Comparative Analysis of Teaching Strategies Used in Lessons on Culture and Lessons on Heritage of a Selected Chinese-Filipino School

Karen Pedernal Mainit[1] & John Angelo Vinuya De Leon[2]

[1] Institute of Architecture and Fine Arts, Far Eastern University, Manila, Philippines

[2] Institute of Education, Far Eastern University, Manila, Philippines

Correspondence: Karen Pedernal Mainit, Institute of Architecture and Fine Arts, Far Eastern University, Nicanor Reyes Street, Sampaloc, Manila, 1008, Metro Manila, Philippines.

Abstract

This paper seeks to identify the teaching strategies used in Grade 4 Culture and Heritage lessons in a Chinese-Filipino School. Further, it is important to effectively address these with constructivist-based teaching strategies to help maximize the learning experience. This study used qualitative method where Ethnographic research design and Descriptive method were used to conduct classroom observations. The instruments used to obtain the results were patterned and modified from Craig Kissock's (1981) Curriculum Planning for Social Studies Teaching: A Cross-cultural Approach, a self-made Teachers' Self-evaluation form and Peer Observation form participated by nine teachers of a Chinese-Filipino School in Quezon City, Philippines. The analysis of the results identified five teaching strategies with Discussion and Lecture strategy as the most applied alongside Game strategy, Question and Answer strategy, and Project method. Other activities that strengthened the Culture and Heritage awareness were integrated through a collaborative effort with other subject areas. As a result, the study supported that Social Development theory affects the teaching-learning process where opportunities for social interaction helps in the development of a child. Using various teaching strategies encouraged students to interact with one another, to freely express their thoughts, and to participate in fun and healthy competition. It also encouraged students to think and to unleash their creativity and imagination. At the same time, the use of tools and other resources helped increase student engagement.

Keywords: araling panlipunan, Chinese-Filipino school, culture, heritage, teaching strategies

1. Introduction

Culture encompasses different factors within the broad context of anthropology that includes knowledge, beliefs, art, morals, law, custom, man and woman's ability and practice developed through the influence of the society he/she is in (Tylor, 1871). While Heritage refers to assets, natural or cultural, tangible or intangible, its value merits its history and memory while stressing the need to safeguard, protect, adopt, promote, and spread (LeBlanc, 2011). Both terms were given meaning by individuals and groups through the years. Though the meanings have become complex, their context remains and has been adaptive with respect to the development of the present time. These concepts are essential as building blocks in understanding oneself, others and the relationship that is created through the community.

Today, the study on Culture and Heritage is imperative for the students' learning to uphold the values of the past and be the guardians of its products. In the Philippines, this area has become a concern with the many destructions pertaining Heritage (Alarcón, 2003b). To give value on these concepts, the educational sector showed efforts to address this concern by integrating and strengthening Culture and Heritage lessons in the K-12 curriculum (Seco-Macarandan, 2014). Since human beings are considered factors in the formation of culture, it is then their task to preserve it. Alarcón (1991) enumerated three groups of people responsible for the preservation of culture—family, school, and government. Each institution has its individual share of roles to play especially the schools and the impact of education in an everyday basis through the learning's as reiterated by the teachers. Classroom discussions and school activities may help in stressing out different lessons covering both topics. By studying culture and heritage, students become aware which may result to actions as they themselves collaborate through the form of a dialogue. Therefore, teachers must be able to connect its relevance to the existing society so students can contribute to transmitting information for the next generation.

1.1 Aim of the Study

A school has its own way of teaching. This study, therefore, is an attempt to investigate the Chinese-Filipino schools' teaching strategies in the context on how they integrate and teach Culture and Heritage lessons in Grade 4 in the Araling Panlipunan. It also intends to compare the Teaching strategies and student's learning based on the Social Development Theory. The theory states that social interaction plays a significant role in the development of cognition (Lev Vygotsky, 1978). Also, it aims to show the importance of Social Development Theory in the Teaching strategies used in Grade 4 and to the Grade 4 Araling Panlipunan teachers.

1.2 Research Questions

This study aimed to identify and to compare the teaching strategies in the context on how Culture and Heritage lessons are taught, and student's learning based on the Social Development Theory. As such, this paper would like to answer the following questions:

1) Which lessons in Grade 4 Araling Panlipunan are Culture and Heritage included?

2) What teaching strategies are used in teaching the lessons on Culture and Heritage? How do teachers implement these strategies? How do these strategies affect the student's learning?

3) What other school activities develop the awareness on Culture and Heritage among the students? How do students respond to such activities?

2. Literature Review

Teachers have many roles, which may depend on their desired outcomes and the changes on student behaviors in the process of learning. Some of these roles as enumerated by Moore (1992) are as an instructional expert, manager, and counselor.

The majority recognizes teachers as experts who lead the planning, guiding, and evaluating of learning. They are expected to make decisions on what to teach, what materials to be used, what the best approach to teach a lesson, and the right evaluation tools used for the intended learning. As managers, they maintain and control the order in the classroom for a conducive learning environment. By the way students are organized can either create positive or negative results to help or hinder learning. Meanwhile, as counselors dealing with students of different behavioral backgrounds, they are keen observers and must be prepared to respond constructively to the emotional needs especially if this may affect students' learning and development.

Seemingly, teachers connect students to the values of the larger society which Dewey calls "rules of conduct". Therefore, a teacher is a mediator between the curriculum, the student and between the society (Frazee, 1995).

According to Salandan (2008), teaching refers to the role of teachers in engaging students in activities that allows them to gain knowledge and skills, as well as develop values. Likewise, a process which involves numerous activities, ideas, and material resources to help achieve goals and best results (Tejero, Tejero, & Giray, 2012). It is the teacher's responsibility to properly conceptualize and put into place the activities for the teaching and learning process. As such, a thorough preparation, use of suitable teaching strategies, and instructional materials needed to accomplish the objectives is essential (Tejero et al., 2012).

Therefore, a teacher should have an overview of what will transpire in the teaching and learning activities. This is possible through lesson planning, an important aspect in the classroom delivery. The teaching strategy to be employed is the most crucial part because one must provide the appropriate resource for the whole activity to be carried out effectively (Tejero et al., 2012).

Teaching is an overarching process from beginning to end as it involves responsibilities of organizing, choosing the right tools to engage students both in discussions, activities, and the learning after. Thus, the teacher should be resourceful and creative enough to meet the desired learning objectives.

Lev Semenovich Vygotsky (1896–1934) who developed and wrote on the relationship of "children's social experiences and learning" during the 1920's–1930's believed on the importance of social interaction in the development of continuous learning (Bigge, 2004). In the same way that interaction through language influence reaching one's conceptual understanding when utilized well (Muijs, 2011). Pritchard (2005) explained that in social constructivism, language through dialoguing where ideas are shared and developed is considered in the process of development. This may be through peers and a more knowledgeable other (MKO). While learning transpires in schools, it may also be in any social environment where exchange of thoughts leads to greater understanding for both participants. In a more formal setting, it is the teacher's role to stimulate a dialogue and interaction between individuals or group to support the level of understanding. He explained that when a teacher plans a work for children, the "current state of understanding" should be considered, and he/she must plan

accordingly and appropriately.

Improving the student's learning outcome has always been a concern by the teachers and others in the teaching profession. To be able to respond to the need, numerous strategies and resources can now be utilized by a resourceful teacher (Tejero et al., 2012). Woods (1980) described the concept of strategy as ways of achieving goals. He defined it as models of repeatable acts chosen and maintained to serve long term objectives. While Tejero et al. (2012) explained that the concept of teaching strategy transpired in the United States during the 1960's from the educational literature. The term was used earlier by Williard B. Spalding in 1958 stating that the curriculum is the strategy used in schools to achieve the goals of education. He also explained that a strategy like in the military requires calculations of resources to be used. Furthermore, he concluded that it is a plan accompanied by a careful application of method for obtaining objectives for weaning results in teaching. However, he added that there is no one best strategy apt for teaching. This means that a lot of factors are to be considered like student's behavior, environment, and teacher's manner of teaching may contribute for a specific strategy not to be effective for all students.

Zulueta and Guimbatan (2002) stated that the choice for specific teaching strategies depends on the following factors: the educational objective and the aim of the lesson, the nature of the subject matter or the lesson, the nature of the learners, school equipment and facilities, and the teacher. While they suggest some considerations, it is still imperative for a teacher to carefully think and be flexible to adapt different strategies fit for the learner's needs.

Some common and other teaching strategies as cited by Zulueta and Guimbatan (2002) are the following: Lecture strategy, Discussion strategy, Question-and-Answer strategy, Lecture-demonstration strategy, Problem strategy, Project method, Laboratory strategy, Field Trips, and Community study, Group or Team strategy, Drill strategy or practice, and Role-playing. In addition, Bigge (2004) mentioned that Vygotsky recognized the importance of fantasy play in the "social, personal, and professional activities" (p. 58) of a child's developing skills. However, a very similar thought given by Tejero et al. (2012) was stated by Zulueta (2002) that there is no single and most effective strategy for all situations. Therefore, no strategy can be superior from another. With the developments in the teaching field, teachers are provided with options that can be used to fit into any teaching-learning situations.

Frazee (1995) stated that if the needs of the students go well with the teaching strategies, students' interest and learning increase. He mentioned the Constructivist's model, where the teachers develop and deliver the curriculum, while the students process, build, and connect the information from the past learnings. Frazee (1995) stated that a constructivist teacher evaluates and re-evaluates his/her strategies to be able to introduce new ways in meeting students' developmental and cognitive needs. This implies that it is important for teachers to really plan to achieve the desired learning objectives.

According to Garcia (2005), teachers in the past only normally use verbal communication in teaching. However, as the educational system develops through the years, the use of different tools and materials has been required to facilitate better communication and learning. He has mentioned tools and resources to aid instruction, and they are the following: Audio-visual aids; Chalkboard, Visual display materials, Projected and Recorded Instructional Aids; Instructional Television, Printed materials, Computer and Computer Programs, Community as a Resource; Field Trip; Internet, Local libraries, Museums, and Historical Sites.

Lemlech (2004) explained that the use of resources and tools for instruction "affects methodology, time, content, varied perspectives, and even the room environment" (p. 102). Hence, the decision making now goes to the teachers, but must always consider that each may affect the students learning and the connection between others inside the classroom.

Social studies, as defined by Garcia (2005), refers to "… the study of human relationship and focuses on human beings and their relationships" (p. 246). She stated that experiences acquired from people, places, the past and present help a child to discover his/her relationship with the environment, as well as the others living in it. One of the topics fused in the subject is History where Smith and Dawes (2004) explained that it gives an opportunity for a child to question about the past, whether it concerns his/her life or the world. When talking about the past, one is somehow directed to the study of either Culture or Heritage as both reflect similar concepts.

Smith and Dawes (2004) cited an example on how a class of older primary students linked their experiences to a deeper understanding of context and enquiry related to a particular time in the past. The class used a walk through at Yelvertoft village in England as a historical enquiry. This refers to "a learner centered approach that emphasizes higher order thinking skills which includes several forms, including analysis, problem solving, discovery and creative activities, both in classroom and the community" (p. 51). The study was further achieved

by an investigative walk throughout the village by a long-standing member of the community. This, then shows how the teacher utilized the Field trip or Community Study as a teaching strategy. In the said activity, it can be concluded that children used their past knowledge, processing skills, their ability to listen and communicate with others to be able to construct knowledge.

Another suggestion by Amante (2006) on how tangible cultural materials like the burnay of Vigan, Ilocos can be used for students to further know the place is through the different strategies employed by the teachers. These strategies include the following: locating Vigan, Ilocos using a map, researching, and identifying the bodies of water, landforms, and climate, finding out the significant historical places, asking their parents about delicious foods present in the area, and knowing the epic of Lam-ang. To further strengthen the lesson and add to the learning experiences of the students, the teacher was suggested to bring other educational tools such as pictures and video tapes that illustrate the region. While in the end, students came up with an exhibit of their illustrations and actual works of the object. This suggestion given by Amante (2006) uses group work and teamwork as a strategy, while concepts reinforced using varieties of tools, materials, and resources to teach a part of Ilocos' culture and heritage using the burnay. It can therefore be concluded that variety of strategies, materials and resources play a significant role in keeping students' interest and in learning from each other through social interaction. In doing so, the teachers can tap their fullest potential, thus, maximizing the teaching and learning experience.

3. Methodology

3.1 Participant (Subject) Characteristics

The study was conducted in a private Chinese-Filipino school located in Quezon City. The respondents were the three sections of Grade 4 students aged 10. Two Araling Panlipunan (AP) teachers were observed by seven peer observers handpicked by the principal because of their regular status and performance in their respective subjects.

3.2 Sampling Procedures

In this paper, the welfare of the human participants was considered. First, the researcher acquired the permission of the school where the study was conducted. Second, the researcher informed the participants through an informed consent of the nature of the study indicating the possible inconveniences, benefits, their voluntariness, and the confidentiality of all the information given which will only be used to accomplish the study. Also, as part of the ethical considerations, the researcher asked the UST Graduate School Ethics Review Committee to review its manuscript to make sure of the proper administration of the study

3.3 Sample Size, Power, and Precision

The study was conducted in three sections of Grade 4, handled by two Grade 4 AP teachers in Jubilee Christian Academy (JCA). The grade level as to whom the study was conducted has been chosen because students at this age are already capable of comprehending and participating in classroom discussions. At the same time, Culture and Heritage lessons are taught in this grade level and are seen to be given more emphasis in the curriculum.

3.4 Instrument

The construction of instrument specifically the Teacher's self-evaluation form was patterned from Craig Kissock's (1981) Curriculum Planning for Social Studies Teaching: A Cross-cultural Approach. However, some questions were modified to fit the objectives of the study in identifying the teaching strategies. On the other hand, the peer observation form was used to provide feedbacks, to help improve and refine the teaching strategy, to choose effective tools and resources, and to evaluate how the research objectives transpired. Each form is composed of multiple-choice and open-ended questions to further elicit information.

3.5 Data Gathering Procedure

Data were gathered from the participating three sections. A consent was given by the school administration to pursue the research. Prior to the teachers' classroom observations, they were informed of the objectives of the activity. The researcher along with the seven peer observers conducted the classroom observations and were briefed as well. Before the start of the class, a hardcopy of the lesson plan was handed to the researcher and the peer observers for them to be guided by the expectations set for the class.

3.6 Research Design

The study is qualitative in nature wherein it utilized the ethnographic research design method and the descriptive method. It mainly relied on certain techniques such as observation, video diaries, photographs, contextual interviews, and analysis of artefacts such as tools, devices or paper forms that might be used as part of a person's

job (GOV.UK, 2014). The descriptive method was used to describe the group of respondents involved, organization, and its setting (A Policy Maker's Primer on Education Research, 2004). Likewise, it was used in the process of data gathering such as the documents, classroom observations, analysis, and interpretation of data.

4. Results

The gathered data from each table are results of the survey and review of the subject's lesson plan, including the tally of each teaching strategy. A brief interpretation of the results is included after each table is presented.

Table 1. Second quarter course outline of Grade 4 Araling Panlipunan

II. Lipunan, Kultura, at Ekonomiya ng Aking Bansa
Aralin 7: Mga Gawaing Pangkabuhayan
A. Gawaing Pangkabuhayan sa Iba't Ibang Lokasyon ng Bansa
B. Pag-aangkop na Ginagawa ng Tao sa Kapaligiran
C. Mga Pakinabang Pang-Ekonomiko ng mga Likas na Yaman ng Bansa
Aralin 8: Pangangasiwa sa mga Likas na Yaman
A. Mga Isyung Pangkapaligiran ng Bansa
B. Matalinong Pangangasiwa ng Likas Yaman
Aralin 9: Pagsulong at Pag-unlad
A. Pagtangkilik sa Sariling Produkto
B. Hamon at Oportunidad sa mga Gawaing Pangkabuhayan
C. Pagsusulong ng Likas-Kayang Pag-unlad (Sustainable Development)
Aralin 10: Ang Saligan ng Pagkakakilanlang Pilipino
A. Pagkakakilanlang Kultural ng Pilipinas
B. Kulturang Materyal
C. Kulturang Di-Materyal
D. Mga Pamanang Pook
E. Pagpapaunlad ng Kulturang Pilipino
Araling 11: Kulturang Pilipino
A. Kultura sa Pagkakakilanlang Pilipino
B. Mga Bansang Nagkaroon ng Impluwensiya sa Kulturang Pilipino
C. Heograpiya, Kultura, at Pangkabuhayang Gawain sa Pagbuo ng Pagkakakilanlang Pilipino
D. Mga Sagisag ng Pagkakakilanlang Pilipino
Pagpapahalaga at Pagmamalaki sa Kulturang Pilipino

Table 1 shows the scope of lessons of Grade 4 for the second quarter. It focuses on Society, Culture, and our Countries' Economy. Particularly, the researcher focused on Aralin 10 and 11 where lessons on Culture and lessons on Heritage are seen to be given more emphasis.

Table 2. Eliciting information from teachers

Question 1. How did the teacher elicit information from the students using their prior knowledge of the lesson?
Results: 1. Recall/review (6)
2. Guided questioning (6)
3. Linking old and new information (2)
4. Brainstorming (2)
5. Use of tools (e.g., visuals) (5)
Sample size: 7 teachers

Table 2 shows how the teachers elicit information from the students using their prior knowledge. A total of six peer-observers have observed that AP teachers used recall/review and guided questioning with the aid of learning tools such as visual aids, while two peers observed that teachers also used linking of old and new information and brainstorming as other means.

Table 3. Encouraging students' participation

Question 2. How did the teacher encouraged the students to participate in the discussion of the lesson?
Results: 1. Gave enough time to think (2)
2. Asked students' opinions (1)
3. Encouraged collaboration of answers (1)
4. Gave positive comments to answers (1)
5. Acted as facilitator (1)
6. Shows enthusiasm (1)
Sample size: 7 teachers

Table 3 shows that 2 peer-observers were able to observe how AP teachers encouraged the students to participate in the discussion. This is by giving enough time for students to think first in gathering their ideas with 2 counts as the highest. Other ways were asking the students' opinion, collaborating answers, giving positive comments, and acting as facilitator. One AP teacher was also observed to show enthusiasm in teaching as his way to motivate the class to participate.

Table 4. Teaching strategies of Grade 4 Araling Panlipunan teachers

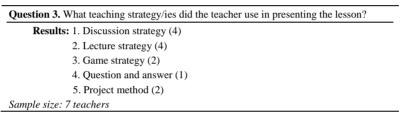| Question 3. What teaching strategy/ies did the teacher use in presenting the lesson? |
| --- |
| **Results:** 1. Discussion strategy (4) |
| 2. Lecture strategy (4) |
| 3. Game strategy (2) |
| 4. Question and answer (1) |
| 5. Project method (2) |
| *Sample size: 7 teachers* |

Table 4 shows that Discussion strategy and Lecture strategy is used more often by AP teachers to discuss concepts on Culture and Heritage with 4 counts as the highest. The use of Game strategy was observed twice Question and Answer strategy and Project method were also used during the teachers' presentation in class and the identified result of the researcher using the evaluation of the lesson plans.

Table 5. Arousing student's interest

Question 4. How did the teacher arouse student interest of the lesson?
Results: 1. Through follow-up questions (2)
2. Use of visual aids (2)
3. Use of humor in discussing (1)
4. Recall/review (1)
5. Putting students in the situation (1)
Sample size: 7 teachers

Table 5 shows how the teacher aroused the students' interest of the lesson. Two peer observers have seen that it is by giving follow-up questions and using visual aids during discussions with two counts as the highest. Use of humor to engage students, recall/review and by putting the students in given situations as an example were also observed to sustain the students' interest to keep their attention all throughout the learning process.

Table 6. Presentation and facilitation of activity

Question 5. How did the teacher present and facilitate the activity to maximize students' learning?		
Enthusiastically	Provocative	Challenging
Engaging	Creatively	
Others, pls. specify:		
Results: 1. Enthusiastically (4)		
2. Engaging (4)		
3. Provocative (2)		
4. Creatively (1)		
5. Challenging (4)		
Sample size: 7 teachers		

Table 6 shows that majority of the peers who observed how the teachers presented and facilitated the activity to maximize students' learning is by being enthusiastic, by making sure to be as engaging as possible and by challenging the learners. The latter with 4 counts as the highest. Two observed that the teachers manifested being provocative, while one was observed as being creative in facilitating the activities to the students.

Table 7. Audio visual and/or other resources

Question 6. What use has been made of audio-visual aids and /or other resources?
Results: 1. Use of Ipad through keynote application as a supplement (4)
2. Use of Ipad as an engagement tool (3)
Sample size: 7 teachers

Table 7 shows the use of audio-visual aids and other resources by the teachers in teaching. The use of keynote application in the iPad was used as a supplement during discussions as observed by peer-observers with 4 counts as the highest. A total of three observed the use of Ipad as an engagement tool for learners.

Table 8. Other activities promoting culture and Heritage lessons

Question 7. Are there other activities done to further promote the lesson on Culture and lesson on Heritage?
If yes…
a) What was done by the teacher?
b) How was it done by the teacher?
Result: 1. Used the lesson in making a Quilling project in the Arts class (2)
Sample size: 2 teachers

Table 8 shows the other activities done to further promote Culture and Heritage lessons. During the classroom observations, only two peers were able to observe the presentation of the activity in class, while the others were assigned on a different day to observe other class activities. Aralin 10 on Kulturang Materyal was the lesson used by the AP teachers in integrating a project in collaboration with the Arts class. However, the presentation of the students' output was the actual activity done during AP class.

Aside from the five teaching strategies which were used more often in teaching Culture and Heritage lessons, there are four more specific strategies identified by the researcher through classroom observations and as reflected from the lesson plans. These are drawing as a form of reflection from the lesson, video presentations to expose students of the actual situation/scenarios, group activity to learn from others, and group sharing where students are encouraged to share and respect others' opinions.

5. Discussion

The study started from the idea of identifying the teaching strategies used in culture and heritage lessons to create meaningful activities and to engage students in new learning experiences. It was done in a Chinese-Filipino school. The study also aimed to look at the use of teaching strategies which allow students to understand their role in the preservation of the culture and heritage of the country.

The discussion on Culture and Heritage was seen to be more evident in Aralin 10 and 11 focusing based on Filipino identity and Filipino Culture. The former enabled them to comprehend concepts on the country's material and non-material culture, different heritage sites and the development of Filipino culture. While the latter tackled the Filipino cultural identity, countries that influenced Filipino culture, geography, culture, and economic activities in developing Filipino identity, symbols of Filipino identity, and appreciation and pride of Filipino culture. All these facilitated for students to understand, to appreciate, to value, and to preserve the rich inheritance of the past that should be carried on until the next generation. As Mr. Serafin D. Quiason, Philippine Director of the National Historical Institute said, "A cultural heritage is vibrant and alive when those to whom it belongs takes an active interest in it (Alarcón, Filipino Cultural Heritage, 1991a).

The identified teaching strategies were Discussion strategy, Lecture strategy, Game strategy, Project method and Question and Answer strategy. These are a result of a varied learning objectives and needs of the students. For Zulueta and Guimbatan (2002), the choice for specific teaching strategies depends on these factors: "the educational objective and the aim of the lesson, the nature of the subject matter or the lesson, the nature of the learners, school equipment and facilities, and the teacher" (p. 71). This therefore suggests for a teacher to

carefully think and to be flexible to adapt different strategies for the learner's needs. Discussion and Lecture strategy is the most used teaching strategy because of the various concepts that need to be taught in consideration to the limited time during the 2nd quarter. These strategies as cited by Zulueta and Guimbatan (2002) that Discussion strategy is a process of imparting information that aims to develop the skill on listening, creative thinking, and reasoning. It can either be an uninterrupted presentation or a conversational presentation that encourages questioning, commenting, and discussing within the group. On the other hand, the Lecture strategy uses textbooks as source of facts for topic which "becomes the center of discussion" (p. 24). It is depicted as a self-activity where students learn based on their participation. It is a strategy which elicits opportunity for students' socialization, creative expression, and group responsibility.

On the other hand, Game strategy was used as part of the lessons' review in gauging the students' ability to remember and to understand specific concepts. This enabled teachers to engage students to actively participate and to sustain their interest in learning new concepts.

Meanwhile, Project method was a result of the practical application of the student's learning base from the general topic discussed. This method according to Zulueta and Guimbatan (2002) is referred to the concept of learning by experiences or learning by doing or reacting. It is defined as "project as a significant, practical, unit of an activity of a problematic nature, planned and carried to completion by the student in a natural manner and involving the use of physical materials to complete the unit of experience" (p. 25).

Lastly, Question and Answer strategy was used as reinforcement of the concepts and in making divergent questions to enhance students critical thinking. This strategy is another textbook-based strategy, which is used in checking assignments. In the case of Jubilee Christian Academy, an e-book version was used to facilitate the activity. It uses questions as a key element while teaching. This strategy stimulates students' thinking and reasoning abilities (Zulueta & Guimbatan, 2002).

Though Araling Panlipunan as a subject tackle the in-depth discussion on the concept of Culture and Heritage, there are other activities where it was further strengthened as observed. A collaboration between other subject area like Arts was facilitated through Project method. This activity allowed students to apply what they have learned in a more creative way through individual outputs. At the same time, it allowed building of social relationships amongst students as this is a group activity that was presented after.

4.1 Conclusion

Based on the study, it can be concluded that teachers really play a significant role in the teaching-learning process. They help stimulate dialogue and interaction between individuals or groups inside the classroom, as well as opportunities for learning through other meaningful school activities. The five identified teaching strategies used in culture and heritage lessons helped students understand the lessons better, gave opportunities for interaction and effective collaboration among others. This conforms to the Social Development theory. In the same way that it encouraged them to freely express their thoughts which led individuals to be more creative and critical thinkers.

Though there are more teaching strategies available which can be explored by teachers to reiterate the significance of culture and heritage to younger students, various factors should be considered. The learrnings can be strengthened with the right tools for instructions and other resources. Also, the language he/she uses and the strategy which he/she employs in class.

Although the results were valid within the chosen population, the observations confirmed that no single and most effective strategy can be applied for all, and that no strategy can be superior from one another. Several factors are to be considered for different situations like student's behavior, environment, and manner of teaching. The results also showed that teachers are provided with many other options that can be used to fit into any teaching-learning situations. This therefore would encourage them to plan their lessons and activities ahead of time, to conceptualize and to assess each strategy beforehand to ensure a more achievable and realistic execution.

Acknowledgments

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