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# **IDENTIFYING LITERACY STRATEGIES USED ACROSS CURRICULUM: BASIS FOR A THREE-YEAR FACULTY LITERACY DEVELOPMENT PLAN**

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**Abstract**

The Department of Education has envisioned that every Filipino learner should be literate and is provided with the necessary literacy programs needed as part of the educational system of the country. The purposed of this study is proceeded with a concentration on the teaching strategies used by teachers across content areas in helping students improve their literacy skills as assessed using the theoretical framework of Munro (2007) called MLOPT. This qualitative study took into consideration purposively chosen senior high school teachers handling core subjects. Data were gathered from the triangulation of lesson exemplars, observations and focus group discussion. The results of this study showed that the common strategies used by teachers are silent reading, read aloud, asking questions, making inferences using contextual clues, relating text to real life experiences, making connections, identifying the main idea, extracting vocabulary and meanings, using graphic organizers. The variety and integration of strategies presented by the teacher participants are supported by how they discussed and on how the strategies were observed in the classrooms is also reflected on their observation and lesson exemplars. This study evidently shows that students' literacy skill success rate is dependent on the appropriate effective literacy teaching strategies employed by teachers not only in English and Filipino subjects but also across content curricula. The need to exhort an integrative effort on strengthening literacy teaching strategies across subject areas is a pivotal aspect to in uplifting the country's global literacy status.

*Key words: Reading, Writing, Literacy strategy, Effective strategy, Fluency, Comprehension*



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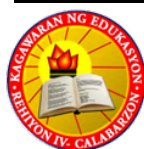
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## Context and Rationale

At the forefront of educational goals in the country is prioritizing literacy (and numeracy) skills to ensure students are able to understand what they read and write and apply their learning in their daily life. These are life skills to which the Government puts premium. In fact, pursuant to RA 10122, an act declaring that it is the policy of the State to give the highest priority to the adoption of measures for the universalization of literacy, the Department of Education has formulated strong measures to monitor and evaluate literacy situation in the country and supported literacy efforts at National, Regional, Division and School levels. Various programs, projects, and activities targeting functional literacy have been assumed at local levels.

The new Kto12 Basic Education Curriculum, for example, espouses the ECARP or Every Child A Reader Program (DepEd Order No. 70 s.2011), a national thrust that aims to make every learner a reader in his or her respective grade level. This is an effort on the part of the government to continually uphold literacy in and among public and private schools. Although the program focused on successful reading after Grade 3, several schools throughout the country strengthened their corresponding reading programs as a response. What resulted was a documentation of best reading practices and reading intervention projects from different schools in the regions (Cristobal, 2015).

In 2019, the Department also launched *Brigada Pagbasa*, a movement which sought to enhance the reading skills of young Filipinos through the collaboration of parents and teachers (Montemayor, 2019). Tapping the



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*bayanihan* spirit among elders, *Brigada Pagbasa* enjoins the partnership of public and private institutions to remedy problems in reading and comprehension among learners. This movement underscores the importance of reading and the value of letting every Filipino realize that.

But despite strong efforts, literacy remains a challenging area in the field. In an online article published in the Philippine News Agency, Tonisito Umali, DepEd Undersecretary for Legislative Affairs, External Partnerships, and Project Management said, "We have an unfortunate reality where some Filipinos, both young and old, are still struggling with their literacy skills. To become literate is an important component in the development of children especially in this fast-paced, technology-driven age" (<https://www.pna.gov.ph/articles/1080820>).

In a press release made by the Philippine Statistics Authority on December 11, 2020, functional literacy among Filipinos 10 to 64 years old in 2019 is estimated at 91.6% (<https://psa.gov.ph/content/functional-literacy-rate-estimated-916-percent-2019>). This was according to the 2019 FLEMMS or the Functional Literacy, Education, and Mass Media Survey. This means that out of 79.7 million Filipinos of the same age group, 73.0 million are functionally literate. As compared to the 2013 results which registered functional literacy among Filipinos at 90.3% (Maluyo, 2019), the 2019 FLEMMS showed remarkable improvement.

Based on these figures, the country seemed to demonstrate a steady increase in its functional literacy rate.

However, the numbers also indicate a 6.7 million gap. This implies that although there is a seemingly consistent increase or improvement in functional



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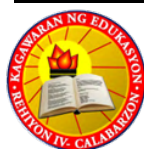
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literacy in the Philippines, there are still some gaps at the community level that need to be addressed. To illustrate this, the Philippines ranked lowest in reading comprehension among 79 participating countries in the 2018 Program for International Student Assessment or PISA (San Juan, 2019). In an online article published by CNN Philippines, it was in fact suggested by the PISA “that interventions should be made to the students of countries, like the Philippines (2019).” Further the article highlighted that, according to the Organization for Economic Co-operation and Development (OECD) the result alarmingly indicated that 1 in every 4 students is unable to complete even the most basic reading task.

In another global ranking assessment on English proficiency, among 100 participating countries, the Philippines dropped from the 20<sup>th</sup> to the 27<sup>th</sup> spot in English Proficiency Index or EPI. This is based on the results of the Education First Standard English Test (EF SET) made in 2019 (Baclig, 2019). The data gathered by EF SET demonstrated a steady decrease in the ranking of the Philippines which may be directly correlated to the significantly poor performance of students in their English skills. This implies some very serious issues on literacy among learners at schools that need to be addressed.

Therefore, besides the continuous efforts of the Government to fill these gaps, the individual schools must also take their proactive role in responding to the call. There is a need to further strengthen the skills of young Filipino learners in reading comprehension and translating their knowledge into good use in real world contexts.

For these reasons, individual schools were mandated to remedy the situation or to address this problem.



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In Munting Ilog Integrated National High School, efforts of teachers to enhance the reading competencies of students have been made. The teaching of literacy skills was incorporated across curriculum. Content area teachers were strongly encouraged to utilize literacy strategies in achieving teaching objectives in their classroom.

Specifically, one of the key result areas in the teachers' Individual Performance and Commitment Review Form (IPCRF) is their ascertaining that literacy and numeracy skills are promoted in curriculum delivery. Hence, regardless of their subject area or their field of specialization, the faculty takes an active role in enabling learners into becoming literate and expanding their knowledge and understanding of the world. Even without undergoing professional training, teachers are asked to identify literacy strategies in their lesson plans and employ them in their teaching episodes especially during classroom observations.

However, as Munro (2007) stated in his paper, What Works: The Work Program, a presentation of models intended to assist schools in improving their literacy programs to increase learning and teaching outcomes, "the teaching staff need to learn professionally if they are going to implement improved teaching that is more likely to enhance student outcomes (p.2)." A literacy development plan for teachers should therefore be in place at school to make this endeavor successful. If all teachers will be able to incorporate literacy strategies effectively in the classroom, then functional literacy, or the ability to use information from a written text in real life situation will truly be achieved.



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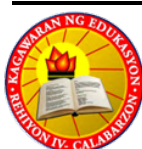
In the light of the foregoing, this research then aims to identify the specific literacy strategies that Grade 11 teachers in Munting Ilog Integrated National High School (MIINHS) employ in order to let students enhance, enrich, or gain a better understanding of their curriculum content. By identifying these literacy strategies implemented by teachers across the curriculum, the researcher will gain an overview of the suitability, appropriacy, and alignment of these strategies to Munro's Eight Areas of Literacy Knowledge (2007). With the belief that all teachers are reading teachers and that, they should therefore be equipped with the right knowledge, skills, and attitudes in handling literacy in the classroom, this research ultimately aims to improve the reading comprehension skills of students across the different content areas through the formulation a three-year faculty literacy development plan.

### **Action Research Questions**

This study aims to identify the common strategies used by senior high school teachers in addressing the essential literacy skills needed by students across content areas.

Specifically, this study will endeavor to answer the following questions:

1. What are the literacy strategies used by Grade 11 teachers at MIINHS in their delivery of content which helped / facilitated learners' understanding of the lesson?
2. Were the literacy strategies used by these teachers suitable, appropriate, and aligned with the strategies as proposed by Munro (2007) in his Multiple Levels of Text Processing Model?



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### **Proposed Innovation, Intervention and Strategy**

In this study therefore, the researcher will endeavor to identify the literacy strategies employed by selected content area Grade 11 teachers at MIINHS and determine their coherence and implications with regard to curriculum content and evaluate their alignment to Munro's Eight Areas of Literacy Knowledge (2007).

By using Munro's MLOPT model, literacy strategies used by teachers may be evaluated based on its suitability, appropriacy, and alignment in the understanding texts in various content areas.

Through this research, it is hoped that a viable faculty literacy development plan and in-service training for teachers will be shaped in order to answer the pressing needs of the faculty in terms of their literacy strategies employed in teaching.

As a starting point in planning the proposed faculty literacy development plan, the researchers identified the factors that affect the teachers of Munting Ilog Integrated National High School to professionally be equipped to improve the quality of its literacy teaching.



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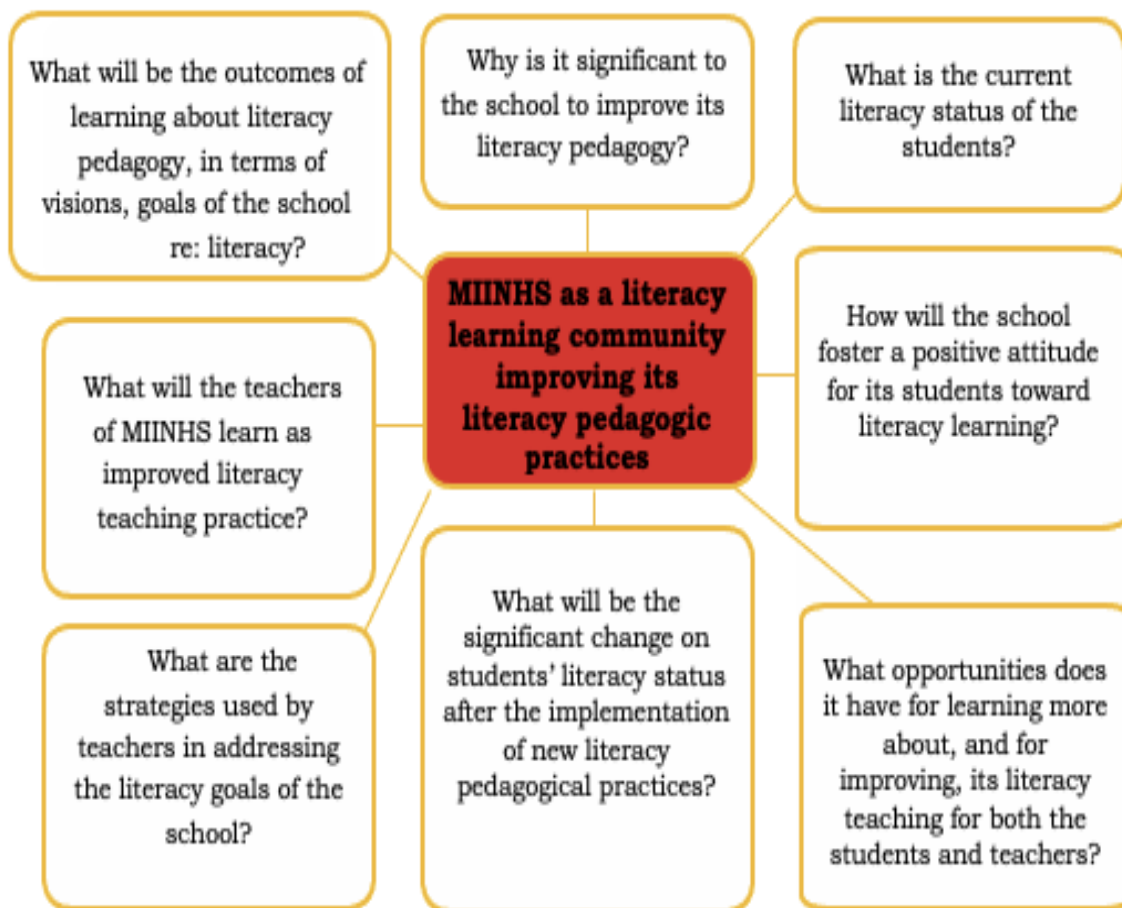
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**Figure 1: How ready is the school to learn professionally? Some guiding questions**



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Below is the sample proposed faculty literacy development plan:

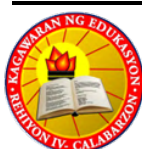
OBJECTIVES/ TARGETS	STRATEGIES/ ACTIVITIES	TIME FRAME	PERSON INVOLVED	EXPECTED OUTPUT	REMARKS
<ul style="list-style-type: none"><li>To design and implement literacy teaching pedagogies, which includes an explicit focus on student learning outcomes and explicit expectations of reasonable standards in students' literacy outputs</li><li>To develop and implement a clear 'visual' literacy action plan that shows how literacy goals will be achieved each term</li><li>To uphold on the goal of the Department of Education to promote functional literacy among the students under the K-12 curriculum</li></ul>	<ul style="list-style-type: none"><li>The school will recognize effective literacy teaching strategies used by teachers and present it to the teachers through demonstration teaching</li><li>Invite other professional learning teams to share their recent literacy teaching innovations</li><li>Conduct LAC and training for teachers that focus on improving their literacy teaching strategies</li><li>Provide other learning opportunities for teachers such as NEAP and international seminars on literacy strategies</li><li>Benchmark on other schools to know their best practices in literacy</li><li>Develop a monitoring tool to assess how the improved literacy teaching is being implemented in specific classes</li><li>Walk-through of the curriculum and alignment of specific competencies needed for literacy enhancement</li></ul>	Year-round for 3 years	<ul style="list-style-type: none"><li>Teachers</li><li>Reading Teachers</li><li>Master Teachers</li><li>Head Teachers</li></ul>	<ul style="list-style-type: none"><li>A set of literacy teaching pedagogies, which includes an explicit focus on student learning outcomes and explicit expectations of reasonable standards in students' literacy outputs</li><li>A clear 'visual' literacy action plan that shows how literacy goals will be achieved each term</li><li>A monitoring tool that will evaluate if the improved literacy teaching is being implemented in specific classes</li><li>A higher literacy rate among high school students of MIINHS</li></ul>	<p>The teacher will achieve the following educational mandates:</p> <ul style="list-style-type: none"><li>DO 12, S. 2015 – Guidelines On The Early Language, Literacy, And Numeracy Program: Professional Development Component</li><li>PPST Domain 1, Strand 1.4.4 - Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.</li><li>DO 18, S. 2017 – Guidelines On The Utilization Of The 2017 Every Child A Reader Program Funds For The Early Language, Literacy, And Numeracy Program: Professional Development Component</li></ul>

**Figure 2: Sample Proposed Faculty Literacy Development Plan**

## Action Research Methods

### A. Research Design

This study used qualitative research design in identifying the literacy strategies used by senior high school teachers across content areas. Specifically, a case study research design was used to further analyze the pedagogies employed in the classroom over a period of time.



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**B. Participants and/or other Sources of Data and Information**

The participants of this study were selected Grade 11 teachers in Munting Ilog Integrated National High School (MIINHS) handling various core, applied and specialized subjects. Purposive sampling was used to determine these participants. As Reyes and Saren (2011) explains, purposive sampling is used with a more specific pre-determined groups having a particular purpose in mind (31). Opinions of target population are likely to be gathered and reached quickly through purposive sampling.

The study was conducted at Munting Ilog Integrated National High School (MIINHS) in Barangay Munting Ilog, Silang, Cavite. It is a secondary school which offers both junior and senior high school curricula. Since at present, the Department of Education now strictly implements face-to-face classes, the researcher gathered information based on the teachers' lesson exemplars to be shared and submitted by teacher-participants, classroom observation, and FGD.

**C. Data Gathering Methods**

This study was primarily a qualitative descriptive research that endeavored to utilize the MLOTP or the Multiple Levels of Text Processing Model of Munro (2014) to identify and evaluate the literacy strategies employed by selected Grade 11 teachers in Munting Ilog Integrated National High School (MIINHS) in delivering various content across the curriculum. It will attempt to identify the various reading strategies used by the teachers to enhance the literacy skills of students while achieving understanding of their content.



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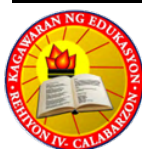
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Qualitative inquiry while focused on meaning in context, required a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data (Merriam, 2009). Thus, the researcher employed closed reading, comparison and contrast, and careful classification of strategies from the collected samples of lesson exemplars (or lesson plans) of teachers. Focus was given on the literacy strategies stipulated by the teachers in their exemplars, classroom observation, and in the results of the Focus Group Discussion or FGD.

In the thematic accounting of the strategies, lesson exemplars and classroom observations were annotated, recurring patterns or themes were determined for any similarities or contradictions, and finally, observations and insights will be offered by way of interpretation and conclusion. As proposed by Meriam (2009), the analysis of data for this qualitative study will be both deductive and comparative - meaning, that the gathered information will be approached with the initial guidance of a theory, which is Munro's (2014) Multiple Levels of Text Processing Model.

Further, the following are the steps to be employed by the researcher in gathering data:

1. Questions for interview will be constructed based on the literacy strategies used by the different subject teachers in their Grade 11 classroom.
2. Interview will be conducted virtually via Google Meet. This will be done individually or one by one.
3. Lesson Plans prepared by teachers showing how they integrate literacy strategies in their discipline will be collected.



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4. These lesson plans will be analyzed *vis a vis* Munro's (2014) Multiple Levels of Text Processing Model. Thematic analysis will be employed to group or classify teaching strategies employed across curriculum. This will also be analyzed in consonance with the teachers' classroom observation.
5. Focus Group Discussions (FGD) will be conducted for verification purposes. Literacy strategies used by Grade 11 teachers at MIINHS in their delivery of content which helped / facilitated learners' understanding of the lesson will be identified whether they are suitable, appropriate, and aligned with the strategies as proposed by Munro (2007) in his Multiple Levels of Text Processing Model.
6. Edited transcriptions of the FGD will be done to include only the necessary or essential parts of the discussion and omit those which are not.
7. Data gathered from the lesson plans, interviews, and focus group discussions will be analyzed.
8. Finally, the three-year literacy development plan for Senior High School will be drafted.

#### **D. Data Analysis Plan**

The researcher will employ constant comparative method in analyzing the information gathered from the triangulation of data obtained from the lesson plans, interviews, and focus group discussions. The Triangulation Design as described by Morse (1991) as cited in Creswell (2006) is used when the purpose is "to obtain different but complementary data on the same topic" in a qualitative research to understand the problem. Thus, the results obtained from the



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separate sources (lesson plan, classroom observation, and focus group discussion) will be analyzed separately and then compared to each other to determine any points of convergence, complementarity, or divergence (Heath, 2015). On the other hand, the constant comparative method to be employed by the researcher in data analysis will endeavor to find the patterns that are recurring in the sources. This will help identify the themes or constructs into which the literacy strategies employed by the teacher-participants will fall.

### **Findings**

Based on the data gathered from the triangulation of lesson exemplars, observations and focus group discussion, here are the results of the study:

1. What are the literacy strategies used by Grade 11 teachers at MIINHS in their delivery of content which helped / facilitated learners' understanding of the lesson?

The following are the literacy teaching strategies used by the teachers in the classroom:

1. Silent reading
2. Read aloud
3. Asking questions based on the text read
4. Making inferences using contextual clues
5. Relating ideas from the text to real life experiences / Making connections
6. Identifying the main idea



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7. Extracting vocabulary or word meanings
8. Using graphic organizers like concept map

2. Were the literacy strategies used by these teachers suitable, appropriate, and aligned with the strategies as proposed by Munro (2007) in his Multiple Levels of Text Processing Model?

Munro's MLoTP model breaks the ways in which a reader understands a text into seven levels of integrated meaning: word, sentence, conceptual, topic, dispositional, metacognitive, and personal (Munro, 2014). Believing that in each text level the reader utilizes a specific set of skills in order to extract or get meaning from the text and form an understanding and interpretation, the reader is able to process what is read from simple to complex. With this framework, any subject teacher may be able to deliver the content across various learning areas.

Based on the submitted daily lesson logs, the following strategies were identified as being commonly used by the teacher in the classroom in the teaching of literacy among senior high school students:

1. Silent reading
2. Read aloud
3. Asking questions based on the text read
4. Making inferences using contextual clues
5. Relating ideas from the text to real life experiences / Making connections
6. Identifying the main idea
7. Extracting vocabulary or word meanings



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8. Using graphic organizers like concept map

At the word level, silent reading, reading aloud, and extracting meaning of difficult or unfamiliar words through vocabulary were the three identified strategies. Content area teacher uses the understanding of the word meanings in order to teach the topic or the lesson. With these strategies, the teachers were able to impart that learners need to know the word in order to comprehend the subject. For example in mathematics, they need to know the meaning of the mathematical term in order to perform the process. As in, they need to know what addition means so they can perform the adding process.

At the sentence level, making inferences is the distinguished strategy. For example in the teaching of social sciences, the teacher uses inferences to identify meanings from the text read. Question and answer method was also used as a tool to draw out the inferences from learners.

In the discourse level, the strategy of making concept maps to create a strong visual representation of what they have learned and relating ideas from the text to real life experiences were pointed out. Here, the learners are able to build strong connections of what they have encountered from the text and enrich it through reflection.

In the topic level, students should explicitly know the main idea of what they are discussing. Thus, the strategy of identifying the main idea of the text falls here. However, it was found that at the dispositional level where the purpose and intention of the text should be discussed and deepened and the metacognitive level in which students need to be able to verbalize using their own words the understanding or meaning they have derived from the text were not sufficiently demonstrated.



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### **Implications**

The results of the study evidently showed how teaching strategies of teachers employed for learning is important in the students' literacy development. The study observed and identified the literacy teaching strategies by senior high school teachers; therefore, it may be useful to implement these strategies as part of the teachers' teaching philosophy to determine its overall effectiveness. Through this, one of the possible significance is the incorporation of literacy strategies aligned with Munro's MLOPT model to the teaching strategies of teachers across content areas. Moreover, the utilization of these literacy teaching strategies is an essential component in improving the reading comprehension of senior high school students. Further, providing students with the appropriate literacy tools increases chances for success in reading assessments. This study, on the other hand, will not only target the literacy development of students, but will also be an effective tool in monitoring teachers' teaching strategies in promoting literacy.

### **Recommendations**

The investigation revealed that literacy teaching strategies are important prerequisite for student literacy skills. The current study can be considered as an initial step in further improving the literacy status of students in the District of Silang. On this basis, this study should be proposed to the four (4) Public Schools District Supervisors of Silang to extend its effectiveness on a wider educative community. Other elementary schools and high schools within Silang may then implement the suggested faculty literacy development by the researchers to collaboratively enhance the literacy skills of elementary and high school students in



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the district. Further, proposal to the Curriculum Implementation Division of DepEd Cavite Province is also another strategic action in ensuring and monitoring the target literacy goals of the division as a response to the country's goal of promoting functional literacy.

### **Dissemination and Utilization of Results**

To ensure the outcomes from this study informs practice and thereby maximize its benefits, the researchers plan to effectively disseminate this through various platforms. The researchers will coordinate with different research-based organizations which promote the dissemination of research to academic audiences through conferences both local and international. Among these are the Cavite Research Conference (CARECON), Basic Education Research Fund (BERF), SEAMEO Research Conferences and other international research organizations. Presenting this study to conferences is not only the goal but also to publish it locally and internationally.

Thus, this proactive dissemination strategy offers the breadth to reach out to multiple audiences and the depth to conduct more in-depth interactive work with key academic audiences to influence educational change.

On the other hand, as part of the researchers' plan of transferring the research outcomes into practice, conduct of trainings and seminars for teachers on the use of Munro's MLOPT Model will be one of the top priority. The constant awareness and capacitating of teachers regarding their literacy teaching strategies is pivotal in achieving the department's mission of creating and maintaining an environment for the universalization of literacy. More so, collaboration and coordination with Dr.



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Elpidia B. Bergado, CID Chief, Dr. Wenifreda S. Diquit, EPS in English, and Dr. Maribeth C. Rieta, EPS in Filipino is seen to be deemed necessary in the implementation of this utilization plan. Through this, Munro's MLOPT Model can be assessed and evaluated as an effective strategy in addressing the literacy needs of students and soon become part of the Department of Education's basic education curriculum.



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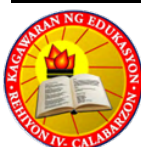


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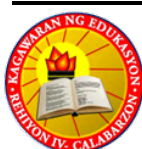
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<b>SUBMITTED BY:</b> <i>(Signature over printed name)</i>	 CARABEO, CHRISTIANNE ROIE A.
	 AGUILAR, MARITES M.



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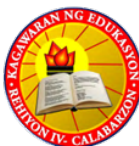




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# ANNEXES



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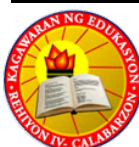


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**ANNEX A**

**Research Instrument**



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 <b>LESSON EXEMPLAR</b>	School		Grade Level	
	Teacher		Learning Area	
	Teaching Date		Quarter	
	Teaching Time		No. of Days	

<b>I. OBJECTIVES</b>	
<b>A. Content Standards</b>	
<b>B. Performance Standards</b>	
<b>C. Most Essential Learning Competencies</b>	
<b>D. Enabling Competencies</b>	
<b>E. Specific Objectives</b>	
<b>II. CONTENT</b>	
<b>III. LEARNING RESOURCES</b>	
<b>A. References</b>	
1. Teacher's Guide pages	
2. Learners' Material Pages	
3. Textbook Pages	
4. Additional Material from Learning Resources	
<b>B. List of Learning Resources for Development and Engagement Activities</b>	
<b>IV. PEDAGOGICAL APPROCHES</b>	
<b>V. PROCEDURES</b>	
<b>A. Introduction</b>	
<b>B. Development</b>	
<b>C. Engagement</b>	
<b>D. Assimilation</b>	
<b>VI. REFLECTION</b>	
<b>INDEX OF MASTERY</b>	
<b>REMARKS</b>	

Checked by:

(Signature of Observer Over Printed Name)  
(Position/Designation of Observer)

Noted:

(Signature of Principal Over Printed Name)  
(Position)



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TEACHER I-III

RATING SHEET

OBSERVER: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER OBSERVED: \_\_\_\_\_ QUARTER: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

**DIRECTIONS FOR THE OBSERVERS:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	3	4	5	6	7	NO*
1. Applied knowledge of content within and across curriculum teaching areas.						
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.						
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.						
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.						
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.						
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.						
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.						
8. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.						
9. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.						
OTHER COMMENTS:						

\* NO stands for **Not Observed** which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

S.Y. 2022-2023 | Proficient Teacher

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government



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**DIVISION OF CAVITE PROVINCE**  
**MUNTING ILOG INTEGRATED NATIONAL HIGH SCHOOL**

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**Focus Group Discussion**

1. What are the common activities do you employ in the classroom that promote students' literacy skills?
2. What are the common literacy teaching strategies do you use in the classroom?
3. Which among those literacy teaching strategies you use do you think is the most effective?
4. What literacy skills of students do these strategies and activities target?
5. What are the other literacy teaching strategies do you think can still be employed in your classroom?



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**ANNEX B**

**Declaration of Anti-Plagiarism**



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**Declaration of Anti-Plagiarism**

**General Instructions:**

- Please fill out the requested information.
- Submit this form to PPRD of the Regional Office together with all the other required forms via Google Drive.

I/We, **Christianne Roie A. Carabeo, and Marites M. Aguilar** understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person or that of the undersigned proponents and/or using some parts of their work without proper acknowledgment and referencing.

I/We hereby attest to the originality of this research proposal and has cited properly all the references used. I/We further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I/We shall use appropriate citations in referencing other works from various sources. I/We also hereby attest that this research has not yet been finished and is not part of the proponent/s' thesis/dissertation.

I/We understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

CHRISTIANNE ROIE A. CARABEO

Name and Signature of Lead Proponent

01/15/2024

Date

MARITES M. AGUILAR

Name and Signature of Proponent

01/15/2024

Date



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**ANNEX C**

**Oath of Authenticity and Veracity of  
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**OATH OF AUTHENTICITY AND VERACITY OF DOCUMENTS**

This Certification must be submitted and duly signed by the sole/lead author as part of the documentary requirements during the research proposal submission. Failure to submit this certification will disqualify the proponents to be pre-assessed by the Policy, Planning and Research Division Secretariat for Research.

I, **Christianne Roie A. Carabeo**, Filipino, of legal age, with permanent address at **B25 L19 Kohana Grove, Sabutan, Silang, Cavite**, after being sworn in accordance with law, hereby depose and state that:

I am a researcher from SDO **Cavite Province**;

I submitted the following documents in the Google Drive in PDF format and duly signed by the authorities:

1. Research Full Paper
2. Research Video Presentation

I attest that I am the lead author of the submitted research and that, as a lead author, I did not plagiarize any content of my research.

I am aware that I will be reprimanded once found to be guilty of plagiarizing any content of my research.

I am executing this Certification to attest to the authenticity and veracity of all documents submitted.

By executing this **Certification of Authenticity and Veracity of Documents**, I hereby authorize the Department of Education Region IV-A CALABARZON Regional Office through the Regional Research Committee members to verify the authenticity of the abovementioned documents.

**Christianne Roie A. Carabeo**

*Signature over printed name*

01/15/2024

*Date*



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