inevitable when clarifying the instructions based from the responses of the participants. Teachers must continue to use simple words in giving instructions and activities.

For the textural description, the experiences of the teacher participants were: they followed the DepEd memorandum to promote security in view of the pandemic; they gave clear instructions to aid the questions from the parents on the unfamiliar Ibanag words used in the modules; they shared common problems on adjustment of teaching with the use of printed modules only as the pupils experienced difficulty answering the Ibanag modules.

For the structural description, the location of the study was conducted in Angancasilan Elementary School in barangay Angancasilan, Cabagan, Isabela where teachers from Kindergarten, Grade 1, Grade 2, and Grade 3 were the participants of the study as they

described the top performing K to 3 pupils' unfamiliarity on the Ibanag words used in the modules. There was only 1 teacher per grade level due to the limited number of pupils in the said school. The said teachers used to explain in a clear way the questions from the parents about unfamiliar words due to unavailability of instructional materials like Ibanag dictionary to aid the questions and the absence of definition of terms in every module made the lesson difficult to understand. On the teachers' adjustment due to pandemic, they followed strictly the health protocols since their goal is to promote security. They installed an area for washing of hands, sanitizers, and free face masks. Social distancing was reiterated and wearing of face masks were observed while the parents submit the answer sheets and get the other printed modules.

The essence of the phenomenon is to identify the problem as most teacher participants said that top performing K to 3 pupils encountered difficulty in the Ibanag words used in the modules. Solutions should be done like inserting definition of terms at the beginning or at the back of each module to address the needs of the said pupils. It is important that they continue to give clear instructions to address the lexes used in the modules.

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