

## The Impact of Contextualized Workbook in Teaching/Learning English To the Grade Iv Pupils of Our Lady of The Pillar College-Cauayan, Cauayan City, Isabela

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### Abstract:

This study sought to develop a teaching/ learning contextualized workbook in English to determine its acceptability through questionnaire. In order to determine the effect of the proposed contextualized workbook in English and to assess the English competency of the grade 4 pupils, one group pretest- posttest was employed. The respondents of the study were five (5) English teachers and forty-three (43) GradeIV pupils of the Our Lady of the Pillar College-Cauayan City, Isabela. The data gathered were computed and analyzed using frequency, percentage, and weighted mean. The result of the Ttest analysis between the English competency of the respondents when grouped according to profile, shows that there is no significant difference in the learners' English competency when grouped according to age, ethnic group, language/dialect spoken, and available learning technologies at home. This implies that learning the English language is not solely dependent on these factors. The findings revealed that the English competency of the learners is at the "developing" level based on the results of their pre-test which means that most of them find the pre-test difficult. On the other hand, the teacher evaluators strongly agreed that the four aspects of the instructional modules namely content, format, presentation and organization, accuracy and Up-to-datedness of information are very satisfactory. The validated contextualized workbook in English is recommended for use as supplemental instructional tool in English IV in the Grade School. The material may serve as a prototype for the development of modules for other courses in the K—12 Basic Education curriculum. Further review and evaluation of the contextualized workbook may be considered to make it more contextualized, localized, and indigenized in the Philippine setting.

**Keywords:** Contextualized Workbook, English, Grade School, English Education

### I. Introduction:

All communication is based on language, which also serves as the main tool for thought. Language, learning, and thinking are all interconnected. Language is governed by systems and norms (called "language conventions") that are employed

to convey and explore meaning. It outlines culture, a crucial component of understanding oneself (personal identity), establishing social connections (socialization), expanding one's experiences, thinking about one's thoughts and actions, and

improving society are all aspects of life. As a result, language is crucial for the intellectual, social, and emotional development of individuals and plays a crucial role in all major subject areas. (DepEd, 2016)

Language is the primary means of both oral and written communication, and the exchange of meaning lies at its very heart. Teaching pupils how to communicate effectively through language should be the primary objective of language instruction. Learners can adapt to a number of situations with significantly divergent communication requirements.

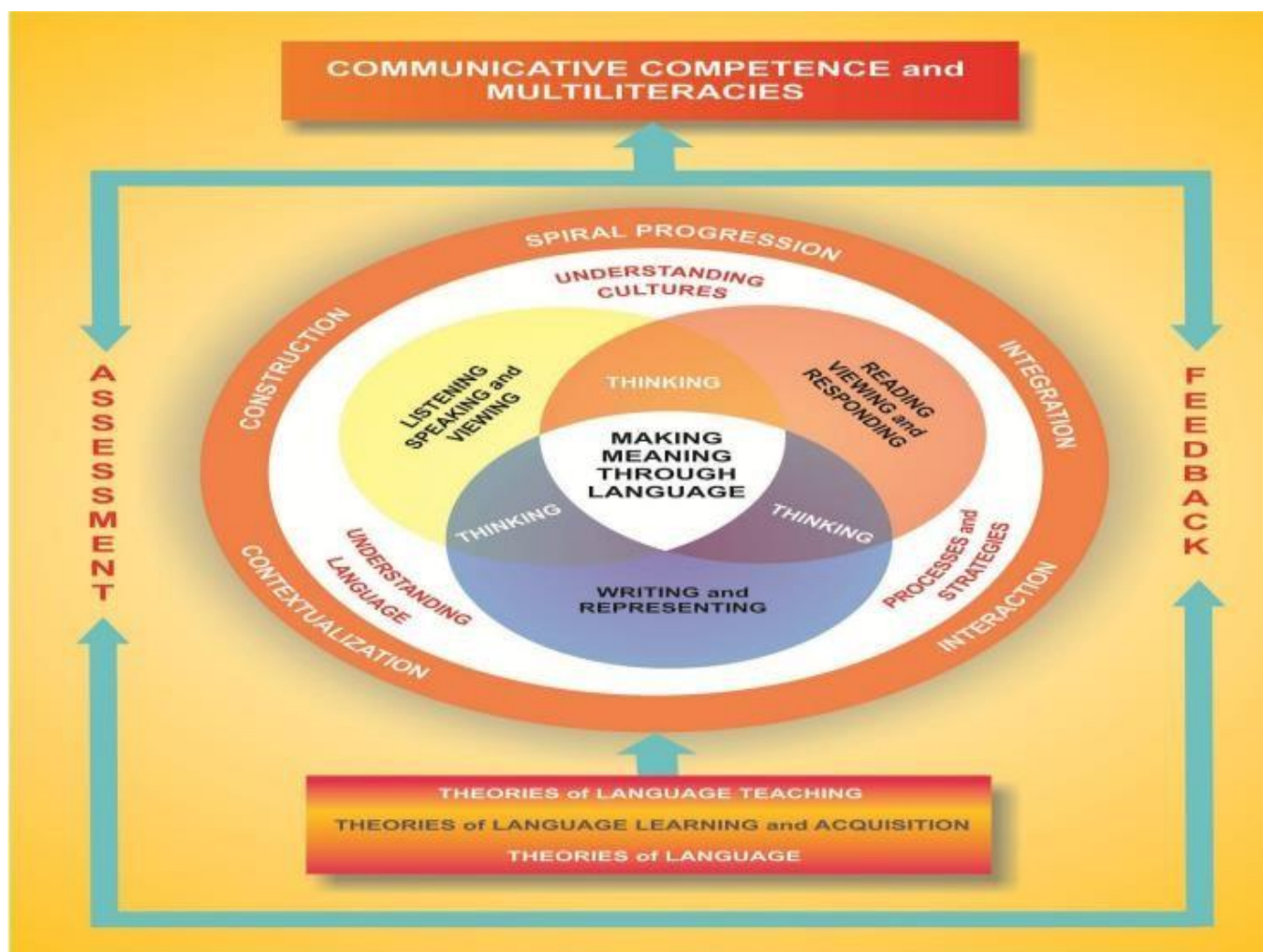
Teachers are regarded as the foundation of education for students of all ages, and they contribute significantly to learning in the classroom by bringing a variety of teaching strategies. They serve as the source of illumination for all students,

helping each one gain a deeper understanding and a special set of skills. The teacher's responsibility is to instruct pupils and inspire to learn both within and outside of the classroom.

As an English teacher, with the mindset that learning must be personalized, so that learners will learn more meaningfully, the researcher aimed to determine the performance of grade 4 pupils of Our Lady of the Pillar College-Cauayan, Cauayan City, Isabela in learning English as a basis for proposing a contextualized workbook in teaching and learning English for the of the school year 2022-2023.

## II. Conceptual Framework

The researcher adopted the conceptual framework in Language Teaching of the Department of Education as follows:



**Figure 1: The figure shows the K to 12 Basic Education Curriculum Framework of the Communicative Competence and Multiliteracies**

The goal of education in the "Knowledge era" is to equip students to meet the difficulties of a rapidly changing environment.

These demands are met by the Language Arts and Multiliteracies Curriculum (LAMC). This is the justification behind Mother Tongue's, Filipino's, and English's shared structure, which makes it simple to shift from studying one language to another.

The curriculum consists of five (5) components. Each component is essential to a learner's ability to express themselves clearly in a language, helping them to build multiliteracies in their mother tongue, Filipino, and English as well as communicative competence. Making meaning through language is at the foundation of LAMC, and the organization strives to produce graduates who are multiliterate and skilled in communication.

The spiral progression is the earliest linguistic principle. Various sorts of texts will be taught, revised, and revisited at progressively more challenging and sophisticated levels, along with skills, grammar items, structures, and other elements. Students will be able to advance from the fundamental level of language use to higher levels as a result.

Second, interaction ought to be taken into account. The setting for language instruction will be communication (oral and written). Students will engage in activities that mimic real-life scenarios with a range of language demands (purposes, topics, and audiences) in order to develop their social skills and interact with others.

Integration is a further crucial linguistic property. To offer a variety of viewpoints and meaningful connections, the language learning domains—the receptive skills, the productive skills, grammar, and vocabulary—will be taught in an integrated manner in conjunction with the utilization of pertinent print and non-print materials. Different integration methods may be used, either implicitly or explicitly (skills, content, theme, topic, and values integration).

Additionally, as students are at the core of the teaching/learning process, learner-centeredness is another important aspect of language principles. Differentiated instruction will be provided for each student based on their needs, skills, and interests. They will be actively engaged, and their language development will be strengthened, using effective pedagogies.

In addition, language instruction requires the contextualization of learning. The tasks and activities for language learning will be created so that students can practice their language skills in real-world situations. To assist students employ linked language abilities, grammatical items/structures, and vocabulary effectively in spoken and written language to suit the purpose, audience, context, and culture, courses may be designed around learning outcomes, a topic, or a particular form of writing. Explicit instruction and accompanying follow-up practice will serve to reinforce key learning concepts.

Lastly, the way meaning is constructed is also important.

The core of language acquisition and usage is meaning-making. The assignments and activities that students complete as part of their learning will be created with time for reflection and response on their part. The right amount of scaffolding will be given to students in order for them to develop their full cognitive, emotional, and psychomotor potentials, become self-sufficient learners, and become effective meaning consumers and creators. (K to 12 English Curriculum Guide, 2016)

Language learning and acquisition is a lifelong, active process that starts at birth. Throughout students' entire lives, it is ongoing and recursive. By using what they have learned in new and complicated circumstances, students improve their language skills (spiral progression). To expand and improve their language and understanding, they think back on and draw from earlier knowledge. Students gain the language fluency and proficiency by picking up new language structures, incorporating them into their repertoire, and using them in various situations. Students who have had

successful learning experiences in linguistically diverse classrooms are more likely to want to pursue further learning once they graduate from school.

Learning needs context. We, therefore, learn when we apply what we already know to comprehend what is novel. Use what the pupils already know to present new ideas. They do this by comparing new information and events to what they already know, believe, and experience. They draw connections, foresee possibilities, consider concepts, and choose courses of action.

Through their interaction with and study of texts, learners gain knowledge about language and how to use it effectively. Any type of language-based written (reading and writing), oral (hearing and speaking), or visual communication is referred to as "text." Students learn language through a wide range of texts, from quick chats to in-depth, intricate forms of writing.

Instead of being an end in itself, studying certain texts helps learners realize the goals of language. Students gain the ability to develop their own texts and interact with words written by others.

Activities that involve looking, hearing, speaking, reading, and writing are necessary for effective language learning. Numerous techniques and exercises should be used throughout language acquisition to assist pupils to concentrate on both accuracy and meaning.

Linguistic acquisition entails broadening the range of languages that are available to pupils as well as recognizing, respecting, appreciating, and building upon the language proficiency already possessed by the students. Learning a language helps students acquire both practical and important literacy abilities. They gain the ability to regulate and comprehend the societally valued and rewarded conventions of the target language, as well as the ability to consider and evaluate their own and other people's linguistic use.

Only by doing so can we provide feedback and assessment that is helpful and will undoubtedly

enhance learners' language learning and acquisition.

### **III. Methods and Procedures:**

This study used descriptive method to be able to establish the profile of the respondents and to assess their English performance through analysis, classification and measurement

A total of 43 grade 4 pupils from Grade school department of Our Lady of the Pillar College-Cauayan, Inc. were included in this study. There were also five expert-validators: two (2) English teacher from grade-school department, one (1) from the senior high school, and (2) from the college department. They evaluated the proposed contextualized material in English according to its content, format, presentation and organization, and accuracy and up-to-datedness of information.

In gathering data relevant in this study, the researcher employed the following: (1) Teachers' Evaluation Checklist of the contextualized material. In order to have a basis for determining the acceptability of the proposed contextualized material, the evaluating instrument for printed materials from the Department of Education was used in evaluating the content, format, presentation and organization and the up-to-datedness of information.; and (2) a 40-item teacher-made pre-test was reviewed and validated by the English teachers of Our Lady of the Pillar College-Cauayan. It served as a tool to determine the English Competency of the respondents and as the basis for making materials in English IV.

The data collected on the profile of the respondents were analyzed using frequency count and percentage and the weighted mean was used to determine the assessment of the respondents regarding the content, format, presentation and organization, accuracy, and up-to-datedness of information of the proposed contextualized material in English.

### **IV. Presentation, Analysis, And Interpretation of Data:**

**Table 1 English Competency of the Respondents**

Score	Frequency	Percentage	Level
1 – 8	11	25.6	Beginning
9 – 16	7	16.3	Developing
17 – 24	23	53.5	Approaching Proficiency
25-32	2	4.7	Proficient
<b>Total</b>	<b>43</b>	<b>100</b>	
<b>Mea</b>	<b>n Score: 15.8</b>		<b>Developing</b>

The table above shows the English competency of the respondents based on their pre-test scores.

It is noted that the average is 15.8 which can be interpreted as “developing” and it means that the majority of the students find the pre-test difficult because of factors like lack of pupils’ schema and reading comprehension. Therefore, it would be better for them to utilize the proposed English workbook so that they can master the competencies through constant practice, and improve their English proficiency.

In the 2022 edition of the English Proficiency Index (EPI) by worldwide education corporation

Education First (EF), the Philippines dropped four places to 22nd out of 111 nations with a score of 578. (Business World, 2021)

Additionally, Diaz (2018) shared that the learners find it hard to adjust to learning the English language since they have Mother Tongue Based Education from Grades 1-3, therefore upon entering grade 4, the exposition of another language is another transition for them.

He also added that a lack of practice also contributes to this problem. Due to their lack of time, students frequently speak and write in their native tongues when conversing.

**Table 2: Summary Table of Teachers’ Evaluation of the Proposed Workbook in English 4**

CRITERIA	Weighted Mean	Interpretation
1. Content	3.72	Very Satisfactory
2. Format	3.81	Very Satisfactory
3. Presentation and Organization	3.87	Very Satisfactory
4. Accuracy and Upto-datedness of Information	3.88	Very Satisfactory
<b>Overall Mean</b>	<b>3.82</b>	<b>Very Satisfactory</b>

As presented in Table 12, the summary table of teachers’ evaluation of the proposed contextualized

workbook have an overall mean of 3.82 signifying very satisfactory evaluation.

The same holds true with their evaluation average ratings on the different aspects of the module, ranging from 3.72 (content) to 3.88 (accuracy and up-to-datedness of information).

In detail, the proposed contextualized English workbook for grade 4 is very satisfactory wherein the contextualized workbook have objectives that are well-planned, formulated, organized, and relevant to the topics of each lesson of the modules, and they take into account the needs of the students. Likewise, the evaluators’ responses showed that they strongly agreed that the content of each lesson is directly relevant to the defined objectives, and it is easy to understand. Furthermore, they strongly agreed that the topics of each lesson are fully discussed and supported by illustrative examples and practice tasks which are suited to the level of the students. With regard to the format/layout of the module, the evaluators agreed that the format/layout is well- organized. Regarding the presentation of the contextualized workbook, the evaluators strongly agreed that the topics are presented in a logical and sequential order. They further agreed that the lessons of the modules are presented in a unique and original form. Moreover,

looking at the evaluators’ responses on the usefulness of the modules, the evaluators strongly agreed that the developed contextualized workbook will motivate the students to study

English 4. Furthermore, they strongly agreed that these modules will help the students master the topics at their own pace. Also, they strongly believed that these modules will allow the students to use their time more efficiently and can cater to their needs.

Overall, the evaluators strongly agreed that the four aspects of the contextualized workbook (content, format, presentation and organization, accuracy, and up-to-datedness of information) can be described as very satisfactory based on the aforementioned scale with an overall mean of 4.23. Meanwhile, the high inter-rating agreement signifies that the 5 experts consistently gave commendable rating to the various aspects of the contextualized workbook, which added evidence as to the general acceptability of the module.

Parangan & Buslon, (2020) had also the same findings and found that women have higher English proficiency as compared to males.

**Table 3 Test of Difference on the English Competency of the Respondents when Grouped According to Profile**

Profile		Mean	SD	N	t Value	p value	Decision	Interpretation
Age	10	16.6	6.48	37	1.99	.053	Accept Ho	Not significant
	11	11.0	5.59	6				
Sex	Male	13.0	6.71	21	2.98	.005	Reject Ho	Significant
	Female	18.5	5.37	22				
Ethnic Group	Ilokano	15.7	6.73	41	0.48	.475	Accept Ho	Not significant
	Gaddang	18.0	2.83	2				
Language/ Dialect Spoken	Filipino	16.7	6.12	31	1.45	.155	Accept Ho	Not significant
	Ilokano/ English	13.5	7.50	12				
Number of Learning Technologies at Home	1	16.3	6.26	15	0.33	.746	Accept Ho	Not significant
	2-3	15.6	6.88	28				

The data on the table revealed that students strongly The table above shows the test of difference in the English competency of the respondents when grouped according to their profile.

As seen in the table, there is no significant difference in the learners' English competency when grouped according to age, ethnic group, language/dialect spoken, and available learning technologies at home.

Nevertheless, the hypothesis must be rejected when respondents are grouped according to sex since there is a significant difference in the English competency of the learner.

### **V. Summary of Findings, Conclusion, and Recommendations:**

This chapter presents the summary of findings, conclusions, and recommendations of the study based on the results of the study.

The study was conducted by the researcher to help the students improve their competency in English. It also helps the teachers to present problems that are based on the level of understanding of the learners which can help them become more language-competent and language proficient.

#### **Summary of Findings:**

Based on the analyses done, the following findings are presented by the researcher:

1. Majority of the respondents are ten years old. Eighty-six (86 %) percent are ten years old.
2. With fifty-one percentage, the majority of the respondents are females.
3. Majority of the respondents are Ilocanos, consisting of 95.3 %.
4. Seventy-two point one of the respondents use the Filipino language in daily conversation and the least percentage (20.9 %) belonged to English users.
5. With a percentage of 88.8, majority of the students chose cell phones as the most

available learning technology at home, followed by tablets, and laptops.

6. With a mean score of 15.8, the English competency of the learners is at the "developing" level based on the results of their pre-test.
7. In terms of content, the teacher-evaluators rated the workbook very satisfactory with an overall mean of 3.72. The highest weighted mean of 4.00 was placed on the achievement of specific objectives while the least weighted mean was placed on the usage of cautionary notes where safety and health are concerned.
8. In terms of format, the workbook received a very satisfactory rate with an overall mean of 3.81. The size and weight of the workbook have the greatest mean of 4.00 while the least went to the paper and binding with a weighted mean of 3.50.
9. In terms of presentation and organization, the workbook was rated as very satisfactory with an overall mean of 3.87. The greatest weighted mean of 3.93 was rated in the sentence and paragraph structure, while the least weighted mean was rated in the statement: Presentation is engaging, interesting, and understandable.
10. In terms of accuracy, and up-to-datedness of information, the teacher-evaluators rated the workbook as very satisfactory, with an overall mean of 3.88. The highest weighted mean was placed on grammar errors, while conceptual errors, computational errors, and obsolete information factors all got a weighted mean of 3.80.
11. The teacher evaluators rated the teaching module according to its content, format, presentation, organization, accuracy, and up-to-datedness of information with an overall mean of 3.82 which is very satisfactory. Out of the factors included in the evaluation of the workbook, the expert validators had the highest overall mean in

the accuracy and up-to-datedness of information, with an overall mean of 3.88 while the least weighted mean was placed on the content, with a score of 3.72.

12. There is a significant difference in the English competency of the learners when grouped according to their profile, specifically age.
13. Majority of the students use the Filipino language as their dialect, as a result, the English competency of the students belonged to the developing level as reflected in table 6.
14. Most of the respondents belong to the Ilocano Ethnic group but they speak the Filipino dialect, as reflected on Tables 3 and 4.

### **Conclusions:**

Based on the findings of the study, the “developing” level of English competency of the learners proved that there is a need for learners to use the contextualized workbook in teaching/learning English for grade 4 because it serves as a learning guide for the learners to gain more knowledge and eventually become more proficient in the said discipline.

The workbook is acceptable because it possesses the necessary features of instructional materials based on the evaluation of the English experts.

Based on the results of this study, it is very important that the contents and activities presented in the workbook are aligned with the achievement of specific objectives based on the MELCS and DepEd curriculum guide.

Proper formatting of the workbook, size, and shape of the workbook must also be considered because it has positive effect on the respondents since a handy workbook, is easier for them to carry.

When it comes to presentation, and organization, sentences in a workbook shall be written in a short, concise manner so it will not result in cognitive overload. In this way, learners will easily understand and grasp the content.

The workbook’s accuracy and up-to-datedness of information will help the learners improve not just their language skills but also will help them be updated of random facts shared in the workbook.

### **Recommendations:**

Align with the thrust of the Department of Education to continually produce learning materials as part of the implementation of the K- 12 Program, the researcher strongly recommends the following:

1. The contextualized workbook should be used by the students to help them in understanding the English language in a more comprehensive way.
2. The material must be utilized by teachers to assess the learner’s mastery of the lesson, and as an instructional material that is anchored to students’ needs and interests.
3. The material must be aligned with the visions, missions, and core values of the learning institutions, to make it more meaningful and relevant.
4. The administrator and department heads should encourage the teachers to develop more personalized workbooks and other instructional materials to further improve the competencies of the students.
5. For the Department of Education, they should use the proposed contextualized workbooks to further enhance the competencies of the students in studying English.
6. The Department of Education should send teachers to seminars on how to design instructional materials so that they can come up with more comprehensive and effective material.
7. Future researchers should use the same material and see its relevance especially when there is face to face classes, and improve some areas of the material if necessary.



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