



Appreciative Inquiry Method in Teaching Philippines Pre-History

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Abstract— *One of the most interesting period to study in Philippine History is the Pre-colonial time where cultural practices and heritage where so very genuine and authentic that something were Filipino be very proud of. However, teachers, instructors, professors made sometimes very difficult on their part to teach due to limited teaching materials. It is therefore a challenge for people in the academe to come up with a concrete full of truthiness and discovery of facts teaching materials for the students.*

This paper then will serve as a spring board to others and focused in teaching Philippine Pre-History sharing a technique called “Appreciative Inquiry” merely concentrated on the positive information teaching the students to be interested on learning or studying Philippine History.

Keywords— *Appreciative Inquiry, Pre-Colonial Time, Constructive.*

I. INTRODUCTION

The teaching of Christian doctrine, morality and history, reading and writing in Spanish arithmetic and practical agriculture, rules of courtesy, and Spanish history were offered courses during the Spanish colonial period in the Philippines. On the other hand, as part of the benevolent assimilation approach of the Americans, De Villa (2006) made mention that public school system was instituted making it obligation for all children to go to school and part of the required courses in children were general science, algebra, geometry, physics and United States history and government. She made to mention as President of the Second Philippine republic, his administration advocated the use of the national language and the teaching of American history and culture. At last and at least, it was the time of President Jose P, Laurel when the recognition of Filipino people be the teachers to teach only Filipino history.

As 21st century learners coming from different upbringings, cultural background and environment, teachers/instructors/professors shall look into different varied approaches in delivering their learners in conformity with some if not major curriculum revision of

the department of Education and that of Commission of Higher Education. As history teacher, she/he shall be willing to be ever interactive and innovative, even inquiring and keeps on searching the suited techniques or approaches to her/his classroom instruction. The teacher for the 21st century learners will act as a facilitator, initiator, eye-opener, director, constructive commentator however, she/he applied a particular approach to a particular discipline.

It is at this juncture, that (Kohli, 2005) had said – teacher shall judge the success of her/his lesson met the amount of matter covered but by the understanding, the appreciation and the efficiency achieved by the students. So, it is the aim of this paper to present then an appreciative – critical thinking approach in teaching history. In addition the reconstruction criticism philosophy of education applies to this presentation where teachers use varied methodologies of teaching in order that students may appreciate the lesson such as role plays, simulations, and jurisprudential models to create awareness of problems and openers to solutions (Brenner, 1999). However, on the student centered teaching (Forsyth, 2016) said in theory, the method seems suited for helping

students to achieve a higher cognitive and critical thinking skills.

II. REVIEW OF LITERATURE

Songco (2002) had said, “the teacher may present history in an analytical manner, not simply emphasizing the chronology of events but more so the interpretation of these events”. This can create a strong impart on the pupils’ young minds. The children will be given an opportunity to see patterns of development, relationship of events in history, causes and effects of national movement.

Totanes (2002), stated that “each generation unites its own history, reinforces the belief that history is relative – it is a selective undertaking of memory pursued by men and women to make their own lives meaningful in the present. It may lead then the students to believe that relativity is the order of history.

On the other hand, once a teacher has established accurate profiles of the prioritized interests or hobbies of students these can be included in lesson plans in ways that match the mindsets of students. Clearly the mix of topics and techniques will vary to march the individual situations of teachers and the relevance to students’ interests or hobbies, but lessons could include family history, modules, dramatic or fascinating stories, historical mysteries, etc. (Field, 20016).

While (Lubong, 2017) informed an alternative classroom teaching like visiting historical sites. The joy, brought about by the physical encounter with historical artifacts, documents, relics, material evidences of specific historical events and personages during a visit to identified sites, reinforces the efforts made by the teacher.

In addition, (Funtecha and Padilla, 2010) mentioned during the pre-colonial period as sources of history are interviews and with the use of visual materials and artifacts to bring out the best human knowledge that can help in promoting nationalism.

Previous research (Martin, 2007) as cited by Basitao (2011) has claimed that both old and new teachers extremely use the lecture method being the safest of Basitao (2011) which majority of her respondents used on their Makabayan subjects.

In addition, Bolicday (2012) in his study found that discussion and lecture method were much used by his respondents teaching AralingPanlipuanIV in the Public Secondary Schools in Tabuk City.

Agapito, S., et al (2004) on their study entitled “Factors Affecting the Study of History Among the BSED Students of the Kalinga-Apayao State College”

recommended the teachers should use better teaching strategists and should not just rely in the lecture method.

Meanwhile, the most attractive strategy specially for lower grades to catch up their attention called “gallery walk” where stations or displace are spread across the room, and students go around to each stations individually or in groups, completing a tasks or responding to a prompt at each station (Angelo, et al 1993.)

While yesterday and today, some talented and intelligent groups of people could made prediction what will happen next month or next year so a chance for this paper to cite, “Prediction Pairs Strategy” which is sougheed for teaching history and Literature classes wherein students are paired as the listen to the teacher read a passage and pause for a while calling the students to share and discuss with their partner what will happen in the next event (Borabo, Milagros and Heidi Grace, 2015) so making applicable also in the teaching Philippine History.

III. OBJECTIVES

- 1.To identify technique used by teachers in teaching Philippine Pre-history.
- 2.To list down the challenges faced or encountered by teachers in teaching Philippine Pre-History.

IV. SIGNIFICANCE OF THE STUDY

History Teachers. They were benefited from this study because they learn and be oriented with another technique in teaching Philippine Pre-history.

Students. They were interested or motivated to learn history on their studies or lessons.

Researcher. She/he benefited from this study applying, understanding and learning another technique to be used in Philippine Pre-history.

V. RESEARCH METHODOLOGY

This descriptive type of study made used alphabets or letters known as ABC’s in history as the prime tool in gathering constructive and appreciative answers on data given by the history teachers, students and practicing professionals. Interviews to the key informants, pencil and paper tool and library research are ways to support the study validating the answers to be gathered.

The interview questions or guide was patterned from the study of Salibad, Jarib, et al.

VI. RESULTS AND DISCUSSION

As per interview and teaching experiences of teachers from the field unanimously they gave the following responses in connected to their teaching lessons during the Philippine Pre-History enumerated as follows:

1. Insufficient teaching/reading materials on Philippine Pre-History.
2. Less seminars, conferences, trainings the topics/themes/events to be tackled or discussed happened during the Philippine Pre-History.
3. Ancient history as a separate subject be just incorporated to other disciplines or slowly be removed in the new curriculum of SUC's.

VII. RECOMMENDATIONS

1. The school administrators could provide more reference materials for the study of Philippine Pre-history
2. The school administrators could send the faculty members to conferences and seminars that would enhance their knowledge on Philippine Pre-history that they could effectively use in their teachings; and
3. A revision in the curriculum could be done to be more relevant and responsive.

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