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The Utilization of Indigenous Communication Arts Instructional Materials in Teaching Language

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Abstract: This study attempted to determine the utilization of indigenous instructional materials in teaching language from Grade 1 to Grade 3 at Paracelis District, Division of Mountain Province, for the School Year 2018-2019. The descriptive survey method was used to gather information about the objectives of using indigenous instructional materials, the impact or benefits of integrating indigenous instructional materials in teaching language and problems encountered in using indigenous materials in teaching language. Rank, frequency percentage mean, and Pearson r were utilized in this study. The teachers contemplate the availability of the funds to utilize the indigenous Instructional Materials (IMs). On the other hand, teachers and school heads are equally aware of the objectives of utilizing instructional materials. The respondents believe that using indigenous materials in teaching language only has a very large impact as a guide or reference material in the teaching-learning process. Therefore, integrating indigenous instructional materials positively affects the teaching-learning process. Likewise, the utilization of Instructional Materials facilitates learning and teaching. The school shall allocate funds and budget to provide indigenous instructional materials in teaching language. Additionally, initiating strategies among teachers as frontiers of its implementation of providing local Instructional Materials and enforcing teachers' involvement in the provision of instructional materials shall be done religiously. Henceforth, the school heads shall propose regular Learning Action Cell (LAC) sessions on providing indigenous instructional materials. Additionally, they shall strictly monitor the preparation of Instructional Materials to ensure the quality of the instructional materials to be used in teaching language. Indeed, this study could help the teachers utilize local, indigenous and contextualized instructional materials.

Keywords: Instructional materials, teaching-learning, indigenous, strategy, utilization

1. Introduction

The Department of Education and its instrumentalities desire to enhance the capabilities and potential revised curriculum implemented by the department under the K-12 program. In pursuit of this new trust, indigenous dialect or mother tongue would be considered the mode of instruction, especially in the lower grades, to make pupils more responsive and productive in academics (Ryan & Deci, 2000). Along with this change, teachers were required to develop indigenous materials in teaching language even without formal training and still incapacitated to prepare such materials with the difficulty of translating, writing and using indigenous dialect in preparing instructional materials still unavailable as aid in their teaching (Department of Education, 2012).

Truly, the advent of the K-12 paved the way for introducing the use of the mother tongue as a medium of instruction and teaching, especially in grade school, where the formal education of every learner begins. This facilitates the learning process as the child is already familiarized with the dialect they use at home, particularly their indigenous dialect (Malong & General, 2018). The unavailability of these teaching materials, such as textbooks, visual aids and other instructional materials containing the indigenous language as a medium of communication, used to cause some difficulty in the process, especially since not all teachers have formal training or education using the local language or dialect commonly used in every particular community in addition to English and Tagalog languages (Department of

Education, 2012).

The study paradigm presents the independent variables, dependent variables and the expected outcome or result. The independent variables include the attainment of the objectives of using indigenous materials in teaching language, the impact of using indigenous materials in teaching mother tongue in schools, and the seriousness of the problems in the preparation of indigenous materials in teaching language or mother tongue.

The dependent variables are the development of indigenous communications arts materials in teaching language utilizing the common mother tongue in a particular community broken down into 1) the objectives in using indigenous materials in teaching language; 2) the degree of attainment of the objectives in using indigenous materials in teaching language; 3) the impact of using indigenous materials in teaching language; and 4) the problems encountered in using indigenous materials in teaching language. As expected, at the end of the study, the researcher suggested suited indigenous materials for teaching language, developed Instructional Materials for teaching language and made indigenous reference materials for teaching language. Fig. 1 shows the paradigm of the study.

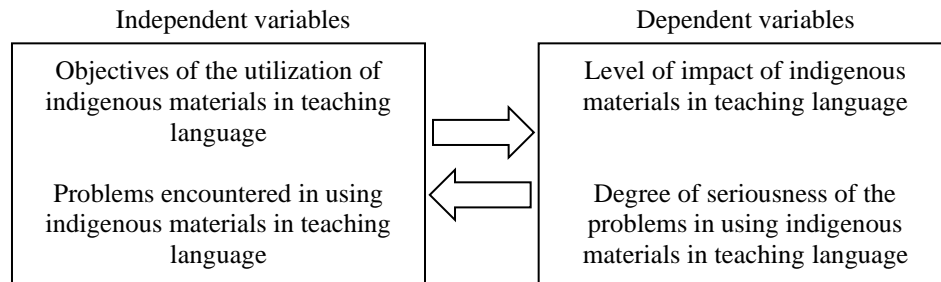


Fig. 1: The paradigm of the study

Given all the statements, the actual scenario of the utilization of instructional materials promoted the researcher to focus its study on determining the development of indigenous communication arts materials in teaching language with the end objective of developing an indigenous material that can be used as reference materials, teaching materials, visuals aids, and instructional guidelines in teaching mother tongue accepted in a given community. This research would greatly help in coming up with a common reference relative to the teaching of appropriate mother tongue or dialect in a given community that is generally accepted in terms of its interpretation, integrity, uniqueness and quality. Hence, this researcher wanted to undertake this study on developing indigenous communication arts materials in teaching language to address the problem regarding reference materials in the teaching mother tongue (Tufail & Embi, 2011).

This study aimed to determine the utilization of indigenous instructional materials in teaching language in Grades 1 to Grade 3 at Paracelis District, Division of Mountain Province, for the School Year 2018-2019 since one of the problems encountered by the teachers in primary grades is the localized and indigenous teaching materials to be utilized in teaching communication arts. Specifically, it sought answers to the following questions: 1) what are the objectives of using indigenous instructional materials in teaching language?; 2) is there a significant difference in attaining the objectives using indigenous instructional materials in teaching language as perceived by the teachers and school heads?; 3) what is the extent of the impact or benefits of integrating indigenous instructional materials in teaching language?; 4) is there a significant difference between the perception of the school heads and teachers on the impact of integrating indigenous materials in teaching language?; 5) what are the problems encountered in using indigenous materials in teaching language?; and 6) what recommendations should be offered to improve instructional materials?

2. Literature Review

In the context of the mother tongue-based curriculum in the Philippines, they faced challenges in teaching the mother tongue, considering that only some of the English and Tagalog terms or words have their appropriate counterpart or equivalent terminologies in every particular community' indigenous dialect or language. In addition, the teachers understood their roles. They had seen the challenge given by the addition of MTB-MLE in the curriculum but accepted the challenge by realizing their importance to the success of the MTB-MLE (Medilo, 2016).

These issues and concerns inspired the researchers to focus on evaluating the development of teaching materials in teaching language to address these gaps in teaching the mother tongue experienced by every teacher, especially at the elementary level (Kesevan, 2014). The output of this research would help the researchers and every other teacher involved in teaching mother tongue dialect to have a teaching material which served as an aid in teaching the mother tongue language in every grade. Such will help facilitate the teaching and learning process aside from lessening the difficulty being experienced in teaching the mother tongue with the use of teaching materials utilizing the mother tongue. Hence, this proposal is being proposed for an intensive study (Enayat & Amirian, 2016).

According to education former secretary, the new curriculum focuses more on the learners than the teacher. The real learning experiences for the students will be meaningful if they refrain from memorization. Critical must be

considered. Moreover, our learners must develop that natural love for learning and not feel that it is something imposed on them (Department of Education, 2012).

As part of the new system, the mother tongue is being used as the medium of teaching and instruction, especially in the lower grade where the mother tongue or native dialect is commonly spoken in a particular community will be used as the medium of teaching and instruction. Mother tongue education refers to any form of schooling using the language or languages children are most familiar with (Sahin, 2018). Children who speak a different language at home than the language they are taught at school would become bilingual or multilingual. Relatively, May (2015) suggested that language practices include the decisions made by a group of people about how, when, and where to use language. In other words, they are what people do with language. Traditional views of policy implementation point to those in power as disseminating directives that are unassumingly put into practice. So, indigenous teaching materials adversely affected the teaching-learning process.

Why is it important to learn your mother tongue? Learning to speak in the mother tongue is important for a child's development. Fluent in the mother tongue, also known as the native language, benefits the child in many ways. It connects him to his culture, ensures better cognitive development, and aids in learning other languages. This premise is emphasized by the statement of Dagdag (2020) that equitable learning is likely to lead to successful learning when there is a multidimensional expansion of learning opportunities. Indeed, there would be more meaningful learning if the students would be exposed to the localized learning materials.

This inspired this researcher to evaluate the utilization of indigenous communication arts materials in teaching language to improve the quality of using indigenous materials and to respond effectively to the call to use the mother tongue in teaching indigenous language as part of the curriculum.

3. Methodology

This study used a descriptive survey design to determine the utilization of indigenous instructional materials in teaching language. The descriptive study attempts to determine the extent of a relationship between two or more variables using statistical data. This design seeks and interprets relationships between and among several facts. This type of research would recognize trends and patterns in data. The descriptive method was used to gather information about the present conditions, status and trends. It describes the nature of a situation as it exists during the study. Further, quantitative research was employed to identify the attainment of the objectives of using indigenous materials in teaching language, the impact or benefit of using indigenous materials in teaching language and problems encountered in using indigenous materials in teaching language.

The study's respondents were primary grade school teachers and Paracelis District, Paracelis Mountain Province school heads. A total enumeration technique was used to select the respondents of the study. The distribution of respondents is shown in Table 1.

Table 1: Distribution of respondents

Respondents	Male	Female	Total
Teachers	27	42	69
School heads	2	6	8
Total	29	48	77

The questionnaire was used to capture the needed information, data or feedback from the respondents to be carefully studied to capture all important information or data to produce a fair and objective result. The first part of the questionnaire focused on the teachers' and pupils' perceptions of the objectives of using indigenous materials in teaching language. On the other hand, the second part emphasizes the perception of respondents on the extent of thing indigenous materials in teaching language, while the third part includes the perception of the respondents on the degree of seriousness of the problems encountered in the use of indigenous materials in teaching language.

The data were gathered, classified, tallied, tabulated and subjected to statistical tools. Mean was computed to identify the respondents' perception of the extent of indigenous materials in teaching language and the degree of seriousness of the problems encountered in using indigenous materials in teaching language. Moreover, rank was used to determine the perception of the teachers and the pupils on attaining the objectives of using indigenous materials in teaching language. The Pearson r will be used to test the significant differences in the perception of the respondents on the level of attainment of the objectives of using indigenous materials in teaching language, the extent of thing indigenous materials in teaching language and the perception of the respondents on the degree of seriousness of the problems encountered in the use of indigenous materials in teaching language when they will be grouped.

4. Results and Discussion

4.1 The Level of Attainment of the Objectives of Using Indigenous Instructional Materials in Teaching Language

Table 2 shows that the assessment of the school heads and the teachers in prioritizing certain objectives of using indigenous instructional materials in teaching language is insignificant. Moreover, the respondents approved that reducing the expenses in providing instructional materials is the most prioritize objective while facilitating the conduct of the teaching-learning process is the least. This implies that most teachers first consider budgetary requirements in using instructional materials, and they believe it is more economical to use indigenous materials in teaching language. The findings contradict the study of Palao et al. (2015) that getting your hands-on valuable teaching materials is easier than it can seem at first. The internet has many resources for teachers, most of them free, that can significantly increase the contents of your teaching instructional materials. Teachers can also make their teaching materials. Every learning material they develop will be an asset to the teacher when they next teach a similar unit. Investing time or money in good teaching materials is an investment.

Table 2: Level of attainment of the objectives of using indigenous instructional materials in teaching language

No	Objectives	Ranks			(SH vs T)		Remarks
		School head (SH)	Teachers (T)	Both	p-value		
1	Serve as guide or reference materials in the teaching-learning process	1	4	3	.111	NS	
2	Facilitate the conduct of the teaching-learning process	4	5	5	.720	NS	
3	Help the learner understand the lesson	5	3	4	.170	NS	
4	Help the teacher in the delivery of their lesson plan	2	2	2	.812	NS	
5	Reduce the expenses of providing instructional materials	3	1	1	.502	NS	

Legend: NS – No Significance

4.2 The Extent of the Impact or Benefits of Integrating Indigenous Instructional Materials in Teaching Language

Table 3 shows that there is no significant difference between the perception of the school heads and teachers on the impact of integrating indigenous materials in teaching language. Additionally, the respondents believe that using indigenous materials in teaching language only has a large impact as a guide or reference in teaching-learning. In contrast, it has a large impact on the other indicators. This implies that using indigenous materials has a great advantage when teaching language. The study's findings coincide with Van Merriënboer and Kirschner (2017) findings that learning materials are important because they can significantly increase student achievement by supporting student learning. Likewise, according to Kristanto and Mariono (2017) learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and the student. Instructional materials provide a valuable routine to increase the mastery level among the pupils.

Table 3: The extent of the impact or benefits of integrating indigenous instructional materials

No	Objectives	School head (SH)		Teachers (T)		Total		SH vs T	
		Mean	Desc.	Mean	Desc.	Mean	Desc.	p-value	Remarks
1	Served as a guide or reference material in the teaching-learning process	4.09	LE	4.37	VLE	4.32	VLE	180	NS
2	Facilitate the conduct of the teaching-learning process	3.91	LE	3.80	LE	3.82	LE	.898	NS
3	Helps the learner understand	4.09	LE	4.18	LE	4.16	LE	.797	NS

Table 3: The extent of the impact of benefits of integrating indigenous instructional materials (Continued)

No	Objectives	School head (SH)		Teachers (T)		Total		SH vs T	
		Mean	Desc.	Mean	Desc.	Mean	Desc.	p-value	Remarks
4	the lesson Help the teacher in the delivery of their lesson plan	4.18	LE	3.84	LE	3.90	LE	.297	NS
5	IMs motivate pupils to learn	4.36	VLE	4.02	LE	4.08	LE	.293	NS
6	Indigenous Instructional Materials help the pupils develop their interests	4.09	LE	4.06	LE	4.06	LE	1.000	NS
7	Indigenous IMs facilitate the learning-teaching process	4.00	LE	3.98	LE	3.98	LE	.972	NS
8	Indigenous IMs reduce expenses in teaching	3.64	LE	3.51	LE	3.53	LE	.757	NS
9	Indigenous IMs can contribute high level of understanding among pupils	4.09	LE	4.10	LE	4.10	LE	.927	NS
10	Indigenous IMs inspire pupils to excel in class	4.00	LE	4.02	LE	4.02	LE	.959	NS

Legend: *VLE – To a very large extent *LE – To a large extent

4.3 The Problems Encountered in Using Indigenous Materials in Teaching Language

Table 4 shows that there are ten problems identified by the respondents where, four of which are very serious problems in using indigenous materials, including lack of skill and knowledge in making/preparing indigenous materials for teaching, unavailability of the school committee on provision of the indigenous IMs, low quality of Indigenous materials made for teaching in language, and lack or absence of needed indigenous materials for teaching. Among the problems, lack of skill and knowledge in making/preparing indigenous materials for teaching and unavailability of the school committee on the provision of indigenous IMs were the foremost problems encountered by the respondents. This may imply that the teachers need training and seminars about making indigenous materials that can be instructional materials for teaching language. According to Nworie (2015), the curricula must provide opportunities that support teachers as they develop the knowledge and skills associated with implementing and institutionalizing the instructional materials. Teachers must be involved in the training on conceptualizing learning or instructional materials. Likewise, Roberts (2013) mentioned in his study that most contemporary communication arts instructional materials incorporate an instructional model.

Table 4: The problems encountered in using indigenous materials in teaching language

No	Problems	Mean	Desc.	Rank
1	Lack or absence of needed indigenous materials for teaching	4.21	VLE	4.0
2	Lack of skill and knowledge in making/preparing indigenous materials for teaching	4.31	VLE	1.5
3	Low quality of Indigenous materials made for teaching in language	4.23	VLE	3.0
4	The inappropriateness of indigenous materials used in teaching	4.13	LE	6.0
5	Unsuitable of indigenous teaching materials in integrating lessons	4.18	LE	5.0
6	Lack of initiative among teachers and pupils to provide indigenous IMs	3.94	LE	9.0
7	Unavailability of the school committee on the provision of indigenous IMs	4.31	VLE	1.5
8	Monitoring in providing indigenous instructional materials is limited	4.11	LE	7.0
9	Incentives among teachers and pupils who provide indigenous IMs are provided	3.90	LE	10
10	The school-based committee members, including pupils on indigenous IMs, are being recognized	4.10	LE	8.0

Legend: *VLE – To a very large extent *LE – To a large extent

The instructional model should 1) provide for different forms of interaction among students and between the teachers and students; 2) incorporate a variety of teaching strategies, such as inquiry-oriented investigations, cooperative groups, use of technology; and 3) allow adequate time and opportunities for students to acquire knowledge, skills, and attitudes. Given all these, teachers must increase their skills and knowledge in the making/preparing indigenous materials for teaching. To assure the quality of the Instructional Materials the school committee on provision of the indigenous IMs should be organized.

4.4 Recommendations to be Offered to Improve the Use of Instructional Materials in Teaching Language

Table 5 shows the suggested actions and activities to improve the utilization of indigenous instructional materials among the primary pupils. The recommendations will be based on the rank of the problems related to using indigenous instructional materials in teaching primary-grade pupils as perceived by the teachers and school heads.

Table 5: Recommendations to be offered to improve the use of instructional materials in teaching language

Problems	Recommendations
Lack or absence of needed indigenous materials for teaching	<ul style="list-style-type: none"> – The teacher shall provide teaching materials through his/her initiative by conducting fundraising and solicitation – The teacher shall make teaching materials available in the community – The teacher shall create a generating Project to finance the provision of indigenous teaching materials
Lack of skill and knowledge in making/preparing indigenous materials for teaching	<ul style="list-style-type: none"> – The school heads shall conduct training about the utilization of indigenous instructional materials – The teacher shall update his/her skills in preparing indigenous materials for teaching by surfing the internet and attending seminar workshops – The teachers shall propose a budget for the procurement of Instructional Materials
Low quality of Indigenous materials made for teaching in language	<ul style="list-style-type: none"> – The school committee on preparation of instructional materials shall set standards in the preparation of Instructional Materials (IMs) – The school heads shall monitor the preparation of the indigenous instructional materials
Unsuitable of indigenous teaching materials in integrating lessons	<ul style="list-style-type: none"> – The teacher shall look for suitable indigenous teaching materials in integrating lessons – The school heads shall strictly monitor the utilization of indigenous instructional materials to be used in teaching – The school shall prepare Instructional Materials to integrate lessons based on age and gender to make IMs anchored to gender sensitivity
Unavailability of the school committee on the provision of indigenous IMs	<ul style="list-style-type: none"> – The school heads shall spearhead the creation of the school committee on the provision of indigenous IMs to ensure the quality of instructional materials to be used in teaching among the teachers – The teachers and school heads initiate the school committee on the provision of the indigenous IMs with merit and reward – The school heads shall motivate and encourage the teachers to provide indigenous Instructional Materials

5. Conclusion

Based on the research study's findings, the following conclusions were drawn: 1) most teachers first consider budgetary requirements in using instructional materials and believe that it is more economical to utilize indigenous materials in teaching language. Therefore, the teachers contemplate the availability of funds for the utilization of indigenous instructional materials; 2) there is no significant difference between the assessment of the school heads and the teachers in the prioritization of certain objectives of using indigenous instructional materials in teaching language. Hence, both school heads have an equal awareness of the objectives of the utilization of instructional materials; 3) the utilization of IMs facilitates learning and teaching; 4) there is no significant difference between the perception of the school heads and teachers on the impact of integrating indigenous instructional materials in teaching language. Henceforth, teachers and school heads have an equal perception of the impact of integrating indigenous instructional materials. 5) the teachers need more training and seminars about providing indigenous materials that can be instructional materials in teaching language. Given all these, this study has a huge impact as a guide or reference material in teaching-learning.

In light of the findings and conclusions drawn from the study's results, the following recommendations are suggested: 1) the school shall allocate funds and budget to provide indigenous instructional materials in teaching language. Additionally, the school heads shall propose regular Learning Action Cell (LAC) sessions on how to provide indigenous instructional materials; 2) the school head shall conduct strict monitoring of the preparation of IMS to assure the quality of the instructional materials to be used in teaching language; 3) there should be testing and validation of the instructional materials to be used in teaching; 4) the school administration shall include the utilization of indigenous instructional materials as one of the priorities of the teachers to be accomplished at the end of every quarter; and 5) the school heads shall initiate training, workshops and activities on how to develop, utilize and use indigenous instructional materials.

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