

A PROPOSED INSTRUCTIONAL MATERIALS ON  
ENGLISH PHONOLOGY FOR GRADE SIX

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Educational Program Management  
Major in Language

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## APPROVAL SHEET

This thesis entitled "A PROPOSED INSTRUCTIONAL MATERIALS ON ENGLISH PHONOLOGY FOR GRADE SIX" prepared and submitted by *CRESENCIA C. MORENO*, in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATIONAL PROGRAM MANAGEMENT** major in *Language* had been examined with a rating of **PASSED** is hereby recommended for acceptance and approval for **ORAL EXAMINATION**.

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**C.C.M.**

# DEDICATION

To our GOD ALMIGHTY  
Whose Divine Grace has made me what I am

My beloved departed parents  
Mr. Hospecio B. Cabanganan  
and

Mrs. Pascuala Q. Cabanganan  
whose memory I will always treasure  
May both of them find eternal peace

My loving husband  
NOE T. MORENO  
and my three kids;  
JOEL RUEL  
NOEL

for their love, understanding, support  
and inspiration, I dedicate this humble work.

CRESING

## **ABSTRACT**

It was the intention of this study to construct and validate instructional materials that would develop the phonological skills of grade VI pupils in English. The study employed the descriptive-developmental method of research using the Phonology Test in English and survey questionnaire as the main instruments to determine the phonological difficulties of the grade Vi pupils in the District of Daram I. The teachers' responses pertaining to the validity of the instructional materials were as follows: 4.20 for the content validity, and construct validity and 4.30 for the face validity. All these means belong to the "agree" range. Moreover, the experts' responses along the materials' validity were; 3.52 for the content validity, 4.12 for the construct validity and 4.04 for the face validity. Likewise all these mean "agree". For the conclusion, the diagnosed difficulties of the Grade VI pupils as revealed by the phonology test were conquered by the perceived difficulties given by the teachers and experts. These results indicated the necessity to develop instructional materials based on the weaknesses in order to overcome, or at least minimize them. Teachers' assessment showed that the degree of difficulty of the pupil-respondents was greater than the assessments as given by the experts. This was supported by the rejection of the corresponding hypothesis. For the recommendation, the developed instructional materials should be used by the language teachers as supplementary instructional materials to address the identified weaknesses of the pupil-respondents.

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Due to some innovations, today's textbook and workbooks on Teaching English as a Second Language (TESL) lend themselves at contextualizing the rules of English grammar into interactive and meaningful experience to correspond with the current trend that is communicative in focus. However, such is missing in materials for the improvement of English phonological skills. Language teachers wishing to develop and measure these skills among their pupils have to rely on traditional materials, methods and approaches. Since most currently available teaching materials were developed prior to the emergence of communicative trends, they focused more on the discrete phonological components of the English language and emphasized decontextualized drills rather than on the total communicative effect of an utterance which could be best achieved through contextualized drills of the language.

Studies reveal that pronunciation still holds a place of maximum importance despite the advent of other linguistic theories. A pupil or student cannot be said to have mastered a second language unless he has a command of its spoken symbols. It is the teachers's primary purpose at the early

phase of second language learning to develop in her pupils or students the ability to hear differences in sounds and the ability to produce them correctly and automatically. Her interest should not be centered in clear speech only but also in how a vowel or a consonant sound changes its meaning.

Correct pronunciation measures one's understanding. When both persons talk, the fundamental basis of communication is sound. One person makes sounds that express the meaning he wants to convey. The other person hears the sounds and extracts the meaning from them. When one hears a language, it means that he hears the actual sounds of that language, in terms of carefully organized patterns. So that mere distortions in sounds simply lower intelligibility between the speaker and the listener (Fries, 1974: 28).

Often times a pupil has the idea and the necessary vocabulary to express it but his wrong pronunciation of the sounds causes misunderstanding or confusion. Most often a pupil misinterprets instructions when they are done orally or writes the wrong word for failure to recognize the correct sound. The failure to understand the stream of speech, to hear the distinctive sound features and the failure to approximate correct production of these sounds have been a cause of many frustrations among language



teachers. The researcher who is at present an English teacher at Bagacay Elementary School, Daram 1 District, Daram, Samar shares the same dilemma with her pupils.

While pronunciation is held in high regard, in actual practice, the teaching of pronunciation has been a frustrating experience to many language teachers. Facts from observation try to point out that what is prevalent in the field nowadays, is the overuse by language teachers of the traditional approaches to teaching pupil's pronunciation many of which are not free from shortcomings.

To cite an example of a pronunciation test procedure which is commonly used is the model and imitation type. Here the teacher sets a model that the pupil or student attempts to reproduce. If this were an adequate procedure, no problems would appear. But experience has shown that habits of the first language will always, in one way or the other, interfere in the acquisition or learning of the second language. This can be gleaned from the specific differences occurring in the pronunciation patterns of the first and second languages.

Another pronunciation test procedure is the so-called comparison and contrast where two similar but contrasting sounds are tested together to differentiate them. Thus p and b are contrasted by voicing or sh / / and ch / / by manner of production.

The above mentioned pronunciation test procedure oftentimes fail to internalize the new habits to make them actually part of the pupil's second language proficiency. When he listens, he will fail to distinguish, and when he speaks, he will fail to distinguish, and when he speaks, he will fail to produce the contrasting sounds.

The various problems encountered by both the teacher and the learner hinder success and progress in the educative process. Pupils passing from one grade to another are left with deficiency and carry problem with them to the next step of development. The researcher firmly believes that with instructional teaching materials the problems confronting the teacher in her actual teaching as far as English phonology is concerned would be minimized.

#### Statement of the Problem

It was the intention of this study to construct and validate instructional materials that would develop the phonological skills of grade VI pupils in English.

Specifically, it addressed the following questions:

1. As revealed by the phonology test, what are the difficulties of the grade VI pupils in the District of Daram 1, Division of Samar during the SY 1999-2000 along the following structures:

1.1 segmental phonemes; and

1.2 non-segmental phonemes?

2. What are the difficulties of the grade VI pupils as perceived by English teachers and language experts along segmental phonemes and non-segmental phonemes?

3. Is there a significant difference between the perceptions of English teachers and language experts relative to the difficulties of the grade VI pupils along segmental and non-segmental phonemes?

4. How valid are the materials based on peers' and experts' perception in terms of:

4.1. content;

4.2 construct; and

4.3 face validity?

5. Do the perceptions of the two groups of validators differ significantly relative to the content, construct and face validity of the materials?

6. What revisions and modifications may be effected on the materials based on the results of the foregoing validation process?

### Hypotheses

The following hypotheses were tested in this study:

1. There is no significant difference between the perceptions of the English teachers and language expert,

relative to the segmental and non-segmental phonemes?

2. The perceptions of the peer and expert validators relative to the content, construct and face validity of the materials do not differ significantly.

### Theoretical Framework

This study is founded on the following assumptions and theoretical considerations:

Speech Act Theory. Sociologists have long acknowledged the limitations in the Chomsky's formulation of language competence. They have stressed the need to include knowledge of the rules of usage and communicatively appropriate performance. They also argued that language acquisition is not a search for disembodied rules of grammar but as a problem-solving transaction. The essential problems to be solved by the language learner are how to make his intentions known to others, how to communicate what he has in his consciousness, what he has done in his behalf, how he wishes to relate to others and what to do when we speak or perform such acts as making reports, making statements, making questions, giving warnings, approving rejecting and apologizing (Searle, 1976: 136-154).

Richard and Schmidt (1975:26) further state that the development of communicative competence covers a wide range

of different dimensions of language behavior in the individual language and in the speech community, and that aspects of communicative competence include speech acts. A speech act is a minimal unit of speech which happens in a particular speech environment. Searls, Richards and Schmidt classify speech act as the representatives, directives, commissives, and expressives and declarations depending upon the elocutionary point or purpose of the act, from the speakers perspectives. Representatives are speech whose point or purpose is to tell people how things are expressed in such verbs as rectify, verify, build, claim, etc. and to commit the speaker in varying degrees (deny, doubt, suggest) to the truth of something. One test of representatives is whether it can be characterized as true or false.

Directives are attempts on the part of the speaker to get the learner to do something. Suggestions, requests and commands are all directives. They differ in the force of the attempt, but they are all attempts by the speaker to get the learner to do something.

Commissiveness are speech acts primarily attended to commit the speaker to do something. Promises and threats both fall into this category, the difference between them being the speaker's assumption whether or not the (assumption) promised action is desired by the hearer.

Expressiveness express feelings and attitudes about states of affairs. I apologized for things I have done, deplore other people's actions, regret, thank, welcome, etc. With expressiveness, there is direction of fit between words and the world, but the state of affairs specified is assumed to be true.

Declarations are speech/elocutionary acts which bring about changes in the world through their successful execution. "You're fired," says the boss, and the employees must start the search for a new position. "I do" says the bride and groom, and after the presiding official (secular or clerical) says his part, the marriage has taken place. The defining characteristics of this class of elocutionary acts is that the performance brings about the correspondence between the words and the world. This class is closest to Austin's (1962) original notion of a performance, an act of doing something in the world rather than an act of saying alone.

The present study makes use of the Speech Act Theory not in the sense of testing the learner's ability to manipulate his knowledge about different speech acts, but in the sense of understanding and producing speech sounds specifically of the theory and development of sound changes within a given language.

Hymes (1964) as a socio-linguistic theorist, stated that the task of language acquisition among children is not only to attain linguistic competencies but "Communicative Competence". This includes mastery of phonology, syntactical, semantic systems and rules for their appropriate use and interpretation in the different social contexts.

This contention has something to do with the present study because it involves mastery of phonology.

### Conceptual Framework

Figure 1 is the schema of the conceptual framework of the study.

It illustrates the involvement of the 38 grade VI pupils of Bagacay Elementary School in the district of Daram I as respondents in this study. A 60 item phonology test was administered in the said school to enable the researcher to diagnose their weaknesses. The result of the test revealed that out of the various skills tested, 12 were considered difficult (Table 1, pp. 61 - 62). To validate the results of the phonology test, the researcher utilized the perceptions of all English six teachers and language experts in the said district by requesting them to answer the checklist prepared. Combining the responses of the two

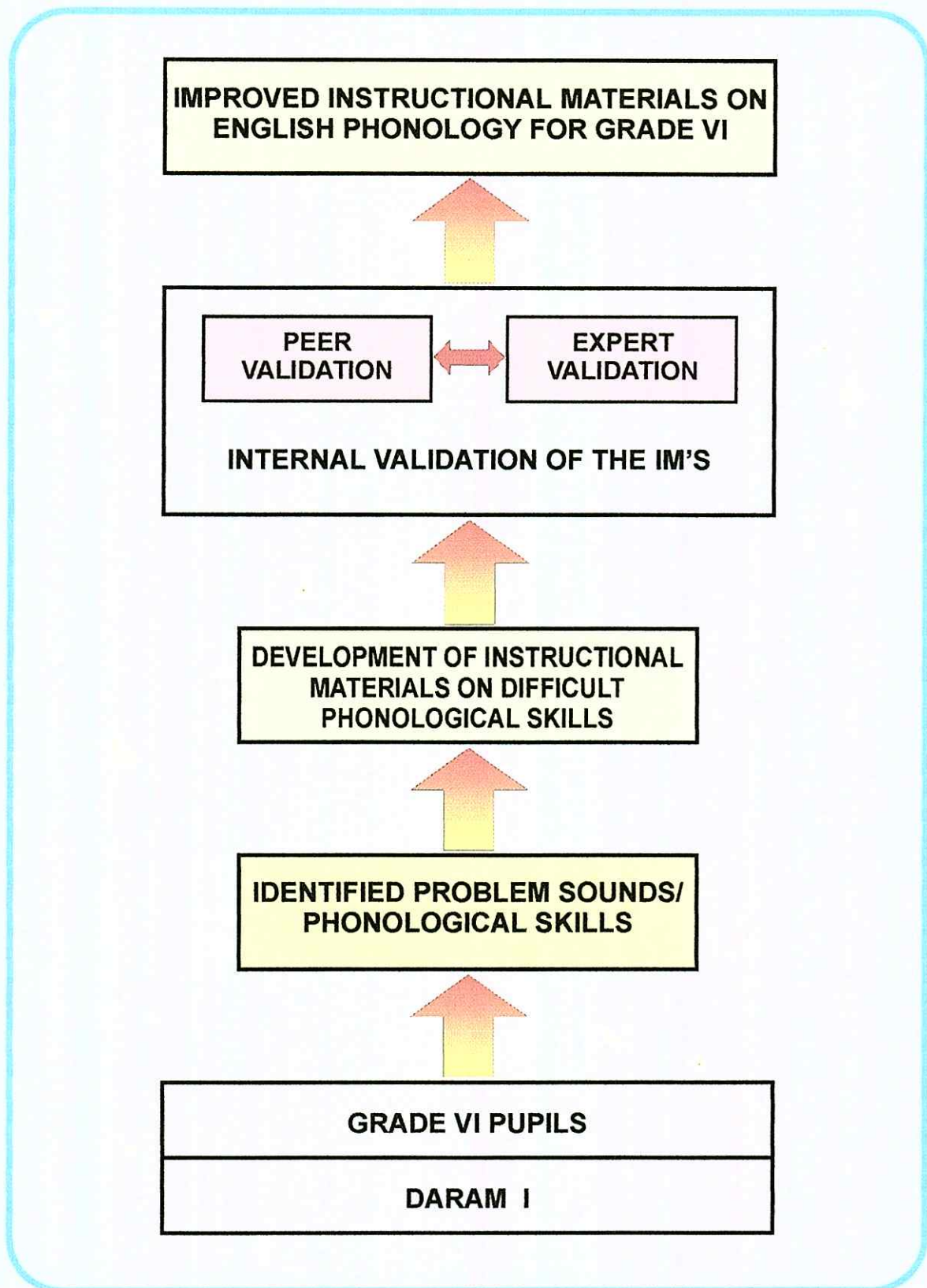


Figure 1. Schema of the Conceptual Framework of the Study showing the Research Environment, the Development and Validation of Instructional Materials on English Phonology for Grade VI Pupils.



groups of validators the result was consistent with the findings on the result of phonology test administered to the grade VI pupils involved in the study. It necessitated the need for developing instructional materials to overcome the diagnosed difficulties among the pupil-respondents. After the instructional materials on difficult phonological skills were developed, the validity of the constructed instructional materials was made by presenting them to the English teachers and language experts. The validation was undertaken along content, construct and face validity of the said materials. Through this process the researcher was able to come up with an improved instructional materials on English Phonology for grade VI pupils.

#### Importance of the Study

By means of this study, the researcher tried to transmit to the language teacher specifically that there could be a better way of constructing instructional materials on English phonology after all the problems sounds of the grade VI pupils have been identified.

To pupils. The instructional materials developed in the study would benefit pupils not only of Bagacay Elementary School but of other elementary schools in the district, division, region 8 if not in the entire country,

since these materials are communicative skills- focused on phonology for grade VI and they could, therefore, be used in any elementary school where English phonology is being taught. The scores in the test of the grade VI pupils in school, district, division, and region VIII would be raised since oral skills are taught.

To teachers. The study came out with a research output which is a valid instructional materials focused on English phonology for Grade VI pupils. The English teachers could utilize this instructional materials, in checking on the oral production of their pupils-their sound difficulties and in searching further for the possible causes of these sound difficulties. In this way, the language teacher might be able to share not only in the full mastery of the sounds learned, but also in the development of the methods, approaches and techniques used in teaching and testing phonology to second language learners. This type of instructional materials would help the language teacher make her work of teaching the subject, light and easy because she is provided with a ready-made and available instructional materials.

To parents. The result of the study is said to be useful in the sense that mastery of learning is assured with

the use of this instructional materials. These are structured materials. The parents would be happy to know, that school children have a ready reference on their homework/assignment in English as far as phonology is concerned. To parents who know how to read and understand symbols in teaching spoken English, in assessing pupil's assignment this serves as guide in checking on the oral production of the correct sounds of English.

To language supervisor/administrator. Research especially along the development of instructional materials would enhance curriculum development in the elementary level of education. The Division Supervisor, particularly in English would be pleased to know, that the teachers they are supervising are capable of developing instructional materials. These supervisors can make the output of the study, a sample of a teacher-made curriculum development materials which they can present to other teachers and/or other school personnel. The present study would provide the language supervisor particularly of the Division of Samar, with a ready reference relative to the design, instrumentation and validation of the instrument involved in language researches. The use of instructional materials may provide the school administrators, and significantly the poor language teacher an accurate basis for instruction.

To curriculum developers. This study which focused on the instructional materials on English phonology, might support/collaborate the researcher's decision and determination to use the learner's second language as medium of instruction. The curriculum developers would find the present study informative and challenging; informative since it deals on English phonology, one of the branches of Science of linguistics dealing with the study of the basic sounds of a language. Challenging because it sought to recommend/ask for more practice on the correct production of sounds, findings of which would be attributed to their official and legitimate function in language engineering.

To the DECS Regional Office No. 8. One of the supervisory thrusts of the Department of Education, Culture and Sports, Regional Office No. 8 is curriculum development. The regional office would be very glad to know that one of their English teachers has come up with a validated supplementary materials in English language; thus, this could be of great help to other teachers who are teaching the subject not only to the school where the research is to be conducted but in the whole division and region. The present study would provide the DECS regional office the vital phonological data which would be included in the regional language plans, programs and projects for

consideration in language policy formulation, implementation and evaluation.

To future researchers. To future researchers in English and curriculum development the present investigation would serve as a guide on the review of related research literature. The research design instruments as well as the research output may prove useful to future educational researchers.

### Scope and Delimitation

The instructional materials on phonology that was developed in this study was designed primarily to measure the production proficiency level on segmental phonemes and non-segmental phonemes of the second language learners of English rather than mere receptive proficiency level.

Serving as subjects in the survey test were the 38 grade VI pupils in Bagacay Elementary School, Daram I District, Division of Samar (See Figure 2). To validate the 60 item phonology test, all teachers teaching English VI and language experts in the said district were utilized to share their perceptions of the phonological problems of grade VI pupils by answering the checklist prepared. The development of instructional materials was based on the results of the phonology test and the perceived difficulties

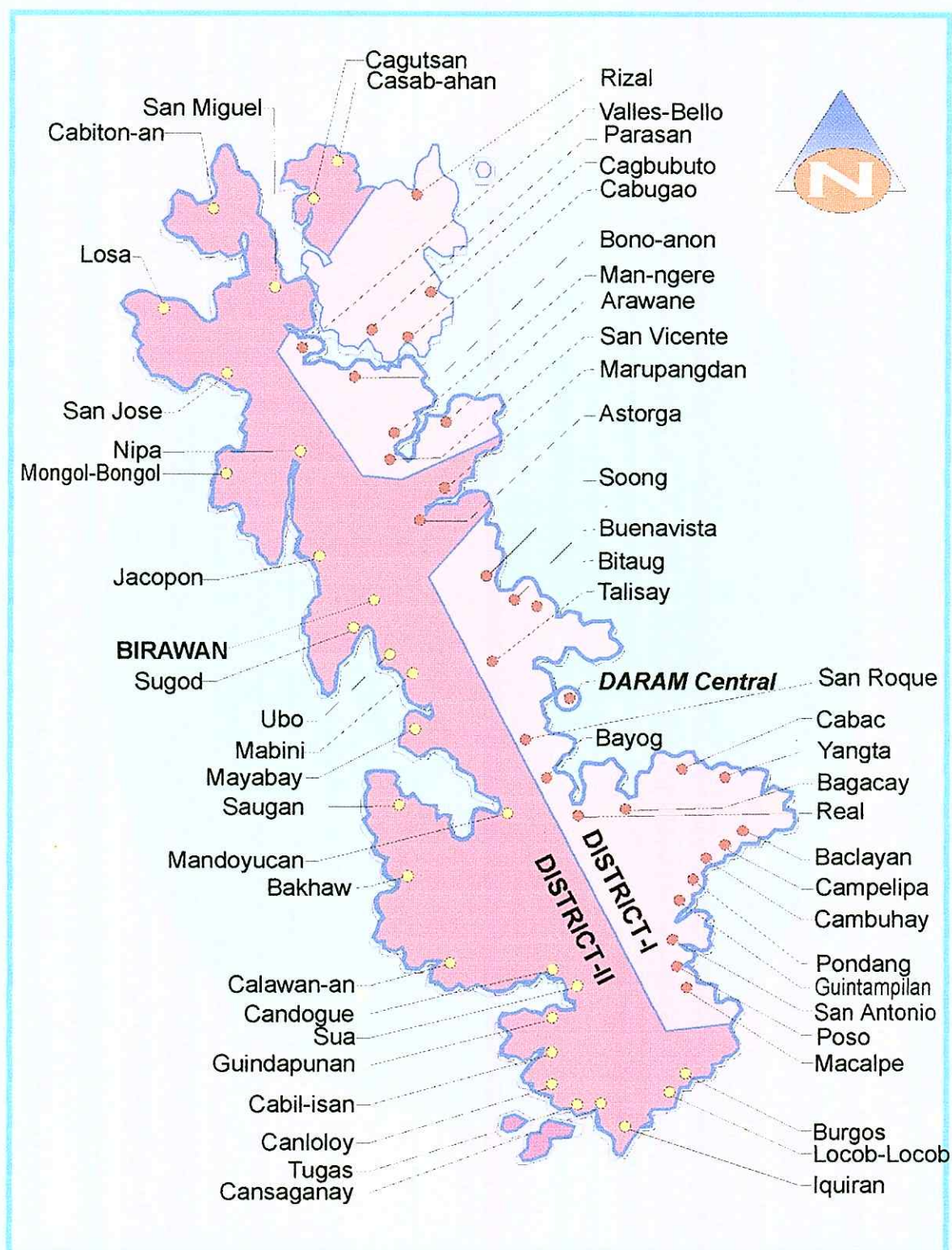


Figure 2. Map of Daram Samar Showing the Different Barangay Schools and Central Schools.

given by language teachers and experts.

To validate the developed instructional materials, two English teachers, from Catbalogan I within the division and five language experts who have masteral or doctoral degrees in English on related majors were employed.

The study was conducted during the school year 1999-2000.

### Definition of Terms

To help the readers clarify the following terms used by the researcher, the researcher defines them conceptually and operationally.

Articulation. It is a distinctness, audibility and intelligibility of speech. Good articulation requires a free, strong and flexible movement of the lips, tongue and jaws (Manolo, 1974: 34).

Communicative Competence. This refers to the grade VI pupils ability to produce and understand utterances in their appropriate linguistics and psycho-sociolinguistics context; being able to use the language appropriate to a given social context (Gliglioli, 1982: 98).

Consonant Clusters. This term refers to two consonants written together to produce a blended sound. Examples: br, nd, spl, etc. (Padilla, 1992: 19).

Construct validity. Validity evaluated by

investigating what qualities a test measures that is, by determining the degrees to which certain explanatory concepts or constructs account for performance in the test (Dictionary of Education, 1991:20). As used in this study it refers to the degrees to which the instructional materials can be accounted for by certain explanatory constructs.

Content validity. Validity demonstrated by showing how well the content of the test samples the class situations or subject matter about which conclusions are to be drawn (Dictionary of Education 1991:21). As used in this study it refers to the extent to which the instructional materials covered the goals and objectives of the materials.

Contextualized drills. This consists of incomplete sentences found at the left hand column of the question sheet and are paired correspondingly with an equal number of minimal pairs at the right-hand column supposed to contain the sounds to be taught. The pupil underlines the word in the minimal pair which he thinks could complete the sentence. He then reads aloud all the sentences he has completed while the teacher records the sounds he actually hears from the pupil. The item provides the pupil no way of incurring a wrong choice item from the minimal pair since either of the two items would fit into the sentence and



therefore could readily be accepted and considered correct. It is how the item is sounded by the pupil that is counted. There is direction/s to be followed (Prator, 1958: 160).

Contoids. This term refers to the sound of the consonants as /b/, /d/, /k/, /f/,, etc.

Decontextualized Drills. It consists of monosyllabic English words containing the sounds to be taught by making a pupil repeat a set of words frequently. Presented in its isolated form (not used in a sentence) each item has a corresponding number assigned to it. All items are listed in columns and are grouped into Set A and Set B, thus giving the pupils a chance to rest for five minutes during the interval between the two sets of exercises. Each pupil is called upon to read orally the items listed in the question while the teacher marks (supposed to contain the corresponding items) what he actually hears from the pupil. The pupil is made to follow the directions (Prator, 1958: 173).

Diphthongs. This term refers to a combination of the vowels blended in a single syllable such as /aI/, eI/, /OU/, etc (Manolo, 1974: 32).

Discrete Phonological Component. This term refers to a part of a sound where categories as a type, recurs in human speech as precisely the same in each occurrence despite of

the fact that tokens may vary (Prator, 1958: 98).

English. This refers to the curriculum subject in the New Elementary School Curriculum (Dacanay, 1963: 110).

Expert. This refers to one who has special skill or knowledge (Funk and Wagnalls Standard Desk Dictionary, Volume 1), As used in this study, it refers to the teachers and language experts who have masteral degrees in language teaching, reading and other allied subjects who validated the developed instructional materials in terms of content, construct and face validity.

Face Validity. This term which indicates a validity referring not to what a test actually measured but to what it appears on the basis of a subjective evaluation, to measure (Dictionary of Education 1991:24). As used in this study refers to a validity referring to what the instructional materials appear on the basis of its parts.

Instructional Materials. This term refers to the learning tools to be used by the teacher and the pupils. These materials contain the segmental phonemes (vowels, consonants, consonant clusters) and the non segmental phonemes (stress, intonation, juncture).

Intonation. This term refers to the melodic rise and fall of the voice when saying a word, phrase or sentence (Padilla, 1992: 60).

**Juncture.** This refers to the interruption or break in the continuous flow of speech (Semante and Arbis 1971:40). Semante and Arbis classified junctures into close juncture that separates words, or terminal juncture that comes at the end of an utterance or between part of an utterance.

**Language.** Linguists define language as a system of arbitrary vocal symbols through which members of a group communicate (Finnochiaro, 1994: 51).

**Linguistics.** Science dealing with the study of phonology, morphology, syntax, and the entire discourse (Gleason, 1955: 31).

**Manner of Articulation.** As used in this study, this term refers to the characteristic way in which the air stream comes out of the mouth. e.g. stops, affricates, lateral, fricatives, nasal, semi-vowel, and retroflex (Samonte and Arbis, 1971: 116).

**Non-Segmental/suprasegmental Phonemes.** This term refers to the features of pitch, stress and juncture of a language which combine to form patterns of intonation (Russel and Campbell, 1962: 102).

**Peer.** This term refers to one having the same status in rank, ability, etc. or another (New Webster Dictionary - English Language). As used in this study it refers to teachers of English VI who validated the developed

instructional materials in terms of content, construct and face validity.

**Phonemes.** This term refers to the smallest meaningful unit of sounds that signal and differs in meaning e.g (i/, /I/, /e/, etc. with regards to content relationship (Lado, 1962: 112).

**Phonemes.** This term refers to the smallest meaningful unit of sounds that signals meaning and differs in meaning. e.g (i/, /I/, /e/, etc. with regards to content relationship they have no meaning (Lado, 1962: 18).

**Phonological Skills.** This is the ability to do something well in pronouncing, enunciating, articulating, and producing the sound of the language (Lucero, 1987: 21).

**Phonological Structures.** This term refers to the way sounds are ordered/sequenced in words as spoken by second language learners in English (Lucero, 1987: 21).

**Phonology Test.** This term refers to an examination or trial given to the grade VI pupils regarding the basic sounds of the language (Lucero, 1987: 21). In this study this involves a test on vocoids, contoids, consonant clusters, stress, intonation, and juncture used to identify the phonological difficulties of grade VI pupils.

**Pitch.** This term refers to a quality of sound with

respect to the frequency of vibration of the vocal cords. The pitch may be very high (VH), high (H), Normal (N), or low (L) (Lado, 1962: 116).

**Production Proficiency Level.** This term means the level of producing an effective command of the English Language (Serrano, 1983: 3).

**Proficiency.** This term refers to the adequate command of the language (New Webster Dictionary, 1994: 178). In this study, this refers to the grade VI pupils ability/idealized knowledge of English which serves as potential for actual speech in English.

**Pronunciation.** This term designate the utterance of any unit of language. It refers to the selection of sounds and to the location of the syllabic accent. (Manolo, 1974, 26-27).

**Receptive Proficiency Level.** This term means the level of being able and willing to receive and retain the basic phonemes of the English Language (New Webster Dictionary - English Language, 1994: 833).

**Second Language.** In the Philippines, a language learned after the child has gained knowledge and use of his native language (Nievera, 1988: 4).

**Segmental Phonemes.** These are the vocoids, contoids, diphthongs, and consonant clusters like bl, gl, nd, etc. (Russel and Campbell, 1962: 86).

**Speech Acts.** This term refers to the minimal terms of the speech situation/event. When we speak, we perform such acts as giving reports, making statements, making questions, giving warnings, making premises, approving, regretting, apologizing (Richard and Schmidt 1979).

**Spoken English.** This term refers to oral speech in English of the pupils in the study. Spoken English is measured by the oral Reading Proficiency Test for Grade VI (Manolo, 1974: 15).

**Stress.** This term refers to the force given to a syllable giving it more emphasis than the other syllables in a word. It is also called accent. (/). e.g. SYL.La.ble or syllable (Padilla, 1992: 5).

**Structure.** This term refers to the arrangement of the items of a language (Ferguson, 1989: 19).

**System.** This term refers to the ordered arrangement of the elements of a language. The feature of a language which require that elements occur with or without certain other elements (Pophen and Baker, 1979: 11).

**Tryout/Pilot Test.** This is a phase in materials development cycle where the constructed materials undergo experimental or actual use by selected subjects to determine its workability, suitability and efficiency (Cohen, 1980: 56).

Validation. This term refers to the process of determining or improving the degree of the validity of a measuring instrument (Good, 1973: 634). In this study it involves Phonology Test in Grade VI and the Validation Rating Sheet and the phases in determining or of improving the validity of sound production.

Vocoids. This term refers to sounds of vowels, e.g. /i/, /I/, /O/, etc. (Manolo, 1974: 15).

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

In an earnest desire of this researcher to obtain relevant ideas related to this particular study she reviewed books, periodicals and other publications both local and foreign to give substance to this study. They are presented for the readers to gain an understanding in the area of constructing instructional materials on English Phonology - the focus of the present study.

#### Related Literature

The never-ending DECS thrusts, changes and innovations are intended to provide the way to a better educational system. Through these thrusts, new strategies are developed and implemented which are believed or hopefully to be better than the traditional ones. In spite of these new thrusts, however, the Department of Education, Culture and Sports has still multifarious educational problems as noted by different studies.

According to Pasigan in his article "The Modern Teacher Shock : Today's Education Crises," the numerous innovations which are rapidly introduced and implemented at almost the same time were very significant to the country's educational system. Equally significant is the fact that...



this educational innovations have created problems which tend to be hindrances in achieving the goals of education. Thus, if educational innovations signify an educational trend in the educational system, it also signifies the need to discover the problems encountered during implementation, Pasigan further states.

Our school is unduly burdening millions of young Filipinos whose minds are not fully developed on the study of the language. Little has been done if at all, or if done, it was done in haste and has ignored the very essential prerequisite to effective language instruction, namely trained teachers and graded materials.

In the article Process Changes in English Instruction (Sangui 1993 : 32-36). the implementation of the bilingual education policy did more harm than good as far as development of Spoken English is concerned. It was observed that while English and Filipino have their areas of use, teachers overused Filipino and delegated English to the background thus the development of the English language was not fully done. Pupils became more proficient in Filipino than in English.

English is second language to us. To most children who came to school for the first time, it is a strange language. What do you do to prepare these children to read

in English? What reading readiness skills do you need to develop to learn during the English period? These are the problems that confront teachers who wish to make pupils learn especially in beginning reading. One big reading readiness skill is oral language ability in English. The teacher has to develop among pupils' familiarity with the basic language structures and common English vocabulary which they are about to meet in their early reading materials.

Espiritu (1968: 60) points out that the different aspects of language are taught with varying degrees of emphasis in our schools. Listening, talking, reading and writing are parts of the curriculum of the modern school. From the elementary grades to the university, language constitutes an important element in the program of instruction. Under the second language teaching the trend is to teach the child how to pronounce correctly, how to express his thought intelligibly and how to develop a pattern of speech that can be understood by other speakers of English.

Mc Lowell and Stevens (1982:2) state that of the four language skills, listening has been sadly neglected. Thus, after six to ten years of taking formal English our pupils/students develop a certain degree of proficiency in

reading and writing but not in listening. Their listening comprehension usually lags behind. They lack the ability to comprehend the spoken language. Such inability leads to misunderstanding and miscommunication or no communication at all.

Dacanay (1969 : 199) contends that English has its own sound system, different from that of Tagalog or any other Filipino dialect. These phonetic differences usually cause difficulty to the Filipino learner. For instance the absence of / æ / in Filipino makes it difficult especially for older pupils/students to pronounce the sound in mat, cat, etc. She suggested that the teaching of sounds not found in Filipino should be emphasized by means of contrast drills.

In the linguistic point of view a pupil/student can not be said to have mastered a second unless he has command of its spoken symbols. As Charles Fries (1974:88) puts it :

The chief problem is not at first that of learning vocabulary items. It is first the mastery of the sound system. The mastery of the structure of the language - the features of arrangement these forms in the language - comes after the mastery of the sound system. The sound system of the language constitutes the fundamentals of the language. When a student of the language has a thorough control of the sound patterns of the language he can almost automatically produce utterances in accordance with the usual structure of the language.

The above statements of Charles Fries underscore the

importance of pronunciation in language study. It should therefore, be a teacher's prime objective at the early phase of second language learning to develop in her pupils/students the ability to hear differences in sounds and the ability to produce them correctly and automatically.

Dacanay further says that language is speech, not writing. It means that you start your language instruction with spoken English. It is only after the pupils have gained some degree of mastery of spoken English that you introduce reading and writing.

Manolo (1974:27) states on the mistakes in pronunciation among pupils/students that many students commit mistakes in pronunciation sometimes because they follow spellings too closely. There are cases may be that they come across words that look all too simple to be looked up in the dictionary, and so they rest content with guessed pronunciation, usually incorrect especially with regard to accent.

More often than not, many of the non-native speakers of the language follow the tendency of the vernacular which is to place the accent or words far away from the initial syllables.

Leon (1993:22) elaborates on the idea of pronunciation. He states :

A sound very rarely occurs in isolation. Vowels, however, can be isolated for analytical purposes, although they should never be taught extensively out of context. This is even more important in the case of consonants, which, as their name indicates, are sounds that accompany something else. For maximum fixation, it seems that vowels and consonants must be drilled not only on minimal pairs but also in short and useful sentences. Learning minimal pairs in useful ordinary sentences leads generally to good motivation.

In his discussion of the language, Kitzeber (1946:81-82) mentions among others, the notion of human language. He says that human language, is usually pronounced. In pronouncing language we use combinations of speech sounds. Therefore, we must know some rules for putting the sounds together, that is, rules for pronouncing the words of our language. Such rules are called phonological rules.

Ulit and Salazar (1977:6-7) cite that human language has four natures needed in order to communicate effectively.

1. Language is symbolic. It follows patterns or rules that allow an infinite number of communication. We develop an intuitive knowledge of the language system which allows us to generate and receive messages that are totally new to us.

2. Language is arbitrary. Individuals cannot utter any string of sounds in any order and expect others to understand them. Communication is dependent on an established system and decisions about the elements within

that system are necessarily arbitrary.

3. Language is vocal. is based on a set of speech sounds produced by the vocal organs of the body. Words are made by combining these sounds. Thus, speech is the primary language of a group. Writing is a symbolic representation of speech.

4. Language is systematic. Words stand for objects and things and they allow us to talk about them when they are not present. A word is not the thing; it is a symbol for the thing. The symbolic nature of our language allows us to think and talk about abstract ideas.

Manolo (1974:99) claims that the Instructional Phonetic Alphabet is a consistent medium of representation of sound and these symbols provide a convenient and helpful means of discussing and analyzing matter relating to pronunciation. Manolo further contends that Filipino are non-native speakers of the language and so they should be subjected to the best way of studying it where the approach shall: (1) Train the pupils during instruction to pronounce and to speak well the language by heart; (2) Train the pupils to use their ears to distinctly hear the correct sounds of the English language; (3) Use it as a medium of instruction for Science, Mathematics and English subjects;

Paterno (1994: 199) in his Language Reading connection, presents that language is a prerequisite to reading,

because Reading is a language process. We expect our pupils to be literate in English, sometimes without making sure that they speak and understand the language. The problem is, are the teachers teaching the pupils the language or are they merely teaching them about the language? Are the children learning how to speak, or are the teachers filling them with rules of grammar? The teaching of grammar should not take the place of language teaching. Communication should be the emphasis of instruction-practice in speaking the language, hearing it spoken with understanding.

Kitzheber (1946:51) points out the important thing in understanding English and his thought is :

A person who doesn't understand English anything may sounds like gobbledegook. But when he hears someone speaking English, he is able to distinguish individual words and to understand what they mean, and he can understand the meaning of whole sentences as well.

Harris (1968:454-455) elaborates that English subject itself is not primarily a body of facts to be learned, but a complex of skills achieved. It is best conceived not as a body of instruction which is supposed to be subdivided into such branches of literature, grammar and composition, but as the study and practice of essentially Communication Arts (English) skills cutting across all disciplines. This in affect influences learning on other subjects and this

justifies more, the need to upgrade the English communication skills of learners, etc.

Johnson(1973) adapted A System of Materials Design in the preparation of this package. It consisted of the following phases:

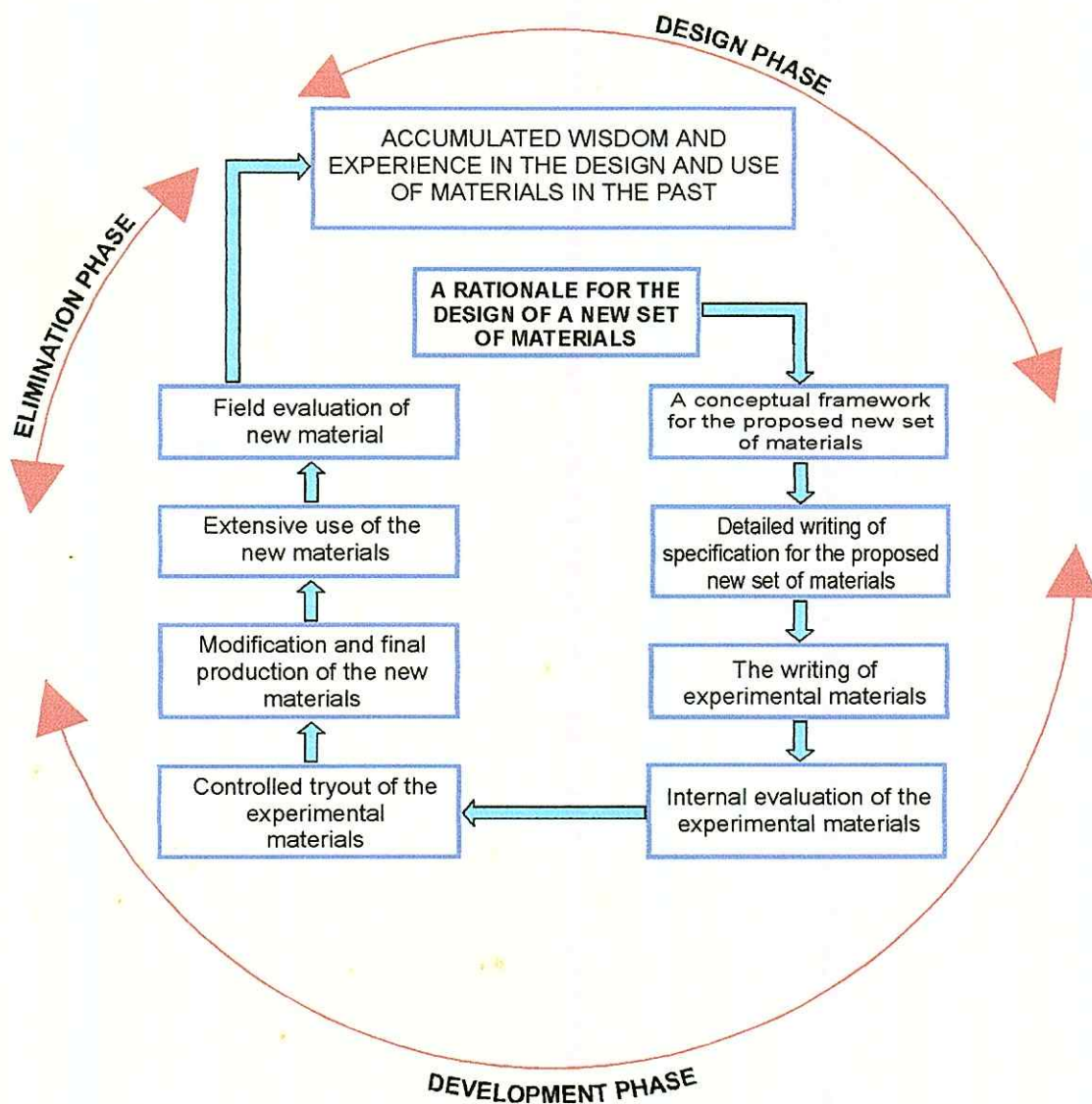


Figure 3. A system of materials development design.



As shown in the design of Johnson he presented three phases in the preparation of new materials namely: 1) Design phase; 2) Development phase; and 3) Elimination phase.

In the design phase he included the following: 1) Accumulated wisdom and experience in the design and use of materials in the past; 2) A rationale for the design of a new set of materials; and 3) A conceptual framework for the proposed new set of materials. The materials included in the development phase are: 1) Detailed writing specification for the proposed new set of materials; 2) The writing of experimental materials; 3) Internal evaluation of the experimental materials; 4) Controlled try-out of the experimental materials; and 5) Modification and final production of the new materials. For the elimination phase he included the following: 1) Field evaluation of new materials; 2) Extensive use of the new materials; and 3) Field evaluation of new materials.

Johnson in his design "A System of Materials Design" the sketch is to be carried out up to the last phase derived from the learnings, knowledge or skill collected from actual participation in the past. This sketch has a logical justifying grounds for something. It carries some instructional objectives or purposes of the design for a new set of materials. He uses a conceptual framework or

structure for supporting the proposed materials. The detailed writing of specification for the said materials follows next. It gives a clear or vivid description of the materials. The skills to be tested, the number of items, item number and the percentage are found in the table of specification. To make sure that the new materials is more effective for use it has to undergo experimentation. To validate the new set of materials in terms of content, construct and face validity, experts are employed. The experimental materials has to be tried out to see if it really works for the purpose. Modification of the new materials is attended to immediately before the final production of the materials. The production of the said materials is distributed to the field. There is a wide expanse of distribution of the new materials. The materials send to the field is subject for evaluation. Comments, suggestions about the materials are studied carefully and necessary corrections are made.

### Related Studies

In order to have a thorough analysis of the research problem, the researcher finds it necessary to read unpublished materials on studies conducted which have bearing on the present study.

- Mabulac (1985) developed an innovative phonology test

designed to measure the pronunciation ability of the thirty-seven (37) third year high school students enrolled at Samar State Polytechnic College, Catbalogan, Samar during the school year 1984-1985.

He reported the following salient findings: 1) The manner of presenting phonology items in the contextualized and decontextualized type of tests seemed likely not to effect any difference in the test performance of the respondents; 2) It implied that both tests tended to measure related if not identical language abilities or skills. The finding was confirmed by the obtained t-value of 4.22; 3) The test results were compared with an outside criterion in the form of the respondents' general averages in communication arts III (English) so as to include grades during the first, second, and third grading periods.

With the aforementioned findings, Mabulac concluded in his research that: the contextualized and decontextualized types of testing pronunciation seemed not to make any marked difference in terms of student's performance. Only, that the former tended to measure integrative skills while the latter tended to measure discrete or isolated skills.

The above cited study is similar to the present study since both studies are developmental in nature and the fact that both are along linguistics. However, while Mabulac's

study focused on the innovative phonology test in English, the present investigation dealt on the development of instructional materials on English phonology for grade VI.

Dacuro (1995) investigated the effect of pre-developed lesson plans on the achievement in English of grade VI pupils during the school year 1993-1994 in selected classes in the Division of Samar. He was able to generate several conclusions as follows: 1) Both in the experimental and control class made significant improvement from pretest to posttest regardless of interventions by the teachers. The predeveloped lesson plans may have caused the significant gains achieved by the experimental group. Likewise, the usual mode of teaching planning and teaching may have caused the difference in the achievement of the control group; 2) The experimental classes in both control and barangay schools performed just as well as the control classes which means that the predeveloped lesson plans are as effective as the ones prepared daily by the teachers; 3) The experimental classes in island and urban central schools and in urban barangay schools performed significantly better than the control classes in the aforesaid schools; 4) The experimental classes in urban central and in island and urban barangays performed just as well as the control classes inspite of the predeveloped lesson plans. It was

found out, however, that the grade VI pupils in island barangay schools were not grade VI, in ability as revealed in the supervisory report of the observer and feedback report of the experimental teachers on the aforecited schools. The results in the urban central school and urban barangay school may have been caused by sampling fluctuations and apparent misimplementation of said lesson plans by the teachers concerned as reported by monitoring observers; 5) High educational qualifications and favorable attitude of teachers greatly influenced achievement of Grade VI pupils in English; and 6) Teaching strategies did not effect the achievement of Grade VI pupils in English. It may be said that any strategy under the expert manipulation of a skillful teacher is effective.

With these findings Dacuro presented several recommendations, some of which are: 1) The use of predeveloped lesson plans in English for convenience of the English teachers; 2) Proper diagnosis must be conducted by Grade VI teachers before attempting to use the predeveloped lesson plans; 3) English teachers should update themselves and improve their teaching competencies by attending summer or weekend MA classes and in-service training along English teaching; and 4) Lesson plans in English for other grades or poor levels may be produced and tried out.

The present study is allied to Dacuro's study because:

- 1) Both studies focus on the teaching of English;
- 2) Both studies involved grade VI elementary school pupils.

However, this differs from the aforecited study because it developed instructional materials on English phonology.

Isanan (1989) investigated the achievement in English and in Filipino of the Grade 1-III public elementary school pupils enrolled during the school year 1985-1989 in Project URS (Upgrading Reading Skills) pilot schools in the nine (9) divisions of Eastern Visayas. More specifically it sought answers to questions on the difference in the mean percentage in English and in Filipino of the pupils enrolled in : a) the experimental and control classes; b) Grade 11 and 111; c) the central and barangay schools; d) Leyte and Samar Islands and e) the nine division of Eastern Visayas.

It also sought answers to questions on the relationships between the achievement of pupils and the personnel and professional characteristics of the teachers. It was found out that the mean percentage scores in English and in Filipino of grade 1-III Project URS in the experimental classes were higher than those pupils in the control classes.

The study mentioned above is related to the present study since both dealt on descriptive method of research.

It focuses on English in grade VI while Isanan focused on English and Filipino in Grade 1-III pupils. However, while the previously cited study aimed to investigate the achievement in English and Filipino of the grade 1-III public elementary schools pupils in the division of Eastern Visayas, the present study sought to develop an instructional materials based on English phonology for grade VI pupils in the district of Daram 1.

Renomeron (1986) in her study on the effect of Phono-Visual Oral-sound Blending Meaning Approach on the Reading Achievement in Filipino of grade One Waray Learners concluded the following : 1) The Phono - Visual - Oral - Sound Blending Meaning (PVOSBM) Approach leads to better achievement in reading than the conventional way of teaching reading in Filipino; 2) Age does not influence the pupils performance in both the oral and written tests in Filipino; and 3) Sex did not influence pupil performance in the Oral reading Test but it seemed to influence results on the written tests with female children performing better than male children.

This study came with the following recommendations : 1) Use the PVOSBM Approach in teaching reading in both Filipino and English at the very first days and weeks of the Grade One child's school life rather than spend months developing

reading readiness and postponing reading proper until the second semester of the school year; 2) Use the PVOSBM rather than the Alphabet Method and other conventional methods of teaching reading; 3) Use the PVOSBM Approach in developing independent word attack skills among non-readers and slow-readers in Grade II, III, IV, V, and VI; 4) In applying the PVOSBM Approach, utilize such techniques as peer tutoring, group tutoring, individualized instruction, remediation teaching and parental assistance; 5) Zero out non-readers in a particular class and school through the PVOSBM Approach in teaching reading in both Filipino and English; 6) Conduct in-service training geared toward language teaching mastery of the phonological, morphological, and syntactical structures of both Filipino and English so, they may be in a better position to the PVOSBM Approach in teaching reading; 7) Construct curriculum instructional materials supportive to the PVOSBM Approach in teaching reading like taped Filipino Alphabet System, skill books and tutorial kits; 8) The DECS, Region 8 should utilize the findings of the present study to complement the findings of regional researchers on the effect of Project URS on pupil learning; 9) The DECS, Region 8 should recognize the contributions made by the research to such regional projects as Project Upgrading



Reading Skills; 10) The DECS, Regional Office should encourage future researchers on the effect of the PVOSBM Approach as strategy in the teaching of reading; 11) The DECS Central Office, should recognize the PVOSBM Approach as a DECS region VIII contribution to language instruction in this country; 12) Teachers training institution should integrate thru PVOSBM Approach in courses on language teaching and learning; and 13) Future researchers should conduct other researchers on the PVOSBM Approach together with curriculum instructional materials supportive of the research.

The study is allied to the present investigation on the ground that both studies dealt on the phonological structure of the language; However, it differs from the aforecited study because the present study involved Grade VI pupils while Renomeron study involved Grade 1 pupils.

Dacuro (1982) developed self-instructional materials in reading for grade Four pupils. Dacuro's forty-five reading selections were validated using the Fry Readability Formula and Graph. The set of materials was administered to three pairs of Grade Four pupils, each pair representing children of below average, average and above average abilities. Dacuro's study revealed that the materials met the varying range of reading abilities; they were suited to the ability,

needs and interest of the grade four pupils.

The above cited study is similar to the present study for they dealt on the constructions of instructional materials. The self-instructional materials developed by Dacuro was based on the result of an Informal Reading Inventory Test. The present study was based on English Phonology for grade six. Both are related with each other in the sense that language is a prerequisite to reading. Reading is a language process.

Quitorio (1996) proved the effectiveness of the Textbook-based Phoneme-Focused Instructional Materials on the way how the seventy grade VI pupils taking English during the first semester of the school year 1995-1996 of Honolaso Elementary School read, enunciate, produce the International Phonetic Alphabet (IPA) on the levels of the subjects, the grade VI pupils.

His study revealed that: 1) the 30 lessons in textbook-based Phonemes-Focused Instructional materials were effective for use in the development of pronunciation, enunciation, articulation and production skills which led to the improvement of the ability of the experimental subjects in the Spoken English. On the basis of the findings and conclusions made, the following recommendations were made: 1) The textbooks Based Phoneme - Focused

Instructional materials may be used for the production of sounds of the IPA for grade VI and for corrective pronunciation and enunciation, articulation in reading words, phrases, sentences, paragraphs and long episodes and 2) Another study using the Textbook-Based Phonemes- Focused Instructional materials be tried out to different group of pupils to verify and confirm the results obtained and to make comparison with the present study.

Quitorio's study is similar to the present study in as much as his study is also categorized under languages, and both studies dealt on the same subjects, the grade VI pupils. However, his study was experimental in nature while the present study was developmental.

Broto (1987) investigated sociolinguistic study using the ethnographic survey as a primary data gathering technique. In this investigation, the municipalities of Jaro, Carigara, Abuyog, Ormoc and Tacloban, all of Leyte Island and the municipalities of Palapag, Catarman, Lavezares, Calbayog and Catbalogan all of Samar Island were the predetermined target speech communities. The study focused on how the different speakers of the different speakers of the different word variants produced the different syntactical structures of Waray.

Findings of the study revealed that the working

description of the level of syntactical variations were determined using the form - meaning - distribution criteria and scoring the interpretation scheme was strictly followed. In the data gathered only means two means involved, the t-test and for more than two means the analysis of variance. The 0.5 significance level was met.

The above cited study is similar to the present study because: 1) Both studies dealt on language teaching; 2) Both studies involved Samar Island. However, the studies differ in different aspects: 1) The present study developed an instructional materials based on English phonology for grade VI while Broto's study investigated sociolinguistic using the ethnographic survey; 2) The former study focused on how the different speakers of the different word variants produced the different syntactical structures of Waray while the present study focused on the production proficiency level of the second language learner in English.

Neypes (1994) investigated a sociolinguistic descriptive research designed to investigate the lexical/morphological variations in the speech of varied speakers of the Samar - Leyte dialect residing in the varied speech communities of Leyte and Samar.

She was able to generate some of the conclusions as

follows: 1) No language barriers existed among speakers of waray in the six research locale in this study regardless of sex, age, socio-economic status and educational level; 2) There was no conflict on interest between respondents in their respective towns; and 3) Dialectal variations, divided loyalty, conflicting attitude towards language variations and unintelligibility of the varied dialects of the waray language existed between towns in region 8.

The present study is allied to Neypes study because: 1) Both studies dealt on language teaching; 2) Both involved Samar Island; and 4) Both undergone validation of the materials. However, it differs from the aforementioned study because: Neypes study investigated a socio linguistic-descriptive research design while the present study employed the descriptive-developmental method of research; 2) The former study involved town respondents while the present study involved pupil respondents;

A very similar to that of Renomeron was conducted by Agner (1991) which was "The Phono, Visual, Oral, Blending, Meaning Approach in teaching Reading in English and Filipino: A Development Research" which intended to evolve, validate, disseminate and adopt an innovative strategy and materials for teaching the basic reading skill in both English and Filipino to disadvantaged elementary school

children in Eastern Visayas, Philippines. She reported the following salient findings: 1) Majority of the teachers and the supervisors who were involved as respondents of the study believed that the prevailing strategies for teaching reading in English and Filipino in Region 8 were based on psychological principles and laws of learning. The language of the reading task, however was seldom considered if at all; (2) Majority of the respondents believed that an innovative, holistic, comprehensive and integrated philosocio-psycholinguistic approach in teaching reading can be and would prove to be more effective than the traditional strategies in teaching reading; 3) Majority of the respondents favored and was receptive to the Phono, Visual, Oral, Sound Blending, Meaning (PVOSBM) Approach in teaching reading; 4) Majority of the respondents believed that for the PVOSBM Approach to be truly effective, it should be backed up by materials like lesson plans, skill books, tutorial kits, audio-taped materials and video materials and (5) children exposed to PVOSBM approach scored high in reading in both English and Filipino, and the PVOSBM Approach with its support instructional materials, is effective in helping disadvantaged children to read with speed and level of comprehension appropriate to their grade level.

Agner's research is related to the present study since both studies are developmental in nature and that both dealt on English phonology. However, while Agner's study focused on a proposed approach in teaching reading, the present investigation dealt on the development of instructional materials on difficult phonological skills in English for grade VI pupils.

Escobar (1994) studied on the effects of the RFU exercises on the development of comprehensive skills in English to the sixty (60) first year students belonging to section 13, 14 and 15 of Samar National School for school year 1993-1994 selected through random sampling of the identified pairs after Gates Test. Some of the findings revealed that: 1) in terms of age, the average age of the control group was lower than that of the experimental group; 2) Their entry reading comprehension capacity levels based on the Gates Standard Test ranged from three months in Grade V to two months in the first year high school; 3) Their post reading capacity grade level based on Gates Standardized Test had shown an average increase for the control group.

The present study is related to Escobar's study in the following aspects : 1) Both studies dealt on English language; and both used teacher-made test; However the

present study used phonology test while the former study used RFU Exercises on the Development of Comprehensive Skills in English, and 2) The former study involved first year high school students while the present study involved grade VI pupils.

Perez (1992) ventured into identifying the Factors affecting Size of English vocabulary of Six Year Old Pre-Schoolers to Beginning Reading in English. Significant findings include: sex, socio-economic status, geographical location and parents' educational qualification were the significant factors affecting the quantity of English words known by pre schoolers. Children learned English words even before they entered school.

The study of Perez bears similarity with the present research in as much as the concern was along language teaching, and both are descriptive in nature. However, Perez's study involved six year old children while the present study involved grade six pupils: Perez study was based on a compiled list of English words used in Filipino households made by students who specialized in Reading while the present study was based on instructional materials on English Phonology for Grade VI pupils.

Macaso (1990) determined the Effect of Project URS Technology (PVDSBM) and Support (CIM) on Grade One Pupils'



Achievement in Reading in English. Findings of the study revealed that: 1) The Project URS Technology (PVDSBM Approach) improved the reading skills of the pupils; 2) It increased the reading skills of both male and female pupils; 3) There was no interaction effect between and among variables such as age, teachers' method of teaching reading, parents' educational qualification, and pupils' reading achievement level of grade I pupils from both the Project URS Technology Schools and the central schools, and Project URS Technology was an effective tool in educational management.

The present study resembles that of Macaso's study because it also dealt on English language. However, the difference lies on the following: 1) Macaso focused on summative evaluation while the present study focused on the development of instructional materials; 2) Macaso made use of Grade I pupils while the present study made use of grade VI pupils.

## Chapter 3

### METHODOLOGY

This chapter includes the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, statistical treatment of data and the construction of the instructional materials needed to complete the study.

#### Research Design

The study employed the descriptive-developmental method of research using Phonology Test in English covering the segmental and non-segmental phonemes and the perceptions in terms of content, construct and face validity of the instructional materials by English teachers and language experts, as the main instruments to determine the phonological difficulties of the grade VI pupils in the District of Daram I. Tests of comparison were done using the aforecited measures to pinpoint the specific phonological problems commonly encountered by grade VI pupils. These identified measures formed the basis for constructing the instructional materials. These constructed materials were subjected to a content validation using a set of criteria formulated for the purpose to form judgment in content, face and construct validity by the language

experts. The results of this process were the bases of revising and improving the sets of materials.

### Instrumentation

The study used four research instruments, namely: 1) Phonology Test for Grade VI; (2) Improved Instructional Materials; 3) Questionnaire/Validation Rating Sheet; and (4) Documentary Analysis.

Phonology Test for Grade VI. This is a "Teacher-Made Test" which is a knowledge and skills test on the basic sounds in the form of an oral reading. It consisted of 60 phonological test items covering 10 vocoids, 8 contoids, 8 consonant clusters, 1 diphthong (segmental phonemes), 11 intonations, 18 junctures and 4 stress for finding the phonological difficulties of the grade VI pupils in Daram I District. Finding on the results of phonology test revealed that 12 items out of the 60 items test given to the grade VI pupils were considered difficult.

Instructional Materials. This set of instructional materials is composed of twenty (20) lessons based from the results of the 60 item phonology test administered to a class of 38 grade VI pupils of Bagacay Elementary School and the perceived phonological difficulties given by English teachers and Language experts in the District of Daram I.

Every lesson in the materials includes descriptions, illustrations, teaching tips, words, phrases, paragraphs, dialogues, poems and verses. The lessons in this instructions materials were composed of some segmental phonemes and non-segmental phonemes identified as weaknesses of the Grade VI pupils.

Questionnaire/Validation Rating Sheet. The researcher made validation rating sheet was used by the English teachers and language experts to determine the content, face and construct validity of the developed instructional materials. This instrument consists of indicators the teachers and language experts used for their judgment. Each category (content, face, construct) have at least five (5) indicators or criteria. The validation sheet uses the following rating scale:

<u>Scale</u>	<u>Description</u>	<u>Interpretation</u>
5	Strongly Agree (SA)	Very High Validity (VHV)
4	Agree (A)	High Validity (HV)
3	Uncertain (U)	Average Validity (AV)
2	Disagree (D)	Low Validity (LV)
1	Strongly Disagree (SD)	Very Low Validity (VLV)

Documentary Analysis This research instrument was utilized by the researcher to identify the composition of

the respondents. Records available in the school, district and in the division were used to serve as sources in gathering pertinent data of the instructional materials. The researcher used the Form I of the grade VI adviser, and at the same time the English teacher to get/determine the number of pupils involved in the study. The Form 3 was utilized by the researcher to determine the number of English teachers in Grade VI and the number of language experts in the district of Daram I to answer the checklist prepared.

Observation The researcher undertook observation of the environment to validate the developed instructional materials through a validation rating sheet.

### Validation of the Instruments

There were three data gathering tools evaluated, namely: The phonology test in grade VI the developed Instructional Materials and the Validation Rating Sheet.

The teacher-made Phonology test in English is in conformity with the Revised Elementary Learning Competencies (ELC) for grade VI. A 60 item phonology test was started by an item analysis conducted/administered by the researcher to a class of all grade VI pupils in Daram I Central School composed of 3 classes. The test result was subjected to an

item analysis. Each item was analyzed for its index of discrimination. The following procedure was followed: 1) Arrange the answer sheet in order of scores, from the highest to the lowest; 2) Separate two subgroups of test paper, an upper group consisting of approximately 27 percent of the total group who received highest scores on the test and a lower group consisting of an equal number of papers from those who received lowest scores; 3) Count the number of items each possible response to each item was chosen on the papers of the upper group. Do the same separately for the papers of the lower group; 4) The number of correct responses in the lower group is subtracted from the number of responses of the upper group and is expressed as a ratio to the number of cases in each group. The quotient obtained is a discrimination index.

$$D = \frac{U - L}{N/2}$$

5. The number of responses on both groups are added and expressed as ratio to the number of cases on both groups. The quotient obtained is the index of difficulty.

$$D1 = \frac{U + L}{N}$$

<u>Index of Easiness</u>		<u>Kind of Item</u>		<u>Item Category</u>
above 70%	-	Poor Item	-	High Facility (HF)
30% - 70%	-	Very Good	-	Mod. Facility (MF)
below 30%	-	Poor Item	-	Low Facility (LF)

<u>Index of Discrimination</u>		<u>Kind of Item</u>		<u>Item Category</u>
above 40%	-	Very Good	-	High Discrimination (HD)
30% - 39%	-	Reasonably good but subject to improvement	-	Moderate discrimination (MD)
below 29%	-	Poor Item to be revised or rejected	-	Low discrimination (LD)

Table of Item Category and Corresponding Decision

<u>Item Category</u>		<u>Kind of Item</u>		<u>Decision</u>
MF - MD	-	Most desirable item		Select
HF - MD	-	Next most desirable item		Select
LF - LD	-	Bad Item		Reject
HF - LD	-			
MF - LD	-	Bad fair,		Revise
LF - MD	-			
HF - MD	-	Good - Only few		Place at the last
LF - MD	-			

Out of the 60 items given to the pupils only 12 items were considered difficult. These items 1, 5, 9, 11, 13, 16, 18, 27, 29, 33, 38 and 48. These items were the bases for

constructing instructional materials on English phonology for grade VI pupils. To validate the results of the phonology test, the researcher utilized all English 6 teachers and language experts to share their perceptions of the phonological difficulties of the grade VI pupils in the district of Daram I. Their responses were indicated as 5 - every difficult, 4 - difficult, 3 - moderately difficult and 1 - not difficult. It was noted that the perceptions of the 2 groups of respondents were consistent with the results of the administered to the grade VI pupils involved in the study.

Developed Instructional Materials. The Developed Instructional Materials were presented to language teachers and experts. Two English teachers from Catbalogan I with in the division and five language experts who have masteral or doctoral degrees in language teaching participated in the validation, where they were made to answer a validation rating sheet using the 5 rating scales as 1,2,3,4,5 which means strongly disagree, disagree, uncertain, agree and strongly agree. The validation of the materials was undertaken along content, construct and face validity (Table 4-10, pp. 72-80). The results of the findings revealed that the ratings given by the 2 groups of validators were based on their objective assessments of the materials. It was



concluded that the developed instructional materials were valid.

Questionnaire/Validation Rating Sheet. This was subjected to expert validation. After it was thoroughly checked by the thesis adviser and the panel members, it was reproduced for distribution to the identified respondents of the study.

#### Sampling Procedure

For purposes of finding the phonological difficulties, a class of 38 grade VI pupils of Bagacay Elementary School was utilized in the study. Since there was only one grade VI class in that school, a total enumeration was used.

To validate the developed instructional materials in terms of content, construct and face validity, a purposive sampling was used. Two teachers of English six, from Catbalogan I within the division and five language experts who have masteral degrees in language teaching, reading and other allied subjects were employed.

#### Data Gathering Procedure

The researcher sought permission from the Office of the Schools Division Superintendent and the District Supervisor of Daram I to administer the test to the 38 Grade VI pupils of Bagacay Elementary School, Daram I District.

After permission was granted, she personally administered the 60 phonology test to observe the validity of the results of the test. It was administered individually to the pupil-respondents in the Grade VI room at 8:00 o'clock in the morning. The pupils were oriented on what to do during the test. There were prepared test sheets distributed corresponding to the number of pupils tested. A question sheet was for the examinee/pupil and the score sheet was for the examinee/researcher. Every question sheet had a respective name. A score sheet was provided for every examinee to ease up the scoring procedure. The researcher/examiner allowed 5 minutes for the pupils or examinee to read the test items mentally. No time limit was imposed during the test to give each respondent a chance to read freely. Before a pupil or examinee had his actual test, he was made to stand out about one foot apart from the examiner/researcher so that the result of the test would be reliable. Silence in the class was properly observed. In the test, the pupils were called individually to read aloud the words, phrases and sentences and paragraph depending on the direction given while the examiner/researcher recorded on the score sheet the sounds she actually heard from the examinee or pupil. She marked (/) for the word correctly sounded and (X) for the one incorrectly sounded. Every item

was counted as 1 point to every correct response. It took one and one half days to finish the test due to some intervening factors and due to the absence of a tape recorder.

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To validate the results of the phonology test the researcher distributed a survey questionnaire on phonological structure in English for 8 teachers in English six and 5 language experts in the District of Daram I. She requested them to answer the checklist prepared using the 5 rating scales as 5 for very difficult, 4 for difficult 3 for moderately difficult, 2 for slightly difficult and 1 for not difficult. The finding were recorded (see Table 2 pages 63-67). Based on the findings the researcher developed the instructional materials which were validated by 2 English teachers and 5 language experts along content, face and construct aspects of said material.

### Statistical Treatment of Data

After gathering all the data, these were tallied, organized and presented in order to facilitate analysis and interpretations.

In order to make all the data easy to analyze and interpret these were subjected to such statistical tool/technique as Kr-20, weighted mean and t-test for independent samples. To determine the responses and assessment of the

two groups of respondents on the validity of the instructional materials developed by the researcher. Weighted mean and Kr-20 were applied as instructional tools (Walpole, 1982: 29).

To determine the testing of hypothesis of no significant difference between the perceptions of the two groups of respondents, relative to the validity of the instructional materials, t-test for independent samples was used (Walpole, 1982:209).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 1}}}$$

where:

$\bar{X}_1$  &  $\bar{X}_2$  refer to the means

$S_1^2$  &  $S_2^2$  refer to the variance

$N_1$  &  $N_2$  refer to the number of cases

To determine the reliability of the test, Kuder's - Richardson Formula was used by the researcher on the data gathered and organized (Calmorin, 1994: 69).

$$r_{xx} = \frac{[N] [SD^2 - \sum p_i q_i]}{[N-1]}$$

where:

$\sum p_i$  = refers to the sum of the proportion of the examinees who passed the item.

$\sum q_i$  = refers to the sum of the proportion who failed the item, that is  $q_i = 1 - p_i$

$\sum p_i q_i$  = refers to the sum of the products of  $p_i$  and  $q_i$ .

$n$  = refers to the total number of items

$S^2$  = refers to the variance of the scores, that is

$$S^2 = \frac{N \times i^2 (\sum x_i)^2}{N (N - 1)}$$

with  $N$  = total number of cases

$\sum x_i^2$  = total squares of the scores

$(\sum x_i)^2$  = the squares of the total scores

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data collected, the corresponding analysis that were undertaken as well as the corresponding interpretation. Inclusive of this chapter are the identified difficulties of the Grade VI pupils in the district of Daram I revealed by the phonology test and as perceived by the respondents, the validation results of the developed instructional materials and the results of hypotheses testing done.

#### Difficulties of the Pupil-Respondents Based on the Phonology Test

A 60-item phonology test was administered to 38 grade VI pupils from the district of Daram I to enable the researcher to diagnose their weaknesses. The results of the said test are shown in Table 1. As gleaned from this table, the facility values of the items ranged from 0.16 to 1.00 which correspond to very difficult to very easy, respectively. Two items obtained the facility value of 0.16, that is, items no. 11 and no. 48. Hence, it can be deduced that the weaknesses of the students lay along voiceless phonology structures of "/sh/ or /s/" as well as "a + bout - about". This is evidenced, that among the items included, these topics obtained the rank of 1.5 in terms of

Table 1

Difficulties of the Student Respondents  
as Revealed by the Phonology Test

Item No. :	P :	FV :	Interpretation :	Rank
1	10	0.26	Moderately Difficult	3.00
2	24	0.63	Average	-
3	23	0.61	Average	-
4	27	0.71	Average	-
5	15	0.39	Moderately Difficult	6.50
6	32	0.84	Easy	-
7	30	0.79	Easy	-
8	30	0.79	Easy	-
9	13	0.34	Moderately Difficult	4.00
10	33	0.87	Easy	-
11	6	0.16	Very Difficult	1.50
12	21	0.55	Average	-
13	18	0.47	Moderately Difficult	11.50
14	28	0.74	Average	-
15	23	0.61	Average	-
16	15	0.39	Moderately Difficult	6.50
17	23	0.61	Average	-
18	18	0.47	Moderately Difficult	11.50
19	19	0.50	Average	-
20	28	0.74	Average	-
21	26	0.68	Average	-
22	33	0.87	Easy	-
23	21	0.55	Average	-
24	20	0.53	Average	-
25	21	0.55	Average	-
26	23	0.61	Average	-
27	17	0.45	Moderately Difficult	9.00
28	21	0.55	Average	-
29	17	0.45	Moderately Difficult	9.00
30	30	0.79	Easy	-
31	19	0.50	Average	-
32	19	0.50	Average	-
33	17	0.45	Moderately Difficult	9.00
34	30	0.79	Easy	-
35	25	0.66	Average	-
36	21	0.55	Average	-
37	19	0.50	Average	-
38	14	0.37	Moderately Difficult	5.00
39	35	0.92	Easy	-

table 1 cont'd.

40	38	1.00	Easy	-
41	32	0.84	Easy	-
42	32	0.84	Easy	-
43	31	0.82	Easy	-
44	32	0.84	Easy	-
45	32	0.84	Easy	-
46	32	0.84	Easy	-
47	37	0.97	Easy	-
48	6	0.16	Very Difficult	1.5
49	38	1.00	Easy	-
50	30	0.79	Easy	-
51	37	0.97	Easy	-
52	33	0.87	Easy	-
53	30	0.79	Easy	-
54	33	0.87	Easy	-
55	33	0.87	Easy	-
56	36	0.95	Easy	-
57	29	0.76	Easy	-
58	34	0.89	Easy	-
59	30	0.79	Easy	-
60	33	0.87	Easy	-
<hr/>				
Total	-	40.32	-	
<hr/>				
Mean	-	0.67		
<hr/>				

## Legend:

P = refers to the number/proportion of students who got correct answers

FV = refers to the facility value of the test

their difficulty levels.

Moreover, the other items which were deemed moderately difficult were: rank 3 - item No. 1 for "debt ( ) - date (e)"; rank 4 - item no. 9 for "/th/ or / / - voice"; rank 5 - item no. 38 for "The house is vacant, isn't it?"; rank 6.5 - items no. 5 and 16 for "jam (ae) vs. gem ( )" and "sks - scrape" respectively; rank 9 - items no. 27, 29 and



30 for "booth - (tooth, book, crook, caught)," "chat - (bear, but, myth, mat)," and "The students yielded only after the protest"; rank 11.5 - items no. 13 and 18 for "/K/ - voiceless" and "hw - where," respectively.

The aforementioned results necessitated the need for the development of instructional materials in the mentioned structures, implying that it was imperative to develop instructional materials in twelve major phonological structures.

Finally, the data in Table 1 revealed that out of the 60 items, 20 items were found to be "average" in terms of difficulty and the 28 remaining items were "easy" based on the results of the phonology test.

#### Difficulties of the Pupil-Respondents as Perceived by the Teacher and Experts

To validate the results of the phonology test, the researcher consulted the observations of language teachers and experts by requesting them to answer the checklist prepared. Their responses were quantified as 5 - very difficult, 4 - difficult, 3 - moderately difficult, 2 - slightly difficult and 1 - not difficult at all. The phonological structures were listed and the findings are recorded in Table 2.

Vocoids. As perceived by the teachers, one structure

Table 2

Perceptions of the Teachers and Experts on the  
Difficulties of the Pupil-Respondents

Structures	Teachers		Experts		Combined Mean	Interpretation
	Mean	Interpretation	Mean	Interpretation		
<b>A. Segmental Phonemes</b>						
<b>1. Vowels</b>						
/ i /	3.38	Moderately	3.60	Difficult	3.49	Moderately
/ I /	2.25	Slightly	1.60	Slightly	1.925	Slightly
/ e /	2.38	Slightly	1.60	Slightly	1.99	Slightly
/ /	1.88	Slightly	2.00	Slightly	1.94	Slightly
/ ae /	3.38	Moderately	4.00	Difficult	3.69	Difficult
/ a /	1.63	Slightly	1.00	Not Difficult	1.315	Not Difficult
/ /	2.38	Slightly	2.40	Slightly	2.39	Slightly
/ /	3.25	Moderately	1.40	Not Difficult	2.325	Slightly
/ \ /	4.00	Difficult	2.00	Slightly	3.00	Moderately
/ u /	2.50	Slightly	1.80	Slightly	2.15	Slightly
/ U /	2.38	Slightly	1.20	Not Difficult	1.79	Slightly
/ o /	1.75	Slightly	1.00	Not Difficult	1.375	Not Difficult
/ /	3.13	Moderately	3.60	Difficult	3.65	Moderately
/ b /	2.38	Slightly	2.00	Slightly	2.19	Slightly
/ /	2.88	Moderately	1.00	Not Difficult	1.94	Slightly
<b>2. Consonants (Voiced)</b>						
/ b /	1.50	Slightly	1.00	Not Difficult	1.25	Not Difficult
/ d /	1.38	Not Difficult	1.00	Not Difficult	1.19	Not Difficult
/ g /	1.63	Slightly	1.00	Not Difficult	1.315	Not Difficult
/ h /	1.50	Not Difficult	1.00	Not Difficult	1.25	Not Difficult
/ l /	1.13	Not Difficult	1.00	Not Difficult	1.065	Not Difficult
/ m /	1.50	Not Difficult	1.00	Not Difficult	1.25	Not Difficult
/ n /	1.50	Not Difficult	1.00	Not Difficult	1.25	Not Difficult
/ /	2.00	Slightly	1.00	Not Difficult	1.50	Not Difficult
/ r /	1.25	Not Difficult	1.00	Not Difficult	1.125	Not Difficult
/ /	2.50	Slightly	3.20	Moderately	2.85	Moderately
/ v /	2.88	Moderately	1.80	Slightly	2.34	Slightly
/ w /	1.88	Slightly	1.80	Slightly	1.84	Slightly
/ j /	2.13	Slightly	2.00	Slightly	2.065	Slightly
/ z /	2.75	Moderately	1.80	Slightly	2.275	Slightly

table 2 cont'd.

/ /	3.50	Moderately	3.20	Moderately	3.35	Moderately
/ d /	3.75	Difficult	2.80	Moderately	3.275	Moderately
- Contoids (voiceless)						
/ k /	2.00	Slightly	1.00	Not Difficult	1.50	Not Difficult
/ f /	2.50	Slightly	1.40	Not Difficult	1.95	Slightly
/ p /	2.13	Slightly	1.00	Not Difficult	1.565	Slightly
/ s /	1.75	Slightly	1.20	Not Difficult	1.475	Not Difficult
/ /	2.38	Slightly	2.20	Slightly	2.29	Slightly
/ t /	2.38	Slightly	1.40	Not Difficult	1.89	Slightly
/ /	3.13	Moderately	2.80	Moderately	2.965	Moderately
/ hw /	3.00	Moderately	2.80	Moderately	2.90	Moderately
3. Diphthongs						
/ eI /	3.25	Moderately	2.00	Slightly	2.625	Moderately
/ aI /	1.75	Slightly	1.00	Not Difficult	1.375	Not Difficult
/ I /	2.00	Slightly	1.00	Not Difficult	1.50	Not Difficult
/ oU /	2.13	Slightly	1.60	Slightly	1.865	Slightly
/ /	2.13	Slightly	1.20	Not Difficult	1.665	Slightly
/ I /	2.25	Slightly	2.80	Moderately	2.525	Moderately
/ /	3.13	Moderately	1.60	Slightly	2.365	Slightly
/ o /	2.63	Moderately	1.40	Not Difficult	2.015	Slightly
/ U /	2.00	Slightly	2.00	Slightly	2.00	Slightly
/ ju /	2.88	Moderately	1.60	Slightly	2.24	Slightly
4. Consonant Blends and Clusters						
/ bI /	1.75	Slightly	1.00	Not Difficult	1.375	Not Difficult
/ dr /	1.75	Slightly	1.00	Not Difficult	1.375	Not Difficult
/ gr /	2.13	Slightly	1.00	Not Difficult	1.565	Slightly
/ sI /	2.50	Slightly	2.40	Slightly	2.45	Slightly
/ st /	2.88	Moderately	1.80	Slightly	2.34	Slightly
/ br /	1.75	Slightly	1.40	Not Difficult	1.575	Slightly
/ fl /	2.00	Slightly	2.20	Slightly	2.1	Slightly
/ pl /	1.50	Not Difficult	1.20	Not Difficult	1.35	Not Difficult
/ sm /	2.25	Slightly	1.80	Slightly	2.025	Slightly
/ sw /	2.00	Slightly	1.80	Slightly	1.9	Slightly
/ kI /	2.13	Slightly	1.40	Not Difficult	1.765	Slightly
/ fr /	2.38	Slightly	1.80	Slightly	2.09	Slightly
/ pr /	2.13	Slightly	1.20	Not Difficult	1.665	Slightly
/ sn /	2.25	Slightly	1.40	Not Difficult	1.825	Slightly
/ tr /	2.13	Slightly	1.80	Slightly	1.965	Slightly
/ kr /	2.38	Slightly	1.40	Not Difficult	1.89	Slightly
/ gl /	1.88	Slightly	1.80	Slightly	1.84	Slightly
/ sk /	3.00	Moderately	2.00	Slightly	2.50	Slightly

table 2 cont'd.

/ sp /	2.00	Slightly	1.80	Slightly	1.90	Slightly
/ tw /	2.13	Slightly	1.40	Not Difficult	1.765	Slightly
/ wh /	2.00	Slightly	3.80	Difficult	2.90	Moderately
/ rt /	2.25	Slightly	1.80	Slightly	2.025	Slightly
/ rd /	2.50	Slightly	1.00	Not Difficult	1.75	Slightly
/ nt /	2.13	Slightly	1.40	Not Difficult	1.765	Slightly
/ nd /	1.50	Not Difficult	1.60	Slightly	1.55	Slightly
/ lp /	2.38	Slightly	2.00	Slightly	2.19	Slightly
/ lt /	1.75	Slightly	1.60	Slightly	1.675	Slightly
/ mp /	2.50	Slightly	2.80	Moderately	2.65	Moderately
/ sh /	2.00	Slightly	2.20	Slightly	2.10	Slightly
/ sp /	1.63	Slightly	2.40	Slightly	2.015	Slightly
/ ld /	2.00	Slightly	1.40	Not Difficult	1.70	Slightly
/ rl /	2.13	Slightly	2.00	Slightly	2.065	Slightly
/ nk /	1.75	Slightly	1.20	Not Difficult	1.475	Not Difficult
/ ng /	1.63	Slightly	1.17	Not Difficult	1.4	Not Difficult
/ skr /	2.13	Slightly	2.20	Slightly	2.165	Slightly
/ spl /	2.50	Slightly	2.00	Slightly	2.25	Slightly
/ spr /	2.00	Slightly	2.60	Moderately	2.30	Slightly
/ str /	2.50	Slightly	1.80	Slightly	2.15	Slightly
<hr/>						
B. Non-Segmental Phonemes						
1. Intonation						
- Falling Intonation						
Statement	1.88	Slightly	1.00	Not Difficult	1.44	Not Difficult
Commands	1.63	Slightly	1.60	Slightly	1.615	Slightly
Requests	1.75	Slightly	1.80	Slightly	1.775	Slightly
Questions unanswerable by yes or no	3.75	Difficult	4.00	Difficult	3.875	Difficult
- Rising Intonation						
At the end of yes or no question	3.50	Moderately	3.50	Moderately	3.50	Moderately
After a phrase within a sentence	3.63	Difficult	2.20	Slightly	2.915	Moderately
In enumerating persons, places, objects, etc.	3.25	Moderately	2.00	Slightly	2.625	Moderately
2. Juncture						
Changes in meaning of sentences caused by stress	2.38	Slightly	1.80	Slightly	2.09	Slightly
Changes in meaning of sentences caused by shift in juncture	3.63	Difficult	4.00	Difficult	3.815	Difficult

table 2 cont'd.

<hr/>						
3. Stress						
1st syllable	3.88	Difficult	3.20	Moderately	3.54	Difficult
2nd syllable	4.13	Difficult	4.00	Difficult	4.065	Difficult
3rd syllable	4.00	Difficult	4.40	Difficult	4.20	Difficult
<hr/>						
Total	233.36		186.87		209.62	
<hr/>						
Mean	2.36	Slightly	1.88	Slightly	2.12	Slightly
<hr/>						
Variance	0.471757		0.722578			
<hr/>						

Legend: 4.51 - 5.00 Very Difficult (VD)  
 3.51 - 4.50 Difficult (D)  
 2.51 - 3.50 Moderately Difficult (MD)  
 1.51 - 2.50 Slightly Difficult (SD)  
 1.00 - 1.00 Not Difficult at all (ND)

was assessed by them as "difficult" with a weighted mean of 4.00 which referred to the structure "/ dz /". Meanwhile, five structures were evaluated by this group as moderately difficult while the remaining items were deemed "slightly difficult". On the part of the experts, three structures were considered as "difficult" as follows: / / with weighted mean of 4.00, / i / and / > / both with weighted means of 3.60. Combining the responses of the two groups, it was revealed that one structure was "difficult" for / / where the mean resulted to 3.69. This result was consistent with the findings on the result of phonology test.

Contoid (voiced). For this structure, it can be gleaned from Table 2 that one out of 16 structures were deemed difficult by the teachers, that is, the structure

"/d /" while the experts found no structure to be difficult. As a result, the combined means for these structures pointed to the idea that no structure under contoid (voiced) pegged a value which belonged to "difficult" range.

Contoid (voiceless). On the same table, it was revealed that both the teachers and experts did not single out at least one structure to be "difficult" since the means which appeared, ranged from 1.00 to 3.13 which belonged to "not difficult" to "moderately difficult" range.

Diphthongs. Along this structure, it was likewise revealed that no item was assessed as difficult by the two groups of respondents since the weighted means ranged from 1.00 or "not difficult" to 3.25 or "moderately difficult".

Consonant blends and clusters. As gleaned from Table 2, the teacher-respondents as well as the expert-respondents considered the different structures along consonant blends and clusters to be between "not difficult" to "moderately difficult". This is supported by the fact that the weighted means ranged from 1.00 to 3.00 only.

Non-segmental phonemes. Along this, it can be observed from Table 2 that five structures were rated by the teachers to be difficult, where the highest weighted mean was pegged

at 4.13 for "stress along the second syllable". Meanwhile, the experts deemed four structures under non-segmental phonemes to be "difficult" with 4.40 as the highest referring to "stress" along the third syllable". Again, it is significant to note that the perceptions of the two groups of respondents concurred or were consistent with the results of the phonology test administered to the grade VI pupils involved in the study. This further provided anchorage or strong basis for developing instructional materials to overcome these diagnosed weaknesses or difficulties among the pupil-respondents.

#### Comparison of the Perceptions of the Teachers and Experts

Table 3 presents the result of the comparative analysis that was applied in order to ascertain whether the perceptions of the teachers and experts differed significantly. The t-test for independent samples, pooled variance model was utilized. As gleaned from the said table, the grand mean of the teachers' perceptions was pegged at 2.36, while that of the experts was posted at 1.88. These values registered a numerical difference of 0.48. To test whether this observed difference was significant, T-test was applied with a the computed t-value at 4.37. A closer scrutiny of data revealed that the computed t-value was higher than the critical t-value at  $\alpha$

Table 3

Comparative Analysis of the Perceptions of the  
Teachers & Experts on the Difficulties of  
the Pupil-Respondents

Parameters	Teachers	Experts	Computed t-value	Evaluation
Mean	2.36	1.88	4.37	Significant
Variance	0.471757	0.722578		
No. of Cases	99	99		

Critical t-value at  $\alpha = .05$  and  $df = 196$  was 1.645

= .05 and  $df = 196$  which was 1.645. Thus, the hypothesis that "There is no significant difference between the perceptions of the teachers and experts relative to the difficulties of the Grade VI pupils" was rejected.

This implied that the two groups of respondents viewed the level of difficulty of the pupil-respondents differently. It turned out that teachers assessed their difficulties to be of higher degree than the experts. This could be attributed to the fact that teachers had more contact with the pupils and thus, they have a better understanding of their weaknesses and difficulty.

Finally, the need for developing instructional materials was further emphasized by the findings herein discussed.



### Validity of the Instructional Materials Developed by the Researcher

After the instructional materials were developed, the validity was established by presenting these materials to language teachers and experts. Two teachers and five experts participated in the validation, where they were made to answer a validation rating sheet using the scales 1, 2, 3, 4, 5 which mean strongly disagree, disagree, undecided, agree and strongly agree, respectively. Moreover, the validation was undertaken along content, construct and face aspects. The data collected along these aspects are herein discussed.

Content validity. The assessments of the instructional materials that were developed by the teachers and experts are contained in Tables 4 and 5, respectively. As depicted by Table 4, the teachers "strongly agreed" with two out of five listed indicators of content validity where the weighted mean was posted at 5.00. These indicators were: 1) Provide for development, learning and mastery of the different sounds, and 2) Includes materials that are suitable, interesting, current and up-to-date. Moreover, one indicator pegged at weighted mean of 4.00 or "agree" and the remaining two indicators posted a weighted mean of 3.50 or "uncertain". In general, the teacher-respondents considered the indicators of content validity of the

Table 4

Content Validity of the Instructional Materials  
as Perceived by the Teachers

Indicators	: 5 : : (SA):	: 4 : : (A) :	: 3 : : (U) :	: 2 : : (D) :	: 1 : : (SD):	Total :	Weighted Mean	
1. Includes the phonological structures that are specifically for the grade and those that are found difficult.	5 (1)	0 0	0 0	2 (1)	0 0	7 (2)	3.5	U
2. Provides a variety of exercises and drill for reinforcement and mastery of concepts and skills.	5 (1)	0 0	0 0	2 (1)	0 0	7 (2)	3.5	U
3. Provides for development, learning and mastery of the different sounds.	10 ( 2)	0 0	0 0	0 0	0 0	10 ( 2)	5.00	SA
4. Includes materials that are suitable, interesting, current and up-to-date.	10 ( 2)	0 0	0 0	0 0	0 0	10 ( 2)	5.00	SA
5. Includes materials for extension of learner interests and independent study.	5 (1)	0 0	3 (1)	0 0	0 0	8 (2)	4.00	A
Grand Total							21	
Grand Mean							4.2	A
Legend:	4.51 - 5.00	- Strongly Agree	(SA)					
	3.51 - 4.50	- Agree	( A)					
	2.51 - 3.50	- Undecided	( U)					
	1.51 - 2.50	- Disagree	( D)					
	1.00 - 1.50	- Strongly Disagree	(SD)					

materials as "agreeable" inasmuch as the grand mean was found to be 4.20. This means that they assessed the materials presented to them to have content validity.

On the part of the experts involved in the study, three

Table 5

Content Validity of the Instructional Materials  
as Perceived by the Experts

Indicators	: 5	: 4	: 3	: 2	: 1	Total	: Weighted
	: (SA)	: (A)	: (U)	: (D)	: (SD)		: Mean
1. Includes the phonological structures that are specifically for the grade and those that are found difficult.	0	4	6	4	0	14	
	0	(1)	(2)	(2)	0	( 5)	2.8 U
2. Provides a variety of exercises and drill for reinforcement and mastery of concepts and skills.	5	12	0	2	0	19	
	(1)	( 3)	0	(1)	0	( 5)	3.8 A
3. Provides for development, learning and mastery of the different sounds.	5	8	3	2	0	18	
	( 1)	(2)	(1)	(1)	0	( 5)	3.60 A
4. Includes materials that are suitable, interesting, current and up-to-date.	0	20	0	0	0	20	
	0	( 5)	0	0	0	( 5)	4.00 A
5. Includes materials for extension of learner interests and independent study.	0	12	3	2	0	17	
	0	( 3)	(1)	(1)	0	( 5)	3.40 U
Grand Total							17.6
Grand Mean							3.52 A
Legend:	4.51	-	5.00	-	Strongly Agree	(SA)	
	3.51	-	4.50	-	Agree	( A)	
	2.51	-	3.50	-	Undecided	( U)	
	1.51	-	2.50	-	Disagree	( D)	
	1.00	-	1.50	-	Strongly Disagree	(SD)	

indicators pegged weighted means which belonged to the "agree" range while they showed indecisiveness along the remaining two indicators. The highest weighted mean was found to be 4.00 for "Includes materials that are suitable,

interesting, current and up-to-date." On the whole, the grand mean posted a value of 3.52 or "agree", indicating that the experts like the teachers, considered the materials shown to them to have content validity.

**Construct validity.** The data contained in Tables 6 and 7 pertain to the responses of the teachers and experts, respectively in terms of the construct validity of the materials that were developed. The responses of the teachers shown in Table 6 ranged from 3.50 or "undecided" to 5.00 or "strongly agree". Two indicators obtained the highest weighted mean of 5.00 - "The constructed materials are really intended as a teaching material" and "Has vocabulary and language that are within the comprehension of the target learners". Furthermore, one indicator posted a value of 4.00 or "agree" while two indicators obtained weighted means that belonged to the "uncertain" range. Consequently, the responses of the teachers clustered around the grand mean of 4.20 or "agree", denoting that the teacher-respondents considered the materials to have construct validity.

As regards the evaluation of the experts, it can be observed that all the indicators obtained weighted means which mean "agree". The values ranged from 3.60 to 4.40. Three indicators pegged a weighted mean of 4.4. These are

Table 6

Construct Validity of the Instructional Materials  
as Perceived by the Teachers

Indicators	: 5 : : (SA):	: 4 : : (A) :	: 3 : : (U) :	: 2 : : (D) :	: 1 : : (SD):	Total :	Weighted Mean	
1. The constructed materials are really intended as a teaching materials.	10 ( 2)	0 0	0 0	0 0	0 0	10 ( 2)	5.00	SA
2. Has vocabulary and language that are within the comprehension of the target learners.	10 ( 2)	0 0	0 0	0 0	0 0	10 ( 2)	5.00	SA
3. Contains illustrative materials that are appropriate and instructional.	0 0	4 (1)	3 (1)	0 0	0 0	7 ( 2)	3.5	U
4. Gives instructions that are easy to understand and follow.	5 ( 1)	0 0	3 (1)	0 0	0 0	8 ( 2)	4.00	A
5. Includes materials for extension of learner interests and independent study.	0 (0)	4 (1)	3 (1)	0 0	0 0	7 (2)	3.5	U
Grand Total							21	
Grand Mean							4.2	A
Legends:	4.51 - 5.00	- Strongly Agree	(SA)					
	3.51 - 4.50	- Agree	( A)					
	2.51 - 3.50	- Undecided	( U)					
	1.51 - 2.50	- Disagree	( D)					
	1.00 - 1.50	- Strongly Disagree	(SD)					

as follows: 1) The constructed materials are really intended as a teaching material, 2) Has vocabulary and language that are within the comprehension of the target learners, and 3) Gives instructions that are easy to understand and follow.

Table 7

Construct Validity of the Instructional Materials  
as Perceived by the Experts

Indicators	: 5	: 4	: 3	: 2	: 1	Total	: Weighted
	: (SA)	: (A)	: (U)	: (D)	: (SD)		: Mean
1. The constructed materials are really intended as a teaching materials.	10 ( 2)	12 ( 3)	0 0	0 0	0 0	22 ( 5)	4.4 A
2. Has vocabulary and language that are within the comprehension of the target learners.	10 ( 2)	12 ( 3)	0 0	0 0	0 0	22 ( 5)	4.4 A
3. Contains illustrative materials that are appropriate and instructional.	5 (1)	8 (2)	6 (2)	0 0	0 0	19 ( 5)	3.8 A
4. Gives instructions that are easy to understand and follow.	10 ( 2)	12 ( 3)	0 (0)	0 0	0 0	22 ( 5)	4.4 A
5. Includes materials for extension of learner interests and independent study.	0 0	12 ( 3)	6 (2)	0 0	0 0	18 ( 5)	3.6 A
Grand Total							20.6
Grand Mean							4.12 A
Legend:	4.51 - 5.00	- Strongly Agree	(SA)				
	3.51 - 4.50	- Agree	( A)				
	2.51 - 3.50	- Undecided	( U)				
	1.51 - 2.50	- Disagree	( D)				
	1.00 - 1.50	- Strongly Disagree	(SD)				

Therefore, the experts in general "agreed" with the indicators of construct validity of the developed materials as evidenced by the grand mean of 4.12. This implied that the experts deemed the materials to have construct validity.

Face validity. Found in Tables 8 and 9 are responses

Table 8

Face Validity of the Instructional Materials  
as Perceived by the Teachers

Indicators	: 5 : : (SA):	: 4 : : (A) :	: 3 : : (U) :	: 2 : : (D) :	: 1 : : (SD):	Total : ( ) :	Weighted : Mean	
1. The materials look like teaching materials and nothing else.	5 ( 1)	4 (1)	0 0	0 0	0 0	9 ( 2)	4.5	A
2. Lessons are arranged sequentially in hierarchy.	0 0	4 (1)	3 (1)	0 0	0 0	7 ( 2)	3.5	U
3. Page layout is acceptable.	5 (1)	4 (1)	0 0	0 0	0 0	9 ( 2)	3.5	A
4. Format used is convenient and acceptable.	5 ( 1)	4 (1)	0 0	0 0	0 0	9 ( 2)	4.5	A
5. Printing is alright.	5 (1)	4 (1)	0 0	0 0	0 0	9 (2)	4.5	A
Grand Total							21.5	
Grand Mean							4.3	A
Legend:	4.51 - 5.00	- Strongly Agree	(SA)					
	3.51 - 4.50	- Agree	( A)					
	2.51 - 3.50	- Undecided	( U)					
	1.51 - 2.50	- Disagree	( D)					
	1.00 - 1.50	- Strongly Disagree	(SD)					

of the teachers and experts, respectively. Their answers pertain to the face validity of the materials. As gleaned from Table 8, the teachers rated four indicators as "agreeable" and one indicator pegged a weighted mean which mean "undecided". The highest weighted mean was 4.50 which

Table 9

Face Validity of the Instructional Materials  
as Perceived by the Experts

Indicators	: 5	: 4	: 3	: 2	: 1	Total	: Weighted
	: (SA)	: (A)	: (U)	: (D)	: (SD)		: Mean
1. The materials look like teaching materials and nothing else.	10 ( 2)	12 ( 3)	0 0	0 0	0 0	22 ( 5)	4.4 A
2. Lessons are arranged sequentially in hierarchy.	5 ( 1)	8 (2)	3 (1)	2 (1)	0 0	18 ( 5)	3.6 A
3. Page layout is acceptable.	5 (1)	16 ( 4)	0 0	0 0	0 0	21 ( 5)	4.2 A
4. Format used is convenient and acceptable.	5 ( 1)	16 ( 4)	0 0	0 0	0 0	21 ( 5)	4.2 A
5. Printing is alright.	0 0	16 ( 4)	3 (1)	0 0	0 0	19 ( 5)	3.8 A
Grand Total							20.2
Grand Mean							4.04 A
Legend:	4.51 - 5.00	- Strongly Agree	(SA)				
	3.51 - 4.50	- Agree	( A)				
	2.51 - 3.50	- Undecided	( U)				
	1.51 - 2.50	- Disagree	( D)				
	1.00 - 1.50	- Strongly Disagree	(SD)				

referred to the following: 1) The materials look like teaching materials and nothing else, 2) Page lay-out is acceptable, 3) Format is convenient and acceptable, and 4) Printing is alright. As a whole, the materials were assessed by the teachers to have face validity as evidenced



by the grand mean which was pegged at 4.30 or "agree".

Relative to the experts' assessment, Table 9 revealed that all indicators for the face validity of the materials obtained weighted means which ranged from 3.60 to 4.40 all meant "agree". The highest weighted mean was 4.40 which corresponded to "The materials look like teaching materials and nothing else". On the otherhand, the lowest weighted mean was pegged at 3.60 for "Lessons are arranged sequentially in hierarchy". In general, the grand mean was posted at 4.04 or "agree" implying that the experts assessed the instructional materials presented to them to have "face validity".

It is significant to note that the responses of the language teachers and language experts as regards to face validity were favorable which indicated that the instructional materials were appropriate to the grade VI pupils, the intended users of the said materials.

#### Comparison of the Perceptions of the Teachers and Experts on the Validity of the Materials

The assessments of the teachers and experts on the validity of the modules are summarized in Table 10. It can be noted from this table that the means given by the teachers for the three aspects, that is, content, construct and face validity were higher than those given by the

Table 10

Comparative Analysis of the Perceptions  
of the Teachers and Experts on the  
Validity of the Materials

Aspects	Mean	Variance	Degrees of Freedom	Computed t-value	Evaluation
Content Validity	Teachers: 4.20 A	0.575	8	1.714	NS
	Experts: 3.52 A	0.212	8		
Construct Validity	Teachers: 4.20 A	0.575	8	0.210	NS
	Experts: 4.12 A	0.152	8		
Face Validity	Teachers: 4.30 A	0.200	8	1.048	NS
	Experts: 4.04 A	0.108	8		

Not Significant (NS) - Accept  $H_0$   
Tabular t-value at .05 level of significance and  
8 degrees of freedom = 1.860

Legend: 4.51 - 5.00 - Strongly Agree (SA)  
3.51 - 4.50 - Agree (A)  
2.51 - 3.50 - Undecided (U)  
1.51 - 2.50 - Disagree (D)  
1.00 - 1.50 - Strongly Disagree (SD)

experts. Moreover, all these means meant "agree". To ascertain whether numerical differences observed were significant, t-test for independent samples was used. The

computed t-values were 1.714, 0.210 and 1.048 for content validity, construct validity and face validity. A closer scrutiny of these results proved that these computed values were numerically lesser than the tabular/critical t-values. Thus, the hypothesis that "There is no significant difference between the perceptions of the language teachers and experts in terms of content validity, construct validity and face validity" was accepted.

This meant that the ratings given by the two groups were based on their objective assessments of the materials. Therefore, there is sufficient data to conclude that the developed instructional materials were valid.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, the subsequent conclusions that were drawn as well as the recommendations that were formulated.

#### Summary of Findings

The following are the salient findings of the study:

1. The result of the phonology test revealed that the grade VI pupils in the district of Daram I, Samar Division encountered difficulty along the following:

Reading the minimal pairs of words orally and clearly.

( ) ( e)

1.1 debt - date

Pronouncing the words correctly.

1.2 /ae/ vs. / /

jam gem

Sounding the voiced and the voiceless consonants

1.3 /th/ or / / - voiced

1.4 /sh/ or / / - voiceless

1.5 /k/ - voiceless

Writing the initial or the first consonant blends

1.6 skr - scrape

1.7 hw - where

/oo/

Encircling the word that rhymes with the key word

1.8 booth - (tooth, foot, crook, caught)

/æ/

1.9 chat - (beat, but, myth, mat)

Ascending on the underlined word

1.10 The students yielded only after the protest.

Describing the rising, falling intonation by the indicated lines or curves.

1.11 The house is vacant, isn't it?

1.12 a + bout - about

2. As perceived by the teachers and experts the difficulties of the Grade VI pupils lie along the following phonology structures:

2.1 vocoids;

/ / / / / /

2.2 contoids (voiced); and

/ /

2.3 non-segmental phonemes

a) rising, falling intonation

b) junctures

3. The t-test for independent samples in comparing the perceptions of the teachers and experts on the difficulties of the Grade VI pupil-respondents turned out to 4.37 which turned out to be lesser than the tabular/critical t-value of 1.645 at  $\alpha = .05$  and  $df = 196$ . This led to the rejection of the null hypothesis that "There is no significant difference between the perceptions of the teachers and

experts relative to the difficulties of the Grade VI pupils".

4. The teachers' responses pertaining to the validity of the instructional materials were as follows: 4.20 for the content validity, and construct validity and 4.30 for the face validity. All these means belonged to "agree" range.

5. Moreover, the experts' responses along the materials' validity were: 3.52 for the content validity, 4.12 for the construct validity and 4.04 for the face validity. Likewise all these means meant "agree".

6. The computed t-value for comparing the perceptions of the teachers and experts on the content validity of the developed materials which was posted at 1.714 was lesser than the tabular t-value of 1.860 at  $\alpha = .05$  and  $df = 8$ . Furthermore, for construct validity and face validity, the computed t-values were 0.210 and 1.048, respectively. These values were also lesser than the aforesaid computed t-value. Thus, the hypothesis that "there is no significant difference between the perceptions of the teachers and experts relative to the validity of the developed instructional materials along content, construct and face validity" was accepted.

### Conclusions

Based on the findings of this study, several

conclusions were drawn, to wit:

1. The diagnosed difficulties of the Grade VI pupils as revealed by the phonology test were concurred by the perceived difficulties given by the teachers and experts. These results indicated the necessity to develop instructional materials based on the weaknesses of the pupils in order to overcome, or at least minimize them.

2. Teachers' assessment showed that the degree of difficulty of the pupil-respondents was greater than the assessments as given by the experts. This was supported by the rejection of the corresponding hypothesis.

3. The validation results pointed to the fact that the developed instructional materials were valid, hence, no initial modifications are needed.

4. The teachers' responses and that of the experts, as revealed by the acceptance of the hypothesis on the validity of the materials, indicated that they were objective in the assessments made since they gave more or less the same answers.

### Recommendations

On the basis of the conclusions presented, the following recommendations are herein discussed:

1. Teachers should undergo training of Speech Improvement to familiarize teachers with the different

transcription scheme.

2. An experimental study could be conducted for the effective use of the developed instructional materials.

3. The study maybe replicated among other districts in the Division of Samar to serve as basis for instructional materials development.

4. A continuous evaluation on the effectiveness of the developed materials could be done in order to determine the appropriate time to modify or revise them.



## Chapter 6

### THE INSTRUCTIONAL MATERIALS ON PHONOLOGY

#### Introduction

Speech has become a necessary adjunct to Reading and Language. Essentially, one learns to speak before he learns to read and write. It is only proper that due and careful attention is given to speech. Communication will not be effective if one cannot express himself proficiently. This instructional materials has been prepared to continue teaching the pupils the oral skills they need to communicate clearly.

The lessons in this material have been structured to motivate the pupils to improve their speech and to provide supplementary materials to help pupils understand themselves and others better.

The pupils have to familiarize themselves with the speech sounds and their phonetic symbols (vocoids, contoids, diphthongs, consonant blends and clusters), the rhythm of English (stress), the melody of English (Rising - falling intonation), and juncture. The material in this study includes twenty (20) lessons on the sounds of English which the Grade VI pupils in the District of Daram I find difficult to produce clearly and correctly.

### Objectives

The instructional materials found in this study aim to teach the following:

1. The exact way of producing the correct sounds of the language so that one may have a mastery of the sounds learned.

2. Combine sounds so that clarity, smoothness and beauty of speech are achieved.

3. The correct pronunciation of words so that it would be pleasing to the listeners.

4. The proper voicing of sounds so that the speaker may produce a clear tone.

5. Give variety of force to utterance through the use of stress and juncture.

6. The principles of intonation so that the speaker would be able to use the proper melody of speech.

I, therefore, say that with these instructional materials it would be easy for children and the readers to learn correct spoken English.

### Preparation of the Instructional Materials

The preparation of instructional materials was based on the identified phonological problems of the grade VI pupils as revealed by the phonology test and the perceptions of the English teachers in Grade VI and language experts in the

District of Daram I. There are twenty (20) lessons included in the study in which some are original, others were taken from selected books, while some were modified but the ideas of the selections were retained. The lessons appearing in the instructional materials include descriptions, illustrations, teaching tips, words, phrases, paragraphs, dialogues, poems and verses.

The lessons were grouped into: 1) segmental phonemes, and 2) supra segmental phonemes or non-segmental phonemes. Segmental phonemes were divided into four: 1) vocoids, b) contoids; c) diphthongs, d) consonant blends and clusters. Non-segmental phonemes were grouped into three: a) intonation, b) juncture, and c) stress.

To ensure that the lessons were represented in the materials produced, a table of specification was evolved. The table shows the segmental phonemes and non-segmental phonemes considered difficult to produce correctly by the grade VI pupils.

For the pupil, it is a must that the segmental phonemes and non-segmental phonemes be mastered for effective learning. It is a fact that pupils have difficulty in producing the speech sounds which lead to their failure to understand the stream of speech.

The different lessons were taken from the listing of

skills found in the Minimum Learning Competencies (MLC) revised in 1997 for grade six. Pupils may be able to read, words, phrases, and sentences, but they lack the ability to recognize the correct sounds of the English language. It is through this developed instructional materials that pupils are expected to acquire the basic sounds that will help them improve their spoken English.

#### TABLE OF SPECIFICATION

##### SEGMENTAL AND NON-SEGMENTAL PHONEMES INCLUDED IN THE INSTRUCTIONAL MATERIALS CONSIDERED DIFFICULT BY THE GRADE VI PUPILS BASED ON THE RESULTS OF THE PHONOLOGY TEST

Lesson :	Title :	Skill :	Key :	Phonemes :	No. of :	Item :	Remarks
:	:	Developed:	Word :	:	Pages :	No. :	:
1	Vowel a/e/	Identifi- cation	date	segmental	5	103 - 107	Moderately Difficult
2	Vowel e/ /	-do-	debt	-do-	5	108 - 112	-do-
3	Vowel a/ / and e / /	Discrimi- nation	date vs. debt	-do-	5	113 - 117	-do-
4	Vowel a/ae/	Identifi- cation	jam	-do-	5	118 - 122	-do-
5	Vowel a/ae/ and e / /	Discrimi- nation	jam vs. gem	-do-	5	123 - 127	-do-
6	Vowel oo/u/	Identifi- cation	booth	-do-	5	128 - 132	-do-
7	Consonant th / /	-do-	thine	-do-	5	133 - 137	-do-

Lesson :	Title :	Skill :	Key :	Phonemes :	No. of:	Item :	Remarks
:	:	Developed:	Word :	:	Pages :	No. :	:
8	Consonants th / / and th / /	Discrimi- nation	thin vs. then	-do-	6	138 - 143	-do-
9	Consonant / /	Identifi- cation	shell	-do-	4	144 - 147	-do-
10	Consonant /k/	Identifi- cation	cap	-do-	5	148 - 152	-do-
11	Consonant blend wh/ hw	-do-	where	-do-	5	153 - 157	-do-
12	Consonant Cluster scr /skr/	-do-	scrape	segmental	4	158 - 161	-do-
13	Change in meaning of words in sentences caused by stress	Distin- guish		-do-	4	162 - 165	-do-
18	Rising Into- nation for the Question Tag	Recog- nition		non-seg- mental	4	179 - 182	-do-
19	Change in meaning of words caused by shift in juncture	-do-		-do-	5	183 - 187	Very Diffi- cult

PERCEPTIONS OF THE TEACHERS AND LANGUAGE  
EXPERTS INCLUDED IN THE INSTRUCTIONAL  
MATERIALS RELATIVE TO THE PHONOLOGICAL  
STRUCTURE CONSIDERED DIFFICULT

Lesson :	Title :	Skill :	Phonemes :	No. of :	Item :	Remarks
:	:	Developed :	:	Pages :	No. :	:
4	Vowel a/ae/	Identifica- tion	segmental	4	108 - 111	Difficult
17	Falling into- nation in questions un- answerable by yes or no	Recognition	non-segmen- tal	3	176 - 178	Difficult
19	Change in meaning of words caused by shift in juncture	Distinguish	non-segmen- tal	5	183 - 187	Difficult
13	Stress on the 1st syllable	Identifica- tion	non-segmen- tal	4	162 - 165	Difficult
14	Stress on the 2nd syllable	- do -	non-segmen- tal	4	166 - 169	Difficult
15	Stress on the 3rd syllable	- do -	non-segmen- tal	3	170 - 172	Difficult
16	Stress on 1st, 2nd, & 3rd syllable	- do -	non-segmen- tal	3	173 - 175	Difficult

### Evaluation of the Materials

To validate the developed instructional materials, two English teachers, four language experts from the Division of

Samar and one language expert from Eastern Samar were employed. They were asked for some comments, suggestions, how they find the materials in relation to their content, and skills to be acquired.

Aside from the above mentioned suggestions and recommendations, the materials were subjected for judgmental validations. Language experts were sought for their comments in terms of rating the materials in so far as construct, content, and face validity were concerned. The materials were further read and re-read, reviewed and corrected, then finally, they were edited and corrected by the adviser.

### How to Use the Materials

These are source materials which teachers can use in blending the phonemes. They may be modified to complement the teacher's strategy in teaching. As it is, it is lacking = depth and breadth since they include only those phonological structures which were found difficult by grade VI pupils based in a teacher-made phonology and on the perceptions of teachers and experts.

Teachers may find the materials in this study relevant and suited to any grade level. In the English class the teachers of spoken English would find the material easy to understand since the explanations are understandable. Every

lesson is accompanied with descriptions, others with illustrations, teaching tips, words, phrases, sentences, paragraphs, poems, dialogues or even verses. Before reading the exercises the teacher must pay attention first to the description as well as to the illustration and the tips in teaching the sound that will guide him in producing the sound well. When reading the exercises which illustrate the difficult sounds in English for Grade VI, careful attention is given to the sounds. You can see the lesson as it progresses and is developed through various exercises in written and oral forms.

The intonation pattern shown here is used to emphasize to the reader or readers that following the intonation lines is important so they will not fall into the habit of applying the vernacular tone to the language.

Stress and juncture are also taught to improve one's speech and to identify one from the other.

In Moving on activity, the pupil pronounces the words and phrases orally with the guidance of the teacher or it could be done through modelling. The pupil is asked to listen first and then to reproduce what he has heard as clearly as possible.

In Working 'Out activity, the pupil is made to apply what he has learned in the previous activity without having to depend on his teacher to model it for him.



Saying it Aloud could be done individually or to small group of children so that the teacher would be able to hear the correct sound of the words and to avoid distraction of classes in the neighboring rooms.

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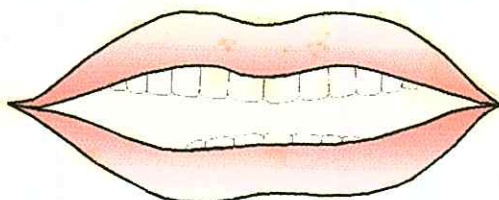
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## LESSON 1 : a / e /

The vowel a / e / as in "date" and "gate"

## DESCRIPTION

1. Position: There is a long, wide opening between the teeth. The lips are open in a wide smile.
2. Production: The vocal cords vibrate.

**TEACHING TIPS:**

1. Tell the children to have a long sound in order to say / e / correctly.

Note: This is a long sound. It is a very important that the lips be spread as in smile. The most frequent spelling for / e / is "a" as in age, other spellings include "ei" as in eight, "ay" as in day, "ai" as in bait, "ao" as in goal, "ue" as in bouquet, "ea" as in break, "e" as in expose, "ee" as in entree, "au" as in gauge.

MOVING ON

A. Pronounce the following words:

alien	crochet
acquaint	fiancee
gauge	tourniquet
canape	astray
weight	great

B. Read the following phrases.

a steak on a tray	a vase on the table
eight nails	break the chain
bake a cake	a jail raid

C. Pick out the word from the minimal pair that best complete the sentence.

1. Place a steak on a \_\_\_\_\_. (tree - tray)

They cut down the big \_\_\_\_\_.

2. Jose has \_\_\_\_\_ ripe bananas. (ate - eight)

Who \_\_\_\_\_ the ripe guavas?

3. She paints her \_\_\_\_\_. (kneel - nail)

\_\_\_\_\_ down and say your prayers.

4. There was a jail in the town. (raid - reed)

There is a \_\_\_\_\_ growing by the bank.

5. He does not believe in \_\_\_\_\_. (feet - faith)

The height is five \_\_\_\_\_.

6. He is the \_\_\_\_\_ of the college. (dean - Dane)

Arthur is \_\_\_\_\_'s brother.

7. We were wet with the sea \_\_\_\_\_. (spray - spree)

Mang Ambo was in the drinking \_\_\_\_\_.

8. Carabao is a \_\_\_\_\_ animal. (tame - team)

Did your \_\_\_\_\_ win?

9. What \_\_\_\_\_ is today? (day - D)

Daveo begins with letter \_\_\_\_\_.

10. What is the \_\_\_\_\_ of the fastest airplane.

(Space - speed) \_\_\_\_\_ up the garden.

### WORKING OUT

9. Read each sentence. Copy the words with the sound of / e /. Read the words again.

1. My grandmother prays daily.

2. Lay the eighteen nails on the table.

3. Wash the cage with rain water.

4. They came to play the basketball game.

5. Take care of the acacia tree near the gate.

6. Mother bought an apron for baby last April.

7. "I think you are the agent," said Mr. Angelos.

8. Angelo sells native dishes and cakes in his restaurant.

9. Angel ate eight bread the day before

yesterday.

10. Jane strained her waist when she ran from the speeding train.

### SAYING IT ALOUD

E. Read the conversation and pronounce the words well.

Jay: You aren't going in such a heavy rain, are you?

Ray: I have to go. rain or shine, don't I? That's what the letter says.

Jay: Yes. But waiting until this rain stops is the reasonable thing to do.

Ray: Not today when the road is muddy. It would be safer to take the bus, wouldn't it?

F. Listen to the teacher read the poem and underline the words with the / e / sound, then read the poem aloud.

### CRADLE HYMN

*Martin Luther*

Away in a mānġer, no crib for his bed  
The little Lord Jesus laid down his sweet head.  
The stars in the bright sky looked down where he lāy.  
The little Lord Jesus asleep on the hāy.  
  
The cattle are lowing, the bāby awākes,  
But little Lord Jesus, no crying he mākes.  
But I love thee, Lord Jesus! Look down from the sky  
And stāy by my crādle till morning is nigh.

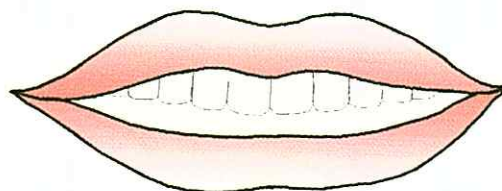


## LESSON 2 : <sup>✓</sup>e or / /

The vowel e / / as in "debt" and "met"

### DESCRIPTION

1. Position: The opening between the lips and teeth is a little farther apart than the vowel sound (æ).
2. Production: The vocal cords vibrate.



### TEACHING TIPS:

1. Tell the children to shorten and soften the vernacular I in order to say / / correctly.
2. Tell them to say / / in a lazy manner. There should be no tension at all in their lips or lower jaw.

Note: The / / sound is usually represented by the letter "e" in word spelling. Less frequent spellings are "a" as in any, "ai" as in said, "ea" as in head, and "ie" as in friend.

MOVING ON

A. Read the following words. pronounce the words clearly.

jest	shelf
dress	dead
friend	pleasant
many	treasure
mellow	tempt

B. Look at the following phrases. Read them.

fell from the bench	slept inside the fence
sell red eggs	send a tea set
the sweat nectar	a teddy bear

C. Choose the word from the minimal pair that will best complete the sentence.

1. Mario \_\_\_\_\_ from the bench. (fells - fails)  
He \_\_\_\_\_ in the examination.
2. They \_\_\_\_\_ salt. (sell - sail)  
\_\_\_\_\_ at the first opportunity.
3. Juan slept inside the \_\_\_\_\_. (fins - fence)  
He removed the \_\_\_\_\_ of the fish before catching it.
4. Did mother \_\_\_\_\_ a two set to Japan? (send - sand)  
Did you bring \_\_\_\_\_ to school?
5. Uncle brought me a \_\_\_\_\_ bear. (tidy - teddy)  
He lives in a \_\_\_\_\_ room.

6. There is \_\_\_\_\_ what I said. (jest - just)  
It is a \_\_\_\_\_.
7. She wears a \_\_\_\_\_ skirt. (mini - many)  
\_\_\_\_\_ people suffer from Tuberculosis.
8. Lito is a \_\_\_\_\_ companion. (patient - pleasant)  
Ala is \_\_\_\_\_ in taking care of the baby.
9. My \_\_\_\_\_ is blunt. (treasure - razor)  
Her little child is her \_\_\_\_\_.
10. \_\_\_\_\_ the sand. (shelf - sift)  
Put the book on the \_\_\_\_\_.

### WORKING OUT

- D. Read the sentences. Underline all the words with / E / sound.
1. Ed was worried about the deadline.
  2. When they met Ben they decided to celebrate.
  3. Fences and hedges lend shade to the benches.
  4. The bread is fresh and costs twenty cents.
  5. Many men wrecked their lives for Belen.
  6. Ted looks handsome in his necktie and leather vest.
  7. They rent the air with yells and yelps like knells of doom.
  8. Jenny is busy preparing for her wedding in September.

9. The general went sleepless thinking about the health of his men.
10. It was on a Wednesday in February when Brem was found dead by her nephew.

**SAYING IT ALOUD**

E. Complete the rhymes with the words inside the box.

Read the rhymes aloud.

1. Higgledy, Higgledy,

My black \_\_\_\_\_.

She lays \_\_\_\_\_.

For \_\_\_\_\_.

Sometimes nine,

Sometimes \_\_\_\_\_.

Higgledy, Piggledy,

My black hen.

ten

gentlemen

hen

eggs

- F. Listen to the teacher read the poem with expression. Identify the words with / / sound. Then read the poem aloud.

### THE SECRET

*Marchette Gaylord Chute*

I know whēre thēre's a treasure

Down behind the shēd,

I think about it often

After I go to bēd.

Three stēps north of the corn crib

Down in the roots of a tree

That's whēre the pirates hid it.

All most secretly.

Tomorrow, I'll gēt a shovēl,

And go and dig it up;

And thēn I'll keep it always,

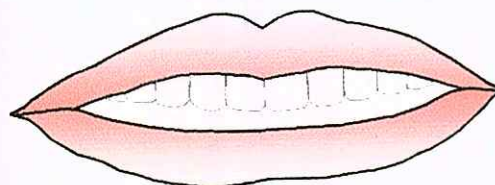
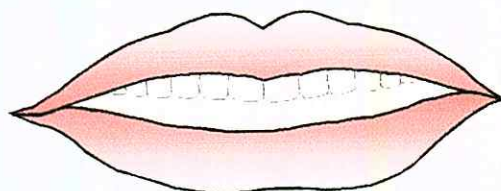
Safe in a kitchen cup.

## LESSON 3 : a or / e / and e or / ε /

Date vs. Debt

## DESCRIPTION

1. Position: In / e /, the tongue position changes from a mid front position then rises to high front position. The vowel / ε / is mid front lower than / e /.
2. Production: The vocal cords vibrate.

**TEACHING TIPS:**

1. Tell the children that for the production of / ε / the edges of the tongue are raised a little lower than / e /.
2. Tell them that the muscles are more relaxed in giving the sound of / ε / than / e /.

**MOVING ON**

- A. Underline the word from the minimal pair that best completes the sentence.

1. I \_\_\_\_\_ in grade six. (am - M)  
Mother begins with letter \_\_\_\_\_.
2. He was \_\_\_\_\_ at mass. (let - late)  
\_\_\_\_\_ your sister attend the mass.
3. Is your dress \_\_\_\_\_? (weight - wet)  
What is your \_\_\_\_\_ now?
4. The boy broke the window \_\_\_\_\_. (pen - pane)  
She has a new \_\_\_\_\_.
5. Why don't you \_\_\_\_\_ your hair? (bread - braid)  
The \_\_\_\_\_ is fresh.
6. \_\_\_\_\_ these remnants. (bale - bell)  
Ring the \_\_\_\_\_.
7. He \_\_\_\_\_ a passing topic. (hail - hell)  
Wick persons are punished in \_\_\_\_\_.
8. We \_\_\_\_\_ in the examination. (fell - fail)  
Peter will \_\_\_\_\_ those big trees.
9. Shut the \_\_\_\_\_. (gate - get)  
\_\_\_\_\_ me a book.
10. Where is the \_\_\_\_\_ of the \_\_\_\_\_? (met - mate)  
Arnold \_\_\_\_\_ Oscar at the wharf.

B. Read the following words. Pronounce the words clearly.

pain, pane	-	pen	late - let
braid	-	bread	bait - bet
bail, bale	-	bell	fail - fell
hail, hale	-	hell	sail - seil



C. Read the following phrases.

dead as a doornail

fresh as a daisy

train the eye

tighten the tourniquet

aches and pains

flimsy negligee

### WORKING OUT

D. Read the sentences. Underline the /e/ sound once:  
twice for /ɛ/ sound.

1. There was waiting among the men in pain.
2. Why go into debt for just a date?
3. The main gate was open but the men sailed away.
4. They used worms for bait but they waited in vain for a catch that day.
5. We do not tell tales out of school.
6. They got wet while waiting.
7. Should we fail, well, there's nothing left to do but sail away.
8. They failed to make a sale so they sailed away.
9. You break the night fast when you take breakfast.
10. It was already late so the owner did not let them in through the main gate.



- E. Listen to your teacher read the passage aloud. Smile when you hear the sound of /ɛ/: laugh when you hear the sound of /æ/.

"Take a deep breath to be healthy. The main purpose of breathing is to get oxygen into our lungs. All vital processes in the body depend on oxygen. Since the moment you took your first breath, your lungs have never been without air. When you inhale your lungs expand. They are full of air, the blood takes the oxygen from this air and leaves the waste gas, carbon dioxide in the lungs. When you exhale, the carbon dioxide is squeezed out of your lungs. The more oxygen you have, the brighter will be your colors, the more pep you will have, the smarter you will be.

#### SAYING IT ALOUD

- F. Listen carefully to the paragraph read by the teacher. Clap once if the word pronounced by the teacher is /ɛ/ sound; the /æ/ sound twice. Then read the paragraph aloud.

Angelic is ten years old. She enjoys helping Kate clean the bedroom. She dusts the shelf and small table everyday to keep them clean. But the

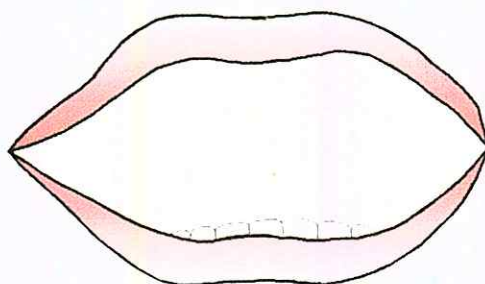
chore she enjoys most is putting fresh flowers on the flower vase. She loves pink daisy most of all. She thinks they give the bedroom a gay look.

# LESSON 4 :     ă or / ae /

the vowel     ă or / ae / as in "jam" and "mat"

## DESCRIPTION

1.    Position:     The lips are stretched to the sides while the teeth are wide open.
2.    Production: The vocal cords vibrate.



## TEACHING TIPS:

1.    The stretching of the lips to the sides creates tension on the lip corners.
2.    When the lips are stretched to the sides, the cheeks move upward.
3.    At the same time that the lips are stretched to the sides, the lower jaw is dropped.

Note:     Beware of substituting the / ae / sound with the / e /. Do not say "bend" when you mean "band", or "send" when you mean "sand". Avoid spreading your lips on this sound.

MOVING ON

A. Read the following words.

add	raft
back	mess
address (n)	value
adamant	vampire
amateur	amicable

What is the common sound you hear? Make the sound three times.

B. Read the following phrases.

a patch on the back	zigzag to the ranch
a trap for the rat	amnesty for Dad
crash on the grass	bad allergy

C. Encircle the word from the minimal pair that best completes the sentence.

1. The weather is \_\_\_\_\_. (bad - bed)

I want to \_\_\_\_\_ at 9:00 O' clock.

2. Did you hear the \_\_\_\_\_ of the (crass - crash) glasses?

\_\_\_\_\_ studied in Zumarraga, Samar.

3. There is a \_\_\_\_\_ on my neck. (mass - mess)

Don't \_\_\_\_\_ up your dress.

4. They \_\_\_\_\_ their head or hand (back - beck) to call  
their company.  
They stay at the \_\_\_\_\_ door.
5. \_\_\_\_\_ 2 to 4 to make six. (Ed - add)  
\_\_\_\_\_ is a grade six pupil.
6. The hens \_\_\_\_\_, the corn. (pack - peck)  
\_\_\_\_\_ the books in the box.
7. The old man was sitting on a \_\_\_\_\_. (trance -  
trench)  
Dig a \_\_\_\_\_.
8. He is an industrious \_\_\_\_\_. (led - lad)  
He \_\_\_\_\_ the horses to the field.
9. The boy \_\_\_\_\_ behind because he is tired. (lag -  
leg)  
His right \_\_\_\_\_ is aching.
10. She has a nice \_\_\_\_\_. (bag - beg)  
I \_\_\_\_\_ your pardon.

### WORKING OUT

0. Listen carefully as the teacher sings the song,  
Say yes if you hear a word with / / sound.
- He clasps the crag with crooked hands,  
Close to the sun in lovely lands  
Ringed with the alarm word, he stands,

The wrinkled sea beneath him crawls.

He watches from his mountain walks,

And like a thunderbolt he falls.

9. Read the following sentences. Encircle the words with the / ae / sound.

1. Dad asked us to take a bath fast.
2. Menny loves pancakes with mango jam.
3. Sandy and Pamela belong to a big family.
4. Adam always takes a nap after class.
5. The fat man clapped his hands and danced with his feet.
6. The adamant vampire insisted that the tabloid is bad.
7. Dad sat on the mat as he drank tea with Adam.
8. The last marching brass band rode on a raft to the ranch.
9. A rally bad allergy added fire to the admiral's parangue.
10. Does the amicable amateur understand the value of an amnesty?

### SAYING IT ALOUD

D. Read the paragraph. Then copy the words with the sound /aer/.

Dan has two black cats named Blacky and Katty. Blacky is thin with black and white fur. Katty is fat with few yellow spots.

One day, Dan's elder brother, Tam brought home a mat. The two black cats saw it. Suddenly, they sprang on the mat and tore into halves.

Now Tam got so mad.

E. Pick out the words in the rhythmical lines with the sound /æ/. Then read aloud.

Never hāggle with an ill-mānnered brāggart, /

Better brāg to an admirable hunchbāck, //

Never embarrass a backtracing rādicāl, /

Better pācify a māverick mādrigal! //

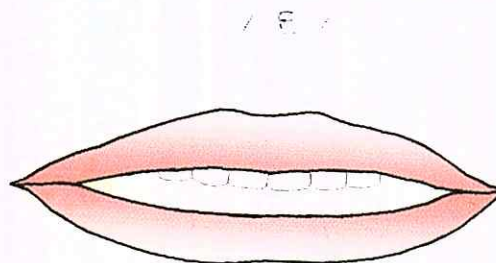
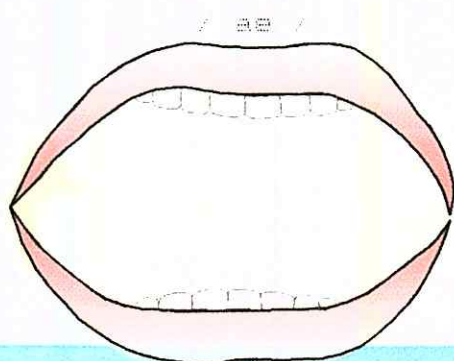


LESSON 5 : a /ae/ and e /e/

Jam - Gem

### DESCRIPTION

1. Position: The vowel sound /ae/ the mouth is wide open and the lips are spread to the sides of the same time. The lips and teeth of the vowel sound /e/ are slightly open in a half-smile.
2. Production: The vocal cords vibrate.



### TEACHING TIPS:

1. The stretching of the lips to the sides creates tension on the lip corners and the lower jaw is dropped in /ae/ sound.
2. The stretching of the lips to the sides does not require effort. It is very similar to the Filipino vowel sound /e/. It is a short vowel sound. /e/



# MOVING ON

A. Read the following words. Pronounce the words clearly.

sad - said

slapped - slept

back - pack

mass - mess

bad - bed

tamper - temper

ranch - wrench

passed - past

melady - melody

knack - neck

B. Read the following phrases.

slept on the sand

the last to perish

wear a tan vest

gem in a menageries

lend him a mat

send to the parish

C. Pick out the words from the minimal pair that best completes the sentence.

1. Mr. Tito Torres is my \_\_\_\_\_. (dad - dead)

The man is \_\_\_\_\_.

2. He travelled by \_\_\_\_\_. (trend - train)

The \_\_\_\_\_ of modern living is away from old customs.

3. Use the \_\_\_\_\_ for cooking vegetables. (pen - pan)

Place the pig in a \_\_\_\_\_.

4. He \_\_\_\_\_ his face before shivering. (leathers -  
leathers)

\_\_\_\_\_ are good for shoes.

5. She has a sweet \_\_\_\_\_. (tamper - temper)  
Don't \_\_\_\_\_ with the instruments.
6. You haven't got a \_\_\_\_\_ of doing it. (knack - neck).  
His \_\_\_\_\_ with the instruments.
7. He \_\_\_\_\_ all his money. (expands - expends)  
The balloon \_\_\_\_\_ when it is blown up.
8. He \_\_\_\_\_ the entrance examination. (passed - pest)  
Worms are a \_\_\_\_\_ to plants.
9. He wears \_\_\_\_\_ shoes. (ten - tan)  
I bought \_\_\_\_\_ pairs of shoes.
10. Mang Ambo \_\_\_\_\_ his twelve chicken. (fed - fad)  
Wearing jeans was a \_\_\_\_\_ in that town.

### WORKING OUT

9. Listen closely as your teacher reads the passage.  
Raise your hand upward when you hear the sound of /t/: both hand upward when you hear the sound of /t/:
- How shall we write this final chapter?  
How shall we end or phrase the end of this?  
Will it be joy, will it be sorrow after,  
or but a cold master feigning of bliss?  
There have been moments that with suspense  
trembled, when hearts remembered and when hearts

forget,

This our story with all its parts assembled

Reaches its finis - you've woven the plot.

From: "Last chapter 4"

Cornelio Faigao

E. Read the sentences. Underline the /æ/ sound once,  
twice for /ɛ/ sound.

1. Jack and Samp spread the blanket on the bed.
2. Is it a fad to carry a wrench in one's bag?
3. Ed slept on a mat for ten at the parish where the  
band perished.
4. Is it true that Beth slapped the man who was a  
pest?
5. Fed up with the leather fad, Benjie packed his  
belt and sent it to the bandit.
6. Send the band to the fest in the ranch.
7. Let's thresh out this mess with the frat or we'll  
be trashed by Dad.
8. It was past ten when they slept on the sand.
9. Wrenches of many sizes are found in the ranch,  
where Jam lices with Melody.
10. Admirable men's ammunition is their common sense  
while radical men's alibi is their bad temper.

**SAYING IT ALOUD**

F. Listen to the dialogue read by the teacher. stamp your foot once when you hear the /ʔ/ sound; twice for /ɛ/ sound. then repeat reading the dialogue after your teacher.

Melvin: Can you weave a mat for ten?

Aries: I guess. I just wove a mat for seven.

Melvin: You're pulling my leg.

Aries: No. I'm not. I sent it to my uncles' parish.

Melvin: Your Uncle Ted's parish?

Aries: Yes. It's where a band of radical men perished.

Melvin: Going back to weaving mats, would you weave a mat for ten for me?

Aries: Why should I weave a mat for ten for you?

Melvin: So I can send it to your Uncle Ted's parish.

Aries: I don't get it. Why do you need to send a mat for ten to my Uncle Ted's parish?

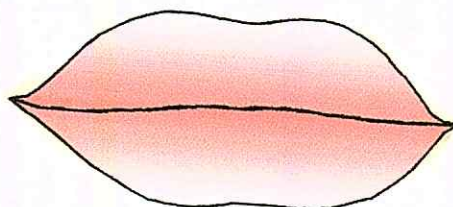
Melvin: Haven't you heard? The cottage industry men have launched a mat - weaving contest in your Uncle Ted's parish.

# LESSON 6 :     oo     / u /

The vowel sound oo / u / as in "booth" and "tooth".

## DESCRIPTION

1. Position: The lips are pushed forward.
2. Production: The vocal cords vibrate.



## TEACHING TIPS:

1. Tell the children to lengthen the vernacular U in order to produce u correctly.
2. Tell them that / u / is a long sound produced with tension in the lips.

Note: The most frequent spelling for / u / is "oo" as in "school", "too", "room", "food", etc. Other spellings include the single letter "o" as in "do" and "to", "u" as in "dupe", and "ou" as in "route" and "soup".

MOVING ON

A. Read the following words:

food	June
coup	soup
mean	coze
whirlpool	rendezvous
supermarket	substitute

B. Read the following phrases.

a blue balloon	mongoose in zoo
a pool in school	waterproof toupee
cool in June	suicide in a tomb
a goose and a rooster	choose your room

C. Underline the word from the minimal pair that best completes the sentence.

- Please don't \_\_\_\_\_ the old man. (fool - fell)  
The church was \_\_\_\_\_ of people.
- Was \_\_\_\_\_ punished by his neighbor? (look - Luke)  
\_\_\_\_\_ before you leap.
- John's \_\_\_\_\_ was successful. (soot - suit)  
Did you remove the \_\_\_\_\_ from the chinnery?
- The baby \_\_\_\_\_ to the delight of its parents  
(coed - could)  
It \_\_\_\_\_ do nothing else but coo and coo.
- The farmer \_\_\_\_\_ the birds away from his grains.



(should. - snood)

\_\_\_\_\_ you meet Jude, please send him here.

e. Our school has a swimming \_\_\_\_\_. (pull - pool)

\_\_\_\_\_ the cart.

### WORKING OUT

D. Encircle the word in parenthesis that has the same sound with that of the key word.

1. booth (tooth, foot, crook, caught)
2. Julie (July, pulley, Jury, funny)
3. fool (bull, full, tall, school)
4. broom (Tom, tame, gloom, comb)
5. truth (feet, fruit, taught, broth)
6. shoot (ought, boat, route, foot)
7. proof (cuff, reef, relief, roof)
8. mood (rude, good, bud, fraud)
9. clue (blue, jaw, dew, raw)
10. juice (toss, cause, sauce, bruise)

E. Read the sentences and underline the words with the / u / sound.

1. We toured the presidential room.
2. Stir your fruit juice with this spoon.
3. Sweep out school room with this new broom.
4. Help her choose a loose blouse.
5. Luz lost her tooth in the swimming pool.

6. She offered new noodle soup and a scoop of ice cream.
7. Jun found a blue show inside the booth.
8. A clue to the suicide in the tomb was found for the waterproof toupee which was stolen by the cuckoo.
9. The man with the tattoo croons as he brows coffee for the bootblack in the zoo.
10. No suitable substitute could be found for the waterproof toupee which was stolen by the cuckoo.

### SAYING IT ALOUD

F. Read this conversation pronouncing the words with the / u / sound well.

Luz : Snooky / It is time for lunch.

Snooky : I'm coming. Hum. The food looks delicious.

Luz : Taste the soup first. Here is the nerving spoon.

Snooky : Thanks. How about you?

Luz : If you will excuse me / I'll just get something from my room. I will be back soon.

Snooky : Go ahead. I can manage.



Luz : Here is a can of prune juice. This is good for you.

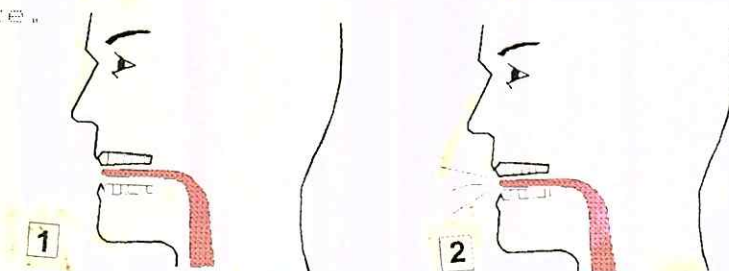
Snooky : Thank you.

# LESSON 7 : th /<sup>h</sup>/

The consonant sound th /<sup>h</sup>/ as in "thine"

## DESCRIPTION

1. Position: Place the tip of the tongue between the upper and lower teeth. There should be a slight space between the tongue and the upper teeth.
2. Production: Blow between the upper teeth and tongue. At the same time, make the vocal cords vibrate.



### TEACHING TIPS:

1. Let the children feel with their hand the air which escapes between their tongue and upper teeth.
2. Make them place their other hand on their throat so that they can feel the vibration of their vocal cords.
3. Point out to them that the vocal cords do not vibrate in the production of the consonant sound.

Note: The voiced consonant sound /ð/ in that, this, these, and those of the voiceless "th" /θ/ in thrill, through differ only in the manner of vocalization.

### MOVING ON

A. Read the following words. Pronounce the /ð/ sound clearly.

initial	medial	final
thy	father	bathe
they	gather	lathe
then	lather	scathe
them	bother	smooth

B. Read the following phrases. Pronounce the words with the /ð/ sound well.

this rhythm	bother them
southern leather	thy father
breathe and bathe	seethe and writhe

C. Box the word from the minimal pair that best completes the sentence.

- We shall all \_\_\_\_\_. (thy - die)  
Love \_\_\_\_\_ neighbor.
- The Jews are the \_\_\_\_\_ of abraham. (seethe - seed)  
The cooks \_\_\_\_\_ the meat.
- Put the fish on the \_\_\_\_\_. (this - dish)

- \_\_\_\_\_ is the picture of her mother.
4. A \_\_\_\_\_ of thieves. (then - den;  
By \_\_\_\_\_ we shall know the result of the test.
5. He studied hard. he got high marks. (thus - does)  
\_\_\_\_\_ your father work in an office in an office?
6. He did not \_\_\_\_\_ to jump from the well. (there - dare)  
\_\_\_\_\_ is a basket under the table.
7. Give \_\_\_\_\_ books to him. (doze - those)  
The baby \_\_\_\_\_ in the chair.
8. \_\_\_\_\_ your sword. (sheath - she'd)  
\_\_\_\_\_ help me in the school work.
9. Many were \_\_\_\_\_ off because the company is economizing. (laid - lathe)  
A machine \_\_\_\_\_ for noicing articles of wood.
10. I have no \_\_\_\_\_ place to go. (other - udder)  
The bag of animals from which milk comes is \_\_\_\_\_.

### WORKING OUT

- D. Read the sentences and box all the words with the / / sound.
1. This lather is really smooth.
  2. The rhythm of city life smothers my father.
  3. Should we clothe him with southern leather?
  4. They loathe to gather these and those.

5. If you'll bother to bathe yourself you won't bother them.
  6. Their motherly teacher is the mother of the smooth weatherman.
  7. Although the clothesline is bothersome, they's rather have it there.
  8. Why is a trip to the Netherlands newsworthy, but a southern trip unworthy?
  9. Fathers, mothers, brothers, and sisters all believe in family togetherness.
  10. When southern lads seethe and writhe, northern boys unsheathe their swords.
- D. Listen to the tongue twister read by the teacher. Say true if you hear a word with the /ʒ/ sound.

Whether the weather beats the weatherman, /  
 whether the weatherman beats the weather, / they  
 go there by themselves to be together, / there  
 with the weather.- beaten weather man. //

#### SAYING IT ALOUD

- E. Read the following verse with expression. Observe the /ʒ/ sound correctly.
- "Father," /asked the son." /
- "Was the Son of God ever a father?" //

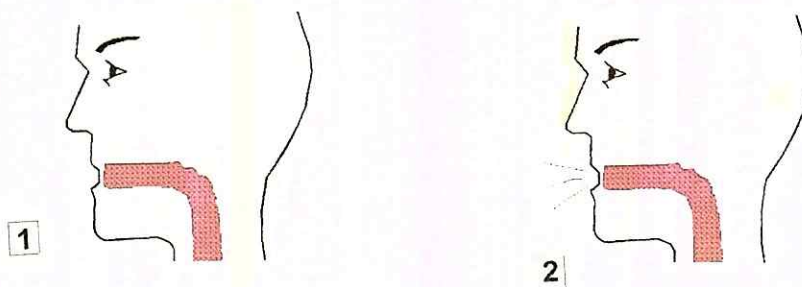
"No, son," / said the father, /  
"He is everybody's Brother." //  
"Father," / asked the son, /  
"Am I a brother of the Son of God?" //  
"Yes, son," / said the father, /  
"He is everybody's Brother!" //  
  
"Father," / asked the son, /  
"Am I also a child of God?" //  
"Yes, son," / said the father, /  
"God is everybody's father!" //

# LESSON 8: th /θ/ and the /ð/

thin - then

## DESCRIPTION

1. Position: The consonant sound /θ/ the tip of the tongue is pressed against the upper front teeth, at the same time narrowing the passage of the breath stream. The tip of the tongue of the consonant sound /ð/ is placed far enough force and to block a slight opening between the teeth and then forcing a vocalized breath through the obstructed passage.
2. Production: The vocal cords vibrate in /ð/ sound but not in consonant sound /θ/.



## TEACHING TIPS:

1. Let the children look at themselves in hand mirrors as they produce the consonant sounds



/θ/ and /ð/.

2. Make them place their other hand on their throat so that they can feel the vibration of their vocal cords in /θ/ sound and the air which escapes between their tongue and upper teeth in /ð/ sound.
3. Let them observe that the escaping air can be heard. Caution them not to bite their tongue.

Note: The outstanding difference between the consonant sound /θ/ and /ð/ lies in the vocalization.

### MOVING ON

- A. Pronounce the minimal pairs clearly and distinctly.

/θ/      /ð/

thin - then

thigh - thy

sooth - soothe

bath - bathe

theme - them

2. Read the following phrases:

soothe the injured child      thy neighbor



theme of his sermon	breathe deeply
a thin cloth	sponge bath
a big thigh	lost his breath

C. Pick out the word from the minimal pair that completes the sentence best.

1. Let me see your \_\_\_\_\_. (teeth - teethe)  
The babies \_\_\_\_\_.
2. He drew the sword from the \_\_\_\_\_. (Sheathe - sheath)
3. The little girl was \_\_\_\_\_ to leave her mother. (loathe - loath)  
I \_\_\_\_\_ people who do not keep their promises.
4. She is \_\_\_\_\_ remembering. (worth - worth)  
My \_\_\_\_\_ grandfather lives in the Southern part of the town.
5. The soup is too \_\_\_\_\_. (then - thin)  
Prices were lower \_\_\_\_\_.
6. Don't \_\_\_\_\_ into my face. (breathe - breath)  
He ran so fast he lost his \_\_\_\_\_.
7. Take a \_\_\_\_\_ daily. (bath - Bathe)  
\_\_\_\_\_ the child.
8. The \_\_\_\_\_ of the motorboat is (lath - lathe) nice.  
He forms a \_\_\_\_\_ on a chair.

WORKING OUT

D. Read and differentiate the sounds of the pair of words.

/θ/

teeth - teethe

sheath - sheathe

lith - lithe

/tʃ/

wreath - wreathe

worth - worthy

loath - loathe

E. Write S if you hear the same sound and D if you hear a different consonant sound.

\_\_\_\_\_ anything - everything      \_\_\_\_\_ rhythm - write

\_\_\_\_\_ smooth - with      \_\_\_\_\_ mirthless -

breathless

\_\_\_\_\_ those - these      \_\_\_\_\_ thirty - three

F. Read the words in each group. Choose the word that does not have the same consonant sound as the other words in the group. The sounds are all spelled th.

1. then. there. thank. that

2. thick. those. this. thine

3. thirst. thorough. through. though

4. feather. mother. healthier. either

5. Thames. Theodore. Thomas. Thai

# SAYING IT ALOUD

- G. Listen as your teacher reads the poem. Close your eyes when you hear the sound of / /; open your eyes when you hear the sound of / / . Then read the poem orally.

Whoever planned the world was wise to think  
of land, and seas, and skies.

To plan a sun and moon that could be made to  
run the way they should.

Like flowers in parks and flakes of snow,  
and little sparks the fireflies show?

- H. Listen to the teacher sing a song. Raise one finger when you hear the sound of / / or two fingers when you hear the / / sound. Then repeat after your teacher line by line as she sings the song again.

## Lullaby by An Infant Chief

O hush thee.. my baby Jonathan, thy sire was  
a knight.

Thy mother Judith, a lady both lovely and  
bright

The woods and the glens from the tower which  
we see.

They all are belonging, dear Jonathan, to  
thee.

O hush, my baby Jonathan, the time will soon  
come,

When they sleep shall be broken by trumpet  
and drum,

Then hush, thee, my darling Jonathan take  
rest while you may.

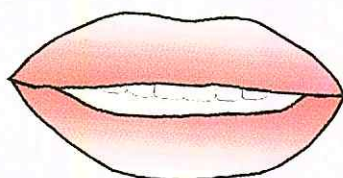
For strife comes with manhood, and waking  
with day.

## LESSON 9: sh /ʃ/

Consonant sound sh /ʃ/ as in "shelf"

## DESCRIPTION

1. Position: /ʃ/ - The lips are slightly pushed forward. The sides of the tongue touch the inner edges of the upper teeth.
2. Production: Let a broader stream of air escape through the tip and blade of the tongue and between the upper and lower teeth.

**TEACHING TIP:**

1. Tell the children to protrude their lips slightly and make them rounded a little.

Note: The "sh" /ʃ/ sound is a voiceless consonant represented by many spellings: "sh" as in "she", "ti" as in "nation", "sin" as in "pension", "ci" as in "gracious", "ch" as in "machine", and "s" as in "sugar".

A. Read the following words:

ship	sure
session	cache
conscious	censure
devotion	provincial
extinguish	chauffeur

B. Read the following phrases:

a sharp shot	sure of the issue
a fashion show	addition and subtraction
shifted occasionally	shouted at the shore

C. Check the word from the minimal pair that completes the sentence best.

1. They \_\_\_\_ more rice than corn. (sow - show)  
We \_\_\_\_ different things for sale.
2. They gave the patient some \_\_\_\_\_. (Shc? - sop)  
I bought this cigarettes at the \_\_\_\_\_.
3. Grandma is wearing a \_\_\_\_\_. (Sol - shawl)  
\_\_\_\_\_ sells a flower.
4. Mar \_\_\_\_\_ shoes. (sign - shine)  
She made the \_\_\_\_\_ of the cross.
5. He \_\_\_\_\_ his enemy's blood. (said - shed)  
I \_\_\_\_\_ "you have to look with your conscience".
6. We hear Mary \_\_\_\_\_. (sigh - shy)

- She is very \_\_\_\_.
7. I used to use nipa \_\_\_\_\_. (shingle - single)  
I am still \_\_\_\_\_.
8. When his parents died Tom had to \_\_\_\_\_ for himself.  
(shift - sirt)  
\_\_\_\_\_ the sand.
9. The mountains by the sea is a beautiful \_\_\_\_\_.  
(scence - sheen)  
Satan has a \_\_\_\_\_.
10. O Mary, \_\_\_\_\_ us from danger. (shield - sealed)  
She \_\_\_\_\_ the jars.

### WORKING OUT

- D. Read the sentences and underline the words with the /ʃ/ sound.
1. She shouted shrilly at Sheila.
  2. I showed the chauffeur the shady store.
  3. He did not wish to push the issue to a finish.
  4. She sells seashells by the seashore.
  5. They showed the position of the ship before the crash.
  6. We appreciated the patience of the pension officials.
  7. After the discussion we are sure of our commission.

8. Shivering Chairmaine shook her shining shillings.
9. A racial politician should shun sheer commotion in his emotion.
10. Isn't it too ambitious for a silly charlatan to think of extinguishing the sun?

### SAYING IT ALOUD

E. Read the paragraph with expression. Observe the /j/ sound correctly.

The shepherds who were sheltering their sheep beneath the shade were sharply frightened by the short shouts of the fishers in the shore. They went to the shore and saw the fishers selling shells and shrimps by the shore.

### F. Verse Drill

Can you distinguish sun from shun? //

Do you shun sin and seek to shine? //

In any subject under the sun? //

Can you distinguish sun from shun? //

Do you shun a sheik in order to seek? //

Something that shines even without the sun? //



## LESSON 10 : K / k /

The consonant sound K / k / as in "cap" and "beacon".

## DESCRIPTION

1. Position: For k, the back of the tongue is pressed against the soft palate.
2. Production: Push the back of the tongue against the soft palate, then release it quickly. The movement produces a distinct explosion of air (aspiration).

**TEACHING TIP:**

1. Tell the children to quickly lower their tongue as they make a voiceless sound.

Note: Make the sound / k / very lightly, easily and quickly. This sound / k / when immediately before a vowel, is aspirated but lightly. When final in a word, the / k / sound is hard and definite: as

"music", "allergic", etc. The / k / sound is represented by the letter "k" as in kite, "c" as in care, "ch" as in cholera, or machination, "cch" as in cacchimate, and "q" as in quick.

### MOVING ON

- A. Read the following words and phrases. Pronounce the words with the sound of / k / clearly.

Words:

<u>k</u> neel	<u>c</u> haos	<u>Q</u> uick
<u>c</u> ane	<u>c</u> aisso	<u>e</u> qual
<u>s</u> cheme	<u>m</u> osque	<u>o</u> ccur

Phrases:

old cute	keynote speaker
a kind of magic	kick the bucket
coke and cake	court his confidence

- B. Select the word from the minimal pair that best completes the sentence.

- He \_\_\_\_\_ from school. (game - came)  
What do you think Peter's \_\_\_\_\_ is?
- Her hair \_\_\_\_\_ naturally. (girl's - curls)  
The \_\_\_\_\_ dress is short.
- Take the \_\_\_\_\_ off the bottle. (gap - cap)  
There is a \_\_\_\_\_ between the boards.

4. There is \_\_\_\_\_ and corruption of our government.  
(graft - craft).

By \_\_\_\_\_ and cheating he got all their money.

5. The windows are made of \_\_\_\_\_. (class - glass)  
He was absent from \_\_\_\_\_.

6. The beggar \_\_\_\_\_ for money. (greed - creed)  
The formal summaries of Christian belief is \_\_\_\_\_.

7. They will visit the \_\_\_\_\_ of his father. (grave - greed)  
They \_\_\_\_\_ to be a lawyer.

8. What do you \_\_\_\_\_ this? (call - gall)  
What the say \_\_\_\_\_ me.

9. Don't \_\_\_\_\_ the book. (grab - crab)  
The \_\_\_\_\_ crawls.

10. There is a \_\_\_\_\_ error. (cross - gross)  
Jesus died on the \_\_\_\_\_.

### WORKING OUT

0. Read the sentence carefully. Encircle the words with the / k / sound.

1. He got cold fast before he could stand up to speak.

2. A vacuum cleaner helps to make the work quick and easy.

3. Jake uses a technique to make his work quick.
4. The kind king rode in a cable car.
5. The queen broke his ankle in a fake accident.
6. Mr. Clark cleaned the electric clock.
7. Mary came back to claim a package she left in the truck.
8. The mechanic and the carpenter quarreled over some electrical equipment.
9. She keeps a cool head despite confusion in the office.
10. After the work, she drank a cup of cold drink.

#### SAYING IT ALOUD

- E. Read the paragraph orally. Pronounce the words with the /k/ sound clearly.

Ike wanted to hike to the hill above the town. He took a green, canvass bag and crammed into it hamburger sandwiches, plastic glasses, a deck of cards, an empty sack, a small jug of water, and a book on gamecocks. He called up his colleague Kiko who agreed to join him on his epic undertaking. After a two-hour hike, fatigue won over Ike and Kiko to reach the peak of the hill without resting. Kiko complained of a stomachache. But Ike didn't mind Kiko's complaint for

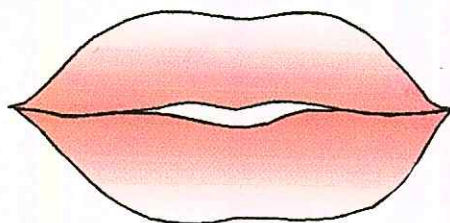
he thought he was only joking. He went ahead and left Kiko behind. When Ike came down from the peak of the hill, he found Kiko unconscious on the grass. He carried Kiko on his back and went downhill with great effort. He begged a tricycle driver at the foot of the hill to take Kiko and him to the nearest hospital for medication.

## LESSON 11 : wh / hw /

The consonant blend wh / h**w**/ as in "where"

## DESCRIPTION

1. Position : The lips are pushed forward, as if about to whistle.
2. Production : Blow a small amount of air as the lips assume the whistling position.  
The vocal cords vibrate.

**TEACHING TIPS:**

1. Tell the children that "wh" /hw/ is a combination of the /w/ and the /h/ sounds.
2. Tell them that the two-letter elements are produced in the reverse order, that is "hw".
3. Point out to them that spelling such as what is pronounced as if spelled "hwat".
4. Remind them that the words, who, white, whose, whoop and what the "w" is silent in their pronunciation.



# MOVING ON

- A. Read the following words and phrases. Pronounce the words with the /hw/ sound clearly.

Words:

while	wheeze
why	whine
whimper	nowhere
somewhat	whisper
whistle	whimsical

Phrases:

a white whistle	where and when
whose wharf	whiskey somewhere
wheels whirled	whys, whens, and wherefores

- B. Underline the word from the minimal pair that best completes the sentence.

- Her hair is \_\_\_\_\_. (white - why)  
\_\_\_\_\_ the knife.
- This is the \_\_\_\_\_ to calvary. (whey - way)  
The serpent by his \_\_\_\_\_ persuaded.  
Eve \_\_\_\_\_ to eat the apple. (while - wile)
- Stay and rest a \_\_\_\_\_.
- A \_\_\_\_\_ is not a fish. (whale - wall)  
The boys \_\_\_\_\_.

5. The \_\_\_\_\_ hunts witness in the warehouse. (witch - which)  
 \_\_\_\_\_ is good for you.
6. \_\_\_\_\_ goes the winding road. (wither -whither)  
 The plants \_\_\_\_\_ and die.

### WORKING OUT

- C. Complete the sentences with the correct word.  
 Read your answers aloud.

whisper                  whip                  whistle  
 whine                  whirl

1. Do you know how to \_\_\_\_\_?
  2. The top started to \_\_\_\_\_ fast.
  3. The dog started to \_\_\_\_\_ in the middle of the night.
  4. The baby is asleep so Whilma came near to \_\_\_\_\_ to me.
  5. The cruel man got the lash and tried to \_\_\_\_\_ the poor boy.
- D. Read the sentences pronouncing the words with the /hw/ sound well.
1. Where and when did that whim originate?
  2. The white dog whimpered and whined when he was



whipped by his master.

3. The wheels whirred when the whistle sounded.
4. The witch smelled a whiff of whiskey somewhere in the warehouse.
5. What were the whigs doing meanwhile?
6. He went to live in a whaler's village near a wharf.
7. Somewhat weary Mr. Wheel refused to eat croissant.
8. Whenever they went anywhere they were always nowhere to be found.
9. There was no one with whom he could while away the time.
10. He ate whenever there was food and slept whenever night overtook him.

### SAYING IT ALOUD

- E. Read the verse orally pronouncing the words. Listen to the teacher as she reads each line. Nod your head the words with the /hw/ sound. Then read the verse well.

"Whither goes the winding road?" /

asked the way farer. //

"Somewhere," / said the wanderer. //

"Whither is somewhere? /

asked the wayfarer. //

"Anywhere" said the wanderer". //

"Anywhere cannot be somewhere," /

    said the wayfarer, //

"Somewhere can be anywhere!" /

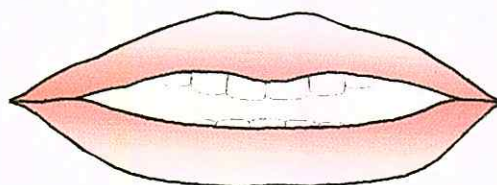
    said the wanderer. //

## LESSON 12 : scr / skr /

The consonant cluster /skr/ as in "scrape"

## DESCRIPTION

1. Position The lips and teeth are slightly open. The lips are slightly pushed forward.
2. Production: The vocal cords vibrate.

TEACHING TIPS:

1. Special attention is being given to the skr cluster, as in scream.
2. Make sure that the pupils say the consonant sounds s, k, and r in the cluster correctly.

**MOVING ON**

4. Read the following words.

scream

scroll

scrape

scramble

scrub

scrabble

scruff	scrupulous
screech	scrawny

What is the common sound you hear? Produce the sound three times.

B. Read the following phrases. Pronounce the words with the /skr/ sound well.

scrap of iron	movie screen
scream for help	scrubbed look
quick scribe	scrupulous businessman

C. Choose the word from the minimal pair that completes the sentence best.

1. The color \_\_\_\_\_ of the room is blue. (scheme - scream)

The \_\_\_\_\_ was heard by many people.

2. My grandparents \_\_\_\_\_ the hard words when they read. (skip - scrape)

The children \_\_\_\_\_ a hole in the sand.

3. "Help" ! Help!" she \_\_\_\_\_. (screached - sketch).

Who made that \_\_\_\_\_?

4. \_\_\_\_\_ the oranges. (skin - screen)

She keeps the trunk behind a \_\_\_\_\_.

5. There is a \_\_\_\_\_ on the roof where Joe was vaccinated. (scrap - scrub)

They \_\_\_\_\_ the floor.

5. This is my \_\_\_\_\_. (school - scroll)

Here is \_\_\_\_\_ for you with a writing on it.

### WORKING OUT

0. Read the sentences and encircle all the words with the /skr/ sound.
1. Mr. Scott scrapped off the paint of his old car.
  2. Scrub the floor with a brush, soap and water.
  3. Mr. Clenchie scrutinizes her work before submitting it to the manager.
  4. She finds pleasure in playing scrabble.
  5. Many ancient scrolls were discovered in caves.
  6. She is anguish for a screen test in that movie company.
  7. Don't scratch your skin.
  8. He is a man without scruples.
  9. Christopher is a scrupulous businessman.
  10. She is trying to save for a trip by scrimping on her clothes allowance.

**SAYING IT ALOUD**

- E. Read the paragraph orally. Pronounce the words with /skr/ sound clearly.

My brother, Scott was playing a scrabble under a scrubby tree when his friend saw him. He asked him to join play the scrabble. While playing a group of boys came to join the game. Suddenly, Scott screamed. The boys scrimmaged the tiles and went away.

LESSON 13 : Changes in Meaning of Words in Sentences  
caused by Stress Shift

**Stress**

Stress is the force given to a syllable giving it more emphasis than the other syllables in a word. It is also called "accent". A stressed syllable is uttered with a greater degree of loudness thus giving added meaning to the syllable.

In a sentence the normal tendency is for the heaviest stress to fall on the content word toward the end of the sentence.

**TEACHING TIPS:**

1. Remember to model the sentences for your pupils.
2. Remind them to read in a fluent manner.

**MOVING ON**

4. Read the following sentences. Observe the accent properly.

1. She sounds <sup>ˈ</sup>bitter.
2. She is talking <sup>ˈ</sup>sarcastically.
3. It is a much <sup>ˈ</sup>publicized movie.
4. He leads the <sup>ˈ</sup>progressive group.
5. The meeting was <sup>ˈ</sup>adjourned prematurely.

B. Read the following sentences. Observe the underlined word.

1. Miss Quirap is absent today.

(The speaker wants to emphasize Miss Quirap's absence).

2. This is a simple but exquisite gown.

(The speaker wants to emphasize the exquisiteness of the gown).

3. Hospitality is a national trait of Filipinos.

(The speaker wants to emphasize that hospitality is a Filipino trait not only in some area of the Philippines but all over the country).

4. When are you going to have an interview?

(The speaker means that the person spoken to should have an interview, but haven't had one yet).

5. Winners and losers deserve to be congratulated.

(The speaker wants to emphasize that both winners and losers should be congratulated).

6. Tita turned twelve last Wednesday.

(The speaker wants to emphasize that it was Tita not any other girl who turned twelve recently).

7. A hobby can be both profitable and relaxing.

(The speaker wants to emphasize the profitability



of a hobby.)

8. It is impolite to eavesdrop.

(The speaker wants to emphasize the impoliteness of eavesdropping.)

9. Success is never accidental.

(The speaker wants to emphasize that not once has success ever been accidental.)

10. A nuclear power plant is expensive.

(The speaker wants to emphasize that it is the nuclear power plant, not any other kind of power plant, which is expensive.)

### WORKING OUT

- C. Read these sentences. Stress the underline word.

1. Wild animals wander in the desert.
2. She conducts the test every first week of July.
3. The contest was one sided.
4. The country's sugar export brings in much money.
5. You pay for a permit to open the store.
6. Did you insult him in front of people?
7. They will not stage a strike if you increase their pay.
8. The queen had an escort wherever she went.
9. The man deserted his friend in time of danger.

10. Will they convict them for robbery?

### SAYING IT ALOUD

9. Read the sentences. Pronounce the word with the accented syllable correctly.

1. The chairman of the barangay has all the time listen to your protest.
2. The students yielded only after the protest.
3. Be careful. Your behavior is on record.
4. Prisoners are subjected to much cruelty.
5. Don't absent yourself from classes too often.

## LESSON 14 : Stress on the First Syllable

### Stress

Stress is a force given to a syllable giving it more emphasis than the other syllable in a word. It is also called accent (?). A stressed syllable is uttered with a greater degree of loudness thus giving added meaning to the syllable. ex. SYL. la. ble. The word syllable is accented or stressed on the first syllable.

#### TEACHING TIPS:

1. In the syllable stress, the capital letters stand for the syllable with the primary stress.
2. Insist on the proper pronunciation of words with the stress. It is a point of refinement which non-native but good speakers of English should not ignore.

Note: Content words are words that have meaning in themselves and so these words are to be stressed on the first syllable. Examples: noun, verb, adjective and adverbs. Function words receive a weak sound: that is they are unstressed. They acquire meaning only when

They are combined with other words to express a grammatical idea. Examples: article, prepositions, pronouns, helping verb, conjunctions, and possessive adjectives.

### MOVING ON

1. Read the following words. Say it with the stress on the first syllable.

AR . tic WA . ter AP . plicant

AB . sent LA . dy LOVE . ly

DEAR . line SLEEP . less MEM . orable

2. Read the phrases and pronounce the stressed syllable well.

Catholic church

fávorite place

will célebrate

more prófitable

exemplary cónduct

hónorable man

sugar éxport

pay for a prótest

### WORKING OUT

1. Put a stress mark ( ' ) above the correct syllable.

ribbon

castle

hardly

neighbor

ashamed

classmate

conseil

semester

committee

2. Write the following for primary stress ( ' ).

1. She is a secretary.
2. Gardening is an interesting hobby.
3. He knows it well.
4. What are you looking for?
5. I cannot locate this word in the dictionary.
6. The great man received a medal for his bravery.
7. Her wallet is on the desk.
8. We waited for him but he never showed up.
9. Gary's recent concert was filled with people.
10. The lovely nurse and the handsome doctor got married.

#### SAYING IT ALOUD

- B. Read the following sentences stressing those words that are marked.
1. I b<sup>o</sup>ught her a p<sup>r</sup>etty new d<sup>r</sup>ess.
  2. A man from S<sup>a</sup>mar w<sup>a</sup>ited for us last night.
  3. Are the<sup>s</sup>e your b<sup>o</sup>oks?
  4. Who are<sup>e</sup> you to q<sup>u</sup>estion me?
  5. What have you d<sup>o</sup>ne with my b<sup>a</sup>g?
  6. My sister was ill when Mother came back.
  7. Those m<sup>e</sup>n down the<sup>r</sup>e want to s<sup>p</sup>ea<sup>k</sup> to you.
  8. A cu<sup>t</sup>e little k<sup>i</sup>tten sleeps under my fa<sup>v</sup>orite chair.

9. There's a new stone house at the foot of the hill.

10. Drive away those noisy boys.

E. Read the dialogue orally. Pronounce the stress syllable correctly.

Nilo : Ben, Lito is taking up speech.

Ben : What does he want it for?

Nilo : He wants to improve his ability to speak.

Ben : How about your friend, Joel, Is he a good speaker?

Nilo : I think he is. He is an effective communicator.

Ben : Is he loquacious?

Nilo : No, He is not talkative but he can put his ideas across.



## LESSON 15: Stress on the Second Syllable

### Stressing

Stressing the proper syllable in a word is very important in speech. It is important to determine which syllable within the word should be stressed and give it full force when it is spoken. The rest of the syllables within the word are unstressed.

#### TEACHING TIPS:

1. Here are some generalization in stressing on the second syllable.
  - a) Three syllable words with the primary stress on the second syllable. ex. mechanic
  - b) Some two syllable words have the stress on the second syllable. ex. affair
  - c) Four syllable words with the primary stress on the second syllable. ex. thermometer
  - d) A verb and a preposition may also be combined as a unit and the stress is usually on the second word. ex. dress up
  - e) Words used as a verb are normally stressed on the second syllable. ex. content

Note: The second syllable within a word receives full force. The first syllable and the rest of the syllables receive less force.

- A. Read the following words with the stress on the second syllable.

intestine	switch on	perfect
receive	important	neglect
parenthesis	religious	give up

- B. Read the following phrases:

contribute to the needy	He apologizes
deserted the army	to give offense
incline his body	a large percentage

### WORKING OUT

- C. Place the stress on the following words, then pronounce them as marked:

turn around	particular
campaign	injustice
sign off	immediately
significance	surprise

- D. Mark and read the following sentences correctly.

1. Raymond locked up the room and refused to go out.
2. Please hand in your reports so I may go over them now.
3. Did you insult him in front of an appointed official?
4. Permit me to get the percentage of children who are absent.



5. The opinion of the guitarist is different from ours.
6. Who was your companion in the excursion last Sunday?
7. I object to his solution in statistics.
8. Please revive your agenda.
9. His religious services was neglected for about three months.
10. The meeting was called off and everybody got out.

#### SAYING IT ALOUD

Read the conversation. Pronounce the words with the stress on the second syllable well.

Lina : I enjoyed my vaca<sup>ˈ</sup>tion with Jane very much.  
Thank you for invita<sup>ˈ</sup>ting me.

Rose : Thank you for accept<sup>ˈ</sup>ing the invitation.

Lina : I'm begin<sup>ˈ</sup>ning to miss the activi<sup>ˈ</sup>ties that  
Jane and I had enjoyed at your place.  
Nothing can give me greater joy than the  
delici<sup>ˈ</sup>ous fruits in your backyard and our  
enjoyment walking with the bambo<sup>ˈ</sup>o stilts.

Rose : Your visit would really be memor<sup>ˈ</sup>able to me.

## LESSON 16 : Stress on the Third Syllable

## STRESSING

Words of three or more syllables have a secondary stress aside from the principal stress. Syllable stress have three elements, namely: 1) loudness, 2) pitch, and 3) length. The word recommends for instance, has three syllables, re . com . mends. The syllable that is said loudest, longest and with the highest pitch is the third syllable. The third syllable therefore, is the accented or stressed syllable in the word, recommends. A word with a secondary stress is said by making a short pause after the syllable that receives the secondary stress.

**TEACHING TIPS:**

1. Words with three, or more syllables usually have both the primary and the secondary stresses.
2. Insist on the proper pronunciation of words with both the primary and secondary stresses.

**MOVING ON**

4. The accented syllables are printed in capitals. Say the accented syllable with louder voice as you pronounce the words.

overTHROW	engiNEER	instruMENTAL
eLeVATED	alcoHOLIC	afterNOON
polITICIAN	refuGEE	adverTISEMENT

B. Read the following phrases observing the correct stress.

an old magazine	reconstruct the sentence
a nice conversation	form of entertainment
a kangaroo walk	inclination for sports

### WORKING OUT

C. Place the stress on the following sentences. then pronounce them as marked:

1. He won in the declamation contest.
2. Good grades are your aspiration to study harder.
3. I received an invitation to a birthday party.
4. Do the doctors in the clinic give free consultation?
5. The guest speaker gave a long explanation.
6. That is a nice color combination.
7. He requested the congregation to pray.
8. People are more energetic in the cold weather.
9. All the schools in the town were closed during the flu epidemic.
10. Is that house a fit habitation for children?

**SAYING IT ALOUD**

D. Read the paragraph observing the stressed syllable.

The fUndaMENTAL method / by which a pupil learns  
to pronounce English / is by imitating the  
pronunciation / of English speaking persons.// When  
there is no English-speaking person present / try to  
reconSTRUCT the sound of the word / from the symbols in  
a dictionary.// You will have many oppportUNITies / to  
imitate / the speech / of your teacher / and others.//  
You must try to reproDUCE / the peculiarities in  
English.// Your success will depend / largely on the  
sharpness of your ear / and your ability as an  
imitator.//

## LESSON 17 : Stress on First, Second and Third Syllable

### STRESSING

Correct syllable stress can be learned by: 1) Listening to good speakers and imitating them. 2) having a good, reliable dictionary, 3) keeping learning new words. The first, second and third syllable of a word may receive the stress. Some words have two syllable stresses, the primary and the secondary. The primary stress symbolizes a heavy stress / ˈ / as govern while the secondary stress symbolizes a lighter stress / ˌ / as in pathos.

#### TEACHING TIPS:

1. Make sure that the pupils have no hearing difficulties.
2. Remind them to read in a fluent manner.

#### MOVING ON

A. Read the following words. Say them with the stress.

able	headache	escape
premature	postdate	switch off
call off	purchase	ascertain

B. Read the following phrases:

con/ſiscate the robber's pistol	exa/mine closely
draw a dia/graph	lived in a comp/ound
an ap/plicant fireman	fá/mine in India

### WORKING OUT

A. Place the stress on the following words and phrases, then pronounce them as marked:

committee	semester
affected speech	males manager
squeaky voice	colleague
outpost	sixteen

B. Mark and read the following sentences correctly.

1. He is a funny little man.
2. I am referring to that tall, tall boy.
3. Do not disappoint me.
4. February is the second month of the year.
5. Industry and thrift bring success.
6. A photograph record reproduce sounds.
7. The pupils are given fifteen days to prepare the report.
8. He suffered from dysentery.
9. The measurement of the room are ten by fifteen feet.



10. You cannot find true happiness in these deceitful pleasures.

### SAYING IT ALOUD

- C. Read the following conversations, giving careful attention to correct stress.

1. Ester: Did you attend today's Mathematics seminar?

Marlyn: No, but I attended yesterday's lecture. How was it today?

Ester: Well, there were two very eloquent speakers.

2. Barn: I understand there is a scientific way of planting rice.

Ben: yes, that's what I heard. I hope there would be an abundant supply of rice in our country.

3. Dar: I understand there is a flu epidemic in our school. Dr. Johnson helps us solve the mystery.

Ted: We're lucky.

## LESSON 18 : Falling Intonation Questions

Unanswerable by Yes or No

### Falling Intonation

Falling Intonation is a kind of intonation where the pitch of the voice goes downward. The intonation falls in an unstressed syllable or word.

#### TEACHING TIPS:

1. Explain to the children that questions not answerable by yes or no the pitch of the voice goes downward. ↓
2. Tell them that the falling intonation uses questions beginning with who, what, where, when, how and why.

#### MOVING ON

- A. Read the questions. The intonation curve will guide you in your reading.
1. What school do you go to?
2. Who's he?
3. Where did he come from?
4. How can I get in touch with you?
5. Why do you like English?



What do you notice at the end of the sentence? Read the questions two times.

B. Read the dialogue for practice.

Noe : What time is it?

Boy : It's eleven. It's time to go home.

Noe : When do we come back?

Boy : At two this afternoon.

Noe : Why do you ask?

Boy : I'd like to see the game.

### WORKING OUT

C. Read the verse choir. Your teacher will read each line then one row at a time will read it after her. Follow the intonation curves.

Who are very little.

And what are very brittle:

of you would grow great and stately.

you must try to walk sedately.

who must still be bright and quite.

And content with simple diet:

What remains, through all bewildering.

innocent and honest children.

What kind of hearts and faces.

Play in grassy places

How did in ancient ages

children grew to kings and sages.

Who are the kind and the unru'ly.

And the sort who eat unduly.

Who must never hope and glory -

What is quite a different story.

Who are the children and the babies,

That grow up as geese and gables,

Why hated, as their age increases,

By their nephews and their nieces.

D. Below are questions without the guide of intonation curves. Read them correctly.

1. What can I do to help you?
2. Who do you want to see?
3. When do you turn twelve?
4. Why don't we meet on Saturday?
5. When may we see you again?
6. How old is he?
7. Which is the way to town?
8. What did you say?
9. What is your time?
10. How can I get in touch with you?

**SAYING IT ALOUD**

E. Read the poem aloud. Take note of the intonation.

Where does father go each day.

What does he do with fish and shells

How does he throw the fishing net

Into the ocean big and deep.

What does father do at early dawn

And also the whole day long

Where does he get the fish and prawn

For us to sell and eat at home.

Who love to watch my father mend

The fishing poles and the big, big nets

Why does he work, and sing a song

I'm proud of him, he's brave and strong.

## LESSON 19 : Rising Intonation for the Question Tag

### Intonation

Intonation is the melodic rise and fall of the voice when saying a word, phrase, or sentence. Take note that the voice rises in a stressed syllable or word. It falls in an unstressed syllable or word.

In this lesson we focus on the rising intonation using the question tag.

#### TEACHING TIPS:

1. In the following drills on using intonation the question is asking the listener's opinion.
2. The tag is presented as a true question.
3. The speaker will be surprised if the listener gives an answer that will not agree with his remark.

#### MOVING ON

A. Read the question tags:

1. The house is vacant, isn't it?
2. You know the teacher, don't you?
3. He is from the barangay, isn't he?
4. We could see the buildings, couldn't we?

5. There is plenty of garbage. isn't there?

8. Repeat the following question tags after your teacher using the rising intonation pattern.

isn't it?

is it?

don't you?

have they?

couldn't we?

may I not?

isn't there?

aren't they?

are they?

hasn't he?

### WORKING OUT

0. With your teacher as your model repeat the following sentences for practice in the use of the rising intonation for the question tags. Follow the intonation curves.

1. The lot is not for sale. ~~is~~ it?

2. The houses haven't been destroyed. ~~have~~ they?

3. I may see the patient ~~now~~. may I not?

4. I can't study today. ~~can~~ I?

5. The people are friendly. ~~aren't~~ they?

6. The doors are all locked. ~~aren't~~ they?

7. Benjie has enough ~~soaps~~. hasn't he?

8. The children are all ~~right~~. aren't they?

9. You have the ~~money~~. don't you?

10. The toilet and bath aren't ~~separate~~. are they?

# SAYING IT ALOUD

0. This poem offers itself to choral dramatic reading. With your teacher as model, the class will read each question using the rising intonation and each statement using the falling intonation.

## Uphill

Christina G. Rossetti

The road hill uphill all the way, does it?  
yes, to the very end.

The day's journey take the whole long day.  
will it?

From morn to night, my friend.

There is for the night a resting place, is  
there?

A roof for when the dark hours begin.

The darkness hide from my face, may it not?  
You cannot miss that inn.

Meet other wayfaries at night, shall I?

Those who have gone before.

Then knock or call when just in sight,  
must I?

They won't keep you waiting at the door,  
shall find comfort travel - sore and weak.

shall I?

Of labour you shall find the sun,

Beds for me and all who seek, will there be?

Yea, beds for all who come.

E. Read orally the following dialogue using the rising intonation for the question tags.

A. Lily: I am in trouble Mother. You will help me, aren't you?

Mother: Of course. Tell me all about it. I am your mother, am I not?

B. Dulce: Congratulations, Amor.

Amor: For being only a poor fourth placer?

Dulce: For getting a place in that stiff competition. You aren't pleased, are you?

Amor: For placing a poor fourth? I should be ashamed of myself, shouldn't I?

C. Bart: Happy birthday, Clara. This is an occasion for a big celebration, isn't it?

Clara: Thank you. Mother and sister are preparing something for my friends. You wasn't fail me this time, will you?

Bart: There you are again. Harping on the

same string, are you not? Forget the  
past. I shall come to be sure.

Clara: I shall expect you.



## LESSON 20 : Changes in meaning of words caused by shift in juncture.

### Juncture

Juncture refers to an interruption or break in the continuous flow of speech. Junctures may be classified into: 1) Close juncture - refers to the normal rapid transition from one phoneme to another as /f/, to /r/, to /a/: 2) Open juncture - also called plus juncture and symbolized with a plus sign /+/, is marked by a break or pause between successive sounds; and 3) Terminal juncture - characterized by pauses of varying lengths to mark off parts of utterances or indicate the ends of utterances.

#### TEACHING TIPS:

1. Be careful in modeling the sentences for your pupils.
2. Remind them that the position of the juncture affects the meaning of the sentence.
3. Tell them to read words, phrases, and sentences clearly and correctly.

#### MOVING ON

4. Pronounce these across, distinguishing each pair by the juncture.

a + bout	- about
night + rate	- nitrate
an + aim	- a name
will's + end	- will send
why + choose	- white shoes

B. With another pupil, read the followings:

a) Daisy: That affair should not have read the press.

Milo: Why not? That's a fair report of the affair.

b) Oscar: That stuff is rather hard on the teeth.

Orlando: Yes, Oscar, that's tough meat you're eating.

c) Carmen: He is a judge in our town.

Carlos: So it seems. I understand he is adjudged the best the town has ever had.

d) Vilma: Why choose the white shoes?

Rolly: They compliment my dream.

e) Pepe: A board of canvassers have gone aboard the ship for the South.

Harvyn: Is that so? When do they expect to return?

### WORKING OUT

C. Place the juncture symbols and read as marked.

1. Man proposes, but God disposes.
2. Ah love let us be true to one another.
3. If we want to be a free country, it is necessary for us to make sacrifices.
4. We are in truth, more than what we are by imitation.
5. Beyond the rolling hills reach the horizon.
6. Outside the demonstrators are clamoring for the president.

### SAYING IT ALOUD

D. Read the following sentences with expression. Observe the change in meaning with the change in position of the single bar juncture:

1. His singing/slowly irritated me.  
(His singing gradually irritated the listener.)
2. His singing slowly/irritated me.  
(The manner of singing irritated the listener.)
3. The principal/said the teacher is busy.  
(The teacher is the speaker.)
4. The principal said/the teacher is busy.  
(The principal is the speaker.)

5. The policeman reported/the accused was seen drinking.

(The reporter is the policeman.)

6. The policeman/reported the accused/was seen drinking.

(The reporter is the accused.)

E. Read the following with the correct juncture.

Cendy: Hi, Mariam!

Mariam: Hi! What happened? You look extraordinary excited.

Cendy: I have just come from a lecture-forum.

Mariam: Lecture-forum, my eve! And you say you are excited!

Cendy: But, you would be if you had attended this one.

Mariam: What's unique about the lecture? Is the lecture handsome?

Cendy: Well, his pleasant looking enough. But his looks are immaterial.

Mariam: What? Are you sure you're all right?

Cendy: His best feature. I guess, is that he was able to communicate with me, his audience.

Mariam: Marvelous! How did he do it?

Cendy: I suppose it was because his movements on the

stage were spontaneously natural, his language was simple and precise. his ideas were clearly stated, and he sounded sincere, enthusiastic, and alive.

Mariam: Gosh! I wish I had gone with you to hear him.

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## APPENDICES

8

## APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

May 1, 1999

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

In view of my desire to start and finish my degree of Master of Arts in Educational Program Management major in Language, I have the honor to submit herewith four titles for my thesis proposal preferably no. 1:

1. PROPOSED INSTRUCTIONAL MATERIALS ON ENGLISH PHONOLOGY FOR GRADE SIX.
2. THE EFFECT OF LINGUISTIC APPROACH IN TEACHING ENGLISH ON THE ACHIEVEMENT IN ENGLISH GRADE VI PUPILS AT BAGACAY ELEMENTARY SCHOOL.
3. PROPOSED INSTRUCTIONAL MATERIALS FOR TEACHING ENGLISH VOCOIDS AMONG GRADE SIX WARAY LEARNERS.
4. PROPOSED LINGUISTICS-ORIENTED SYLLABUS FOR TEACHING ENGLISH TO GRADE VI PUPILS OF DARAM I DISTRICT, SAMAR DIVISION.

I hope for your early action on this regard.

Very truly yours,

S,

(SGD.) CRESENCIA A. MORENO  
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate Studies

## APPENDIX B

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: MORENO CRESENCIA C.  
Surname First Name Middle Name

CANDIDATE FOR DEGREE: Master of Arts in Educational  
Program Management

AREA OF SPECIALIZATION: Major in Language

TITLE OF PROPOSED THESIS: PROPOSED INSTRUCTIONAL  
MATERIALS ON ENGLISH PHONOLOGY FOR GRADE SIX

(SGD.) CRESENCIA C. MORENO  
Applicant

(SGD.) ALFREDO D. DACURO, Ph.D.  
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate Studies



## APPENDIX C

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
DIVISION OF SAMAR  
Catbalogan

September 7, 1999

The Schools Division Superintendent  
Division of Samar  
Catbalogan, Samar

Madam:

I have the honor to request permission to administer a Phonology Test among Grade VI pupils as my instrument for my thesis entitled "Proposed Instructional Materials in English Phonology for Grade VI pupils".

The test to be administered will be for the purpose of finding the phonological difficulties of the Grade VI pupils in Bagacay Elementary School, Daram I District. It is further requested to permit me to field my survey questionnaire to the Grade VI pupil teachers in English and Language experts in the said district.

Your favorable consideration and action on this request is highly appreciated. °

Very truly Yours,

(SGD.) CRESENCIA C. MORENO  
Researcher

Approved:

(SGD.) JESUSITA L. ARTECHE, Ed.D  
Schools Division Superintendent

## APPENDIX D

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
DIVISION OF SAMAR  
Catbalogan

September 8, 1999

The District Supervisor  
District of Daram I  
Daram, Samar

Madam:

I have the honor to request permission to conduct a Phonology Test among Grade VI pupils of Bagacay Elementary School as my instrument for my thesis entitled "Proposed Instructional Materials in English Phonology for Grade VI pupils". It is further requested to permit me to field my questionnaires to the Grade VI teachers in English and language experts in Daram I District.

This research order carries an approval from the Division Office, Catbalogan, Samar.

I will remain ever grateful for your consideration on my request.

Very truly Yours,

(SGD.) CRESENCIA C. MORENO  
Researcher

Approved:

c  
(SGD.) PURIFICACION A. DAZ  
District Supervisor

## APPENDIX E

**PHONOLOGY TEST****A. Directions:**

Here are minimal pairs of words. Read them orally and clearly.

1. debt - date
2. wreck - rock
3. six - sex
4. covered - cupboard
5. bathe - bayed

**B. Directions:**

Underline the word which you want to put in the blank to complete the sentence. Be sure to pronounce the words correctly.

6. Her \_\_\_\_\_ is black. (hair - hear)
7. The \_\_\_\_\_ child has hurt himself. (pore - poor)
8. There is something wrong with his \_\_\_\_\_. (air - ear)
9. The \_\_\_\_\_ year was full of trouble. (pest - past)
10. The \_\_\_\_\_ of his collection was a painting by Luna.  
(gem - jam)

## C. Direction:

Write 1 when the sound is voiceless, 2 when the sound is voiced.

- |            |            |
|------------|------------|
| 11. p      | 16. zh ( ) |
| 12. th ( ) | 17. v      |
| 13. g      | 18. sh ( ) |
| 14. b      | 19. j (dz) |
| 15. th ( ) | 20. k      |

D. Read the following words, then write on the blank the initial or the final consonant blends.

ft, skr, rd, pt, kt, ld, gr

- |                  |                  |
|------------------|------------------|
| _____ 21. draft  | _____ 26. erect  |
| _____ 22. sword  | _____ 27. where  |
| _____ 23. guilt  | _____ 28. crept  |
| _____ 24. flute  | _____ 29. splash |
| _____ 25. scrape | _____ 30. grasp  |

## E. Directions:

Read the following words. Pronounce the words clearly.

31. insignia
32. rendezvous
33. difficult
34. huge
35. bulldozer

## F. Direction:

Read the phrases clearly and correctly.

- 36. a hunchback husband
- 37. easygoing cardiologist
- 38. breathtaking breaththrough
- 39. crochet in class
- 40. fiftieth freethrow

## G. Direction:

Encircle the word that rhymes with the key word.

- 41. fool (full, fowl, pool, pull)
- 42. stool (stair, stalk, tool, store)
- 43. booth (tooth, fook, crook, caught)
- 44. object (duplex, surface, audience, office)
- 45. soup (soap, sour, soak, troop)
- 46. time (limp, dime, leap, team)
- 47. crook (choke, shore, hook, shawl)
- 48. chat (beat, but, myth, mat)
- 49. Tuesday (survey, jury, beauty, Thursday)
- 50. church (judge, touch, horse, purse)

## H. Direction:

Place the stress on the following words and read as marked.

- 51. accent

- 52. assignment
- 53. communication
- 54. elementary
- 55. pronunciation

I. Directions:

Read the sentence carefully. Where does the accent fall on the underlined words.

- 56. Mario uses a dictionary.
- 57. Their conversation lasted for two hours.
- 58. The Philippines exports sugar to many countries.
- 59. They yielded only after the protest.
- 60. Every Filipino should contribute to the nation's progress.

J. Directions:

Read the following intonation pattern. Be guided by the indicated line or curve described as the rising-falling intonation or shift.

- 61. I will see her tomorrow.
- 62. Please wait a moment.
- 63. Give me your word.
- 64. We need sugar, milk, and coffee.
- 65. I am afraid I am getting forgetful nowadays.
- 66. Did I keep you waiting?
- 67. Is it a good news, Cesar?
- 68. Has Tito enough books?

69. This house is vacant, isn't it?

70. Really? I sing well when friends are around Lina.

K. Direction:

Put intonation lines according to the way the teacher read the sentences.

71. Mrs. Ty, the teacher, writes on the table.

72. What is today.

73. Are you ready children.

74. It's eleven, It's time to go home.

75. Thanks Gina. You're a real friend.

L. Directions:

Read the following selection with expression. Observe proper phrasing and blending. 10 points.

WHERE IS THE SMALLEST COUNTRY IN THE WORLD?

The smallest country / in the world / is the Vatican City // The Vatican / is an independent and sovereign state/ within the boundaries / of Rome / in Italy //.

The Vatican City / is the spiritual and administrative center / of the Roman Catholic Church // It became / an independent state / in 1925 // It has a daily newspaper / a railway station / and its own bank // It has a population of 1,000 people / and an area of 0.17 square miles //

Millions of tourists / visit the Vatican City yearly /  
 where they try / to see the Pope / when he gives / his  
 blessings / to the people //

M. Direction:

Read the following, observing the change in position o  
 the single bar juncture.

81. His singing / slowly irritated me.

82. His singing slowly irritated me.

83. This is your / dress.

N. Direction

Pronounce these across -distinguishing each pair  
 by the juncture.

- |                  |                |
|------------------|----------------|
| 84. a + door     | - adore        |
| 85. a + lass     | - alas         |
| 86. a + bout     | - about        |
| 87. a + bait     | - abate        |
| 88. a + board    | - aboard       |
| 89. I + scream   | - ice cream    |
| 90. that + stuff | - that's tough |

O. Direction:

Read the following with the correct juncture. 10  
 points.

P<sub>1</sub> - Why so glum, Alfred?



- P<sub>2</sub> - I got a failing grade in today's test.
- P<sub>1</sub> - But it was just a check-up test. We fully discussed the topic the other day. Were you absent?
- P<sub>2</sub> - No, but I wasn't listening too well. My mind strayed much too often.
- P<sub>1</sub> - My goodness! You should have more self-discipline, more concentration.
- P<sub>2</sub> - I know, but it is more easily said than done.
- P<sub>1</sub> - You need more patience and perseverance and the desire to improve. In my case, I always find it easier to concentrate in class if I read the assignment first, then participate in the discussion.
- P<sub>2</sub> - Well, I sometimes do that. But very often I lose track of the discussion when Edmond at my back starts talking.
- P<sub>1</sub> - But you'll have to stop him. Wait. If you take down notes during the discussion, then you'll be killing two birds with one stone. You get the gist of the discussion and you tactfully discourage him from conversing.
- P<sub>2</sub> - I'll do that, and when I slide back to my old habits perhaps, I can try other methods. Thanks a lot.

## APPENDIX F

SURVEY QUESTIONNAIRE ON PHONOLOGICAL  
STRUCTURE OF ENGLISH FOR TEACHERS  
AND LANGUAGE EXPERTS

NAME \_\_\_\_\_ DESIGNATION \_\_\_\_\_

Direction: Below are the phonological structures of English which we teach to grade VI pupils. Please indicate opposite the structures what you think are found difficult by our grade VI pupils using the rating scale below:

Structure	# VD # (5)	# D # (4)	# MD # (3)	# SD # (2)	# ND # (1)
A. Segmental Phonemes	#	#	#	#	#
1. Vocoids	#	#	#	#	#
/i /	#	#	#	#	#
/I /	#	#	#	#	#
/e /	#	#	#	#	#
/ /	#	#	#	#	#
/ae/	#	#	#	#	#
/a /	#	#	#	#	#
/ /	#	#	#	#	#
/ /	#	#	#	#	#
/ /	#	#	#	#	#
/u /	#	#	#	#	#
/U /	#	#	#	#	#
/o /	#	#	#	#	#
/ /	#	#	#	#	#
/b /	#	#	#	#	#
/ /	#	#	#	#	#
2. Contoids (voiced)	#	#	#	#	#
/b /	#	#	#	#	#
/d /	#	#	#	#	#
/h /	#	#	#	#	#
/l /	#	#	#	#	#
/m /	#	#	#	#	#
/n /	#	#	#	#	#
/p /	#	#	#	#	#
/r /	#	#	#	#	#
/ /	#	#	#	#	#
/v /	#	#	#	#	#

---

/w /	2	11	11	12	12
/j /	11	12	11	11	11
/z /	11	11	11	11	11
/ /	11	11	11	11	11
/dz/	11	11	11	11	11
- Contoids (voice-	11	11	11	11	11
less)	11	11	11	11	11
/k /	11	11	11	11	11
/f /	11	11	11	11	11
/p /	11	11	11	11	11
/s /	11	11	11	11	11
/ /	11	11	11	11	11
/t /	11	11	11	11	11
/Q /	11	11	11	11	11
/hw/	11	11	11	11	11
3. Diphtongs	11	11	11	11	11
/eI/	11	11	11	11	11
/aI/	11	11	11	11	11
/ I/	11	11	11	11	11
/oU/	11	11	11	11	11
/aU/	11	11	11	11	11
/I /	11	11	11	11	11
/ /	11	11	11	11	11
/oU/	11	11	11	11	11
/U /	11	11	11	11	11
/ju/	11	11	11	11	11
4. Consolant Blends and	11	11	11	11	11
Clusters	11	11	11	11	11
/bl/	11	11	11	11	11
/dr/	11	11	11	11	11
/gr/	11	11	11	11	11
/sl/	11	11	11	11	11
/st/	11	11	11	11	11
/br/	11	11	11	11	11
/fl/	11	11	11	11	11
/pl/	11	11	11	11	11
/sm/	11	11	11	11	11
/sw/	11	11	11	11	11
/kl/	11	11	11	11	11
/fr/	11	11	11	11	11
/pr/	11	11	11	11	11
/sn/	11	11	11	11	11
/tr/	11	11	11	11	11
/kr/	11	11	11	11	11
/gl/	11	11	11	11	11
/sk/	11	11	11	11	11

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/sp/	11	11	11	11	11
/tw/	11	11	11	11	11
/wh/	11	11	11	11	11
/rt/	11	11	11	11	11
/rd/	11	11	11	11	11
/nt/	11	11	11	11	11
/nd/	11	11	11	11	11
/lp/	11	11	11	11	11
/lt/	11	11	11	11	11
/mp/	11	11	11	11	11
/sh/	11	11	11	11	11
/sp/	11	11	11	11	11
/ld/	11	11	11	11	11
/rl/	11	11	11	11	11
/nk/	11	11	11	11	11
/ng/	11	11	11	11	11
/skr/	11	11	11	11	11
/spl/	11	11	11	11	11
/spr/	11	11	11	11	11
/str/	11	11	11	11	11
B. Non-Segmental Phonemes	11	11	11	11	11
1. Intonation	11	11	11	11	11
- Falling Intona-	11	11	11	11	11
tion	11	11	11	11	11
a. Statements -	11	11	11	11	11
b. Commands -	11	11	11	11	11
c. Requests -	11	11	11	11	11
d. Questions Un-	11	11	11	11	11
answerable by	11	11	11	11	11
yes or no	11	11	11	11	11
- Rising Intona-	11	11	11	11	11
tion	11	11	11	11	11
a. At the end of	11	11	11	11	11
yes/no question	11	11	11	11	11
b. After a phrase	11	11	11	11	11
within a sen-	11	11	11	11	11
tence.	11	11	11	11	11
c. In enumerating	11	11	11	11	11
persons, places,	11	11	11	11	11
objects, etc.	11	11	11	11	11
2. Juncture	11	11	11	11	11
a. Changes in mea-	11	11	11	11	11
ning of senten-	11	11	11	11	11
ces caused by	11	11	11	11	11
stress.	11	11	11	11	11

---

---

b. Changes in meaning of sentences caused by shift in juncture.	:	:	:	:
3. Stress	:	:	:	:
a. Stress on the 1st syllable	:	:	:	:
b. Stress on the 2nd syllable	:	:	:	:
c. Stress on the 3rd syllable	:	:	:	:
d. Stress on 1st, 2nd, & 3rd syllable.	:	:	:	:

---

## APPENDIX G

## VALIDATION RATING SHEET

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

CATEGORY (Please check):

\_\_\_\_\_ Teacher - Validator

\_\_\_\_\_ Experts - Validator

Direction: Please rate the materials per criteria on the basis of your agreement or disagreement using the following scale:

- 5 - Strongly Agree (SA)  
 4 - Agree (A)  
 3 - Uncertain (U)  
 2 - Disagree (D)  
 1 - Strongly Disagree (SD)

Validation Criteria		:SA	: A	: U	: D	: SA
		: 5	: 4	: 3	: 2	: 1
<b>A. Content Validity</b>		:	:	:	:	:
1.	Includes the phonological structures that are specifically for the grade and those found difficult.	:	:	:	:	:
2.	Provides a variety of exercises and drill for reinforcement and mastery of concepts and skills.	:	:	:	:	:
3.	Provides for development, learning and mastery of the different sounds.	:	:	:	:	:
4.	Includes materials that are suitable, interesting, current and up-to-date.	:	:	:	:	:
5.	Includes materials for extension of learner interests and independent study.	:	:	:	:	:
<b>B. Construct Validity</b>		:	:	:	:	:
1.	The constructed materials are really intended as a teaching material.	:	:	:	:	:

- |    |                                   |   |   |   |   |
|----|-----------------------------------|---|---|---|---|
| 2. | Has vocabulary and language that: | : | : | : | : |
|    | are within the comprehension of : | : | : | : | : |
|    | the target learners.              | : | : | : | : |
| 3. | Contains illustrative materials : | : | : | : | : |
|    | that are appropriate and instruc- | : | : | : | : |
|    | tional.                           | : | : | : | : |
| 4. | Gives instructions that are easy- | : | : | : | : |
|    | to understand and follow.         | : | : | : | : |
| 5. | Presents new and unfamiliar       | : | : | : | : |
|    | materials in a consistent logical | : | : | : | : |
|    | manner.                           | : | : | : | : |

### C. Face Validity

- |    |                                   |   |   |   |   |
|----|-----------------------------------|---|---|---|---|
| 1. | The materials look like teaching: | : | : | : | : |
|    | materials and not anything else.: | : | : | : | : |
| 2. | Lessons are arranged sequentially | : | : | : | : |
|    | in hierarchy.                     | : | : | : | : |
| 3. | Page layout is acceptable.        | : | : | : | : |
| 4. | Format used is convenient and     | : | : | : | : |
|    | understandable.                   | : | : | : | : |
| 5. | Printing is all right.            | : | : | : | : |

=====

## **CURRICULUM VITAE**



### CURRICULUM VITAE

NAME : Cresencia C. Moreno

ADDRESS : Bagacay, Daram, Samar

DATE OF BIRTH : December 7, 1945

PLACE OF BIRTH : Bagacay, Daram, Samar

PRESENT POSITION : Elementary School Head Teacher III

STATION/OFFICE : Bagacay Elementary School/ Daram, Samar

CIVIL STATUS : Married

SPOUSE : Noe Tomalabcad Moreno

CHILDREN : Joel, Noel, Ruel

### EDUCATIONAL BACKGROUND

ELEMENTARY . . . . . Guinsorongan Elementary School  
Catbalogan, Samar

SECONDARY . . . . . Samar Trade School (now Samar  
State Polytechnic College)  
Catbalogan, Samar

COLLEGE . . . . . Samar College,  
Catbalogan, Samar  
1968

CURRICULUM PURSUED . . . Master of Arts in Educational  
Management

MAJOR . . . . . Language

### WORK EXPERIENCES

ELEMENTARY GRADE TEACHER: Campelipa Primary School  
Campelipa, Daram, Samar  
August 1, 1968 to October 12,  
1968 (Substitute)

Saugan Primary School  
 Saugan, Daram Samar  
 November 4, 1968 to April 17,  
 1969 (Substitute)

ELEMENTARY GRADES TEACHER: Candugue Primary School  
 Candugue, Daram Samar  
 July 16, 1969 to January 9, 1970  
 (Substitute)

Costa Rica Elementary School  
 Costa Rica, Almagro, Samar  
 January 14, 1970 to June 30,  
 1970 (Permanent)

Transferred to Bayog Primary  
 School, Daram, Samar  
 July 1, 1970 to July 1, 1972

Transferred to Bagacay  
 Elementary School  
 Bagacay, Daram,

Elementary School Head Teacher: Sua Elementary School  
 Daram 11 District  
 11 Daram, Samar  
 June 19, 1989 to February  
 10, 1991

Transferred to Bagacay  
 Elementary School  
 Daram 1 District  
 Daram, Samar  
 February 11, 1991 to  
 December 31, 1997

Elementary School Head Teacher: Bagacay Elementary School  
 Bagacay, Daram, Samar  
 111 January 1, 1998 to present

### CIVIL SERVICE ELIGIBILITY

Teacher Examination: August 24, 1969  
 Catbalogan, Samar

### SCHOLARSHIP/STUDY GRANTS

Magna Carta for Public School . . Daram 1 District  
 Teachers (Republic Act 4670) . . . Daram, Samar  
 June 1, 1999 to March 2000

### AWARDS/RECOGNITION/APPRECIATION RECEIVED

Plaque of Recognition for an Exemplary Leadership as School Head Teacher of Bagacay Elementary School, Daram 1, Samar in Orchestrating the skills and expertise of the teachers made the school No. 2 in the Division of Samar in the NEAT 1997.

Certificate of Appreciation for second place winner in the 1989 Revitalized Alay Tanim Contest in bio-Intensive Gardening Approach in School Food Production, DECS, Division of Samar, June 15, 1990.

Certificate of Recognition for an Outstanding and Commendable Leadership in the Construction of Reading Centers in the successful implementation of the Bio-Intensive Gardening Strategies and in the Beautification and Sanitation Campaign both in school and community, DECS, Division of Samar, July 24, 1991.

Certificate of Recognition for Meritorious Performance and Outstanding Accomplishment involved in the social and academic upliftment of the schools and communities in the district of Daram 1, December 13, 1985.

Certificate of Recognition for a Meritorious performance and Outstanding Accomplishment as Regional Curriculum Writer (English Grade VI) as part of the 1987-1988 implementation of the UNICEF- GOP Upgrading Reading Skills Project (Project URS), DECS, Region 8, April 25, 1988.

Troop Leader's Award (Bronze Medal), Girl Scouts of the Philippines, March 22, 1986.

Certificate of Participation for actively participated in the Regional Training of School Administrators for effectiveness and Efficiency, DECS, Region VIII, November 1995.

Certificate of Appreciation for actively and satisfactorily participated in the MECS-SSPC Regional Summer Institute on Communication Skills (English and Pilipino) SSPC Catbalogan, Samar, May 31, 1985.

Certificate of Participation for actively and satisfactorily participated in SSPC Regional Summer Institute on Communication Arts, Strategies in Teaching Reading, Linguistics and the Teaching of Reading, Research Design and tools, May 1986.

Certificate of Participation on Communication Arts, SSPC. May 27, 1987.

Certificate of Participation for participated in the Third Consultative-Planning Conference of PGD/SBO Advisers and School Principals On Pupil/Student Government Organization, DECS, Division of Samar, June 17, 1996.

Certificate of Participation for actively participated and satisfactorily completed the requirements of the Regional Training on Preschool Classes and Grade 1 Classes, DECS Regional Office, May 31, 1995.

Certificate of Participation for satisfactorily completed BTC for Commissioners for 72 training hours, April 26, 1996.

Certificate of Participation for participated in the 1998 District Training Program in Elementary School Mathematics, DECS, Daram, Samar, December 12, 1998.

Certificate of Participation for attending and participating in the Division Seminar on Merit and Promotion System, DECS, Division of Samar, June 21, 1991.

Certificate of Participation for actively participated in the Regional Orientation- Workshop on the Regular Annual Collection Processing of Basic Education Data, DECS, Division of Samar, January 1999.

Certificate of Participation for attendance and participation during the 1989 Division Seminar- Workshop on the preparation/Utilization and Evaluation of the Social Studies Lesson Plans for the Elementary Grades, DECS, Division of Samar, August 12, 1989.

Certificate of Participation for actively and satisfactorily completed the level IV Training Course under the Teacher Development Program, DECS, Daram, Samar, July 24, 1977.

Certificate of Participation for having participated actively in the Division Training for Elementary School Head Teachers, DECS, Division of Samar, January 21, 1994.

Certificate of Recognition for Commendable Leadership and Valuable Contribution towards the implementation for the 1989 Revitalized Alay Tanim Contest, DECS, Division of Samar, June 15, 1990.

Coach for the Division current events Quiz Bee for the year 1990.

Training Certificate for satisfactorily completed outdoor Leadership course, Girl Scouts of the Philippines, January 13, 1990.

Certificate of Merit for Outstanding Services and support to the Course of Boy Scouting in Samar Council, October 14, 1994.

Certificate of Participation for actively participated in the Division Advanced Lac Leader Training, DECS, Division of Samar, March 20, 1993.

Certificate of Participation for actively participated in the Division Seminar-Workshop On Action Research, DECS, Division of Samar, September 16, 1994.

Katibayan ng Paglahok sa Pambansang Seminar-Workshop Interaktibong Pagdulog sa Pagtuturo ng Pagbasa sa Pagtataguyod ng Samahan ng mga Edukador sa Pilipinas sa Tangkilik sa Wikang Filipino, Samahan Ng Mga Edukador Sa Pilipinas, Inc, Agosto, 18, 1994.

Certificate of Participation for actively participated in the Division Re-Orientation On Instructional Leadership for Principals and Head Teachers, DECS, Division of Samar, July 31, 1992.

Certificate of Participation for Actively participated in the Orientation Seminar for Newly Promoted School Administrators, DECS, Division of Samar, August 4, 1989.

Certificate of Participation for actively participated in the Division Seminar-Workshop in Teaching Geography and Teaching Values Education with focus on Bayan Muna Bago ang Sarili, DECS, Division of Samar, September 1990.

Certificate of Participation for having attended the Three Day Division-Based Regional Training of Lac Leaders on Lac Management, February 3, 1995.

Certificate of Attendenace for actively participated in the Work-Conference On the New DECS system of Ranking Positions and Employess, DECS, Division of Samar, April 18, 1995.

Certificate of Participation for actively participated in the Division Planning worksjop on the Tuberculosis And Control Program In the Schools And National Visual Equity Program, DECS, Division of Samar, August 4, 1993.

Certificate of Participation for actively participated in the Division Seminar-Workshop On Action research, DECS Division of Samar, September 16, 1994.

Certificate of Participation for actively participated in the Division-Based Regional Seminar-Workshop On Program for Enhancement Principals Supervisory Skills, DECS, Division of Samar, January 3, 1995.

Certificate of Participation for actively participated in the Division-Based Regional Training On Quality Instructional Leadership and Resource Management. DECS, Division of Samar, January 16, 1998.

Certificate of Participation for actively participated in the Division Taining Program for Grades 5 and 6 English and Filipino Teachers of Effective Utilization of Project Textbooks and Existing Instructional Materials, DECS, Division of Samar, April 12, 1985.

Certificate of Participation for actively participated in the Division Training Workshop On the Special Reading Program Potential DropOuts, DECS, Division of Samar, March 5, 1980.

Certificate of Participation for actively participated in the District Echo-Seminar Workshop On People's Forest and Kilusang Sariling Sikap Progrm, DECS, District of Daram 1, February 21, 1985.

Certificate of Participation for actively participated in the instructional Leadership Division Seminar, April 25, 1999.

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