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*School for International Training*

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INCORPORATING STUDENTS' PERCEIVED NEEDS AND INTERESTS IN THE  
PLANNING AND  
IMPLEMENTATION OF LESSON PLANS

SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING DEGREE  
AT THE SCHOOL FOR INTERNATIONAL TRAINING  
BRATTLEBORO, VERMONT

BY  
GENALYN L. LUCES

MARCH 2009

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This project by Genalyn L. Luces is accepted in its present form.

Date\_\_\_\_\_

Project Advisor\_\_\_\_\_

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## ABSTRACT

This paper examines and discusses the effects of integrating students' perceived needs and interests in the planning and implementation of lessons plans to their attitudes towards English and their self-evaluations in the four skills and grammaring. The lesson plans were based on the prototypes developed by the Bureau of Secondary Education of the Department of Education in the Philippines. It particularly deals with students' attitudes towards English and their self-evaluations in the four skills and grammaring and investigates the correlation between attitudes, the four skills, and grammaring.

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# CHAPTER I

## INTRODUCTION

### **English in the Philippines**

The Philippines has two official languages – Filipino and English. The government promotes bilingualism and hopes to increase students' mastery of both languages for effective communication. English plays an important role in the personal, political, intellectual and social life of the Filipinos since it is an essential tool for communication and the language of trade and government. English is indispensable for a Filipino student who wants to be successful in life. The motivation to learn English springs from the desire to change one's status in life, to have better and "high paying jobs", to gain a certain amount of respect and "power", and to develop one's "personality" (Malacaman 1996 in Luces 2006). However, despite the efforts on the part of the government to promote bilingualism, some students can only understand and speak rudimentary English. Hence, DepEd Order No. 60, Series of 2008 reiterates "the increased time allotment in the use of English for classroom instructions as stipulated in DepEd Order No. 36, Series 2006 and pursuant to the provisions of

Executive Order 210 (DepEd Order No. 60, Series of 2008 dated August 27, 2008).

The advent of global competition brought about another need for English. The possibility of working abroad is one reason why students are motivated to learn the language. Filipino nurses, teachers, engineers, health aides, domestic helpers are in demand abroad not just because of their industry and skill but also because of their command of the English language. Another popular and lucrative job in the Philippines that requires a remarkable command of English is being a call center agent. For this, a Filipino may work locally and earn as much as those working abroad. However, call centers have very stringent standards in speaking that need to be met like absence of regional accents, native-like proficiency and fluency.

At a young age, a Filipino child is taught simple English words like the parts of the body, simple imperatives, and wh-questions. Hence, when the child enters pre-school at the age of three years he/she has a vocabulary of English words that includes simple commands (e.g. close, open, align, smile, etc.), name of animals (e.g. dog, cat, cow), and name of the parts of the body (e.g. nose, eyes, teeth). He/she can also respond to simple questions (e.g. "Where are your ears?", "Where's mama?") by

pointing or touching. Parents like to teach their children English because it has been noted that a child who has better English proficiency is likely to excel in school or to be recognized by teachers. However, despite efforts on the part of parents to introduce the language to their children at a young age, the language acquisition success of the later could not be assured. Some proceed through elementary years with increasing English proficiency while others struggle with simple grapho-phonetic skills. Perhaps this could be attributed to factors like motivation for learning, teacher-related factors (e.g. training, affect, attitude towards teaching, etc.), availability of English related materials in school and in the home, and support of parents (e.g. helping with assignments and projects, and giving consent to participate in English activities) to name a few.

### **Motivation for the Study**

I am an English teacher at the only university in Capiz, a province in the Philippines. I teach English to high school students, and English courses in the college of education. I have been teaching for ten years now and like most teachers I know, I tried different approaches to teaching like the communicative approach, audio-lingual method, lecture method, and the combination of these methods but to little or no avail. I was often

disappointed because no matter the approach, there was no remarkable improvement in the proficiency of my students. For example, my students get promoted to the next level because they passed the paper and pencil test at the end of the semester. However, when I asked them to use grammatical structures which were supposed to be learned in the previous level, I was often met with blank stares and apologies. It was then I realized that they did not actually learn from the previous class we had. Perhaps it was because of my choice of approach or perhaps my students' learning style did not match the approach I was using, I was not really sure. But one thing is for certain, I wanted to help my students learn English and to make the learning experience as stress free and productive as possible.

A reading in my Four Skills class at SIT (School for International Training) about giving students the freedom to choose topics in planning lessons struck me. Ellis (1990 as cited in Green, Christopher, and Lam 2002) “. . . offers some evidence to support the notion that acquisition is enhanced when teachers allow students relatively free choice of topic.” Green, et al. (2002: 226) further mentioned that giving students the chance to select topics possibly “. . . lower the affective barriers . . . against the use of the target language in peer interaction in the



classroom.” This idea was novel for me. I never tried asking my students about what they think they want to learn and what they think they need to learn. It was always “I” as the source of information and the decision maker in the classroom. I became more interested to make this the topic of my research but later on decided to pursue along the area of considering students’ perceived needs and interests. The typical researches done by graduate students in my school are surveys of students’ proficiency in English and comparisons of students’ performance in national examinations to name a few. Descriptive and survey researches have their merits of course but they should be used in support to or in tandem with another type of research. Research findings should not be left gathering dust in the shelves of a library but should be used in order to inform practice. Hence, I became interested in action research.

Action research as a “strategy” according to Wallace (1998:4) is “a way of reflecting on your teaching” and “is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.” I wanted to discover strategies that I could implement in my own classroom with little or no disruption on the normal flow of class activities. I wanted to be able to use the information I gathered from my study in order to better

the teaching and learning situations in my context. I believe that I need to start from myself in order to affect my colleagues in our university.

Perhaps my strongest motivation for this research is my desire to make my students learn English in a stress free environment. I believe that information is better retained and skill is better mastered if learned with an element of fun. In the Philippines, the lecture method is prevalent and students are often viewed as vessels to be filled. Despite the Department of Education's efforts to introduce innovations, most teachers still adhere to the lecture method and the teacher-fronted set up. I want to change the way my students view learning and their teacher in my English class. I want them to be themselves and to be excited about learning English. I want my students to be noisy, to laugh, to ask questions, and to make mistakes in my classroom. And I want them to feel that it is perfectly normal to do these things. I want them to know that the activities we do in class are done with their interest and needs in mind. I want them to feel that they are the most important characters in our English "stage".

## CHAPTER II

### FOCUS AND CONTEXT OF THE STUDY

#### Statement of the Problem

For years, teachers in the public schools suffice with the use of textbooks from the government for the teaching of English. Due to lack of other references, the textbook served as the only reference. If the teacher can afford it, he/she can buy commercially sold English books as supplementary references. However, this is not a common practice since books are expensive and it will be an additional expense for both the teacher and the students. Even textbooks are scarce especially in schools located in far flung places. Seven years ago, I volunteered to teach at a national high school in one of the barangays in my town and the ratio was one book to two or three students.

Teachers used to make lesson plans based on the textbooks and these were checked weekly by the department heads or principals in their respective schools. Since teachers vary in many ways, lesson plan focus and quality also differ. Some teachers even disregard certain parts of the textbook due to lack of interest or knowledge in teaching these

topics. Sadly, some are ill-equipped for teaching and could not make proper lesson plans.

In my context, lesson planning is an important skill for a teacher since a lesson plan is one concrete proof that one has the capacity to teach (This statement could be refuted in several ways, of course.). Majority of my colleagues agree that preparing lesson plans is one of the most tedious and difficult tasks of teaching. Nobody enjoys planning lessons for five different subjects (if a teacher has five preparations). As a result, some teachers simply copy the lesson plans they made in the past years to satisfy the requirement of the institution or the Department of Education. Consequently, lessons do not suit the interests and experiences of students since different groups have different needs and levels of proficiency. I can very well remember one of my colleagues twelve years ago who boasted that the lesson plans he was using were the very same lesson plans he made fresh out of college (and he was about to retire the time he made the declaration!). He said that because he wanted to tell everyone that his lesson plans have been tested by time and still worked! This of course I doubted greatly since his students talked to me about how they wished the professor would retire sooner because they were bored and sleepy in his class.

Perhaps the creation of the prototype lesson plans came about as the answer of the Department of Education to teachers' difficulty in handling several classes at the same time (Please see sample prototype lesson in Appendix 1). The Bureau of Secondary Education, an agency under the Department of Education, developed the prototypes in 2003. The prototypes look very promising since they free the teacher from much undue stress and work. However, according to national high school teachers I interviewed, not much of monitoring is done by the Department of Education regarding what actually happens in the classroom – if how teachers use the prototypes or how students perform in classroom activities or how they react to their implementation. There is no evaluation either as to how effective the prototypes are in ensuring that students are learning the language. One teacher further revealed that there was no formal training as to how the prototypes are to be used. In other words, teachers were left to their own means to understand and execute the prototypes. I am not certain if this is true all over the Philippines or only to certain areas. Further, references mentioned in the prototypes are not actually available to teachers in some areas so they mainly rely on the prototypes. Mrs. B, an English teacher in one of the national high schools in my town, shared her disappointment about the

DepEd 's propensity to implement new curricula or policies without giving teachers enough training to execute these projects effectively.

Careful evaluation of the prototypes provided evidence that, like anything readymade, they were constructed with little regard for the unique context, peculiarities, and constraints of each class. Further, they did not take into account the actual needs and interests of each unique class. For example, in the presentation part of the procedure in the prototype lesson plan (please see Appendix 1), the television show "The Correspondents" was mentioned and that students act out the roles. Students have seen advertisements about the show but they do not watch it. I myself seldom watch this show because it is on a late time slot with rather heavy and serious topics. Further, only two or three students in the class could spontaneously speak in English without prompts so putting students on the spot to act like hosts and guests on a television show while the rest of the class watch will create undue stress. Thus, a significant drawback of the material was the lack of consideration to what students actually watch in order to connect with their schemata and to elicit their interests, and little regard for their English proficiency.

### **Focus of the Study**

I have always been interested in studying students' affect – how they feel about learning a second language and how they react to activities in the classroom. I believe in the importance of considering students' motivations as the keys to learning. I further believe that students are capable of evaluating their own performance and identifying what they need to learn in class. I want my students to feel that I am "hearing their voices" – that they take part in the identification of activities in class and not just mere recipients of information that I choose to give. I want them to feel that I am respecting their intelligence and their freedom to decide for themselves. I decided that the best way for me to do this was to develop an intervention that would allow them more control on topics and activities in the class. Specifically, the intervention that I did in this research was giving out needs and interest assessment cards at the end of every week's topic. On one side, students wrote the related activities that they were interested to do under the identified theme of the following week. On the other side, they wrote the skills they felt they needed to work on more. I gathered these evaluation cards at the end of each week and plotted the information on a table (please see Appendix 3 for a sample needs and interest summary). The table helped me design the lessons for the following week's theme.

The study was designed to answer questions about students' attitudes toward English and the effects of considering students' needs and interests in the planning and implementation of lessons. Specifically, the study attempted to answer the following questions:

1. What are the attitudes of students towards English before the intervention?
2. What are the attitudes of students towards English after the intervention?
3. Is there a difference between students' attitudes before and after the implementation of the intervention?
4. How do students evaluate their proficiency in the four skills and grammaring before the intervention?
5. How do students evaluate their proficiency in the four skills and grammaring after the intervention?
6. Is there a difference in their self-evaluation before and after the intervention?
7. Is there a relationship between their attitude towards English and their self-evaluation before and after the intervention?

### **Context of the Study**

#### **Nature of Course and Institution**



Capiz State University (CapSU) is under the Commission on Higher Education (CHED); however, the Laboratory High School of CapSU, where I conducted the study, also follows the mandate of the Department of Education (DepEd), which is an independent institution that determines the secondary and elementary education curricula. The Laboratory High School exists because CapSU is offering Bachelor of Secondary Education and practice teachers observe classes and initially teach in the Laboratory High School for a couple of months before they are sent out to other national high schools in the province of Capiz.

To better understand the curriculum, I included below the description and theoretical framework of the 2002 Basic Education Curriculum for the Secondary Level taken from the Operations Handbook in English from the Department of Education, pages 1-3. The bolded parts are in the original.

### *Description*

The secondary English language curriculum for 2002 seeks to develop citizenship and to address the communication needs (i.e. interpersonal, informative and aesthetic) of Filipino students for English, which is emerging as the international *lingua franca*. In line with development in **applied linguistics** and pedagogy, and in consonance with the government thrusts and globalization, this emerging English curriculum adopts a **communicative-interactive collaborative approach** to learning as well as reflection and

introspection with the aim in view of developing autonomous language learners aware of and able to cope with global trends.

### *Theoretical Framework*

Underlying the curriculum as its theoretical framework is the prevailing **theory of language, theory of language acquisition** and current **pedagogical thrusts** enriched by other inputs to the curriculum such as global trends and the concomitant requirements for global citizenship.

Where the theory of language is concerned, language is viewed as a means of communication in the real world. Hence, the goal is to develop the four competencies – **linguistic, sociolinguistic, discorsal** and **strategic** with emphasis on cognitive academic language proficiency based on the students' need for the language.

Both aforementioned theories of language and of language acquisition are in keeping with the prevailing pedagogical emphasis on constructivism which is learner-centered and which underscores reflection and collaboration to develop autonomy.

Through the years, government thrusts have served as an additional input to the curriculum. In the emerging secondary education English curriculum, however, other additional inputs have to be considered in consonance with paradigm shifts that have taken place. These additional inputs mark the difference between this curriculum and what preceded it.

- The advent of the information age necessitates computer literacy over and above functional literacy
- Globalization and what it entails calls for a scrutiny of global trends and the concomitant requirements of global citizenship
- **Content-Based Instruction** (CBI) underscores the need to develop higher order thinking skills which enables one to acquire academic as well as communicative competence
- The focus on developing learner autonomy has resulted in strategy training in addition to skills development

The English language curriculum provides for the development of language and language-related skills in a meaningful purposeful and interesting manner. This is attained

through the adoption of an integrated approach in the teaching of language.

Central to the framework of this curriculum is the need for language learning that is **contextualized, interactive** and **integrated**. This is achieved through the use of themes covering a wide range of topics to cater to the varied interests and maturity levels of students as they progress through their school years.

Each of the **themes**, explored through meaningful tasks and activities, provides the context in which grammar and other language and language related skills are taught and learned. Themes also provide the means for the integration of the various language components. This integration makes language more purposeful, meaningful and thus more motivating for the students.

## **Challenges**

The preceding description and theoretical framework of the curriculum is ideal and in line with how I view language teaching and learning. However, the problem in my context arose from the actual interpretation and implementation of the curriculum in every day practice. The challenges that I will be mentioning in the succeeding paragraphs have something to do with how I influence my students' view of teaching and learning and what I did to better implement the curriculum based on the stipulated framework.

Though I was initially interested in incorporating students' needs and interests in the planning of lessons, I later found out that it was difficult to be very restrictive. It was impossible to solely focus on the intervention of considering students' needs and interests in the planning of lessons

because doing such led to changing certain conventions like organizing activities, focusing students' attention on the welfare of the group instead of himself or herself, and making students rely on their own abilities instead of the teacher's to name a few. And as I was consciously and unconsciously making room to accommodate these changes, I encountered challenges that I feel are worth mentioning in this paper to help better understand my context.

The element of competition is prevalent in the classroom. Grades, which are proof of students' achievements, have become unconstructive motivation associated with competition, rivalry, and distrust. Hence, through building a learning community, I hoped to minimize if not eliminate the aforementioned negative traits.

Students are also used to the teacher-fronted set up and view the teacher as the source of all knowledge and authority. Their 9 years of public education exposed them to this context and I feared that their classroom behavior and attitude towards the teacher and the learning process in general have become so ingrained in their persons to the point of permanency. My challenge rested on shifting learners' dependency on their own capacity and not on the teacher.

I also tried to anticipate my students' reactions to my approach of making them more responsible for their own learning and maximize their class participation. My class observations before I started my actual teaching told me that they are used to just sit and recite a little bit. There were 43 students in the class I observed but I noticed that only 5-10 students were actively participating. By "participating" I mean reciting or answering teacher's questions or following orders (e.g. Write your answer on the board.).

Another challenge was the classroom itself. It was small and could not accommodate movements for group activities. The chairs were connected (4 chairs) and arranged in rows. This was the only possible arrangement with this room size and with the available furniture.

### **My Beliefs**

Teachers' belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teacher's decision making and action, and hence constitute what has been termed the "culture of teaching." (Richards, J. and Lockhart, C., 1996: 30)

The focus of my research was on needs and interests of students in learning English; I chose this focus because of my beliefs. Hence, my beliefs guided my every decision in this research.

## **Beliefs about Teaching and the Role of the Teacher**

The teacher is the facilitator of learning who identifies the needs of the students and designs lessons that cater to these needs. This could be done through diagnostic assessment at the beginning of each course and continuous formative assessment all throughout the course. The results of these assessments will enable me, the teacher, to identify areas that I need to focus in my teaching. It may also reveal students' interest that will help me design interesting and practical lessons. With the prototype lesson plans, the developers tried to identify and establish the common needs of students in the different areas in the Philippines; however, I personally believe that this is not possible since contexts (and therefore learners) vary. The only persons who could decide what the students need are the students themselves and the teacher who is teaching that subject.

Teaching should be done in a way that allows learners' maximum opportunity to manage their own learning. I believe in creating a learning community where students feel comfortable working with their peers yet capable of independence as well.

Since my students are immersed in a competitive educational setting, I introduced them to the world of cooperative learning (J.

Richards and T. Rodgers, 2001). In group activities, roles were assigned based on students' skills so that each person was able to contribute. Through this, each student, regardless of proficiency or skill, was able to experience his/her respective "moment of success". Another reason why I continued to use cooperative learning was that some students indicated in their dialogue journals that they enjoyed learning from their classmates and that more activities that required group work should be introduced. They further mentioned that working with peers motivated them to learn.

I started using cooperative learning as soon as I started with this research. I grouped students and let them work on the self-evaluation rubrics for the four skills and grammaring that I used in this study.

The teacher should not be reduced to a mere "deliverer" of the "learning package" like in the case of having a prescribed textbook or prototype lesson plans. A teacher's beliefs should be considered in his/her teaching in order to sustain his/her enthusiasm to teach and to give recognition to the years of training and study that he/she had gone through in order to become a teacher. I further believe that if a teacher is reduced to a mere automation through teaching only prototype lessons, he/she will easily fall to pit of dependency and thereby stifle his/her creativity and hence his/her humanity.

## **Beliefs about Learners and Learning**

Learning is promoted when the “affective filter” of students is down (Krashen, 1982). Hence, the classroom atmosphere must be free from unnecessary stress that activates the affective filter. An atmosphere of camaraderie, mutual trust, respect, and cooperation should prevail in the classroom.

I also advocate Vygotsky’s ZPD (Zone of Proximal Development) (R. Mitchell and F. Myles, 2004) and Krashen’s *i + 1* (Krashen, 1985). Vygotsky believed that learning takes place when learning activities are designed within the students’ current level of understanding and when he/she is ready for that type of learning. This implies the need to accurately assess students’ current level of proficiency to be able to design activities that would assist him/her in his/her learning. In addition, another authority in the field of second language acquisition, Krashen, discourages introducing lessons or activities far above students’ current level of proficiency. In his *i + 1*, he wants to emphasize teaching a little above the students’ current level of proficiency for learning to take place.

## **Beliefs about Subject Matter**



Subject matter should be related to the lives of the students or something they are interested or curious about to give them the necessary impetus to continue learning the language. The language content must be suited to the type of students I have (for example, high school students are interested to learn about knowing and building their identities or personalities). If the content is unfamiliar (or inappropriate for their level and needs), students may not find the necessary use and meaning for the language they are trying to learn which may lead to the decrease in their motivation.

In addition, subject matter should include the arts like the use of music, movies, pictures, drawings and other visual arts to stimulate creativity.

### **Significance of the Study**

A knowledge and understanding of the relationship between students' attitudes towards English, self-evaluation, and considering needs and interests in planning and implementing lessons will provide valuable information to teachers, curriculum planners, and school administration as to what type of teaching strategies are ideal for a particular group of students. It may also provide valuable data to future researchers who

wish to conduct a small scale research that addresses immediate needs of teachers and students alike.

The primary beneficiaries of this study are the students who invested so much of their time, energy, and intelligence to a system of education that they hope would provide them with the best learning experience to maximize their learning potential.

Likewise, teachers who have been trying different methods and approaches in order to make their students learn English will benefit from this study. Teachers who focused on their own teaching strategies alone and did not take into account students' needs and interest will become aware of the benefits and rewards of making this part of the regular lesson planning routine.

The Department of Education may also benefit from the results of this study for them to realize that monitoring is an imperative part of the implementation phase of any program.

### **Scope and Delimitation of the Study**

This study was limited only to the effects of considering needs and interests of students in lesson planning and implementation to their attitudes towards English and self-evaluations on the four skills and grammaring. The participants were the second year high students of the

Laboratory High School of the College of Education of Capiz State University, Burias Campus. Hence, the results of this study are only true to the population hereby mentioned.

Proficiency was restricted to the self-evaluations of the respondents in the four skills and “grammaring” (Larsen-Freeman, 2003). These self-evaluations were done before and after the intervention. Attitude towards English was limited to the results of the attitude scale that was administered to the participants before and after the intervention.

### **Theoretical Framework**

A teacher should be open to explore strategies to advance students’ learning. Through this, teaching practice will be greatly improved and learning enhanced. The framework in Figure 1 shows that regularly assessing students’ needs and interests may have an impact on students’ attitudes towards learning English and their self-evaluations on the four skills and grammaring. It further shows the relationship between the pre-intervention and post-intervention evaluation of students’ attitude towards English and their self-evaluations on the four skills and grammaring

### **Research Hypotheses**

1. There is a significant difference in students' attitudes towards English before and after the intervention.
2. There is a significant difference in students' self-evaluations on the four skills and "grammaring" before and after the intervention.
3. Students' attitudes towards English and their self-evaluations in the four skills and "grammaring" before and after the intervention are related.

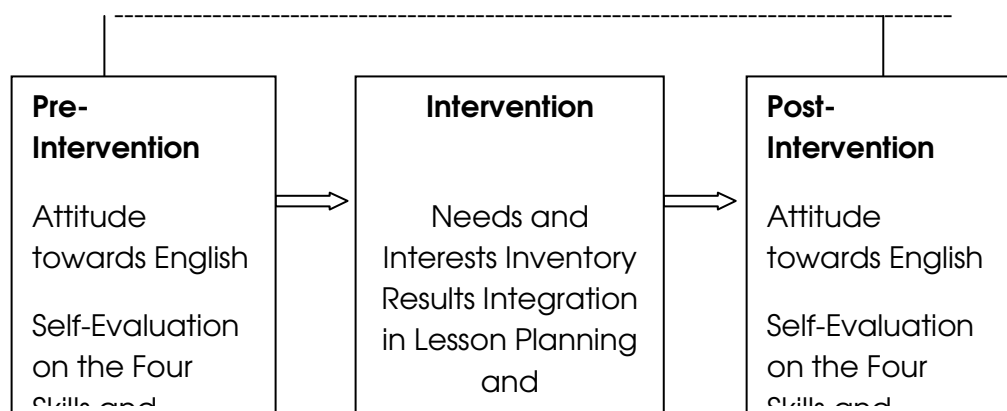


Figure 1.0 Attitude towards English and self-evaluations on the four skills and grammaring before and after needs and interests inventory results integration in lesson planning and implementation.

## **CHAPTER III**

### **METHODOLOGY**

#### **Time, Place, and Participants of the Study**

The study was conducted at the Laboratory High School of the College of Education, Capiz State University, Burias Campus from July 24, 2008 to October 17, 2008. The participants of the study were 40 second year high students of which 26 were female and 14 were male. They were all Filipinos and needed to study and pass English 2 so they could be promoted to English 3. They were all Christians, full time students, and can speak three to four languages (local dialect, regional language, Filipino, English). The proficiency ranged from lower intermediate to advanced. Majority came from low income families.

The class was initially taught by another teacher for two and a half months (first grading period). I later took over and taught for another two and a half months (second grading period).

#### **Unit Credit and Time Allotment**

English 2 is for 1.5 credits and meets five days a week with one hour each time. The class schedule is 8:00 – 9:00 A.M, Monday through Friday.

### **Physical Setting and Available Resources**

The room was large enough to seat 40 students with little room for movement. It was adequately ventilated due to the wide windows that ran on both sides. Normally, the lighting was satisfactory, but it was a bit hard for students to read and write on stormy days. It was also hard to conduct classes when it rained because the noise of the rain on the roof hindered verbal communication. The furniture included connected armed chairs, teacher's table and chair, and a small open shelf where students' notebooks were kept. The size of the room and the way the chairs were connected and arranged limited the movement of students and proved to be a challenge for me especially during pair and group work. Hence, I normally utilized the available adjacent room for activities.

There is only one audio-visual room for the College of Education that teachers could use upon request. In the interest of time and ease, I opted to use my own cd and dvd players. The audio-visual room is located in another building and going there usually takes 5 minutes. I only had one hour of class time every day and shepherding my students to the audio-visual room and setting up the place would roughly take 15-20 minutes off my actual class time. There is also a computer laboratory;

however, there are very few computers. The ratio is 1 computer to 10 students.

### **Data Gathering Process**

Copies of the prototype lesson plans (please see Appendix 1 for example) were obtained from an English teacher at one of the national high schools near our campus. Since the university is under the Commission on Higher Education and independent of the Department of Education (a government agency for secondary and elementary levels), materials from DepEd are not readily available for university teachers. Hence, the teachers themselves need to devise ways to procure such materials. I based my lesson plans from the prototype lesson plans. I decided not to change the themes or alter the sequence significantly so as to provide continuity to what the original teacher did in the class during the first grading period. Further, doing this will aid the original teacher when she needs to continue teaching after I am done with my study.

The following table summarizes the process I went through in the conduct of this research.

Table 1.0 Summary of research stages



| <b>Stage 1</b><br>(first two weeks) | <b>Stage 2</b><br>(on the 4 <sup>th</sup> week)   | <b>Stage 3</b><br>(from the 5 <sup>th</sup> to 10 <sup>th</sup> week)   | <b>Stage 4</b><br>(End of 11 <sup>th</sup> week)  |
|-------------------------------------|---|---|---|
| Observe classes                     | <ul style="list-style-type: none"> <li>- Prepare self-evaluation rubrics with students;</li> <li>- Pilot student-generated evaluation rubrics;</li> <li>- Administer self-evaluations and attitude questionnaire</li> </ul> | <ul style="list-style-type: none"> <li>- Weekly themes/needs and interests assessment;</li> <li>- Designing/ Teaching lessons based on needs and interests</li> </ul> | <ul style="list-style-type: none"> <li>- Administer attitude, and self-evaluation questionnaires</li> </ul> |

### **Stage 1: Observation**

I talked with the subject teacher about my intention to “borrow” her class for the second grading period in order to conduct my research. She was eager to help me and advised me to seek the consent of the university. I then secured permission from the administration of Capiz State University, Burias Campus. Upon approval of the request, I observed the target population for a week in order to have an idea as to what type of students I will be dealing with when I actually start teaching. I indicated two weeks in the above table because for two weeks I went to class for observation but there were some days without classes due to school related activities like teachers’ meetings or other subject related activities. So when I counted the number of days I was in the classroom observing it was for seven days of class time.

The following were my observations and interpretations of what I saw. At certain points, I also included my own judgments based on my beliefs about teaching and learning:

1. Students were writing (I was not sure if they were writing the instructions down since they were not instructed to do so or writing something else, e.g. assignment for the next class) while the teacher was giving instructions. Consequently, they needed to ask their seatmates to explain the instructions to them. This was usually done in a sly in order to avoid being scolded by the teacher.
2. The students were trying to execute an instruction on top of another. For example, they were asked to take out a piece of paper to do an activity. While the students were busy rummaging their bags for the piece of paper, the teacher was already reading the instructions for the activity. I was not sure if the students were capable of multi-tasking but I observed several students asking their seatmates about the instructions afterwards.
3. They were not "noisy" during pair activities. Though the teacher mentioned that it was supposed to be a pair activity, each

student seemed to have a world of his/her own – rereading the instructions and doing what was required. For example, students were instructed to work with a partner (They just turned to a seatmate. They did not move around the room to look for other partners.) and talk about what would the following do when a storm strikes:

- a. School children in areas where classes are called off because of the storm
- b. People directly affected by the storm
- c. People in other areas not affected by the storm

Most of the students, roughly 90 percent, just did the activity in silence.

After about three to five minutes, the teacher asked them to share their ideas. I felt that they were not given ample time to talk before sharing to the big group.

4. In listening activities, students were busy taking down notes even though they were not instructed to do so. I was not sure if this was a result of programming (e.g. they were always instructed to take down notes whenever they had a listening activity) or just a

natural tendency of students in order to have a scaffold during the “questioning” part of the lesson.

5. Students were enthusiastic about reading aloud the writings on the board. They also enjoyed writing on the board. Hands were flying when the teacher asked, “Who can write it on the board?” or “Who can read that aloud?” However, this was only true to easy questions/activities that required lower level skills like simple recall.
6. There were four to five students who could really give thorough and excellent answers when asked comprehension questions after a reading selection. These students were even better than my college students in the past. I later found out that they were children of professors in the university.
7. The room was so bare (in need of stimulating visuals). Teacher’s visual aid was limited to text/questions/words written on a piece of paper and displayed on the board. During one of my informal conversations with the teacher, she told me that her schedule/load did not permit her to prepare more interesting visuals for the students. She had five different preparations. Further, she mentioned that her classroom was often entered

forcibly and vandalized so she decided to leave it bare of decorations and other visual displays.

8. The teacher did not ask the students nor did activities that would verify students' understanding of instructions for activities. She just read or said the instructions most of the time and that was it. Consequently, I saw students who were scratching their heads while peeking over seatmates' shoulders to find out what others were doing.
9. Only a few students volunteered to write their answers on the board when questions were a bit hard. These were the same students who were active in class. Hence, some students dominated class discussions or activities.
10. Towards the end of the class, students looked tired and bored especially those who were not given a chance to speak or write on the board.
11. Students' natural tendency was to copy what was written on the board though the teacher did not instruct them to do so. As a result, they didn't pay much attention to the teacher's questions or instructions, or listen to a classmate who was reciting.

12. The teacher seldom put students' answers on the board.

Students need to have as many stimulants as possible for optimum learning to take place. Putting their answers on the board (like an answer given on word meaning) will help them remember and will make them feel that their answers are valued.

13. In my view, majority of the students were physically present but were mentally absent. Maybe this is due to the fact that they remained seated on their chairs and they were not given much of a chance to move around the room or work with different people every time.

14. The teacher followed the prototype lesson plans. She did the activities described in the prototypes and did not depart from or modify them. At other times, she skipped activities. I was not sure of her reasons for doing so.

15. There were moments when I felt that students were really "lost". They did not understand the instructions but were hesitant to ask for clarifications.

16. Some activities were difficult/complex for slow learners.

Scaffolding was obviously needed but was absent. Accordingly, only bright students were able to do these activities successfully.

17. The room was very limiting. No space for walking-around-type of activities.

18. Students were not given considerable amount of time to finish evaluation activities. For example, they were asked to pair off and make a dialogue about a poem just read (I was not even sure if the students understood the poem). After 3 minutes, the teacher told them to pass their work.

19. Teacher usually corrected pronunciation errors on the spot. If a student read a story, the teacher stopped him/her every time he/she mispronounced a word and corrected him/her.

20. The teacher used vocabulary words in sentences and instructed students to select the meanings of the words from the choices provided (this type of vocabulary activity was taken from the prototype lesson plan). Some students were not even familiar with the words or synonyms in the supplied choices.

21. Students enjoyed taking turns in reading aloud parts of a selection. They even followed reading orally (tuned down) while

their other classmates took turns to read in front of the class. Of course, there were others who were not paying attention.

22. Students laughed at reader's pronunciation mistakes during oral reading activities.

These observations were important in this study because they provided actual data as to students' behavior, needs, and interests. I know that explicitly asking students to identify their needs and interest is helpful, but I am also aware that nothing substitutes actual manifestations of these needs and interests. Hence, the observations allowed me to anticipate students' needs and interests and enabled me to think about my lessons in advance. They enabled me to make the following judgments about my students' needs and interests, and identify possible strategies I could use in class:

1. Make sure that students understood the instructions before signaling them to start acting on it;
2. Encourage students to work collaboratively with peers;
3. Give students enough time to talk about their answers or practice talking with a partner before asking them to present their ideas to the class;



4. In listening activities, inform students the purpose for listening so that they are clear about what they need to do;
5. Allow for more board writing activities to urge those who are shy (to recite) to participate in class;
6. Use varied visual aids and materials for activities;
7. When questions call for critical thinking, give students some time to mull the question over with a partner before asking them to recite to the class;
8. Design activities that permit everyone to participate regardless of proficiency;
9. Specifically inform students if they need to copy writings on the board;
10. Put students' responses on the board as much as possible;
11. Give room for movement and opportunities for working with different people;
12. Vary difficulty level of activities;
13. Allot reasonable time for students to finish the evaluation part of the lesson to minimize stress;
14. Ask students to supply their own definitions of words; avoid giving a dictionary definition whenever possible;

15. Do pronunciation practice of difficult/unfamiliar words before asking students to read a selection aloud to avoid being humiliated.

16. Have fun!

## **Stage 2: Preparing research instruments with students; administering questionnaires**

### **Research instrument**

The main objective of the study was to find out the effects of considering students' self-perceived needs and interests in the planning and implementation of lessons. I chose to use a rubric as a means to measure how students evaluate themselves in the four skills and grammaring. I decided to involve them in the evaluation process and in the construction of the research instruments so that their voices continue to permeate. To ascertain students' evaluation on their performance on the four skills and grammaring, I made them construct the evaluation rubrics for each of these skills. To do this, I divided them into five groups. Each group assessed a different skill and made a poster to represent their understanding of the skill assigned to them. Questions like "What behaviors are observable when a person is able to do the skill assigned to

you?” and “When do you know that a person has acquired a particular language skill?” aided their thinking.

Each group then presented their poster and the opinion of the whole class was solicited. The class was asked what had been missed out by the group or what other suggestions they wanted to give to improve the group’s work.

Each group then designed an evaluation rubric for the skill assigned to them. The group output was presented to the class and the suggestions of other groups were sought to modify and improve the rubric. I then gathered the output and further simplified the items presented by each group. Please find below the template that students used for each skill (Table 2.1) and an example of the listening rubric that students created (Table 2.2).

Table 2.1 Template students used for each skill

| Description | Rating |   |   |   |   |
|-------------|--------|---|---|---|---|
|             | 1      | 2 | 3 | 4 | 5 |
| 1.          |        |   |   |   |   |
| 2.          |        |   |   |   |   |
| 3.          |        |   |   |   |   |
| 4.          |        |   |   |   |   |
| 5.          |        |   |   |   |   |
| 6.          |        |   |   |   |   |
| 7.          |        |   |   |   |   |
| 8.          |        |   |   |   |   |
| 9.          |        |   |   |   |   |
| 10.         |        |   |   |   |   |

OTHER SUGGESTIONS:

NAME OF GROUP:

MEMBERS:

Table 2.2 Example of the listening rubric students created

| Description   | Rating |   |   |   |   |
|---|--------|---|---|---|---|
| 1. Can react what the person said   | 5      | 4 | 3 | 2 | 1 |
| 2. Can understand what the person said  | 5      | 4 | 3 | 2 | 1 |
| 3. Can add other suggestions about the topic  | 5      | 4 | 3 | 2 | 1 |
| 4. Can correct what the person said   | 5      | 4 | 3 | 2 | 1 |
| 5. Can answer the question of the person that ask   | 5      | 4 | 3 | 2 | 1 |
| 6. Can learn something from the speaker   | 5      | 4 | 3 | 2 | 1 |
| 7. Can explain what the speaker said  | 5      | 4 | 3 | 2 | 1 |
| 8. You can take down notes exactly what the teacher said                                    | 5      | 4 | 3 | 2 | 1 |
| 9. When you learn more informations from the speaker  | 5      | 4 | 3 | 2 | 1 |
| 10. Can correct the dictation and pronunciation of the singer when you hear the singer sing | 5      | 4 | 3 | 2 | 1 |
| TOTAL   |        |   |   |   |   |

Other Suggestions: It's fun doing this activity because we enhance our cooperation.

I field tested the evaluation rubrics to ten randomly selected students from the target population to test the former's comprehensibility. The following were the questions asked in the piloting stage (adapted from *Action Research for Language Teachers* by Michael J. Wallace, 1998):

1. Were the instructions clear and easy to follow? Please mark the unclear ones with an asterisk.

2. Were the questions clear? Please mark the unclear ones with an asterisk.
3. Were you able to answer all the questions?
4. Did you find any of the questions  
embarrassing?  
irrelevant?  
patronizing?  
irritating?  
  
Please mark with an asterisk.
5. How long did the questionnaire take to complete?
6. Other suggestions

The feedbacks of the ten students were used to modify the rubrics.

Table 2.3 is an example of the modified rubric of self-evaluation in listening.

Table 2.3 Modified rubric of self-evaluation in listening

| Description  | Rating |   |   |   |   |
|--|--------|---|---|---|---|
|  | 5      | 4 | 3 | 2 | 1 |
| 1. I can give appropriate reactions or comments to what the other person said.                                       | 5      | 4 | 3 | 2 | 1 |
| 2. I can give additional information (or suggestion) about a topic being dealt with (especially during discussions). | 5      | 4 | 3 | 2 | 1 |
| 3. I can make necessary corrections to wrong or faulty information heard.  | 5      | 4 | 3 | 2 | 1 |
| 4. I can answer questions by another person in English.  | 5      | 4 | 3 | 2 | 1 |
| 5. I can effectively take down notes by listening to the   | 5      | 4 | 3 | 2 | 1 |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| teacher or speaker.  |   |   |   |   |   |
| 6. I can listen to and understand English speakers without “stressing out” (or without worry and nervousness). | 5 | 4 | 3 | 2 | 1 |
| 7. I can repeat or explain what a speaker said using my own words.   | 5 | 4 | 3 | 2 | 1 |
| 8. I can pick out important information from a listening selection.  | 5 | 4 | 3 | 2 | 1 |
| TOTAL  |   |   |   |   |   |

OTHER SUGGESTIONS:

The self-evaluation forms were then administered to the students and this became the pre-intervention self-evaluation on the four skills and grammaring (Please see Appendix 6 for the complete self-evaluation forms). The participants were subjected to the same evaluation at the end of the second grading period and this was the post-intervention self-evaluation.

Aside from the evaluation rubrics that the participants constructed themselves, I also administered an Attitude Scale (please see Appendix 5) adapted from Luces (2006) patterned from Alimen (1999). The attitude scale was used to determine the attitudes of students towards English as a language and as a subject in school. This questionnaire was administered to determine the students’ general attitude towards English before and after the intervention.

**Stage 3: Teaching lessons based on needs**

In order to find out students' needs and interest, I conducted a needs and interest inventory at the beginning of each week (or the end of the preceding week). I wrote the theme of the week on the board and paired students to discuss what they thought the theme will discuss or cover. In the big group, students shared their ideas. I then distributed pieces of paper where students wrote their perceived needs on one side and their interests on the other. I gave them specific instructions to consider the theme of the week when they identified their needs and interests. In other words, though they were given the opportunity to suggest activities/lessons in the class, they still needed to relate them to the theme. I did this in order to provide continuity to what the previous teacher taught in the class and to help the teacher and the students make the necessary connection to the succeeding lessons upon the termination of the teaching part of the research.

The pieces of paper bearing students' needs and interest were then gathered and carefully plotted in order to make sure that these were considered in the planning stage of the daily lessons.

In the first week, for example, the theme was "Being True to Ourselves." The following table reflects the summary of students' perceived needs and interests.



Table 3.1 Students' perceived needs and interest in relation to the theme  
*"Being True to Ourselves"*

| Interests  | Needs                                       |
|--|---|
| Role playing   | Imperatives                                 |
| Interpreting song  | Interrogatives                              |
| Composing song, poem, short story                            | Parts of speech                             |
| Discussion activities  | Write autobiography or personal experiences |
| Interviewing   | Letter writing                              |
| Word translation from English to the dialect<br>(vice versa) | Spelling                                    |
| Singing  | Writing simple sentences                    |
| Dancing  | Vocabulary development                      |
| Reflecting   | Pronunciation                               |
| Drawing  | Constructing tag questions                  |
| Campus tour  | Reading practice                            |
| Role playing on "true colors"                                | Speaking activities                         |
| Skit writing   |   |
| Sharing ideas/life experiences with teachers and peers       |   |

|  |  |
|--|--|
| Miming                                   |  |
| Use any language in role playing         |  |
| Movie viewing                            |  |
| Cooking                                  |  |
| Dramatization of how one accepts himself |  |
| Group activities                         |  |

The following is an example of the lesson plan I made in relation to the theme and students' perceived needs and interest. (Please see Appendix 2 for a complete example of the modified lesson plans I made for Week 1.)

### ***Sample Lesson Plan***

#### **Day 4**

Subject Matter: Modals

Materials: colored cards, music player, song – "I Can", pictures of societal problems

Procedure:

Motivation:

1. Ss listen to the song I can (first listening). (1 min)
2. T distributes copies of the song with missing words. Ss supply missing words as they listen once more. (3 min) *Note: Let students write the completed lyrics on the board. They like writing on the board.*

I CAN

I can live, I can love  
I can reach the heavens above  
I can right what is wrong  
I can sing just any song

I can dance, I can fly  
And touch the rainbow in the sky  
I can be your good friend  
I can love you until the end

3. T: What do the lines in the song express? (5 min)
4. T: What word is used to express ability?
5. Distribute cards to students (blue, yellow, and red). (10 min)  
If pink, say *I can* \_\_\_\_\_.  
If green, say *I can't* \_\_\_\_\_.  
If yellow, say *I can't* \_\_\_\_\_ *but I can* \_\_\_\_\_.

Presentation:

6. Group students into 8 (5 members each) and give each group a picture depicting a problem. Each group talks about the picture and make a report using the format: (10 min)

Picture No. \_\_\_\_

- a. Problem:
- b. Causes:
- c. How to prevent or minimize:
  1. What should we do to solve the problem?
  2. What must the government do to solve the problem?
  3. What might happen to the people or to our country because of this problem?

*Note: Let each group select a facilitator, timer, and scribe.*

7. Report output to class. (15 min)
8. T: What words were used to express possibility, ability, obligation, and necessity? What do you call these words? (2 min)
9. Pronunciation practice for modals.

Divide the class into two groups – A and B. Tell them to put a stress on the modals when they say them. (2 min)

A: I can take a hike

B: I should learn to bike

A: I can sing a song

B: You must sing along

A: I may go today

B: I might choose to stay

A & B: I know I can if you say I may

But if you say I must, then I know I should

Well, I might if you say you would!

*Reverse roles.*

10. Using the same grouping in 6, let students study the following situations carefully. What should you do if: (5 min)

a. You saw your friends cheating in the exam.

b. You failed to submit a project on due date.

c. You were assigned to chair the housekeeping committee.

d. You will represent the school in the Spelling Contest.

e. Your classmates do not want to cooperate with you in maintaining discipline inside the classroom.

11. T let students draw letters (each representing a scenario). (1 min)

12. In groups, students role play the chosen situation using the structure learned today. The dialogues should last for 3 min max. (5 min)

*Note: If time is not enough, 12 will be given as an assignment and the groups will perform the following day as a review activity. Remind leaders to submit names of members.*

#### **Stage 4: Administer attitude and self-evaluation questionnaires.**

As mentioned in Stage 2, I administered the self-evaluation forms to the participants to determine how they assessed their proficiency on the four skills and grammaring before and after the intervention. I also

subjected them to the attitude questionnaire to gather data on their pre- and post-intervention attitudes towards English. I will be describing the data analysis and results in the next chapter.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

This chapter presents the generated data and their analysis in relation to the objectives of this research. As described in Chapter II, two different research instruments were used in this study. The attitude scale developed by Luces (2006, adapted from Alimen, 1999) was used to determine the attitudes of students towards English as a language and as a subject in school. This questionnaire was administered to determine the students' general attitude towards English before and after the intervention. The student-created self-evaluations on the four skills and grammaring were administered prior to the intervention and at the end of the second grading period to gather students' post-intervention data on the mentioned areas.

#### **Operational Definition of Terms**

In order to guide you through the interpretation of the data, the terms used in this study are defined conceptually and operationally.

**Attitudes** concern a person's responses to something. These responses fit to the three models of "affective", "behavior", and "cognition". "The *affective* response is an emotional response that

expresses an individual's degree of preference for an entity. The *behavioral* intention is a verbal indication or typical behavioral tendency of an individual. The *cognitive* response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object ([http://en.wikipedia.org/wiki/Attitude\\_\(psychology\)](http://en.wikipedia.org/wiki/Attitude_(psychology))).

In this study, attitude is the score obtained by the respondents in the 30-item attitude scale consisting of positive and negative statements. The scoring was as follows:

| <b>Response</b>   | <b>Positive item</b> | <b>Negative item</b> |
|-------------------|----------------------|----------------------|
| Strongly Agree    | 5                    | 1                    |
| Agree             | 4                    | 2                    |
| Uncertain         | 3                    | 3                    |
| Disagree          | 2                    | 4                    |
| Strongly Disagree | 1                    | 5                    |

Scores were then categorized into:

| <b>Scale</b> | <b>Description</b> |
|--------------|--------------------|
| 127 – 150    | Strongly Positive  |
| 103 – 126    | Positive           |
| 79 – 102     | Uncertain          |
| 55 – 78      | Negative           |

**Four skills** are the four language skills of listening, speaking, reading, and writing.

**Grammaring** is “the ability to use grammar structures accurately, meaningfully, and appropriately” (Larsen-Freeman, 2003:143). In this study, it refers to students’ skills of identifying and correcting their grammar errors as well as recognizing the improvements in their accuracy and fluency in using English.

**Interest** is conceptually defined as a “feeling of curiosity, fascination, or absorption” (The Grolier International Dictionary, 1981). Exclusively for this research, it refers to the activity or activities that students want to do in class in order to sustain their motivation to learn English.

**Intervention** is something that “occurs or comes in between two periods or points of time” (The Grolier International Dictionary, 1981). Operationally, it refers to the conduct of the needs and interest inventory at the beginning of each week to find out students’ perceived needs and interests in relation to the week’s theme. The results of these inventories were used for planning and implementation of daily lessons.

**Lesson plans** are “systematic records of a teacher’s thoughts about what will be covered during a lesson” (Farrell in Richards et al, 2002:31). This definition is also the operational definition of the term in this study.



**Listening** is a “systematic, purposeful, and alert” (Bascara, L., Manzano, L., Tolosa, A., Mazon, C., 1999:41) way of giving attention to “information” and “ideas” through the use of our hearing sense. It also “implies some attention to the meaning or import of the sound” (Webster Comprehensive Dictionary International Edition, 1992).

In this study, it refers to the skill that students’ use in order to extract information, and respond to a listening text or activity.

**Needs** according to the Grolier International Dictionary is a “necessity, something required or wanted.” Needs in this study refers to students’ identified needs. These are the attributes of the English language that students’ thought they had to work on in order to improve their proficiency.

**Reading** is a “physical and mental activity with a printed text, engaged in for the purpose of getting meaning” (Bascara, et al, 1999:253). It is also the process of “apprehending the meaning of (a book, writing, etc.) by perceiving the form and relation of the printed and written characters” (Webster Comprehensive Dictionary International Edition).

In this research, it refers to the students’ skill of interacting with the printed page in order to draw or give meaning from or to the text.

**Self-evaluated proficiency** is the score of the second year high school students in their self-evaluation for the four skills and grammaring. Scores were categorized into:

| Score   | Category          |
|---------|-------------------|
| 28 – 40 | Very Satisfactory |
| 14 – 27 | Satisfactory      |
| 0 – 13  | Less Satisfactory |

**Speaking** is the process of “expressing or conveying ideas, opinions, etc. in or as in speech” (Webster Comprehensive Dictionary International Edition). Operationally, it refers to the skill that students’ exhibit when they orally respond to a visual or oral stimuli or when they use speech to do class related activities like role plays, oral recitations, simulations, asking and answering questions, etc.

**Writing** is the process of “producing a specified quality of writing” (Webster Comprehensive Dictionary International Edition). This study defines it as a skill that enables students to put their thoughts into words and write these words on paper or on the board.

## **Data Analysis**

The data gathered from the study were analyzed using the following statistical tools:

*Frequency distribution* was used to arrange the gathered data by the categories plus their corresponding frequencies.

*Means* were used to describe the participants' attitudes and self-evaluations on listening, speaking, reading, writing, and grammaring before and after the intervention.

*Paired t-test* was employed to compare the pre- and post-intervention values of participants' evaluation on listening, speaking, reading, writing, and grammaring.

*Chi-square* was utilized to determine the relationship between the participants' self-evaluations in listening, speaking, reading, writing, and grammaring and their attitudes towards English.

### **Attitude towards English**

Data on the attitude of second year high school students towards English reveal that before the intervention 7.5 percent had a strongly positive attitude towards English and 32.5 percent were uncertain. After the intervention, 27.5 percent had a strongly positive attitude and only 10

percent were uncertain. This means an improvement in students' attitude towards English after the intervention was observed.

After subjecting the mentioned data on attitude to statistical analysis (Table 4.1), I found out that there is a highly significant difference between the pre-intervention and post-intervention attitude of students toward English. The t-test value of 4.001 is higher than the tabular value of 2.031. This means that considering students' needs and interests in planning and implementing lesson plans had a highly significant effect on the attitude of students towards English.

Table 4.0 Attitudes of second year high school students towards English

| Description       | Pre-Intervention |      | Post-Intervention |      |
|-------------------|------------------|------|-------------------|------|
|                   | No.              | %    | No.               | %    |
| Strongly Positive | 3                | 7.5  | 11                | 27.5 |
| Positive          | 24               | 60   | 25                | 62.5 |
| Uncertain         | 13               | 32.5 | 4                 | 10   |
| TOTAL             | 40               | 100  | 40                | 100  |

Table 4.1 Statistical comparison between pre- and post-intervention attitudes towards English

| Statistics         | Pre-intervention Attitude | Post intervention Attitude |
|--------------------|---------------------------|----------------------------|
| Mean               | 109.73                    | 119.25                     |
| Standard Deviation | 13.19                     | 11.04                      |
| t-test Value       |                           | 4.001**                    |
| t (0.05, 39)       |                           | 2.031                      |

### **Students' Self-Evaluation on the Four Skills and Gramming**

#### **Reading**

Table 5.0 is a comparative table showing the self-evaluation of students of their reading ability before and after the intervention. As shown, before the intervention, 52.5 percent of the students had a satisfactory evaluation but this increased to 72.5 percent after the intervention. The difference of 20 percent implies that the intervention improved students' assessment of their performance in reading.

Table 5.1 presents the statistical analysis of the data in Table 2. It shows that there is a highly significant difference in students' self-evaluation in their reading ability before and after the intervention. This analysis confirms that students' assessment of their reading ability

improved when they were given a chance to express their voices on what they want and need to be learned in the class in the area of reading.

Table 5.0 Students' self-evaluation of their reading ability

| Description       | Pre-Intervention |      | Post-Intervention |      |
|-------------------|------------------|------|-------------------|------|
|                   | No.              | %    | No.               | %    |
| Very Satisfactory | 21               | 52.5 | 29                | 72.5 |
| Satisfactory      | 19               | 47.5 | 11                | 27.5 |
| TOTAL             | 40               | 100  | 40                | 100  |

Table 5.1 Statistical comparison between pre- and post-intervention self-evaluations on reading

| Statistics         | Pre-intervention<br>Reading Self-Evaluation | Post intervention<br>Reading Self-Evaluation |
|--------------------|---|--|
| Mean               | 27.88                                       | 29.75  |
| Standard Deviation | 4.39  | 3.70   |
| t-test Value       |   | 3.101**                                      |
| t (0.05, 39)       |   | 2.031  |

### **Writing**

I observed that students found themselves lacking in writing skills as what they disclosed in their dialogue journals. Before the intervention, 42.5 percent of the students' rated themselves very satisfactorily in their writing ability. After the intervention, 50 percent of the students rated

themselves very satisfactory. After using t-test, I found out that there is a highly significant difference between the pre and post intervention evaluation of students in their writing ability. The t-test value of 2.239 is higher than the tabular value of 2.031. This means that considering students' needs and interests in planning and implementing lesson plans had a highly significant effect on their personal assessment of their writing ability.

Table 6.0 Students' self-evaluation of their writing ability

| Description       | Pre-Intervention |      | Post-Intervention |     |
|-------------------|------------------|------|-------------------|-----|
|                   | No.              | %    | No.               | %   |
| Very Satisfactory | 17               | 42.5 | 20                | 50  |
| Satisfactory      | 23               | 57.5 | 20                | 50  |
| TOTAL             | 40               | 100  | 40                | 100 |

Table 6.1 Statistical comparison between pre- and post-intervention self-evaluations on writing

| Statistics         | Pre-intervention<br>Writing Self-Evaluation | Post intervention<br>Writing Self-Evaluation |
|--------------------|---|--|
| Mean               | 26.38                                       | 27.93  |
| Standard Deviation | 4.24  | 3.70   |

|              |         |
|--------------|---------|
| t-test Value | 2.239** |
| t (0.05, 39) | 2.031   |

### Speaking

Speaking activities are among those that students greatly enjoyed. Perhaps this explains the increase of the number of students who rated themselves very satisfactory in this skill. Before the intervention only 17.5 percent rated themselves as very satisfactory. An increase of 17.5 percent is noted after the intervention. After subjecting the data to further analysis, I discovered that considering students' needs and interest had a highly significant effect on students' self-evaluation on their speaking skills. As reflected in Table 7.1, the t-test value of 5.093 is higher than the tabular value of 2.031. This shows a highly significant difference.

Table 7.0 Students' self-evaluation of their speaking ability

| Description | Pre-Intervention |   | Post-Intervention |   |
|-------------|------------------|---|-------------------|---|
|             | No.              | % | No.               | % |



|                   |    |      |    |     |
|-------------------|----|------|----|-----|
| Very Satisfactory | 7  | 17.5 | 14 | 35  |
| Satisfactory      | 33 | 82.5 | 26 | 65  |
| TOTAL             | 40 | 100  | 40 | 100 |

Table 7.1 Statistical comparison between pre- and post- intervention self-evaluations on speaking

| Statistics         | Pre-intervention Speaking Self-Evaluation | Post intervention Speaking Self-Evaluation |
|--------------------|---|--|
| Mean               | 23.53                                     | 26.60                                      |
| Standard Deviation | 4.36                                      | 4.01                                       |
| t-test Value       |   | 5.093**                                    |
| t (0.05, 39)       |   | 2.031                                      |

## Listening

Listening is one skill that is quite challenging to measure. Table 8.0 presents students' self-evaluation on this skill before and after the intervention. The data clearly show the increase in students' evaluation. Before the intervention, only 11 students or 27.5 percent had a very satisfactory rating of their performance. But, an increase to 62.5 percent may indicate that majority of the students felt their listening skill had improved dramatically. Statistical analysis further revealed that there is a highly significant difference in students' evaluation before and after the intervention. The computed t-value of 5.910 is higher than the tabular

value of 2.031. This may further point out the fact that considering their needs and interests had a profound impact on their self-evaluation of their listening skills.

Table 8.0 Students' self-evaluation of their listening ability

| Description       | Pre-Intervention |      | Post-Intervention |      |
|-------------------|------------------|------|-------------------|------|
|                   | No.              | %    | No.               | %    |
| Very Satisfactory | 11               | 27.5 | 25                | 62.5 |
| Satisfactory      | 29               | 72.5 | 15                | 37.5 |
| TOTAL             | 40               | 100  | 40                | 100  |

Table 8.1 Statistical comparison between pre- and post-intervention self-evaluations on listening

| Statistics         | Pre-intervention<br>Listening Self-<br>Evaluation | Post intervention<br>Listening Self-<br>Evaluation |
|--------------------|---|--|
| Mean               | 24.60   | 28.75  |
| Standard Deviation | 4.40  | 3.63   |
| t-test Value       |   | 5.910***   |
| t (0.05, 39)       |   | 2.031  |

### **Grammaring**

My personal conversations and observations of students told me that mastering grammar is one of their primary concerns if not the primary concern. As a second language learner myself, I understand why

students are anxious to learn the grammar of English. Some believe that having a strong grammar foundation is the key to learning other English skills.

As revealed by the following table, only 20 percent of the students evaluated themselves as having a very satisfactory skill in grammaring before the intervention. A slight increase to 37.5 percent was observed after the intervention. The statistical analysis using t-test further shows that there is a highly significant difference in students' evaluation before and after the intervention. This means that considering students' needs and interest may lead to increase in their self-evaluation of their grammaring skills.

Table 9.0 Students' self-evaluation of their grammaring ability

| Description       | Pre-Intervention |     | Post-Intervention |      |
|-------------------|------------------|-----|-------------------|------|
|                   | No.              | %   | No.               | %    |
| Very Satisfactory | 8                | 20  | 15                | 37.5 |
| Satisfactory      | 32               | 80  | 25                | 62.5 |
| TOTAL             | 40               | 100 | 40                | 100  |

Table 9.1 Statistical comparison between pre- and post-intervention self-evaluations on grammaring.

| Statistics         | Pre-intervention Grammmaring Self-Evaluation | Post intervention Grammmaring Self-Evaluation |
|--------------------|--|---|
| Mean               | 24.28  | 26.73   |
| Standard Deviation | 4.45   | 3.78  |
| t-test Value       |  | 3.856**                                       |
| t (0.05, 39)       |  | 2.031   |

### **Pre-Intervention Relationship between Students' Attitude towards English and their Self-Evaluations in Reading, Writing, Speaking, Listening, and Grammmaring**

#### **Attitude and Self-Evaluation on Reading**

Table 10 presents the relationship between attitude towards English and self-evaluation on reading. Data show that 19 students had a satisfactory self-evaluation on their reading skills of which 6 had an uncertain attitude towards English and 1 had a strongly positive attitude towards English. Of the 21 students who had a very satisfactory self-evaluation, 7 had an uncertain attitude towards English and 2 had a strongly positive attitude. Results of the study revealed that the computed Chi-square value of 0.311 is lower than the tabular value of 5.990 at 5%

level of significance with two degrees of freedom. Therefore, the research hypothesis that students' attitude towards English is related to their self-evaluation in their reading skill is rejected.

Table 10.0 Distribution of participants by attitude and self-evaluation on reading

| Attitude          | Reading Self-Evaluation |                   | TOTAL |
|-------------------|-------------------------|-------------------|-------|
|                   | Satisfactory            | Very Satisfactory |       |
| Uncertain         | 6                       | 7                 | 13    |
| Positive          | 12                      | 12                | 24    |
| Strongly Positive | 1                       | 2                 | 3     |
| TOTAL             | 19                      | 21                | 40    |

$X^2(0.05, 2) = 5.990$

Computed  $X^2 = 0.311^{ns}$

Similar results for each of the other skills showed a non-significant relationship between the two variables (pre- and post-intervention). The results are summarized in Table 11. Please refer to Appendix 4 for full results.

Table 11.0 Summary of results for the pre- and post-intervention correlation between attitude and self-evaluations on the four skills and grammaring.

| Skill      | Pre-Intervention                                       | Post-Intervention                                      |
|------------|--|--|
| Reading    | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 0.311^{ns}$ | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 1.771^{ns}$ |
| Writing    | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 1.388^{ns}$ | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 3.633^{ns}$ |
| Speaking   | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 0.861^{ns}$ | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 2.434^{ns}$ |
| Listening  | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 3.299^{ns}$ | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 2.764^{ns}$ |
| Grammaring | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 =$            | $X^2 (0.05, 2) = 5.990$<br>Computed $X^2 = 0.886^{ns}$ |

|  |                     |  |
|--|---------------------|--|
|  | 1.298 <sup>ns</sup> |  |
|--|---------------------|--|

## Discussion

As reflected in tables 5.1, 6.1, 7.1, 8.1, and 9.1 above, there was a significant difference in students' self-evaluations in reading (t-test value – 3.101), writing (t-test value – 2.239), speaking (t-test value – 5.093), listening (t-test value- 5.910), and grammaring (t-test value – 3.856). This means that the intervention I introduced affected how the students' evaluated themselves and may imply further that it made them notice the improvements in their skills. Of the skills, however, listening obtained the highest t-test value of 5.910 followed by speaking with a value of 5.093. Perhaps this is due to the communicative nature of the lessons I designed. I gave my students maximum opportunities to interact with their classmates through pair and group activities (as reflected in the sample modified lesson plan in Appendix 2) thereby creating a fertile environment that allowed them to practice listening and speaking.

With regards to students' attitudes (as reflected in Table 4.0), forty percent of them changed their attitude towards English. That is twenty percent more reporting themselves to be strongly positive and twenty

percent fewer reporting themselves to be uncertain. Prior to the intervention, slightly over 30% of the students categorized themselves as uncertain, and 7.5% as strongly positive. After the intervention, almost 30% categorized themselves as strongly positive and only 10% as uncertain. This data does not actually say which of the students changed in attitudes. In other words, I am not sure if those who categorized themselves before the intervention as uncertain were the ones who changed into strongly positive after the intervention or if some of those who were initially positive changed into strongly positive or if those who were positive suddenly shifted to uncertain. What the data only indicates is that there was a change in behavior due to the intervention and this change was found to be statistically significant. This means that the intervention caused a positive change in students' evaluation in their attitudes towards English as revealed by a 20% increase in the participants who categorized themselves as having a strongly positive attitude.

The fact that there was no correlation at all between attitude and self-evaluations is a puzzle for me. My statistician tried to use other tools to further verify the chi-square values but still no correlation could be found. This implies that the attitude of students towards English was not related to how they evaluated their performance in the four skills and grammaring.



This is something unusual since several researches (Bolante 1990, Alimen 1999, Falsario 2000 ) indicated a strong correlation between attitude and language performance. Perhaps this is due to the fact that majority of the students initially had either a positive or strongly positive attitude towards English. Before the intervention, 67.5 % of the participants reported to have either a positive or strongly positive attitude towards English. This increased to 90 % at the end of the study.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and reflections I derived from the conduct of this research. This also covers the recommendations I want to make to those who are interested in the implementation of the strategy I described here and to those who want to conduct similar researches.

#### **Conclusions**

Doing this research did not only allow me to satisfy a requirement for the degree MA TESOL but it also helped me practice reflection in my teaching and provided me the opportunity to shift the focus on my students rather than on my own personal goals or on the goals of the institution where I taught. Though personal and institutional goals are also important considerations, I learned that the students, who are the “main characters” in my English class, should be given the utmost priority and consideration.

Doing needs and interests’ inventory and tailoring lessons to suit the findings were indeed time consuming and could be taxing to a teacher in my context who has typically five preparations in a day. However, the

hassle was insignificant compared to the benefits that making such an activity a regular part of the planning of lessons. The sound of students' excited giggles or noisy discussions of who should be the facilitator, timer, and scribe was music to my ears. It was indeed rewarding for both my students and me to consider the former's needs and interests before planning and executing lessons. I admit that at first I had a hard time figuring everything out and trying to fit the pieces together – modifying the prototype lesson plans, considering students' needs and interests, and thinking about the weekly themes. But with practice, determination, and love for teaching (and learning), I was able to do it.

Like most teachers, I also tried different approaches in the teaching of English but none of them seemed to work in my context. My curiosity and enthusiasm about trying something different in my class by considering students' needs and interests in the planning and implementation of lessons gave me the necessary impetus to start this study. Accommodating students' needs and interests in lesson planning was never done in my context before so I was not really sure if it would work. Nonetheless, I pursued my interest for knowledge's sake. This research made me realize that there is no such thing as a time proven

strategy or approach because contexts vary and students' motivations also vary with time.

Specifically, I learned the following things from doing this research:

1. A reflective teacher is a "real" teacher. Some teachers just teach because it is their profession – they have no choice. Hence, they just "go by the book" and teach what the Department of Education mandates them to teach and how to teach it. A reflective teacher, on the other hand, tries to consider the different factors that affect his/her teaching and the learning of his/her students and tries different approaches and strategies in order to address students' needs. He/she also constantly assesses students' behaviors and is willing to make adjustments to the lesson plan in order to suit learners' needs and interests there and then.
2. Giving students a chance to evaluate their own performance in class activities gives them a sense of authority, ownership, and responsibility. I let my students evaluate the performance of their classmates in role plays, reports, and group presentations (please see Appendix 2, Day 5 for a sample evaluation rubric). They indicated in their dialogue journals that they liked doing this because they were given a chance to grade each other. On my

part as the teacher, giving students something to do while others were performing focused their attention on the activity. I wanted them to learn from the presentations of other students and to appreciate the efforts of their classmates in making their presentations worthwhile both for the teacher and their fellow students.

3. Conducting a needs and interests inventory at the beginning of each week informed me of what my students felt they needed and were interested to do. What may be interesting and educationally sound for me may not be so for my students. Hence, I needed to verify what they actually wanted to do in class in order to avoid a gap.
4. Statistical results revealed that students attitude towards English improved significantly when their needs and interests are considered in lesson planning and implementation. Data also showed that their self-evaluations in listening, speaking, writing, reading, and grammaring significantly increased because their needs and interests were considered. I believe that these are the kind of results every language teacher desires. Although these evaluations were based on students' personal assessments, they

could also be used as valid bases for monitoring students' performance. I regularly returned students' quizzes, papers, peer evaluation results, and other pertinent scored requirements to give them an idea of their performance in class. This enabled them to monitor their progress and to gauge their proficiency.

5. Lessening teacher talk time and increasing students' actual involvement in class activities inspired the participants to work harder in order to learn. I witnessed the difference between the situations when students just listened to the teacher and did activities in their respective seats (pre-intervention observation) and when they were allowed to work with different partners each time or with bigger groups and assigned to different working areas every time with a longer amount of time given for these activities. Indeed, the more physically and mentally stimulated students are, the greater the chance of learning.
6. Students' attitude towards English and their self-evaluations in listening, speaking, reading, writing, and grammaring were not statistically correlated. This is due to the fact that majority of the students had a positive attitude towards English even before the

intervention started and the same positive attitude was exhibited at the end of the research.

7. Considering students' needs and interests in the planning and implementation of lesson plans greatly affected their self-evaluation of their listening skill. Though the differences between the pre- and post-intervention self-evaluations were highly significant in all the other skills tested, listening obtained the highest t-test value of 5.910.

The following were the things I would have done differently:

1. If the weather permitted, I would have brought my students outside often in order to change the learning atmosphere. Though I designed activities that allowed them to move and work with partners and groups, and used an adjacent room, I feel that I could have monitored them better if we were in a wider area where I could easily monitor everyone at the same time. Due to the physical set up, I needed to transfer from one room to another in order to check on my students' progress.
2. I could have designed a more structured needs and interests questionnaire instead of just letting my students free write on a piece of paper. Though I put the instructions on the board and asked some students to repeat the instructions in their own words,

there were still others who did not know what were supposed to be written. Further, having a structured questionnaire will bring the purpose of the needs and interests inventory into acute focus.

3. I could have designed an instrument that would measure students' performance in the four skills and grammaring. The self-evaluations measured how the students' assessed themselves in the mentioned areas but they did not measure the actual proficiency of students in listening, speaking, writing, reading, and grammaring.
4. If the schedule and the available participants permitted, I could have identified two homogenous groups for this study in order to further test if there is a marked difference between the two groups. In Group A (control) I will be strictly following the prototype lesson plans when I teach while in Group B (experimental) I will conduct the needs and interests inventory and use the results for the planning and implementation of lessons.

### **Recommendations**

Based on the foregoing conclusions, I would like to make the following recommendations:



1. The Department of Education should devise ways on monitoring the effectiveness of its programs and suggest alternatives for teachers in areas where the activities in the prototype lesson plans are difficult or impossible to do.
2. Regular needs and interests' inventory should be done in order to narrow the gap between teacher and students' expectations and to ensure that the teacher is teaching within the students' level of proficiency and using motivating activities and materials.
3. Though attitude towards English and self-evaluations were not statistically correlated in this research, I still recommend that teachers take into account attitude as an important factor to consider in language teaching. A positive attitude towards any endeavor greatly affects its success.
4. Teachers can organize themselves into a functional organization where they design feasible instruments to better assess students' needs and interests and plan strategies to incorporate the results to actual teaching and learning situations. In my context, teachers are members to professional organizations; however, some of these organizations are not really "functional" because they just exist to satisfy a requirement. Having a functional

organization that genuinely addresses issues on language teaching and learning are what we need to develop professionally.

5. Guided writing activities should be designed to encourage students to further improve in this area. Guided writing is a strategy that enables the teacher to monitor students as they do independent writing in class. By monitor I mean helping students put their thoughts into writing by asking them thought-provoking questions, responding to students' queries, and giving suggestions as to how they should proceed.

Though there was a highly significant difference between students' self-evaluation before and after the intervention, writing was the skill with the least difference as revealed by the t-test value of 2.239.

6. Further researches along this line should be conducted in my context for teachers like me to gain a deeper insight into the topic of accommodating students' voices in the curriculum.

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Appendix 1. Sample prototype lesson plan.

**QUARTER 2 : LEARNING TO BE**  
Week 1 : Being True to Ourselves

#### I. OBJECTIVES

##### **A. Listening**

1. Determine a speaker’s attitudes and feelings in what he says
2. Determine differences in feelings through the tone of voice

##### **B. Speaking**

Distinguish between rising-falling and rising intonation

##### **C. Interactive Reading**

Transcode information

##### **D. Writing**

Make a write-up of ideas presented in tables, charts, graphs

##### **E. Grammar**

Use the models *can/could*, to express ability, *should*, to express obligation, *might/may* to express possibility, *must*, to express necessity

**F. Literature**

Relate to real life situations the theme presented in the epic

**G. Vocabulary**

Arrive at word meaning through context

**II. SUBJECT MATTER**

A. 1. "The Pinoy Inventor...An Emerging Hero"

2. "Rain and People"

3. "Bantugan, Epic of the Maranaos"

B. 1. Rising-Falling Intonation and Rising Intonation

2. Modals (*can/could, might/may, should, must*)

**References:**

*New Horizons in Learning English II, pp. 60-62*

*Philippine Panorama, Jan. 10, 1999*

*English 2, p. 7*

**III. PROCEDURE**

**A. Preparation**

1. Previewing

For Unit 1, we had the topic, Learning to Know. Now you are equipped with the knowledge about people, and events, then, you are ready for another set of learning experiences.

Unit 2 is about Learning to Be and this week's lessons are anchored on the concept, Being True to Ourselves. What do you think is the concept about? List down three ideas you have in mind.

2. Motivation

How well do you know yourself? Let's play a game. I have here three cards colored red, blue and yellow...

If you get red, say *I can.....*

If blue, say *I can't.....*

If yellow, say *I can't .....but I can.....*

**B. Presentation**

Listening/Speaking

1. Listen carefully as your teacher reads a selection entitled "The Pinoy Inventor... An Emerging Hero." You will be asked to answer questions later on.
2. This time, the listening selection will be presented to you as television show "The Correspondents." Listen carefully to your classmates as they act out their roles. Jot down notes as you listen.
3. Can you match the words with their meanings?

**A**

1. breakthroughs
2. invention
3. budding
4. enhance
5. endeavor
6. distinguishes

**B**

- a. make good
- b. attempt
- c. something new
- d. to increase
- e. starting
- f. important discovery
- g. scientific

Answer the following questions:

- a. How is the Filipino described in the first paragraph?
- b. Can you name some Filipinos who have been recognized in sports, music, and arts?
- c. What is the goal of the Filipino in making good in the field of Science?
- d. What agencies are responsible for organizing the annual "National Inventors' Week?"
- e. What is the aim of the NIW celebration?
- f. How can the government support local inventors?
- g. What feelings or attitude are shown in the following statements?
  1. The Filipino is making breakthroughs in science.
  2. Given the right support and exposure, the Filipino inventors can achieve much.
  3. It's a pity that some Filipino inventions are taken for granted.

Structure

Form: Modals can/could, can't/couldn't, should/shouldn't, may, might, must

Functions: express ability, obligation, possibility, necessity

1. Elicitation

Listen to the song which will be played to you. Supply the missing words in the copy provided. (The song "I Can" is played on tape)

I can \_\_\_\_\_ (live)  
I can \_\_\_\_\_ (love)  
I can \_\_\_\_\_ (reach the heavens above)  
I can \_\_\_\_\_ (sing just any song)  
I can \_\_\_\_\_ (dance)  
I can \_\_\_\_\_ (fly)  
And touch the rainbow in the sky,  
I can \_\_\_\_\_ (be your good friend)  
I can \_\_\_\_\_ (love you)  
Until the end.

What do the lines in the song express?

What word is used to express ability?

What generalization can you make regarding the function of the modals *can* and *could*?

2. Task 1

Examine the set of pictures (Teacher provides the pictures)

1. Picture of a dirty street, littered with garbage;
  2. Picture of smoke-belching vehicles plying the street;
  3. Teenagers sniffing shabu;
  4. Pasig River, littered and;
  5. A jeepney with passengers being robbed of valuables.
- What do you see in each picture? (each picture presents a problem in the society, e.g. drug addiction.)

In your respective group, talk about each picture (the one assigned to the group). Make a report using the format below:

Picture No. \_\_\_\_\_

- a. Problem
- b. Causes
- c. How to prevent or minimize

Be guided by the questions below when you answer C of your report.



- a. What should we do to help solve the problem?
- b. What must the government do to solve the problem?
- c. What might happen to the people or to our country because of this problem?

### 3. Forming Generalization

What word in the song we discussed earlier and in the sentences you used in Task 1 express possibility, ability, obligation and necessity?

What do you call these words?

### 4. Task 2

Study these situations carefully. What should you do if...

- a. You say your friend cheating in the exam
- b. You failed to submit a project on due date
- c. You were assigned to chair the housekeeping committee
- d. You will represent the school in the Spelling Contest
- e. Your classmate do not want to cooperate with you in maintaining discipline inside the classroom

### 5. Task 3

In groups of five, role play each of the situation in Task 2. Be able to use the structure you learned today.

### 6. Evaluation of Task 3

- a. Did the group use modals in their dialogues?
- b. Did they act well?
- c. Did they speak loud enough for everyone to hear?

### Pre-reading

Look at these pictures closely. (pictures of different types of rain are shown). Tell the class what you see in each picture.

Do you think people can be compared to rain?

The selection you are about to read will help you answer this question.

### Reading

Read the following paragraphs carefully. Find out why it is entitled "Rain and People."

## Rain and People

*Kathryn Reynolds*

To me, there are as many different kinds of rain as there are people. You may never have thought of it, or you may not agree, but I always feel a personality in the rain.

There is the miserable drizzle that comes sometimes and seems to spread its depressing influence as freely as its dampness seeps through a watertight raincoat. This kind of rain reminds me of a poor itinerant beggar who brings a chilling reality to the animated happy being around him. Then, unexpected interrupting the calm pleasant weather at the point when we are preparing for some picnic or summer expedition comes that blustery noisy rain with roaring thunder and flashing lightning. Haven't you seen people like that, noisy boastful people who come breaking in on your dearly loved solitude without warning and sometimes frighten you with the noise and wildness? But often the rain is quiet and gentle as it falls on the roof on a hushed patter. At such time it is like a mother, soothing, hushing, comforting. Do you know anyone brisk, businesslike and always right? I do. There is a kind of rain to match just such people; that steady downpour which is so useful to growing things and which rather coldly and heartlessly pelts down on the tender, growing, green things of the earth. Finally, there are those gay sparkling drops that dance fitfully before the breeze and can never be depended on for any real use because they usually end in a lovely rainbow. These are like lively gay people who are not practical or useful, but who are often the most dearly loved.

Perhaps you can see now what I mean when I say there are as many kinds of rain as there are people.

Answer the questions:

1. What is the text about?
2. What are the different rain types?
3. Can you match the pictures shown to you earlier with the different rain types mentioned in the text?
4. Now, can you match the rain types with their corresponding personalities? Connect the dots.

Rain Types

Personalities

Quiet and gentle  
 Steady downpour  
 beggar  
 Miserable drizzle  
 Blustery, noisy rain  
 Gay, sparkling drops

brisk, business like  
 poor, itinerant

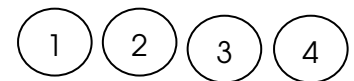
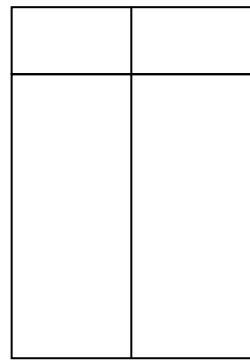
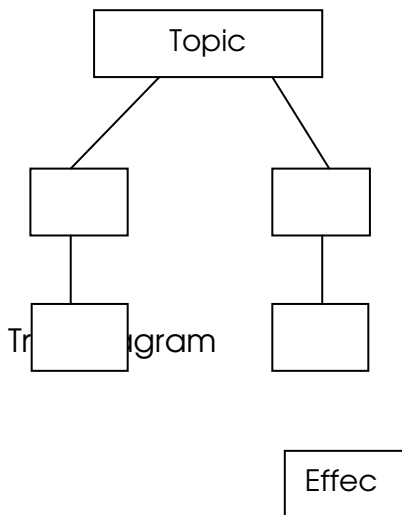
lively, gay people  
 noisy, boastful people  
 loving, caring mother

5. Let us explain the parallelism given by the writer. How would you characterize the following? Do you know who are like these?
  - a. Poor, itinerant beggar
  - b. Noisy, boastful people
  - c. Soothing, hushing, comforting mother
  - d. Brisk, businesslike, always right
  - e. Lively, gay people
6. What significant ideas did you learn from the text which you can relate with the theme, "Being true to ourselves?"

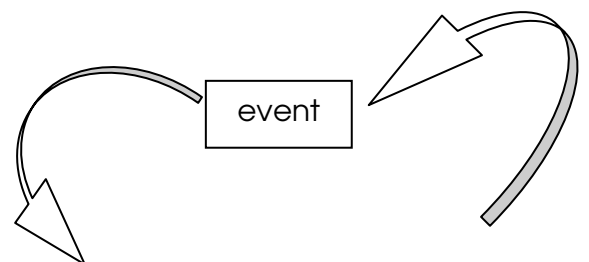
### Post-reading/Pre-writing

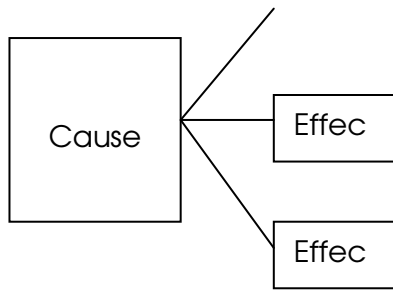
#### Mapping Out Information

One way of aiding our memory is to make use of information maps. Below are examples of information maps. Can you tell which of them is a tree diagram? a grid? cause-effect? circular cycle?

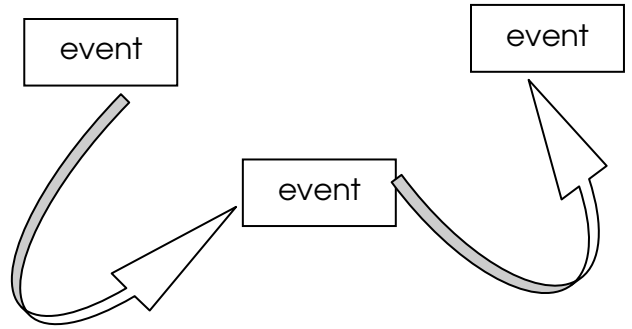


Flow Chart





Cause and Effect



Circular Cycle

Can you also tell when it is appropriate to use each of the information maps?

Let us refer to our reading text "Rain and People." Which one of the information maps would best show the relationship among ideas? Draw the map.

### Integration with Science

Group report on the process of evaporation, condensation, how rain is formed. (Divide topics among students, give students specific tasks to do.)

### Writing

Study the grid you made. What rain type matches your personality? Compose a short paragraph describing yourself.

Examples:

I can compare myself to gay, sparkling drops. (sentence 2-5)

Explain why.

### Post-writing (Using Praise, Question, Polish-PQP)

Pair off for peer editing

1. What good point/s can you say about your partner's work?
2. What point/s would you like to clarify? Ask him/her about this.

3. What suggestions can you offer to improve your partner's work?

## Literature

### Bantugan, Epic of the Maranaos

#### Motivation

What is an epic? What epics have you read? Read this epic from the Maranaos of Southern Philippines and find out the adventures of the hero, Bantugan.

#### Vocabulary

Each of the following sentences contains a clue that will help you guess the meaning of the underlined word. What is the contextual clue in each of these sentences? The clue may be a word or a phrase.

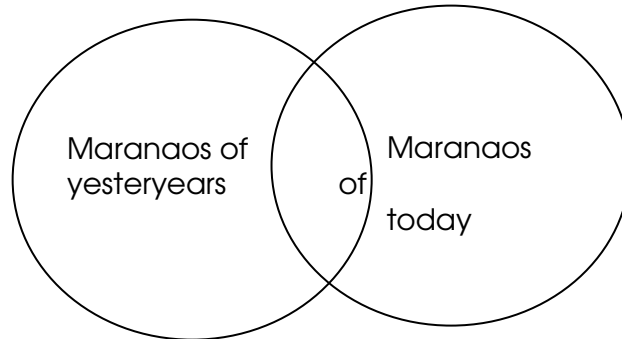
1. The King became envious of him and in a fit of jealousy...
2. The princess of that Kingdom and her king brother were worried by his mysterious death.
3. The royal court was gathered together for consultation.
4. ...he went swiftly to the battlefield where he easily exterminated the enemy to the last man.
5. Bantugan sallied forth, slaying his guards.

#### Discussion

1. Who was Bantugan? Why was his brother, the king, envious of him?
2. How would you describe the king? Would you like to have him as a brother?
3. Mention the supernatural incidents in the story.
4. What characteristics of the Maranaos are revealed in the story? What do you think of the Maranaos today?
5. What are the elements of the epic that you find here?

#### Integration with Social Studies

- A. Group report on the Maranaos of today
  1. Characteristics
  2. Way of life
  3. Social status
- B. Supply the data for the Venn diagram using the notes gathered from the group report.



## Literature

Epics are stories told in verse celebrating the heroes' exploits of someone important in the history of a people. You will read another epic, this time from the Maranaos of southern Philippines. What follows is a summary and is therefore, no longer verse. It still has, however, the other elements of an epic. What are these?

### **Bantugan, Epic of the Maranaos**

*Summary of Antonia F. Villanueva*

*Bantugan slew so many thousands of enemy warriors that having just revived from death, he weakened and was immediately captured. How was he freed?*

Bantugan was a prince of the kingdom of Bumbaran and King Madali was his brother. Bantugan was a great warrior and because of his bravery no one dared attack Bumbaran.

But Prince Bantugan was such an attractive young man that the women were in love with him, so that the king became envious of him and in a fit of jealousy prohibited everyone in the kingdom from speaking with Bantugan under the punishment of death. Saddened by his decree, Bantugan decided to leave Bumbaran forever, and travel around the world.

Bantugan traveled far and wide, but his adventures did not interest him much, and because of his great sorrow, he fell sick and died at the

gate of the palace of the Kingdom-between-Two-Seas. Princess Datimbang of that kingdom and her king-brother were worried by his mysterious death, because they did not know who Bantugan was and they feared that some enemy kingdom might consider that death a cause of war.

The royal court of the Kingdom-between-Two-Seas was gathered together for consultation and as the court was in session discussing the mysterious death of the unknown man who had the looks and bearing of royalty, a talking parrot flew into the hall. The parrot said he came from Bumbaran and identified the dead as Prince Bantugan, a great warrior and brother of King Madali. Then the bird returned to Bumbaran and immediately informed the king of Bantugan's death. The king, who after all loved his brother, repented of his cruelty to Bantugan. Together with Mabaning, a counselor, King Madali went to heaven to request the return of Bantugan's soul.

In the meantime, Princess Datimbang, as a courtesy to the Kingdom of Bumbaran, had the dead body of Bantugan royally escorted to his home kingdom. When King Madali returned from heaven with Bantugan's soul, the wise men of the kingdom tried to return it to Bantugan's body by means of certain ceremonies and rites. Thus was Bantugan restored back to life, and there was great celebration.

Before this, news of Bantugan's death reached the ears of the enemies of Bumbaran. King Miskoyaw of the neighboring kingdom was gladdened by the fact that Bumbaran was no longer under the protection of Bantugan's magic power and he considered it timely to attack his old-time enemy in full force. So King Miskoyaw gathered all his warriors and started a full invasion of Bumbaran.

The people of Bumbaran were caught in the middle of their celebration of Bantugan's resurrection. However, they suspended all activities to meet the invaders. Bantugan rose into the air with his kampilan and slew thousands of enemy warriors, but these were so many that having just revived from death, he weakened, and was immediately captured.

King Miskoyaw's warriors tied him up and placed him under guard. Bantugan closed his eyes for a very much needed rest, and soon his

strength returned. Breaking the bonds very easily, he sallied forth, slaying his guards first, and then went swiftly to the battlefields where he easily exterminated the enemy to the last man.

Because of his great victory, King Madali lifted his ban against talking to his hero-brother, restored him to royal favor and to the happiness and love of the people of the kingdom. Bantugan traveled to the princesses who were his former sweethearts and married all of them at the same time including Princes Datimbang. When he returned to Bumbaran, his king-brother caused a great celebration to be held in honor of Bantugan and his wives, and Bantugan lived happily and in peace ever after until he died.

## **Listening**

### **The Pinoy Inventors...An Emerging Hero**

Filipinos are no doubt creative people. Wherever he is, he distinguishes himself in any field of endeavor, particularly music, the arts and sports. Today, he is likewise making breakthroughs in science through various creative inventors. His goal, to make life easier for himself and his countrymen.

The Department of Science and Technology (DOST) through the Technology Application and Promotion Institute (TAPI) has organized the annual "National Inventors Week" celebration as a way to enhance people's awareness of Science and Technology and the government's role in nurturing local inventors.

"The Philippines boasts of brilliant minds. And we believe that given the right support and exposure the Filipino inventors can achieve much," says Marpaz L. Perez, TAPI director. "Successful Filipino inventors are role models for budding scientists and young inventors who are inclined towards science and technology," she adds.

One of the awards given is the SIBOL AWARD for Outstanding Student Creative Research won by Bjorn Carreon, Archibald Sayo and



Neil Tristan Yabut of Manila Science High School. They got the first prize and were awarded a gold medal, US \$500, P 30,000 and plaque

### **C. Closure**

How much have you learned in this lesson? Give a one-sentence response for each skill below:

1. Distinguish between rising-falling and rising intonation
2. Determining a speaker's attitudes and feelings in what he says
3. Determining differences in feelings through the tone of voice
4. Using the modals can/could, should, might/may, must
5. Transcoding information
6. Establishing one's identity

## **IV. ASSIGNMENT**

How well do you know yourself? Make a chart of your strengths and weaknesses. Then, write a paragraph telling how can you be a better person by strengthening desirable traits and improving on undesirable ones.

Appendix 2. Sample modified lesson plan.

## **WEEK 1      Being True to Ourselves**

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### **OBJECTIVES:**

- A. *Listening*
  1. *Determine a speaker's attitudes and feelings in what he says*
  2. *Determine differences in feelings through the tone of voice*
- B. *Speaking*
  1. *Distinguish between rising-falling and rising intonation*
- C. *Interactive Reading*
  1. *Transcode information*
- D. *Writing*
  1. *Make a write-up of ideas presented in tables, charts, graphs*
- E. *Grammar*

1. Use the modals can/could, to express ability, should, to express obligation, might/may to express possibility, must, to express necessity.
- F. Literature
1. Relate to real life situations the theme presented in the epic
- G. Vocabulary
1. Arrive at word meanings through context
- 

## Day 1

Subject Matter: Introduction of the Unit

Procedure:

Review:

1. Group students into 8 groups and instruct them to make a skit of what they've learned from the first grading period. (20 min)
2. Present skit to the class. Each group will be given 2 min. (20 min)

Presentation:

3. T presents Unit 2 – *Learning to Be* and gives the outline for the weekly topics and activities. (5 min)
  - Week 1 – Being True to Ourselves
  - Week 2 – Tracing our Roots
  - Week 3 – Being a Nationalist
  - Week 4 – Being an Asian Citizen
  - Week 5 – Discerning Global Citizenship
  - Week 6 – Being a Team Player
  - Week 7 – Being Concerned about People
  - Week 8 – Being Concerned about Nature
  - Week 9 – Being Responsible for One's Decision

Motivation:

4. Work with a partner and talk about the concept "Being True to Ourselves". What do you think is the concept about? (3 min)
5. Share your ideas to the class. (5 min)

6. ASSESSMENT: What activities do you think will help you understand the idea of "Being True to Ourselves"? Please give as many as you can within 5 min.

## Day 2

Subject Matter: The Pinoy Inventor...an Emerging Hero

Materials: word splash

Motivation:

1. Assign roles to five students (inventors) and let them talk about themselves for a minute. (7 min)

Good morning! I'm Fe del Mundo. I am the first Asian who entered the prestigious Harvard University's School of Medicine. My studies were also credited to have led to the invention of incubator and jaundice relieving device. Jaundice is a disease characterized by the yellowing of the skin. I am an International Pediatric Association (IPA) awardee, and an alumna of the University of the Philippines (UP) College of Medicine. Since 1941, I contributed more than 100 articles to medical journals in the U.S., Philippines and India. In 1966, I received the Elizabeth Blackwell Award, for my "outstanding service to mankind". In 1977, I was given the Ramon Magsaysay Award for outstanding public service.

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For more than three decades now, I, Daniel Dingel have been claiming that my car can run with water as fuel. I built my engine as early as 1969. I built a car reactor that uses electricity from a 12-volt car battery to split the ordinary tap water into hydrogen and oxygen components. The hydrogen can then be used to power the car engine.

A number of foreign car companies have expressed interest in my invention. The officials of the Department of Science and Technology (DOST) have dismissed my water-powered car as a hoax, trick or fake. In return, I accused them of conspiring with oil producing countries. I, however, was not the only man on earth who is testing water as an alternative fuel. American inventors Rudolf Gunnerman and Stanley Meyer and the researchers of the U.S. Department of Energy's National Renewable Energy Laboratory have been pursuing similar experiments.

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I discovered erythromycin in 1949. I'm Dr. Abelardo Aguilar. The sad fact is that I was not recognized and rewarded for my discovery. I discovered the antibiotic from the *Aspergillus* species of fungi in 1949 and sent samples to Indiana-based pharmaceutical firm Eli Lilly Co. The drug firm allegedly registered the propriety name Iloson for the

antibiotic in honor of Iloilo province where I discovered it. In 1952, Eli Lilly Co. began the commercial distribution of Iloson, which was sold as an alternative to penicillin. Erythromycin, the generic name of Iloson, was reportedly the first successful macrolide antibiotic introduced in the US.

---

I'm Rolando dela Cruz. In 2000, I developed an ingenious or simple formula that could easily remove deeply grown moles or warts from the skin without leaving marks or hurting the patient. My formula was extracted from cashew nut (*Anacardium occidentale*), which is common in the Philippines. I won a gold medal in International Invention, Innovation, Industrial Design and Technology Exhibition in Kuala Lumpur in September 2000 for this formula. In March 1997, I established RCC Amazing Touch International Inc., which runs clinics engaged "in a non-surgical removal of warts, moles and other skin growths, giving the skin renewed energy and vitality without painful and costly surgery."

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On June 25, 2002, the provincial government of Cavite awarded me a plaque of recognition for my 42 years of service at the National Aeronautics and Space Administration (NASA) in the United States where I helped launch the Shuttle Radar Topography Mission or the Explorer. I am Edward Caro, 70 and a native of Cavite retired from NASA in 2001. In return, NASA during the same year conferred or gave to me the Distinguished Science medal, reportedly the highest honor it gives to its employees.

2. Allow students to ask the "inventors" for clarification of unclear information. (3 min)

Unlocking of difficulties:

3. Distribute vocabulary activity (word splash) and ask students to work with a partner to figure out meaning of the words. (5 min)
4. Put words on the board and ask students to supply meanings and use the words in sentences. (10 min) *Note: adapt word splash format*
5. Human Computer for pronunciation practice. (5 min)

Presentation:

6. T reads the selection and asks students to listen (first reading). (3 min)
7. T displays the questions and asks students to read them. (1 min)

- a. How is the Filipino described in the first paragraph?
- b. Can you name some Filipinos who have been recognized in sports, music, and arts?
- c. What is the goal of the Filipino in making good in the field of science?
- d. What agencies are responsible for organizing the annual "National Inventor's Week?"
- e. What is the aim of the NIW celebration?
- f. How can the government support local inventors?
- g. What feelings or attitude are shown in the following statements?
  1. The Filipino is making breakthrough in science.
  2. Given the right support and exposure, the Filipino inventors can achieve much
  3. It's a pity that some Filipino inventors are taken for granted
8. T reads the selection for the second time. (3 min)
9. T assigns partners to students and asks them to answer the questions displayed. (5 min).  
*Note: Emphasize the use of rising intonation and rising-falling intonation in the questions.*
10. Class processing of answers. (5 min)

### Day 3

Subject Matter: Continuation of Day 6's activity

Procedure:

Review:

1. Spelling (5 min)
2. Quotation matching in order to find partner for the day's activity. (5 min)
3. Matched pairs read completed quotation.

Presentation:

4. With partners, students answer the following questions: (10 min)  
 What feelings or attitude are shown in the following statements?
  - a. The Filipino is making breakthrough in science.
  - b. Given the right support and exposure, the Filipino inventors can achieve much.
  - c. It's a pity that some Filipino inventions are taken for granted.
5. Group processing of answers. (10 min) *Note: Ask each pair to select one and give an answer to maximize participation.*
6. Select one situation in 3 and make a dialogue expressing how you feel. (10 min)
7. T explains the scoring of the performance. (5 min)

NAME of

PERFORMERS: \_\_\_\_\_

Note: 5 is the highest and 1 is the lowest score.

| Criteria   | SCORE |   |   |   |   |
|--|-------|---|---|---|---|
| 1. Relevance of ideas presented. <i>(Are the ideas presented related to the lesson/activity?)</i>                            | 5     | 4 | 3 | 2 | 1 |
| 2. Clarity of expression/feelings. <i>(Can you clearly see/hear/observe the emotions of the speakers?)</i>                   | 5     | 4 | 3 | 2 | 1 |
| 3. Ability to use of the English language. <i>(Do the speakers effectively use English in order to express their ideas?)</i> | 5     | 4 | 3 | 2 | 1 |
| 4. Rapport. <i>(Do the speakers appear to be "connected" or work as group/partners and not as individuals?)</i>              | 5     | 4 | 3 | 2 | 1 |
| TOTAL  |       |   |   |   |   |

8. Presentation and evaluation of performance. (40 min)  
*Note: Each student will evaluate each pair's performance using the scoring rubric. This will be averaged and the result will be the score of the pair for the performance.*

Assignment:

9. What are modals? Give examples.

## Day 4

Subject Matter: Modals

Materials: colored cards, music player, song – “I Can”, pictures of societal problems

Procedure:

Motivation:

13. Ss listen to the song I can (first listening). (1 min)

14. T distributes copies of the song with missing words. Ss supply missing words as they listen once more. (3 min) *Note: Let students write the completed lyrics on the board. They like writing on the board.*

15. T: What do the lines in the song express? (5 min)

16. T: What word is used to express ability?

17. Distribute cards to students (blue, yellow, and red). (10 min)

If pink, say *I can* \_\_\_\_\_.

If green, say *I can't* \_\_\_\_\_.

If yellow, say *I can't* \_\_\_\_\_ *but I can* \_\_\_\_\_.

Presentation:

18. Group students into 8 (5 members each) and give each group a picture depicting a problem. Each group talks about the picture and make a report using the format: (10 min)

Picture No. \_\_\_\_

d. Problem:

e. Causes:

f. How to prevent or minimize:

4. What should we do to solve the problem?

5. What must the government do to solve the problem?

6. What might happen to the people or to our country because of this problem?

*Note: Let each group select a facilitator, timer, and scribe.*

19. Report output to class. (15 min)
20. T: What words were used to express possibility, ability, obligation, and necessity? What do you call these words? (2 min)
21. Pronunciation practice for modals.  
Divide the class into two groups – A and B. Tell them to put a stress on the modals when they say them. (2 min)
- A: I can take a hike  
B: I should learn to bike  
A: I can sing a song  
B: You must sing along  
A: I may go today  
B: I might choose to stay  
A & B: I know I can if you say I may  
But if you say I must, then I know I should  
Well, I might if you say you would!
- Reverse roles.*
22. Using the same grouping in 6, let students study the following situations carefully. What should you do if: (5 min)
- You saw your friends cheating in the exam.
  - You failed to submit a project on due date.
  - You were assigned to chair the housekeeping committee.
  - You will represent the school in the Spelling Contest.
  - Your classmates do not want to cooperate with you in maintaining discipline inside the classroom.
23. T let students draw letters (each representing a scenario). (1 min)
24. In groups, students role play the chosen situation using the structure learned today. The dialogues should last for 3 min max. (5 min)
- Note: If time is not enough this will be given as an assignment.  
Remind leaders to submit names of members.*

## Day 5

Subject Matter: Evaluation of Role Plays  
"Rain and People"



Procedure:

**Part 1**

Review:

1. Teacher posts charts with modals as headings and instructs students to write sentences expressing what they can, should, may, might, must do today. (3 min)
2. Ask students to walk around the room and go over classmates' sentences and try to correct sentences they think are erroneous. (5 min)
3. Students go back to their seats and each reads orally corrected sentences.

Presentation:

4. Groups present their dialogues (3 min each) while other students evaluate their performance using the rubric. (25 min)

GROUP: \_\_\_\_\_

| Criteria  | SCORE |   |   |   |   |
|---|-------|---|---|---|---|
| 1. Relevance of ideas presented. <i>(Are the ideas presented related to the lesson/activity?)</i>   | 5     | 4 | 3 | 2 | 1 |
| 2. Clarity of expression/feelings. <i>(Can you clearly see/hear/observe the emotions of the speakers?)</i>  | 5     | 4 | 3 | 2 | 1 |
| 3. Ability to use the modals studied. <i>(Do the speakers effectively use the modals <u>can, should, may, might, must</u> in order to express their ideas?)</i> | 5     | 4 | 3 | 2 | 1 |
| 4. Rapport. <i>(Do the speakers appear to be "connected" or work as a group and not as individuals?)</i>  | 5     | 4 | 3 | 2 | 1 |
| TOTAL   |       |   |   |   |   |

Note:

*If students are not given task/responsibility while others are performing, they are not paying attention but doing something else in preparation for their turn.*

## Part 2

### Motivation:

1. T distributes pictures of different types of rain and asks students to pass them around while music is playing. Once the music stops, the students holding the pictures will describe them. This is repeated twice. (5 min)
2. T collects the pictures and puts them on the board.
3. T: Do you think people can be compared to rain? (Motive question)

### Unlocking of Difficulties:

4. Distribute copies of the selection and tell students to scan it for unfamiliar words. (2 min)
5. T: Turn to a partner and compare words. Try to figure out the meaning of the words both of you identified. (3 min)
6. T asks students to say their unfamiliar words and their meanings. T writes words and meanings on the board. (5 min)
7. Human computer. (2 min)

### Presentation:

8. Ss read the selection silently and find out why it is entitled "Rain and People." (2 min)
9. Answer the following questions: (5 min)
  - a. What is the text about?
  - b. What are the different rain types?
  - c. Can you match the pictures shown to you earlier with the different rain types mentioned in the text?

- d. Can you match the rain types with their corresponding personalities? (3 min)

Note: T puts an activity on the board where Ss can stand and match the personalities with the types of rain.

10. Students make a summary based on the pictures on the board.

## **Day 6**

Subject Matter: Mapping Out Information

Materials: blank pieces of paper, drawings of tree diagram, grid, flow chart, cause-effect, circular cycle

Procedure:

Review:

1. Spelling Quiz
2. Talk about "Rain and People" and ask students to identify the type of rain they are by drawing. (4 min)
3. Ss turn to partners and explain their drawings for 1 min. (2 min)
4. Ask 5 students to share. (2 min)

Motive Question:

5. What are the things that you do to help you remember or organize thoughts and ideas? (3 min)

Presentation:

6. Present drawings of different information maps and ask students if they used any of them. Which one is a tree diagram? a grid? a flow chart? cause-effect? circular cycle? (5 min)

7. Go back to the reading selection "Rain and People" and ask students to choose an information map suitable for the selection. Let them fill in the necessary information. (5 min)

Writing:

8. Using the information map in 6 and their drawing in 1, ask students to compose a short paragraph describing themselves. Tell them that they will share their work with their peers so they can tailor their contents on what they only want to share about themselves. (15 min)

Example:

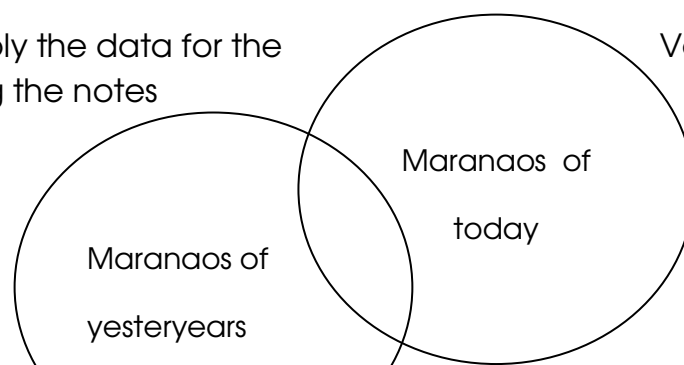
I can compare myself to gay, sparking drops. (Explain why)

9. Pair students off for peer editing: (20 min)
  - a. What good points can you say about your partner's work?
  - b. What points would you like to clarify? Ask him about this.
  - c. What suggestions can you offer to improve your partner's work?

Assignment:

10. Ss rewrite their paragraphs based on partner's comments/suggestions.
11. With a partner, research about the Maranaos and look for information regarding:
  - a. Characteristics
  - b. Way of life
  - c. Social status

Supply the data for the using the notes



Venn diagram gathered from

the group report:

## **Day 7**

Subject Matter: “Bantugan, Epic of the Maranaos”

Procedure:

Review:

1. Teacher reads 2 paragraphs and asks students what type of information map is suitable for each. (5 min)
  - a. Dr. Brana is always reminding students to take care of their garbage. Well, I think she has very good reasons for doing so. Indeed, not taking care of our garbage could lead to catastrophic events like landslides, flooding, and global warming. The Philippines is named as one big dump site because people carelessly throw their garbage anywhere they want. Let’s help change this image and build a cleaner and better world.
  - b. Do you know how to cook rice? Well if you don’t this is how it’s done. First, measure the amount of rice you want to cook and put it in the pot. Second, wash the rice twice with clean

water. Be sure to drain the water before proceeding to the next step. Third, pour enough amount of water by measuring using your forefinger. If the water comes up a little above the first line of your forefinger, your rice is going to be fine. Happy cooking!

Motivation:

2. Ask some students to report about their research regarding the Maranaos; then ask them to pass their assignments. (5 min)
3. A student (Social Studies major) comes in (dressed like a Maranao) and acts like Bantugan.

Bantugan: Good morning everyone! I am Prince Bantugan of Bumbaran. My brother is the king of Bumbaran. I am sad that he is envious of me and decreed that no one should talk to me or else he/she dies. I decided then to travel around the world in search for my destiny. This morning, I invite you to travel with me and know me more.

4. Let students question him if they want.

Unlocking of Difficulties:

5. Ask students' definition of "epic" and some epics they know.
6. Distribute copies of the epic (with unfamiliar words highlighted) and the word splash. With a partner, Ss figure out the meaning of the words through context clues. (10 min)

*Note: I did not follow the format on the text (p. 116) because I want my students to really experience the actual context of the words in trying to figure out meanings.*

7. T writes words and student-generated meanings on the board. (5 min)

Presentation:

8. Silent reading of the text. (5 min)
9. With a partner, answer the following question: (10 min)
  - a. Who was Bantugan? Why was his brother, the king, envious of him?
  - b. How would you describe the king? Would you like him as a brother? Why?
  - c. Mention the supernatural incidents in the story.
10. Class discussion. (3 min)
11. Use a grid to compare yourself with Bantugan. Use the modals we studied in the previous lessons. (5 min)

Your grid will look like this.

| Me                        | Bantugan                                     |
|---------------------------|--|
| I can't be a king.        | Bantugan can be a king since he is a prince. |
| I can only have one wife. | Bantugan can have many wives.                |

12. Talk to your partner about your grid. Remember to use the modals we studied. Each person is given 1 min. (2 min)
13. ASSESSMENT: What did you learn this week? What did you want to learn more about?

*Note: Students are required to submit their dialogue journals every Thursday.*

Appendix 3. Needs and interest inventory summary for week 1.

|              |             |
|--------------|-------------|
| Interests    | Needs       |
| Role playing | Imperatives |



|   |   |
|---|---|
| <p>Interpreting song<br/> Composing song, poem, short story<br/> Discussion activities<br/> Interviewing<br/> Word translation from English to the dialect<br/> (vice versa)<br/> Singing<br/> Dancing<br/> Reflecting<br/> Drawing<br/> Campus tour<br/> Role playing on "true colors"<br/> Skit writing<br/> Sharing ideas/life experiences with teachers and peers<br/> Miming<br/> Use any language in role playing<br/> Movie viewing<br/> Cooking<br/> Dramatization of how one accepts himself</p> | <p>Interrogatives<br/> Parts of speech<br/> Write autobiography or personal experiences<br/> Letter writing<br/> Spelling<br/> Writing simple sentences<br/> Vocabulary development<br/> Pronunciation<br/> Constructing tag questions<br/> Reading practice<br/> Speaking activities</p> |
|---|---|

Appendix 4. Correlation results.

**Attitude and Self-evaluation on Writing**

The relationship between attitude towards English and students' self-evaluation on writing is reflected in Table 12. The computed Chi-square of 1.388 for attitude and self-evaluation on writing indicates a non-significant relationship between the two variables. This implies that attitude has nothing to do with students' self-evaluation on their writing skills.

Table 12. Distribution of respondents by attitude and self-evaluation on writing.

| Attitude          | Writing Self-Evaluation |                   | TOTAL |
|-------------------|-------------------------|-------------------|-------|
|                   | Satisfactory            | Very Satisfactory |       |
| Uncertain         | 9                       | 4                 | 13    |
| Positive          | 12                      | 12                | 24    |
| Strongly Positive | 2                       | 1                 | 3     |
| TOTAL             | 23                      | 17                | 40    |

$X^2 (0.05, 2) = 5.990$                       Computed  $X^2 = 1.388^{ns}$

### Attitude and Self-evaluation on Speaking

Attitude towards English and self-evaluation on speaking are not in any way related as indicated by the computed Chi-square of 0.861 in Table 13. Therefore the null hypothesis that attitude towards English is not related to students' self-evaluation on their speaking skill is accepted. This means that the attitude of students' towards English has nothing to do with the way they evaluate their speaking skill.

Table 13. Distribution of respondents by attitude and self-evaluation on speaking.

| Attitude | Speaking Self-Evaluation |                   | TOTAL |
|----------|--------------------------|-------------------|-------|
|          | Satisfactory             | Very Satisfactory |       |

|                         |    |                             |    |
|-------------------------|----|-----------------------------|----|
| Uncertain               | 11 | 2                           | 13 |
| Positive                | 19 | 5                           | 24 |
| Strongly Positive       | 3  | 0                           | 3  |
| TOTAL                   | 33 | 7                           | 40 |
| $X^2 (0.05, 2) = 5.990$ |    | Computed $X^2 = 0.861^{ns}$ |    |

### Attitude and Self-evaluation on Listening

Table 14 reflects the relationship between students' attitude towards English and their evaluation of their listening skill. The computed chi-square (3.299) for students' attitude towards English and self-evaluation on their listening skill indicates a non-significant relationship between the two variables. The null hypothesis which states that attitude towards English is not related to students' self-evaluation of their listening skill is accepted.

Table 14. Distribution of respondents by attitude and self-evaluation and listening.

| Attitude  | Listening Self-Evaluation |                   | TOTAL |
|-----------|---------------------------|-------------------|-------|
|           | Satisfactory              | Very Satisfactory |       |
| Uncertain | 11                        | 2                 | 13    |

|                         |                             |    |    |
|-------------------------|-----------------------------|----|----|
| Positive                | 15                          | 9  | 24 |
| Strongly Positive       | 3                           | 0  | 3  |
| <hr/>                   |                             |    |    |
| TOTAL                   | 29                          | 11 | 40 |
| <hr/>                   |                             |    |    |
| $X^2 (0.05, 2) = 5.990$ | Computed $X^2 = 3.299^{ns}$ |    |    |

### **Attitude and Self-evaluation on Grammaring**

The relationship between attitude towards English and self-evaluation in grammaring is shown in Table 15. Results of the computed chi-square (1.298) reveal that attitude towards English and self-evaluation on grammaring are not significantly related. Therefore, the null hypothesis which states that attitude is not related to the way students evaluate their grammaring skill is accepted.

Table 15. Distribution of respondents by attitude and self-evaluation on grammaring.

| Attitude | Grammaring Self-Evaluation | TOTAL |
|----------|----------------------------|-------|
|----------|----------------------------|-------|

|                         | Satisfactory | Very Satisfactory           |    |
|-------------------------|--------------|-----------------------------|----|
| Uncertain               | 11           | 2                           | 13 |
| Positive                | 18           | 6                           | 24 |
| Strongly Positive       | 3            | 0                           | 3  |
| TOTAL                   | 32           | 8                           | 40 |
| $X^2 (0.05, 2) = 5.990$ |              | Computed $X^2 = 1.298^{ns}$ |    |

**Post-Intervention Relationship between Students' Attitude towards English and their Self-evaluation in Reading, Writing, Speaking, Listening, and Grammmaring**

**Attitude and Self-evaluation on Reading**

Data on the relationship between students' attitude towards English and their self-evaluation on reading is presented in Table 16. The computed chi-square (1.771) shows that there is no significant relationship between attitude and students' self-evaluation of their reading skills.

Table 16. Distribution of respondents by attitude and self-evaluation on reading.

| Attitude          | Reading Self-Evaluation |                   | TOTAL |
|-------------------|-------------------------|-------------------|-------|
|                   | Satisfactory            | Very Satisfactory |       |
| Uncertain         | 0                       | 4                 | 4     |
| Positive          | 8                       | 17                | 25    |
| Strongly Positive | 3                       | 8                 | 11    |
| TOTAL             | 11                      | 29                | 40    |

$X^2 (0.05, 2) = 5.990$                       Computed  $X^2 = 1.771^{ns}$

### **Attitude and Self-evaluation on Writing**

Table 17 presents the relationship between students' attitude towards English and their evaluation of their writing skills. The computed chi-square of 3.633 is lower than the tabular chi-square value. This means that there is no significant relationship between attitude towards English and their evaluation of their writing skills.

Table 17. Distribution of respondents by attitude and self-evaluation on writing.

| Attitude          | Writing Self-Evaluation |                   | TOTAL |
|-------------------|-------------------------|-------------------|-------|
|                   | Satisfactory            | Very Satisfactory |       |
| Uncertain         | 1                       | 3                 | 4     |
| Positive          | 11                      | 14                | 25    |
| Strongly Positive | 8                       | 3                 | 11    |
| TOTAL             | 20                      | 20                | 40    |

$X^2(0.05, 2) = 5.990$

Computed  $X^2 = 3.633^{ns}$

### Attitude and Self-evaluation on Speaking

Data on the relationship between attitude towards English and self-evaluation on their speaking skill is presented in Table 18. The computed chi-square (2.434) shows that there is no significant relationship between the two variables. Hence, the null hypothesis that expresses a non-relationship between these variables is accepted.

Table 18. Distribution of respondents by attitude and self-evaluation on speaking.

| Attitude  | Speaking Self-Evaluation |                   | TOTAL |
|-----------|--------------------------|-------------------|-------|
|           | Satisfactory             | Very Satisfactory |       |
| Uncertain | 3                        | 1                 | 4     |
| Positive  | 14                       | 11                | 25    |

|                   |    |    |    |
|-------------------|----|----|----|
| Strongly Positive | 9  | 2  | 11 |
| TOTAL             | 26 | 14 | 40 |

$X^2(0.05, 2) = 5.990$

Computed  $X^2 = 2.434^{ns}$

### Attitude and Self-evaluation on Listening

Students' attitude towards English and their evaluation on their listening skill are not in any way related as revealed by the computed chi-square value of 2.764 in Table 19. This simply shows that attitude has no relationship to the way students evaluated their listening skill.

Table 19. Distribution of respondents by attitude and self-evaluation in listening.

| Attitude          | Listening Self-Evaluation |                   | TOTAL |
|-------------------|---------------------------|-------------------|-------|
|                   | Satisfactory              | Very Satisfactory |       |
| Uncertain         | 0                         | 4                 | 4     |
| Positive          | 10                        | 15                | 25    |
| Strongly Positive | 5                         | 6                 | 11    |
| TOTAL             | 15                        | 25                | 40    |

$X^2(0.05, 2) = 5.990$

Computed  $X^2 = 2.764^{ns}$

### Attitude and Self-evaluation on Gramming

Table 20 illustrates that there is no relationship between attitude and the ways students' evaluated their grammaring skills. The computed chi-



square of 0.886 reveals a non-significant relationship between the two variables.

Table 20. Distribution of respondents by attitude and self-evaluation on grammaring.

| Attitude          | Grammaring Self-Evaluation |                   | TOTAL |
|-------------------|----------------------------|-------------------|-------|
|                   | Satisfactory               | Very Satisfactory |       |
| Uncertain         | 2                          | 2                 | 4     |
| Positive          | 17                         | 8                 | 25    |
| Strongly Positive | 6                          | 5                 | 11    |
| TOTAL             | 25                         | 15                | 40    |

$X^2(0.05, 2) = 5.990$       Computed  $X^2 = 0.886^{ns}$

Appendix 5. Attitude scale.

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Directions: Please answer this questionnaire as sincerely and truthfully as you can by indicating a check ( ✓ ) in the column (Strongly Agree, Agree, Uncertain, Disagree or Strongly Disagree).

| ITEM  | STRONGLY<br>STRONGLY<br>AGREE | AGREE | UNCERTAIN | DISAGREE<br>DISAGREE |
|---|-------------------------------|-------|-----------|----------------------|
| 1. I enjoy my English classes.<br>_____                                   | _____                         | _____ | _____     | _____                |
| 2. I review first my English<br>subjects during exam.<br>_____            | _____                         | _____ | _____     | _____                |
| 3. I like my other teachers better<br>than my English teacher.<br>_____   | _____                         | _____ | _____     | _____                |
| 4. I feel satisfied and happy when<br>I attend my English class.<br>_____ | _____                         | _____ | _____     | _____                |

5. I prefer buying Filipino magazines than English magazines. \_\_\_\_\_
6. In reading magazines and newspapers, I read the English items first. \_\_\_\_\_
7. I am always attentive to my English teacher. \_\_\_\_\_
8. I am bored when I listen to English conventions, if there are any. \_\_\_\_\_
9. I like reading English articles. \_\_\_\_\_

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|          |          |       |           |          |
|----------|----------|-------|-----------|----------|
| ITEM     | STRONGLY | AGREE | UNCERTAIN | DISAGREE |
| STRONGLY | AGREE    |       |           | DISAGREE |

---

10. I don't like to watch movies/ films related to English application. \_\_\_\_\_
11. I appreciate instructional materials in English. \_\_\_\_\_
12. I hate joining English contests. \_\_\_\_\_
13. I like doing my English \_\_\_\_\_

assignments. \_\_\_\_\_

14. I find it difficult to understand my lessons in English than any other subjects. \_\_\_\_\_

15. I consider English as a very important subject. \_\_\_\_\_

16. I feel happy when I perform activities in my English class. \_\_\_\_\_

17. I enjoy reciting often in my other subjects than in my English class. \_\_\_\_\_

18. I am attracted to reading materials in English. \_\_\_\_\_

19. I dislike speaking about English matters with my friends. \_\_\_\_\_

20. I enjoy reading news items in Filipino or in any other dialect than in English. \_\_\_\_\_

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|          |          |       |           |          |
|----------|----------|-------|-----------|----------|
| ITEM     | STRONGLY | AGREE | UNCERTAIN | DISAGREE |
| STRONGLY | AGREE    |       |           | DISAGREE |

---

21. I love attending my English class regularly. \_\_\_\_\_

22. I don't like learning any skill  
in my English class. \_\_\_\_\_
- \_\_\_\_\_
23. I am able to express my ideas  
in my English class. \_\_\_\_\_
- \_\_\_\_\_
24. I easily get distracted when-  
ever I attend my English  
class. \_\_\_\_\_
- \_\_\_\_\_
25. I don't care if I am late in  
submitting my English  
requirements. \_\_\_\_\_
- \_\_\_\_\_
26. I consider my English notebook  
as the worst notebook I  
have. \_\_\_\_\_
- \_\_\_\_\_
27. I find it difficult to do my  
English task. \_\_\_\_\_
- \_\_\_\_\_
28. I consider my English class  
boring. \_\_\_\_\_
- \_\_\_\_\_
29. I like to go with friends who  
enjoy English related  
activities. \_\_\_\_\_
- \_\_\_\_\_
30. I like to listen to speakers,  
especially those talking about  
English related matters. \_\_\_\_\_
- \_\_\_\_\_
-

“Thank you very much for your cooperation.”

Appendix 6. Self-evaluation forms.

SELF-EVALUATION  
*Grammaring*

NAME: \_\_\_\_\_  
\_\_\_\_\_

DATE:

| Description  | Rating |   |   |   |   |
|--|--------|---|---|---|---|
| 1. I can write grammatically correct simple sentences.   | 5      | 4 | 3 | 2 | 1 |
| 2. I can identify the different parts of speech (e.g. noun, pronoun, verb, etc.).                    | 5      | 4 | 3 | 2 | 1 |
| 3. I can use understandable English in speaking and writing.   | 5      | 4 | 3 | 2 | 1 |
| 4. I can identify errors in sentence constructions.  | 5      | 4 | 3 | 2 | 1 |
| 5. I can construct compound, complex, and compound-complex sentences.                                | 5      | 4 | 3 | 2 | 1 |
| 6. I can use English without “stressing out” (or without worry and nervousness).                     | 5      | 4 | 3 | 2 | 1 |
| 7. I can use idioms and slang English expressions.   | 5      | 4 | 3 | 2 | 1 |
| 8. I can translate English words, phrases or clauses into the native language (Filipino or dialect). | 5      | 4 | 3 | 2 | 1 |
| TOTAL  |        |   |   |   |   |

SELF-EVALUATION  
*Speaking*

NAME: \_\_\_\_\_  
\_\_\_\_\_

DATE:

| Description  | Rating |   |   |   |   |
|--|--------|---|---|---|---|
| 1. I can speak with proper pronunciation.  | 5      | 4 | 3 | 2 | 1 |
| 2. I can speak fluently (effortless and continuous speaking).  | 5      | 4 | 3 | 2 | 1 |
| 3. I can speak or recite in English to express my ideas.   | 5      | 4 | 3 | 2 | 1 |
| 4. I can communicate with classmate/s effectively using English.   | 5      | 4 | 3 | 2 | 1 |
| 5. I can speak using correct grammar.  | 5      | 4 | 3 | 2 | 1 |
| 6. I can speak in English without "stressing out" (or without worry and nervousness).                                    | 5      | 4 | 3 | 2 | 1 |
| 7. I can speak (or use) English even outside the classroom (or school).  | 5      | 4 | 3 | 2 | 1 |
| 8. I can translate words, phrases or clauses from the native language (Filipino or dialect) to English (and vice versa). | 5      | 4 | 3 | 2 | 1 |
| TOTAL  |        |   |   |   |   |

SELF-EVALUATION  
*Writing*

NAME: \_\_\_\_\_  
\_\_\_\_\_

DATE:

| Description   | Rating |   |   |   |   |
|---|--------|---|---|---|---|
|   | 5      | 4 | 3 | 2 | 1 |
| 1. I can write grammatically correct simple sentences.                                | 5      | 4 | 3 | 2 | 1 |
| 2. I can write a paragraph or composition about a certain topic/title.                | 5      | 4 | 3 | 2 | 1 |
| 3. I can write compositions that could interest my reader.                            | 5      | 4 | 3 | 2 | 1 |
| 4. I can effectively write about my ideas in understandable English.                  | 5      | 4 | 3 | 2 | 1 |
| 5. I can write my thoughts fluently (effortlessly and continuously).                  | 5      | 4 | 3 | 2 | 1 |
| 6. I can write in English without "stressing out" (or without worry and nervousness). | 5      | 4 | 3 | 2 | 1 |
| 7. I can write compound, complex, and compound-complex sentences.                     | 5      | 4 | 3 | 2 | 1 |
| 8. I can take down notes as I am listening.   | 5      | 4 | 3 | 2 | 1 |
| TOTAL   |        |   |   |   |   |



SELF-EVALUATION  
*Reading*

NAME: \_\_\_\_\_  
\_\_\_\_\_

DATE:

| Description  | Rating |   |   |   |   |
|--|--------|---|---|---|---|
|  | 5      | 4 | 3 | 2 | 1 |
| 1. I can read without help from classmate or teacher.  | 5      | 4 | 3 | 2 | 1 |
| 2. I can answer comprehension questions about a reading selection.   | 5      | 4 | 3 | 2 | 1 |
| 3. I can skim and scan a selection, story, or text.  | 5      | 4 | 3 | 2 | 1 |
| 4. I can read orally with confidence.  | 5      | 4 | 3 | 2 | 1 |
| 5. I can talk about what I read.   | 5      | 4 | 3 | 2 | 1 |
| 6. I can read in English without "stressing out" (or without worry and nervousness).                         | 5      | 4 | 3 | 2 | 1 |
| 7. I can read silently at an acceptable speed.   | 5      | 4 | 3 | 2 | 1 |
| 8. I can translate written English words, phrases or clauses into the native language (Filipino or dialect). | 5      | 4 | 3 | 2 | 1 |
| TOTAL  |        |   |   |   |   |

