



# Acceptability of Big Books as Reading Materials in Teaching Mother Tongue

**Jose A. Tabulao<sup>i</sup>**

Guiuan North District, Philippines  
[josetabulao2016@gmail.com](mailto:josetabulao2016@gmail.com)

**Mark Van P. Macawile<sup>ii</sup>**

Eastern Samar State University Guiuan Campus, Philippines  
[markvanmacawile@gmail.com](mailto:markvanmacawile@gmail.com)

**Rotsen C. Yodico<sup>iii</sup>**

Eastern Samar State University Guiuan Campus, Philippines  
[yodicorotsen@yahoo.com](mailto:yodicorotsen@yahoo.com)

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## Abstract

This study was conducted to determine the level of acceptability of five teacher-made Big Books in the Waray language as mother tongue-based reading materials in teaching Grade 1 pupils. The descriptive – development method of research was employed in this study using a standardized descriptive survey questionnaire. The respondents of the study were 17 teachers, 2 master teachers, 2 principals, and 1 mother tongue coordinator. The data collected were summarized, categorized, tabulated and analyzed using frequency counts, means, and analysis of variance. Among all the Big Books, Big Book 3 entitled “*An Puto Ni Mana Nida*” got the highest mean of 27.85 points along criterion 1 (Content). With regards to criterion 2 (Format), Big Book 4 got the highest mean of 71.62 points. In addition, for criterion 3 (Presentation and Organization), Big Book 1 got the highest mean of 19.82 points. Likewise, for criterion 4 (Accuracy and Up-to-datedness of Information), Big Book 2 got the highest mean of 23.90 points. Most of the respondents like the content, format, presentation and organization, accuracy and up-to-datedness of information of the five teacher-made Big Books. Thus, it can be inferred that besides the minor suggestions given, the Big Books are acceptable for public use after the researchers undertook the appropriate corrective steps. In the light of findings and conclusions drawn, the researchers recommend that the five teacher-made Big Books be utilized as reading instruments as they can motivate the children to learn how to read because of their innate curiosity and interest.

**Keywords:** Big books, Mother tongue, Instructional materials development, Waray language, Instruction.

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## **INTRODUCTION**

The linguistic and cultural diversity in the Philippines brings much complexity to the issue of language policy in education. With more than 7000 islands and 181 distinct languages (Lewis, Simons & Fennig, 2013), the Philippines offers a challenging environment for implementing a language policy that can serve the whole country.

The language spoken by the child is a very crucial factor in the development of early literacy. In the years before formal schooling, the child develops his ability to use a language along with literacy. Through a language he is familiar with, the child is able to access the power of education, to develop his self-esteem and pride and his potentials (ID21 Insights, 2006). Children who read and write in the mother tongue before learning another language not only are more successful second language learners but also excel more quickly than their peers who did not become literate in their first language (UNESCO, 2013). Literacy teaching in the early years of school must be through the language the child knows and uses most often.

Because of the growing number of evidence that the learner's mother language is indeed the best medium of instruction in early years, the Department of Education (DepEd) has institutionalized mother-tongue education as a fundamental educational policy and program in the whole stretch of formal education, including pre-school and in the Alternative Learning System (ALS) which is incorporated in the K + 12 program.

Many Filipino learners face various barriers in education and one of these barriers is that our learners begin their schooling in a language which they do not comprehend. They do not understand the language of education being used as a medium of instruction in the classroom (DepEd, 2011). Many learners become discouraged and tend to drop out from school. Low quality education often has disproportionate impact on vulnerable groups and leads to school and resource wastage as learners drop out, are pushed out or end up repeating grades (Alexander, 2000; Bowden, 2002).

In view of these challenges, teachers have to be innovative enough in developing instructional materials (IM's) which would help them become more effective and efficient in their field of endeavor. In this regard, DepEd Memorandum Circular No. 90 s.2015 was issued to authorize teachers to develop IM's like big books, small books, among others, which would help them to teach children how to read and write in their most convenient way, that is, with the use of their mother tongue.

This is in consonance with the observation by some teachers in the Division of Eastern Samar that the books and other instructional materials used, especially in Mother Tongue, contain words that confuse pupils since the authors are not from the above-named province. Similarly, differences in syntax and lexical items are also commonly noticed.

As educators in this part of the Waray-speaking region, the researchers aimed to contribute in their own modest ways to teach the pupils to read and write with greater understanding and lesser confusion with the use of teacher-made big books.

### **Objectives of the Study**

This study sought to determine the level of acceptability of five teacher-made big books as mother tongue-based reading materials in teaching Grade 1 pupils as rated by Grade 1 teachers and experts. Specifically, it aimed to:

- Determine the most acceptable IM's in terms of:
  - a. Content
  - b. Format

- c. Presentation and Organization
- d. Accuracy and Up-to-Datedness of Information.
- Solicit comments and suggestions from the respondents to serve as inputs for the improvement and revisions of the big books.

### **Scope and Delimitation of the Study**

This study focused on the level of acceptability of big books as reading materials in teaching Mother Tongue 1 in Guiuan North District during the school year 2017-2018 and this material is intended for all grade 1 pupils under of the said district. The study is delimited to public day elementary school teachers in the Department of Education under Guiuan North District. Teachers of Grade 1 under Guiuan North District were selected since they are presumed to be the teachers with first-hand experience in teaching mother tongue subjects using big books as reading materials and therefore could adequately represent other teachers.

## **METHODOLOGY**

### **Research Design**

This study employed the descriptive-development design since it aimed to develop mother tongue based big books in teaching Grade 1. This research design particularly employed Strickland's (2006) ADDIE model. This is a generic and simplified instructional systems design model which stands for Analyze, Design, Develop, Implement and Evaluate. In the analyze phase, the condition is clarified, the goals and objectives are established, and learner characteristics are identified. The assessment materials are designed and media choices are made in the design phase. In the develop phase, assessment materials are produced according to decisions made during the design phase. The implement phase includes the testing of the Big Books with the targeted audience, putting the product in full production, and training learners and teachers on how to use these tools. The evaluation phase includes both formative and summative which provide opportunities for feedback from the users (Strickland, 2006).

This study considered the first three phases and a part of the last phase of the model to develop mother tongue-based big books. Big books were made considering the curriculum guide in Mother Tongue I. After looking into the curriculum guide, five teacher-made stories were constructed using the learners' mother tongue as the medium of instruction. After finalizing the stories, the researchers hired an illustrator to draw the illustrations on the big books costing P350.00/big book. To ensure the quality and effectiveness of the big books, an evaluation rating scale adopted from the DepEd was utilized to evaluate before they were suggested to be used in instruction.

### **Respondents of the Study**

The respondents of this study were the 17 teachers handling Mother Tongue 1 class in Guiuan North District, the Guiuan North District Mother Tongue coordinator, 2 master teachers, and 2 principals during School Year 2017 - 2018.

### **Sampling Design**

Convenience sampling was employed in this study. This means that the respondents were chosen based on their availability during the course of this study. Complete enumeration of the respondents was utilized as sampling procedure.

## Instrumentation

The researchers used a survey questionnaire to gather information from the respondents. The instrument was adopted from the DepEd 2008 Regional Handbook in the Content Evaluation of Supplementary Materials. This instrument is composed of four factors. Factor I presents the content evaluation which includes (7) items. Factor II tackles the format evaluation which includes the prints, illustrations, design and layout, paper binding and size and weight of resource. Factor III focuses on the presentation and organization which includes (5) items. Lastly, factor IV assesses the accuracy and up-to-datedness of information that includes conceptual errors, factual errors, grammatical errors, computational errors, obsolete information, typographical and minor errors.

## Data Analysis

Data were gathered through the use of face validation tool as guide in knowing the respondents' feedback regarding the big book after exposure. The face validation tool was then administered for the purpose of the validating the big books. After which, the answered questionnaires were collected then tabulated, analyzed and interpreted. The weighted mean was solved then the grand mean was used for the general interpretation of the responses. Its mean and grand mean were computed to determine their level of acceptability.

Lastly, to ascertain the level of difference among the 5 teacher-made big books, the analysis of variance was used as statistical treatment.

## Production Cost

Table 1: Cost and Quantity of the materials used for the 5 Teacher-made Big Books

Quantity	Particular	Unit Price	Total Cost
8 meters	Illustration Board	PhP 35.00	PhP 280.00
2 rolls	Duct Tape	Php 120.00	PhP 240.00
20 pieces	Cartolina	Php 6.00	PhP 120.00
5 big books	Illustrator's Fee	PhP 350.00	PhP 1,750.00
<b>Total Cost</b>			<b>PhP 2, 390.00</b>

## Level of Acceptability of the Five Teacher-made Big Books

The acceptability level of the five teacher – made Big Books was determined using the indicators along content, format, presentation, organization and accuracy and up-to-datedness of information. Content was rated along the following criteria: suitability to students' level of development, contributes to the achievement of specific objective, free from ideological, cultural, religious biases and prejudices, enhances desirable values and traits, arouses interest of the target reader and adequate cautionary notes. On the other hand, format was rated along prints, illustrations, design and layout, paper, binding, size and weight of the resources. Likewise, presentation and organization was evaluated in such a way that the big book is engaging, interesting and understandable, there is a logical and smooth flow of ideas, vocabulary development is adaptable to the target reader, length of sentence is suited to the comprehension level and sentence and paragraph structures are interesting. Moreover, accuracy and up-to-datedness of information was rated along conceptual errors, factual errors, grammatical errors, etc.

Table 2: Summary of Criterion 1 (Content) of Five Teacher-Made Big Books

Big books	Grade - I Teachers		Mother Tongue Coordinator		Master Teachers		Principals	
	WM	VI	WM	VI	WM	VI	WM	VI
Big Book 1 (An Akon Sangkay)	27.62	P	27.00	P	27.60	P	27.53	P
Big Book 2 (An Pito Nga Mga Pato)	27.78	P	28.00	P	28.00	P	27.28	P
Big Book 3 (An Puto Ni Mana Nida)	27.43	P	28.00	P	28.00	P	28.00	P
Big Book 4 (Hi Ma'am Maring)	27.24	P	28.00	P	28.00	P	28.00	P
Big Book 5 (Hi Ude Ug Utay)	28.00	P	27.00	P	28.00	P	28.00	P
<b>Mean Rating</b>	<b>27.61</b>	<b>P</b>	<b>27.61</b>	<b>P</b>	<b>27.92</b>	<b>P</b>	<b>27.76</b>	<b>P</b>

*WM-Weighted Mean; VI-Verbal Interpretation; P- Passed*

Table 2 presents the Summary of Criterion 1 (Content) of five teacher-made Big Books. It was evaluated by four groups of respondents. It shows that the mean rating of Grade 1 teachers and mother tongue coordinator is 27.61 termed as passed; while the master teachers' is 27.92 described as passed also and the principals is 27.76 labelled as passed.

The grade 1 teachers' ratings of the five teacher-made big books range from 27.24 to 28, wherein Big Book 5 (**Hi Ude Ug Utay**) and Big Book 2 (**An Pito Nga Mga Pato**) got first and second highest ratings, respectively. The high ratings can be attributed to the response of the evaluators as they viewed the reading materials along its content as suitable and easily understood by the intended readers. Also, aside from being written in Waray the materials also arouse the readers' interest to read the books. Benosa (2010) claimed that the use of a familiar language is an important factor that contributes to the pupils' level of understanding. She further stated that using first language encourages active participation and natural interaction between the learners and the teacher which is necessary for a learner's cognitive and linguistic development. On the other hand Big Book 4 (**Hi Ma'am Maring**) got the lowest rating compared to other Big Books. On the matter of its content, however, the Big Book met the required points to pass this criterion. The results imply that Big Book 4 needs minor revisions on its content to be a more comprehensive reading material.

In addition, the mother tongue coordinator's ratings start from 27 to 28 points, respectively. Big Books 2, 3 and 4 got the highest ratings. While Big Books 1 and 5 got the lower ratings compared to the other big books. It can be noted from the ratings that the mother tongue coordinator's ideas differ merely with the ideas of the grade 1 teachers in evaluating criterion 1 (content) of the five teacher-made big books.

Moreover, the master teachers' ratings range from 27.6 to 28, wherein big books 2, 3, 4 and 5 got the highest ratings. Only Big Book 1 got the lower rating compared to the other Big Books. From the results, it can be gleaned that the ratings of the mother tongue coordinator does not differ significantly with that of the master teachers' in evaluating the content of the five teacher-made Big Books.

Furthermore, the principals' ratings range from 27.28 to 28, respectively. Big Books 3, 4 and 5 got the highest ratings. Big Book 2 got the lower ratings compared to the other Big Books. Findings imply that among the Big Books evaluated by the four groups of respondents, Big Books 3 and 4 got the top ratings among others in terms of content.

Table 3: Summary of Criterion 2 (Format) of Five Teacher-Made Big Books

Big books	Grade - I Teachers		Mother Tongue Coor-dinator		Master Teachers		Principals	
	WM	VI	WM	VI	WM	VI	WM	VI
Big Book 1 (An Akon Sangkay)	72.00	P	69.00	P	72.00	P	71.77	P
Big Book 2 (An Pito Nga Mga Pato)	70.87	P	68.00	P	72.00	P	71.00	P
Big Book 3 (An puto Ni Mana Nida)	72.00	P	70.00	P	72.00	P	69.82	P
Big Book 4 (Hi Ma'am Maring)	72.00	P	71.49	P	72.00	P	71.00	P
Big Book 5 (Hi Ude Ug Utay)	72.00	P	68.68	P	72.00	P	70.00	P
<b>Mean rating</b>	<b>71.77</b>	<b>P</b>	<b>69.43</b>	<b>P</b>	<b>72.00</b>	<b>P</b>	<b>70.371</b>	<b>P</b>

*WM-Weighted Mean; VI-Verbal Interpretation; P- Passed*

Table 3 shows the Summary of Criterion 2 (Format) of five teacher-made Big Books. Master teachers' ratings gave the five teacher-made Big Books a rating of 72 out of the 72 maximum points which was termed as passed. This is the required number of points for a resource to pass this criterion. On the other hand, grade 1 teachers' ratings range from 70.87 to 72 points, respectively. From the table it can be gleaned that Big Books 1, 3, 4 and 5 got the highest ratings and only Big Book 2 got the lower rating compared to the other big books. Moreover, it can be noted that the rating of the mother tongue coordinator is a little bit lower among the respondents on this criterion. Ratings range from 68 to 71.49 points, respectively. Big Book 4 got the topmost rating while big book 2 got the lower rating among other Big Books. Furthermore, the principals' ratings start from 69.82 to 71.77, respectively. Among the Big Books, Big Book 1 got the highest rating while Big Book 3 got a little bit lower among the other Big Books.

The results revealed that along this criterion, Big Book 4 entitled “**Hi Ma'am Maring**” got the highest mean rating while Big Book 2 “**An Pito Nga Mga Pato**” got the lowest rating from the four groups of respondents.

Table 4: Summary of Criterion 3 (Presentation and Organization) of Five Teacher-Made Big Books

Big Books	Grade - I Teachers		Mother Tongue Coor-dinator		Master Teachers		Principals	
	WM	VI	WM	VI	WM	VI	WM	VI
Big Book 1 (An Akon Sangkay)	19.78	P	20.00	P	19.50	P	20.00	P
Big Book 2 (An Pito Nga Mga Pato)	19.94	P	20.00	P	19.28	P	20.00	P
Big Book 3 (An puto Ni Mana Nida)	19.82	P	19.00	P	20.00	P	20.00	P
Big Book 4 (Hi Ma'am Maring)	19.88	P	20.00	P	20.00	P	19.67	P
Big Book 5 (Hi Ude Ug Utay)	19.81	P	19.00	P	19.87	P	20.00	P
<b>Mean rating</b>	<b>19.85</b>	<b>P</b>	<b>20.00</b>	<b>P</b>	<b>19.73</b>	<b>P</b>	<b>19.93</b>	<b>P</b>

*WM-Weighted Mean; VI-Verbal Interpretation; P- Passed*

Presented in table 24 is the Summary of Criterion 3 (Presentation and Organization) of five teacher-made Big Books. The mother tongue coordinator gave also a remarkable rating on this criterion with a total of 20 points. This is the highest and perfect possible points that a resource could get from this criterion. On the other hand, the principals' ratings range from 19.67 to 20 points, respectively. Big Books 1, 2, 3 and 5 got the highest ratings while Big Book 4 got the lowest rating among the other Big Books. The grade 1 teachers' ratings start from 19.78 to 19.94, wherein Big Book 2 got the highest rating and Big Book 1 got the lower rating. Furthermore, the master teachers' rating range from 19.28 to 20 points, respectively. From the table it can be gleaned that Big Books 3 and 4 got the highest ratings while Big Book 2 got the lower rating compared to the other Big Books.

The table revealed that based from the ratings of the four groups of respondents, it is Big Book 1 entitled “**An Akon Sangkay**” which got the highest points among the five Big Books along criterion 3. Big Book 5 “**Hi Ude Ug Utay**” got the lower points but still it exceeded the required points and was labelled also as passed.

Table 5: Summary of Criterion 4 (Accuracy and Up-to-Datedness of Information) of Five Teacher-Made Big Books

Big Books	Grade - I Teachers		Mother Tongue Coordinator		Master Teachers		Principals	
	WM	VI	WM	VI	WM	VI	WM	VI
Big Book 1 (An Akon Sangkay)	23.68	P	24.00	P	24.00	P	23.34	P
Big Book 2 (An Pito Nga Mga Pato)	24.00	P	24.00	P	24.00	P	24.00	P
Big Book 3 (An puto Ni Mana Nida)	23.65	P	23.00	P	24.00	P	24.00	P
Big Book 4 (Hi Ma'am Maring)	23.72	P	24.00	P	24.00	P	24.00	P
Big Book 5 (Hi Ude Ug Utay)	23.72	P	24.00	P	24.00	P	23.60	P
<b>Mean rating</b>	<b>23.75</b>	<b>P</b>	<b>24.00</b>	<b>P</b>	<b>24.00</b>	<b>P</b>	<b>23.79</b>	<b>P</b>

*WM-Weighted Mean; VI-Verbal Interpretation; P- Passed*

Reflected in table 5 is the Summary of Criterion 4 (Accuracy and Up-to-Datedness of Information) of five teacher-made Big Books. Similarly, the mother tongue coordinator and master teachers gave their remarkable ratings on the five Big Books of 24 out of the maximum 24 points. On the other hand the principals' ratings ranged from 23.34 to 24 points, respectively. Big Books 2, 3 and 4 got the utmost ratings while big book 1 got the lower rating among other big books. The grade 1 teachers' ratings started at 23.65 to 24 points wherein Big Book 2 got the highest rating and Big Book 3 got the lower rating on this criterion.

Results imply that the respondents, especially the grade 1 teachers and the principals didn't give the perfect points on this criterion even though the instruments used in this study mandates that the resource must score 24 points out of the maximum 24 points to pass this criterion. The two groups of respondents made some minor suggestions in order for the Big Books to get a perfect score on this criterion. Given this, the researchers undertook the necessary corrective measures vis-à-vis the suggestions given, for the Big Books to be approved by the end-user specifically and to be utilized for public instruction generally.

Table 6: Comparison on the Overall Ratings of the Five (5) Types of Big Books as Evaluated by Grade – I Teachers, Mother Tongue Coordinator, Master Teachers and Principals in terms of Content, Format, Presentation and Organization, accuracy and Up-to-datedness of Information

Source of Variations	F	p-value	Description
Big Book	0.001	0.999	Not Significant
Evaluator	0.005	0.998	Not Significant
Big Book * Evaluator	0.000	1.000	Not Significant

Table 6 reflects the comparison of the overall ratings of the five teacher-made Big Books as evaluated by four groups of respondents in terms of content, format, presentation and organization, accuracy and up-to datedness of information. It can be gleaned that the five (5) Big Books are statistically comparable or similar when evaluated according to content, format, presentation and organization as well as accuracy and up-to-datedness of information. The fact that no significant difference was detected in all five (5) Big Books prepared by the researchers, it can be implied that all criteria set were met indicative that the standards for making the Big books were religiously observed and properly implemented.

Similarly, the ratings given by the four groups of evaluators, namely: Grade - I teachers, mother tongue coordinator, master teachers and principals are not significantly different from each other. It can be implied that all five (5) Big Books received comparable ratings from the end-users suggestive that all the five (5) Big Books that were made by the researchers can be used for public instruction. Lastly, the combined effects of the types of Big Books and types of evaluators do not provide significant difference in the overall score of Big Books. This means that the five (5) Big Books that the researchers made and as evaluated by the four groups of respondents can be used for instruction. Lastly, this means that the Big Books passed all the criteria set for making this specific genre of instructional material.

### **Comments and Suggestions from the Respondents that Served as Inputs for the Improvement and Revisions of the Big Books**

Every respondent of this study gave their ideas, opinions, suggestions, observation, knowledge and experience so that the five teacher-made Big Books written in Waray will be a perfect one by the time that it will be used for public instruction. There were several minor suggestions offered by the four groups of respondents and some of them have similarities. The researchers carefully examined and summarized the suggestions made by the respondents. They are as follows: (a) write the writer and illustrator of the story which is very important in developing book print and knowledge; (b) redundancy of words used in every page must be checked; (c) the correct spelling/orthography of words used in Waray must be properly checked; (d) must have a letter focused to be developed; (e) positive ending of the story must be observed; and (f) illustration must match with the sentence written in every page.

With all the suggestions given, they were properly observed and implemented by the researchers for the benefit of the end-users of the five Big Books.

### **Summary**

This study was pursued to determine the level of acceptability of five teacher-made Big Books as mother tongue-based reading materials in teaching Grade I pupils as rated by Grade - I teachers and experts. Specifically, it aimed to:

- Determine the most acceptable IM's in terms of:
  - e. Content
  - f. Format
  - g. Presentation and Organization
  - h. Accuracy and Up-to-Datedness of Information.
- Solicit comments and suggestions from the respondents to serve as inputs for the improvement and revisions of the big books.

The descriptive – development method of research was used in this study using a descriptive survey questionnaire to determine the level of acceptability of five teacher-made big books as mother tongue-based reading materials in teaching Grade 1 pupils as rated by Grade – I teachers and experts. The respondents of the study consisted of 17 Grade - I teachers, 1 mother tongue coordinator, 2 master teachers and 2 principals.

The data collected were summarized, categorized, tabulated and analyzed using frequency counts, means, and analysis of variance.

On the bases of the data and results presented and discussed, the study revealed the following:

Among all the Big Books, it was Big Book 3 entitled “**An Puto Ni Mana Nida**” that got the highest mean of 27.85 points along criterion 1 (content). Big Book 4 “**Hi Ma’am Maring**” got the second highest mean of 27.81 points, likewise Big Book 2 “**An Pito Nga Pato**” and 5 “**Hi Ude Ug Utay**” got 27.77 points. Furthermore, Big Book 1 “**An Akon Sangkay**” got 27.43 points.

With regards to criterion 2 (format), it was Big Book 4 which got the utmost mean of 71.62 points. On the other hand, Big Book 1 got the second highest mean of 71.19 points. Moreover, Big Book 3 got 70.96 points while Big Book 5 got 70.67 points and Big Book 2 got 70.47 points.

In addition, for criterion 3 (presentation and organization), Big Book 1 got the highest mean of 19.82 points. While Big Books 2, 3 and 4 got the second highest mean of 19.81 points. Big Book 5 got 19.72 points.

Likewise, for criterion 4 (accuracy and up-to-datedness of information), it was Big Book 2 which got the highest mean of 23.90 points. Big Book 4 got the second highest mean of 23.81 points. On the other hand, Big Book 1 got 23.76 points, Big Book 5 got 23.72 points and Big Book 3 got 23.66 points.

Furthermore, the results revealed that all the five teacher-made Big Books evaluated by the four groups of respondents along the four criteria, were rated as “Passed.” The five Big Books satisfied each criterion and met the minimum and required points set by the instrument used in this study. Likewise, some minor suggestions were made by the respondents for the improvement of the Big Books.

## CONCLUSION

Most of the respondents like the content of Big Book 3 entitled “**An Puto Ni Mana Nida.**” Thus, the respondents especially the mother tongue coordinator, master teachers and principals who gave a maximum points of 28 points believe that Big Book 3 along its content is much suitable to the students’ level of development and it arouses the level of interest of the readers. Also it was found that the materials enhance the development of desirable values and traits of the readers.

Likewise, in terms of format of the Big Books, it was Big Book 4 “**Hi Ma’am Maring**” that got the highest mean. It can be inferred that most of the respondents especially

the Grade I teachers and master teachers favorably see their confidence when it comes to the format of Big Book 4 specifically that its illustrations, design, lay out, paper and binding can motivate the readers to read the Big Book from the beginning of the story to the end.

Moreover, for the presentation and organization of the Big Books, it was Big Book 1 “**An Akon Sangkay**” that most respondents recommended because according to their feedbacks, it was presented very concisely and neatly for the intended readers.

Furthermore, for accuracy and up-to-datedness of information of Big Books, Big Book 2 “**An Pito Nga Mga Pato**” was the most acceptable one according to the ratings given by the respondents. To this end they gave some minor suggestions for the improvement of the big books and by making each factor as guide. Thus, they gave their assurance that for as long as their suggestions will be carried out, the big books are now ready for utilization in public instruction.

Lastly, the overall ratings given by the four groups of respondents, revealed that the five teacher-made Big books entitled: **An Akon Sangkay, An Pito Nga Mga Pato, An Puto Ni Mana Nida, Hi Ma’am Maring** and **Hi Ude Ug Utay** are comparable or similar which means that all of the five (5) Big Books can be used for public instructions as they passed all the criteria set by the Department of Education in making a Big Book.

## **Recommendations**

Based on the findings and conclusions, the following are recommended:

- All of the five (5) Big Books can be utilized by Grade – I teachers handling mother tongue subject.
- Future researchers who aim to develop similar genres of instructional materials must be well-versed in the use and an application of the “New Orthography in Waray-Waray.”
- For teachers of Mother Tongue I to utilize judiciously the developed big books in consonance with the curriculum guide.
- For policy-makers to put in place a support mechanism in the production of similar instructional materials that can enliven learners’ educational experiences.
- For future researchers to conduct a study on the same topic to verify, intensify, or negate the findings of the study.

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<sup>i</sup> **Jose A. Tabulao** is of the Guiuan North District, Philippines. The author can be reached via email at [josetabulao2016@gmail.com](mailto:josetabulao2016@gmail.com)

<sup>ii</sup> **Mark Van P. Macawile** is of the Eastern Samar State University Guiuan Campus, Philippines. The author can be reached via email at [markvanmacawile@gmail.com](mailto:markvanmacawile@gmail.com)

<sup>iii</sup> **DR. Rotsen C. Yodico** is of the Eastern Samar State University Guiuan Campus, Philippines. The author can be reached via email at [yodicorotsen@yahoo.com](mailto:yodicorotsen@yahoo.com)