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**EXPERIENCES OF TEACHERS AND LEARNERS ON THE USE OF  
KINARAY-A IN CLASSROOM INSTRUCTION: BASES FOR  
INSTRUCTIONAL STRATEGIES**

**DARLENE T. TULIBA  
TEACHER II**

Cordova National High School  
darlenetuliba04@gmail.com

**ABSTRACT**

This qualitative-phenomenological study was conducted to find out the experiences of Senior High School teachers and learners in using Kinaray-a in classroom instruction as basis for instructional strategies. Findings showed that both English teachers and learners experienced that using Kinaray-a during classroom instruction help learners understand the lesson; promote lively, engaging, and active participation; and smooth and spontaneous exchange of ideas. Moreover, learners experienced that using Kinaray-a in classroom instruction made the lessons easier to understand, allowed exchange of ideas and there was spontaneous delivery of the lesson. Both the teachers and learners encountered problems, such as interference of the English language when used in actual situations, the difficulty learners experienced being non-native speakers, and difficulty in understanding deep Kinaray-a words. Both teachers and learners had the same facilitating factors which were; enjoying the lesson and exchanging of ideas. Instructional strategies were formulated as a result of the study.

**Keywords:** *Kinaray-a, Classroom Instruction, Instructional Strategies*

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## INTRODUCTION

In order to fulfill its mission of "Providing Quality Basic Education that is equitably accessible to all and lays the foundation for life-long learning and self-actualization needed for effective citizenship at the local, national, and international levels," the Department of Education (DepEd) implemented the K–12 Curriculum in June 2012, which marked a significant shift in the nation's educational system.

Teachers face a problem in implementing this significant curricular shift because they are its actual implementors in many areas of our educational system. Teachers face a number of obstacles and hindrances implementing this new curriculum because it is new.

Inclusion and high-quality learning are greatly enhanced by the mother tongue, which also boosts academic achievement and learning outcomes. This is essential to prevent knowledge gaps and to accelerate learning and comprehension, particularly in elementary school. Above all, mother tongue-based multilingual education enables every student to participate fully in the discourse. It promotes respect and understanding among people and aids in the preservation of the rich cultural and traditional legacy that is ingrained in all languages worldwide.

DepEd Order No. 16 was released by the Department of Education 2012 outlining the Mother Tongue-based Multilingual Education Implementation Guidelines. The following areas were intended to be developed: (1) language development, which helps students succeed in school and pursue lifelong learning; (2) cognitive development, which emphasizes higher-order thinking skills (HOTS); (3) academic development, which equips students to master competencies in all subject areas; and (4) socio-cultural awareness, which raises students' pride in their heritage, language, and culture.

More than merely language a learner's native tongue embodies his/her social, cultural, and personal identities. The same words and idioms might have different meanings in different

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cultures. For instance, in one language, it might be considered intrusive to ask direct questions, yet in another, it might be considered inquisitive. This suggests that speech is produced using well-considered word choices.

Teachers have noticed that students find it difficult to present and express their ideas in the English language, but they can readily understand and respond to queries in their dialect.

Teachers are required to evaluate their students' learning. Learning is thought to be a continuous process. The researcher, a senior high school teacher, thought that many students were having trouble understanding English-language literature. For students to comprehend every new word they come across, teachers must explain it. The most popular strategy in this subject is translation because students find it hard to understand and articulate what they are thinking. They understand and communicate clearly when speaking in their native Kinaray-a dialect. Other English teachers who are teaching the subject have noted similar experiences. Most students struggle to articulate their thoughts or ideas about written texts and to understand literary works.

These observations led the researcher to conduct this study to determine the effectiveness of using Kinaray-a in classroom discussion that will serve as the basis for developing an enhancement program on instructional strategies.

## MATERIALS AND METHOD

### Research Method

This study employed the descriptive research method using in-depth interview to that identify the experiences of Senior High School teachers and learners on the use of Kinaray-a in classroom instruction

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According to Moore (2022), instead of focusing on how or why something occurs, descriptive research methods are intended to describe or explain what occurs to whom and where. Researchers and psychologists utilize descriptive study methods to acquire data and describe the intricacies of behaviors, patterns, and other phenomena.

## Research Design

This study used the qualitative design using a phenomenological approach. As explained by Tassone (2017), phenomenology is an in-depth, methodical effort to comprehend the structures of first-person lived experience. Smith (2013) mentioned that Edmund Husserl, the principal founder of Phenomenology, describes it as the study of "phenomena" - a variety of experiences, including verbal activity as well as perception, thinking, memory, imagination, emotion, desire, and volition, as well as bodily awareness and embodied action.

Moreover, this study used this approach by identifying the experiences of Senior High School teachers and learners on the use of Kinaray-a in classroom interaction and its possible intervention. To get the necessary data, the researcher requested the respondents to freely and meaningfully respond to the questions.

## Participants in the Study

The selection of the participants of the study was based on a strategy referred to as "purposeful selection". According to Palinkas, et al. (2016), it is a sampling technique used by qualitative researchers to find participants who can offer comprehensive and in-depth information about the phenomenon being studied. The participants were the eight (8) purposively selected Senior High School English teachers teaching 21st Century Literature and forty (40) learners in the Municipality of Tigbauan during the Schoolyear 2023-2024. In order to preserve the participants' identity, the researcher assigned pseudonyms.

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## Sampling Design

"In this method, every individual has an equal chance of being selected in the sample from the population," claims Acharya (2013). Ensuring that each member of a population has an equal chance of being selected as a response is achieved by simple random sampling. Random sampling was used in choosing the participants based on a set of criteria which were: Senior High Schools in the Municipality of Tigbauan, 8 Senior High School English Teachers teaching 21st Century Literature, and 5 learners each from the 8 teachers for a total of 40 learners. The participants were taken from the different secondary schools in the district of Tigbauan.

## Research Instrument

The researcher used in-depth interview guide questions as research instrument to get comprehensive and in-depth information during the interview process.

## Validity of Research Instrument

Britannica (2008) said that the validity of the interview guide refers to whether or not it measures what it is supposed to measure.

The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The researcher-made interview guide was submitted to the adviser for review and revision. Thereafter was submitted to a panel of experts for content and face validation. Revisions were carefully noted and suggestions and corrections were thoroughly incorporated in the final copy of the questionnaire.

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## Data-gathering Procedures

The data-gathering procedure began after the study was approved by the panel of experts. Thereafter, the researcher secured permits to conduct the study from the Dean of Graduate School, and to the 8 Senior High School Teachers and 40 learners.

The researcher set a convenient schedule with the participants, and asked them to answer the provided interview-guide questions.

The interview guide questions had two parts. Part I was their short profile. Part II contained the major questions related to the study, focusing only on their experiences in using Kinaray-a in classroom instruction. Participants were encouraged to freely and meaningfully respond to the questions presented.

The researcher assured the respondents that their answers were treated with utmost confidentiality. After the interview, the researcher transcribed, interpreted, and analyzed all the comprehensive and in-depth information that was collected.

## Data Analyses

The data gathered for the study was transcribed, interpreted, and analyzed using thematic analysis. Braun and Clarke (2006;in Blanza, 2022) defined thematic analysis as “a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within the data. It minimally organizes and describes data set in rich detail. ”Therefore, the researcher follows the six-step thematic analysis as it is considered as the most influential and widely accepted approach (Maguire & Delahunt, 2017). These steps include becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

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## RESULTS AND DISCUSSION

Based on the findings, the following insights were drawn:

Teachers and learners are very optimistic about the importance using of Kinaray-a in classroom instruction and its significant role in providing an engaging, lively and active discussion in order to achieve successful teaching and learning.

The use of Kinaray-a in classroom interaction develops the learner's personal, social and cultural identity. Furthermore, it is instills in them love for native language and develops national pride.

There are many advantages in using Kinaray-a in the classroom. Comprehension and critical thinking are seen in cognitive gains. The usage of Kinaray-a improves retention and comprehension while giving learners more chances to grasp things when they are first explained.

The use of Kinaray-a in classroom instruction enables learners to participate in discussions without the additional load of language constraints, Moreover critical thinking skills are strengthened. The use of Kinaray-a in the classroom fosters cross-cultural understanding among the learners. When Kinaray-a or the learners' native tongue is spoken in the classroom, it helps them feel like they belong and proud of who they are because they know who they are. The linguistic foundation and language abilities of the learners are developed, including their vocabulary, grammar, and communication.

Since all learners have equal access to education and are familiar with the language, using Kinaray-a in the classroom is another way to promote inclusive learning. Learners who excel in Kinaray-a as their mother tongue are better prepared for collaboration and communication across borders.

Although Kinaray-a offers many advantages, teachers have encountered drawbacks. It may be difficult to adopt in some situations due to a lack of materials in the mother tongue. In order to use effective educational practices when speaking the mother tongue, teachers require support and training.

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Strong mother tongue proficiency may make learners more suitable for cross-cultural cooperation and communication.

There are advantages and disadvantages in using Kinaray-a in the classroom. It requires a well-rounded strategy that takes into account the particulars of every learning environment as well as the cognitive, cultural, and linguistic components of education.

## RECOMMENDATIONS

In light of the findings and insights arrived at in the study, the following recommendations are forwarded:

Teachers have to strike a balance between the use of Kinaray-a and English language as medium of instruction. Teachers must be flexible enough in using different teaching strategies based on the learners' learning style and needs.

School heads, in partnership with the Department of Education should provide trainings and seminars which focus on the integration of using the native language to improve learner's comprehension. Professional development for teachers should be provided to enhance their skills in effectively using the native language in the classroom without hindering language acquisition.

Curriculum implementors must integrate the use of Kinaray-a in classroom instruction to cater to the students' diversity and needs. The implications drawn out from this study should be taken into consideration in order to produce better learners.

Appropriate trainings and seminars for teachers should be conducted in order to provide more appropriate and engaging activities in both learning resources.

The use of literary pieces of local authors written in the native dialect must be continued. Teachers must integrate the use of mother tongue in teaching to enhance comprehension and understanding of the lesson.

The proposed instructional strategies may be used in teaching-learning situations to foster lively discussion and develop engaging and interactive learning.

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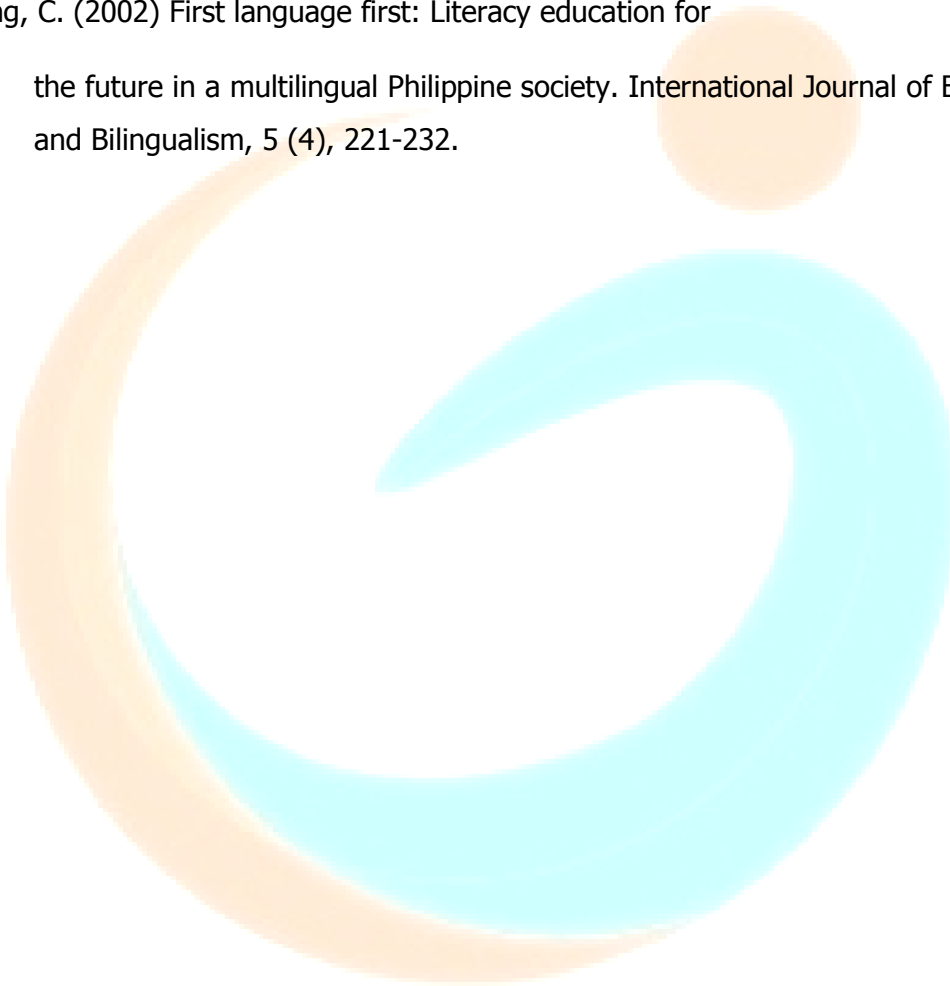
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