LEARNJOYING PHILOSOPHY IN TEACHING DISCIPLINES AND IDEAS IN SOCIAL SCIENCES
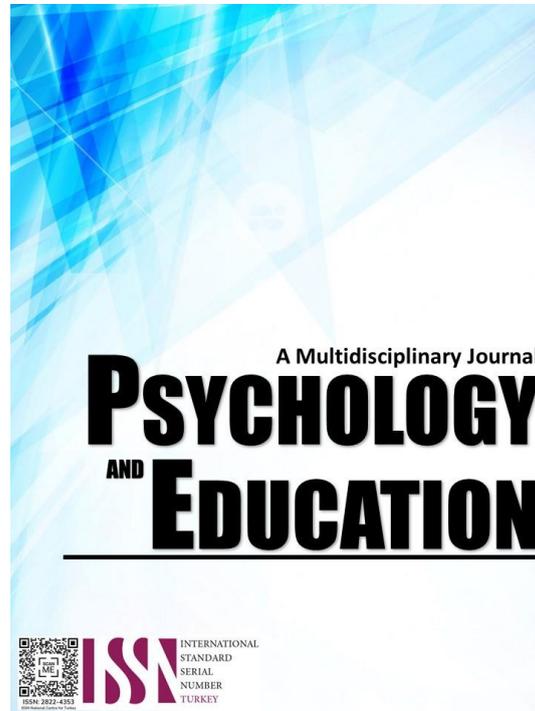
PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences

John Kelvin SL. Pantaleon*
For affiliations and correspondence, see the last page.

Abstract

This study aimed to develop LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences and to assess its level of effectiveness in increasing the academic performance of the student-respondents of San Guillermo Integrated School in Morong, Rizal during the School Year 2021-2022. The respondents of the study were selected 70 Grade 11 students under Humanities and Social Sciences Strand. The respondents were chosen purposively through a fish bowl technique to safely choose who would be exposed to the develop material and not. The study made use of the experimental design utilizing the pretest and posttest administered to two groups of respondents. The developed LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences was found to be an effective learning tool based on the mean gain percentage in terms of objectives, content, learning activities, presentation and organization, and usefulness, the developed educational games was found to be very acceptable by the experts. On the level of performance of experimental and control groups as revealed by the pretest and posttest in the different lessons of Disciplines and Ideas in Social Sciences, the experimental group gained a very high performance as compared to the control group. Hence, the developed educational games in Teaching Disciplines and Ideas in Social Sciences improved the level of performance of the students and the experts found it as an effective instructional material useful in teaching-learning.

Keywords: *LEARNjoying, effectiveness, educational games, philosophy, social sciences*

Introduction

Education is the most proficient system of providing people with knowledge, skills, and attitudes essential for effective involvement in society. Education plays a boundless role in the progress and development of any nation and serves as a weapon for economic emancipation, political independence, and cultural reminiscence. In the Philippines, the school system is the prime mover in the achievement of educational goals and objectives

In attaining the lesson objectives, making the students collaborate, interact, communicate work in groups, and develop their skills, educational games serve important roles in teaching to help students learn about certain subjects, expand concepts, reinforce development, or assist them in learning a skill as they play. An educational game is designed to teach humans about a specific subject and to teach them a skill. Games are interactive play that teaches goals, rules, adaptation, problem solving, and interaction, in all representation of the lesson. They satisfy individuals' fundamental need to learn by providing enjoyment, passionate involvement, structure, motivation, creativity, social interaction, and emotion in the game itself while the learning takes place.

As stated in Article XIV of the 1987 Constitution of the Philippines, section 1 on the vital role of education in society: *"The state shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."*

This constitution states that every citizen regardless of the standard of living has the right to acquire quality education. The government shall keep and uphold this right and make education reachable for all.

One of the reforms in the Philippine Educational System today is the implementation of the K to 12 programs. It seeks to provide a quality 12-year basic education program that each Filipino is entitled to. This is incognizance with the Republic Act No. 10533 or known as the Enhanced Basic Education Act of 2013, stated in Section 1 and 2: *"An act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes."*

This mandated that the state shall establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people, the country, and society-at-large. One function of educational game in the classroom is that it is meant to make education learner-oriented. Therefore, if education can be made easier through interactive play, those interactive plays will teach us goals, rules, adaptation, problem-solving, and interactions. These steps must be analyzed and be allowed to succeed.

The study was conducted at San Guillermo Integrated School during the school year 2020-2021. The school with the consideration of the field of specialization of its faculty placed the teaching load of the researcher in the Humanities and Social Sciences (HUMSS) Strand which was composed of seven blocks with heterogeneous students. The researcher or the subject teacher received a teaching load for Grade 11 students who belong to Grade 11 HUMSS A and HUMSS-E.

As experienced in an ordinary classroom scenario, students get bored in social sciences class. It has been observed by the researcher in different classes particularly in the class of senior high school students their evident lack of interest in the discussion. Whereas others sleep, some have a conversation with their seatmates, and some use their mobile phones. Teachers do their best to catch the student's attention but after several minutes they go back to being bored, which ends up in low academic performance on the said subject. This prompted the researcher, a classroom teacher, to find ways to improve the performance of the students. One strategy is the use of educational games in teaching which is the focus of the present study. The researcher utilized material from the internet and instructional materials developed by him particularly, (i) human bingo, (ii) snake and ladder, (iii) amazing race, (iv) color game, (v) card game, (vi) ball relay, and others. The researcher believes that educational games will be effective in improving the performance of students in Social Sciences.

Thus, the study aimed and focused to develop LEARNjoying Philosophy (educational games) in Teaching Disciplines and Ideas in Social Sciences and to assess its level of effectiveness in increasing the academic performance of the student-respondents of San Guillermo Integrated School in Morong, Rizal during the School Year 2021-2022.

Research Questions

This study aims to validate the effectiveness of LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences. Specifically, the study sought to answer the following questions:

1. How do the experts validate the LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences for HUMSS Strand with respect to:
    1.1. objectives;
    1.2 content;
    1.3 learning activities;
    1.4 language and style; and

    1.5 usefulness?
2. What is the level of performance of the two groups of respondents based on the result of the pretest and posttest with respect to the following competencies:
    2.1 emergence of the social sciences;
    2.2 dominant approaches and ideas;
    2.3 indigenizing the social sciences; and
    2.4 social sciences in the real world?
3. Is there a significant difference in the level of performance of the two groups of respondents based on the result of the pretest and posttest?

Literature Review

The process of learning is a very complex cognitive task that can be very imposing on students since it requires a lot of effort from them. Consequently, they need a lot of motivation to cope with it.

Given this, it is within the benefit of education to create educational strategies and materials that are interesting and stimulating to students. On the other hand, new exciting educational games that is extremely appealing to children and adolescents. This is also a view that is supported by many researchers who have conducted empirical studies. Thus, the educational games could be used in the teaching-learning process more motivating and engaging. In this respect, the difficult process of learning could become more amusing. Educational games teach children that some forms of learning are fast-paced, immensely compelling, and rewarding. Whereas, by comparison, school strikes many young people as slow and bored. It also points out that games can produce engagement and delight in learning; thus offer a powerful format for educational environments.

As mentioned by Gutierrez (2017) in his study, the complex concepts and vocabulary of biology classes discourage many students. In his study done, a pretest-posttest model was used to test how effective an educational card game in reinforcing biological concepts in comparison with traditional teaching methods. The subjects of this study were two biology classes at Bulacan State University–Sarmiento Campus. Both of the classes received conventional instruction; however, the experimental group's instruction was supplemented with the card game, while in the control group, instruction was reinforced with traditional exercises and assignments. The score increases from pretest to posttest showed that both methods effectively reinforced biological concepts, but a *t*-test showed that the card game is more effective than traditional teaching methods. Additionally,

John Kelvin SL. Pantaleon

students from the experimental group evaluated the card game using five criteria: goals, design, organization, playability, and usefulness. The students rated the material very satisfactory.

Furthermore, as cited by Macutay (2014), educational games can increase the learner's skills and enjoyment in learning. He believes that engaging students in active learning by giving students some level of control over the environment and the outcomes from the games. Students participated in knowledge construction. In addition, follow-up activities gave students a venue to articulate what they learned and to reflect on the implications of this knowledge on the larger community. They are beneficial because they enhance learning through visualization, experimentation, and creativity of play. They foster critical thinking in that the player must analyze and evaluate information to make game choices. But how do we make educational games "educational?" Macaulay asserts that to succeed at this goal, educational content must be well integrated into the game.

Moreover, Espinosa (2016) examined the factors to consider in developing fun and more engaging educational board games. The author has devised an educational board game called EcStatistakes for Mathematics and Statistics classes. About 85 students, who have attended the class in Algebra and Statistics, were selected as players. Their responses after playing the EcStatistakes were analyzed using the Th ematic Data Analysis. The results showed that the majority (85%) of the students who played the game once, enjoyed playing the game. Whereas, 52% of the students enjoyed playing the game more than once, while 14% indicated that they were already bored. This would mean that the game has lost its appeal after several plays. This response was contrary to how most commercial games were played. Commercial games were observed to be addictive after several episodes of play. The factors that made an educational board game engaging to students include aesthetics, mechanics of the game, variety of experience, interaction among players, and control. This study also confirmed that the factors found important in computer games and educational games for adults also applied to board games for young people.

In the classification of gamification, the traditional games foster simple simulations that may enhance the learner's visualization. Through these educational games, one can divert the interest of students which increases focus while learning the subject matters.

Methodology

The experimental method of research was used in the study. According to Zulueta (2018), an experimental method is a problem-solving approach that the study described in the future on what will be when certain variables are carefully controlled or manipulated. It is expected to reveal cause and effect relationship. The problem is to know the conditions under which an event occurs and to observe the whole transaction closely so that one can be reasonably sure causation is present.

The experimental design is research wherein the researcher manipulates and controls one or more independent variables. Experimental research applying parallel group design was utilized. Parallel group design includes two or more groups that will be used at the same time only one single variable is manipulated or changed. The study made use of two groups. The experimental group was exposed to the developed educational games in Disciplines and Ideas in Social Sciences while the parallel group or the unexposed group served as the control for comparative purposes.

The study utilized the fishbowl technique to identify the experimental and control group between the two sections comprising of 35 students each who served as the respondents of the study. Pretest and posttest were administered to both experimental and control groups after the content of the said covered competencies to determine if there is a significant difference between the performances of the two groups. The educational games were made as means to improve the level of performance of the students in the Disciplines and Ideas in the Social Sciences subject.

After determining the two groups of respondents, the researcher experimented. The researcher first gave the pre-test to both groups and immediately the educational games were employed to the experimental group while the control group was treated in a traditional-based way of teaching. After the coverage of the lessons, a posttest was given to both groups. To determine the level of performance of the control group and experimental group of respondents, the result of the pretest and posttest scores were compared.

A modified researcher-made questionnaire-checklist was used as the main instrument in gathering the needed data. The questionnaire-checklist dealt with the questions with regards to their lessons in Disciplines and Ideas in Social Sciences particularly (i) emergence of the social sciences, (ii) dominant approaches and ideas, (iii) indigenizing the social sciences, and (iv)

social sciences in the real world. The said lessons were taken from the Department of Education Curriculum Guide. The test served as the pretest and posttest. Meanwhile, ten (10) experts from the field were chosen purposively and were considered as respondents.

Results and Discussion

This part of the study deals with the presentation and analysis of data based on the problems of the study.

Level of Effectiveness of the LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences as Evaluated by the Experts concerning Objectives, Content, Learning Activities, Presentation and Organization, and Usefulness.

Table 1 shows the level of effectiveness of the developed educational games in teaching disciplines and ideas in social sciences with respect to objectives.

Table 1. *Level of Effectiveness of the Educational Games in Teaching Disciplines and Ideas in Social Sciences as Perceived by the Experts with Respect to Objectives*

Objectives	Mean	VI
1. The objectives are specific and attainable.	4.70	VMA
2. The objectives are based on the prescribed competencies of the Senior High School Curriculum Guide.	4.80	VMA
3. The objectives are student-oriented, focuses on the students.	4.80	VMA
4. The objectives are fitted to the needs and level of students.	4.60	VMA
5. The objectives include the development of creative and critical thinking.	4.70	VMA
Average	4.72	VMA

Legend: VMA- Very Much Attainable

As revealed in the table, the level of effectiveness of the Educational Games with respect to objectives gained an average mean score of 4.72 and interpreted as VMA or Very Much Attainable. It implies that the developed educational games in teaching disciplines and ideas in social sciences have presented objectives specifically with the learning activities suited to the students. The findings are in line with the study of Cayabyab (2013) that objectives contribute to learning

in several ways. Objectives help developers prescribe appropriate activities focusing more on the required topics than loose issues. Objectives help them by pointing out important skills that should be developed. The education teaching-learning process aids to meet objectives so that the students will learn the most recent knowledge in the class.

Table 2 shows the level of effectiveness of educational games in teaching disciplines and ideas in social sciences with respect to content.

Table 2. *Level of Effectiveness of the LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences as Perceived by the Experts with Respect to Content*

Content	Mean	VI
1. Topics are interesting, self-motivating and at the level of understating of the students.	4.90	VHS
2. The contents cover the essential details and are treated in depth.	4.70	VHS
3. The contents are relevant to the student's experience, environment and interest.	4.80	VHS
4. The contents can be integrated with previously learned concepts.	4.80	VHS
5. Explanations of the topics are easy to understand.	4.70	VHS
Average	4.78	VHS

As presented in the table, the level of effectiveness of educational games in teaching disciplines and ideas in social sciences with respect to content, gained an average mean score of 4.78 and interpreted as VHS or Very Highly Sufficient. The result shows that the contents of the developed educational games are relevant to the needs of the teachers and students and are focused on the enhancement of learning. The content provides experience to develop the desired skills and abilities of the students. This implies that the educational games are well-organized and facilitates understanding of the subject matter. The finding is supported by Perez (2016) that the students need to use the materials aligned with the evaluation of the teacher and school administrators both rendering their approval on the statement about the material.

Table 3 shows the level of effectiveness of educational games in teaching disciplines and ideas in social sciences with respect to learning activities.

John Kelvin SL. Pantaleon

Table 3. *Level of Effectiveness of the LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences as Perceived by the Experts with Respect to Learning Activities*

Learning Activities	Mean	VI
1. The learning activities motivate and actively engage the students to learn.	4.70	VMS
2. The learning activities are suited to the lessons.	4.80	VMS
3. The learning activities are properly sequences and the contents are carefully organized and closely aligned with the prescribed competencies of the Senior High School Curriculum Guide.	4.90	VMS
4. The learning activities suit the ability level of the students and aid them to comprehend the lessons well.	4.70	VMS
5. The learning activities encourage higher level of thinking.	4.80	VMS
Average	4.78	VMS

It can be gleaned in the table that the level of effectiveness of the educational games with respect to learning activities gained an average means score of 4.78 and interpreted as VMS or Very Much Suited. Soriano (2016) in her study revealed that the teacher group respondents assessed the BEC-Based Instructional materials to be highly acceptable as to its learning activities. This noted the developed instructional materials contain well-constructed learning activities and important aspects of what is being taught. The abovementioned study was related to the present study since it underscores the relevance of learning activities in making the teaching-learning process engaging, enjoyable, and suited to the needs of the students.

Table 4 shows the level of effectiveness of educational games in teaching disciplines and ideas in social sciences with respect to presentation and organization.

Table 4. *Level of Effectiveness of the LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences as Perceived by the Experts with Respect to Presentation and Organization*

Presentation and Organization	Mean	VI
1. Topics and activities are well-planned and organized.	5.00	VMO
2. The language used is suited to the level of student's understanding.	5.00	VMO
3. The topics are logically arranged and presented that highly stimulate the student's thinking skills and attitudes.	4.70	VMO
4. The directions are clearly stated and avoid misinterpretation.	4.80	VMO
5. The elements of design add clarity on the over-all visuals.	4.80	VMO
Average	4.86	VMO

It reveals that in terms of presentation and organization, the average mean score of the expert respondents is 4.86 and interpreted as VMO or Very Much Presented and Organized. The table indicates the results that expert respondents approved the presentation and organization of lesson presented in the educational games. This is supported by the study of Manapat (2017) that instructional materials are effective enough to motivate students to learn through proper organization and well-presented topics and were considered more accessible.

Table 5 shows the level of educational games in teaching disciplines and ideas in social sciences with respect to usefulness.

Table 5. *Level of Effectiveness of the LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences as Perceived by the Experts with Respect to Usefulness.*

Usefulness	Mean	VI
1. The developed educational games increase student's interest in studying Disciplines and Ideas in Social Sciences	4.80	VMU
2. The developed educational games is flexible to any size of the learning group and differences of students.	4.80	VMU
3. The developed educational games utilizes practical application and real-life situations.	4.80	VMU
4. The developed educational games encourages and guides the students to produce original ideas in the activities provided.	4.90	VMU
5. The developed educational games provides much contribution to the addition of new insights in learning.	4.70	VMU
Average	4.80	VMU

It reveals that in terms of usefulness, the average mean score of the expert respondents is 4.80 and interpreted as VMU or Very Much Useful. The table shows the results that expert respondents found the educational games as useful in developing the skills of the students in disciplines and ideas in social sciences. Thus, it is connected with the study of Bautista (2016), that lessons and activities are highly contributory to the growth and development of teachers and students.

Table 6 shows the level of effectiveness of educational games in teaching disciplines and ideas in social sciences.

Table 6. *Composite Table on the Level of Effectiveness of LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences as Perceived by the Expert Respondents*

Aspect	Mean	VI
Objectives	4.72	VMA
Content	4.78	VHS
Learning Activities	4.78	VMS
Presentation and Organization	4.86	VMO
Usefulness	4.80	VMU
Grand Mean	4.79	VME

Legend: VMA- Very Much Attainable
VHS- Very Highly Sufficient
VMS- Very Much Suited
VMO- Very Much Presented and Organized
VMU- Very Much Useful
VME- Very Much Effective

The table shows a composite table on the level of effectiveness of educational games in teaching disciplines and ideas in social sciences with respect to the different lessons of the subject as perceived by the experts with respect to objectives, content, learning activities, presentation, and organization, and usefulness obtained mean scores of 4.72, 4.78, 4.78, 4.86, and 4.80 respectively and obtained a grand mean of 4.79 and was verbally interpreted as VME or Very Much Effective. It implies that the expert respondents agreed on the utilization of educational games in teaching disciplines and ideas in social sciences subjects. The results confirmed the conclusion of the study of San Andres (2017) wherein he conducted that the developed teaching materials in Filipino 11 are highly accepted instructional materials to be used by the students.

The Level of Performance in Disciplines and Ideas in the Social Sciences of the Two Groups of Respondents as Revealed in the Pretest and Posttest Results

Table 7 presents the level of performance in Disciplines and Ideas in the Social Sciences of the two groups of respondents as revealed in the pretest results.

Table 7. *Level of Performance in Disciplines and Ideas in the Social Sciences of the Two Groups of Respondents as Revealed in the Pretest Results*

Lessons	Experimental Pretest		Control Pretest	
	Mean	VI	Mean	VI
Emergence of the Social Sciences	10.23	FS	10.09	FS
Dominant Approaches and Ideas	10.53	FS	10.13	FS
Indigenizing the Social Sciences	9.79	FS	9.72	FS
Social Sciences in the Real World	9.76	FS	9.78	FS
Total	40.31	FS	39.78	FS

Legend: FS- Fairly Satisfactory   VS- Very Satisfactory   O- Outstanding

The table shows that the control group obtained a mean score of 39.78 in the pretest which is verbally interpreted as "Fairly Satisfactory". Similarly, the total mean score obtained by the experimental group is 40.31 which is also interpreted as "Fairly Satisfactory". Findings reveal that the two groups of respondents have the same entry knowledge in Disciplines and Ideas in the Social Sciences before the conduct of the experiment. This implies that both groups of students find the items in the pretest difficult since these concepts are new to them. This is in relation to the statements of Linog (2008) enrichment of the aptitude of students to think is an essential aspect of instruction at all school levels. That is why teachers are deeply apprehensive with the aptitude of the students to solve problems and to think beyond simple recall of facts and information. Teachers are concerned with the development and enhancement of critical thinking. Being interested in programs of the development of critical thinking, teachers have been occupied with programs, techniques, and strategies intended to develop and enhance higher-order thinking.

Table 8 presents the level of performance in Disciplines and Ideas in the Social Sciences of the two groups of respondents as revealed in the posttest results.

Table 8. *Level of Performance in Disciplines and Ideas in the Social Sciences of the Two Groups of Respondents as Revealed in the Posttest Results*

Lessons	Experimental Posttest		Control Posttest	
	Mean	VI	Mean	VI
Emergence of the Social Sciences	25.93	O	22.09	VS
Dominant Approaches and Ideas	27.98	O	23.13	VS
Indigenizing the Social Sciences	27.56	O	21.78	VS
Social Sciences in the Real World	26.78	O	22.85	VS
Total	108.25	O	89.85	VS

Legend: FS- Fairly Satisfactory   VS- Very Satisfactory   O- Outstanding

As depicted from the table, in the posttest, the control group obtained a total mean score of 89.85 with a verbal interpretation as "Very Satisfactory". Similarly, the experimental group obtained performance with a total mean score of 108.25 which is verbally interpreted as "Outstanding". The results of the posttests respectively indicate that the students have averagely mastered the necessary competencies on the discussed topics. The results reveal that students who were exposed to educational games have higher scores than those students exposed to the traditional method of teaching Disciplines and Ideas in the Social Sciences. This implies that students are motivated in learning the subject utilizing educational games. This conforms to the ideas of Macutay (2014) that educational games can increase the learner's skills and enjoys learning. He believes that engaging students in active learning by giving students some level of control over the environment and the outcomes of the games.

Conclusion

Based on the findings, the following conclusions are drawn: (1) The developed LEARNjoying Philosophy in Teaching Disciplines and Ideas in Social Sciences has the significant features of acceptable instructional material. (2) Students' performance in Disciplines and Ideas in the Social Sciences improved after exposure to different methods of teaching. (3) LEARNjoying Philosophy are effective tools in enhancing the performance of students in Disciplines and Ideas in the Social Sciences.

References

1987 Philippine Constitution Article XIV, Section 1. Retrieved March 5, 2018, from http://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines

Archer, A. & Hughes, (2011) C. *"Effective and Efficient Teaching," Exploring the Foundation of Explicit Instruction.*

Comprehension Connection (n.d.). *Exploring the Difference between Making Inferences and Drawing Conclusions.* Retrieved from https://www.comprehensionconnection.net/2017/01/exploring-difference-between-making.html

Eberly (2016) *Design & Teach a Course Articulate Your Learning Objectives.* (2016 carnegie mellon university). Retrieved from https://www.cmu.edu/teaching/-designteach/design/learningobjectives.html

Espinosa, A. (2016), "Factors that make Educational Games Engaging to Students", Retrieved on May 2016 from

Establishing Cause and Effect - Scientific Causality. (2009). Retrieved February 25, 2019, from https://explorable.com/cause-and-effect

Establishing Cause and Effect. (2019). Retrieved February 25, 2019, from https://www.statisticssolutions.com/establishing-cause-and-effect/

Ferlazzo L. (2014). *Response: The Best Ways To Engage Students In Learning.* https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/12/response_the_best_ways_to_engage_students_in_learning.html

Guiding Principles for Quality Textbooks. (2016). Retrieved February 25, 2019, from https://www.edb.gov.hk/en/curriculum-development/resourcesupport/-textbook- info/GuidingPrinciples/index.html

Gutierrez, A. (2017), "Educational Card Games in Biological Concepts", Retrieved on June 2017 from http://www.studymode.com/subjects/Educational-Card-Games-in-Biological-Concepts. http://www.researchgate.net/Factors_that_make_Educational_Games_Engaging_to_Students/

Importance of learning outcomes. (n.d.). Retrieved from http://vikaspedia.in/education/teachers-corner/learningoutcomes/importance-of-learning-outcomes

Kalchik, S., & Oertle, K. M. (2010). *The theory and application of contextualized teaching and learning in relation to programs of study and career pathways.* Transition highlights (Issue 2). Retrieved from http://occrl.illinois.edu/files/Highlights/Highlight_09_ 2010.pdf

Levin, J. S., Cox, E. M., Cerven, C., & Haberler, Z. (2010). *The recipe for promising practices in community colleges.* Community College Review, 38, 31-58.

Lewis B. (2019). *Writing a Lesson Plan: Objectives and Goals.* Retrieved from https://www.thoughtco.com/lesson-plan-step-1-objectives-and-goals-2081856

Modular Course Design Benefits Instructors and Students. (2019). Retrieved from https://ctl.boisestate.edu/idea/teaching-with-tech/primer/using-amodular-approach-to-course-design/modular-course-design-benefitsinstructors-and-students/

Moltz, D. (2010). *Encouraging deep learning*. Inside Higher Ed. Retrieved from http://insidehighered.com

Nogot D. (2017). *Contextualizing Education*. Sun Star Pampanga. Retrieved from https://www.pressreader.com/

Ocampo, R. (2009). *"Philippines ESL."* Retrieved on March 5, 2019 from http://www.tourism.gov.ph/Pages/PhilippinesESLTourProgram.aspx

Oxford University Press ELT. (2014, November 06). *The importance of content rich texts to learners and teachers.* Retrieved February 01, 2019, from https://oupeltglobalblog.com/2014/11/06/the-importance-of-content-richtexts-to-learners-and-teachers/

Richardson, S. (2019). *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning.* Retrieved from https://www.apa.-org/education/k12/relationships

Richardson. (2018, October 01). *Examples of Learning Activities.* Retrieved February 25, 2019, from http://www.teachinglearning.utas.edu.au/learning-activities-and-delivery-modes/planninglearning-activities/examples-of-learning-activities

Agodini, R. (2012) et al, *CHOOSING BLINDLY: Instructional Materials, Teacher Effectiveness, and the Common Core.* Retrieved from http://www.brooking.edu//media/research/files/reports/2012/4/10%20currriculum%20chingos%20whitehurst/0410 curriculum chingos whitehurst.pdf.

Saaris, N. (20169). *The Content Comeback: Why Knowledge Matters to Thinking and Learning.* Retrieved February 25, 2019, from https://www.activelylearn.com/post/the-content-comeback-whyknowledge-matters-to-thinking-and-learning

Samperio N. (2017). *Overing Students' Preference for Classroom Activities and Teachers' Frequency of Activity Use.* Retrieved from https://www.researchgate.net/publication/318022101_Discovering_Students'_Preference_for_Classroom_Activities_and_Teachers'_Frequency_of_Activity_Use

Schulten, K. (2015). *Skills and Strategies | Making Inferences.* Retrieved from https://learning.blogs.nytimes.com/2015/09/02/skills-andstrategies-making-inferences/

Stanford (n.d.). *Promoting Active Learning*. Retrieved from https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning

Teaching & Learning Examples of Learning Activities. (2018). Retrieved from http://www.teaching-learning.utas.edu.au/learning-activities-anddelivery-modes/planning-learning-activities/examples-of-learning-activities

Toohey. (2009). *How to Design Effective Teaching Modules*. Retrieved February 25, 2019, from https://www.uaces.org/resources/how-to-design-effectiveteaching-modules

Top Hat (2018). *6 Interactive Classroom Activities for College Students*. Retrieved from https://tophat.com/blog/interactive-classroom-activities/

University Library. (2012). *The Structure of Academic Texts.* Retrieved February 23, 2019, from https://kib.ki.se/en/write-cite/academic-writing/structureacademic-texts

Wiesner-Groff, A. (Ed.). (n.d.). Retrieved February 14, 2019, from https://study.com/academy/lesson/recognizing-details-that-elaborate-upon-a-main-idea.html

Affiliations and Corresponding Information

John Kelvin SL. Pantaleon
San Guillermo Integrated School
Department of Education - Philippines