DEVELOPMENT OF CONTEXTUALIZED TRILINGUAL INSTRUCTIONAL CONVERSATION MATERIALS FOR *AGTA- DUMAGAT* PUPILS

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Introduction

"Our language is like a pearl inside a shell. The shell is like the people that carry the language. If our language took away, then that would be like a pearl that is gone. We would be like an empty oyster shell". – Yurranydjil Dhurrkay, Galiwin'ku, North East Arnhem Land, 2013-

Language is the outward expression of an accumulation of experience and learning shared by a group of people over centuries of development. It is not simply a vocal symbol; it is a dynamic force that shapes how a man views at the world, his thinking about the world, and his life philosophy. Knowing his maternal language helps a man know himself; being proud of his language helps a man be proud of himself (Ottawa, 2010).

People use language to express their thoughts, beliefs, values, and even their culture and traditions. Language extinction means a part of the cultural patrimony of humanity is lost. For linguists, language extinction means an opportunity is a loss for the manifestation of a better understanding of the human faculty of language. Like grasses on the plains during a wildfire, language is only one component of the grass plants; culture is the root, and it can survive the burned top grass's loss. (Sanchez, 2011)

Language enables information to transcend time; it is the key to explaining how societies function, where we come from and who we are, how our culture works, and how we define the world around us. Every existing language epitomizes the distinctive cultural wisdom and legacy of a culture and its people. A language expresses the realities of people, their communities, and cultures. They indicate one's membership to a particular group; as either an inclusive or exclusive factor (Mori Language Commission n.d.).

More importantly, the world loses the cultural and knowledge system that is incorporated into the language. Language is intertwined with human culture and cultural identity at the levels of doing, knowing, and being. A community's worries about language loss must be taken seriously because the cultural practice embedded in a language cannot be translated into a new language without authenticity loss.

Cognitive frameworks that represent the culture's interpretations of reality are embedded in the culture's language.

Education empowers people in all respects of life. The Philippine government adheres to the significant role of education as embodied in its 1987 Constitution. It envisions all citizens, even the marginalized and indigenous communities, to obtain a quality education. Hence, Education For All (EFA) was launched in response to society's educational needs and demands. Education is a valuable tool to improve people's situation by pursuing economic, social, and cultural development. Education is a means for employment; it is a way for socially marginalized people to uplift themselves out of poverty.

Meanwhile, indigenous people, communities, and nations form the non-dominant sectors, determined to preserve, develop, and transmit their ancestral territories and ethnic identity to the young. They are characterized as small populations relative to their country's dominant culture, possess their language, cultural traditions, own land, and territory, and have self-identify as indigenous (Cobo, 2014).

Intently, indigenous education is education for indigenous people. It focuses on teaching formally and non-formally indigenous knowledge and content within their respective domains. It focuses on ways of knowing, seeing, and thinking, transmitted orally to future generations. Indigenous learning focuses on learning history, culture, and values and increases awareness and appreciation of aboriginal peoples' experiences (Safary, 2013).

Connectedly, the Philippines is multicultural that has many diverse indigenous groups with rich

and unique cultures, learning systems, and languages. Historically, the education and cultural needs of indigenous communities have not been fully prioritized by the government. Through the enactment of Republic Act 8371, the indigenous peoples' rights act (IPRA) of 1997 supports the 1987 Philippine Constitution that the State shall strengthen non-formal, formal, and indigenous learning systems and independent learning and out-of-school study programs, particularly those that respond to community needs.

Hence, the concept of contextualization goes down on the idea that pupils learn best when experienced in the schoolroom have meanings and importance in their lives. The things students do and associated with them are the learnings that last a lifetime. Applying the rule for learning by applying to learn and manipulative learning is also a must in executing localization/ indigenization realized. It helps students and teachers comprehend concepts by relating and presenting the lesson in the context of the prevailing local environment, culture, and resources. Hence, tasks are becoming more real-life, customized, and appropriate, recording indigenous knowledge as an invaluable national resource.

The *Agta-Dumagat* people from Barangay San Marcelino in General Nakar, Province of Quezon, are the *Agta Negrito* groups found in Luzon. They are seashore dwellers. They inhabit and reside along shorelines where they could easily access marine foods such as fishes and seashells; they stay for a while in a place, build their temporary house and get their food from natural resources around them through hunting and gathering crops in the wild.

The researcher finds the *Agta-Dumagat* language as a unique language. Their culture is vibrant. They have their language used among themselves; given the pressure of mainstream society, their language is slowly being overtaken. Nowadays, they face language extinction because they do not have the privilege of using their mother tongue outside their community. Their language is slowly being forgotten because children are no longer learning it. *Tagalog,* which they use to convey with their benefactors from the lowland, is inexorably altering their mother tongue by incorporating new words.

The *Agta-Dumagat* pupils use the *Tagalog* language in their schools since their teachers are not native speakers; they experience problems in acquiring the English language because of many factors; based on the researcher's experience with the pupils, they cannot communicate appropriately with the lowlanders and have a hard time speaking the English language. There is a need to revive the fast vanishing Indigenous Knowledge Systems and Practices of the Indigenous Peoples. Conversational skills are essential for the pupils to do self-expression, check what they already have, and communicate appropriately with the people outside their community.

It was, thus, imperative for the researcher to undertake this study. To critically analyze the communication and conversation problems from a specific indigenous people's perspective to develop a contextualized instructional material for English acquisition, particularly for an elementary level that may empower the teachers teaching the *Agta-Dumagat* pupils in particular. This research's instructional materials will make the indigenous learners' education system relevant to their socio-cultural and structural context.

Foreshadowed Problem

The study's central problem is "What contextualized trilingual instructional conversation materials for Agta-Dumagat pupils in San Marcelino Elementary School, General Nakar, Province of Quezon be developed?"

Specifically, this study pursued answers to the following questions:

1. How may the lived experiences of teachers in the Agta-Dumagat community be described in terms of:

   1.1. language barriers among indigenous pupils;

1.2. consistency of parental participation in the school activities, and

1.3. the community support system in school.

2. What are the conversational challenges that Agta-Dumagat pupils need to address to cope with the Department of Education's prescribed competencies?

3. What contextualized trilingual instructional material for the Agta-Dumagat pupils of San Marcelino Elementary School, General Nakar, Province of Quezon, can be developed to help them learn the English language while preserving their ethnicity?

Scope and Delimitations of the Study

This study took place at San Marcelino Elementary School in Barangay San Marcelino, General Nakar, Province of Quezon; this school is a multilingual school where indigenous pupils enrolled in primary education. The pupils are mixed *Tagalog* and *Agta- Dumagat*, and 70% of the pupils (105 pupils) are *Agta-Dumagat*. However, most teachers are not native speakers of their language or not multilingual.
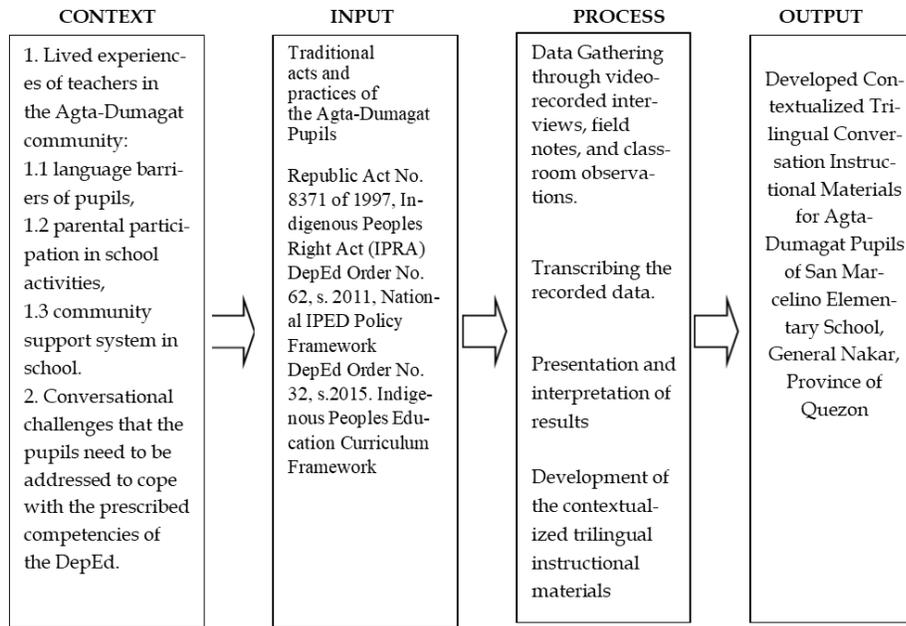
The study covered all the teachers of San Marcelino Elementary School; they served as the key informants of the study. Other informants were chosen purposely. These were the grades 4 to 6 indigenous pupils, parents of indigenous pupils, and the Chieftain of the tribe to shed light and authenticate the teacher-informants' answers.

The study focused on the acquisition of conversational skills of *Agta-Dumagat* pupils in San Marcelino Elementary School; according to Chen (2010), diversity of cultures, ethnicities, geographies, and religions have been brought together in every aspect of contemporary human life due to the rapid development of communication technology, transportation, and globalization.

Therefore, conversational skills between people have become more necessary, which served as the basis of the development of contextualized trilingual conversation instructional materials

Conceptual Paradigm

This study dealt with indigenous knowledge systems and practices used as a benchmark for developing contextualized trilingual instructional material to acquire English conversation skills for indigenous pupils. The study's central problem took place in a context; these referred to the teacher-informants' lived experiences hoping that they fulfill their needs in teaching the *Agta-Dumagat* pupils. The study had a process in the delivery, and It has a product at its completion.

CONTEXT	INPUT	PROCESS	OUTPUT
1. Lived experiences of teachers in the Agta-Dumagat community: 1.1 language barriers of pupils, 1.2 parental participation in school activities, 1.3 community support system in school. 2. Conversational challenges that the pupils need to be addressed to cope with the prescribed competencies of the DepEd.	Traditional acts and practices of the Agta-Dumagat Pupils Republic Act No. 8371 of 1997, Indigenous Peoples Right Act (IPRA) DepEd Order No. 62, s. 2011, National IPED Policy Framework DepEd Order No. 32, s.2015. Indigenous Peoples Education Curriculum Framework	Data Gathering through video-recorded interviews, field notes, and classroom observations. Transcribing the recorded data. Presentation and interpretation of results Development of the contextualized trilingual instructional materials	Developed Contextualized Trilingual Conversation Instructional Materials for Agta-Dumagat Pupils of San Marcelino Elementary School, General Nakar, Province of Quezon

1 - Figure 1. paradigm of the study

The direction of the study is schematically presented in Figure 1 using the CIPO model. The model shows the relationship between the study variables: the context, the input, the process, and the output.

The figure shows the conceptual paradigm used in the study. The CONTEXT variables are categorized into the following; the lived experiences of teachers in the *Agta-Dumagat* community, which include the learning barriers of the *Agta-Dumagat* pupils, the parental participation in school activities and the community support system in school, and lastly, the conversational challenges that the pupils need to be addressed to cope by the prescribed competencies of the Department of Education.

The INPUT variables are the Republic Act No. 8371 of 1997, Indigenous Peoples Right Act (IPRA), the DepEd Order No. 62, s. 2011 that pertains to the National Indigenous Program Education (IPED) Policy Framework, and the DepEd Order No. 32, s.2015 which is the Indigenous Peoples Education Curriculum Framework that served as the benchmark of the study.

The PROCESS included data gathering through video-recorded interviews, field notes, and classroom observations. Transcribing the recorded data, presentation, and interpretation of results and developing contextualized trilingual instructional conversation materials for *Agta-Dumagat* pupils are part of the researcher's process.

The OUTPUT is the developed contextualized trilingual instructional conversation materials for *Agta-Dumagat* pupils of San Marcelino Elementary School in General Nakar, Province of Quezon.

Employing the CIPO model allowed the researcher to not only determine the value

and implication of the output under consideration, but also permitted for careful reflection of lessons learned.

Methods

The study aimed to develop a contextualized trilingual instructional conversation materials for the English acquisition of *Agta-Dumagat* pupils in San Marcelino Elementary School, General Nakar, Province of Quezon. The instructional materials are trilingual to help the pupils learn the English language without forgetting their mother tongue and to help the teachers understand the *Agta-Dumagat* language.

It is not uncommon for qualitative research to also utilize multiple research designs and methodologies in the informants' natural setting in Barangay San Marcelino, General Nakar, Province of Quezon. The researcher used different types of research approaches, the qualitative -ethnographic, and phenomenology research in exploring and observing the *Agta-Dumagat* culture as well as their community in the perspectives of the teachers, parents, Chieftain, and pupils themselves.

Qualitative research used in this study; is designed to reveal a target audience's range of behavior and the perceptions of a target audience concerning a particular topic. It means that the researcher study things in their natural surroundings, attempting to make sense of or infer phenomena in terms of the meanings people bring them. (Denzin and Lincoln, 2014).

 The researcher used ethnographic research; the ethnographic is the utmost in-depth observational method that studies individuals in their naturally occurring environment. This method entails the researchers familiarizing the target audiences' surroundings, anywhere from a society to a city or any far-flung location. At this time, geographical constraints can be an issue while collecting data.

Phenomenology is also used in this undertaking; phenomenology is a relevant philosophic methodology utilized to describe teachers' lived experience teaching the *Agta-Dumagat* pupils. Phenomenology seeks to gain the truth from the key informants' experiences through the consciousness of the experience.

Phenomenology is a school of thought that rejects all dogmatisms, research traditions, and externally imposed methods.

This research aimed to comprehend the cultures, challenges, motivations, and settings that occur. Instead of relying on interviews and discussions, the researcher experienced the natural

settings firsthand. The teachers' lived experiences teaching the *Agta-Dumagat* pupils the parents and the community's support system.

Furthermore, the researcher utilized the ethnographic, and phenomenology methods of research.

Data Analysis

After retrieving all the required information, the researcher used content analysis in interpreting the data. Content analysis was used as a guide for coding documents of transcripts. It is a research method used to identify patterns in recorded communication by systematically collecting data from various texts and categorizing or code words, themes, and concepts within the texts, then analyzing the results.

The researcher compared and described the video-recorded interview responses and transcribed non-verbatim that excludes all unnecessary speech to make one's transcription more meaningful without editing or changing the structure or meaning of uttered speech.

The content analysis is made of the transcribed interviews with teacher-informants, pupils, parents, and the *Agta-Dumagat* community's Chieftain to highlight key concepts of particular relevance to the study. The answers are then weaved together into themes. Essential themes and their meanings rose to the information's surface through conversations with the participants, classroom observations, and fieldnotes. Through looping and returning to the data repeatedly, essential themes illuminated the phenomenon's structure and a noticeable model recognizable by all participants.

Results and Discussions

The results explain teachers' lived experiences teaching the Agta-Dumagat pupils in San Marcelino Elementary School, Barangay San Marcelino, General Nakar, Province of Quezon.

I. **Language Barriers in Pupils**

Table I shows the content analysis of the Agta-Dumagat pupils' language barriers in the teacher-informants, pupils, and parents' views.

Table 1.

Content analysis on language barriers of the Agta-Dumagat pupils

Codes	Key Ideas	Organizing Themes
• The curriculum design is not suited for IP learners.	The inappropriateness of curriculum design	Barriers to effective curriculum delivery.
• The textbooks used are not indigenized and localized.	Inadequacy of instructional materials	
• Not enough learning materials in English.		
• Shy and hesitant to speak the English language.	Low self-esteem in learning and speaking the English language.	Perceived problems in English language and communication abilities.
• Ashamed in speaking the English language.		
• Not use the English language at home.	Lack of motivation in learning the English language.	
• Not interested in the English language.		
• Difficulties in vocabulary and grammar.	Limited vocabulary words and ungrammatically correct sentences.	Apparent difficulties in speech and articulation.
• Do not know much correct words and vocabulary.		
• Incorrect grammar.		
• Cannot construct more words in English.		
• Difficulties in pronunciation and diction.	Difficulty in speech	
• Experience struggle in tone and pronunciation.		

Codes	Key Ideas	Organizing Themes
• Want to learn the English language for the future.	Attitude towards the English language.	Importance of motivation in learning the English language.
• Wish to know how to speak the English language.		
• Parents encourage them to learn the English language.	Parental encouragement.	

Theme no. 1 Barrier to effective curriculum delivery

It explains how curriculum delivery becomes one of the barriers to learning the English language of the Agta-Dumagat pupils. The inappropriateness of curriculum design and the inadequacy of instructional materials are problems faced by the teachers. Through interviews, field notes, and classroom observations, the informants acknowledged the gap that caters to the indigenous learners' needs to make the Department of Education's curriculum design. The informants stated that the curriculum design is not suited to the IP learners.

"The learning difficulty that I encountered with the IP pupils is the curriculum designed by the DepEd in their IPED textbooks. Most of the activities and stories are not suited for the IP learners. However, now the DepEd has an IPED program (Indigenous Peoples Education Program) aiming to indigenize and localize the lesson. *(Isa sa mga problema na aking naranasan sa mga katutubong bata ay ang curriculum na denesign ng DepEd sa mga libro. Karamihan sa mga aktibidad at istorya ay hindi para sa mga katutubo. Pero ngayon ang DepEd ay may programa na tinatawag na IPED program (Indigenous Peoples Education Program) na naglalayong maging akma sa kanila ang mga aralin.)* –Teacher A-

Another teacher mentioned that "The textbooks used in our school are not indigenized, and localized. That is why we have a hard time teaching them the English language. We do not have enough learning materials in teaching English here *(kung mapapansin mo ang mga libro na ginagamit naming ngayon ay hindi indigenized o localized kaya hirap kami sa pagtuturo sa kanila ng Ingles, at wala kaming sapat na mga mga kagamitan sa pagtuturo dito*." – Teacher C-

Their answers proved that though the Department of Education (DepED) has instituted a National Indigenous Peoples Education (IPEd) Program, the curriculum may still not be suitable to the Agta-Dumagat pupils' needs. Especially in learning the English language and instructional materials used by teachers teaching indigenous pupils are not relevant. It merely shows a need for contextualization of the curriculum and the instructional materials to be used in teaching indigenous pupils.

According to Pare (2004, as cited in Singh et al., 2011), if the goal is improved education will have results for indigenous pupils, then some of the key ingredients are: (a) increased use of indigenous language; (b) the increased presence of indigenous teachers; (c) increased indigenous content in curricula; and (d) development of innovative ways of delivering indigenous education services based on a compelling mix of indigenous language, indigenous role models and indigenous content.

Theme no. 2 Perceived problems in English language and communication abilities.

Perceived problems in the English language and communication skills of the Agta-Dumagat pupils expressed by the teachers show that pupils have low self-esteem in learning and speaking the English language. Lack of motivation in learning the English language is another factor. The reason is that parents do not talk to them in English at home. The pupils are shy, hesitant, and ashamed in speaking the language; it was observable that they talk using Tagalog and not the English or the Dumagat language. When teachers talk to them in English, they stare and keep silent, so their teachers code-switch from English to Tagalog. As one of the teachers shared:

"Agta-Dumagat pupils are shy in speaking the English language, but some of them are willing to speak in English. They want to go outside the mountainous place. They want to experience the lives outside their community with the use of the English language. *(Ang mga Agta-Dumagat na mag-aaral ay nahihiya sa pagsasalita ng Ingles ngunit may Ilan din naman sa kanila na nagnanais na matuto ng lenggwaheng Ingles.*

Gusto nilang umalis sa kanilang lugar, gusto nilang maranasan na ang buhay sa labas gamit ang wikang ingles sa ibang lugar.) -Teacher H-

Another teacher also confirmed the statement; she shared that:

"Our IP pupils are hesitant to speak the English language because they are afraid to commit mistakes. They prefer to speak the Tagalog language instead. *(Ang aming mga IP pupils ay hesitant to speak the English language, natatakot sila na magkamali at mas nais nilang gamitin ang Tagalog kesa sa English.)* -Teacher B-

Lack of motivation is another perceived problem in teaching English to the Agta-Dumagat pupils, wherein pupils are not motivated to learn the English language because they will not use it in the future. It was confirmed by the Agta-Dumagat pupils when they said that:

"I seldom talk to my teacher using the English language, for I am ashamed and afraid that I will possibly answer her incorrectly. So when she talks to me using the English language, I used to be silent sometimes I tend to respond to her if I know the answer. *(Ako po ay madalang makipag usap sa aking guro gamit ang wikang engles, sapagkat ako po ay nahihiya at natatakot paminsan dahil hindi ko masagot ng tama ang sinasabi ng aking guro. Kaya kapag kinakausap niya ako gamit ang engles ay natatahimik nalang ako, paminsan naman ay sumasagot naman din po ako.) ."* -Pupil 1-

"I am shy to speak the English language, I am not comfortable with it maybe because I do not know if I can use the language in this community. My parents talk to us in Tagalog sometimes in Dumagat. *(Nahihiya po ako na magsalita gamit ang Ingles, hindi po ako komportable dito dahil hindi ko naman po alam kung magagamit ko ba ito sa aming lugar, ang mga magulang ko po ay kinakausap kami gamit ang Tagalog at minsan ay Dumagat.)."* -Pupil 7-

The teachers also expressed their thoughts about the lack of motivation of their pupils. It was confirmed by the examples they shared:

"They are not participating or even listen to the lessons; most of the time, they are staring at you; that is why they cannot answer the exams. *(Hindi sila nakikisali sa mga gawain o nakikinig sa mga lesson, madalas nakatingin lang sila sa'yo that's why they cannot answer the exams)* -Teacher D-

"IP Pupils are quite interested in English language. They are focused on their own language and tagalog language for some reason. According to them they cannot use it in their everyday living. As a teacher, I encourage them to learn the English language to communicate with the world. *(Ang mga katutubong mag-aaral ay hindi gaanong interesado sa wikang Ingles. Nakatutok lamang sila sa kanilang wika at sa tagalog. Ayon sa kanila hindi naman nila ito nagagamit sa pang araw-araw na pamumuhay. As teacher I am encouraging them to learn the English language for them to communicate with the world.)"* -Teacher B-

The statements above show that lack of motivation affects the English language acquisition of the Agta-Dumagat pupils.

More recent studies highlighted the difficulties in language speaking that significantly affect language acquisition among indigenous pupils and students. Hafiz Ahmad Bilal et al. (2013) and Nor Jalaluddin (2006) underscored that even in a more extended English learning period, students in rural areas are still incompetent and incapable of speaking the target language. Muhammad Younas (2013) noted that self-confidence and motivation are essential in English as a Second Language (ESL) Learning.

Theme no. 3 Apparent difficulties in speech and articulation.

Apparent difficulties in speech and articulation is another language barrier experienced by the teachers of Agta-Dumagat pupils in teaching the English language. Because of pupils' low self-esteem and hesitation in speaking the English language, they tend to have limited vocabulary words. They produced ungrammatically correct sentences

and they have this difficulties in pronunciation and diction as the following pupils articulated that:

"I find it difficult to speak in English. It has different tone and pronunciation, sometimes I stammer up to the point that I can't even say a word and getting into trouble for I cannot construct proper sentences, my work is a mess, an inaccurate one.*(ako po ay nahihirapan sa pagsasalita ng engles sapagkat iba po yung tunog at bigkas, paminsan ako ay nauutal at di ko lubusang mabigkas ang mga salita, nahihirapan din po ako sa pagbuo ng pangungusap, mali mali ang pangungusap ko)."* -Pupil 2-

"Since I am shy to speak the English language, I find it hard to pronounce words and my vocabulary is limited only. *(Dahil ako po ay nahihiya sa pagsasalita ng engles, nahihirapan po ako na mag bigkas ng mga salita at yung vocabulary ko po ay limitado laang.)"* -Pupil 5-

The teachers also confirmed that their Agta-Dumagat pupils have pronunciation difficulties; they have limited vocabularies and simple sentence construction problems due to the lack of exposure in English language learning. The following comments of the teachers affirmed the results:

"They experienced struggle in English language especially in grammar and pronunciation because their accent is very different from us. That's why they find English as difficult language to learn. *(Naranasan nila ang hirap lalo na sa English language especially sa grammar at pag bigkas ng salita dahil kakaiba ang paraan nila ng pagbigkas ng salita malayong malayo sa kung paano natin bigkasin ang ingles, kaya nahihirapan sila mag-aral nito.)"* –Teacher E-

"The Agta-Dumagat pupils are ashamed in speaking the English language; sometimes they would laugh when we talked to them in English, sometimes they just stared at us, they have problems in vocabulary and grammar, they cannot compose simple English sentences. *(Ang mga*

Agta-Dumagat pupils ay nahihiya na magsalita ng English, minsan tumatawa lang sila kapag kinakausap naming sila ng English, minsan naman nakatitig lang sila sa amin, ang problem nila ay vocabulary at grammar; they cannot compose simple English sentences.)" –Teacher F-

The statements only show that the Agta-Dumagat pupils' lack of skills in pronouncing English words correctly influences their inability to comprehend the meaning and importance of English words or expressions.

In Nguyen and Tran (2016) study, factors affecting students' speaking performance at Le Thanh Hien High School were revealed. Their findings signified that the students were confronted with various speaking struggles, which comprised motivation and anxiety.

Theme no. 4 Importance of motivation in learning the English language.

Among the themes gathered from the interviews, observations, and field notes, the importance of motivation is considered part of the teachers' lived experiences in the Agta-Dumagat community, in which there are pupils though shy, ashamed, have lack of vocabulary and cannot pronounce English words correctly. Still, they want to learn the English language. They wish to know more and speak the English language because they also believe that learning the language could be a great help for them in the future. As one of the pupils articulated:

"Yes, of course I want to learn the English language. If I do, I can use it as a medium for communication and it will be a help also for me to understand the people as well especially when I go downtown *(opo nais ko rin po na matuto ng wikang engles sapagkat kapag ako ay natuto makakasalita na ako ng engles at mauunawaan ko na ang sinsabi ng mga ibang tao higit kapag ako ay napunta ng kabayanan)."* -Pupil 3-

On the other hand, some parents also want their children to learn the English language because they are illiterate, according to the parents. They do not know how to speak the English language or count, and they do not want their children to be illiterate. It was evident in the responses of these parents during the interview:

 "I always tell them to study hard and imbibe worthily knowledge in English. That will be a help for them in a way that they can understand what other people says using the language. It is quite difficult if they will become like us who do not even know how to speak the language. I am still having a tough time in simple counting and computing numbers because I was not been able to finish my school, It will be very beneficial to them if they will be knowing the English language, it can be an aid to steer clear of being illiterate *(sinasabi ko sa kanila na kailangan nilang mag aral ng mabuti at matuto ng wikang engles sapagkat magagamit nila ito upang maunawaan nila ang pinag uusapan o sinasabi ng ibang tao, mahirap na matulad sila sa amin na hindi marunong umintindi ng salitang engles, ni hindi ako marunong mag kwenta sapagkt*

hindi ako nakapag aral, kaya mabuti na matutuhan nila ang wikang engles upang hindi sila maging mangmang)." - Parent 3-

"I want my child to learn the English language, though I do not have time to guide her in studying because from morning to noon I was outside looking for our food but I am hoping that she will learn in the school so that English could be easy for her to understand, it's for her future. *(Gusto kong matuto ang aking anak ng wikang Ingles, ako po nama'y wala ng oras sa pag gabay sa kaniya sa pag-aaral sapagkat mula umaga hanggang hapon ako po laang ay nasa labas at naghahanap ng makakain, pero umaasa ako na matututo siya sa eskwela upang ang Ingles ay maging madali para sa kaniya na maunawaan)."*

 –Parent 2-

II. **Parental Participation in School Activities**

 Table 2 presents the analysis on the consistency of parental participation of the Agta-Dumagat pupils; it shows how the parents give their full support to the teacher-informants and the school.

Table 2. Content analysis on the consistency of parental participation of the Agta-Dumagat pupils

Codes	Key Ideas	Organizing Theme
• parents are active and keep on participating in the school activities. • often attend the PTCA meeting, Brigada Eskwela and etc.	Dedication of parents' participation in school activities	Parent's commitment and positive parental involvement in school activities.
• always help in school activities. • help in Brigada Eskwela and in beautification of the school. • give full support in the school activities and in cleaning and repairing the school.	Engagement of the parents in helping the school.	

Theme no.1 Parents' commitment and positive parental involvement in school activities.

The organizing theme shows a positive involvement and commitment of the Agta-Dumagat parents in their children's school activities. The Agta-Dumagat parents are dedicated and engaged themselves in helping the school through cleaning or repairing materials in the classroom; they give their full support to the school especially during Brigada Eskwela and when

the school has visitors from the lowland. It was evident in the statement of the teachers, pupils, and parents.

"Yes, the parents are supportive. Bayanihan spirit is still alive. *(Oo, sila ay sumusuporta. Ang bayahanihan ay nananatiling buhay.)* Brigada Eskwela, PTA meetings, Christmas party, induction, Graduation/Recognition. DepEd initiative program when the Division of Quezon - ALS led by Ms. Asuncion IP S-J for ALS, launched the craftion/making of lesson plans for grade 2 using IKSP and IP Community-based IPED Curriculum. They have an initiative on such activities. I was once a resource person of the organization of IKSP when I was still teaching in Sablang Elementary School. It was in cooperation with Pigtaanan and LPU-COSel through their Project CABEH - IKSP (Culturally Adaptive Basic Education and Health) integrating indigenous knowledge system and practices)." – Teacher B-

"We let them help us in school through PTA and Homeroom PTA. We also let them sit in our School Governing Council (SGC). These platforms engaged our community in the school planning. *(Hinahayaan namin sila na tumulong sa PTA at Homeroom PTA. Hinahayaan din namin sila na maupo sa SGC School Governing Council. Sa pamamagitan nito tinutulungan nito na mapag buklod buklod ang komunidad at pagpaplano sa paaralan..")* -Teacher C-

"My mother constantly tries to attend meetings announced by the teachers at school. She helps in school activities like 'Brigada Eskwela' and to other school programs as well because our house is just so near, a walking distance from the school, she goes ahead if there is any event in the school *(ang akin pong nanay ay dumadalo kapag may mga patawag sa eskwela, tumutulong po siya sa brigada eskwela at sa mga programa ng paaralan, dahil malapit lamang naman ang aming balay kaya nakakapunta po siya sa paaralan)."* –Pupil 4-

"The teachers in San Marcelino are great and kind, so in every activity that they are going to conduct, we are making sure to be there to participate and give full support especially in their 'Brigada Eskwela', wherein men in uniform like Police Officers and Army Squad are present to assist us in cleaning the school. *(mabubuti ang mga guro ng san marcelino kaya kami ay nakikibahagi sa kanilang gawain lalo kapag may brigada eskwela, inaasistehan kami ng mga sundalo sa aming pag aayos ng paaralan)."* -Parent 1-

"We had good experiences then; we were in unity as we join hands in making things possible for the beautification of the school, owing to the teachers and staffs who have been so gentle to our children. Every time they have 'induction' in school, they send an invitation. We present one too so that we can witness our children's activity. *(maayos naman ang mga naging karanasan namin dito, kami ay tulong tulong sa paaralan upang mapaganda ito, dahil sa mabubuti naman din ang mga guro dito at di nila pinababayaan ang aming mga anak sa paaralan. Kapag may*

induction sa eskwela ay iniimbita kami ng mga guro at kami naman ay nagtutungo upang saksihan ang ginagawa ng aming mga anak)." -Parent 2-

Community support system.

Table 3 shows the content analysis of the community support system of the Agta-Dumagat tribe. From the codes, key ideas, and organizing theme, it is evident that there are a healthy school and community relationship.

Table 3. Content analysis on support system of the Agta-Dumagat community

Codes	Key Ideas	Organizing Theme
• the chieftain and the community help in school-related projects. • willing to help and support the San Marcelino Elementary School. • always help in repairing the classrooms and chairs. • very supportive. Bayanihan is still alive. • visible and supportive to school. • supportive when it comes to moral and man-power support.	Positive community participation in the school activities.	Strong school-community relationship.
• willingly came to school to teach their culture and traditions • always present when the low-landers need IP's to talk to. • they come to school whenever they are needed.	Community engagement in school planning and activities.	
• they include us (teachers) in planning the IP programs. • the teachers include us (IP) in planning and implementing their projects.	Involvement in school and community planning.	

Theme no.1 Strong school- community relationship

The informants attributed the strong school-community relationship. They commended the local authorities and the Agta-Dumagat community for undertaking actions such as supporting the different school activities. The community included the teachers in planning and implementation related to indigenous people's culture and practices and vice versa. The interviewed chieftain shared that the school included them in planning; she articulated that:

"Yes, we are very supportive to the San Marcelino Elementary School; during the Brigada Eskwela we help them clean the school, we fix the broken chairs and restore the classrooms and also they included us in their school planning, especially when it comes to the indigenous pupils need *(Oo naman, kami ay sumusuporta sa San Marcelino Elementary School, kapag Brigada Eskwela tumutulong kami sa paglilinis ng paaralan, inaayos naming ang mga sirang upuan at*

palikuran, sinasali din nila kami sa pagpaplano sa paaralan higit kung patungkol sa mga batang katutubo at sa mga pangangailangan nila)." -Chieftain-

The teachers confirmed positively that the Agta-Dumagat community is helping them all the way and included them also in their planning and implementing the indigenous peoples' activities. The statements of the teachers confirmed it:

"Yes, we can't develop our school without the help of the community members. In our meetings and planning, the IP leader or the chieftain must approve our planned activities because they have beliefs, norms, and rituals that need to be respected. The activities should be aligned with their beliefs. We should consult them not to violate their beliefs and norms *(Oo, hindi natin mapapaunlad ang isang paaralan kung wala ang tulong ng mga miyembro ng komunidad. Sa aming mga pagpupulong at pagpaplano laging kasama ang mga lider ng mga katutubo para sa kanilang pag sang-ayon sa mga aktibidad dahil sa kanilang mga paniniwala, ritwal na*

kailangang irespeto. Ang mga aktibidad ay kailangan naka ayon sa kanilang mga paniniwala. Kailangan din silang tanungin para hindi malabag ang kanilang mga paniniwala)." –Teacher C-

"We get the support of the indigenous community with the project related to school like *'atag'*. Suppose there's a visitor in the school and need their help. In that case, they are always there to assist us, not financially but morally and with their skills *(Nakasuporta sa amin ang indigenous community sa mga proyekto ng paaralan like 'atag'. Kapag may mga visitors sa paaralan at kinailangan naming ang tulong nila nandyan sila para i-assist kami, hindi man sa pinansyal pero morally and with their skills)".* –Teacher D-

"They included us in planning and the implementation of the community related projects to the indigenous people, example when the DepEd gave emergency lights to us; they always consider us and our traditions in their school planning (Kasama kami sa pagpaplano at pagpapatupad ng mga proyekto kaugnay sa mga katutubo, halimbawa nung namigay ang DepEd ng mga emergency light, palagi nilang isinasaalang-alang an gaming tradisyon sa pagpaplano ng mga gawaing pampaaralan)." –Chieftain-

The teachers' lived experiences with the Agta-Dumagat pupils in terms of language barriers can be summarized as the teachers experienced barriers to effective curriculum delivery. The curriculum and the absence of instructional materials affect the pupils' motivation to learn the English language. The teachers experienced problems in the English language and communication abilities of the Agta-Dumagat pupils, precisely the pupils' difficulties in vocabulary, speech, and articulation, and the importance of English language learning motivation.

In all these experiences, the Department of Education, despite its reform in education policy and curriculum, still cannot fully achieve its mandate and related policies on the provisions of the Indigenous Peoples Right Act (IPRA). The areas where there are apparent contradictions of some of the learning competencies of the educational system and the indigenous knowledge system and practices

Since curriculum contextualization is a national thrust of the Department of Education and is one of the significant reforms given direction by the very structure and design of the K-12 curriculum. Localization and indigenization of the curriculum are to be done by schools, recognizing that it is at the school level that the teaching-learning process can be designed to best respond to our learners' diversity.

Meanwhile, the teachers' lived experiences regarding parental participation in school activities are very positive because parents of Agta-Dumagat pupils are very dedicated and committed to helping their child/children concerning school activities. They want their child/children to learn the English language. The community regards the importance of learning the English language, and the community is very supportive in the school. They even included the teachers in planning and implementing projects related to indigenous people.

Conversational Challenges

The researcher purposely conducted classroom observations to validate and authenticate the informants' textual data regarding the conversational challenges of the Agta-Dumagat pupils in San Marcelino Elementary School, Barangay San Marcelino, Gen.Nakara, Province of Quezon. Based on the findings through interviews, field notes, and observations, the pupils experienced various difficulties and problems learning the English language. They can make different errors in English pronunciation, grammar, and vocabulary usage.

The researcher initiates out that there is a connection between the Agta-Dumagat pupils' native language and the particular problems in learning and using English. The pupils usually make English pronunciation, grammar, and vocabulary mistakes because there is a native language interference in learning English.

Speaking is an essential cognitive skill in English, relatively than reading and writing. In reading and writing text, learners have more time to think and conceptualize words; they can also look up unknown vocabulary or unfamiliar words in dictionaries and other references, unlike in speaking.

Vocabulary is one of the most extensive and challenging aspects of English for the Agta-Dumagat pupils. As a result of poor vocabulary, they also have insufficient knowledge of

grammar, poor comprehension, and lack of confidence in speaking and using the English language.

The low speaking ability was identified in this study based on the researcher's observations of the pupils. The students could not answer the teacher's question whenever they asked in English. Most of them just kept silent and said, "sorry," to the teacher.

The pupils could not fluently express their thoughts or ideas by using appropriate grammatical forms and vocabularies. Many of them could speak only in one to two sentences and get stuck because of the topic's lack of relevant words. They often mispronounced the words and felt hesitant to say those words because they were unsure if they correctly pronounced them.

Descriptions on the Conversational Challenges through Classroom Observations of the Informants

The statements explained the challenges in the Agta-Dumagat pupils' conversation from the researcher's classroom observations with the informants.

· The teacher delivered her lesson in short and long vowel sounds. She started by showing the Agta-Dumagat pupils different pictures with the short and long vowel sounds and letting them differentiate one sound from another. The pupils responded positively, but they showed a lack of confidence in pronouncing or reading the words given.

· The teacher provided activities in her English class. She prepared a conversational topic for role play in the class, and the topic was about the telephone conversation. The pupils participated, but they were hesitant in speaking and using the English language in their conversation.

· The teacher discussed the different parts of speech; the pupils were all listening. After the discussion, the teacher gave a quiz to her pupils about the different parts of speech. It was noticeable that most of the pupils did not get a high score.

· The pupils usually became inhibited when trying to speak some words in their activities because they were worried about making mistakes and merely shy in speaking the English language. The teacher encouraged them to repeat after her to bridge the gap or lessen pupils' inhibition in using the English language.

· The teacher used flashcards in teaching the differences between a and an; the pupils were eagerly listening and followed the teacher's instructions, but again when asked to answer in English, the pupils suddenly became quiet.

· The lack of English vocabulary words manifested when the teacher was teaching using the English language; most of the pupils were taking their full glance at the teacher. When the teacher asked if they understood, the pupils nodded only to find out that they did not know their teacher was talking.

· It was visible that teachers often code-switch from English to Tagalog whenever the pupils did not comprehend their lesson.

· The teacher started her class by asking questions about food preservation methods. The pupils kept silent, and no one wanted to give his idea about the teacher's question.

· The pupils were ashamed to answer questions using the English language. They gave their answers in Tagalog, and when they tried to answer in English, most of their classmates laughed.

Based on the observations collected and categorized information, most of the pupils showed poor grammar knowledge; we all know that grammar is needed for pupils to construct and syntactically arrange a correct sentence in a conversation. It is in line with the explanation suggested by Heaton, as cited by Rahayu (2015) that pupils can manipulate the structure and distinguish appropriate grammatical structure from inappropriate ones. The learners should acquire unity of grammar and the correct way of gaining expertise in a language, especially in oral and written form; thus, they have difficulty learning English.

Most pupils acknowledged that they have limited English vocabulary; they cannot conduct effective communication using the English language or express their oral and written form ideas if they do not have sufficient vocabulary. So, vocabulary means the applicable expression used in communication.

Vocabulary building usually incorporates recognizing a word that one already knows. However, if one failed to identify such a word, then poor vocabulary exists. In this study, low vocabulary development in English is pertained to the indigenous learner's incapacity to articulate English expressions and inability to verbalize their comprehension for interaction purposes. It was reflected through his or her lack of confidence in using familiar English vocabulary to express speaking activities ideas. Messer (2011) agreed that vocabulary problems occur when a learner cannot decipher the meaning of words or

expressions being heard or read or had never heard these words before. According to Farnen (2017), vocabulary difficulty in English is encountered when a pair of words sound in the same way but have different or various meanings. It was called false cognates, which confused Spanish students of English; or difficulty grasping the relationship between words of the same sort or synonyms (Children's speech and Language Services, 2017).

Pronunciation and fluency are other perceived problems of the Agta-Dumagat pupils in San Marcelino Elementary School. Pronunciation is the way for pupils to produce more specific words when they speak. It deals with the phonological development that refers to the grammar component completed up of the elements and philosophies that determine how sounds vary and pattern in a language. Nevertheless, fluency is described as the ability to speak confidently and correctly. Fluency includes a reasonably fast speaking speed and only a small number of pauses and "ums" or "errs." These signs indicate that speakers have not spent much time searching for the language items needed to express the message.

Lack of Self-esteem and motivation is another problem faced by indigenous pupils. Lack of self-esteem usually occurs when pupils realize that their conversation partners have not understood them or do not comprehend other speakers. In this condition, they would rather keep silent and ashamed to talk using the English language. At the same time, motivation is important because it can affect pupils' hesitancy to speak English. In this sense, motivation is a vital consideration in determining the readiness of learners to communicate. Juhana (2012:103) further adds that motivation is inner energy. From the motivation, the students will enhance their study interest.

Conversational challenges that Agta-Dumagat pupils need to address to cope with the prescribed competencies of the Department of Education

 Table 4 presents the Conversational Challenges of the Agta-Dumagat pupils resulted from the study and the Department of Education's English Competencies. The English Competencies given came from the DepED K to 12 English Curriculum Guide dated May 2016.

Table 4. Conversational Challenges and Department of Education's English Competencies

Conversational Challenges of the Agta-Dumagat Pupils	DepEd English Competencies
Vocabulary	* Shows understanding of the meaning of words with short vowel sounds. *Demonstrates an understanding of the suitable vocabulary used in different languages for effective communication. * Develop learners' vocabulary of conversational skills.
Pronunciation/Fluency	*Uses knowledge of phonics (analytic and synthetic) to decode grade-appropriate words effectively. * Read words, phrases, and stories with accuracy and appropriate expression.
Grammar	* Use the plural form of regular nouns. * Use the current form of verbs that agree with the subject. * Identify and use action words in simple sentences.
Self-esteem/Motivation	*Express ideas in a conversational manner. * Express one's ideas and feelings clearly. * Initiate conversations with peers in a diversity of school settings.

The findings regarding the conversation's challenges using the English language of the Agta-Dumagat pupils and the informants' concerns are severe. The matrix above showed the Agta-Dumagat pupils' conversational challenges in learning English and the Department of Education's English competencies. The researcher used this matrix to develop instructional materials suited to the learners' needs to address their English language competencies.

The Agta-Dumagat pupils' conversational challenges, as gathered from the researcher's observations, are the proper pronunciation of English words, lack of English vocabulary, grammatical errors, self-esteem, and motivation. All of these are under the prescribed competencies given by the Department of Education for Elementary pupils.

In the K to 12 Basic Curriculum for English, Component 3: Making Meaning through Language stated that Language is the primary tool in communication (oral and written) and the heart of which is the exchange of meaning. Language education must guide pupils to make meaning through language for different purposes in various areas and with various listeners. Pupils must be able to adapt to various situations where communication demands significantly differ.

The skills, grammatical items, structures, and various texts will be taught and revisited at increasing difficulty and sophistication levels. This proposal allows students to progress from the foundational

level to higher language use levels (DepEd K-12 Curriculum).

Realizing the need to address the adverse challenges in conversation skills of the Agta-Dumagat pupils, there is a need to introduce more culturally-sensitive educational interventions. The classroom observations' findings signify a need for a language intervention to improve essential English skills.

In this sense, teachers should address their indigenous pupils' needs to cope with the Department of Education's prescribed competencies by giving learning tasks and activities designed for learners to acquire the language in authentic and meaningful contexts of use.

Developed Contextualized Trilingual Instructional Materials

This presents the developed contextualized trilingual instructional conversation materials for Agta-Dumagat pupils of San Marcelino Elementary School in Barangay San Marcelino, Gen. Nakar, Province of Quezon. The instructional materials are multilevel and based on the pupils' needs to address the Department of Education's prescribed competencies.

One of the K to 12 projects' principle highlights is conveying exercises through contextualization and limitation. Area 10.2 of the Actualizing Rules and Guidelines (IRR) of Republic Act (RA) 10533 states that "Educational program will be contextualized and be adaptable enough to empower and permit schools to limit and improve the educational program dependent on their particular instructive and social settings." The creation and advancement of privately delivered learning assets will be supported. These materials' endorsement will decay to the territorial and division training units. Along these lines, the Local Office, Educational plan and Learning The board Division (CLMD) and Learning Assets The executives and Improvement Framework (LRMDS) through rules guarantee the arrangement of standard, quality and will fill in as the reason for the advancement of contextualized learning assets to all state-funded schools in the district (*RM. 22 s, 2019: Localized Policy Guidelines on Contextualizing Learning Resources*).

The scope of the guidelines stated that: this approach rule will cover the techniques to orchestrate the arrangement of contextualizing learning assets over the district. Strategies will incorporate the consequences of the necessities investigation, determination of a pool of contextualizers (author, content editorial manager, design craftsman, artist), complete staff work, improvement of the learning assets, quality confirmation of contextualized learning assets by the quality affirmation team· (School Learning Asset Quality Affirmation Group,

Division Learning Asset Quality Confirmation Group, Provincial Learning Asset Quality Affirmation Group), pilot testing, issuance of notice to the field for usage, creation, and dispersion of learning assets, checking and assessment, transferring to the LR entryway.

Table 5. Guidelines and Processes for LRMDS Development and Production

Description	Expertise	Product
The education design team develops design briefs. This team consists primarily of subject matter experts and educational specialists. The briefs are developed from the Request Brief, which describes the focus for learning, teaching, or training resource development. Each brief should clearly: • define the learning objective, and the outcome • describes the nature of the learning/teaching/training activity and strategies for learning. • describe the learning strategy in the context of the domain and discipline being targeted and consider the targeted audience's attributes.	Pedagogy Domain and discipline knowledge	The design brief should include: • learning objective and outcome • specific learning needs • learning strategy concerning learner profile, age, and cognitive ability; training strategies, teaching strategies. • The suggested context for use.

Description	Expertise	Product
Instructional and technical design specification		
Instructional and technical design specification is developed by the instructional designer in conjunction with subject matter experts and others in the development team. Concerning the Design brief, the Instructional and technical design specification should: • describe the flow of learning and interaction design via flow diagrams or wireframes • describe a design concerning content and context (integrated knowledge and instructional and learning strategies, scenarios, situations, etc.) • describe key user interface requirements (considerations of age and culture and • navigational requirements for digital interactive resources) • describe feedback mechanisms to be employed, as well as the • levels and type of feedback to support the learning/teaching/training strategy and approach – interactivity • provide an interaction design that focuses on active and critical learning/training (cognitive processes and feedback links).	Pedagogy Domain and discipline Knowledge Instructional Design Desktop Publishing/Multimedia Development Graphic design(optional)	The Instructional and technical design the specification should include: • learning, teaching, training outcome/ competencies, purpose, and or objective • learning, teaching, training activity/ strategy • interaction design illustrated by a flow diagram, high-level storyboards, or wireframes • examples or illustrations of the design approach/ style of interface, including proposed look and feel, navigation elements, audio, on-screen text, animation, video, images, and graphics. (as appropriate) If the Instructional and technical design specification is for a package

Guidelines and Processes for LRMDS Development and Production

After the researcher's observations and interviews, she developed contextualized trilingual instructional materials for the English acquisition of the Agta-Dumagat pupils as the product of the ethnographic and phenomenological study. The researcher followed the localized policy guidelines on contextualizing learning resources given by the Department of Education, as stated in table 5 of this study.

The findings regarding the English conversational challenges and concerns of the informants are found to be serious. Table 6 showed the everyday challenges of the Agta-Dumagat pupils in learning the English language, the Department of Education's English competencies, and the learning objectives in a module that will address the indigenous pupils' conversational challenges.

Instructional materials entitled Preserving our Ethnicity: A Contextualized Trilingual Modules were developed by the researcher for the Agta-Dumagat pupils of San Marcelino Elementary School in General Nakar, Province of Quezon. The instructional materials have consisted of different activities and conversations using English, Tagalog, and Agta-Dumagat language. It will help the pupils' conversational skills and English language proficiency because the lessons refer to a particular setting and situations relevant to the indigenous pupils; it supports learners' deepening of knowledge within the content domain. The researcher made sure that the lessons' content is accurate and reflects how knowledge is conceptualized within the domain. It uses content in ways that are real to life or authentic for learners. Situations are not oversimplified or trivialized. Conversations and activities make sense to learners within their imaginary or real-world, are realistic within the relevant context.

2 - Figure 2. Moule's front cover (Preserving Ethnicity: A Contextualized Trilingual Module in English

Preserving Our Ethnicity: A Contextualized Trilingual Module in English

I. Philosophy and Rationale

Language is the premise of all correspondence and the essential instrument of thought. Thinking, learning, and language are interrelated. Rules and frameworks oversee (language shows), used to investigate and convey meaning. It characterizes a culture, which is fundamental in getting oneself (individual personality), shaping relational connections (socialization), expanding encounters, thinking about ideas and activity, and adding to a superior society. Subsequently, language is fundamental to people groups' scholarly person, social, and enthusiastic turn of events and necessary in all key learning zones.

Language is the establishment of every single human relationship. All human connections are set up on the capacity of individuals to discuss successfully with one another. Our musings, qualities, and understandings are created and communicated through language. This cycle permits understudies to see better the world in which they live and builds up their worldwide network points of view. Individuals use language to sort out and carry the request to their reality. In this manner, capability in the language empowers individuals to measure, stay informed concerning data, draw in with the more extensive and more different networks, and find out about the part of the language in their own lives and their own and different societies. (*K to 12 English Curriculum Guide May 2016*).

Connecting learning to community events and activities in pupils' lives enables them to develop an understanding that will last a lifetime. The English language can be taught using environmental and economic connections. These are opportunities where they can use their acquired knowledge and skills in real-life situations in their communities that will help them realize the importance of having a good understanding of the English language and can improve the quality of life in their community.

Summary of the Module Contents

The first module pertains to the different ways of introducing oneself and greetings in the context of the different cultural backgrounds represented in the classroom; it consisted of conversations on the Agta-Dumagat pupils' real-life situation express their ideas clearly in a conversational manner.

The second module is about the short vowel sounds, here the pupils will produce the sounds distinctly, and they will read phrases and sentences correctly. They will learn to express their ideas conversationally.

Module three is about the cultural heritage of the Agta-Dumagat pupils. They will learn to communicate with confidence, will perform essential language functions, and will learn vocabulary. With grammar, they are about to learn the proper use of a and an.

Module four pertains to the correct form of the verb because, based on the study result, pupils have difficulty learning grammar and teaching them the action words. This module will help the pupils perform some essential language functions such as giving instruction, expressing opinions, asking direction, asking and giving information, and developing learners' vocabulary of conversational skills.

The last module focused on the use of verbs in a simple tense. It will help the pupils to communicate with growing confidence, perform essential language functions, and conversations are based on daily life experiences of the Agta-Dumagat pupils.

Contextualizing English instructional material through integrating indigenous knowledge as proposed in this study is essential. It is anchored on the Philippine K-12 English Curriculum Framework. It aims to make English culturally responsive, culturally relevant, culturally appropriate, and culturally compatible. The indigenous knowledge of the community is respected and utilized in the school.

The proposed trilingual instructional material was contextualized according to the Indigenous Knowledge Systems and Practices of the Agta-Dumagat pupils. It includes community key activities relating to applying knowledge and skills into the indigenous learners' real-life situation. This was done through the teachers' help, indigenous pupils of San Marcelino Elementary School, and their chieftain.

The instructional material's evaluation positively expressed their approval to use the module for the Agta-Dumagat pupils to learn the English language and nourish their mother tongue. Teacher-informants said that the module's objectives are attainable and necessary to the needs of the Agta-Dumagat learners.

Conclusion

Conclusions were made based on the foreshadowed problems in the study. After analyzing the research findings, the researcher was able to conclude that the teachers' lived experiences in teaching and educating English as a second language to *Agta-Dumagat* pupils were problematic because they encountered problems such as curriculum delivery, the curriculum of the Department of Education is not appropriate for the indigenous pupils, lack of instructional materials.

Apparently, pronunciation must be viewed as more than the correct production of individual sounds or isolated words. Instead, it must be considered to be a crucial and integral part of communication that should be incorporated into classroom activities of the *Agta-Dumagat* pupils.

Problems in motivation and low self-esteem of the pupils in learning and using the English language also arise. It shows that the *Agta-Dumagat* pupils are having a hard time learning the English language because of their lack of motivation and self-esteem.

In general, the teachers' lived experiences regarding parental support disclosed positive parental involvements. The parents are committed and dedicated to helping the teachers of the *Agta-Dumagat* pupils. The informants attributed the strong school-community relationship to their willingness to participate. They consulted one another when it comes to planning and implementing programs related to indigenous pupils.

Finally, the researcher developed a contextualized trilingual instructional conversation materials in a module form to address the indigenous pupils' conversation challenges. The developed modules are designed to help the *Agta-Dumagat* pupils learn and acquire the English language while preserving their ethnicity.

Recommendations

Based on the preceding findings and conclusions, the following recommendations are as a result of this offered by the researcher.

1. The teachers, parents, and the chieftain may encourage indigenous pupils to practice English at times. They should realize that English is significant for them to face the globalization era.

2. There is a need to preserve and enrich the unique cultural identity by using their history, creation myths, legends, heroes, and the rest of their oral literature through crafting instructional materials or by publishing books that will serve as proof of their existence and recognition of the value of their own ethnic identity and culture.

3. Training programs and activities may be made available to teachers teaching indigenous learners to refine their understanding of contextualizing English lessons. As much as possible, the schools with indigenous learners may prioritize indigenous teacher applicants or teacher applicants with experience in teaching indigenous learners.

4. The Department of Education and school heads are recommended to ensure the availability of learning resources such as localized instructional materials and contextualized curriculum for indigenous tribes of General Nakar, Province of Quezon.

5. The contextualization/ indigenization program may be undertaken to fulfill the mandate of the Indigenous Peoples Education and the Indigenous Peoples Right Act policy and speeding up alternative education forms that are critical to the welfare of the Indigenous People and Ancestral Domain.

6. The use of the documented indigenous knowledge systems and practices of the *Agta-Dumagat* should be used in contextualizing other learning areas.

7. The contextualized elementary English curriculum encourages to be implemented for General Nakar, Province of Quezon, with indigenous learners.

8. Further studies on contextualization and indigenization of the instructional materials should be conducted in all education aspects, including the administration. Doing so will equip learners with the confidence to engage in one's community.

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