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**ANALYSIS OF QUESTIONS ON VOCABULARY INSTRUCTION IN GRADE 2
MOTHER TONGUE, FILIPINO, AND ENGLISH SELF-LEARNING MODULES**

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16 January 2023

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ANALYSIS OF QUESTIONS ON VOCABULARY INSTRUCTION IN GRADE 2 MOTHER TONGUE, FILIPINO, AND ENGLISH SELF-LEARNING MODULES

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Acceptance Page

This paper prepared by **APRIL S. ACORDA** with the title: **“ANALYSIS OF QUESTIONS ON VOCABULARY INSTRUCTION IN GRADE 2 MOTHER TONGUE, FILIPINO, AND ENGLISH SELF-LEARNING MODULES”** is hereby accepted by the Faculty of Education, U.P. Open University, in partial fulfillment of the requirements for the Master of Arts in Language and Literacy Education.

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BIOGRAPHICAL SKETCH

Ms. April S. Acorda, or Teacher April, as her pupils fondly call her, is a proud product of public schools from early grades until college. She graduated from her basic education studies at Malabon Elementary School (MES) and Malabon National High School (MNHS), both with distinctions. She then pursued and finished her Bachelor's in Elementary Education – CA English as a *cum laude* at the University of the Philippines- Diliman. Right after college, she taught primary grades at a private school while preparing for the Licensure Examination for Teachers (LET). She passed the LET with 88.20% ratings, earning 10th place in the list of successful examinees.

After earning her license, Teacher April decided to teach and serve in the Department of Education. So, she returned to her alma mater, MES, and taught elementary-grade learners. Aside from being a classroom teacher, Teacher April also served as a coordinator, resource speaker, and material developer. In 2021, she got promoted to a Master Teacher position and got transferred to Tinajeros Elementary School (TES).

Currently, Teacher April teaches Grade 2 learners while doing other duties of a Master Teacher, such as providing technical assistance on instruction-related matters and mentoring other teachers. She has been a passionate educator for more than eight years in DepEd.

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Last but definitely not least, I thank God for His abundant love and guidance. He gave me the wisdom and strength to accomplish this research work.

DEDICATION

I would like to dedicate this thesis to all the learners of public schools whom I believe deserve the most attention and the best quality educational service. I hope this study will, in one way or another, contribute to the improvement of their learning experience.

I would also like to dedicate this work to all my loved ones: my family, friends, and colleagues, who are too many to mention. This is for all the value you have given to me as a person and an educator.

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Abstract

Questioning can be a strategy to teach vocabulary to learners. This study identified levels of questions used when teaching vocabulary in Grade 2 Mother Tongue (MT), Filipino, and English self-learning modules (SLMs), which served as an instructional material for independent study and alternative learning delivery mode during pandemic-caused school closure. It also investigated the similarities and differences of the questions asked in the SLMs in the three languages. Using quantitative content analysis, all the vocabulary-related questions were noted, and their levels were distinguished following the Anderson and Krathwohl-revised Bloom's Taxonomy. The prototype analysis of one module in each language was validated by an expert before applying it to the rest of the materials. Using comparative analysis, similarities and differences among the questions in the SLMs in the three languages were determined based on the specific levels of the questions, whether these were low order or high order, and the type of answers they required of the learners. Results of the analysis of the SLMs for one quarter of the school year show that questions at the remembering level (a low-order level) were asked most frequently in the SLMs in all three languages. There were no questions at the analysis, evaluation, and synthesis levels (high-order levels). The most common question based on the required answer is the equivalent Mother Tongue or Filipino word of an English word, which suggests language interdependence, cross-language transfer, and translanguaging. Further research is recommended to determine the effectiveness of this strategy in developing vocabulary among learners.

Chapter I

INTRODUCTION

Background of the study

Following the Department of Education's (DepEd) K-12 curriculum, vocabulary development is one of the language domains that need to be taught as early as in K-3 grade levels in all language subjects such as Mother Tongue (MT), Filipino, and English (K to 12 basic education curriculum, n.d.). Vocabulary, which is knowing the meaning, form, and use of words, is an important element that needs to be developed because it facilitates language learning and the learning of content in other academic areas (Masmaliyeva, L. (n.d.)). For Hunt and Beglar (2002), although vocabulary can be incidentally learned through repeated exposure, research shows that deliberate teaching of vocabulary to learners can help facilitate vocabulary development. There are several ways how to teach vocabulary to learners. One of these ways is providing opportunities for discussion and interaction about the word(s) to be learned. Studies (Blewitt, et.al, 2009 as cited in Hunt & Beglar, 2002) show that questioning children about the target words can help improve their receptive and productive word development. However, the kind of questions and interactions the teachers provide to the learners during vocabulary instruction seem to matter to ensure successful vocabulary learning (Hunt & Beglar, 2002).

With the shift to distance learning as a response to the COVID-19 pandemic, learners have to use modules as self- instructional material to learn the Most Essential Learning Competencies (MELCs), which include vocabulary (Joaquin, et.al, 2020). Teachers have served as writers who created self-learning modules (SLMs) for the public-school learners ("DepEd prepares self-learning modules for education's new normal," 2020). SLMs are expected to support independent learning (Inigo, 2018) and produce a similar effect as learning from face-to-face instruction (Maphosa, 2019). Hence, De Guzman (2020) emphasized that SLMs must be written in such a way that they support students' learning.

Several studies show that modules (i.e., SLMs) can be used to teach vocabulary using different teaching strategies such as games, and art activities (Bachhuber & Saulnier, 2012; Baharudin, Embi, & Hashim, 2019; and Rizalia & Rosliah, 2019) or even questioning. Nevertheless, no study has been done yet to find out how modules use questioning to teach vocabulary to learners. Hence, this study aimed to shed light on this topic. Specifically, it sought to find out what levels of questions, if any, are asked to target the vocabulary learning of learners in Grade 2 Mother Tongue, Filipino, and English SLMs.

Research Questions

Specifically, this study aimed to find out answers to the following questions:

1. What levels of questions are asked when teaching vocabulary in the SLMs in the Mother Tongue?

2. What levels of questions are asked when teaching vocabulary in the SLMs in Filipino?
3. What levels of questions are asked when teaching vocabulary in the SLMs in English?
4. What are the similarities and differences of the questions on vocabulary Instruction in the Mother Tongue, Filipino, and English self-learning modules?

Significance of the Study

This study aimed to find out how teacher-writers use questions to teach vocabulary to Grade 2 learners using the self-learning modules. It gives a thorough analysis of the number and kind of questions teacher-writers include in the modules to target learners' vocabulary learning.

The results can be used by teachers in making sound instructional decisions by reflecting on the questioning strategies to use in teaching vocabulary. The data gathered and analyzed in this study can also be used as a guide in using questions as a tool and strategy in teaching language elements such as vocabulary in a modular learning set-up. Moreover, since there are only a few available studies about teaching vocabulary using questions to young learners, this study will have a significant contribution to the body of knowledge about the subject.

Scope and Delimitations

This study focused on the analysis of questions used when teaching vocabulary to Grade 2 learners using self-learning modules in Mother Tongue, Filipino, and English for one (first) quarter only. These self-learning modules for Grade 2 were created and used by DepEd teachers in SDO-Malabon City during the implementation of distance learning amidst the COVID-19 pandemic.

It did not include questions asked to teach other language and reading domains such as listening comprehension and fluency, nor did it include the self-learning modules in other grade levels. Further studies may be done to investigate the teaching of these domains. It also did not include the SLMs in Mother Tongue, Filipino, and English for the second, third, and fourth quarters.

Extra care should be observed in generalizing the result of this study to other self-learning modules created in the other schools' divisions in the Philippines.

Chapter II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Vocabulary

Vocabulary is knowing the structure, meaning, and function of a word. It serves as a fundamental element of language development as “it is at the heart of oral language comprehension and sets the foundation for domain-specific knowledge and later reading comprehension” (Marulis & Neuman, 2010 in Butler, 2019, p. 4). Having a rich word bank is an advantage for the learner in learning languages, be it his/her L1 or L2, and the content of his/her other academic subjects (Butler, 2019).

Knowing a word is knowing its phonological, orthographic, morphological, syntactic, and semantic characteristics. There are two categories of vocabulary: oral and print. Words that we recognize and use while we listen and speak are considered oral vocabulary; whereas words that we recognize when we read and write are considered print vocabulary. Moreover, word knowledge is also categorized as either receptive or productive. Receptive vocabulary is when we recognize the word when we hear or see them. On the other hand, spoken and written words are productive vocabulary (Shamiyeva, 2018).

Role of Vocabulary in Literacy

As to why vocabulary needs to be developed, several studies backed the essential role of vocabulary in reading comprehension (Perfetti & Stafura, 2014 in

Segers & Verhoeven, 2016). In longitudinal studies, for instance, it has been found that the role of vocabulary becomes larger in reading comprehension as the child progresses in grade level. (Protopapas, Sideridis, Mouzaki, et al., 2007; Verhoeven & Van Leeuwe, 2008 in Segers & Verhoeven, 2016). To comprehend the text, the reader has to activate the meaning of the word via the written form of a word. How the reader activates the word determines his/her reading skill. A skilled reader has a wide vocabulary and superior orthographic word knowledge. S/he can read and integrate word-to-text fast. Further, a skilled reader should infer using both background knowledge and contextual meaning in the text, which can only happen if the reader has a rich vocabulary (Perfetti & Stafura, 2014 in Segers & Verhoeven, 2016).

Moreover, the result of a replication study by McKeown, et al. (1983) also supports that intensive vocabulary instruction which promotes deep and fluent word knowledge enhances text comprehension. The study showed that some aspects of vocabulary might contribute to the relationship between accurate word knowledge and reading comprehension. The aspects include fluency of access to word meaning and expanded semantic network connections. Also, it has been found that reading stories with instructed words results in “(1) an increased amount of recall; (2) improved quality of the experimental group’s recall, which provided a more coherent summary of the stories; and (3) a greater proportion of correct responses to multiple-choice questions about the stories” (McKeown, et al., 1983, p.16).

The Lexical Quality Hypothesis

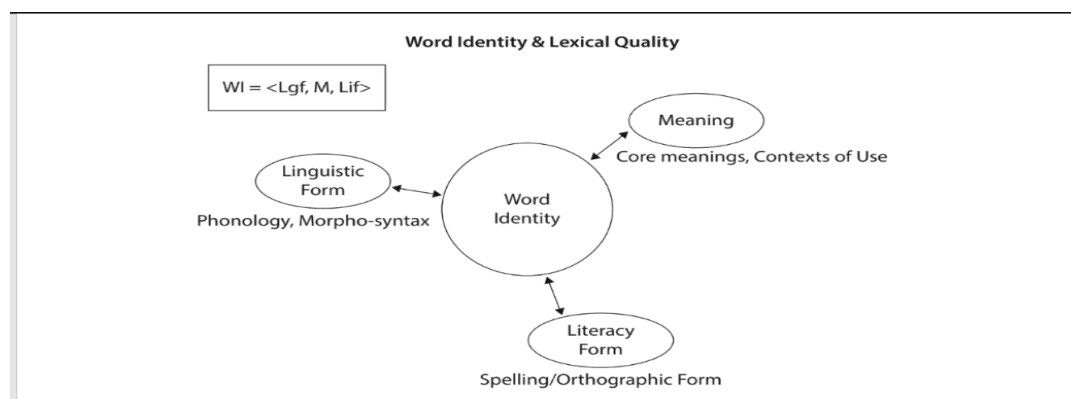
To tell whether the child has a good vocabulary, it is important to know what s/he knows about the word. It is not enough for the child to just recognize the word, s/he should be able to identify it, and how s/he identifies the word also matters. Identifying the word means recalling its name and the contextual information that tell what the word means (Perfetti, 2017).

As vocabulary plays a pivotal role in reading comprehension (Perfetti & Stafura, 2014 in Segers & Verhoeven, 2016), it then follows the importance of having a good vocabulary. Readers need to have a large lexicon with high-quality representations of words (Segers & Verhoeven, 2016).

It is in line with the assertion of the Lexical Quality Hypothesis which argues that the richness or “quality” of word representations aids in reading processes that result in text comprehension (Protopapas, Sideridis, Mouzaki, et al., 2007; Verhoeven and Van Leeuwe, 2008 in Segers & Verhoeven, 2016), hence the term “lexical quality”. Originally, lexical quality had three components: (1) Literate word knowledge is knowing the orthographic specification, phonological specification, and the meaning, which are known as the three lexical constituents that make up a word’s identity. The figure below best depicts the combination of these three lexical constituents.

Figure 2.1

A Representation of Word Identity In Terms of Three Defining Constituents



From: Perfetti, C. A. (2017). Lexical quality revisited. *Developmental perspectives in written language and literacy: In honor of Ludo Verhoeven*, 51-67.

(2) The cognition of these elements or constituents and the word uniquely varies across individuals and across words. “An individual may have higher quality knowledge of some words than other words. And some individuals may have more high-quality word representations than others” (Perfetti, 2017, p. 52). (3) Skilled word reading entails the activation of these constituents as a single whole at the same time (Perfetti, 2017).

The Lexical Quality Hypothesis further argues that the vocabulary of skilled readers contains more excellent representations of lexicons than that of less skilled readers. The latter is also slower on control words than the former. The high-quality representations of words are seen in all lexically based differences, such as homophones. Skilled readers recognized faster the variation in word meaning even though the words have the same orthography as other words (Perfetti, et.al, 2002).

Vocabulary Learning Among Grade 2 Learners

Accordingly, vocabulary learning is incremental. A student's knowledge of a word's meaning develops accumulatively from no knowledge through different extents of partial knowledge to more whole, complex, and complete understanding (Nagy & Scott, 2022 in Burchett, 2013).

By second grade, children with rich vocabularies know an estimate of 4,000 more root word meanings on the average than children with vocabulary development delays (Biemiller & Slonin, 2001 in Burchett, 2013). However, the acquisition and learning of vocabulary words largely depend on factors such as socioeconomic status, the child's attitude, and motivation (Burchett, 2013).

To have a significant effect, vocabulary interventions must start early and be done continuously over time (Apthorp, et al., 2012 in Burchett, 2013). The words to be taught should contribute to success in children's future. They should be sophisticated, useful words characteristic of written language as described in the system devised by Beck and McKeown, (2007) to identify words for rich vocabulary teaching. There are three tiers of words for vocabulary instruction. Tier 1 includes words that are easily explained or understood. Meanwhile, words that are domain or content-specific make up Tier 3. On the other hand, there is no available list of words for Tier 2, which include words that are common in texts but not in everyday contexts. As described by guidelines for Tier 2 words, these words should be interesting, accurate, and sophisticated (Beck & McKeown, 2007 in Burchett, 2017).

Vocabulary Learning Among Bilingual or Multilingual

For bilingual and multilingual learners, it can take years to develop the needed vocabulary in a new language. To understand a written text fluently in a target language, for instance, English, the learner should know 98% of words in the text, at which point, only one word in fifty is not known to the reader (Hu & Nation, 2000; Nation, 2006; Schmitt, Jiang, & Grabe, 2011 in Bartolotti & Marian, 2016). Knowing 98% words of the English text requires knowing 8000 – 9000 base words and their inflected forms or a total of approximately 34,600 individual words (Nation, 2006 in Bartolotti & Marian, 2016). Hence, it takes a relatively long time to build up the needed vocabulary to comprehend a text in a new language. An estimate of only 1000- 4000 base words is known by high school and university students even though they have studied English as a second language for several years. Such a scenario left remarkable vocabulary disparities at lower word frequencies (Laufer, 2000 in Bartolotti & Marian, 2016). With this, L2 and L3 proficiency rarely approaches native-like levels in all areas (Baker & Trofimovich, 2005; DeKeyser, 2005; Johnson & Newport, 1989; MacWhinney, 2005; Sebastián-Gallés, Rodríguez-Fornells, de Diego-Balaguer, & Díaz, 2006 in Bartolotti & Marian, 2016). It is important to identify factors that lead to language learning difficulties for both children and adults and provide appropriate instruction to maximize their success in learning a language (Bartolotti & Marian, 2016).

Place of Vocabulary in K-12 curriculum

Knowing the need to develop the vocabulary of the learners is a driving force for the teachers to make good instructional decisions about how to teach vocabulary to the learners (Sedita, 2005).

With its significance, vocabulary development is included in the components of languages (Mother Tongue, Filipino, and English) that need to be taught to learners as early as Kinder to Grade 3 levels as indicated in the Department of Education (DepEd) K-12 curriculum ("The K to 12 Basic Education Program: GOVPH, n.d.) shown below.

Table 2.1 below shows the vocabulary-related learning competencies that are listed in the DepEd K-12 curriculum that must be taught to Grade 2 learners during the first quarter of a school year.

Table 2.1

Subjects, Grade Level Standards, and Learning Competencies Related to Vocabulary Development in the K-12 Curriculum

Subject	Grade Level Standards	Learning Competencies
Mother Tongue	<p>The learner demonstrates communication skills in talking about a variety of topics using expanding vocabulary, shows an understanding of spoken language in different contexts using both verbal and non-verbal cues, understands and uses correctly vocabulary and language structures, appreciates the cultural</p>	<p>MT2VCD-Ia-i-1.2 Use words unlocked during story reading in meaningful contexts.</p> <p>MT2VCD-Ic-e-1.3 Use the combination of affixes and root words as clues to get the meaning of words.</p> <p>MT2VCD-If-h-3.3 Identify and use compound words appropriate to the grade level in sentences.</p>

aspects of the language, and reads and writes literary and informational texts.

MT2VCD-II-I-4.1
Recognize common abbreviations (e.g. Jan., Sun., St., Mr., Mrs.).

Content Standard- demonstrates expanding knowledge and use of appropriate grade-level vocabulary and concepts. uses expanding vocabulary knowledge and skills in both oral and written forms.

Filipino

Pagkatapos ng Ikalawang Baitang, inaasahang nasasabi ng mga mag-aaral ang pangunahing diwa ng tekstong binasa o napakinggan, nagagamit ang mga kaalaman sa wika, nakababasa nang may wastong paglilipon ng mga salita at maayos na nakasusulat upang maipahayag at maiugnay ang sariling ideya, damdamin at karanasan sa mga narinig at nabasang mga teksto

F2PT-Ia-h-1.4
Nakakagamit ng mga palatandaang nagbibigay ng kahulugahan (context; kasingkahulugan)

F2PT-Ic-e-2.1
Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita

F2PT-Ia-h-1.5
Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugahan (context clues) kasalungat

	<p><i>ayon sa kanilang antas o nibel at kaugnay ng kanilang kultura</i></p>	<p>F2PT-Ij-5 Napag-uuri-uri ang mga salita ayon sa pahiwatig na konseptwal</p>
English	<p>The learner listens critically to one-two paragraph; uses appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; respond properly to environmental prints like signs, posters, commands, and requests; and writes legibly simple sentences and messages in cursive form.</p>	<p>EN2V-Ia-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p>EN2V-Ib-c-01 Differentiate English words from other languages spoken at home and in school</p> <p>EN2VD-Id-e-1 Identify the English equivalent of words in the Mother Tongue or in Filipino</p>
Vocabulary	<p>Content Standard- demonstrates an understanding of the suitable vocabulary used in different languages for effective communication</p> <p>Performance Standard- uses familiar vocabulary to independently express ideas in speaking activities</p>	<p>EN2V-If-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p>EN2V-Ig-h-01 Differentiate English words from other languages spoken at home and in school.</p>
		<p>EN2V-Ii-j-1</p>

Identify the English equivalent of words in the Mother Tongue or in Filipino

From: DepEd K-12 curriculum (2015)

With the profound impact of the Covid-19 pandemic on schooling, DepEd released the Most Essential Learning Competencies (MELCS) to ensure learning continuity amidst the health crisis. The MELCs would focus the instruction on the most essential and indispensable knowledge and skills that the learners must acquire (Llego, 2022). It also includes vocabulary competencies that must be taught despite the changes in the learning delivery mode.

The table below shows the learning competencies related to vocabulary that must be taught to Grade 2 learners during the first quarter of the school year during the COVID-19 pandemic as stated in MELCs.

Table 2.2

Subject and the Most Essential Learning Competencies (MELCS) Related to Vocabulary

Subject	MELCS
Mother Tongue	Use the combination of affixes and root words as clues to get the meaning of words MT2VCD-Ic-e-1.3 Recognize common abbreviations(e.g. Jan., Sun., St., Mr., Mrs.) MT2VCD-Ii-i-4.1

Filipino

Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat F2PT-Ic-e-2.1

English

Identify the English equivalent of words in the Mother Tongue or Filipino (EN2VD-Id-e-1)

From: DepEd MELCs (2020)

How Vocabulary is Learned

It is known that conversation about the words to be taught is essential to teaching vocabulary (Hunt & Beglar, 2002). This is aligned with the idea of the Social Constructivist theory about how learning happens (Maphosa & Wadesango, 2016). Supported by Lev Vygotsky (1982), the theory posits that learning happens through a social process. The individual learns when s/he engages in a meaningful interaction with a significant other. Learning is an active process, rather than a passive activity, that is influenced by external forces (McMahon, 1997 as cited in Maphosa et al., 2016). In the case of classroom learning, the teacher serves as the significant other who facilitates or “scaffolds” the learning of the students (Akpan et al., 2020). Just as learning other subjects, learning vocabulary is also influenced by different factors as explained by different learning theories- Piaget, Vygotsky, Bruner, Krashen, and Level Processing Theory (Tahir, 2020).

According to Social Constructivism and sociocultural theories, learners participate actively in the meaning-making process. Therefore, vocabulary instruction is a social dialogue where meaning is constructed through scaffolding and collaboration between the more knowledgeable adult (teacher) and learner. As the learner participates in scaffolded interaction, s/he accelerates the mastery of language, which allows the control and utilization of higher-order mental processes. In the early phase of the interaction, the learner is dependent on the adult, but later on, this dependence will fade when s/he masters the skills and achieves self-regulation (Moody et.al, 2018).

With Social Constructivism and sociocultural theories, tasks, where learners work cooperatively to construct meanings of words and discuss collaboratively the new vocabulary word, are encouraged (Moody et.al, 2018).

The schema or the cognitive and conceptual structure of the learner, on the other hand, plays an important role in vocabulary learning for psycholinguistic theorists. Using these structures, the learner actively constructs meaning, especially when s/he is asked to analyze the morphological characteristics of words, connect new words to synonyms and antonyms, create concept and semantics maps and graphic organizers, and when using background knowledge to determine the meaning of the words (Moody et.al, 2018).

The Dual Coding Theory (DCT), on the other hand, postulates that the human mind processes external stimuli through verbal and nonverbal mental systems or

codes, which, though independent, are connected. The verbal codes help in processing and representing language, whereas the nonverbal do the same for nonlinguistic objects and events. The cognition then happens when the representations from these two codes become connected. If verbal codes are only used in learning, they will fail to concretize the abstract thereby producing shallow comprehension. In the case of vocabulary learning, it is more effective to use multiple modalities to emphasize the concreteness and imageability of the words to learn them (Moody et.al, 2018).

DCT assumes that all mental representations retain some of the concrete qualities of the external experiences from which they derive. These experiences can be linguistic (verbal), which accounts for the knowledge of the language; or nonlinguistic (nonverbal), which refers to the knowledge of the world. The basic units in the verbal system or codes are logogens. On the other hand, the basic units in the nonverbal system or codes are known as imagens, which has own characteristic units and organization. In DCT, these imagens and logogens and our five senses are unrelated (Sadoski & Paivio, 2004).

A logogen is “anything learned as a unit of language in some sense modality” (Sadoski & Paivio, 2004, p. 7). Letters and written words and phrases make up visual logogens, while phonemes and phrase pronunciations make up auditory logogens. On the other hand, pronouncing, writing, or signing these language units constitute haptic logogens. In a speech, on the other hand, the phonemic logogens are closely associated with auditory-motor modality, as it may be represented by the

physical articulation of the speech organs and auditory sound (Libert & Mattingly, 1985 in Sadoski & Paivio, 2004) Logogens come from how language is perceived and they, in turn, influence its perception. For instance, a child learning an alphabet will perceive the spoken sequence “l, m, n, o” as “elemeno”. Initially, this letter sequence will be perceived as one auditory-motor unit; but later on, it will be recognized as four separate units as the child learns more. In a similar manner, a child can also learn words before learning individual letters or phonemes. And when s/he has already learned the individual letters or phonemes, they may still identify words rapidly or more rapidly than the individual letters or phonemes (Sadoski & Paivio, 2004).

Similarly, imagens are also modality-specific and differ in size. Mental images are usually enclosed in larger mental images; thus, they tend to be perceived as interconnected. For example, we can visually imagine a bat in a batter's hands. Using auditory modality, we then imagine the crack of the bat over the cheering audience, which leads to an auditory-visual mental image sequence as follows: (1) the bat in motion; (2) the crack of the bat and cheer of the audience; (3) the batter running to the base as the ball speeds off.

Such perception also shows that while imagens are modality-specific, they can still be associated with a more significant mental structure that reflects the physical reality as perceived by multiple senses. For example, seeing printed language directly activates logogens, whereas seeing familiar objects directly activates imagens. Nevertheless, both mental codes can be indirectly activated when we form

images into words or name objects concurrently. “Both internal and external contexts can also prime language or imagery; and both bottom-up and top-down inputs can activate mental representations in interactive ways” (Sadoski & Paivio, 2004, pp. 9-10). Although these assumptions about representations and activation are usual in most theories of cognition, the DCT uniquely highlights the modality-specific, verbal and non-verbal distinctions in mental representation (Sadoski & Paivio, 2004).

Furthermore, DCT also theorized the three processing operation dimensions namely: representational, associative, and referential processing. Representational processing is the initial activation of logogens and imagens, which recognizes if something is familiar, but in doing so, it does not necessarily imply meaningful comprehension. Such activation will vary according to the stimulus situation and individual differences. For example, in reading, the text characteristics are the stimulus, and the reading ability, background knowledge, and instructions are the individual differences. Hence, a printed word would activate a visual logogen involving the reader’s familiarity with the word’s visual characteristics and configuration, the legibility of the printed form, and any priming effects of context. If such a word is also familiar from speech, the corresponding auditory-motor phonological logogen would also be quickly activated. The activation would happen in a millisecond and without conscious attention. That is, if the word is familiar. However, if the word is unfamiliar, the activation of lower-level visual and phonological logogens, such as letter combinations, would require more attention and time, which may suggest higher-order processes in its recognition. A skilled reader may be at an advantage as s/he can recognize or name at a glance whole familiar phrases like a baseball bat (Sadoski & Paivio, 2004).

On the other hand, associative processing “is spreading activation within a code that is typically associated with meaningful comprehension” (Sadoski & Paivio, 2004, p.11). For instance, the word single, which may refer to hit, first base, advance a runner, one-dollar bill, unmarried, or hotel room, has many verbal associations, but only a fragment will be activated in a given situation. The “meaning is both constrained and elaborated by the set of verbal associates activated” (Sadoski & Paivio, 2004, p. 12). Lastly, referential processing is “spreading activation between the codes (i.e., verbal and non-verbal, or logogens and images) that is associated with meaningful comprehension” (Sadoski & Paivio, 2004, p. 12). For example, the phrase 'baseball bat' can activate mental images of an aluminum or wooden or the word single can activate images of a batter dashing to first base in a field after hitting a baseball. It should be kept in mind that logogens and imagens have no one-to-one correspondence. Some logogens might referentially activate a few imagens, while others might activate many. It is also possible that some logogens might not activate any imagens at all like in the case of words that have no referential meaning and can only be verbally defined (Sadoski & Paivio, 2004).

Paivio’s DCT asserts that information is easier to keep and recover when coded dually in verbal (linguistic) and visual (non-linguistic) forms. Furthermore, the relationship between these two systems positively affects recall since when both verbal and visual systems are activated concurrently, the additive effect results in better memory. Hence, the information dually coded as words and images is kept and recovered more easily (Paivio, 1991 in Kassim, 2018). Studies by Chun and

Plass (1996) and Al Seghayer (2001) backed up this claim with their findings, to wit, the better retention of words with both translations and images than words with only translations or images (Kassim, 2018).

Based on these claims of DCT on how vocabulary is acquired, practices such as the use of multiple modalities or drawing out of mental images to highlight the imageability and concreteness of words are encouraged (Moody, et al., 2018).

The Motivation Theory, on the other hand, promotes vocabulary practices that enhance student interest in words and their meaning, such as the utilization of word-learning games, and technology-based activities. According to this theory, learners learn when they are intrinsically or extrinsically driven to learn (Moody, et al., 2018).

For Krashen (2004), it is important to encourage learners to read because the time spent reading can increase their reading speed, word knowledge, grammatical accuracy, writing fluency, spelling competence, and general knowledge on top of creating a reading habit and further language acquisition beyond the classroom learning (Mc Quillan, 2016). Aside from reading, Fainman and Tokar (2019) promoted both explicit and implicit methods (blended) of vocabulary teaching in a language setting. In a study they conducted, the result showed that blended instruction is the most effective way to teach vocabulary retention as compared to the solely implicit or explicit teaching of vocabulary (Tahir, 2020).

Questioning as a Tool to Teach Vocabulary

Asking questions to children about target words and meanings can also teach vocabulary and facilitate both their productive and receptive word development. However, it seems to matter how the teachers ask questions about the words (Hunt & Beglar, 2002). Accordingly, based on a study on monolingual preschool children, both cognitively high- and low-demand questions help children learn words in different ways (Blewitt, et al., 2009). The study by Blewitt et al. (2009) found that when teachers started with cognitively low-demand or order questions and gradually introduced higher-order questions (scaffolding-like dialogic style), the approach facilitated the children's word definition abilities more than when the teachers only asked one type of questions. With this, the study's authors assumed that low-order questions might familiarize the children with the target words and help them focus their attention on the words under study. In comparison, high-order questions may assist children in understanding the word's meaning and usage elaborately after becoming familiar with it (Blewitt et al., 2009, as cited in Hunt & Beglar, 2002).

The high-order questions allowed the learner to develop more refined word meanings because s/he already had gathered a general sense of the target words while reading the text and seeing the illustration (Walsh et al., 2015). With this, Walsh and Blewitt (2006) conclude that teachers and parents should be encouraged to ask questions to enhance children's vocabulary acquisition. In this way, they will actively engage the children's attention to the new vocabulary word (Walsh & Blewitt, 2006).

Indeed, questioning is a method that can be used to “scaffold” learning among students. A question is a statement made to evoke a particular response from a listener or a reader. It has an interrogative form and function (Seime, 2002 & Cotton, 2013 as cited in Yuliawati, et al., 2016). In the context of a classroom, questions play a greater role. Next to lecturing, questioning is used by many teachers as a teaching method to stimulate thinking among the students. It is essential in ensuring that the students participate in social activities as inquirers into knowledge (Maphosa et al., 2016). In fact, as a mediator of knowledge, it is expected that teachers will ask questions (Utsu et.al, 2019).

There are several roles and functions of questions in a contemporary classroom. For Kauchak and Eden (2007), classroom questions function as diagnostic, instructional, and motivational (Yuliawati et al., 2016). Questions can assess students' knowledge before the lesson and what they have gained due to the instruction. Questions can also clarify students' understanding of a specific topic during instruction. Moreover, they can also be used to pique students' interest in the lesson. Most of the time, the primary purpose of asking questions is to promote thinking (Fairbairn, 1987).

Therefore, teachers should be knowledgeable on how to use questions to their advantage to achieve an instructional objective. Developing a repertoire of questioning strategies begins with knowing the different types of questions. The variety of questions usually depends on its syntax, the kind of response it requires, and the function of the question (Brown, 2001 as cited in Katemba & Marie, 2016).

Classification of Questions

Bloom's Taxonomy of cognitive domain classified questions. The taxonomy presents a hierarchy of thinking processes and educational objectives. There are six levels of the thinking process which also correspond to the kind of questions the teachers usually ask in the classroom. According to Bloom's Taxonomy, the six levels of teacher's questioning include knowledge, comprehension, application, analysis, synthesis, and evaluation, which have been divided into the level of thinking skills they try to stimulate- lower-order and higher-order thinking skills (Yuliawati et al., 2016).

Anderson and Krathwohl (2001) revised Bloom's Taxonomy to include remembering for simple recall of facts (knowledge), understanding for making sense of the information (comprehension), application for executing a certain procedure in an unfamiliar situation (application), analysis for subdividing ideas and looking at their relationship (analysis), evaluation for making a judgment based on a certain standard (evaluation) and creating for coming up with a new product or idea (synthesis). Among all these levels, creating is the most complex cognitive task that requires a higher order of thinking (Tofade et al., 2013 & Mustika et al., 2020).

On the other hand, in the study of Brown et al. (2005), the questions on vocabulary instruction are categorized into types based on the levels of word knowledge and the kind of answers they generate. The questions are categorized as follows: synonym, antonym, definition, hyponym, hypernym, and cloze questions. The categorization follows Stahl's framework as a working model. Based on this model, the linking of the new word meaning with other close concepts defines the

first level. Whereas the second level, or comprehension processing, is characterized by the understanding of the word in a specific context. The third level, or generation processing, on the other hand, is characterized by using a word in a new context, thereby reflecting a deep and multi-dimensional understanding of its meaning. The categorization of vocabulary questions following Stahl's model aims to gauge various "levels" of word knowledge (Brown et al., 2005).

To teach vocabulary is to teach morphological, phonological, orthographic, semantic, and syntactic characteristics of words (Shamiyeva, 2018), hence, questions may also be categorized based on the variety of answers they require of the learners.

Using Self-Learning Modules

Instructional materials or IMs are teachers' partners in delivering instruction to the learners. They serve as learning materials for students and make the subject content interesting and comprehensive for them (Guido, 2014). With the many uses of IMs, teachers are encouraged to learn how to prepare instructional materials that would help them in their instruction. Accordingly, a teacher should become good at developing and organizing materials appropriate to their students' level (Salandanan, 2001).

Instructional materials may take many different forms, such as printed worksheets, textbooks, computer-based simulations and tutorials, and plain or interactive videos. While some of these materials are used in workplace settings, such as in the case of job-related training for adults, others are used for instructional

purposes within schools. Some materials are also designed for individual use, while others are designed to be used in groups. IMs may also be used with or without a facilitator or a teacher (Tennyson et al., 1995).

Materials that can be used with less or no supervision of a facilitator are referred to as self-instructional materials. They may come in the form of self-learning kits, modules, etc. (Macarandang, 2009). These self-instructional materials are written in a way that would motivate learners to engage with the lesson. The use of self-instructional materials may also develop self-esteem and enhance the confidence of the learners because they give them opportunities to think for themselves. They are also purpose-built and are organized to cater to the learners' needs. The main principle in using self-instructional materials is to make learning interesting, successful, reactive and considerate (Race, 1989 in Macarandang, 2009). Moreover, different researches revealed the promising application of self-instructional materials for individualized instruction and an independent study with 9 studies out of 15 studies showed that the utilization of self-instructional materials (or the programmed instructional, in this case) is better than the traditional method (Macarandang, 2009).

As mentioned, one such instructional material is the self-instructional or self-learning module. A self-learning module is a self-contained and self-directing independent unit of instruction prepared to realize defined instructional objectives. Using modules, students work through the learning tasks at one's own speed. Self-learning modules provide for individual learning as it is self-paced, where everyone

can work at their rate rather than at the group's pace, which may be too hurried or too relaxed. The modules also provide the standardized and same content to all learners (Robles, 1998 in Macarandang, 2009).

Different teaching and learning theories back up the use of modules as self-instructional materials. Skinner's behavior control model posits that stimulus-response affects behavior in creating measurable objectives. If the objectives are specific and measurable, organizing and evaluating learning to attain such objectives in the learning modules is plausible. Following Rothopf's model of written instruction, on the other hand, the use of in-text questions in modules established the connection between the learner's background knowledge and expected learning outcome, thereby structuring and facilitating active learning. Furthermore, Ausubel's advanced organizer model states that a well-structured presentation benefits the students in acquiring knowledge. For this reason, using modules allows the students to learn new materials about a topic they know and connect what they have learned and what they need to assimilate. The Theory of the Constructivist Approach, as cited by Steffe and Gale (2015) in Benito et al. (2022), has the same belief that learners construct knowledge rather than receive information passively. Similarly, Egan's structural communication model, which highlights the idea of presenting information in small bits, also served as a basis for using modules as self-instructional materials. In the modules, the exercises test the learners' comprehension, and responses are given so that learners can determine their progress, which is a feature of self-instruction teaching. Lastly, the application of Carl Roger's facilitation model is also seen in the use of teaching modules. This learning theory asserts the necessity to facilitate knowledge rather than impart it in the traditional way, a characteristic of

modular instruction. In modular instruction, the learners are given complete freedom in their learning. They can choose when and how they want to learn (Macarandang, 2009).

Indeed, the use of modules will stay as an alternative means of delivering instruction (Salandanan, 2001). Aside from the numerous benefits enumerated about modules, modules can be used to continue learning despite the occurrence of natural and man-made disasters that cause suspension of classes. The Philippines is one of the most vulnerable countries to calamities such as typhoons, floods, and earthquakes (Allen, 2003 & Brucal, et al., 2020). When a local place was hit by a calamity, schools are forced to suspend classes. In the case of a health emergency, schools also resorted to using modules as an alternative mode of learning delivery to continue the students' learning amidst and despite the situation. This is what happened during COVID-19 pandemic.

In response to the COVID-19 situation, DepEd mandated the use of modular learning in which students are provided with self-learning materials (SLMs) or modules that must enable the learning of the learners in different subjects with minimal supervision of the teachers as face-to-face instruction is not yet possible (Magsambol, 2020). Inigo (2018) described that SLMs can invoke students' capacity for independent learning. The use of SLMs should produce a similar effect as the learning derived from face-to-face instruction (Maphosa, 2019). Hence, SLMs must be written in such a way that they will support students' learning (De Guzman, 2020).

The DepEd- National Capital Region (NCR) released a memo stating the guidelines for the creation of SLMs in the region. Complementary to the ADM (Alternative Delivery Modality) modules being developed in the Central Office (CO), the SLM was conceptualized to aid the learning of the learners while they study at home during the COVID-19 pandemic. SLMs were anchored on the MELCs for each area/ program. It was designed in a way that would be appropriate to all types of learners with different social backgrounds (DepEd-NCR Supplementary Learning Materials (SLM) and Instructional Plan, n.d., p. 1).

The memo also detailed how SLMs would be developed. They should reflect the 5Cs- Critical Thinking & Problem Solving, Communication, Collaboration, Citizenship (global and local), and Creativity & Innovation-as part of the learning outcomes. The SLM is limited to 6-8 pages including the title page and the instructions on how to use it. One SLM covers one MELC and contains two lessons to be used per week. (DepEd-NCR Supplementary Learning Materials (SLM) and Instructional Plan, n.d., p.2)

The table below shows parts of SLMs in subject areas that use English as the medium of instruction and their layout.

Table 2.3

Parts and Layout of SLMs in Subject Areas that use English as the Medium of Instruction

Parts of SLM	SLM Layout
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<ul style="list-style-type: none"> • Expectations - These are what you will be able to know after completing the lessons in the SLM. • Pretest - This will measure your prior knowledge and the concepts to be mastered throughout the lesson. • Looking Back - This section will measure what learnings and skills you understand from the previous lesson. • Brief Introduction- This section will give you an overview of the lesson. • Activities - These are activities designed to develop critical thinking and other competencies. This can be done with or without a partner depending on the nature of the activity. • Remember - This section summarizes the concepts and applications of the lessons. • Checking your Understanding - It will verify how you learned from the lesson. • Posttest - This will measure how much you have learned from the entire SLM. 	<p>Lesson 1: (3 pages only)</p> <p>Expectations</p> <p>Pretest</p> <p>Looking Back to Your Lesson</p> <p>Brief Introduction</p> <p>Activities</p> <p>Checking Your Understanding</p> <p>Posttest</p> <p>Lesson 2: (3 pages only)</p> <p>Expectations</p> <p>Pretest</p> <p>Looking Back to Your Lesson</p> <p>Brief Introduction</p> <p>Activities</p> <p>Checking Your Understanding</p> <p>Posttest</p> <p>References</p>
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From DepEd-NCR Supplementary Learning Materials (SLM) and Instructional Plan, n.d., pp. 3-4

The table below shows parts of SLMs in subject areas that use Filipino as the medium of instruction and their layout. Note that the Mother Tongue in NCR is also Filipino.

Table 2.4

Parts and Layout of SLMs in Subject Areas that use Filipino as the Medium of Instruction

<i>Bahagi ng SLM</i>	<i>SLM Layout</i>
	<i>Aralin 1:</i>
<i>Inaasahan- Ito ang mga kasanayang dapat mong matutuhan pagkatapos makompleto ang mga aralin sa SLM na ito.</i>	<i>Inaasahan</i>
	<i>Unang Pagsubok</i>
	<i>Balik-tanaw</i>
	<i>Maikling Pagpapakilala ng Aralin</i>
<i>Unang Pagsubok- ito ang bahaging magiging sukatan ng mga bagong kaalaman at konsepto na kailangang malinang sa kabuuan ng aralin.</i>	<i>Gawain</i>
	<i>Tandaan</i>
	<i>Pag-alam sa mga Natutuhan</i>
	<i>Pangwakas na Pagsusulit</i>
	<i>Aralin 2:</i>

Balik-tanaw- ang bahaging ito ang

magiging sukatan ng mga dating

kaalaman at kasanayang nalinang na.

Inaasahan

Unang Pagsubok

Balik-tanaw

Maikling Pagpapakilala ng Aralin- dito

ibibigay ang pangkalahatang ideya ng

aralin.

Maikling Pagpapakilala ng Aralin

Gawain

Tandaan

Pag-alam sa mga Natutuhan

Gawain- Ito ay mga gawain na

dinisenyo para malinang ang mga

kasanayang pampagkatuto. Maaari

itong gawin ng may kapareha o wala

alinsunod sa uri ng gawain.

Pangwakas na Pagsusulit

Sanggunian:

Tandaan- dito binubuo ang paglalahat

ng aralin.

Pag-alam sa Natutuhan- dito

mapapatunayan na natutuhan mo ang

bagong aralin

Pangwakas na Pagsusulit- dito

masusukat ang inyong antas ng

pagkatuto sa bagong aralin.

From DepEd-NCR Supplementary Learning Materials (SLM) and Instructional Plan, n.d., pp. 5-6

How Vocabulary is Taught in Teaching/ Learning Materials like Modules

Teaching/learning materials like modules are used to teach and improve the vocabulary of learners. Modules combine the uses of different strategies for individualized instruction, such as specific instructional objectives, learning at students' own pace, and feedback to facilitate learning. (Nasution, 1982 as cited in Rizalia & Rosliah, 2019). For instance, the Gakushuugoi Module- Gakushuugoi, a Japanese term that means vocabulary learning- is found to be effective in improving Japan's Bimbel AEC elementary-level learners' vocabulary mastery. The Gakushuugoi module contains a collection of elementary-level A vocabulary words in the Japanese language. Based on the study, this module is effective in improving the ability of the learners to remember elementary-level words, thereby improving their mastery of Japanese vocabulary. It can improve the vocabulary mastery of the learners because it presents vocabulary words that are easy to be memorized by the learners. Gakushuugoi is recommended to be used by teachers as an alternative means of learning Japanese vocabulary (Rizalia & Rosliah, 2019)

The Wordaisy Module, on the other hand, was created and used to enhance the vocabulary of Year 3 learners by integrating simple drawings and pictures as a means to help the weak learners increase their English vocabulary. Different factors such as the pupils' interest, attention span, and level of proficiency had been considered in using the module. Since learning a foreign language can be stressful, especially for young learners (Thagard, 2011 as cited in Baharudin, Embi & Hashim,

2019), the use of the Wordaisy Module creates a welcoming environment as it allows the learners to engage in a simple and fun art activity. The learners are asked to draw an image of a daisy flower and draw out the pictures of the target vocabulary. They learn the meaning of new words with the aid of interesting pictures (Baharudin, Embi & Hashim, 2019).

The findings of the study on the effectiveness of using the Wordaisy Module showed that the majority of the 20 learner-respondents agreed that the module did help them acquire vocabulary (Baharudin, Embi & Hashim, 2019).

Indeed, printed teaching/learning materials can be used to expose students to target words and facilitate their learning. Researchers emphasized the importance of incidental vocabulary learning that happens through reading (Gardner, 2013, as cited in Skoufaki & Petrić, 2021) and teaching materials that serve as academic vocabulary exposure sources (Stoller, 2016, as cited in Skoufaki & Petrić, 2021). In a study on teaching materials developed in-house that are used in English for Academic Purposes (EAP) courses, it was recommended to develop materials and instructional activities that would expose students to academic vocabulary and support their learning. The study showed that the materials' average repetition rate of Academic Vocabulary List (AVL) lemmas was insufficient. Therefore, exposure to these materials alone would unlikely lead to the incidental development of recall knowledge of vocabulary words. It is important to note that reading materials, such as teacher-created handouts and textbooks in print or digital formats, can promote incidental vocabulary learning via reading (Skoufaki & Petrić, 2021).

Why Questioning as Vocabulary Teaching Strategy in Modules Needs to Be Explored

As of this writing, there is no existing literature or study examining the use of questions in vocabulary instruction in SLMs. Different strategies have long been identified as useful and effective in teaching vocabulary, such as: providing opportunities for students to be exposed to and utilize the words; allowing time for reading; utilizing graphic organizers to define, denote or illustrate word meanings; providing opportunities to use words meaningfully through speaking, writing and listening; providing opportunities to link new words to known ideas, and using strategies that lead to independent learning of words (Phillips et al., 2008).

Even though no direct mention of the use of questions in teaching vocabulary has been made, some strategies include asking or questioning the learners about the vocabulary words. For instance, in identifying the synonyms/ antonyms of words to build a deeper and stronger comprehension of vocabulary words (Moates, 1999 as cited in Phillips et al., 2008), teachers are encouraged to ask the learners to identify the synonyms and antonyms of words and place them on a continuum from "weakest" to "strongest" to help students know the subtle differences in word choice and assist them in improving their writing skills. Similarly, asking learners to classify words according to a specified category develop additional connections for students (Moates, 1999, as cited in Phillips et al., 2008). Hence, teachers are also encouraged to let the learners classify words by questioning them about them. It is common among these teaching vocabulary strategies to open discussion about the target words, and teachers can only do that if they ask questions about the target

vocabulary word, which indirectly makes questions valuable tools to teach vocabulary and, therefore, worthy to be explored (Phillips et al., 2008).

Moreover, the questioning strategy in modules needs to be explored because, with the shift to modular learning, the learners are expected to learn from modules like how they learn from face-to-face instruction (Maphosa, 2019).

The Teaching of Vocabulary Across Languages

The importance of vocabulary in literacy and other academic learning cuts across different languages. Hence, vocabulary is taught in both the first language and succeeding languages of the learner. How this vocabulary instruction is and should be conducted is tackled by different theories and hypotheses. One of these theories and hypotheses, the interdependence hypothesis, claims that there is an underlying academic and cognitive proficiency that is common to all languages even though the surface aspects of languages are apparently separate. This cognitive proficiency is known as common underlying proficiency (CUP). Contrary to the claim of separate underlying proficiency (SUP), CUP allows the transfer of literacy-related and academic/cognitive proficiency from one language to another. CUP also refers to the academic/cognitive competence that underlies academic performance in both languages. The existence of CUP explains the correlation between the L1 and L2 reading abilities. What can be transferred depends on the sociolinguistic situation. For Cummins (2005), the following transfers may possibly happen:

1. transfer of metacognitive and metalinguistic strategies (e.g., strategies of visualizing, use of graphic organizers, mnemonic devices, vocabulary acquisition strategies);
2. transfer of pragmatic aspects of language use (e.g.,

willingness to take risks in communication through L2, ability to use paralinguistic features such as gestures to aid communication); 3. transfer of specific linguistic elements (knowledge of the meaning of photo in photosynthesis); and 4. transfer of phonological awareness--the knowledge that words are composed of distinct sounds (p.3).

Further, Cummins (1981) formally expressed the interdependence hypothesis as follows: "To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly" (Cummins, 2005, p. 2).

The idea of this interdependence hypothesis and CUP is also the basis of a language practice known as translanguaging. Cen Williams first coined the term in Wales to refer to instructional practices that English and Welsh used for different activities and objectives (i.e., reading in one language, writing in another). Baker (2001) translated the term to English as translanguaging.

For García (2009), translanguaging also refers to how bilingual people make meaning and communicate by using their linguistic resources fluidly. It does not necessarily mean that bilinguals do translanguaging when they feel they lack words or phrases to express themselves in a monolingual environment. Multilingual people's language practices surpass socially defined language systems (García & Li Wei, 2014 in Vogel & Garcia, 2017).

As a theory, translinguaging perceives the fluid use of language by bilinguals or multilingual. Through translinguaging, the bilingual is maximizing the use of an integrated linguistic system of features that are available in their repertoire. They learn to suppress or activate the language as they engage in different communicative situations (Vogel & García, 2017). García and Lin (2017), in Vogel and García (2017) summarized the three-core premises of translinguaging as follows:

1. It posits that individuals select and deploy features from a unitary linguistic repertoire in order to communicate.
2. It takes up a perspective on bi- and multilingualism that privileges speakers' own dynamic linguistic and semiotic practices above the named languages of nations and states.
3. It still recognizes the material effects of socially constructed named language categories and structuralist language ideologies, especially for minoritized language speakers (p. 5).

In the Philippines, the broad practice of translinguaging has begun with the implementation of MTB-MLE, which mandates the inclusion of regional dialects as a medium for primary-grade instruction. Contrary to the English-only policy, translinguaging allows learners to switch languages during an interaction or an activity (Williams, 2002 in Gatil, 2021).

Translinguaging is observed in classrooms of learners with various linguistic backgrounds (Waray, Cebuano, Tagalog and English) where they are allowed to choose linguistic codes from these different languages through meaningful and casual interaction and combine the features of these languages. Similarly,

translanguaging is also demonstrated in multilingual 3rd grades in Mindanao. The practice became crucial in the ESL classroom as it understands and purposefully accommodates learners' languages. Through translanguaging, the teachers were able to present the lesson, conduct class discussions, and manage learners' behaviors. Moreover, based on Gatil's review of studies, Filipino teachers have demonstrated translanguaging strategies through code-switching, direct translation, metalinguistic explanation, and comparison-contrast. It is seen as a support to maintain the learning momentum of the discussion and avoid class disruptions. Translanguaging may be growing in practice, but it still needs to be established as an instructional pedagogy (Gatil, 2021).

Moreover, there are no available studies yet on the use of translanguaging in vocabulary teaching in SLMs in the Philippines. It reflects the claims of Seals, et al. (2020) that although bilingual materials exist, translanguaging-related instructional resources are less common. Hence, the creation of these resources becomes imperative so that teachers will have access to specifically translingual resources for the practice to become a viable pedagogy (Seals, et al., 2020).

Synthesis and Analysis

Vocabulary and its teaching are indeed important. Several studies have shown that a child has an advantage in language and other academic areas when s/he has a broad vocabulary knowledge. A connection between vocabulary and reading comprehension has also been established. Having a good vocabulary is a prerequisite for understanding the text better, and this may set apart a skilled reader from a poor reader. A skilled reader has a rich and deeper understanding of words, how they are used in context and how they may be different in meaning even though

they have the same spelling as other words, like in the case of homonyms. While reading, s/he activates the necessary schema that suits the intended meaning of the text. Hence, it is not surprising that vocabulary is one of the domains that are deliberately taught to learners. In fact, they are included in the curricula of three different language subjects: Mother Tongue, Filipino, and English. Although they are separate languages, vocabulary instruction can be conducted in a way that the teaching of one language can support the competence of the learner in the other language, which the principles of interdependence, cross-language, and translanguaging assert.

The language transfer phenomenon happens in bilingual classrooms. Learners refer to L1 (Filipino) when trying to understand and explain a concept in English. Instead of being a hindrance, their L1 helps them learn the second language (L2). The teacher takes advantage of this language ability when after exhausting all the possible sentence variations to explain a concept in the target language, s/he goes back to the equivalent term of the target language to the L1 of the learners. In so doing, the learners immediately grasp the concept. Although until now, there is a continuing debate about whether there is a common or separate underlying proficiency in languages (CUP or SUP), the practical use of learners' abilities in all languages to learn a new language is favorable. It not only modifies the instruction in a way that leverages all the learners' cognitive faculties, but the practice also embraces learners' cultural and lingual diversity, which influences their learning.

Indeed, it is no longer a question of whether to teach vocabulary. It is a question of how to do so. There are numerous strategies that teachers can use to

teach vocabulary. Although indirectly mentioned, the use of questions to make use of these identified strategies is common. When questions are being used to teach vocabulary, it is only appropriate to pay attention to how they are being asked. Strategic questioning is used in face-to-face instruction. Since SLMs are expected to induce learning similar to the learning derived from in-person classes, the questions in SLMs must be reviewed to find out how they are asked to stimulate vocabulary learning in the three language subjects. In in-person classes, the questions teachers ask their learners are classified into levels according to Anderson-Krathwohl's revised taxonomy. The same classification can be used to analyze the questions in the SLMs, as both promote learning. Moreover, knowing what levels of questions are asked to teach vocabulary in the three different language subjects and how they are used similarly or differently among these subjects will help in utilizing these questions better to serve their purpose. Considering questions as a tool and strategy to teach vocabulary in SLMs will increase the teacher's repertoire of strategies. Furthermore, being considered a strategy, the use of questions also needs to be explored so this strategy would be appropriately utilized.

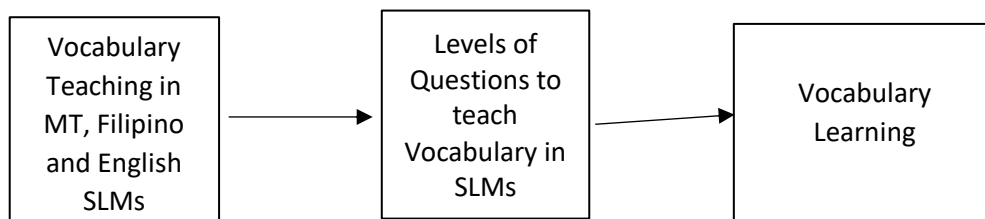
In summary, teaching or learning materials such as modules can be used to teach vocabulary using different teaching strategies such as games or art activities. However, no studies on the use of questioning to teach vocabulary in modules have been conducted so far. This study aims to bridge such a gap. Findings from this study will try to contribute to the body of knowledge and shed light on the topic of using questions in self-learning modules to teach vocabulary to young learners, specifically in the Philippine context during the COVID-19 situation when the modular learning approach is implemented. In so doing, this study also hopes to improve the

quality of language instruction in the Philippines, which is responsive to the challenges of the current time.

Conceptual Framework

Figure 2.2

Conceptual Framework



This framework explains that vocabulary, as a language and reading domain, can be taught using learning materials (e.g., self-learning modules) in Mother Tongue, Filipino, and English. In the modular learning approach, questions can be used to teach vocabulary to the learners following the learning objectives set by the curriculum (MELCs). Vocabulary lessons can be presented by asking questions about the target word learners should learn. There are different levels of questions that can be used to teach vocabulary, which translates to vocabulary learning. The level of questions used influences how the vocabulary will be learned.

Definition of Terms

Level of Questions- The level of questions is the classification of questions based on Anderson-Krathwohl's revised Bloom's taxonomy. It includes remembering, understanding, application, analysis, evaluation, and synthesis (Tofade et al., 2013 & Mustika et al., 2020).

Question- A question is any sentence whose function is to ask and is used to get information or response or to assess knowledge (Cotton, 2003, as cited in Yuliawati et al., 2016 and Linch, 1991 as cited in Sujariati et al., 2016).

Vocabulary- Vocabulary is knowing the structure, meaning, and function of a word (Marulis & Neuman, 2010). For this study, the vocabulary only refers to print, and receptive vocabulary or the words recognized or learned through reading (Shamiyeva, 2018), in this case, from self-learning modules.

SLMs or SLeMs (Self-learning materials)- SLMs are printed or digitized materials that promote independent learning and are used for modular distance learning (Magsambol, 2020 & DepEd, 2020). For this study, the SLMs refer to the modules in MT, Filipino, and English provided to the learners to continue their study through a modular approach during the COVID-19 pandemic.

Chapter III

METHODOLOGY

Research Method

Content analysis is “a method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data to describe and quantify specific phenomena” (Downe-Wambolt, 1992 in Bengtsson, 2016, p.9). It is more than just a counting process as it also makes valid and reproducible inferences from texts to their contextual use (Krippendorff, 2004, as cited in Bengtsson, 2016).

In content analysis, there are no specific rules on what material should be used to study (Berg, 2001; Burnard, 1991; Catanzaro, 1988; Downe-Wambolt, 1992). All materials such as focus group interviews (Enskär, Golsäter, Lingfors & Sidenvall, 2011), deep interviews (Andersson, Klevsgård, Hallberg & Wann-Hansson, 2005), open-ended questions as in a questionnaire (Donath, Graessel, Luttenberger & Winkler, 2011), and one single written question (Bengtsson, Ohlsson & Ulander, 2007), or observations of situations (Considine, Eastwood & O’Connell, 2011) as well as from pictures and films (Krippendorff, 2004; Neuendorf, 2002), etc. can be analyzed using this method (Bengtsson, 2016). The choice of the material, however, will influence the depth of analysis that the researcher will be able to make (Bengtsson, 2016).

For this study, the researcher used the self-learning modules of Grade 2 learners in Filipino, Mother Tongue, and English in the first quarter of the school year to study their content and do content analysis, to determine what questions are used or asked to teach vocabulary to early grade learners using the modular learning approach. The researcher listed all the questions related to the category, distinguished the type of questions using Bloom's Taxonomy as revised by Anderson and Krathwohl (2001), determined the frequency of the particular type of questions, and determined the common pattern. The prototype analysis of one module in each subject area (Mother Tongue, Filipino, and English) was validated by an expert.

Research Materials

This study used the SLMs in Grade 2 English, Mother Tongue, and Filipino used during the first quarter of the modular learning of SY 2020-2021 (August to October 2020) and SY 2021-2022 (September to October 2021).

There are 40 pages in the MT SLMs, 34 pages in the Filipino SLMs, and 42 pages in English SLMs.

Teachers-writers were assigned by the Education Program Supervisors, and others volunteered, to write the SLMs which will be content-validated by selected validators before their utilization in the field.

The following Anderson and Krathwohl-revised Bloom's taxonomy was used as a basis for the categorization of questions present in the SLMs of English, Filipino, and Mother Tongue for Grade 2. They are laid out from simple (bottom) to complex (top) cognitive tasks they stimulate.

Table 3.1

Categorization of Questions Based on Anderson and Krathwohl- revised Bloom's taxonomy, Meaning and Example Cue Questions

Level of Questions	Meaning	Example Cue Question
Synthesis	Creating for coming up with a new product or idea	Create a short poem using the newly learned words.
Evaluation	Making a judgment based on a certain standard	Is the underlined word used in the sentence correctly? Why or why not?
Analysis	Subdividing ideas and looking at their relationship	Identify the affix and the root word of the given word and state what the given word means.
Application	Executing a certain procedure in an unfamiliar situation	Use the word in a sentence.

Understanding (Comprehension)	Making sense of the information	Infer the meaning of the word based on how it is used in a sentence.
Remembering (Knowledge)	Recalling of facts	What is/ Tell the meaning of a word.

From Tofade et.al, 2013 and Mustika et.al, 2020

Data collection procedure

As a Grade 2 teacher, the researcher had access to the self-learning modules of the Grade 2 learners in all subjects. She got a copy of the self-learning modules in Mother Tongue, Filipino, and English to collect data. She read all the modules in the first quarter of these subjects and looked for questions if there were any, that targeted the vocabulary instruction of the Grade 2 learners. Using a notepad, she noted all the questions that fit into the category, whether they were asked to teach vocabulary; and determined the types and common themes of these questions.

Data analysis procedure

After the collection of data from the self-learning modules of the Grade 2 learners in Mother Tongue, Filipino and English, the researcher conducted quantitative content analysis following this procedure (Luo, n.d):

- (1) **Define the units and categories of analysis-** In this phase, the researcher set the scope of the analysis. She evaluated the questions present in the SLMs and determine if they were asked to teach vocabulary. For example,

questions such as What does this word mean? (*Anong kahulugan ng salitang ito?*); Can you use this new word in your sentence? (*Maaari mo bang gamiting ang bagong salita sa isang pangungusap?*) and other similar questions were listed down. All questions that passed the evaluation criteria whether they were asked to teach vocabulary were noted. However, a question asked in a learning activity with different items was counted as one question only.

For instance, use the following words in a sentence: (*Gamitin sa pangungusap ang mga sumusunod na salita:*) 1. attractive (*kaakit-akit*); 2. delicious (*malinamnam*); and 3. strong (*malakas*) was treated only as one question.

(2) **Develop a set of coding rules-** In this phase, the researcher defined rules as to what would be included or not included in a category so the coding of data would be done consistently. She used Anderson-Krathwohl's revised Bloom's Taxonomy level of questions such as remembering, understanding, application, analysis, evaluation, and synthesis. She used the following codes in categorizing the questions.

Remembering	R
Understanding	U
Application	Ap
Analysis	An
Evaluation	E

(3) Code the text according to the rules- In this phase, the researcher applied the codes and count the frequency of questions according to their categories based on Bloom's Taxonomy as revised by Anderson and Krathwohl (2001). For example, the question, "What is the meaning of the word?" (*Ano ang kahulugan ng salita?*) was given a code R as this question requires the learner to remember the meaning of the word and belongs to the Remembering level of questions. This coding of questions was done to all the questions that taught vocabulary and were found in the SLMs of Mother Tongue, Filipino, and English.

(4) Analyze the results and draw conclusions- Once the coding was done, the collected data were analyzed to answer the research questions. The researcher counted the number of questions that belong to remembering, understanding, application, analysis, synthesis, and evaluation to determine which type of questions were mostly asked to teach vocabulary. The researcher also classified which of the questions belong to high-order questions and low-order questions.

This study was based on the Higher-order Questions Checklist by Zimmerman (2018) to determine the classification of the question.

Does My Question Require Higher-Order Thinking?

_____The answer to my question is longer than a few words or phrases.

_____The answer to my question cannot be found directly in the text.

_____My question does not have just one “right” answer.

_____My question requires the respondent to pull together multiple ideas from the text in order to analyze or evaluate the text or create something new.

From Zimmerman, L., December 2017

The higher-order questions include those questions that are in the analysis, evaluation, and synthesis level. Whereas questions in the remembering, understanding, and application belong to the lower order questions. In the example, the question, what is the meaning of the word? (Ano ang kahulugan ng salita?), is a remembering type of question and is, therefore, a lower-order question.

Appendix A (MT), B (Filipino), and C (English) contain the sample modules that were analyzed following the procedure just described. This prototype analysis was presented to and validated by an expert before applying it to the rest of the materials. Then, the analysis of all the modules was later presented to and validated by the same expert who validated the prototype analysis to ensure the accuracy of the analysis.

She computed the percentage of the questions asked according to type against all other questions and applied descriptive statistics.

To answer the fourth research question, “What are the similarities and differences of the questions on vocabulary instruction in the Mother Tongue, Filipino, and English self-learning modules?”, the researcher conducted a comparative analysis to compare and contrast the subjects along with specified variables. The researcher did the following procedure (How to Do Comparative Analysis in Research (Examples), n.d.):

1. **Select the unit of comparison-** For this study, the questions on vocabulary instruction in the Mother Tongue, Filipino and English self-learning modules were compared on these units of comparison:
 - a. Level of questions and their numbers and percentage
 - b. Number of higher order and lower order questions
 - c. Answers required of the learners
 - d. MELCs targeted

2. **Report the findings-** The researcher presented the data in tabular form for easy reading. She also qualitatively described the commonalities and differences in the answers required of the learners by the questions on vocabulary instruction.

3. **Determine the relationship and link of one to the other-** Based on the tabulated data, the researcher described the point of similarities and

differences in the selected variables among the questions asked on vocabulary questions among Mother Tongue, Filipino, and English self-learning modules and drew conclusions.

Chapter IV

RESULTS AND DISCUSSION

Number of Vocabulary Questions

The findings of the content analysis done on the first quarter SLMs in Grade 2 MT, Filipino, and English are as follows:

Table 4.1

Total Number of Questions (Q) per Module, Number (VQ), and Percentage (%) of Questions on Vocabulary Instruction per Module (Mod) for each SLM

SLMs	MT			Filipino			English		
	Q	VQ	%	Q	VQ	%	Q	VQ	%
Mod 1	5	2		6	1		10	2	
Mod 2	4	0		4	0		8	0	
Mod 3	6	0		7	2		10	0	
Mod 4	4	1	7.50	5	0	7.14	10	1	15.00
Mod 5	5	0		2	0		8	8	
Mod 6	5	0		6	0		12	1	
Mod 7	5	0		7	0		12	0	
Mod 8	6	0		5	0		10	0	
TOTAL	40	3		42	3		80	12	

The result of the analysis shows that there are a total of 40 questions/ learning activities in Grade 2 MT SLM for the first quarter. On the other hand, Grade 2 Filipino SLM has a total of 42 questions, and Grade 2 English SLM has 80 questions in total for the first quarter.

Out of 40 questions in Grade 2 MT SLM, only 3 or 7.5% are questions asked to teach vocabulary. Similarly, only 3 or 7.14% out of 42 Grade 2 Filipino SLM questions are asked to teach vocabulary. Whereas only 12 or 15% out of 80 questions in Grade 2 English SLM are asked to teach vocabulary.

Less than 20% of the total questions have been allotted for teaching vocabulary in each SLMs of MT, Filipino, and English for the first quarter. It is a rather small percentage, given the significant role of vocabulary in literacy and other academic areas. In longitudinal studies, it has been found that the role of vocabulary increases in reading comprehension as the child progresses to grade level. (Protopapas, Sideridis, Mouzaki, & Simos, 2007; Verhoeven & Van Leeuwe, 2008 in Segers & Verhoeven, 2016). With the known importance of vocabulary, it is appropriate and necessary that it is deliberately taught to the learners. Mckweon et al. (1983) attest that intensive vocabulary instruction, which promotes fluent and deep word knowledge, improves text comprehension. Aligned with the Lexical Quality Hypothesis, vocabulary instruction is also necessary for the child not just to recognize the word but be able to identify it, which can only happen if s/he has a rich mental representation of the word (Segers & Verhoeven, 2016). S/he should be able

not only to recall the name of the word but also to identify the contextual information that defines its meaning (Perfetti, 2017). Only then can the child be considered to have a good vocabulary.

Furthermore, for a bilingual and multilingual to understand a written text fluently in the target language, s/he should know 98% of words which equates to knowing approximately 34, 600 individual words (Nation, 2006 in Bartolotti & Marian, 2013).

Moreover, the necessity to teach vocabulary is also apparent in the DepEd K-12 curriculum (2015) and the MELCs (2020) or the list of most essential learning competencies that served as the basis for what to teach the Filipino public-school children during the distance learning set-up when the Covid-19 pandemic happened. How this list of competencies translates into class instruction including the material for the learner would determine the seriousness of the effort in teaching vocabulary to the learners.

However, with the small percentage of questions that are asked to teach vocabulary through the SLMs, it is hard to tell that vocabulary is intensively taught in the first quarter modules of MT, Filipino and English. The number of words included in the learning activities that aim to teach vocabulary in English as the target vocabulary is also too few to contribute to the ideal number of 34, 600 individual known words to become a fluent reader of an English text (Nation, 2006 in Bartolotti & Marian, 2016). The few numbers of vocabulary questions are maybe due to the scope of the materials being studied, which only includes the first quarter modules, and the decrease in vocabulary-related competencies to be taught with the crafting

of MELCs due to the pandemic. It would be interesting to conduct a similar study that would include modules in all quarters, and the modules written are based on the complete CG, and measure if the number of vocabulary questions is within the standard.

Moreover, Social Constructivism and sociocultural theories claim that vocabulary teaching should be a social dialogue where meaning is constructed through scaffolding and collaboration between the more knowledgeable adult (teacher) and learner (Moody et al., 2018), however, a social dialogue between the teacher and the learner through the questions in the SLMs is not evident. The way questions were asked are not in a way that would initiate a dialogue or conversation about the word with the learners. All questions were asked separately from other questions as one question is equivalent to one learning activity. There were no follow-up questions to discuss further the target word as what happens when a teacher “scaffolds” the lesson to the learners in an in-person class discussion.

When it comes to the questions asked when teaching vocabulary in MT, Filipino and English SLMs, the three SLMs analyzed showed some similarities and differences.

Table 4.2

Questions Asked when Teaching Vocabulary in MT, Filipino and English SLMs per Level

	MT	Filipino	English
R	Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A : tugon, ililibot, himok, laybrayan, kamag-anak?	Pag-ugnayin ang magkasalungat na kahulugan ng mga salitang nasa Hanay A at Hanay B. Isulat ang bilang at titik ng magkasalungat na salita.	<p>...guess the English equivalent of these words in Mother Tongue/ Filipino using the word clues: baston, takure, lampara.</p> <p>...choose the correct Mother Tongue equivalent of the English word from the choices in the box: clever, handsome, narrow, describe, inside, outside, brave, honest, cloudy, steep</p> <p>...say YES if the paired words match and NO if they do not: far- malayo, farm- dagat, science- agham, enough- sapat, island- kalsada.</p> <p>... correctly match the English words with their Mother Tongue equivalent</p>

U

Tukuyin ang salita na mabubuo at ang kahulugan nito kapag dinagdagan ng panlapi ang mga sumusunod na salitang-ugat.

Hanapin ang kasingkahulugan ng bawat salita sa pangungusap: sorpresa, tahanan, patimpalak.

...guess the answer to each riddle by choosing the correct word in the box.

...guess the answer to each riddle by choosing the correct word in the box.

...find the answer to the riddles below.

...choose the correct picture to match the underlined word in the sentence...
bouquet, dialogue, village

...choose the Mother Tongue word that matches the underlined:
Knot, mussels, flour, fur, hall

...choose the Mother Tongue word from the box to match the given English word in the sentence:
Barefoot, Myth, Migrate, Baggage, Audience.

...choose the correct Mother Tongue equivalent

of the underlined
English word: fare,
cellar, pebbles,
hole, elf.

...match the
English word with
its Mother Tongue
equivalent deep,
language, develop,
forest, written

Ap Bumuo ng pangungusap gamit ang mga sumusunod na salita: kamag-aral, ililibot, himok, tugon, laybraryan.

Gamitin ang mga bagong salita sa sariling pangungusap.

An

E

S

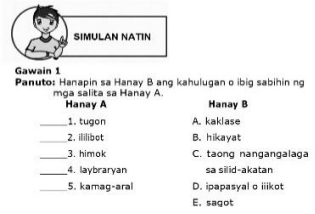
The three SLMs are compared based on the level and order of vocabulary questions and the answers required by the question, and the MELCs targeted.

Levels of Questions Asked when Teaching Vocabulary in MT, Filipino and English SLMs

Tables 4.3, 4.4, and 4.5 show the content analysis of vocabulary-related questions in Mother Tongue, Filipino and English respectively. They include screenshots of the questions and the contexts in which they are asked.

Table 4.3

Screenshot of the VQs in MT SLMs, Context in which the VQ is asked, and Classification

Module No.	Screenshot of the Question	Context	Classification													
			Level of Question	HO or LO												
1	 <p>Gawain 1 Panuto: Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A.</p> <table border="0"> <tr> <td>Hanay A</td> <td>Hanay B</td> </tr> <tr> <td>1. tugon</td> <td>A. kklase</td> </tr> <tr> <td>2. ilibot</td> <td>B. hikayat</td> </tr> <tr> <td>3. himok</td> <td>C. taong nangangalaga sa silid-akatan</td> </tr> <tr> <td>4. laybraryan</td> <td>D. ipapasyal o iikot</td> </tr> <tr> <td>5. kamag-aral</td> <td>E. saqot</td> </tr> </table>	Hanay A	Hanay B	1. tugon	A. kklase	2. ilibot	B. hikayat	3. himok	C. taong nangangalaga sa silid-akatan	4. laybraryan	D. ipapasyal o iikot	5. kamag-aral	E. saqot	<p>This is a preliminary activity that asks the learners about the meaning of the words they will encounter in the story (Si Binibining Anselmo) they will be asked to read in later</p>	Remembering	LO
Hanay A	Hanay B															
1. tugon	A. kklase															
2. ilibot	B. hikayat															
3. himok	C. taong nangangalaga sa silid-akatan															
4. laybraryan	D. ipapasyal o iikot															
5. kamag-aral	E. saqot															

Gawain 2

Panuto: Bumuo ng pangungusap gamit ang mga sumusunod na salita.

- | | |
|-----------------|---------------|
| 1. kamag – aral | 4. Tugon |
| 2. iilibot | 5. laybraryan |
| 3. himok | |

pages of
the module.

This is a Application HO
follow-up
activity of
the first
activity in
module 1. It
can be
noticed that
the words
to be used
in
sentences
are the
same
words,
which
meanings,
were asked
in the
previous
activity.
These

words were
 not taught
 in the
 module but
 were
 assumed
 that
 learners
 already
 knew them.

2 **None**

3 **None**

4



Panuto: Tukuyin ang salita na mabubuo at ang kahulugan nito kapag dinagdagan ng panlapi ang mga sumusunod na salitang-sugat.

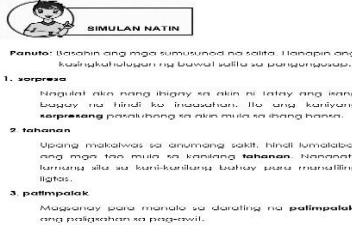
Salitang-sugat	Panlapi	Bagong Salita na Mabubuo	Kahulugan
Hai: ganda	ma	maganda	markit, kaakit-akit
1. bile	ma		
2. buhat	in		
3. serap	ma		
4. punta	neg		
5. laban	ka		

This is a Understanding **LO**
 formative
 assessment
 activity that
 was given
 after the
 lesson on
 affixes.
 However,
 there was
 no explicit
 teaching of

		the items in the activity.
5	None	
6	None	
7	None	
8	None	

Table 4.4

Screenshot of the VQs in Filipino SLMs, Context in which the VQ is asked, and Classification

Module No.	Screenshot of the Question	Context	Classification	
			Level of Question	HO or LO
1	 <p>Paruto: Basahin ang mga sumusunod na salita. Ibigay ang kaniyung kahulugan ng bawat salita sa pangunahing titik.</p> <p>1. sorpresa Nagulat ako nang ibigay sa akin ni Inay ang isang bagay na hindi ko inaasahan. Iti ang kanyang sorpasang pakikibang sa akin mula sa ibang bahay.</p> <p>2. tahanan Upang makatapos sa aramang sakit, hindi lumalabas ang mga taong muna sa kanilang tahanan. Karamihan kumang sila sa kani-kanilang bahay para mairalig ligas.</p> <p>3. patimpalak Magamay para manalo sa laralang na patimpalak ang paglalaran sa pagsewal.</p>	This is a preliminary activity that asks the learners to infer the meaning and find the	Understanding	LO

synonym of

the

highlighted

words

based on

how they

are used in

the

sentences.

The

learners

will

encounter

these

words in

the story

(Sopresa

kay

Sophia)

they will be

asked to

read in

later pages

of the
module.


2 None

3

NAI BAHANG 2

Modyul 3: Baitang 2
Unang Markahan – Ikatlong Lingap
PAGSASABI NG MENSAHE, PAKSA O TEMA NA NAIS IPABATID
SA MAIKLING KUWENTO

Mga Dapat Matutunan:
Pagkatapos mabasa ang modyul na ito, inaasahan na ang mag-aaral ay mag-aangap ng mensahe, paksa o tema na naitatukoy sa maikling kuwento.

 **SIMULAN NATIN**

Panuto: Ipag-uunayin ang maikling kuwento sa kahulugan ng mga baitang nasa Hanay A at Hanay B, tulat ang salita at titik na magkasalungat sa isa't isa.

Hanay A	Hanay B
1. karaniwan	a. malungkot
2. manani	b. pilakulo
3. maging	c. bihira
4. pakikipag	d. malubog
5. masaya	e. tanghali

This is a Remembering LO

preliminary
activity that

asks the
learners to

infer the
opposite

meaning of
the given

words in
column A

and choose
the

answers in
column B.

These
words have

not been
taught in

the module
but they

are related
to the
theme of
the story,
Ang
Pamilya
Kung Saan
Ako
Masaya,
the
learners
will be
asked to
read in the
later pages
of the
module.

Panuto: Pag-ugnayin ang magkasalungat na kahulugan ng mga salitang nasa Hanay A at Hanay B. Isulat ang bilang at titik ng magkasalungat na salita.

Hanay A	Hanay B
1. karaniwan	a. malungkot
2. marumi	b. pribado
3. maaga	c. bihira
4. publiko	d. malinis
5. masaya	e. tanghali

Gamitin ang mga bagong salita sa sariling pangungusap.

This is a Application HO
follow-up
activity of
the first
activity in
module 3. It
can be

noticed that

the words

to be used

in

sentences

are the

same

words,

which

opposite

meanings,

were asked

in the

previous

activity.

These

words were

not taught

in the

module but

were

assumed

that

learners

already

knew them.

4 None

5 None

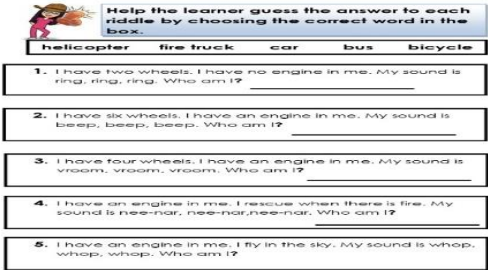
6 None

7 None

8 None

Table 4.5

Screenshot of the VQs in English SLMs, Context in which the VQ is asked, and Classification

Module No.	Screenshot of the Question	Context	Classification	
			Level of Question	HO or LO
1		The activity is one of the exercises on transportation sounds. The lesson on transportation sounds was	Understanding	LO

introduced in the beginning of the module but the words in the activity and their meaning were not taught. The activity assumes that the learner with the help of an adult would be able to guess the referent of the riddle.

The activity is Understanding LO

one of the exercises on instrument sounds. The lesson on instrument sounds was introduced in the beginning of the module but the words in the activity and their

Help the learner guess the answer to each riddle by choosing the correct word in the box.

cymbals guitar drum doorbell trumpet

1. I am a string instrument. My sound is ting, ting, ting. Who am I? _____

2. I am a wind instrument. Blow me with all your might so I will make a sound. My sound is toot, toot, toot. Who am I? _____

3. I am a percussion instrument. Just hit me so I will make sounds. My sound is boom, boom, boom. Who am I? _____

4. I am a musical instrument consisting of two round brass plates. My sound is clang, clang, clang. Who am I? _____


5. I make sounds when you press me. I am usually at the gate. My sound is ding, dong, ding. Who am I? _____

meaning were not taught. The activity assumes that the learner with the help of an adult would be able to guess the referent of the riddle.

2 None

3 None

4



Help the learner find the answer to the riddles below. The choices are in the box.

an ampalaya a ball an alarm clock
a teacher an airconditioner

1. I ring. I will give an alarm ring so you will wake up on time. Who am I? _____

2. I teach children like you. I teach different lessons so children will know. Who am I? _____


3. The players play with me. They make me dribble, they throw me, they pass and catch me. Who am I? _____

4. They switch me on. Then suddenly the room becomes cool. Who am I? _____


5. I am a vegetable. Some don't like my taste because I'm bitter. Who am I? _____


The activity is Understanding LO one of the exercises on a/an + noun. The lesson was introduced in the beginning of the module but the words in the activity and their meaning were not taught. The activity assumes that the learner with the help of


5

 Help the learner guess the English equivalent of these words in the Mother Tongue/Filipino using the word clues.

baston takure lampara

 We use the **lamp** to light the dark room.

 Old people use the **walking stick** so they can walk well.

 Use the **kettle** when you boil water.

an adult would
be able to guess
the referent of
the riddle.

The activity asks
the learners to
guess the MT
equivalent of the
English words
with the help of
an adult. What
MT meant was
explained but
each word in the
activity and its
meaning were
not explicitly
taught and not in
the earlier pages
of the SLM.

Remembering LO



Guide the learner in choosing the correct Mother Tongue equivalent of the English word from the choices in the box.

matarik makilid makulimim
labas loob matapat matapang
gwapo matalino larawan

English Word	Mother Tongue Word
1. clever	
2. handsome	
3. narrow	
4. describe	
5. inside	
6. outside	
7. brave	
8. honest	
9. cloudy	
10. steep	

The activity asks Remembering LO the learners to choose the MT equivalent of the English words with the help of an adult. What MT meant was explained but each word in the activity and its meaning were not explicitly taught and not in the earlier pages of the SLM.



Learning English, especially vocabulary words, is not so easy. You need time to understand using the clues. You can associate them with pictures and words. Let us have some more exercises.

You can use picture clues to **decode** unknown words and make meaning.



Help the learner choose the correct picture to match the underlined word in the sentence.

1. Nathan gave her mom a bouquet of flowers.



2. Mom and dad had a dialogue last night.



3. An old man lived in the village.



The activity asks Understanding LO the learners to tell the meaning of the English words with the help of an adult and by using context clues. The learners are asked to choose the picture that

matches the
given word.

Each word in the
activity and its
meaning were
not explicitly
taught and not in
the earlier pages
of the SLM.


The activity asks Understanding LO
the learners to
choose the MT
equivalent of the
English words
as they are used
in a sentence
with the help of
an adult. What
MT meant was
explained but
each word in the
activity and its
meaning were
not explicitly
taught and not in



Help the learner read the sentences below. Guide them to choose the Mother Tongue word that matches the underlined.

1. Knot your shoelace.
a. ibuhol b. itago c. hawakan
2. I see mussels in the market. They are green.
a. isda b. karne c. tahong
3. The baker used flour to make bread.
a. harina b. asukal c. asin
4. the dog has a thick fur.
a. balat b. balahibo c. buto
5. The contest was held in the hall.
a. bulwagan b. sala c. garahe

Let's DISCUSS Learning is fun!
Have fun while doing our next activities.



Assist the learner in choosing the Mother Tongue word from the box to match the given English word in the sentence.

manonood bagage alamat lumpat naka-paa

1. **The child walked on the street bare foot.**
Bare foot: _____
2. **Old people believed in myths.**
Myth: _____
3. **Many people migrate to cities.**
Migrate: _____
4. **The driver put the baggage behind him.**
Baggage: _____
5. **Thousands of audience came to support her.**
Audience: _____

the earlier pages
of the SLM.

The activity asks Understanding LO

the learners to
choose the MT
equivalent of the
English words
as they are used
in a sentence
with the help of
an adult. What

² MT meant was
explained but
each word in the
activity and its
meaning were
not explicitly
taught and not in
the earlier pages
of the SLM.



Guide the learner in choosing the correct Mother Tongue equivalent of the underlined English word.

1. I paid my fare amounting to nine pesos.

pamasahe

pagkain

2. The woman got some wine from the cellar.

Bodegong palay

Bodega ng alak

3. Rachel put two pebbles in the jar.

Maliili na bato

Malalaking bato

4. My favorite pencil fell into the hole.

balde

butas

5. I found an elf under the big tree.

duwende

gagamba

22

The activity asks Understanding LO

the learners to choose the MT equivalent of the English words as they are used in a sentence with the help of an adult. What MT meant was explained but each word in the activity and its meaning were not explicitly taught and not in the earlier pages of the SLM.



We understand what we read when we know the meaning of each word. Hence, if we do not know the meaning of each word we are just reading without understanding.

Reading with comprehension is best.



Ask the learner to say YES if the paired words match and NO if they do not.

1. far – malayo

2. farm – dagat

3. science – agham

4. enough – sapat

5. island – kalsada

23

The activity asks Remembering LO

the learners to tell if the MT word matches the English word. What MT meant was explained but each word in the

activity and its meaning were not explicitly taught and not in the earlier pages of the SLM.

The activity asks Understanding LO the learners to choose the MT equivalent of the English words as they are used in a sentence with the help of an adult. What MT meant was explained but each word in the activity and its meaning were not explicitly taught and not in the earlier pages of the SLM.



Guide the learner in matching the English word with its Mother Tongue equivalent.

1. The sea is **deep**.
2. The National Capital Region uses Filipino as **language**.
3. Scientists **develop** new inventions.
4. Wild animals are in the **forest**.
5. The news was **written** in the newspaper.

6

Looking Back to Your Lesson: Ask the learner to correctly match the English words with their Mother Tongue equivalent.

- | | |
|-------------|-------------|
| 1. treasure | • wika |
| 2. luxury | • nakasulat |
| 3. written | • pamasaha |
| 4. language | • kayamanan |
| 5. fare | • mahal |

The activity asks Remembering LO

the learners to choose the MT equivalent of the English words. Each word in the activity and its meaning were not explicitly taught but some of them were included as an item in the activities of the previous module.

7 None

8 None

Table 4.6 shows the levels of questions asked when teaching vocabulary in the SLMs in the Mother Tongue, Filipino, and English, their number, and their percentage.

Table 4.6

Percentage of Questions on Vocabulary Instruction per Level in Grade 2 MT, Filipino and English module

	R	%	U	%	Ap	%	An	%	E	%	S	%
MT	1	33.33	1	33.33	1	33.33	0	0	0	0	0	0
Filipino	1	33.33	1	33.33	1	33.33	0	0	0	0	0	0
English	4	33.33	8	66.66	0	0	0	0	0	0	0	0

The level of questions asked when teaching vocabulary in Grade 2 MT SLM for the first quarter are remembering, understanding, and application level (33.33% of 3 vocabulary questions) only.

Three levels of questions were asked in the first quarter SLMs of Mother Tongue. The learners were asked to remember and tell the meaning of a word, form a new word with an affix, and tell its meaning and in one learning activity, they were also asked to use the words in their own sentences.

The remembering and understanding level questions in Mother Tongue SLMs intend to activate the background knowledge or schema of the learners about the words, following Piaget's Schema Theory. According to psycholinguistic theorists, the schema, or the cognitive and conceptual structure of the learner, plays a vital role in vocabulary learning (Moody et al., 2018). Hence, the remembering question

on vocabulary instruction is asked in the SLM to tap the schema of learners about the vocabulary words. In so doing, it also puts into work the three processing operations in DCT such as the representational processing or the simple recognition of something that is familiar but does not necessarily imply meaningful comprehension, associative processing, and referential processing or “spreading activation between the codes associated with meaningful comprehension” (Sadoski & Paivio, 2004, p.11).

Moreover, asking an application question to the learners for them to use the vocabulary word in their own sentences is a way to gauge how much the learners know about the word by writing a sentence using it. Vocabulary is knowing the structure, meaning, and function of a word (Marulis & Neuman, 2010). However, words may have a variety of meanings and functions (e.g., homonyms). Hence, the learners should also know how to use the word properly in context. Asking application questions to teach this aspect of vocabulary will help the learners to enrich their vocabulary or enhance their lexical quality.

The levels of questions asked when teaching vocabulary in Grade 2 Filipino SLM for the first quarter, on the other hand, are the same as the level of questions in the Mother Tongue. There were remembering (33.33%), understanding (33.33%), and application level (33.33% of 3 vocabulary questions) only.

MT and Filipino SLMs have the same numbers and levels of questions that were asked to teach vocabulary. Both have remembering, understanding and

application questions. As mentioned, the remembering and understanding questions are asked to tap the schema or background knowledge of the learners about the meaning of the vocabulary words. It follows the principle of Schema Theory that emphasizes the role of schema or the connection of the language with their experience in understanding the word's meaning. Moreover, the application question induces higher mental processes when it asks the learners to use the vocabulary word appropriately in their own sentences. It determines how the lexical quality or how rich the learner knows the vocabulary word.

On the other hand, the levels of questions asked when teaching vocabulary in Grade 2 English SLM for the first quarter are remembering (33.33% of 12 vocabulary questions) and understanding level (66.66% of 12 vocabulary questions) only.

The Grade 2 English SLMs also have only two levels of questions- remembering and understanding levels. The remembering level questions ask for the term to the meaning of the word and the equivalent Mother Tongue/ Filipino term for the English word. Others also ask what term matches a given picture or if a pair of words is a match. Again, this level of questions intends to activate the schema or the cognitive/ conceptual network of the learners about the word to learn the vocabulary following the principle of psycholinguistic theorists (Moody et al., 2018).

The other level of questions in Grade 2 English SLMs is the understanding level. This level of question asks the learners how they understand the meaning of the word as it is used in a particular sentence. It induces higher mental

representations of the word as it asks about the specific contexts in which the word can be used.

Similarities and Differences

Tables 4.6, 4.7, 4.8 and 4.9 show the similarities and differences of the questions on vocabulary instruction in the Mother Tongue, Filipino, and English self-learning modules according to different points of comparison.

Level of Questions

Table 4.6 above shows the levels of questions asked in Mother Tongue, Filipino, and English SLMs.

Filipino SLMs and Mother Tongue SLMs have the least number of questions (3), while the English SLMs have the greatest number of questions (12) that are asked to teach vocabulary. Mother Tongue SLMs have equal number of remembering (1), understanding (1) and application level (1) vocabulary questions. Similarly, Filipino SLMs have the same type and number of vocabulary questions as the MT SLMs. MT and Filipino SLMs do not have analysis, evaluation, or synthesis-level questions. On the other hand, most questions that teach vocabulary in English SLMs are understanding level (66.66%). The English SLMs also have vocabulary questions that are remembering level, but they are only at 33.33% of all the vocabulary questions in the SLMs for the first quarter.

Remembering is the most asked level of questions on vocabulary instruction among the three SLMS. Analysis, Evaluation, and Synthesis levels of questions on vocabulary instruction are not asked in the three SLMS.

The remembering level questions are good in activating the schema of the learners about the vocabulary word in question. However, asking such questions only requires the learners to recall facts, and it is only a knowledge level that places it at the bottom of the Anderson and Krathwohl-revised Bloom's Taxonomy. On the other hand, the understanding level questions present in the SLMS ask the learners to make sense of the information on how the vocabulary word is used in a context. Meanwhile, the application-level questions ask the learners to use the word in their own sentences applying what they know about the meaning and use of the word. Although the analysis, evaluation, and creating level questions are more complex cognitive tasks that require higher-order thinking skills among the learners (Tofade et al., 2013 & Mustika et al., 2020), they are not present in all the Grade 2 MT, Filipino and English SLMS for the first quarter.

Higher or Lower Order Questions

Table 4.7 shows the order of questions asked in Mother Tongue, Filipino, and English SLMS.

Table 4.7

Point of Comparison: High Order or Low-Order Questions

High or Low Order Questions	Mother Tongue SLMs		Filipino SLMs		English SLMs	
	Total	%	Total	%	Total	%
	Frequency (TF)		Frequency (TF)		Frequency (TF)	
HO	1	33.33%	1	33.33%	0	0
LO	2	66.66%	2	66.66%	12	100%

Note. The table shows the total frequency and percentage of high-order and low-order questions in the SLMs of each language subject area. The percentage (%) is computed as the total frequency of the order of questions / total number of questions that teach vocabulary in the first quarter SLM of the subject * 100.

MT and Filipino SLMs have the same number of low-order questions (66.66%), which is lesser than the English SLMs, which have 100% low-order questions out of 12 vocabulary questions. On the contrary, only Mother Tongue and Filipino SLMs have a high-order question.

In the three SLMs, there are more low-order questions than high-order questions. In fact, in English, there are no high-order questions. In a study (by Blewitt, et al., 2009 as cited in Hunt, & Beglar, 2002), the role of both low-order and high-order questions is recognized in vocabulary teaching and learning. The low-order questions may familiarize the learners with the target words and help them zoom in on the words. The high-order questions, on the other hand, may assist the learners to understand the word's meaning and function elaborately after they

become familiar with the word (Blewitt, et al., 2009 as cited in Hunt, & Beglar, 2002). The high-order questions allow the learners to create enriched meanings of the words (Walsh et al., 2015). Following the principle of Lexical Quality Hypothesis (Perfetti, 2017), high-order questions may help the learners to have a high mental representation of the words. Nevertheless, with the small percentage of high-order questions present in the three SLMs, the SLMs may have fallen short in maximizing the use of different orders of questions to enrich the learners' understanding of the lexicon and therefore learn vocabulary well.

Asking low-order questions such as remembering and understanding level vocabulary questions has its purpose as they help in making the learners become focused to and familiarized with the target vocabulary words (Blewitt, et al., 2009 as cited in Hunt, & Beglar, 2002). Since the SLMs under study are to be used during the first quarter or the beginning of the school year, the use of low-level questions is a good warm-up to prepare the learners in enriching their vocabulary and focus their attention on the new words to be learned without overwhelming them.

Ideally, vocabulary instruction should be characterized by a balance of different levels and order of questions to enrich the understanding of the learners about the target vocabulary words to be learned. However, in the case of the modules being studied, as the vocabulary questions asked in the SLMs were found to be aligned with the competencies set by the MELCs, the MELCs may have not lent themselves to higher level questions. The competency targeted may have allowed only low-level questions.

Types of Questions Based on the Answer Required

Table 4.8 shows the questions asked in Mother Tongue, Filipino, and English SLMs based on the answer required.

Table 4.8

Point of Comparison: Type of Questions Based on the Answers Required

Module #	Type of Answer Required		
	Mother Tongue	Filipino	English
	SLMs	SLMs	SLMs
1	Word meaning Sentences	Synonyms	Term/ Word for what is being described in the riddle.
2			
3		Antonyms Sentences	
4	New word with affixes and the new meaning		Term/ Word for what is being described in the riddle.
5			Equivalent Mother Tongue/ Filipino words of the English words. (6)

The picture that matches
the underlined words

Yes or no if the pair of
English word and Filipino
word means the same

6

7

8

Note. The table above refers to the kind or content of the answer the question requires of the learner.

The most common type of question based on the answer required of the learner among the three SLMS is giving the equivalent Mother Tongue/ Filipino word of the English word. The least common type is asking the learners to give the synonym or antonym of the word.

The categorization of questions based on the answer required of the learner is based on the study of Brown, et al. (2005), which categorized questions into types based on the levels of word knowledge and the kind of answers they generate. In the SLMS, giving the equivalent Mother Tongue/ Filipino word to the English word is the most common type of question based on this category. Such finding only shows that the SLMS support the transfer of literacy-related or cognitive proficiency, such as

vocabulary from one language to another. The knowledge of the learners in L1 is utilized to teach the vocabulary in the target language. Following Cummins (2005), it entails a transfer of specific linguistic elements (vocabulary) from L1 to the target language or in this case, English. Asking this type of question supports the practice of translanguaging which allows the learner’s fluid use of a language from one language to another. It also shows that learners are encouraged to leverage their repertoire of language. They can deactivate or activate the language depending on their communicative needs.

On the other hand, DCT as a vocabulary-learning strategy is evident in questions that use pictures to ask the learners to determine word meanings.

Following Paivio’s DCT, such type of questions helps retain and retrieve information more easily because the information is dual-coded in verbal (words) and visual (images) forms. The pairing of pictures and the target vocabulary word facilitates retention, which is essential in vocabulary learning.

Table 4.9

Point of Comparison: MELCS Targeted

Module #	Mother Tongue SLMs	Filipino SLMs	English SLMs
	MELCs Targeted	MELCs Targeted	MELCs Targeted
1	Use the combination of affixes and root words as clues to	Nakakagamit ng mga palatandaang nagbibigay ng	

get the meaning of kahulugahan
words (MT2VCD-Ic- (context;
e-1.3) kasingkahulugan
 (F2PT-Ia-h-1.4)

2

3

4 Use the combination
of affixes and root
words as clues to
get the meaning of
words (MT2VCD-Ic-
e-1.3)

5

Identify the English
equivalent of words in the
Mother Tongue or Filipino
(EN2VD-Id-e-1)

6

7

8

Based on the table on the MELCs targeted using SLMs in MT, Filipino, and English to teach vocabulary, MT and English SLMs taught the vocabulary-related competencies required by the CG and MELCs. In the Filipino SLM, the activities may not have targeted what is in the MELCs, but they targeted one of the competencies set by the CG, to wit: *Nakakagamit ng mga palatandaang nagbibigay ng kahulugahan (context; kasingkahulugan (Code: F2PT-la-h-1.4)*. As such, it will be considered that the Filipino SLMs are still aligned with the CG.

Based on this finding, it can be inferred that all lessons and activities in the SLMs are aligned with the DepEd K-12 curriculum standards as mandated by DepEd. However, the MELCs may have posed limitations to the level and number of vocabulary questions to be asked in the SLMs. It can be inferred that the MELCs targeted may have allowed only low-level questions and a certain number of questions. The number of vocabulary questions may be few, but they are proportional to the number of the MELCs.

Limitations

The result of this study only applies to the Grade 2 SLMs in MT, English, and Filipino for the first quarter, which served as the materials of this study. As such, more samples may still be needed to be analyzed to come up with a more conclusive generalization. In terms of the methodology, although the researcher followed the steps in doing content analysis and had the prototype analysis expert validated before applying it to the rest of the materials, it should be noted that only the

interpretation of the researcher as to what question is considered teaching vocabulary based on her review of related literature and studies was used in the study. Hence, only the angle or lens that the researcher chose was applied. The researcher may have also been subjective in evaluating the result of the number of questions per level or order as few since she just used her opinion or what she considered as few or many in coming up with that comment. Further, as this is also just a descriptive study, the result cannot be used to infer that what is present in the module is effective in teaching the vocabulary to the Grade 2 learners.

Chapter V

CONCLUSION AND RECOMMENDATIONS

Based on the results of the analysis of the Grade 2 SLMs in Mother Tongue, Filipino and English, this study has arrived at the following conclusions:

1. There is intentional teaching of vocabulary in the SLMs as shown in the curriculum and MELCs. There are also questions that are asked to teach vocabulary. However, the authors may have not maximized the use of questions in teaching vocabulary because of the relatively few questions asked to teach vocabulary in the SLMs. One possible reason for the limited number of vocabulary questions is the limited number of competencies set by the MELCs and the SLMs covered in this study are only for the first quarter.
2. Remembering questions are the most asked level in all the SLMs which only require the learners to recall facts. As per the Anderson-Krathwohl-revised Bloom's Taxonomy Level, remembering questions are at the bottom of the taxonomy and they only correspond to the knowledge level of the cognitive process.
3. There are no analysis, evaluation, and synthesis level questions in all the SLMs although these levels are on the higher ladder of Anderson-Krathwohl-revised Bloom's Taxonomy Level.

4. There are also more low-order questions than high-order questions in all the SLMs. The low-order questions aim to familiarize the learners with the vocabulary word and recall its meaning. Only MT and Filipino SLMs have high-order questions which are all application-level questions. The high-order questions ask the learners to use the vocabulary in their own sentences. The competencies in the MELCs for the first quarter may have not made asking higher-order questions possible. The module writers were able to construct vocabulary questions targeting the MELCs which may have in turn posed limitations to the level and number of questions that are possible to ask. As low-order vocabulary questions are found in the first quarter of the SLMs to begin teaching vocabulary for Grade 2 learners, higher-order vocabulary questions may be developed and asked in later quarters as necessitated by the MELCs following spiral progression.

5. The most common type of question based on the answer required of the learner is giving the equivalent Mother Tongue/ Filipino word of the English word. It is clearly an attempt to connect what the learner knows in L1 to the term and concept being taught in the target language, which is English. It applies the principle of the interdependence hypothesis, cross-language transfer, and translanguaging that recognizes the fluid use of language by bilinguals and multilingual.

Given these conclusions derived from this study, the following are hereby recommended:

1. Review the learners' materials in language subjects to see whether a variety of questions are asked to teach vocabulary. Awareness of how many questions are used as a teaching tool and strategy for vocabulary instruction will help the teachers leverage questioning so that learners learn vocabulary well.
2. Review the curriculum to ensure that the competencies in vocabulary development allow depth and breadth in learning necessary vocabulary words.
3. Teacher-writers are also encouraged to use this study as a guide to be more reflective and purposive in asking questions to meet a learning objective not only in vocabulary instruction but also in other language and literacy areas.
4. Use this study as a springboard in conducting similar studies to also know the levels of questions on vocabulary instruction in the SLMs of MT, Filipino, and English in the higher grade levels, and their similarities and differences.
5. Further studies are also recommended to determine whether the existing questioning strategy used to teach vocabulary in modules translates to effective vocabulary learning for the learners.

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APPENDIX A

Content Analysis of SLM in Mother Tongue (Module 1, pages 1-4)

MTB Module 1, page 1

(1) Define the units and categories of analysis



Gawain 1
Panuto: Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A.

Hanay A	Hanay B
_____ 1. tugon	A. kaklase
_____ 2. ililibot	B. hikayat
_____ 3. himok	C. taong nangangalaga sa silid-akatan
_____ 4. laybraryan	D. ipapasyal o iikot
_____ 5. kamag-aral	E. sagot

Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A: tugon, ililibot, himok, laybrayan, kamag-anak? is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to remember the meaning of the word, it will be classified as question with a Remembering level following the Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A: tugon, ililibot, himok, laybrayan, kamag-anak ? is a remembering level question.

(3) Code the text according to the rules

Question	Code	Frequency
Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A : tugon, ililibot, himok, laybrayan, kamag-anak?	R	1

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
Hanapin sa Hanay B ang kahulugan o ibig sabihin ng mga salita sa Hanay A (tugon, ililibot, himok, laybrayan, kamag-anak)?	R	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	1	LO	1

MTB Module 1, page 1

(1) Define the units and categories of analysis

Gawain 2

Panuto: Bumuo ng pangungusap gamit ang mga sumusunod na salita.

- | | |
|-----------------|---------------|
| 1. kamag – aral | 4. Tugon |
| 2. ililibot | 5. laybraryan |
| 3. himok | |

Bumuo ng pangungusap gamit ang mga sumusunod na salita: kamag-aral, ililibot, himok, tugon, laybraryan is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to apply their understanding of the meaning of the word in creating a sentence, it will be classified as a question with an Application level following the Anderson-Krathwohl’s revised Bloom’s Taxonomy level of questions.

Bumuo ng pangungusap gamit ang mga sumusunod na salita: kamag-aral, ililibot, himok, tugon,
 laybraryan is an application level question.

(3) Code the text according to the rules

Question	Code	Frequency
Bumuo ng pangungusap gamit ang mga sumusunod na salita: kamag-aral, ililibot, himok, tugon, laybraryan.	Ap	1

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
Bumuo ng pangungusap gamit ang mga sumusunod na salita: kamag-aral, ililibot, himok, tugon, laybraryan.	Ap	1	Higher-order Questions Checklist by Zimmerman (2018)	1
	Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
	Ap	1	LO	1

Summary of MTB Module 1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	1	LO	1
U	0		
Ap	1		
An	0	HO	1
E	0		
S	0		
TOTAL	2	TOTAL	2

APPENDIX B

Content Analysis of SLM in Filipino (Module 1, pages 1-6)

Filipino Module 1, page 1

(1) Define the units and categories of analysis



Panuto: Basahin ang mga sumusunod na salita. Hanapin ang kasingkahulugan ng bawat salita sa pangungusap.

1. sorpresa

Nagulat ako nang ibigay sa akin ni Tatay ang isang bagay na hindi ko inaasahan. Ito ang kaniyang **sorpresang** pasalubong sa akin mula sa ibang bansa.

2. tahanan

Upang makaiwas sa anumang sakit, hindi lumalabas ang mga tao mula sa kanilang **tahanan**. Nananatili lamang sila sa kani-kanilang bahay para manatiling ligtas.

3. patimpalak

Magsanay para manalo sa darating na **patimpalak**, ang paligsahan sa pag-awit.

Hanapin ang kasingkahulugan ng bawat salita sa pangungusap: sorpresa, tahanan, patimpalak is a question.

(2) Develop a set of coding rules

Since the question asks the learners to determine the synonym of the word using context clues in the given sentence, it will be classified as a question with an Understanding level following the Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

Hanapin ang kasingkahulugan ng bawat salita sa pangungusap: sorpresa, tahanan, patimpalak is an understanding level question.

(3) Code the text according to the rules

Question	Code	Frequency
Hanapin ang kasingkahulugan ng bawat salita sa pangungusap: sorpresa, tahanan, patimpalak.	U	1

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
Hanapin ang kasingkahulugan ng bawat salita sa pangungusap: sorpresa, tahanan, patimpalak.	U	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
U	1	LO	1


Summary of Filipino Module 1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	0	LO	1
U	1		
Ap	0		
An	0	HO	0
E	0		
S	0		
TOTAL	1	TOTAL	1

APPENDIX C


Content Analysis of SLM in English (Module 5, pages 20-23)

English Module 5, page 20




Help the learner guess the English equivalent of these words in the Mother Tongue/Filipino using the word clues.


baston takure lampara



We use the **lamp** to light the dark room.



Old people use the **walking stick** so they can walk well.



Use the **kettle** when you boil water.

(1) Define the units and categories of analysis

...guess the English equivalent of these words in Mother Tongue/ Filipino using the word clues: baston, takure, lampara is a question.

(1) Develop a set of coding rules.

Since the question asks the learners to guess or infer the equivalent English word while reading it in a sentence and looking at the picture, it is classified as a question with a remembering level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...guess the English equivalent of these words in Mother Tongue/ Filipino using the word clues: baston, takure, lampara is a remembering level question.

(2) Code the text according to the rules.

Question	Code	Frequency
...guess the English equivalent of these words in Mother Tongue/ Filipino using the word clues: baston, takure, lampara.	R	1

(3) Analyze the results and draw conclusions.

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...guess the English equivalent of these words in Mother Tongue/ Filipino using the word clues: baston, takure, lampara.	R	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	1	LO	1

English Module 5, page 20



Guide the learner in choosing the correct Mother Tongue equivalent of the English word from the choices in the box.

matarik makitid makulimlim
labas loob matapat matapang
gwapo matalino ilarawan

English Word	Mother Tongue Word
1. clever	
2. handsome	
3. narrow	
4. describe	
5. inside	
6. outside	
7. brave	
8. honest	
9. cloudy	
10. steep	

(1) Define the units and categories of analysis

...choose the correct Mother Tongue equivalent of the English word from the choices in the box:

clever, handsome, narrow, describe, inside, outside, brave, honest, cloudy, steep is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to tell the equivalent Mother Tongue word of the given English word, it will be classified as a question with a Remembering level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...choose the correct Mother Tongue equivalent of the English word from the choices in the box:

clever, handsome, narrow, describe, inside, outside, brave, honest, cloudy, steep is a remembering level question.

(3) Code the text according to the rules

Question	Code	Frequency
...choose the correct Mother Tongue equivalent	R	1

of the English word from
the choices in the box:

clever, handsome,
narrow, describe, inside,
outside, brave, honest,
cloudy, steep.

(1) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...choose the correct Mother Tongue equivalent of the English word from the choices in the box:	R	1	Higher- order Questions Checklist by Zimmerman (2018)	1

clever,
handsome,
narrow, describe,
inside, outside,
brave, honest,
cloudy, steep.

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	1	LO	1

English Module 5, page 21



Learning English, especially vocabulary words, is not so easy. You need time to understand using the clues. You can associate them with pictures and words. Let us have some more exercises.

You can use picture clues to **decode** unknown words and make meaning.



Help the learner choose the correct picture to match the underlined word in the sentence.

1. Nathan gave her mom a bouquet of flowers.



2. Mom and dad had a dialogue last night.



3. An old man lived in the village.



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(1) Define the units and categories of analysis

...choose the correct picture to match the underlined word in the sentence...

- bouquet, dialogue, village is a question.

(2) Develop a set of coding rules

Since the question asks the learners to choose the correct picture to match the underlined word in the sentence, it will be classified as a question with an Understanding level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...choose the correct picture to match the underlined word in the sentence...

bouquet, dialogue, village is an understanding level question

(3) Code the text according to the rules

Question	Code	Frequency
...choose the correct picture to match the	U	1

underlined word in the sentence...

bouquet, dialogue, village.

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...choose the correct picture to match the underlined word in the sentence... bouquet, dialogue, village.	U	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
U	1	LO	1

English Module 5, page 21



Help the learner read the sentences below. Guide them to choose the Mother Tongue word that matches the underlined.

1. Knot your shoelace.
a. ibuhol b. itago c. hawakan
2. I see mussels in the market. They are green.
a. isda b. karne c. tahong
3. The baker used flour to make bread.
a. harina b. asukal c. asin
4. the dog has a thick fur.
a. balat b. balahibo c. buto
5. The contest was held in the hall.
a. bulwagan b. sala c. garahe

(1) Define the units and categories of analysis

...choose the Mother Tongue word that matches the underlined:

- Knot, mussels, flour, fur, the hall is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to tell the equivalent Mother Tongue word of the English word as used in the sentence, it will be classified as a question with an Understanding level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...choose the Mother Tongue word that matches the underlined:

- Knot, mussels, flour, fur, hall is an understanding level question.

(3) Code the text according to the rules

Question	Code	Frequency
...choose the Mother Tongue word that matches the underlined:	U	1


Knot, mussels, flour, fur,
hall

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...choose the Mother Tongue word that matches the underlined: Knot, mussels, flour, fur, hall	U	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Order Questions	Total Frequency
U	1	LO	1

English Module, page 22

 Learning is fun!
Have fun while doing our next activities.

 Assist the learner in choosing the Mother Tongue word from the box to match the given English word in the sentence.

manonood bagahe alama! Jumipat naka-paa

1. **The child walked on the street bare foot.**
Bare foot: _____
2. **Old people believed in myths.**
Myth: _____
3. **Many people migrate to cities.**
Migrate: _____
4. **The driver put the baggage behind him.**
Baggage: _____
5. **Thousands of audience came to support her.**
Audience: _____

(1) Define the units and categories of analysis

...choose the Mother Tongue word from the box to match the given English word in the sentence: Barefoot, Myth, Migrate, Baggage, Audience is a question.

(2) Develop a set of coding rules

Since the questions ask for the learners to tell the equivalent Mother Tongue word of the English word as it is used in the given sentence, they will be classified as questions with an Understanding level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...choose the Mother Tongue word from the box to match the given English word in the sentence: Barefoot, Myth, Migrate, Baggage, Audience is an understanding level question.

(3) Code the text according to the rules

Question	Code	Frequency
...choose the Mother Tongue word from the box to match the given English word in the sentence: Barefoot, Myth, Migrate, Baggage, Audience.	U	1

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...choose the Mother Tongue word from the box to match the given English word in the sentence: Barefoot, Myth, Migrate, Baggage, Audience.	U	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
U	1	LO	1

English Module, page 22



Guide the learner in choosing the correct Mother Tongue equivalent of the underlined English word.

1. I paid my fare amounting to nine pesos.

pamasaha

pagkain

2. The woman got some wine from the cellar.

Bodega ng palay

Bodega ng alak

3. Rachel put two pebbles in the jar.

Maliit na bato

Malalaking bato

4. My favorite pencil fell into the hole.

balde

butas

5. I found an elf under the big tree.

duwende

gagamba

22

(1) Define the units and categories of analysis

...choose the correct Mother Tongue equivalent of the underlined English word: fare, cellar, pebbles, hole, elf is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to tell the equivalent Mother Tongue word of the English word used in the given sentence, it will be classified as a question with an understanding level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...choose the correct Mother Tongue equivalent of the underlined English word: fare, cellar, pebbles, hole, elf is an understanding level question.


(3) Code the text according to the rules

Question	Code	Frequency
...choose the correct Mother Tongue equivalent of the underlined English word: fare, cellar, pebbles, hole, elf.	U	1

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...choose the correct Mother Tongue equivalent of the underlined English word: fare, cellar, pebbles, hole, elf.	U	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
U	1	LO	1

 We understand what we read when we know the meaning of each word. Hence, if we do not know the meaning of each word we are just reading without understanding.

Reading with comprehension is best.



Ask the learner to say YES if the paired words match and NO if they do not.

1. far – malayo
2. farm – dagat
3. science – agham
4. enough – sapat
5. island - kalsada

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(1) Define the units and categories of analysis

...say YES if the paired words match and NO if they do not:

far- malayo, farm- dagat, science- agham, enough- sapat, island- kalsada is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to tell the equivalent Mother Tongue word of the given English word, it will be classified as a question with a Remembering level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...say YES if the paired words match and NO if they do not:

far- malayo, farm- dagat, science- agham, enough- sapat, island- kalsada is a Remembering level question.

(3) Code the text according to the rules

Question	Code	Frequency
...say YES if the paired words match and NO if they do not:	R	1
- far- malayo, farm- dagat, science- agham, enough- sapat, island- kalsada.		

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
<p>...say YES if the paired words match and NO if they do not:</p> <p>far- malayo, farm-dagat, science- agham, enough- sapat, island- kalsada.</p>	R	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	1	LO	1



Guide the learner in matching the English word with its Mother Tongue equivalent.

- | | |
|---|--|
| 1. The sea is deep . | <input type="text" value="wika"/> |
| 2. The National Capital Region uses Filipino as language . | <input type="text" value="gubat"/> |
| 3. Scientists develop new inventions. | <input type="text" value="nakasulat"/> |
| 4. Wild animals are in the forest . | <input type="text" value="malalim"/> |
| 5. The news was written in the newspaper. | <input type="text" value="bumuo"/> |

(1) Define the units and categories of analysis

...match the English word with its Mother Tongue equivalent deep, language, develop, forest, written is a question.

(2) Develop a set of coding rules

Since the question asks for the learners to tell the equivalent Mother Tongue word of the given English word as used in the sentence, it will be classified as a question with an Understanding level following Anderson-Krathwohl's revised Bloom's Taxonomy level of questions.

...match the English word with its Mother Tongue equivalent deep, language, develop, forest, written is an understanding level question.

(3) Code the text according to the rules

Question	Code	Frequency
- ...match the English word with its Mother Tongue equivalent deep, language, develop, forest, written	U	1

(4) Analyze the results and draw conclusions

Question	Code	Frequency	Higher (HO) or Lower Order (LO)	Frequency
...match the English word with its Mother Tongue equivalent deep, language, develop, forest, written	U	1	Higher-order Questions Checklist by Zimmerman (2018)	1

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
U	1	LO	1

Summary of English Module 5

Codes (Level of Questions)	Total Frequency	Higher or Lower Order Questions	Total Frequency
R	2	LO	8
U	6		
Ap	0		
An	0	HO	0
E	0		
S	0		
TOTAL	8	TOTAL	8

