Minalabac Poetry: A Springboard for Vocabulary Enhancement

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ABSTRACT

One of the most important aspects of language learning is vocabulary, which serves as a bridge between the other five core skills of reading, writing, speaking, listening, and viewing. Vocabulary mastery is crucial in acquiring the fundamentals language learning. This study aimed to analyze the selected poetry about Minalabac using Formalism and design a workbook utilizing the analyzed words in the Minalabac Poems. Close reading analysis was employed for analyzing the vocabulary in the selected poems. The analysis shows that on the 94 words analyzed, forty-eight words are nouns, fourteen verbs, twenty-eight adjectives, and two verbs and one pronoun. On the other hand, the denotative meanings of the words revealed that most of the words indicated things that can be found in the environment including the animals, plants, bodies of water, and some products made by the locals out of the coconuts and other things in nature. Additionally, descriptions on the current issues and situations of the environment were evident. The actions of the people and their way of living were also found out based on their denotative meanings. The connotations exposed that there were figures of speech used. The mostly used figures of speech are assonance and metaphor where 19 words fall into it respectively. Personification and Alliteration were also evident with 13 words each respectively. There were also words that fell into other figures of speech like two words fell under Oxymoron, five for Onomatopoeia, four for Anaphora, six words for Simile, eight words for Consonance, three for Symbolism, and two Repetition found. On the workbook, a variety of vocabulary exercises were included like crossword puzzles and word search puzzles. The activities have three levels -easy, moderate, and hard. The primary goal of the study is to help students be acquainted with the meanings of the words so that they may use these words on their daily contexts.

Keywords: *Minalabac Poetry, Vocabulary Enhancement, Workbook*

CHAPTER I
INTRODUCTION

One of the essential aspects of language acquisition is vocabulary, which bridges the other five fundamental skills: reading, writing, speaking, listening, and viewing. Vocabulary mastery is critical to learning the fundamentals. This importance is proven by Huyen and Nga (2003), as cited in Asyiah (2017), who describe vocabulary as a linguistic aspect that links the four language skills of learning a language (reading, writing, speaking, listening, and viewing). Vocabulary serves as an indispensable tool in learning a language. Calub (2017) presented the flow of the importance of vocabulary knowledge. Vocabulary

knowledge enables language use. Language use increases vocabulary knowledge, and understanding of the world allows for expanding vocabulary knowledge and language use. Moreover, vocabulary size reflects how educated, intelligent, or well-read a person is. Extensive vocabulary size is as something valuable.

However, learning vocabulary words is challenging, especially for non-native speakers of English who need help understanding the definitions of new words, proper word usage, spelling, and pronunciation, as well as interpreting meaning from context. The reasons for such difficulties is complex that the teachers should appropriately address. Based on the study by Afzal (2019), the English learners at PSAU confront a number of difficulties with learning vocabulary, including as recalling and accurately spelling new words, recognizing the definitions of new words, pronouncing new phrases, and using new words in appropriate contexts.

Calub (2017) also exposed that in the Philippines, many students from elementary schools to college need more productive English vocabulary knowledge, making success in basic skills difficult for them. They commonly use words within the 2,000–3,000 level in speaking and writing. However, many, especially those exposed to the English language, have productive vocabulary knowledge within the university word level.

The result of the 2022 Philippine Informal Reading Inventory, posits that the student's vocabulary in Minalabac National High School also affects their oral reading, silent reading, and listening comprehension. The results show that 59.42 percent of the learners fell under the frustration level, 26.81 percent fell on the instructional level, and only 3.98 percent fell on the independent level. It only shows that most Grade 7 students could not fully understand the text they were reading.

In solving these problems, various studies have undertaken poetry and its role and influence in vocabulary acquisition. Khansin (2012), as cited in Lecheheb and Gueham (2019), points out that poetry, as a literature product, can be used to develop learners' English knowledge and enrich students' vocabulary and grammar. Ghosn (2002), as cited in Al-Bakri (2019), also added that literature provides an exciting and motivating atmosphere for language learning, especially vocabulary learning.

Thus, poetry has certain advantages in presenting words in various ways. It employs language in unusual ways since it goes beyond the standard usages and conventions of grammar, syntax, and vocabulary. The deliberate word choice in poetry invites close, thoughtful reading. That is why students can argue the writers' word choice and explore different interpretations and complexity, which can lead to great vocabulary conversations.

In the Philippine educational setting, language teaching is highly encouraged to be contextualized. RA 10533, The "Enhanced Basic Education Act of 2013," mandates that the curricula to be contextualized and global. The curriculum must be flexible to allow schools to contextualize and indigenize activities. Teachers are all encouraged to conceptualize contextualized and localized materials.

In Bicol Region, the Department of Education adheres to integrating contextualization and localization of educational processes through Regional Memorandum No. 68 series of 2019 that states the Guidelines on the Utilization of Contextualized Daily Lesson Plans (DLPs). This memorandum stipulates how DepEd Region V considers contextualization and localization in the teaching and learning process through Daily Lesson Plans as the official teacher resource in planning lessons that could help ensure retention and improved comprehension skills, especially in vocabulary enhancement for the learners.

However, the teachers should have regularly used contextualization and localization in teaching and learning because of the need for appropriate materials, especially in teaching the learners' vocabulary. While the reasons for such difficulties are complex, teachers continuously look for methods to foster students' interest in learning English in a fun and effective way. Because literature strongly influences students, several authors advocate for its integration, especially in vocabulary learning.

Using Minalabac Poetry: Springboard for Vocabulary Enhancement will be advantageous to the Minalabaqueos students, the teachers, and future researchers to develop mastery of the learning competencies, specifically on vocabulary enhancement of Grade 7 students. Through the vocabulary of chosen literary works, the poems by Mr. Luis Dato and Mrs. Leonor Dy Liacco about various topics in Minalabac will help the students bring learning closer to their understanding. The Department of Education would benefit from the findings of this study because they highlight the department's objective, which is to adhere to culture-based and equitable education for all while focusing on the use of appropriate language that is mindful of the values, actions, beliefs, and affairs of the community where the students belong.

The administrators may also benefit from this because it can be the foundation for future intervention plans they must create. Also, the lessons' contexts are known and relevant to the students because they are members of the community that the teaching materials are about, which could help them improve their vocabulary learning skills. Teachers of students in Grade 7 may also use the results of this study as supplem ental educational materials for vocabulary development. Additionally, this project can open the eyes of future researchers eager to aid students in expanding their vocabulary, mainly through local resources. They could find this helpful in conceiving parallel studies as a result.

Research Objectives

This research aimed to develop Poetry in Minalabac: Springboard for Vocabulary Enhancement of the students. Specifically, it seeks to:
1. Analyze the vocabulary in selected Minalabac poetry using Formalism.
2. Design a Workbook utilizing the analyzed words in the Minalabac Poems.

Scope and Delimitation

The study focused is limited to six (6) poems about Minalabac. These poems were written by Bicol writers like Luis G. Dato, who wrote "*Life in the Barrio*." Mrs. Leonor Rojano Dy-Liacco wrote *"Bring Back "Mata," My Beautiful Spring," "A Bid for the Coconut," "My River," "A Plea,"* and *"The Fish, The Hook, and The Bait."*

The aspects that were looked into are connotation, denotation, and the parts of speech to which the chosen words belong. The activities in the workbook were limited to crossword puzzles, word scrambles, word associations, and spelling drills. In this way, one can see how these words works and how these words can be used in varied activities thus bringing learning closer to the students understanding.

Theoretical Framework

This study is anchored on various theories and concepts, which served as bases in conceptualizing the present study, as shown in Figure 1.

Formalism by Roman Jakobson (1960) focuses on the characteristics of what he referred to as "poetic language." To realize those communicative acts where the focus is on message rather than the author's emotions, Jakobson advocated the poetic function of language. Additionally, it emphasizes explanation, or "close reading," of "the work itself" and "how a piece works" was found through close focus and analysis. This theory will help the students understand the varied meaning of the vocabulary chosen in the poems. Students can grasp how the terms were used by determining their denotative and connotative meanings and the part of speech where the words belong, which can help them understand the words better. In this way, the students could use the words in their daily communicative activities effectively and efficiently, enhancing their vocabulary. Additionally, readers of this study would learn the various aspects of life and the issues in the environment Minalabaqueños while learning the different vocabulary related to Minalabac. The researcher also believed that the result of the analysis of the words in this study could help develop activities and exercises for a workbook aimed at improving vocabulary.

The theory of *Constructivism of Jerome Bruner* encompasses learning as an active process wherein learners can form new ideas based on their current and past knowledge. The learner uses a cognitive framework to choose and change information, build hypotheses, and make judgments. Cognitive structure (e.g., schema, mental models) gives meaning and organization to events and helps people "go beyond the information provided. Wijayanti (2013) stated that the student's role is to construct their understanding and knowledge of the world through experiencing and reflecting on those experiences. It means that the students build the meaning of certain things by assimilating and accommodating through their own experiences. It tends to create active students. Kurt (2021) emphasized a crucial element in constructivism: learning is a dynamic process. To build knowledge, students must actively participate in conversations and activities. to construct knowledge. Students cannot take on a passive role and retain information. There must be a sensory response to build meaningful ideas forging connections between what one believes and the information one has already. Learning also occurs within the context of our lives or alongside the rest of our understanding. One considers our life and categorize the new information according to how it aligns with our current viewpoint. Understanding is created. Every student

Figure 1. Theoretical Paradigm

starts their educational career with some prior knowledge, which they then build upon as they progress. To make each person's skill distinct, they will decide whatever parts of their experience to include.

Similar to the present study, the researcher believed that through constructivism, the children will be urged to take an active role in their activities, especially when dealing with the workbook given to them. As in learning, learners may also reflect on their experience and integrate new vocabulary discussed in the poems into their existing knowledge. Learners create schemas to arrange their newly acquired information. These ideas are all helpful in achieving the purpose of this study, which is to help the students enhance their vocabulary and use it to achieve linguistic competence. Students can build new knowledge and experiences through the workbook from the vocabulary activities in the learning material.

Conceptual Framework

Figure 2 shows the conceptual paradigm of the study. With the study's goal to help students enhance their vocabulary, the conceptual paradigm shows how this small leap could make a big difference by presenting how the study was done.

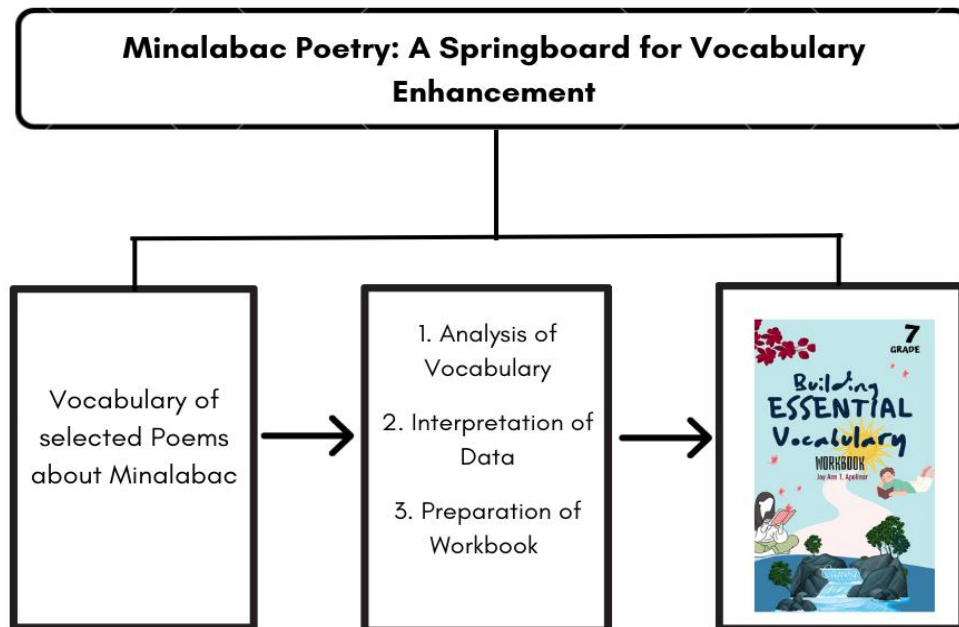Careful reading and scrutinizing of the poems while

Figure 2. Conceptual Paradigm

taking down notes and highlighting the exciting words is one way to come up with the vocabulary to be analyzed finally. The words were chosen through the lines with figures of speech. Next is determining the parts of speech where the words belong. As an integral part of the vocabulary meaning, denotative meanings were assigned. Analysis through formalism was drafted with the identified words in the poems. The data gathered in the study is subjected to interpretation which focuses on the interrelation of the words' connotative

and denotative meanings. Similarities and distinctions in the purposes of the terms were stated. As a final step, preparation of the workbook through the use of the words

The interpretation results were then utilized to create the activities and exercises in the workbook, which targets vocabulary enhancement precisely for Grade 7 – Students. The final output of the study was entitled "Building Essential Vocabulary," as this caters to varied vocabulary tasks through the analyzed words in the poem. With the diverse tasks in the workbook, students can somehow open their minds to the functions of these words, helping them learn how to use them in their daily communicative tasks. This could also open their minds to the various issues in our society and environment.

Assumptions

This study assumed that:

1. The words in the poems about Minalabac posit varied denotative and connotative meanings.
2. The tasks in the workbook provide activities that could enhance vocabulary.

Definition of Terms

The following terms were conceptually and operationally defined to give light to the study:

Analysis. This refers to loosening up and breaking down similarities or patterns in data (image, text, or sound) or phenomena (beings and things) (Petrina, 2019). In this it refers to investigating and studying the selected vocabulary words in the selected poetry about Minalabac by identifying the distinctions and similarities that made up the message of the poems by looking at its denotative, connotative meanings, and parts of speech.

Building Essential Vocabulary. This refers to the output of the study, which is a student's workbook containing instruction and exercises utilizing the analyzed vocabulary on the selected poems about Minalabac, which aims to improve and enhance the vocabulary of Grade 7 Students and high school struggling learners.

Connotation. This is the subjective meaning of a word, together with the feelings it evokes. (Mometrix Test Preparation, 2023). In this study, this refers to the perception and judgment of the chosen vocabulary in the poems about Minalabac by looking at its figures of speech.

Denotation. This is a word's literal meaning. To put it another way, it is a word's objective meaning, or the definition that academics generally concur with and is not reliant on personal experience. (Mometrix Test Preparation, 2023). In this study, this refers to the central meaning of the chosen words in the poems about Minalabac retrieved through online dictionaries.

Interpretation. It refers to the act or result of explaining or interpreting something: the way something is explained or understood (Britannica Dictionary, 2023). In this study, this refers to interpreting the connotative and denotative meanings of the chosen vocabulary in the poems about Minalabac by looking at their distinctions.

Poetry about Minalabac. This refers to the six selected poems written by local writers like Luis G. Dato, who wrote "*Life in the Barrio,"* and Mrs. Leonor Rojano Dy-Liacco who wrote *"Bring Back "Mata," My Beautiful Spring," "A Bid for the Coconut," "My River," "A Plea,"* and "*The Fish, The Hook, and The Bait"* which the vocabulary was subjected for analysis.

Preparation of the Workbook. In this study, this refers to assigning tasks that would fall under easy, moderate, and hard category via form, meaning, and use framework. Form was used through the activities that develop the students' spelling ability. At the moderate level, the meaning was used by adapting activities on synonyms, antonyms, and word associations. Lastly, on the hard level, Use was integrated through the activities involving collocations and constraints of use.

Vocabulary. This refers to all the words in a language that a specific person or group of people can understand. (Nordquist, 2019). In this study, this refers to the chosen relevant words present in the selected poems about Minalabac that were subjected to analysis by finding out their connotative and denotative meanings.

NOTES

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CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents reading materials that are related and relevant to the current study. The following related literature and studies were arranged thematically. Related literature and studies about vocabulary enhancement, integration of poetry in language learning, connotation, and denotation, parts of speech, formalism, and workbooks were laid down and specified as they will provide the baseline information and insights to the present study.

Vocabulary Enhancement

Vocabulary knowledge is a crucial component of linguistic competency. Unexpectedly, the absence and neglect of vocabulary in language teaching and learning have become a concern. According to the blog of Text Inspector (2020), vocabulary is the foundation of language. In a nutshell, vocabulary is essential because it is the basis of all languages. We can use raw building blocks to express our thoughts and ideas, share information, understand others, and grow personal relationships. A more extensive vocabulary can be a stepping stone to higher language fluency levels.

That is why vocabulary is fundamental in teaching and learning English because students need more speech to understand others or express their ideas. Thus, the importance of vocabulary enhancement is broader than one specific area. Vocabulary enhancement dramatically affects all the other areas of learning of the learners. The importance of vocabulary enhancement was expounded by Miller (2021), who stated that the importance of vocabulary growth cannot be overstated because understanding is the ultimate aim of reading. Furthermore, a strong vocabulary enhances all forms of communication, including speaking, reading, and writing. For the following reasons, vocabulary development is essential to a child's success: It fosters critical thinking and promotes learning about the outside world. Increasing a child's vocabulary opens up a world of fresh information.

Arden (2021) added that vocabulary skills are critical to each student's academic achievement. In and out of the classroom, student success depends on grasping reading comprehension and English language development. Effective vocabulary strategies help educate children as they learn new words. Developmental delays, reading difficulties, and infrequent exposure to new terms can cause setbacks in student progress. However, most teachers agree that there are better ways to help students grow their vocabulary skills
than passive learning.

As one of the most neglected areas in language learning, vocabulary should be of significant focus for classroom teachers; this was pointed out by Yokubjonova (2020), who stated that vocabulary is the words everyone uses to communicate with others, share their ideas, and express their opinions. That is the main reason why it is important to teach vocabulary. Word knowledge is essential in this process as it can

improve students' comprehension and literacy skills. Thus, nobody can deny that increasing vocabulary is an integral part of our life, and realizing its importance in language acquisition is a key to academic success in language learning. In addition, language skills can be developed by acquiring vocabulary knowledge. Teaching vocabulary is pivotal in learning a foreign language, and increasing word knowledge is a dynamic and meaningful way to create it.

Viera (2017) also states that the recent developments in second and foreign language acquisition highlight that non-native speakers, apart from grammar and pronunciation, require a solid vocabulary knowledge foundation to become successful English users in any academic environment. Thus, regardless of the degree of learners' competence in grammar and pronunciation, they need sufficient vocabulary knowledge to communicate effectively. In large part because the lexicon carries more of the meaning of a text than the grammar does. Grammatical errors may result in ungrammatical utterances. Thus, inappropriate use of vocabulary affects the communicative act. That is, vocabulary is one of the linguistic components influencing the development of communicative competence and learners' language skills.

The result of the study by Santillan and Daenos (2020) shows that vocabulary knowledge is crucial in the understanding of the material and the development of macro-skills, most especially in reading. When reading, a person may overestimate or underestimate their vocabulary knowledge, thinking they know the meaning of words in the text. Also, to repair the lack of understanding of a word in the text and to ensure comprehension, they may use vocabulary-learning strategies (VLS). The study results revealed the need to enhance the curriculum, specifically on vocabulary, to facilitate the learning of strategies and to provide more practice of the vocabulary learning strategies through reading.

The study by Rahmat (2020) revealed that learners felt it was their responsibility to increase their vocabulary. They willingly depended on strategies such as guessing the meaning and even relied on dictionaries when needed. On the other hand, learning strategies can sometimes be hindered if learners have learning issues. These issues, like language and cultural background, and their attitude towards some learning methods can hinder their vocabulary acquisition. Findings also revealed that language barriers such as effectiveness, environment, and motivation could hinder learners' learning of the vocabulary of the target language.

The study of Azor et al. (2018) entitled "Buswak-Tumatarok Festival: Course in Teaching English Vocabulary in Grade 7" revealed that the use of Buswak-Tumatarok Festival through its localized terms is an effective technique for vocabulary development of the Grade 7 learners. However, there is a need for a focused discussion and activities on vocabulary enrichment and figurative language; the teacher needs to cite several examples to familiarize them and improve their understanding of the different figures of speech.

In his research, Viera (2017) examines how vocabulary knowledge influences written production; while measuring the lexical richness and lexical profile of argumentative essays written by EFL language learners. The findings suggest that vocabulary knowledge of the foreign language is necessary; it provides learners with a broader ability to produce well-structured written texts and contributes to the comprehension of utterances.

Integration of Literature in Language Learning

Literature is a vital source for language teaching. It introduces the best examples of language use, provides authentic materials for all levels of learners, familiarizes learners with the culture of the language they are learning, and boosts motivation by involving them personally and appealing to their emotions. Thus, this is also given importance by many researchers like Rasinski (2018). Rasinski (2018) elaborates that success in reading has long been acknowledged to depend on having a strong vocabulary. Literature has confirmed over and time again that one of the best indicators of reading development is vocabulary size. The use of vocabulary can improve reading comprehension in a variety of ways. Secondly, wider vocabulary gives readers access to richer semantic resources, which helps them activate pertinent prior knowledge and combine new material with knowledge they already have, improving understanding. Second, it has been discovered that vocabulary usage predicts the development of vital metalinguistic awareness skills.

Daskalovska and Dimova (2012), as cited in AL-Bakri (2019), considered integrating literature in the classroom, which allows the students to use the language more consciously than sticking to functional material, as literature will give them a wide chance to express their feelings and opinions as well as, to interact freely. In addition, they deem that using literature will steer the role of learners from being passive into dynamic learners.

The use of Poetry in vocabulary learning was also given importance by Bahri (2020). According to Bahri (2020), learning poetry is an alternative method to introduce the students' purposes to increase their competence where poetry can benefit learning language. Several benefits of using poetry in academic learning helped students increase their ability to learn the language. First, poetry gives many opportunities for students to act in classroom activities. Second, students can practice reading in front of the class and how to express feelings through words. Third, varied vocabularies are found in poetry more than in any other writing mode. For example, poetry provides many synonyms for a word in a single poem, an excellent strategy for learning language through academic learning.

In the study by Po-or (2020), he found out that the selected Philippine literary texts serve as a rich source of vocabulary which is a basis for developing contextual and sound word associations for the students' vocabulary enrichment. Using an array of word-learning techniques, such as assessment tests and enhancement activities, increases vocabulary exposure. Moreover, vocabulary development strategies draw on multiple repetitions of the vocabulary's content to promote the internalization of vocabulary concepts. The developed worksheet package is perceived as a helpful reference in promoting students' vocabulary development.

The study by Bahri (2020), entitled "Student's Perception of the Use of Poetry in English Learning," concluded that poetry is a teaching medium often used in academic classes. By using poetry as teaching media in language learning, the students can get many advantages to improve their abilities. He also found out that one of the benefits of using English poetry is that it could help enrich the vocabulary and provide pronunciation practice among learners.

The study of Arvieta (2019) entitled, "Enhancing Students Vocabulary Through Poetry for EF: A Case Study," revealed that the obstacles which the students encountered in learning English vocabulary are difficulty in using the language, poetic and unfamiliar diction. However, the student's enthusiasm for using poetry as one medium of learning proves that they think learning English is still ongoing. Through

comprehending poetry, proficiency in mastering vocabulary was high. The technique used in teaching vocabulary is by using literary works such as poems. The purpose of teaching vocabulary through literary works is to introduce literature, especially poetry, to the students and also to help the students in learning vocabulary. In this case, the students become more interested in learning vocabulary through poetry as the media of learning, and this technique also make the students easy to memorize new words. This technique helps students easily understand the materials so that students will feel energized.

The result of the study by AL-Bakri (2019) showed that using poetry in the language classroom has a significant influence on improving students' vocabulary and pronunciation competence. Also, students during this study have developed positive attitudes towards poetry as their motivation has evolved. Teachers have positive attitudes toward integrating poetry in their classes, as poetry significantly influences pedagogical value, language skills, cultural understanding, and motivation dimensions. Thus, integrating poetry in the language classroom helps students to improve their understanding of vocabulary, as poetry encourages students to link between the word and its meaning and pronunciation.

The study of Lecheheb and Gueham (2019) entitled, "The Role of Poetry in Enhancing Learners' Vocabulary Acquisition," revealed that poetry allows students to increment their vocabulary knowledge; this only shows that if the students are exposed to poetry, their vocabulary acquisition will be effectively enhanced.

In his study, Gonen (2018) highlighted that Poetry has frequently been overlooked as a useful instrument for teaching languages. Moreover, its role in expanding human experience and creating language awareness has yet to be fully realized. With the help of the proposed framework, he found out that implementing poetry in the language class helped to promote motivation, creativity, and self-expression along with multi-skill development and interaction among learners. His study also suggests that poetry can become part of language teacher education. In this regard, the article proposes implications for teachers and teacher educators for implementing poetry in language teaching practice.

Formalism

On their blog, Coursehero (2022) stated that Formalism's key tenets include "art for art's sake," "content = form," and "texts exist in and for themselves," which led to the development of reading methodologies that focus on the explicit textual structures and separate them, authorial devices, and language usage. Formalism seeks to classify, categorize, and catalog works in accordance with their formal characteristics through these impartial and detached interpretations.

Gillespie (2010) specified that formalism involves carefully analyzing a literary text's craft. Ignoring historical context, biographical information about the author, philosophical or psychological issues, or even the text's political or moral messages. One of the formalist strategies is carefully scanning the text. A detailed analysis is called closed reading, where one closely examines literature.

Andres (2017) stated that formalism deals primarily with text and not with outside considerations, such as the author, the real world, the audience, or other literature. Meaning is inherent in the text; since meaning is determinant, all other considerations are irrelevant. He also added that formalism focuses on the words of the text rather than facts about the author's life or the historical milieu it was written.

Azarias and Francisco (2019), in their study entitled "Formalist Criticism: Critique on Reynaldo A. Duque's Selected Ilokano Poems," discovered that the Philippines is a country with rich literature that embody

the culture and history of the Filipinos. One of the rich sources of literature is that of the Ilokano people in the Ilocos region of Luzon. However, a need for more critical studies on Ilokano literature is evident. As such, this study analyzed the selected contemporary Ilokano poems of Reynaldo A. Duque using the frameworks of formalism, namely literariness and organic whole. Through content analysis and closed reading, the study discovered that Reynaldo A. Duque employed eight literary devices in his poems: persona, tone, mood, rhyme, rhythm, figures of speech, symbolism, imagery, theme, and syntax; the meaning of the poem progresses as the eight devices are being decoded; each device reveals a hint about the poems' meaning. Nevertheless, Ilokano literature and text still reveal universal truth specifically, on the universality of human character or emotions and the society's culture; it possesses literary elements.

Denotation and Connotation

Setiani (2020) stated that denotation plays an essential role in identifying the meaning of words. It is identified as the central aspect of word meaning, which means that it is called literal meaning, the meaning as same as dictionary meanings which everybody generally agrees. According to Isfandiary in Zuhdah and Alfain (2020), denotation is commonly defined as a literal meaning or a word that has only one specific meaning. In other words, it is the basic meaning of visual signs.

Setiani (2020) also highlighted that connotation refers to the personal aspect of meaning, the emotional associations that the word arouses. Connotations vary according to individuals' experiences because people have everyday experiences. Some words have shared connotations called connotative meaning when the word has a taste value of both positive and negative; if it has no taste value, then it is said not to have Connotation (Kreidler, 1997, p. 45).

According to Bamunusinghe and Bamunusinghe (2016), connotation and denotation can be considered as two different techniques for bringing out the meaning of a word. Denotation always refers to the literal meaning, which can also be considered as the dictionary meaning. It always grabs the meaning of a word as it is. The reader does not have to understand the different nuances of the word but just the surface meaning. On the other hand, the connotation is related to a word's emotional and imaginative meaning. At the same time, the connotative meaning of a word does not stay alone, but also its denotative meaning.

Mayuuf et al. (2019) stated that the "denotative" or "conceptual" meaning and the "peripheral," "associative," or "connotative" meaning are the two basic types of meaning when one examines the meaning of words in a language. Denotative meaning is a word's literal, conceptual, or dictionary meaning. In contrast, connotative meaning is the emotional association accompanying a word. Writers of literature often make use of these two types of meaning. Therefore, it is crucial to know connotation and denotation to understand literature. Consequently, to discuss and understand literary texts, one must concentrate on the language of these texts and the meanings of the words used.

Van Gemert (2022) shed light on the general understanding of connotation, stating that it is the feeling, emotion, cultural implication, or overtone associated with the word. Connotations may not appear in a dictionary, yet they are equally crucial to understanding and using the word.

On the blog of Pearson (2005), they stated that one must be able to read and comprehend in order to function in that society. Effective vocabulary skills—understanding individual words as they appear in context—are the bases of overall reading comprehension. A writer must use words in accordance with their

established connotations if they want their readers to completely understand what it means. Otherwise, they risk misinterpreting a word and confusing the reader.

The study by Setiani (2020) concludes that in writing poetry, the poet could use two meanings of language besides other meanings, such as diction or style. Denotative meanings convey the literal meaning or actual words as the meaning in the dictionary. On the other hand, connotative meaning means that when a word suggests a set of associations, the readers can associate it with imagination, emotion, and feeling. They (denotative and connotative) enable the poet to explore the meaning of the poetry that he/she writes.

The study by Rao (2017) entitled, "A Brief Study of Words Used in Denotation and Connotation," explains how denotative and connotative meanings of words are used in a language. People create new words when they need them, and they give these words several meanings. Language is symbolic and represents ideas, objects, and feelings, wherein connotation and denotation are part of language and communication. The connotation of a word adds elements of emotion, attitude, or color. The use of meaning through denotation and connotation depends partly on the field of study. For ESL students to develop their writing style, it is useful to learn vocabulary with different connotations and meanings. Connotation and denotation are crucial for language learning and literary comprehension. Depending on the situation and the context, a word may have a positive or negative connotation.

Parts of Speech

The blog of Masterclass (2021) stated that When an author is trying to convey a specific mood or feeling, they must find the right word or phrase to describe or explain it to the reader. Writers must be careful with word choice and select words wisely, as it is their opportunity to be as clear and precise as possible; one minor substitution can completely change the tone and meaning of an entire paragraph.

The blog of Cudoo (2020) also stated the importance of analyzing parts of speech, stating that comprehending the eight components of speech is useful for determining each word's meaning. By becoming familiar with the eight parts of speech, one can immediately see grammatical errors in sentences and determine whether there is a run-on sentence, a pronoun that is being used incorrectly, or a subject-verb agreement issue.

The blog entry of Palcomtech (2022) highlighted that It is essential that one understands the parts of speech in English grammar because they play a crucial function in creating sentences that are grammatically correct and coherent.

The blog of Word Dive (2016) also states that understanding the different components of speech is essential while learning a new language. The appropriate word order and punctuation are determined by the part of speech that a word belongs to. Understanding the function of each word in a sentence structure aids in both understanding and appropriate sentence construction.

Form, Meaning, and Use Framework

In their article, "Form, Meaning, and Use," Real Grammar (2021) highlighted that understanding the connections between form, meaning, and use helps learners develop a sense of how a language works and become more effective communicators. Expert speakers know and use many vocabulary and grammatical forms; they understand the meanings of these forms and use them for effective communication.

According to Nation (2020), knowing a word comprises at least nine different types of

knowledge, including receptive and productive information, and each type of knowledge includes the form, meaning, and application of the word. It is preferable to have a well-balanced mix of various learning chances. This knowledge can be acquired through language usage (meaning-focused input, meaning-focused output, and fluency development), deliberate teaching, and learning. Word knowledge can be gained through incorporating new terms into pre-existing frameworks and from having a basic understanding of how the world works.

According to the blog of TESOL (2010), there are many ways to define the concept of a word, but the three key ideas that teachers should be aware of and concentrate on are form, meaning, and use. They also emphasized that, in accordance with Nation (2001), a word's form entails its pronunciation (spoken form), spelling (written form), and any word elements that constitute this specific item (such as a prefix, root, and suffix). The term "uncommunicative" serves as an illustration of word parts. The prefix un- denotes the negative or opposite, the root word communicate, and the suffix -ive indicates the ability to perform an action. Here, they are all used interchangeably to describe something or someone who is uncommunicative because they are unable to communicate. According to Nation (2001), meaning includes how form and meaning interact, or, in other words, the notion and the things it refers to, as well as the connections that individuals have when they think about a particular term or expression. Nation noted that use involves the grammatical functions of the word or phrase, collocations that generally go with it, and finally, any constraints on its use in frequency and level. Nation (2001) declared there is both a receptive and productive dimension for form, meaning, and use, so knowing these three aspects for each word or phrase involves 18 different types of lexical knowledge.

According to Nation (2001), "Form, Meaning, and Use Framework," encompasses all aspects of vocabulary knowledge; however, unlike the former, the latter incorporates his ideas into one single model with a simple and straightforward representation. In Nation's opinion, word knowledge has three main components: form, meaning, and use. The general category "form" is further divided into three elements. The spoken form refers to the phonological knowledge (e.g., pronunciation) associated with the word, the written form the orthographic representation (e.g., spelling), and the word parts the morphological knowledge. The second category, "meaning," can be more finely classified into form and meaning (e.g., meanings of different derivatives of the word), concept and referents (e.g., what the word refers to in a particular context), and associations (e.g., relationship with other words such as synonyms and hyponyms). Lastly, the category "use" includes grammatical functions (e.g., how the word is used in a sentence), collocations (e.g., what other words usually occur with this word), and constraints on use (e.g., other factors like register and frequency).

In his study, "What aspects of vocabulary knowledge do textbooks give attention to?" Brown (2010) found that vocabulary researchers have established that multiple aspects of word knowledge need to be mastered for a learner to know a word honestly. The results show that a single aspect of vocabulary knowledge - form and meaning - receives the most attention in the textbooks at all three levels, while two other aspects - grammatical functions and spoken form - also receive attention. The other six aspects need more attention. The study thus suggested that materials writers need to adopt a more rounded view of vocabulary knowledge and argue for an approach in which items are revisited regularly as different aspects of vocabulary knowledge are introduced.

Workbook to Enhance Vocabulary

Vocabulary knowledge is crucial in the

The study of Grosso (2017), "Worksheets Based on Vocabulary to Enhance Writing," showed how worksheets based on vocabulary learning strategies contributed to the development of fourth-grade students' writing. The results showed that students were driven to acquire new words as a result of worksheet designs based on vocabulary tactics, as well as to comprehend the strategies that enabled them to begin the writing process. Moreover, the writing strategies were effective for students because they learned how to write simple sentences. Also, using the models provided, they could write simple paragraphs. Finally, all of these activities allowed students to improve their performance. The study helped learners feel motivated to learn faster and encouraged them to understand the importance of using vocabulary, learn new strategies, and value meaningful writing feedback.

In their research entitled, "The Role of Workbooks in the Learning Process in Primary Schools in the Republic of Macedonia," Ristevska et al. (2015) aimed to obtain information on the role of workbooks on student learning in primary schools in the country. Worksheets as educational aids in the educational process help students solve and learn simpler in challenging cognitive tasks and can help create a natural period of thinking through various activities. Because of their structure, students use them in school but very often use them at home as aids in learning or solving homework tasks. During the preparation of tasks in worksheets, the interaction between the individual tasks is taken into consideration, as well as the development of students' basic structure and intellectual abilities. Research by space – according to the time dimension, it is transversal because it studies the act simultaneously in different places. The research results contribute to promoting and improving teaching practice and confirming the critical role of workbooks in the teaching process.

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CHAPTER III
RESEARCH METHODOLOGY

The qualitative approach was employed as the research methodology in this chapter. It specifically comprises the research design, methods and procedure, ethical considerations, and data analysis technique of the research.

Research Design

The descriptive-developmental research design was used in the study as it tries to describe the vocabulary in the Poems about Minalabac. The researcher used the Archival Method to collect the selected poems, which entails locating and retrieving information and evidence from original archives. The researcher acted as the reader-critic in analyzing the vocabulary of the poems. The denotation and connotation of the words were determined and studied through the lens of formalism. The findings were utilized in crafting a learning material to enhance the students' vocabulary.

Methods and Procedures

The researcher gathered six (6) poems about Minalabac: through archival method. Closed reading analyses were employed to analyze the vocabulary in the selected poems about Minalabac. As an initial step, the researcher reads the poem thoroughly and meticulously while taking notes on the relevant words. Then, the researcher finds the denotative meaning of the words through online dictionaries. The researcher also carefully scrutinizes and explores the connotative meanings of the chosen words by looking for figures of speech. The researcher then interprets the implication of this classification. As a last step, the researcher utilized words analyzed in crafting the activities and exercises in the workbook as an output of this study.

Ethical Considerations

This study adheres to the ethical considerations stated by Bhandari (2021). The current undertaking maintained high objectivity in all discussions and analyses from the beginning until the end. Additionally, all the literature and studies cited were properly acknowledged and cited using American Psychological Association (APA) citations.

Data Analysis Technique

The study used Closed-Reading Analysis to analyze the data systematically. Based on the blog of The Writing Center (2022), Closed-Reading Analysis is a detailed examination of a literary work's structure; this is a reading activity and a topic for a literary analysis paper, however, in a more refined form. Additionally, the University of York (2022) stated that Close-reading is not reading between the lines but rather delving further and deeper into the text to discover the several interpretations a certain word, phrase, or description

can imply. Thus, this study utilized close-reading analysis to analyze the poems' vocabulary. To achieve this Reading the Passage was the initial step. The researcher reads the poems thoroughly and takes notes of the relevant or exciting things in the poems. Second step was to *Annotate and Analyze the passage.* The analysis began by identifying the lines with figures of speech. Then, the word's function in the lines was determined by identifying the parts of speech where the words belong. Then, the denotative meanings of the words were also assigned. The third step was to *Develop a Thesis*. Using the notes in step 2, a summary of observations on how these words' functions and meanings work together will be made. Next step was *Construct an argument*. The researcher scrutinizes and explores the chosen words' connotative and denotative meanings. The researcher then interprets the implication of these observations. The last step was to *Develop an outline based on the thesis.* The summary of observations was discussed thoroughly through formalism. Finally, the analysis results were used in crafting exercises and activities in the workbook to enhance the students' vocabulary.

For the preparation of the workbook, the following process was followed based on Periarce (2017). The first step was *Selection of Topics.* The topics were selected from the significant vocabulary in the selected poems about Minalabac. Such aims are to document, analyze, and create a learning material/workbook that is valuable in developing the students' vocabulary. The second step was the *Preparation and Construction of the Workbook*. In writing the workbook, the several components were considered like the *Target Population* as it specifies the level and the kind of students to which the workbook is directed. Next is *Overview* as it gives the students a bird's-eye view of the topics covered by the workbook. Such background is needed to prepare their mental setups and motivate the learners. Another component that was considered was *Objectives* in which the students should know what is expected of them in going through the workbook regarding learning objectives. To make these objectives clear and comprehensible, the workbook was formulated in terms of students' specific and measurable performance. Another component is the *Instruction to the learners.* The instructions cover specific directions or guidelines for every activity or text, which are clear and straightforward. Last component that was considered was *Learning Activities.* These refer to the exercises the students must undertake to achieve the specific learning objective.

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CHAPTER IV
ANALYSIS AND INTERPRETATION

This chapter covers the presentation, analysis, and interpretation of the study's investigated vocabulary words as a basis for developing a workbook to aid students in expanding their vocabulary. The discussion was divided into two parts – a discussion of connotation and denotation of chosen vocabulary in the poems and a discussion of the output of the study – a workbook.

Vocabularies in Selected Minalabac Poetry

This study utilized six (6) poems about Minalabac: "*Life in the Barrio,*" which was written by Luis G. Dato; *"Bring Back "Mata," My Beautiful Spring," "A Bid for the Coconut," "My River," "A Plea,"* and "*The Fish, The Hook, and The Bait*" were written by Mrs. Leonor Rojano Dy-Liacco. Each poem was subjected to analysis by finding out the denotation of the words selected. The denotations of the words presented revealed the distinction between the people, places, and way of living of Minalabaquenos and connotations in the poems were also exposed by uncovering the underlying implications of the figures of speech.

Table 1 shows the denotation, parts of speech, and connotative meaning of the words identified in the poems. Luis G. Dato's poem Life in the Barrio demonstrates how life

Table 1 *Vocabulary in the poem "Life in the Barrio"*

Vocabulary	Denotation	Part of Speech	Connotation
Heart	the center of the total personality, especially with reference to intuition, feeling, or emotion	Noun	Heart as a personification of rejoice
Rejoice	to be glad; take delight (often followed by in)	Verb	-
grieve	to feel deep sadness or mental pain	Verb	-
Rife	prevalent especially to an increasing degree	Adjective	Rife as a personification of grieve
Headless	having no head	Adjective	-
Death	the state of being no longer alive: the state of being dead	Noun	Death as a personification of headless
Values	something (such as a principle or quality) intrinsically valuable or	Noun	Values as a personification of bathed

	desirable		
Perfect	being entirely without fault or defect	Adjective	Perfect as a metaphor of all the people
Strange	different from what is usual, ordinary, or expected	Adjective	Strange as an oxymoron to loveliness
Loveliness	the quality of being very beautiful or attractive.	Noun	-
Whir	a prolonged soft swish or buzz, as of a motor working or wings flapping	Noun	Whir as an onomatopoeia to sky
Mellow	rich and full but free from garishness or stridency	Adjective	Mellow as an onomatopoeia to chime
Hiss	to express disapproval or contempt by making this sound	Verb	Hiss as an onomatopoeia to blossom
Rich	having wealth or great possessions; abundantly supplied with resources, means, or funds	Adjective	Rich as an alliteration with rare
Rare	coming or occurring far apart in time	Adjective	-
Breadth	distance from side to side	Noun	Breadth as a consonance with brow
Brow	the projecting upper part or margin of a steep place	Noun	-
Grim	fierce in disposition or action	Adjective	Grim as an assonance of disease
Disease	a condition of the living animal or plant body or of one of its parts that impairs normal functioning and is typically manifested by distinguishing signs and symptoms	Noun	-
Original	of, relating to, or constituting an origin or beginning	Adjective	Original as an assonance of sin
Sin	an offense against religious or moral law and an action that is or is felt to be highly reprehensible	Noun	-
Dumb	showing a lack of intelligence	Adjective	Dumb as an assonance of

		e	glum
Glum	broodingly morose	Adjective	-
Climate	the average course or condition of the weather at a place usually over a period of years as exhibited by temperature, wind velocity, and precipitation	Noun	Climate as an assonance of mild
Mild	gentle in nature or behavior	Adjective	-
Fireflies	any of various winged nocturnal beetles (especially family Lampyridae) that produce a bright soft intermittent light by oxidation of luciferin especially for courtship purposes	Noun	Fireflies as an assonance of light
Light	something that makes vision possible	Noun	-
Goods	personal property having intrinsic value but usually excluding money, securities, and negotiable instruments	Noun	Goods as an assonance of boot
Boot	kick (something) hard in a specified direction.	Verb	-
Clear	free from doubt	Adjective	Clear as an assonance of peace
Peace	a state of tranquility or quiet: such as a freedom from civil disturbance	Noun	-
Mysterious	exciting wonder, curiosity, or surprise while baffling efforts to comprehend or identify	Adjective	Mysterious as a repeated word for anaphora

in a barrio, specifically in Minalabac, could be. Thirty (32) content words that fall in the lines of these figures of speech were chosen as subjects to analyze their denotation and the parts of speech they fall in.

Personification, the primary figure of speech in the poem, represents a thing or abstraction as a person or by the human form. Personification was represented by the words *heart, rejoice, grieving, rife, headless, death, and values* which were found in the lines *To hear which makes the heart rejoice, With gladness and with grieving rife, death comes to claim its flow of tears, and find the values bathed in soft beams.* The poem's use of personification illustrates the simplicity of the people's lives in Barrio. People are delighted with their achievements amidst the circumstances of one's endings and struggles. Although they encountered challenges,

they continued to live up to their principles. On the positive side, however, this is also an illustration of human achievement, showing how people could live peacefully with contentment and happiness due to their efforts and hard labor.

Additionally, the words *heart, death, and values* are nouns that explicate people's characteristics and lives. *Rejoice and grief* are verbs, and *rife and headless* are adjectives that tell what people do and feel amidst their struggles.

Anaphora is also evident in the poem as one of the figures of speech. The word *mysterious* in the line "*Mysterious start, mysterious end*" connotes that life in this world is unpredictable. At once, people are still living, enjoying the earth's goodness, and doing things that make them happy, and then there comes death out of nowhere, which marks the end of earthly favors. *Mysterious* as an adjective was mainly used to state exciting wonder, curiosity, or surprise, while baffling efforts to comprehend or identify something that helps ignite people's curiosity about their fate.

The line *All is not perfect, it is true* is a metaphor that implies imperfections in the life of the members of the community and the community itself. Living in the Barrio, where poverty is pervasive, is not always an easy or pleasurable experience. As they could not access the proper medications, sickness and death were always possible. The word *perfect* as the chosen word is an adjective that explicates being right and complete without any flaw.

Oxymoron is a two-word or phrase used together that seems to have opposite meanings are evident in the line *Strange loveliness to her impart*, the words *strange and loveliness* an oxymoron which heightens the readers' impression of how people live in the Barrio. The maiden in the poem is described by *strange loveliness*, which connotes issues in the people's lives in the Barrio. The people experience struggles living in a small community – the Barrio. The pain of living a life where poverty is apparent, and people get diseases leading to the death of many people.

The connotation suggests a social issue indicating the lack of support that the people get from the government. The government only focuses on those living in the town where primary services are provided to help the people regarding their health, education, and welfare. Thus, people can easily access these as they establish the services in the town. However, those who are living in small communities seem to be forgotten. Though people are always working hard to plant crops as their primary source of income, poverty, diseases, and death are still evident. With the lack of education and access to hospitals, the people in the community make a living hard for them. The poem life in the Barrio is one way to call out the government's attention to address the basic needs and problems in small communities in the country. The word *strange* is an adjective different from what is usual, ordinary, or expected.

In contrast, the word *loveliness* is a noun that denotes the quality of being very beautiful or attractive. *Strange loveliness* may denote that life in the Barrio can be full of satisfaction as life is simple, and people are contented with what they have. However, this contentment is being shattered by poverty, diseases, and death that people experience.

Sound devices are the tools that demonstrate specific effects in the poetry that express and reinforce content through sound. The author of the poem utilized it to amplify the atmosphere and add appeal to the poem, in which the tone and idea were clearly emphasized. Onomatopoeia, as one of the sound devices, is evident in words *whir, mellow, and hiss* which are in the lines *The arch of the sky, the whir of wings, Hiss*

peerless blossom of the plain, and Nor all year round a mellow chime.

Another sound device in the poem is alliteration through the words *rich, rare, breadth, and brow*, found in the lines *Which waft a perfume, **rich** and **rare,** and Not by the suspect breadth of the brow.* Additionally, Assonance was found in words *Grim, Disease, Original, Sin, Dumb, Glum, Climate, Mild, Fireflies, Light, Goods, Boot, Clear, and Peace.* These are found in the lines "*time brings its share of grim disease,*" "*The imprint of original sin,*" "*Over which the dumb, blue heavens bend,*" "*the climate is, by contrast, mild,*" "*Where swarms of fireflies pool their light, and A load of grains or goods to boot.*" The sound devices cited in the lines above provide an audible pulse that gives the poem a lulling, lyrical effect. The lulling effect connotes calmness and stillness of things to the people that whatever problems they encounter, the barrio life still soothes stressful life. The sound devices gave us hints about the feeling of living in a barrio where changes are inevitable. The tone grasped in the poem are happiness and grief for life in the Barrio is not as easy as it seems because everything is possible, even the unwanted changes and phenomenon in life.

The speaker's insights and observations of daily life in the neighborhood are highlighted in Luis Dato's poem Life in the Barrio. The nouns "whir," "breadth," "brow," "diseases," "sickness," "sin," "climate," "fireflies," "light," "goods," and "peace," which are included in the sound mentioned above devices, allude to the emerging aspects in the Barrio, whether they are in the surroundings or people's lives. The adjectives *rich, rare, mellow, grim, original, dumb, glum, mild, and clear* were also used to explicate how these things in the Barrio greatly affected the population's capacity to live happily despite homelessness and poverty. The verbs *hiss and boot*s are utilized to state neighborhood activities by conveying an impression of how diligent the residents are.

As a whole, through the analyzed words, it can be concluded that the poem's tone is survival and perseverance. The poem's mood is zeal and hopes that despite the difficulties, they rest but return energized and full of hope—not just for themselves and their families but the entire community. Through the connotations and denotations analyzed in words in the poem, readers could think and reflect on their way of living. The poem's message shows the readers that there is no permanent thing in the world. Living in the Barrio is not always happy, as people's lives could be a roller coaster ride. There are times when living in the Barrio is full of endless happiness; however, there are also times when hardships come unexpectedly. However, being strong amidst hardships makes a living in the Barrio all worth it, as Barrio is full of peace and serenity, and people help each other.

The words which fall under parts of speech in the poem Life in the Barrio bring a piece of important information to the readers about the words' functions. The part of speech which was dominantly used in the chosen word in the poem is the adjective which has 14 words that are mainly used to describe how people adapt to the highs and lows of life. Fourteen nouns indicate the people and the environment in Barrio. On the other hand, four verbs were present in the poem that states the people's actions, which shows what they usually do in their daily lives. The blog of Cudoo (2020) states the significance of examining the eight components of speech, arguing that doing so is helpful for deciphering the meaning of each word. Students who are familiar with the eight parts of speech may immediately see grammatical errors in sentences and determine whether there is a run-on sentence, a pronoun that is being used incorrectly, or a verb agreement issue.

Helping the students think creatively through the words analyzed could significantly benefit

their daily communicative process as this could let them think of proper words to express themselves adequately. Mayuuf et al. (2019) supported the idea that when one investigate the meaning of words in a language, one can find two main kinds of meaning, one of which is the 'denotative' or 'conceptual' meaning. The other is 'peripheral,' 'associative,' or 'connotative' meaning. Denotative meaning is a word's literal, conceptual, or dictionary meaning. On the other hand, connotative meaning is the emotional association accompanying a word. Writers of literature often make use of these two types of meaning. Therefore, it is essential to know connotation and denotation for our understanding of literature. Consequently, to discuss and understand literary texts, one must concentrate on the language of these texts and the meanings of the words used.

The readers and students can be acquainted with the actual meaning of the words through the analysis of the denotative and connotative meanings of words and parts of speech where they belong. Students can better understand the meaning of the words, helping them use the words in their communicative processes effectively. If the students were able to use these words effectively in varied contexts, this only means that their vocabulary expanded. Vocabulary skills have a significant impact on students learning. According to the blog of Text Inspector (2020), vocabulary is the foundation of language. In a nutshell, vocabulary is essential because it is the basis of all languages. Materials can be used to communicate thoughts and ideas, impart knowledge, comprehend people, and strengthen interpersonal bonds. A bigger vocabulary might serve as a springboard for improved language proficiency. Santillan and Daenos' (2020) study proved that vocabulary knowledge is crucial in understanding the material and developing macro-skills, especially reading. Also, to repair the lack of knowledge of a word in the text and to ensure comprehension, she/ he may use vocabulary-learning strategies (VLS). The study results revealed a need to enhance the curriculum, specifically on vocabulary, to facilitate learning strategies and to provide more practice of vocabulary learning strategies through reading.

Thus, to fully help the students enhance their vocabulary, integrating these words in learning worksheets and exercises can be a small leap in gaining and understanding words that can be used in varied communications in the actual communicative setting.

Table 2 presents vocabulary items with their denotative and connotative interpretations in Leonor Dy Liacco's poem Bring Back "Mata," My Beautiful Spring. Twelve (12) words were picked and explicated through denotation and the part of speech where these words belong. Connotative meanings of these words were identified through figures of speech namely simile, metaphor, consonance, and repetition, which could help the readers fully grasp what the author wanted to convey to the readers. The "Mata," locally known to be a beautiful spring in Minalabac, could mean the unending flow of time. That water flowing from it could last forever if only people could take care of it properly. It also means a source of life to the people where people get their everyday living.

The words *trees and poles* were primarily highlighted in the line *Among the trees as tall as poles* which is a simile.

Table 2 *Vocabulary in the poem "Bring Back "Mata," My Beautiful Spring"*

Vocabulary	Denotation	Part of Speech	Connotation
Trees	a woody perennial plant having a single usually elongate main stem generally with few or no branches on its lower part	Noun	Trees are simile of poles
Poles	a long slender usually cylindrical object (such as a length of wood)	Noun	-
Roots	the usually underground part of a seed plant body that originates usually from the hypocotyl, functions as an organ of absorption, aeration, and food storage or as a means of anchorage and support, and differs from a stem especially in lacking nodes, buds, and leaves	Noun	Roots as simile of brown
Brown	having the color of wood or chocolate	Adjective	-
Leaf	a lateral outgrowth from a plant stem that is typically a flattened expanded variably shaped greenish organ, constitutes a unit of the foliage, and functions primarily in food manufacture by photosynthesis	Noun	Leaf as metaphor of green
Green	of the color between blue and yellow in the spectrum; colored like grass or emeralds.	Adjective	-
Verdant	green with growing plants	Adjective	Verdant as consonance with crown
Crown	a royal or imperial headdress or cap of sovereignty	Noun	-
Plants	a young tree, vine, shrub, or herb planted or suitable for planting	Noun	Plants as a personification of swayed
Swayed	the action or an instance of	Verb	-

	swaying or of being swayed: an oscillating, fluctuating, or sweeping motion		
Bring	take or go with (someone or something) to a place.	Verb	Bring as a repeated word for anaphora
Back	expressing a return to an earlier or normal condition.	Adverb	-

The use of similes in the poem highlights the abundance of the environment along the spring. The trees were compared to poles as it connotes prosperity, and people have a substantial source of living and a healthy environment as trees. Poles are both nouns, denoting lengthy growing things along the spring to show how great and important the trees are along the spring and also state that trees are so valuable, among other things, in the environment. Without the trees, there would be no spring that the speaker longed for the most.

The metaphor was evident in lines "With wavy roots in shades of brown" and "Each leaf a shade of green so cool," where *roots* are compared to *brown* so as the *leaf* was compared to the shade of *green*. The comparison of the words *roots, brown, leaf, and green* through metaphor connotes a significant impression of the happiness that the surroundings gave to the persona as these describe and demonstrate the things she reminisces during the good old days of her youth, the beautiful sceneries she saw before. Roots and leaves are both nouns, while brown and green are adjectives that denote the diversity of trees and their characteristics. The idea also indicates that trees in Minalabac create greenery in the environment, particularly near the spring and even in the water.

Consonance, which refers to repetitive sounds produced by consonants within a sequence of words, is also apparent in the line "A stalwart tree with verdant crown," where the words *verdant and crown* are used to strengthen the mood of instilling the goodness and beauty of nature along the river. The word *verdant*, an adjective, gives a denotative meaning of thriving vegetation in the river. In contrast, the word *crown,* which is a noun, provides a denotative meaning of supremacy of the trees, which significantly impacts the life of the persona where she gets contentment and unending happiness. The simplicity of life in the heart of nature satisfies the persona.

Anaphora, where several phrases or verses begin with the same word or words and highlight deeper meanings in the text, is evident in the lines "Bring back my tree, my spring, my pool!" and "Bring back my love, my life, my soul!" Repetition of the words *bring* and *back* creates an emphasis on the frustration of the persona wherein the "Mata," whom she considered her happiness and life, vanished. The pronoun "my" was repeated to provide the readers with the idea of personal relationships and experiences of the persona to the river. The words *bring*, which is a verb, and *back* which is an adverb, mainly denote calling for a return of something, which in this poem – the "Mata." The words strengthened the mood of longing and sorrow, and its tone, which is yearning, added appeal to the poem. As the Mata became part of her life growing up, she could not help but be lonely seeing when the water almost dried up because of climate change. The persona cried out to bring back the "Mata" and its beauty, for it became part of what she is now.

The writer made use of varied words about these to help the readers be acquainted with the proper terms of the places and bodies of water around them. The denotative meanings of the words used in the poem enable readers to become fully aware of both the beauty of the spring and several environmental issues. The

Mata that supplies water to the people and provides for their everyday needs is at risk because of people's activities. The spring had dried and posited various effects on the lives and living of the people. The idea also helps the students understand the significance of Mata, the spring in Minalabac, to the community without confusing them.

The connotations provided by the figures of speech help the readers to come up with the idea that the poem is about someone who is reminiscing and longing for the life and happiness she used to have. The readers of the poem may also come up with the idea that the river serves as life to the people in Minalabac as it allows various creatures to grow and evolve. However, several issues came up as this spring dried up and the persona also lost her life – her happiness too. These associations to come up with the connotative meaning expressed in the poem were supported by Setiani (2020), who highlighted that Connotation describes the subjective component of meaning, or the associations that a word elicits on an emotional level. Since everyone has everyday experiences, connotations vary from person to person. Certain words have shared connotations. A word is said to have a connotative meaning when it has a taste value that can be both good and negative. If a word has no taste value, it is said to have no connotation (Kreidler, 1997
, p. 45).

By understanding the functions of chosen words, the readers and students could easily convey their ideas regarding the current issue of Mata and how they can help solve its current problem or situation. They also had a chance to understand the proper use and meaning of the words if they were given a chance to use them in context. On the blog of Pearson (2005), they stated that to cope in that society, one must be able to read and understand what you are reading. The beginning of overall reading comprehension lies within adept vocabulary skills—understanding individual words as they appear in context. A writer must use words in accordance with their established connotations if she wants her readers to completely understand what she means. Otherwise, she risks misinterpreting a word and confusing the reader.

The importance of learning words with varied meanings was given importance by Rao (2017) who stated that learning words is only one aspect of learning a language. It is important to accurately relate our words to the events and things they stand for. The denotative meanings of the author's words enable readers to understand the word's specific meaning. Additionally, this can make it easier for the students to comprehend the words' intended meaning.

The literary devices analyzed also aid in stimulating creativity and awareness among the students as they can alleviate understanding of various issues in the poem. As an example, the study of Azarias and Francisco (2019) entitled, "Formalist Criticism: Critique on Reynaldo A. Duque's Selected Ilokano Poems," discovered that the Philippines is a country with rich literature that embody the culture and history of the Filipinos. Duque employed eight literary devices in his poems: persona, tone, mood, rhyme, rhythm, figures of speech, symbolism, imagery, theme, and syntax; the meaning of the poem progresses as the eight devices are being decoded; each device gives a clue to the meaning of the poems. With the integration of the poem as an aid in vocabulary enhancement of the students, Daskalovska and Dimova (2012), as cited in AL-Bakri (2019), recommended considering integrating literature in the classroom, which will allow the students to use the language more consciously than sticking to functional material. Using literature will give them a wide chance to express their feelings and opinions, as well as, to interact freely. In addition, they deem that using literature will steer the role of learners from being passive into dynamic learners.

Thus, the researcher recommends utilizing the chosen words in the poem in learning activities or exercises as this can help the students be open-minded about the meanings that come along with it. Thus, through understanding these, the readers could be creative enough leading them to be divergent thinkers in expressing themselves. If the students could express themselves effectively and appropriately, this could mean that their vocabulary expanded adequately.

Table 3 presents the denotative meanings, parts of speech, and connotative meaning of the chosen vocabulary words in the poem "A Bid for Coconut" by Mrs. Leonor Dy- Liacco, where most words pertain to various food and some

by-products that can be made through the use of coconut. The poem "A Bid for Coconut" by Leonor R. Dy-Liacco illustrates

Table 3 *Vocabulary in the poem "A Bid for the Coconut"*

Vocabulary	Denotation	Part of Speech	Connotation
Really	in actual fact: actually	Adverb	Really as an assonance of stately and lovely
Stately	majestic in manner and appearance.	Adjective	-
Lovely	exquisitely beautiful.	Adjective	-
Climbing	to go upward or raise oneself especially by grasping or clutching with the hands	Verb	Climbing as an alliteration to coconuts
Coconuts	the drupaceous fruit of the coconut palm whose outer fibrous husk yields coir and whose nut contains thick edible meat and, in the fresh fruit, a clear liquid	Noun	Coconuts as an alliteration to climbing
Buckles	a flat, typically rectangular frame with a hinged pin, used for joining the ends of a belt or strap.	Noun	Buckles as an alliteration to brooches
Brooches	an ornament fastened to clothing with a hinged pin and catch.	Noun	-
Stronger	striking or superior of its kind	Adjective	-
Santan	a coconut jam mixed with lots of fresh pili nuts.	Noun	Santan as a metaphor of food
Food	any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.	Noun	-
Bukayo	is a traditional sweetmeat in the Philippines made from young coconut meat and sugar.	Noun	Bukayo as a metaphor of dessert
Dessert	the sweet course eaten at the end of a meal.	Noun	-
Coconut	a milky white liquid expressed from coconut meat,	Noun	Coconut milk as a

Milk	used as a base in cooking.		metaphor of drink
Drink	a liquid that can be swallowed as refreshment or nourishment.	Noun	-
Suka	a sharp-tasting liquid, made especially from sour wine, malt, or cider, that is used to add flavor to or to preserve food	Noun	Suka as a metaphor of new
New	recently created or having started to exist recently	Adjective	-
Milk	a food product produced from seeds or fruit	Noun	Milk is a simile of medicine
Medicine	a substance or preparation used in treating disease	Noun	-

the beauty and usefulness of coconut trees in the life of Filipinos, particularly Bicolanos. The word *"we"* indicates persona in the poem which is an advocate to save trees as it beneficial on people's lives. From its leaves, roots, and fruits, the coconut tree indeed provides a wealth of advantages that aid people in many ways and act as a source of income for them.

Additionally, figures of speech were also evident in the poem, which could open the readers' minds to the various aspects of the poem. Assonance is evident in the line, *It is so stately and lovely,* which provides a connotation of eminence and dominance of the coconut trees. The word *really* which is an adverb provides a denotative meaning of assurance to the people that coconut trees brought so many advantages in many aspects. Furthermore, the use of the words *stately and lovely*, both adjectives provide vivid descriptions of the coconut trees, which are majestic and exquisitely beautiful. Alliteration is also apparent in the lines, *"So climbing coconuts challenge the boys," "For something still more substantial there is a tuba for you,"* and *The coconut shells make buckles and brooches.* Through specific effects, alliteration elicits an emotional response from readers. Through these, the author effectively conveyed how difficult coconut picking is.

Furthermore, the fruits of one's effort also offer a wide range of benefits that are sustainable as long as people take good care of them, just like with coconut trees. As part of the lines, the words *coconuts, buckles, and brooches* are all nouns that indicate to be products of coconut trees which are very significant to the people as these products can be used in daily living. The word *climbing* is a verb that states the action of people who takes much effort to get the coconut from its tree. The word more powerful, an adjective, provides a significant description that speaks significantly of the product, like the tuba, which can be produced through the coconut.

The lines *The santan with pili is food for the gods, Tender meat bukayo is a special dessert, coconut milk is such a wonderful drink,* and *The suka for cooking is not new* are examples of metaphors. In the line, *The santan with pili is food for the God, 's* metaphor was utilized to compare *santan* to the *food* for the gods. The idea, however, shows the supremacy of a delicacy made from a delicious, delectable coconut that can be offered to anyone and special people. The words *santan* and *food* are nouns that denote a dessert made from coconut, also called coconut jam, and *food,* which mainly states nutritious substances that people take, just like the santan. The line *coconut milk is such an excellent drink* that the coconut milk is compared to a beautiful *drink. The suka for cooking is familiar,* wherein suka is compared to something familiar for people as this is a common product made from a coconut. The metaphors in the lines create a vivid idea for the readers that the coconut, a widespread tree in a community, has varied purposes and benefits for the people.

A simile is also in the line *But milk as a medicine, who would ever think*? This line conveys coconut trees' significant benefits on people's lives, thus implying power. The words *milk and medicine*, both nouns, also denote that the liquid expressed from the coconut meat can be used as a treatment for various illnesses in addition to being consumed as food.

The ideas presented by the chosen words in the poem A Bid for Coconut exemplify the varied food products that can be made from the coconut. The connotations above posit meanings that can significantly impact the readers as they can associate varied words with them. Van Gemert (2022) shed light on the general understanding of connotation, stating that it is the feeling, emotion, cultural implication, or overtone associated with the word.

The study by Rao (2017) entitled, "A Brief Study of Words Used in Denotation and Connotation," explains how denotative and connotative meanings of words are used in English. Language is symbolic and represents ideas, objects, and feelings. Connotation and denotation are part of language and communication. The connotation of a word or term adds elements of emotion, attitude, or color. The study of Lecheheb and Gueham (2019), entitled "The Role of Poetry in Enhancing Learners' Vocabulary Acquisition," revealed that poetry allows students to increment their vocabulary knowledge. The idea shows that if the students are exposed to poetry and study poems in the EFL classroom, their vocabulary acquisition will be effectively influenced, tested, and confirmed to a large extent. Lastly, integrating denotative meanings of the vocabulary in the poem can be a great leap to reinforce its proper functions when used in varied communicative activities. Pearson (2005) stated that Writers must employ words in accordance with their established meanings if they want their readers to completely understand what they are saying. Otherwise, they risk misinterpreting their intended meaning and confusing the reader. Additionally, According to Bamunusinghe, S., and Bamunusinghe, K. (2016), connotation and denotation can be considered as two different techniques for bringing out the meaning of a word. Denotation always refers to the literal meaning, which can also be considered as the dictionary meaning.

With the words presented in the poem, it is recommended to employ these words in learning workbooks as these present diversities of meaning which is a way to stimulate critical thinking among the readers and students that may lead to their vocabulary enhancement. Additionally, employing the words in learning activities could open the students' minds to the benefits of the coconut and its superiority in the lives of the people and the environment. Students would also be aware of the current situation of the coconut trees as people tend to neglect and cut them for their advantage. However, these actions may kill someone's life as animals, plants and people can be affected. Thus, utilizing the words could help encourage the readers of the author's advocacy which is to protect and preserve the coconuts and be considerate of the environment.

Table 4 shows the fourteen (14) chosen vocabulary in the poem "My River" by Leonor R. Dy-Liacco. Figures of speech like Metaphor, Assonance, Alliteration, Personification, and Personification were found which revealed connotations of the chosen words. Furthermore, its denotation and parts of speech were also interpreted. The persona was revealed in the lines *"In the little town I grew up"* and *"As a little girl, I swam there"* this reveals that the persona is now a grown-up woman who emphasizes her vivid memories of her

Table 4 *Vocabulary in the poem "My River"*

Vocabulary	Denotation	Parts of Speech	Connotation
River	a large natural stream of water flowing in a channel to the sea, a lake, or another such stream.	Noun	River as a metaphor of placid
Placid	(especially of a place or stretch of water) calm and peaceful, with little movement or activity.	Adjective	-
Twilight	the light from the sky between full night and sunrise or between sunset and full night produced by diffusion of sunlight through the atmosphere and its dust	Noun	Twilight as a metaphor of quiet
Quiet	free from noise or uproar	Adjective	-
All	the whole number, quantity, or amount	Pronoun	All as metaphor of calm
Calm	free from agitation, excitement, or disturbance	Adjective	-
Fear	be afraid of (someone or something) as likely to be dangerous, painful, or threatening.	Verb	Fear as an assonance of lurk
Lurk	(of a person or animal) be or remain hidden so as to wait in ambush for someone or something.	Verb	-
Windy	(of weather, a period of time, or a place) marked by or exposed to strong winds.	Adjective	Windy as an alliteration to whisper
Whisper	a soft or confidential tone of voice; a whispered word or phrase.	Noun	-
Tide	the alternate rising and falling of the surface of the ocean and of water bodies	Noun	Tide as a personification of swell
Swells	to expand (as in size, volume, or numbers) gradually beyond a normal or original limit	Verb	-
Happy	enjoying or characterized by well-being and contentment	Adjective	Happy as a simile of lark
Lark	any of a family (Alaudidae) of chiefly Old World ground-dwelling songbirds	Noun	

that are usually brownish in color

experiences growing up with the river next to their house. The woman's experiences at a full moon, noontime, and dusk show the serenity she feels being in the river. Swimming in it at night and during a full moon lifts her spirits, providing her with true happiness and peace that fills her life. As a little girl, she found peace while rowing her boat in the evening. Since the persona's mind was opened to her priceless possessions by the river, the poem's tone emphasizes contentment. At the same time, the poem's mood is contentment and happiness about the simple pleasures in life.

This idea was further explicated through the use of metaphor in the lines *In the little town I grew up; Was a river quiet and placid, When at twilight all is quiet, All is calm- no one in sight.* The use of metaphor provides a vivid idea of the situation and the feeling of the persona toward the river. The river which is a noun, connotes an unending flow of time and life. The words *quiet and placid*, both adjectives provide a significant description of the persona's feelings of serenity and tranquility over time. The *twilight*, a noun that denotes the light from the sky between full night and sunrise or between sunset and full night, is described as quiet. The twilight in the line connotes new beginnings even in the darkest hours where these new beginnings bring peace to the persona's life.

The sound devices, such as Assonance, are evident in the line *Fearing nothing lurking near*, connotes the persona's relationship to the river. The line denotes that even as a little girl, she would bravely swim in the water without hesitation. Alliteration is also apparent in the line *"Windy whispers in my ear,"* which provides a connotation of a driving force to the persona to be courageous enough to face one's journey. The words *fearing and lurking* are verbs that state the action of the persona toward her activities in the river.

When the tide swells with the full moon is a personification wherein the tide is personified by the word swell. This line mainly implies the challenges and struggles that people go through in life. Life undergoes cycles. Sometimes people feel happiness and achievements, and sometimes people would also experience rough patches and loss. On the other hand, as a chosen word, the tide is a noun that means the characteristic of the water in the river - the fluctuating rising and lowering of water bodies' surfaces. At the same time, the word *swell* means to expand (as in size, volume, or numbers) gradually beyond a standard or original limit. These words mainly suggest the waves and flow of the water in the river which could go high sometimes, especially during the full moon.

The simile is also evident in the lines *I soak in even at noon, Feeling happy as a lark.* Simile was used to emphasize the excitement of the persona while swimming in the river. It also connotes the excitement of her adventures as it gives her the satisfaction of living a simple life with nature. The chosen word *happy* is a noun that provides a definite meaning to the feeling of the persona, which is enjoyment and contentment. Another local color that can be found in the poem is the *lark -a noun,* which is a songbird that gives a melodious tone that may suggest happiness to the people.

The analysis above provides a significant explication of the varied meanings of the chosen words. The denotative meanings of the words used in the poem help the readers see the real things in the environment and appreciate the simplicity of living more. While having the marvelous things around, they understood the words offered through their denotative meaning.

Denotation was elaborated by Setiani (2020) that in terms of identifying the meaning of words,

denotation plays a vital role as it is identified as the central aspect of word meaning. The idea means that it is called literal meaning. The meaning is the same as dictionary meanings which everybody generally agrees. Mayuuf et al. (2019) added that when we investigate the meaning of words in a language, we find two main kinds of meaning, one of these is the 'denotative' or 'conceptual' meaning, and the other is 'peripheral,' 'associative' or 'connotative' meaning. Denotative meaning is a word's literal, conceptual, or dictionary meaning, while connotative meaning is the emotional association accompanying a word. Writers of literature often make use of these two types of meaning. The blog entry of Palcomtech (2022) highlighted that It's crucial to grasp the parts of speech in English grammar since they play a crucial part in creating sentences that are cohesive and use appropriate grammar. The blog of Word Dive (2016) also states that recognizing parts of speech is very useful when learning a foreign language. The part of speech to which a word belongs guides its use in a sentence and defines the correct word order and punctuation. Knowing the role that each word has in a sentence structure helps to understand sentences and also to construct them properly.

Therefore, it is essential to know connotation and denotation for our understanding of literature. Thus, applying these vocabularies' denotative and connotative meanings in context could open the students' minds if they prompt a message to others, especially if they talk about nature and how to take care of the river as a whole.

However, in a language class, vocabulary is one of the most neglected areas in language learning, so it is recommended that it should be of great focus to the teachers in the classroom. Yokubjonova (2020) pointed out this, who stated that vocabulary is the words everyone uses to communicate with others, share their ideas, and express their opinions. That is the main reason why it is quite essential to teach vocabulary. Word knowledge is the fundamental resource in this process as it can make better students' comprehension and literacy skills.

Thus, nobody can deny that increasing vocabulary is an essential part of our life, and realizing its importance in language acquisition is a key to academic success in language learning. In addition to this, with vocabulary knowledge, language skills can be developed. Teaching vocabulary plays a pivotal role in learning a foreign language, and increasing word knowledge is a dynamic and meaningful way to develop it.

The meanings of the words analyzed in the poem "My River" could be helpful among students, mainly when used in learning activities. In this way, the students could open their minds to the persona's life and experiences with the river and appreciate the importance of the things around them and nature, to which they can relate. Through the descriptions, it is evident how the author poses the beauty of the river and the enjoyment and peace that the people could get when they are in the river. Additionally, the students could think freely about the words they can associate with the given words making it easier for them to figure out their meaning while thinking critically. As the words in the poem directly connect to the readers, the readers could easily associate meanings to it as they can relate to it.

Table 5 shows the vocabulary words found in the poem The Fish, The Hook, and The Bait by Leonor R. Dy-Liacco, which primarily shows its denotation, the parts of speech where these words belong, and its connotative meanings.

The Fish, The Hook, and The Bait by Leonor R. Dy-Liacco focus on a persona who recounts her experiences fishing as a child. Through the words *catch, fish,* and *father,* it can be concluded that the persona is a daughter of a fisherman. The character stated that to catch fish, and one needs to understand that the hook

is a critical material in fishing and that the bait attracts fish. A fisherman must also know that fish are targeted with specific baits and must begin fishing as the tide rises. However, this pastime provides something to eat and teaches readers valuable lessons. The speaker encourages the readers to develop their patience. Catching fish surely need skills and patience so as in life.

Table 5 *Vocabulary in the poem "The Fish, The Hook, and The Bait"*

Vocabulary	Denotation	Parts of Speech	Connotation
Fish	an animal that lives in water, is covered with scales, and breathes by taking water in through its mouth, or the flesh of these animals eaten as food	Noun	Fish as a symbolism of prosperity
Hook	a curved device used for catching or holding things, especially one attached to a surface for hanging things on	Noun	Hook as a symbolism of strength
Bait	a small amount of food on a hook (curved piece of wire) or in a special device used to attract and catch a fish or animal	Noun	Bait as a symbolism of attack
Carp	a deep-bodied freshwater fish, typically with barbels around the mouth.	Noun	Carp as a consonance of umbrella and rib
Umbrella	a device consisting of a circular canopy of cloth on a folding metal frame supported by a central rod, used as protection against rain or sometimes sun.	Noun	-
Rib	a long raised piece of stronger or thicker material across a surface or through a structure, and typically serving to support or strengthen it	Noun	-
Long	a long interval or period.	Adjective	Long was used as part of repetition
Aliso	Also known as mangagat, is a highly valued food fish in the Indo-Pacific region with production coming from both the capture fisheries and aquaculture.	Noun	Aliso was used as part of repetition

Every blessing requires patience since it will arrive at the most appropriate time, much like when one catches a fish. The biggest blessings do not come just in one stance. It constantly calls for perseverance and hard work.

The primary figure of speech in the poem is symbolism, a literary device that uses symbols, be they words, people, marks, locations, or abstract ideas, to represent something beyond the literal meaning. The poem's symbolism through fish, hook, and bait was evident. The fish symbolizes blessings from God that people may get if they pursue and work hard for it. The hook represents the strength and perseverance people

must exert to achieve a goal. Lastly, the bait symbolizes the skills and abilities people must have to overcome obstacles in life. Through denotative meanings, the words *hook* and *bait* are both nouns used as tools in catching fish. Additionally, the word fish is a noun that denotes an animal that lives in water, is covered with scales, and breathes by taking water in through the mouth, or the flesh of these animals is eaten as food by the locals. The fish in the river provide enjoyment and daily sustenance among the people in the Barrio.

Consonance, the repetitive sounds produced by consonants within a sequence of words close to each other, is evident in the line *For carp – a bent umbrella rib*. The use of consonance in the words *carp, umbrella, and rib* vividly emphasizes how the persona catches fish, specifically the carp. The line also provides a connotative meaning of prosperity and abundance for someone with the determination and flexibility to pursue something. The word *carp* means a scaly deep-bodied freshwater fish, typically with barbels around the mouth, that the persona and her family typically catch in the river. At the same time, the word *umbrella* and *rib* are materials used explicitly for catching the carp.

Repetition, repeating words, phrases, lines, or stanzas, is also evident in the lines. *The father sits for a long wait,* and *"Big aliso, fair aliso," his father's sweetest refrain.* The lines provide a connotative meaning of patience and blessings. The word *long* connotes the patience that the father of the persona has in catching the fish is evident, and the word *also* is the result of the patience of the persona's father rendered. This word connotes the blessings they got for their hard work. On the other hand, the word *long,* an adjective, denotes an interval or period of waiting as the persona described what his father did to catch an extensive and fair fish. Also, *a* noun means a local fish that the fishermen catch in a river.

The poems The Fish, The Hook, and The Bait provide limitless opportunities for the readers to expand their vocabularies and life lessons. Fishing in the poem mainly connotes hard work, and blessings will surely come if someone employs it daily. The poem's readers can directly relate to this situation as life is full of struggles, and hard work is most needed everywhere to survive in this lifetime, just like in fishing. Big fish will come if someone patiently waits and works hard for it. This situation is familiar to many as they may have encountered them personally or because they are common in their neighborhood.

Additionally, the poem is rich in words that depict various local features of Minalabac that every people encounter daily. Through identifying its denotative meanings, the readers were able to be acquainted with the literal meanings of the words used, thus giving the students a chance to understand and use the words concisely in communication. The denotative meanings of the words also help the readers to easily understand and remember the message of the entire literary text since they can find the meanings of the words in the dictionaries.

Thus, it is essential to be familiar with a varied vocabulary, which can be achieved if one knows the difference between denotative and connotative meanings of a word and its correct use in context. According to Bamunusinghe, S., and Bamunusinghe, K. (2016), connotation and denotation can be considered as two different techniques for bringing out the meaning of a word. Denotation always refers to the literal meaning, which can also be considered as the dictionary meaning. It always grabs the meaning of a word as it is. The reader does not have to understand the different nuances of the word but just the surface meaning.
On the other hand, the connotation is related to a word's emotional and imaginative meaning. At the same time, the connotative meaning of a word does not stay alone but also its denotative meaning. Additionally, the blog entry of Palcomtech (2022) highlighted that It's crucial to grasp the parts of speech in English

grammar since they play a crucial part in creating sentences that are cohesive and use appropriate grammar.

The study by Rao (2017) entitled A Brief Study of Words Used in Denotation and Connotation aims at ESL students and explains how denotative and connotative meanings of words are used in English. People create new words when they need them, and they give these words several meanings. Language is symbolic and represents ideas, objects, and feelings. Connotation and denotation are a component of communication and language. These are the two main ways of explaining what words imply; a word or term's connotation adds additional components of emotion, attitude, or color. Denotation and connotation have different meanings or applications depending on the topic of study. For ESL students to develop their writing style, it is useful to learn terms with different connotations and meanings. Connotation and denotation are crucial for language learning and literary comprehension. Depending on the situation and the context, a word may have a positive or negative connotation.

Additionally, the use of the poem in learning a language was given importance by Bahri (2020). Learning poetry is an alternative method to introduce the students' purposes to increase their competence where poetry can benefit learning a language. He added that poetry provides many synonyms for a word in a single poem, an excellent strategy for learning language through literary learning. The study of Gonen (2018) concluded that implementing poetry in the language class helped to promote motivation, creativity, and self-expression along with multi-skill development and interaction among learners. His study also suggests that poetry can become part of language teacher education.

The analyzed vocabulary in the poem, which was utilized in learning activities and worksheets, gives readers an avenue to connect it to their lives and gather it as their learnings as they can have a chance to use them successfully in context. It would be easier for them to understand and use these words effectively.

Table 6 presents nine vocabulary words with their denotative meanings, parts of speech, and connotative meanings. In the poem "A Plea" by Leonor R. Dy-Liacco, the title itself portrays the poem's tone, which is an appeal or request for reviving and returning the forest that the speaker used to see. Moreover, the context of the poem is clearly discerned by the hints of its form, pattern, diction, and unity through the use of literary elements.

The primary figure of speech found in the poem is consonance which refers to repetitive sounds produced by consonants within a sequence of words near each other. This idea is found in the lines *Would planting trees ensure us their return? Moreover, plant many trees – and strive for their return.* The author used consonance to emphasize the poem's overall message, which is to encourage people to plant trees as it will significantly impact the environment. The idea connotes that the environment is suffering from a particular problem where people can only help to revive it. Climate change causes forest destruction, which the people is to encourage the readers to plant trees, as this is a big way to regain the exquisiteness of nature. The word *trees*,

Table 6 *Vocabulary in the poem "A Plea"*

Vocabulary	Denotation	Parts of Speech	Connotation
Tall	of more than average height, or of a particular height	Adjective	Tall as an alliteration to trees
Trees	a tall plant that has a wooden	Noun	-

	trunk and branches that grow from its upper part		
Sluggish	moving or operating more slowly than usual and with less energy or power	Adjective	Sluggish as a personification of brook
Brook	a small stream	Noun	-
Strive	to try very hard to do something or to make something happen, especially for a long time or against difficulties	Verb	Strive is in consonance with ensure and return
Ensure	to make something certain to happen	Verb	-
Return	to come or go back to a previous place	Verb	-
Cackling	to make the loud, unpleasant sound of a chicken	Verb	Cackling as an onomatopoeia to kalaw
Hooting	a short, loud, high sound	Noun	Hooting as an onomatopoeia to owls

which is a noun denotes the primary plant to be planted in the forest as this is a big help in solving environmental issues. The words *ensure, return, and strive* are all verb that denotes actions to encourage and reassure people about what planting trees may give to them.

Onomatopoeia is also evident in the lines *I miss the Kalaw cackling by the hour* and *"Even my fear at night of hooting owls."* These sound devices enhance the author's emotion, which also provides the idea that the speaker is talking about the liveliness in the forest. Reminiscing all these things in her hometown speaks to the poem's mood, which is longingness. *Cackling and hooting* are verbs and nouns, respectively, denoting both sounds the author hears around their environment.

Personification is also apparent in the line *"The sluggish brook, where countless fish abound,"* which gives the readers the impression that the persona is remembering changes that have taken place in the forest and how these changes made her unhappy and uneasy as she has seen it continue to be destroyed over time. The word *sluggish* is an adjective that denotes the slow movement of the *brook* - a noun that means a small stream. The words also denote the richness of the stream where the fish lives abundantly. The persona is reminiscing all the great things in her environment, giving her pure happiness and contentment. The idea also provides for their everyday needs; thus it is very important to her.

The literary devices found in the poem give the readers the notion that the persona in the poem is grieving and apprehending the changes of the forest and she encouraged her friends to join her in reviving and returning its supposed image. The things that the persona can see around were the most important part of her community. Seeing these around suggests life and hope to all who found adversities in life.

The connotations above play an important role in understanding its underlying meaning. To Rao

(2017) Connotation plays a vital role in almost every type of communication. It could also help ESL students understand and distinguish their explicit and implicit meanings and emotional feelings, and ideas. Setiani (2020) also stated that Connotation describes the subjective component of meaning, or the associations that a word elicits on an emotional level. Though people do have common experiences, connotations vary depending on the experience of the individual; some terms have common connotations, it is called connotative meaning when the word has a taste value both positive and negative.

Additionally, Mayuuf et al. (2019) stated that when we investigate the meaning of words in a language, we find two main kinds of meaning, one of these is the 'denotative' or 'conceptual' meaning, and the other is 'peripheral,' 'associative' or 'connotative' meaning. Denotative meaning is a word's literal, conceptual, or dictionary meaning, while connotative meaning is the emotional association accompanying a word. Writers of literature often make use of these two types of meaning. Therefore, it is essential to know connotation and denotation for our understanding of literature. Consequently, to discuss and understand literary texts, we must concentrate on the language of these texts and the meanings of the words used.

The analyses above provide various word connotations and denotations that express the author's hidden message to the readers. The contextualized meanings were provided to help the readers understand the implicit meaning of the words. Through the connotative meanings given, the words analyzed convey emotions, ideas, and mental images that catch students' attention. Thus, when presented to the students, they can be creative and imaginative enough to think of words they can relate to if they come across them while learning. Since words have multiple meanings, doing this could also help them widen their vocabulary. As a result, the students may feel comfortable expressing their thoughts freely because these can be used in their day-to-day conversations and can be an alternative when

The analyses adhere to formalist criticism expounded by Andres (2017), who stated in his study that Formalism deals primarily with the text and not with any outside considerations such as the author, the real world, the audience, or other literature. Meaning is inherent in the text; since meaning is determinant, all other considerations are irrelevant. He added that Formalism focuses on the words of the text rather than facts about the author's life or the historical milieu in which it was written.

The study of Azarias and Francisco (2019) entitled Formalist Criticism: Critique on Reynaldo A. Duque's Selected Ilokano Poems discovered that the Philippines is a country with rich literature that embody the culture and history of the Filipinos. Through content analysis and closed reading, the study discovered that Reynaldo A. Duque employed eight literary devices in his poems: persona, tone, mood, rhyme, rhythm, figures of speech, symbolism, imagery, theme, and syntax; the meaning of the poem progresses as the eight devices are being decoded; each device gives a clue to the meaning of the poems.

The study of Azor et.al (2018) entitled "Buswak-Tumatarok Festival: Course in Teaching English Vocabulary in Grade 7" revealed that the use of Buswak-Tumatarok Festival through its localized terms is an effective technique for vocabulary development of the Grade 7 learners. However, there is a need to have a focused discussion and activities on vocabulary enrichment and figurative language; the teacher needs to cite several examples to familiarize them and improve their understanding of the different figures of speech.

In the study by Po-or (2020), he found out that the selected Philippine literary texts serve as a rich source of vocabulary which is a basis for developing contextual and sound word associations for the students' vocabulary enrichment. Using an array of word-learning techniques, such as assessment tests and

enhancement activities, increases vocabulary exposure. Moreover, vocabulary development strategies draw on multiple repetitions of the vocabulary's content to promote the internalization of vocabulary concepts. As a whole, the developed worksheet package is perceived as a helpful reference in promoting students' vocabulary development.

The study of Arvieta (2019) entitled "Enhancing Students Vocabulary Through Poetry for EF: A Case Study" revealed that the students' obstacles to learning English vocabulary are: difficulty in using the language, poetic and unfamiliar diction. However, through the students' enthusiasm for using poetry as one medium of learning, it is proven that they think that learning English is no longer straining. Through comprehending poetry, proficiency in mastering vocabulary was high. The technique used in teaching vocabulary is by using literary works such as poems. The purpose of teaching vocabulary through literary works is to introduce literature, especially poetry, to the students and also to help the students in learning vocabulary. In this case, the students become more interested in learning vocabulary through poetry as the media of learning and this technique also make the students easy to memorize new words. This technique helps students too easy in understanding the materials so that students will feel energized.

The cited studies show that poetry plays a vital role in vocabulary development as it is a rich source of vocabulary that could catch attention and prompt curiosity among the students.

Workbook

To utilize the analyzed words, Workbook was designed which primarily aims to enhance students' vocabulary abilities specifically the Grade 7 students. In realizing the present undertaking, the IPO (Input, Process, Output) Model was adopted, which comprises the input of this undertaking, the specific details of the process itself, and explanations of the output produced as a result of the process.

Input

Of the 94 words analyzed, forty-eight are nouns which are *heart, death, values, loveliness, whir, breadth, brow, disease, sin, fireflies*, *light, goods, peace, trees, poles, roots, leaf, crown, plants, coconut, buckles, brooches, santan, food, bukayo, dessert, coconut milk, drink, suka, milk, medicine, river, twilight, whisper, tide, lark, fish, hook, bait, carp, umbrella, rib, aliso, trees, brook, and hooting.* Fourteen verbs were also found like *rejoice, grieve, hiss, boot, swayed, bring, climbing*, *fear, lurk, swell, strive, ensure, return, and cackling.* There were also twenty-eight adjectives present like *rife, headless, perfect, strange, mellow, rich, rare, grim, original, dumb, glum, mild, clear, mysterious, brown, green, verdant, stately, lovely, stronger, new, placid, quiet, calm, windy, happy, long, tall, and sluggish.* There are also two verbs like *back and really*, and one pronoun which is all. The denotative meanings of the words revealed that most of the words indicate situations and issues in the environment. The things found in the environment, including animals, plants, bodies of water, and some products made by the locals from coconuts and other natural things, were also evident. The connotations exposed that there were figures of speech used. The most used figures of speech are assonance and metaphor, where 19 words fall into them. Personification and Alliteration were also evident, with 13 words each, respectively. Some words fell into other figures of speech as two words fell under Oxymoron, five for Onomatopoeia, four for Anaphora, six words for Simile, eight words for Consonance, three for Symbolism, and two for Repetition found.

Process

The process focused on analyzing the chosen vocabulary through Formalism by looking at its denotation and connotation. Interpretation of the analyzed data will also be made at this stage. In achieving this the first thing that the researcher did was to *Read the passage.* The researcher reads the poems thoroughly and takes notes of the relevant or exciting things in the poems. Next step was to Annotate and Analyze the passage**.** The analysis began by identifying the lines with figures of speech. Then, the word's function in the lines was determined by identifying the parts of speech where the words belong. Then, the denotative meanings of the words were also assigned. The third step was to *Develop a Thesis*. Using the notes in step 2, a summary of observations on how these words' functions and meanings work together will be made. Next step was *Construct an argument.* The researcher scrutinizes and explores the chosen words' connotative and denotative meanings. The researcher then interprets the implication of these observations. Last step was to *Develop an outline based on the thesis*. The summary of observations was discussed thoroughly through formalism. Finally, the analysis results were used in crafting exercises and activities in the workbook to enhance the students' vocabulary.

For the preparation of the workbook, the following process was followed based on Periarce (2017). The first step was *Selection of Topics*. The topics were selected from the significant vocabulary in the selected poems about Minalabac. Such aims are to document, analyze, and create a learning material/workbook that is valuable in developing the students' vocabulary. The second step was the *Preparation and Construction of the Workbook**.** In writing the workbook, the several components were considered like the *Target Population* as it specifies the level and the kind of students to which the workbook is directed. Next is *Overview* as it gives the students a bird's-eye view of the topics covered by the workbook. Such background is needed to prepare their mental setups and motivate the learners. Another component that was considered was *Objectives* in which the students should know what is expected of them in going through the workbook regarding learning objectives. To make these objectives clear and comprehensible, the workbook was formulated in terms of students' specific and measurable performance. Another component is the *Instruction to the learners.* The instructions cover specific directions or guidelines for every activity or text, which are clear and straightforward. Last component that was considered was *Learning Activities*. These refer to the exercises the students must undertake to achieve the specific learning objective.

The workbook is self-contained and structured so that the learner can learn and achieve the objective independently or with less assistance from the teachers and even without the materials outside the workbook.

Additionally, the "Form, Meaning, and Use Framework" was used to construct the workbook activities. Accurate Grammar (2021) highlighted that understanding the connections between form, meaning, and use helps learners develop a sense of how a language works and become more effective communicators. Expert speakers know and use many vocabulary and grammatical forms; they understand the meanings of these forms and use them for effective communication.

According to Nation (2001), Form, Meaning, and Use framework mainly involves three components. The first is *Form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). In this study, the form was integrated for the easy category which involves spelling activities. These activities are word scrambles and crossword puzzles which promotes spelling enhancement among the students.

Another component is *meaning* which encompasses how forms and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. This mainly involves concept and referents (e.g., what the word refers to in a particular context), and associations (e.g., relationship with other words such as synonyms and hyponyms). In this study, the 'meaning' part was assigned in the moderate category of activities. The activities mainly involve finding the word associations, antonyms and synonyms of the words through crossword puzzles.

Lastly, the category "use" includes grammatical functions (e.g. how the word is used in a sentence), collocations (e.g. what other words usually occur with this word), and constraints on use (e.g. other factors like register and frequency). In this study, the 'use' was integrated in the hard category of the activities. The tasks mainly involve correct usage, contextual use of words in the sentences and collocations of words through crossword puzzles.

To completely incorporate this workbook into the curriculum, the vocabulary worksheets were created using the Department of Education's program and grade standards. The learning competencies that are the focus of the exercises are EN7LT-I-a-1: Discover literature as a means of connecting to a significant past, EN7V-III-a-13.11: Categorize words or expressions according to shades of meaning, EN7V-III-a-13.11.1: Identify collocations used in a selection and EN7RC-IV-b-12.3: Use lexical and contextual cues in understanding unfamiliar words and expressions.

The researcher believes that the listed competencies would be obtained through the workbook's exercises since the workbook incorporates a range of vocabulary from the poem to teach students and readers about Philippine culture and language skills. The pupils would appreciate and show understanding of the workbook since they would certainly relate to the hypothetical situations created in the learning exercises in the workbook. When students are able to precisely acquire and comprehend these words, they will be able to form and express grammatically sound phrases in their language and communicative activities.

The workbook was considered an output of this study as the researcher believes that students can greatly explore the analyzed vocabulary through the given exercises and activities. Ristevska et al. (2015) also gave importance to the workbook through their research entitled "The Role of Workbooks in the Learning Process in Primary Schools in the Republic Of Macedonia," Ristevska et al. (2015) aimed to obtain information on the role of workbooks on student learning in primary schools in the country. Worksheets as educational aids in the educational process lead students through the theory of the subject and help them solve and learn simpler and even more difficult cognitive tasks, help create a natural period of thinking through various activities, and are, therefore, quite prevalent in teaching in primary schools in the country. Because of their structure, students use them in school but very often use them at home as aids in learning or solving homework tasks. The idea was also given importance by Bjork (2022), who stated that teaching materials, such as textbooks, could be a good source of learning commonly used words. Reading more minor texts and having additional activities in a workbook develop the student's vocabulary or specific vocabulary for everyday situations. By learning vocabulary in context, the students can be made aware of how the target words will be used, which is helpful when producing output or receiving input that affects their language skills and learning.

Output

The workbook entitled "Building Essential Vocabulary" is a set of vocabulary activities and exercises intended for Grade 7 students in the first quarter, which aims to enhance vocabulary skills, to improve reading comprehension, understand and appreciate cultures, places, people, and their way of living in Minalabac, and achieve communicative competence.

The vocabulary activities and exercises in this workbook adhere to the Program Standard and Grade Level Standard on the Curriculum Guide for the first quarter of English 7, which specify that "The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture."

This workbook is also designed to help students who struggle to learn English Language and miss lessons in class. The workbook could also be used in remedial learning for students passionate about learning the English Language. Through this, since they can quickly relate to and utilize it in context, the students may quickly understand the various vocabularies presented and utilized.

Each part of the workbook includes exercise objectives, poems, and varied vocabulary activities that fall into the easy, moderate, and hard categories. The activities include crossword puzzles, word scrambles, word associations, and spelling activities with essential features of the cultures, people and their way of living, and places of Minalabac.

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CHAPTER V
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This research was undertaken to scrutinize the vocabulary in the poems about Minalabac through the lens of formalism. It served as a foundation for creating a workbook that would aid the students in developing their vocabulary.

Objective 1:
Analyze vocabulary in selected Minalabac Poetry using formalism.

Findings:
The analysis shows that of the 94 words analyzed, 48 are nouns, 14 verbs, twenty-eight adjectives, 2 verbs, and 1 pronoun. The denotative meanings of the words revealed that most of the words indicate situations and issues in the environment and the things that can be found around including animals, plants, bodies of water, and some products made by the locals from coconuts and other natural things. The connotations exposed that there were figures of speech used. 19 words fell into assonance, 19 are metaphor, 13 personification, 13 alliteration, 2 oxymorons, 5 onomatopoeia, 4 anaphora, 6 simile, 8 consonance, 3 symbolisms, and 2 repetition.

Conclusions
The authors, Luis G. Dato and Leonor R. Dy-Liacco were able to utilize words that belong to the parts of speech to reveal its primary functions thereby giving emphasis on its usage. Denotations provide specific meaning of the words that explicate important points in the poems like societal, environmental, and life issues helping the readers be well informed. Connotations of the words through figures of speech were used to intensify emotions and provide meanings that ignites imagination among the readers.

Recommendations
If included in the learning process, parts of speech help pupils grasp the functions of words. Students could efficiently construct grammatically and functionally sound phrases this manner, whether they were writing or speaking. Denotations of the words, if integrated in learning would helpful for the students to understand the specific and actual meaning of the words thereby opening the minds of the readers on how to use words properly if they would use such in their daily communicative tasks. Connotations, if should be used in the learning process to foster imaginative and creative minds in understanding word meanings in different aspects become more interesting as it offers an intriguing and engaging process. Employing these words in

the exercises could enhance the students' proficiency in word usage which has a more powerful impact than the usual method.

Objective 2

Design a Workbook utilizing the analyzed words in the Minalabac Poems.

Input

Of the 94 words analyzed, forty-eight are nouns, twenty-eight adjectives, two verbs, and one pronoun. The denotative meanings of the words revealed that most of the words indicate situations and issues in the environment. The things found in the environment, including animals, plants, bodies of water, and some products made by the locals from coconuts and other natural things, were also evident. The connotations exposed that there were figures of speech used. The most used figures of speech are assonance and metaphor, where 19 words fall into them. Personification and Alliteration were also evident, with 13 words each, respectively. Some words fell into other figures of speech as two words fell under Oxymoron, five for Onomatopoeia, four for Anaphora, six words for Simile, eight words for Consonance, three for Symbolism, and two for Repetition found.

Process

The process focused on analyzing the chosen vocabulary through Formalism by looking at its denotation and connotation. In achieving this the first thing that the researcher did was to *Read the passage* wherein the researcher reads the poems thoroughly and takes notes of the relevant or exciting things in the poems. Next step was to Annotate and Analyze the passage**.** The third step was to *Develop a Thesis*. Using the notes in step 2, a summary of observations on how these words' functions and meanings work together will be made. Next step was *Construct an argument.* The researcher scrutinizes and explores the chosen words' connotative and denotative meanings. The researcher then interprets the implication of these observations. Last step was to *Develop an outline based on the thesis.* The summary of observations was discussed thoroughly through formalism. Finally, the analysis results were used in crafting exercises and activities in the workbook to enhance the students' vocabulary that adheres to the Form, Meaning, and Use Framework by Nation (2020)

Output

Building Essential Workbook for Grade 7 was designed to help the students boost their vocabulary through analyzed vocabulary in the poems. The workbook adheres to Form, Meaning, and Use Framework of Nation (2020). Each part of the workbook includes exercise objectives, poems, and varied vocabulary activities that fall into the easy, moderate, and hard categories. For easy category, **Form** was used through the activities that develop the students' spelling ability. At the moderate level, **the meaning** was used by adapting activities on synonyms, antonyms, and word associations. Lastly, on the hard level, **Use** was integrated through the activities involving collocations and constraints of use. The activities include crossword puzzles, word scrambles, word associations, and spelling with essential features of the cultures, people and their way of living, and places about Minalabac

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APPENDICES

Appendix 1

Poems

LIFE IN THE BARRIO
By Luis G. Dato

I

How blessed the barrio life of ease,
Where man is with the world at peace!
Those pristine days, those sunny hours
When field and tree are gemmed with flowers,
Khaki and blue or yellow-hued,
To deck each marsh and bank and wood;
The scent of mud and growing things,
The arch of sky, the whir of wings,
The gnarled dapdap with blossoms red,
The rank, tall grass, the reeds o'erhead
That ripple in the summer wind—
What scents could one more placid find?

Hear Terry, sweetest barrio lass,
Dwells in a hut or thatched grass,
Its roof of nipa and its wall
Grazed by green boughs, fruit-laden all,
Where birds in merry roundelay
Full-thrated sing the livelong day,
But sweeter far the maiden's voice
To hear which makes the heart rejoice,
Beside her one again feels young,
And though to all the word unsung,
She's dearer to the barrio swain,
Hiss peerless blossom of the plain.

Her lips clear-toned and honey sweet,
Her eyes where **light and darkness** meet,
The long, black tresses of her hair
Which waft a perfume, **rich and rare,**
Strange loveliness to her impart
To make a slave of every heart,
For in the barrio Beauty still
Commands with undisputed will.
All is not perfect, it is true,
Here poverty exacts its due,
It is not always harvest time,
Nor all year round a mellow chime;

Time brings its share of grim disease,
And rural days have too brief lease;
In its appointed hour the breath
Of life is snuffed by headless death;
On nights some house is brightly lit
Unwonted, where Death's wing has flit,
Some poor man's morrow to destroy
And end for aye his homely joy;
But, like the field where furrows soon
Are levelled by the rains of June,
Or, like the stream where ripples show,
And instant as they come, they go.

So in the current of our life,
With gladness and with grieving rife,
Death comes to claim its flow of tears,
But soon is staunched in the swift years
And grasses grow, and flowers bloom
To hide the edges of the tomb,
I tell that life's but mortal breath,
And birth the prelude to our death,
Where'er we be, whate'er our state,
Who all inherit one same fate
Befalling Adam and his kin,
The imprint of Original sin;
Mysterious start, mysterious end,

Over which the dumb, glum heavens bend.

<div align="center">

II

</div>

The long December nights they can
Be cold and pitiless to the man,
One shudders with the thought, how fate
Some wretches in this orb, somewhere,
Who, freezing, supperless, have gone
To bed, unfriended and alone?
Good God! in this our native hearth
In this blessed portion of the earth,
Such things as hunger cannot be,

Howe'er our depth of misery;
The climate is by contrast mild,
Crops grow effusive, even wild,
And food is still, in Malthus' spite,
In war and peace, the poor's birth right
Thus livelier shines the full, warm moon,
Which hids us not to sleep too soon,
But stray outdoors, strum our guitars
And serenade beneath the stars,
While the dark tops of trees grow bright
Where swarms of fireflies pool their light.

Here in the barrio, man is man,
Not what he owns, but what he can,
Not by the suspect breadth of brow,
Which sees beyond the here and now;
Not bellies fat, absurd to them,
Vestige of ways they well condemn;

Not by the clothes upon his back,
But what he does, slippery or dry,
By day or night he can go by,
By carabao or boat or foot,
A load of grain or goods to boot;
By the straight furrows he can keep,c
In sun and rain, what he can reap
Or thresh or winnow, wind or none;

These are the tasks which done, undone;
Daily, not only now and then,
Mark men for what they are to men.

Meantime, what bliss on earth to be
Alive, inhibit less and free,
With earth and Nature to commune,
With stars and skies to be in tune!
A Heaven 'tis to pass the days
In peace and dear content always,
When daylight fades and night draws near
Rest from our labors without fear.
To wake the next day refreshed with dreams
And find the values bathed in soft beams,
Our conscience clear, the world in peace,
This is the barrio life of ease!

Here in the barrio

Minalabac, Camarines Sur
January 12, 1964

Bring Back "Matà," My Beautiful Spring
Leonor R. Dy-Liacco

I wish that I could see once more
Clear water **flowing** from twin holes
Such vision that I saw before
Among the trees as tall as poles.

The water flowed beneath a tree
With wavy roots in shades of brown
Such foliage fine that I could see
A stalwart tree with verdant crown.

Into a pool the water flowed
Such varied plants swayed in the pool
Each plant a shape of leaf that glowed
Each leaf a shade of green so cool.

For many years I always felt
A longing to return and see
For in my dream I came and knelt
Beside the spring beneath the tree.

Alas, when I returned at last
There was no spring the pool had **dried**!
I found myself aggrieved – aghast
The pool was gone the tree had died!

Bring back my **tree**, **my spring**, my **pool**!
Bring back my **love**, my **life**, my **soul**!

A Bid for the Coconut
Leonor R. Dy-Liacco
(February 18, 1991)

What are we doing to the coconut tree?
Why do we cut it while still in its prime?
It's really so stately and lovely to see!
Should we not let it stand till it reaches its time?

Its leaves our décor during each Holy Week
From these leaves we do make such wonderful toys
In leaves we encase the ibos we make
So climbing coconuts challenge the boys.

The **gulay** we make you'll like "Bikol Express"
The **santan** with pili is food for the gods
Tender meat **bukayo** a special dessert
Tipong or young **buko** finds no one at odds.

The coconut milk is such a wonderful drink
For something still stronger there's **tuba** for you
But milk as medicine who would ever think
And **suka** for cooking is not really new.

The coconut milk is made cooking oil
Is no cause for cancer as we have been told
It smells appetizing when it starts to boil

Just ask for the **lunok** before it gets cold.

Don't ever forget we make **pinangat**
Balikbayan requests upon coming home
We also make **lumpia** with **ubod** meat
Achara or pickles really feels we are home

During those war years there was a lot to do
Each one, young and old, had to work very hard
We even made soap with, of course, the coco
Lots of goodies to eat without using the lard

The coconut shells make buckles and brooches
Dried coconut parts make good kindling feed
For polishing floors in most of the houses
Our coconut husks are easy to handle.

From midribs we make such sturdy midrib brooms
There's nothing like them to sweep clean the corners
Throughout our houses to clean all the rooms
Let's plant coconuts and secure all the borders.

So I love that coconut and let's each plant one!
Plant the coconut tree be sure this is done!
My River
Leonor R. Dy-Liacco

In the little town I grew up
Was a river **quiet** and **placid**
With **clear** water gently flowing
Where I saw my face so vivid.

As a little girl I swam there
Fearing nothing lurking near
There I learned to row my small boat
Windy whispers in my ear.

When the tide *swells* with the **full moon**
As it does when it is *dark*

I soak in even at **high noon**
Feeling **happy** as a lark.

When at **twilight** all is **quiet**
I sit still in my small boat
All is **calm** - no one in sight
And my spirit seems afloat.

Suddenly it's dark around me
And I hear the Angelus
I run fast where I should be
Home to pray with loved one close.

The Fish, The Hook, and The Bait
Leonor R. Dy-Liacco
March 2, 1991

To **catch** a fish, one need not fear
He does not have some fancy year
All that he needs to know at all
The fish, it haunts, the hook – that's all

To know the bait the fish would bite
And start to fish with rising tide
But when there is impending rain
To put off fishing in the main.

For **carp**- **a bent umbrella rib**
Get coarse bran taken from the sieve
Then sprinkle this draw fish around
And bait with mere tasteless **binanban.**

The **lobsters** lurk beside the stumps
A hook with **earthworm** without bumps
Just sink the hook near **hyacinth**
Wait patiently for when it pulls its yours without a cinch

My mother likes the climbing **perch**
But she abhors what others search
With tiny hook and crawling **spider** too

She catches it – the perch the swift **poyo**

For bigger catch the **aliso** on river's end
With **big strong** hook the fish can't really bend
Nothing would do but **small** fish for its bait
Then father sits for quite a **long, long wait**.

And sure enough one afternoon he called at all
For on the bank his hook and line and all
Was father's biggest catch he never made again
"Big aliso, fair aliso" was father's sweetest refrain.

A Plea
Leonor R. Dy-Liacco

I **miss** the tall trees screening the sun
the quiet and the coolness they **exude**
the deer so lightly make its run
and leave me pensive in my solitude.

I miss the spring with water-clear
The sluggish brook where countless fish abound
The winding river where I swam with fear
The water snake that came without a sound.

I miss the kalaw cackling by the hour
The talon-cock that beat cockfighting fowls
Baboy-ramo that roam the forest floor
Even my fear at night of hooting owls.

I miss rattan's unique palasan shoots
Which when roasted, makes gourmets delight
And orchids wild my father brought
From forest trips when coming home late night.

All these – are they forever *gone?*
Would planting trees ensure us their *return?*
This my lament – would make it **alone**?
Would you my friends – **join** me in my **sojourn?**
Plant many trees – and strive for their return!

December 1990

Appendix 2. Workbook
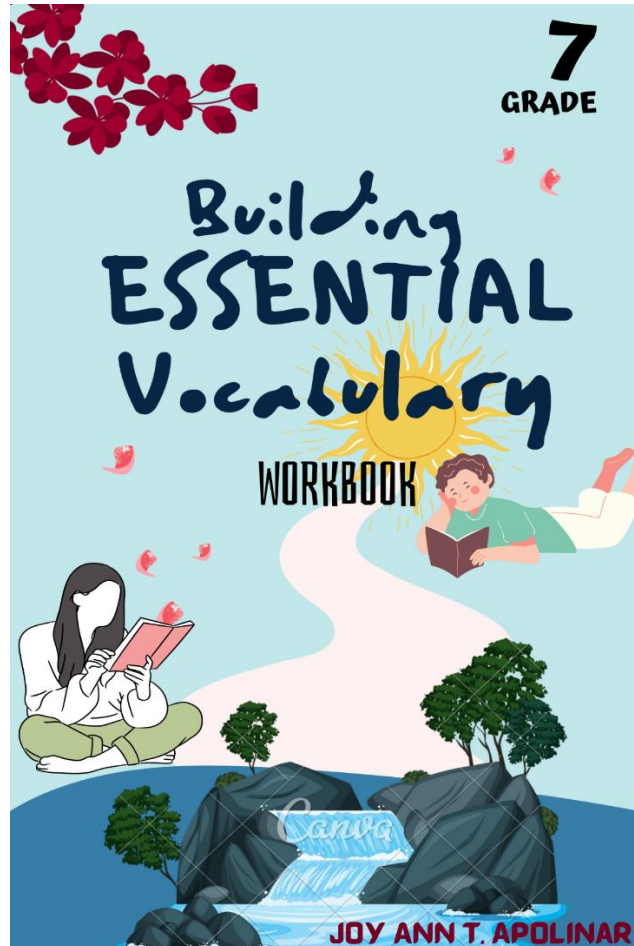
This *Building Essential Vocabulary* workbook is a set of vocabulary activities and exercises intended for Grade 7 students in the first quarter, which aims to:

a.   Enhance vocabulary skills

b.   to improve reading comprehension

c.   and understand and appreciate cultures, places, people, and their way of living in Minalabac.

d.   Achieve communicative competence

The vocabulary activities and exercises in this workbook adhere to the Program Standard and Grade Level Standard on the Curriculum Guide for the first quarter of English 7, which specify that "The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture."

The production of the learning material – the workbook is mainly based on the Republic Act 10533 Enhanced Basic Education Act of 2013 Section 5, Item H Under Curriculum Development: "The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced learning

and teaching materials shall be encouraged, and approval of these materials shall devolve to the regional and division education units." On the other hand, the central focus of the activities in the workbook is based on the components of the curriculum, which are the language Learning Process, Effective Language Use, Making Meaning Through Language, and Holistic Assessment. The said components are essential for the students to communicate effectively in a language that leads to achieving communicative competence either in English, Filipino, or Bicol.

Thus, the workbook includes a variety of vocabulary exercises that could help students be competent enough in using the language. This workbook is also designed to help students who struggle to learn English Language and miss lessons in class. The workbook could also be used in remedial learning for students passionate about learning the English Language. Through this, since they can quickly relate to and utilize it in context, the students may quickly understand the various vocabularies presented and utilized.

Each part of the workbook includes exercise objectives, poems, and varied vocabulary activities that fall into the easy, moderate, and hard categories. The activities include crossword puzzles, word scrambles, word associations, and spelling activities with essential features of the cultures, people and their way of living, and places of Minalabac.

Life in the Barrio

Life in the Barrio
Luis G. Dato

How blessed the barrio life of ease,
Where man is with the world at peace!
Those pristine days, those sunny hours
When field and tree are gemmed with flowers,
Khaki and blue or yellow-hued,
To deck each marsh and bank and wood;
The scent of mud and growing things,
The arch of sky, the whir of wings,
The gnarled dapdap with blossoms red,
The rank, tall grass, the reeds o'erhead
That ripple in the summer wind—
What scents could one more placid find?

Hear Terry, sweetest barrio lass,
Dwells in a hut or thatched grass,
Its roof of nipa and its wall
Grazed by green boughs, fruit-laden all,
Where birds in merry roundelay
Full-thrated sing the livelong day,
But sweeter far the maiden's voice
To hear which makes the heart rejoice,
Beside her one again feels young,
And though to all the word unsung,
She's dearer to the barrio swain,
Hiss peerless blossom of the plain.

Her lips clear-toned and honey sweet,
Her eyes where **light and darkness** meet,
The long, black tresses of her hair
Which waft a perfume, **rich and rare,**
Strange loveliness to her impart
To make a slave of every heart,
For in the barrio Beauty still
Commands with undisputed will.
All is not perfect, it is true,
Here poverty exacts its due,
It is not always harvest time,
Nor all year round a mellow chime;

Time brings its share of grim disease,
And rural days have too brief lease;
In its appointed hour the breath
Of life is snuffed by headless death;
On nights some house is brightly lit
Unwonted, where Death's wing has flit,
Some poor man's morrow to destroy
And end for aye his homely joy;
But, like the field where furrows soon
Are levelled by the rains of June,
Or, like the stream where ripples show,
And instant as they come, they go.

So in the current of our life,
With gladness and with grieving rife,
Death comes to claim its flow of tears,
But soon is staunched in the swift years
And grasses grow, and flowers bloom
To hide the edges of the tomb,
I tell that life's but mortal breath,
And birth the prelude to our death,
Where'er we be, whate'er our state,
Who all inherit one same fate
Befalling Adam and his kin,
The imprint of Original sin;
Mysterious start, mysterious end,
Over which the dumb, glum heavens bend.

II

The long December nights they can
Be cold and pitiless to the man,
One shudders with the thought, how fate
Some wretches in this orb, somewhere,
Who, freezing, supperless, have gone
To bed, unfriended and alone?

Good God! in this our native hearth
In this blessed portion of the earth,
Such things as hunger cannot be,
Howe'er our depth of misery;
The climate is by contrast mild,
Crops grow effusive, even wild,
And food is still, in Malthus' spite,
In war and peace, the poor's birth right
Thus livelier shines the full, warm moon,
Which hids us not to sleep too soon,
But stray outdoors, strum our guitars
And serenade beneath the stars,
While the dark tops of trees grow bright
Where swarms of fireflies pool their light.

Here in the barrio, man is man,
Not what he owns, but what he can,
Not by the suspect breadth of brow,
Which sees beyond the here and now;
Not bellies fat, absurd to them,
Vestige of ways they well condemn;
Not by the clothes upon his back,
But what he does, slippery or dry,
By day or night he can go by,
By carabao or boat or foot,
A load of grain or goods to boot;
By the straight furrows he can keep,c
In sun and rain, what he can reap
Or thresh or winnow, wind or none;
These are the tasks which done, undone;
Daily, not only now and then,
Mark men for what they are to men.

Meantime, what bliss on earth to be
Alive, inhibit less and free,
With earth and Nature to commune,
With stars and skies to be in tune!
A Heaven 'tis to pass the days
In peace and dear content always,
When daylight fades and night draws near
Rest from our labors without fear.
To wake the next day refreshed with dreams
And find the values bathed in soft beams,
Our conscience clear, the world in peace,
This is the barrio life of ease!

Here in the barrio

Minalabac, Camarines Sur
January 12, 1964

Task 1.1 Circle the words hidden in the puzzle which you have encountered after reading the poem. Words are hidden diagonally, horizontally, and vertically. Then write all the words you've found on the blanks provided.

```
G  Z  R  I  C  B  A  I  M  C  Z  P  T  C  S  O  R  E
O  R  A  R  E  L  O  L  M  Y  L  D  E  M  R  F  I  G
R  H  U  W  R  F  I  O  O  Y  S  E  I  R  V  D  C  R
I  S  K  G  I  E  W  M  T  V  S  T  A  C  F  I  H  I
G  H  T  M  R  R  J  J  A  X  E  T  E  R  L  E  H  M
I  I  H  R  I  I  I  O  V  T  P  L  E  R  A  I  C  O
N  S  L  E  A  L  M  F  I  A  E  E  I  R  I  S  M  T
A  S  R  Z  A  N  D  U  E  C  L  C  A  N  I  O  L  B
L  G  B  Z  D  R  G  R  J  J  E  U  Z  C  E  O  U  G
M  E  L  L  O  W  T  E  W  H  I  R  E  J  E  S  U  S
G  B  A  D  E  A  T  H  V  T  D  Z  B  S  Q  D  S  S
P  C  D  I  S  E  A  S  E  H  O  R  L  S  V  V  B  Z
```

✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____

✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____

✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____
✓ _____   ✓ _____

Task 1.2 Complete the crossword puzzle by finding out the synonyms and antonyms of the words in the list below. The words in red need its synonym and the words in blue need its antonyms.
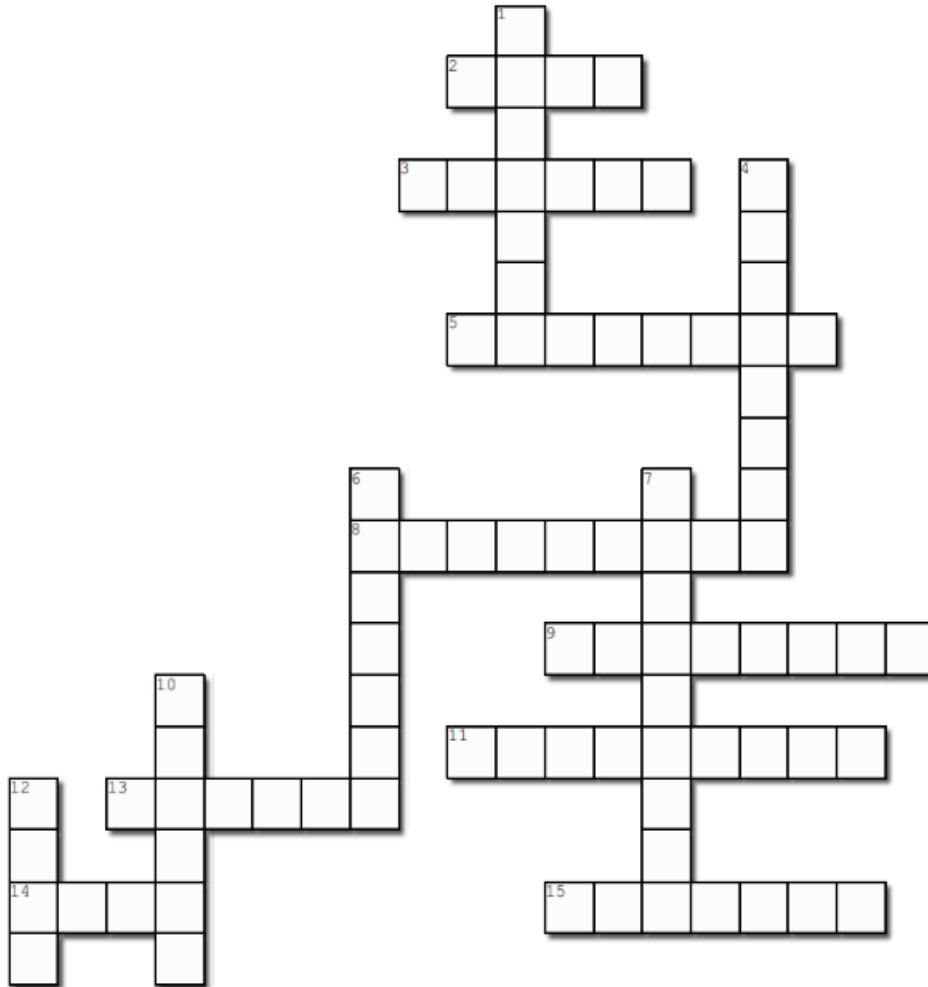
ACROSS

2. light
3. rare
5. mysterious
8. perfect
9. rife
11. rich
13. mild
14. original
15. rejoice

DOWN

1. peace
4. clear
6. strange
7. lovely
10. dumb
12. death

Task 1.3   Analyze the phrases below and think of words that corresponds to its meaning. Write your answers in the puzzle grid.
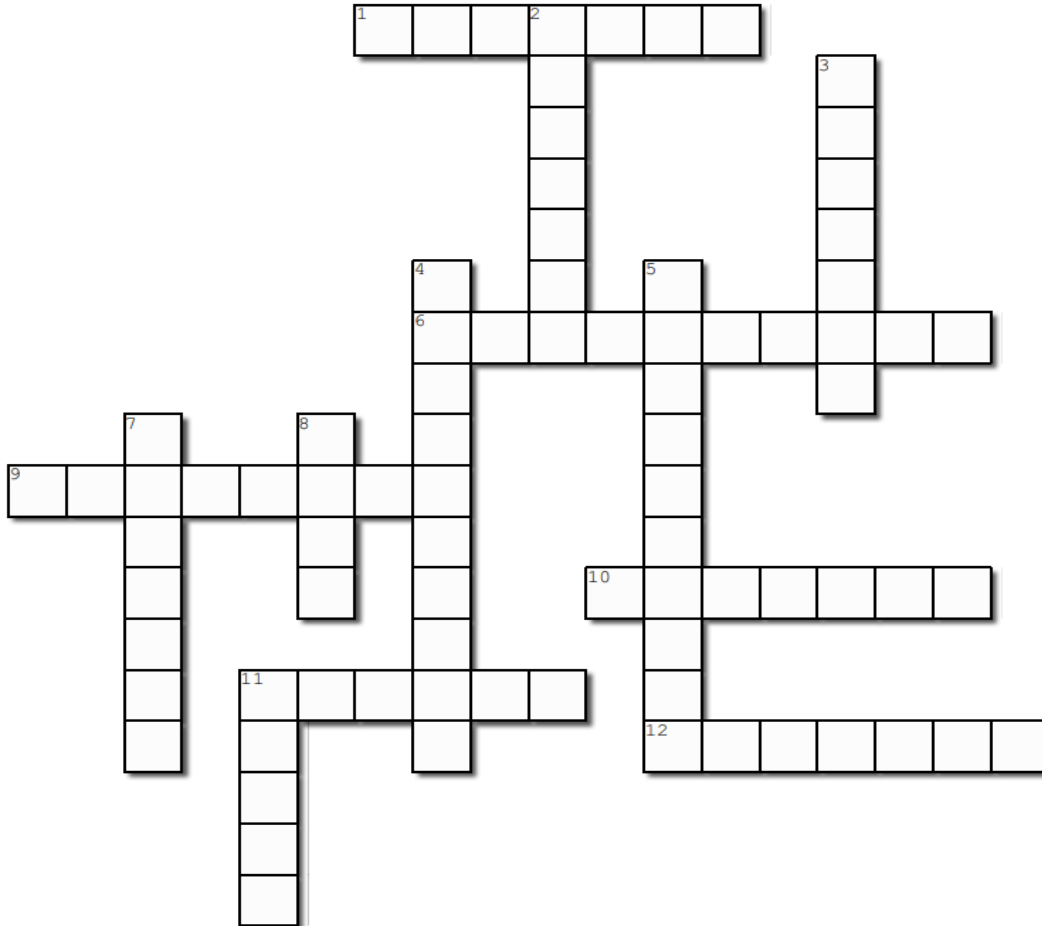
Across

1. hold one's peace
6. see the light
9. harsh one's mellow
10. filthy rich
11. run a red light
12. sell someone a bill of goods

Down

2. heart leaps
3. strange bird
4. picture perfect
5. scared to death
7. play dumb
8. chime in
11. steer clear

A Plea
Leonor R. Dy-Liacco

I miss the tall trees screening the sun
the quiet and the coolness they exude
the deer so lightly make its run
and leave me pensive in my solitude.

I miss the spring with water-clear
The sluggish brook where countless fish abound
The winding river where I swam with fear
The water snake that came without a sound.

I miss the kalaw cackling by the hour
The talon-cock that beat cockfighting fowls
Baboy-ramo that roam the forest floor
Even my fear at night of hooting owls.

I miss rattan's unique palasan shoots
Which when roasted, makes gourmets delight
And orchids wild my father brought
From forest trips when coming home late night.

All these – are they forever gone?
Would planting trees ensure us their return?
This my lament – would make it alone?
Would you my friends – join me in my sojourn?
Plant many trees – and strive for their return!
a

Task 2.1.1: Circle the words hidden in the puzzle which you have encountered after reading the poem. Then write all the words you've found on the blanks provided.

```
B  H  E  W  K  O  O  R  B  O  B  K  O  P  Q
Q  T  R  E  E  S  G  X  G  E  K  J  Y  S  F
C  X  U  P  H  N  B  Y  Q  N  C  K  L  B  J
E  F  S  G  W  R  G  I  N  A  V  U  S  G  D
X  R  N  G  N  U  U  R  A  J  G  B  T  J  P
R  L  E  J  Y  T  V  L  B  G  N  W  A  P  T
F  I  B  A  S  E  L  C  I  H  I  U  L  S  X
Q  O  M  C  G  R  A  S  A  E  T  N  L  I  A
T  Q  F  S  M  N  H  R  L  O  O  V  B  A  L
W  L  Z  T  K  L  I  Z  C  H  O  E  P  A  V
R  S  N  R  P  Y  H  L  E  O  H  Z  H  G  U
T  F  Y  I  X  N  L  I  K  P  V  A  P  X  C
O  V  C  V  T  F  T  N  M  C  K  S  Q  N  R
F  U  A  E  P  J  M  U  C  Y  A  T  U  B  F
I  W  R  X  L  W  A  E  G  B  O  C  O  B  L
```

_____   _____   _____

_____   _____   _____

_____   _____   _____

Task 2.1.2: Categorize the words you have found in the Task 1.1 by identifying if it is a noun, verb, or an adjective. Write your answers in the box that corresponds to your answer.

scrutinize

N NOUN	**V** VERB	**A** ADJECTIVE

Task 2.2: Complete the crossword puzzle by writing the correct words that corresponds to the definitions given.

Created using the Crossword Maker on TheTeachersCorner.net

Across

3. moving or operating more slowly than usual and with less energy or power
5. a small stream
7. to make something certain to happen
8. of more than average height, or of a particular height
9. a tall plant that has a wooden trunk and branches that grow from its upper part

Down

1. a short, loud, high sound
2. to make the loud, unpleasant sound of a chicken
4. to try very hard to do something or to make something happen, especially for a long time or against difficulties
6. to come or go back to a previous place

Task 2.3: Arrange the jumbled letters in the box to form the correct words. Then, determine which word will best fit in each sentence.

orbko _____

ngakccli _____

igtohon _____

seter _____

unrter _____

evstir _____

latl _____

hsgsulgi _____

nseuer _____

1.   The people must _____ to protect the environment from tremendous illegal logging.

2.   Jason and his friends enjoy fishing in the _____ river.

3.   Giana enjoys walking along the river banks while glancing at the _____.

4.   Animals and people both _____ benefit from the existence of plants in the environment.

5.   The sound of _____ flowing signals growth and life.

6.   The striking _____ trees are a statement of disciplined neighborhood.

7.   Arya was serenaded by the _____ owl.

8.   We must do something in _____ to show our appreciation for the environment's provision for us.

9.   It is a mockingbird that has been seen imitating the nightingale's voice as well as the _____ of hens in the wild.

MY RIVER

My River
Leonor R. Dy-Liacco

In the little town I grew up
Was a river quiet and placid
With clear water gently flowing
Where I saw my face so vivid.

As a little girl I swam there
Fearing nothing lurking near
There I learned to row my small boat
Windy whispers in my ear.

When the tide swells with the full moon
As it does when it is dark
I soak in even at high noon
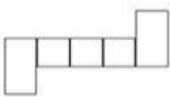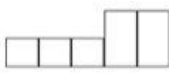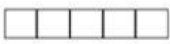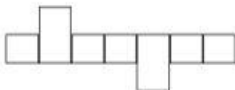Feeling happy as a lark.
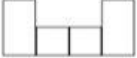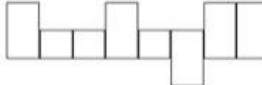
When at twilight all is quiet
I sit still in my small boat
All is calm - no one in sight
And my spirit seems afloat.

Suddenly it's dark around me
And I hear the Angelus
I run fast where I should be
Home to pray with loved one close.
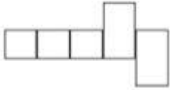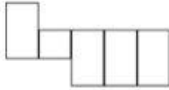
Task 3.1: Arrange the jumbled letters to form a word. Then write the correct word that best fits in the word shape box.

1. hwspier _____

2. clipda _____

3. iequt _____

4. iydnw _____

5. higtiwlt _____

6. iedt _____

7. mcal _____

8. krul _____

9. yhpap _____

10. slewl _____

11. vierr _____

12. lrak _____

Task 3.2: Search the word bank for the synonym or antonym of the highlighted word in the sentences. The red word requires its synonym, whereas the blue word requires its antonym. Next, fill up the crossword puzzle grid with your response.

joyous	calm	reveal	upset	disturbed
murmur	gusty	shrink	loud	silent
serene	shout	fright	surge	ease
sneak	river	all	lark	tide
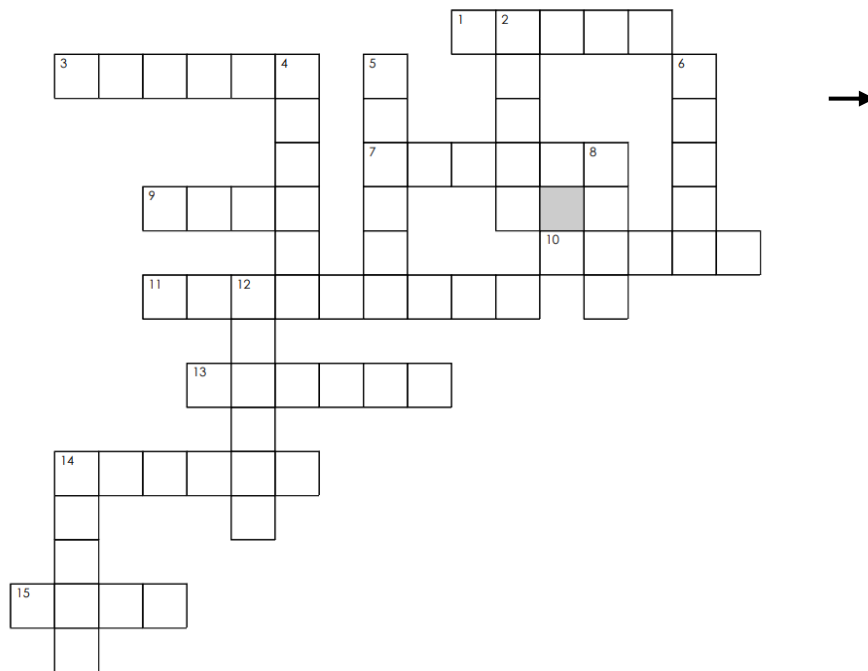
Across

1. The tides in the river swell due to heavy rains.

3. Playing in the river was her most happy days.

7. Just imagine the stories that lurk beneath the river bed.

9. Fear clutched at her heart as she saw how the forest became barren.

10. The wet and windy weather causes trouble for the farmers.

11. If the water is calm and placid, there may be an abundance of fish.

13. It was her biggest fear, to lose the river.

14. Although there was a bigger swell and shore break, the water was smooth, nearly crystalline, making it ideal for swimming.

15. The trees dance on a windy day.

Down ↓

2. Maybe she was not happy with how the people treat the river.

4. They had a quiet but pleasant time in the forest.

5. The whisper of the wind made her reminisce the best days with her friends.

6. It was a tortured whisper of the trees for them to be saved.

8. The children's laughter was long gone, and the river was unusually quiet.

12. And yet, a placid night along the river gave her an immeasurable happiness.

14. Strange things lurk in the river.

**Task 3.3.** Complete the crossword puzzle below by determining what is being described by the given clues.

Across
2. painful emotion felt because of danger.
4. stormy
5. a current in the sea
6. a period when something is ending
7. larger than it was before
9. pleasing and gentle
11. watercourse
12. brown songbird

Down
1. joyful
3. not making any noise
4. low quiet sound
8. to wait, sometimes hiding
10. entirely
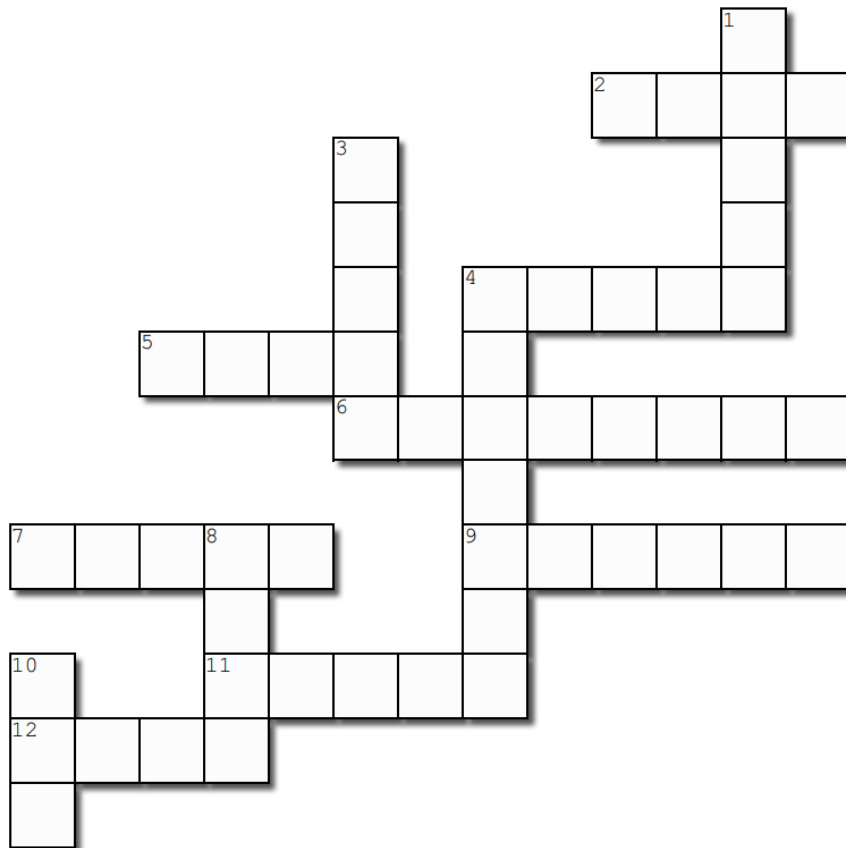
Bring Back "Mata," My Beautiful Spring

```
Bring Back "Matà," My Beautiful Spring
Leonor R. Dy-Liacco


I wish that I could see once more
Clear water flowing from twin holes
Such vision that I saw before
Among the trees as tall as poles.

The water flowed beneath a tree
With wavy roots in shades of brown
Such foliage fine that I could see
A stalwart tree with verdant crown.

Into a pool the water flowed
Such varied plants swayed in the pool
Each plant a shape of leaf that glowed
Each leaf a shade of green so cool.

For many years I always felt
A longing to return and see
For in my dream I came and knelt
Beside the spring beneath the tree.

Alas, when I returned at last
There was no spring the pool had dried!
I found myself aggrieved – aghast
The pool was gone the tree had died!

Bring back my tree, my spring, my pool!
Bring back my love, my life, my soul!
```

Task 4.1: Underline the word that is spelled correctly then circle it in the puzzle.

1. pols   poles   fols   poels
2. roots   ruts   ruuts   rowts
3. istalwar   estalwart   stalwart   stallwart
4. virdant verdan verdantveerdant
5. crown   crawn   chrownkrown
6. lif   leaf   leef   laef
7. sway   swey   sweey   swaye
8. breeng bring   breng   bringe
9. plaants plonts   plantes plants
10. tris   treese   trees   trie

```
F  K  Q  K  Z  J  S  S  C  J  Q  S  C  K  P  P  V  C  Z  E
J  C  G  R  O  S  G  G  U  R  H  J  I  T  E  R  F  M  P  B
H  E  D  V  H  V  Y  V  W  K  G  Z  E  W  H  D  A  X  N  X
D  L  R  W  K  V  E  R  K  H  Q  A  J  B  R  E  O  U  U  V
Y  B  Q  Y  Y  R  V  C  C  C  U  V  B  F  E  C  N  M  Z  S
B  S  Z  L  D  D  A  Y  W  R  D  S  S  L  S  E  R  T  B  D
Q  N  N  A  G  U  W  O  K  P  Y  W  F  J  K  E  J  O  K  T
E  I  N  H  H  L  X  J  G  J  O  W  P  Y  Q  T  E  P  W  G
O  T  F  A  P  F  Q  W  J  X  E  Y  W  T  E  B  D  R  O  N
T  C  Y  Z  A  L  M  I  U  B  Y  Z  I  S  K  R  U  O  T  I
O  P  X  S  C  K  A  E  D  G  Q  W  P  Z  Z  S  S  N  J  R
W  Y  S  G  T  Y  E  N  P  A  U  O  D  J  C  I  T  W  P  B
I  L  F  G  R  A  V  O  T  W  W  P  T  N  F  T  H  Q  L  O
W  R  K  S  J  R  L  X  X  S  Z  X  V  H  L  P  C  A  X  C
N  W  I  S  Y  E  J  W  N  S  M  R  G  S  F  M  V  Y  C  K
M  O  Q  A  S  J  V  F  A  E  L  L  W  O  S  Y  K  R  K  C
A  H  W  M  H  M  T  H  E  R  S  B  J  Q  U  T  P  U  P  L
A  S  R  O  O  T  S  H  D  A  T  D  W  Y  U  M  D  C  H  K
G  R  P  R  L  G  Z  S  J  T  H  J  F  Y  X  V  H  Y  J  W
V  M  R  G  F  J  V  K  E  W  Y  Z  P  X  Q  H  X  O  K  R
```

Task 4.2. Circle the words hidden in the puzzle. Then, complete the blanks with the appropriate adjectives you have found that match in the given words below.

```
R  N  G  B  O  G  D  M  K  A  S  H  R  U  B  B  Y  V
C  M  I  S  K  I  N  N  Y  R  Q  S  B  V  P  E  D  C
V  B  D  M  W  E  G  P  N  X  U  A  B  Q  X  S  S  G
V  N  N  J  P  D  N  L  F  D  W  Q  R  B  A  U  T  R
H  S  M  S  M  E  Y  T  P  Z  L  G  E  G  P  E  U  O
K  K  Y  M  L  J  R  I  A  P  A  N  G  K  U  R  R  Y
K  A  V  W  G  E  S  I  M  N  G  A  A  W  U  X  D  A
O  G  I  B  R  H  N  F  A  Q  G  R  L  O  Y  Q  Y  L
O  B  J  T  E  J  J  D  H  L  N  L  A  T  R  Q  K  W
U  W  L  N  E  B  V  T  E  Y  A  E  E  J  A  J  K  L
Z  O  F  R  N  T  J  Y  K  R  B  D  L  D  I  A  B  Y
S  H  A  D  Y  X  Y  L  E  P  Y  G  F  R  E  S  H  J
```

WORDS	ADJECTIVES	
CROWN		
LEAF		
ROOTS		
POLES		
TREES		

TASK 4.3. Analyze the phrases below and think of words that is synonymous to it. Write your corresponding answer in the puzzle grid.
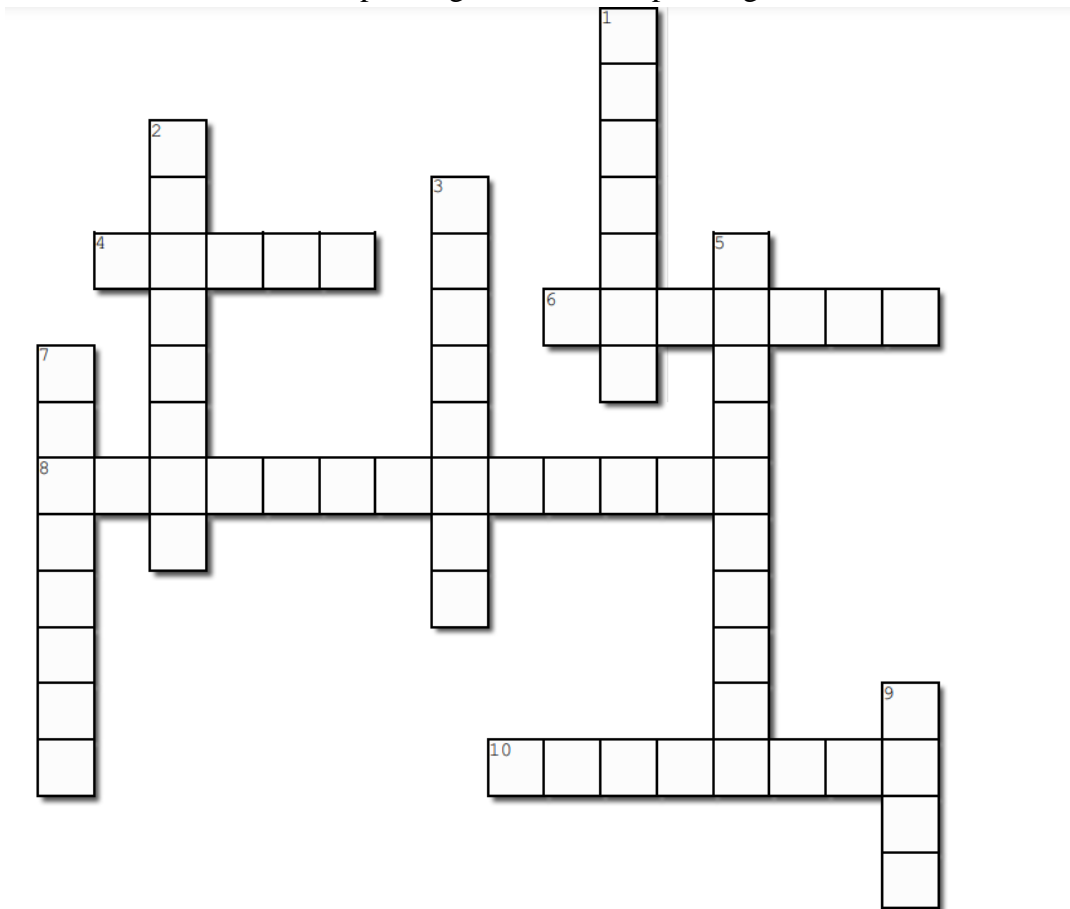
Across
4. crown jewels
6. bounce back
8. green as a gooseberry
10. hold sway

Down
1. bring home the bacon
2. barking up the wrong tree
3. poles apart
5. grass roots
7. leaf through
9. leaf through

The Fish, The Hook, and The Bait

The Fish, The Hook, and The Bait
Leonor R. Dy-Liacco
March 2, 1991

To **catch** a fish, one need not fear
He does not have some fancy year
All that he needs to know at all
The fish, it haunts, the hook – that's all

To know the bait the fish would bite
And start to fish with rising tide
But when there is impending rain
To put off fishing in the main.

For **carp**- **a bent umbrella rib**
Get coarse bran taken from the sieve
Then sprinkle this draw fish around
And bait with mere tasteless **binanban**.

The **lobsters** lurk beside the stumps
A hook with **earthworm** without bumps
Just sink the hook near **hyacinth**
**Wait patiently for when it pulls its yours without a
cinch**

My mother likes the climbing **perch**
But she abhors what others search
With tiny hook and crawling **spider** too
She catches it – the perch the swift **poyo**

For bigger catch the **aliso** on river's end
With **big strong** hook the fish can't really bend
Nothing would do but **small** fish for its bait
Then father sits for quite a **long, long wait.**

And sure enough one afternoon he called at all
For on the bank his hook and line and all
Was father's biggest catch he never made again
"Big aliso, fair aliso" was father's sweetest refrain.

Task 5.1: Circle the words hidden in the puzzle which you have encountered after reading the poem. Then, identify which part of speech does the words belong.

C	N	A	B	U	D	F	W	D	Z	W	L	Q	F	O	Z	K	X
Z	O	S	T	C	T	Q	H	B	O	C	K	H	X	C	Z	S	H
F	J	Q	K	R	M	B	S	Z	S	P	E	G	F	C	J	P	G
S	M	A	R	A	A	Q	L	F	Z	C	L	O	N	G	X	V	Z
P	E	P	E	W	L	L	F	A	D	S	L	Z	O	Q	O	Y	B
I	U	E	A	L	C	G	I	R	E	X	W	I	W	R	E	W	C
D	W	R	H	I	L	W	R	S	M	R	O	L	M	J	N	X	K
E	X	C	A	N	Y	Y	G	I	O	X	R	G	F	B	A	X	P
R	R	H	L	G	Z	S	O	A	H	U	O	E	D	G	I	Q	C
V	K	I	R	B	Q	W	X	U	M	B	R	E	L	L	A	N	I
M	C	A	R	P	E	V	H	C	S	T	W	F	E	M	H	B	G
P	N	E	R	I	B	L	V	M	V	T	Y	J	B	C	B	J	Q

WORDS	PARTS OF SPEECH

5.2: Think of words that you could use to characterize the words in the following list. Write your answers using the crossword puzzle grid that best fits them.
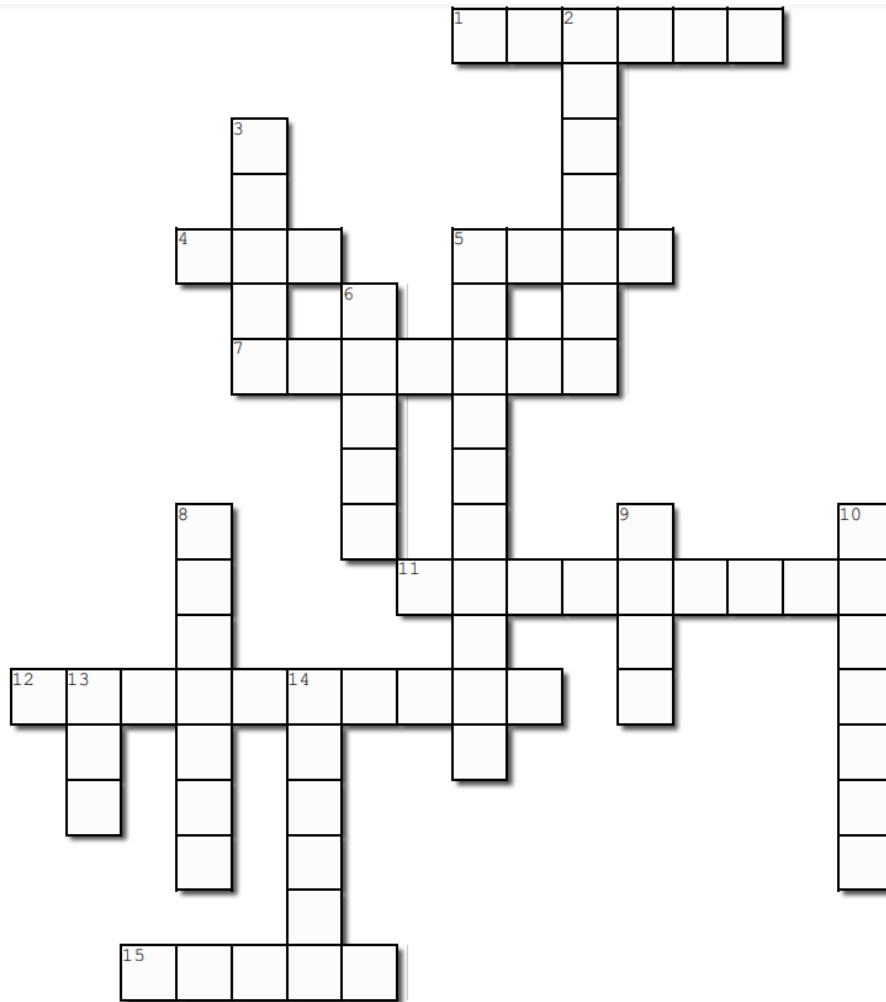
Across

1. spider
4. spider
5. carp
7. umbrella
11. perch
12. long
15. umbrella

Down

2. rib
3. crawl
5. carp
6. climb
8. crawl
9. perch
**10.** long
13. rib
14. climb

Task 5.3. Determine what word could best suit in the sentences below. Then write the words in the crossword grid that best fits your answer.

Across

3. _____ are carnivores and inhabit quiet ponds rivers and streams.

7. The _____ or mangagat is a highly valued fish which was cultivated in fisheries.

8. On its thin thread, the _____ dangled suspended in midair.

9. Myla likes _____ the trees along the river.

Down

1. It's sad since a huge part of what makes fishing for _____ so fun is tuning in to a highly developed hunting sense.

2. The night was _____ along with the sunset.

4. He took his _____ and headed outside after deciding to brave the weather.

5. He moved around from place to place for a very _____ time in fear.

6. The diagonal _____ on these supple, pointy handles is swirled like an ice cream cone.
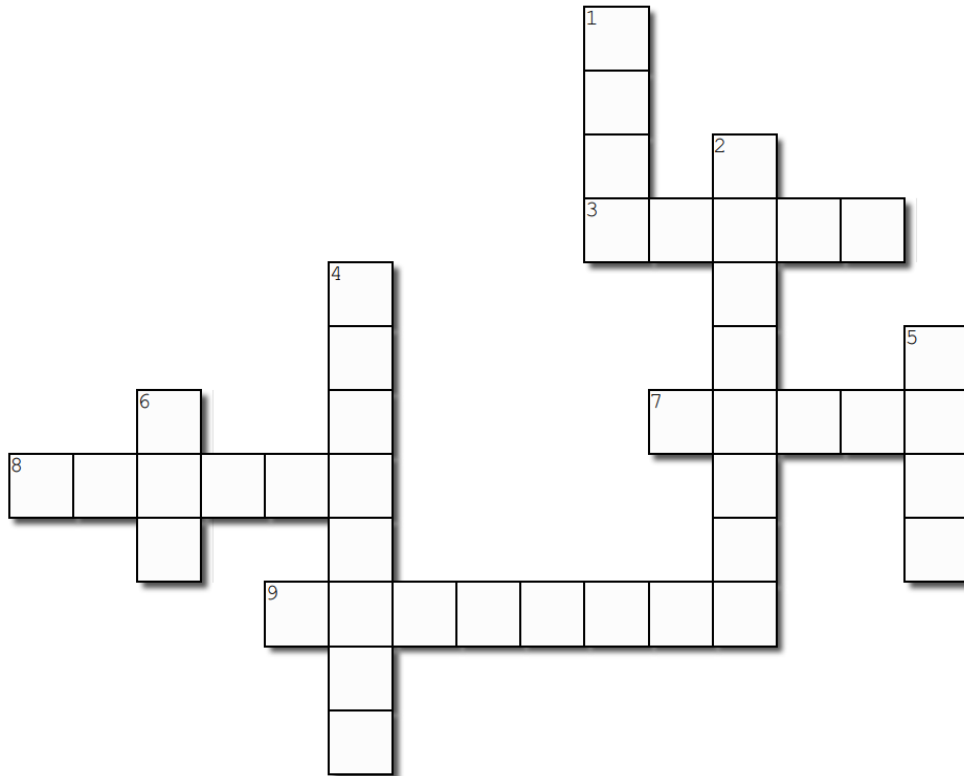
A BID FOR THE COCONUT

A Bid for the Coconut
Leonor R. Dy-Liacco
(February 18, 1991)
What are we doing to the coconut tree?
Why do we cut it while still in its prime?
It's really so stately and lovely to see!
Should we not let it stand till it reaches its time?

Its leaves our décor during each Holy Week
From these leaves we do make such wonderful toys
In leaves we encase the ibos we make
So climbing coconuts challenge the boys.

The **gulay** we make you'll like "Bikol Express"
The **santan** with pili is food for the gods
Tender meat **bukayo** a special dessert
Tipong or young **buko** finds no one at odds.

The coconut milk is such a wonderful drink
For something still stronger there's **tuba** for you
But milk as medicine who would ever think
And **suka** for cooking is not really new.

The coconut milk is made cooking oil
Is no cause for cancer as we have been told
It smells appetizing when it starts to boil
Just ask for the **lunok** before it gets cold.

Don't ever forget we make **pinangat**
Balikbayan requests upon coming home
We also make **lumpia** with **ubod** meat
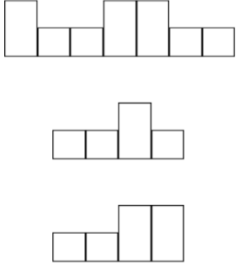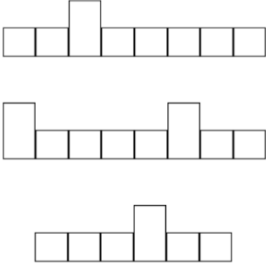**Achara** or pickles really feels we are home

During those war years there was a lot to do
Each one, young and old, had to work very hard
We even made soap with, of course, the coco
Lots of goodies to eat without using the lard

The coconut shells make buckles and brooches
Dried coconut parts make good kindling feed
For polishing floors in most of the houses
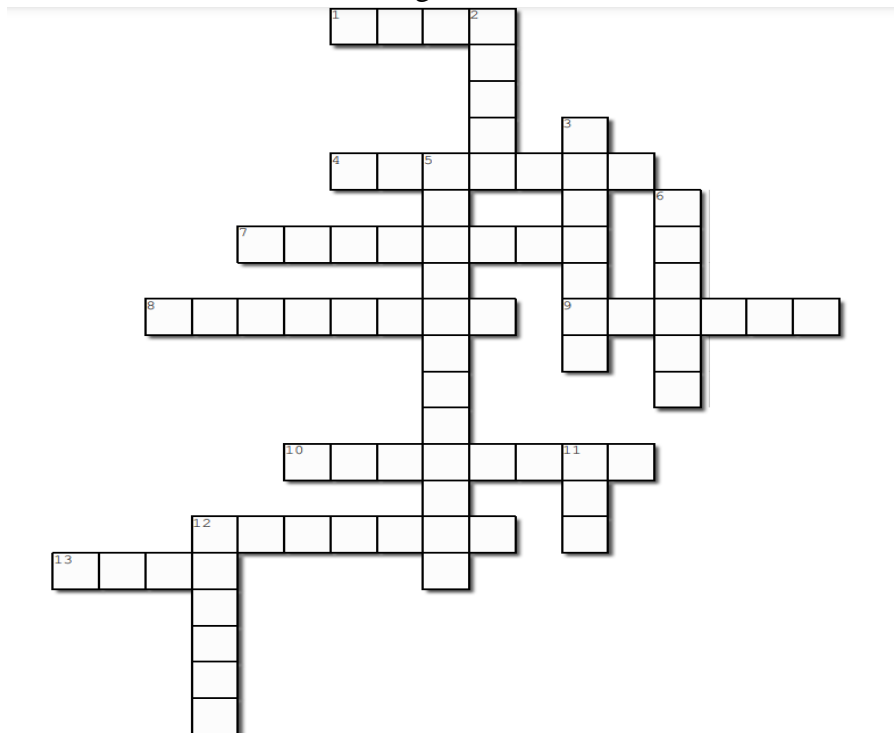Our coconut husks are easy to handle.

From midribs we make such sturdy midrib brooms
There's nothing like them to sweep clean the corners
Throughout our houses to clean all the rooms
Let's plant coconuts and secure all the borders.

So I love that coconut and let's each plant one!
Plant the coconut tree be sure this is done!

Task 6.1: Arrange the jumbled letters to form a word that you think are products which can be made out of coconut. Then write the correct word that best fits in the word shape box.

1. aksu _____

2. tnansa _____

3. iklm _____

4. icmendie _____

5. icubkes _____

6. corhbose _____

Task 6.2: Complete the crossword puzzle by writing the correct words that corresponds to the definitions given.

Across

1. any nutritious substance that people or animals eat
4. a flat, typically rectangular frame with a hinged pin, used for joining the ends of a belt or strap.
7. an ornament fastened to clothing with a hinged pin and catch.
8. a substance or preparation used in treating disease
9. in actual fact: actually
10. to go upward or raise oneself especially by grasping or clutching with the hands
12. majestic in manner and appearance.
13. a sharp-tasting liquid, made especially from sour wine, malt, or cider, that is used to add flavor to or to preserve food

Down

2. a liquid that can be swallowed as refreshment or nourishment.
3. the sweet course eaten at the end of a meal.
5. a milky white liquid expressed from coconut meat
6. a traditional sweetmeat in the Philippines made from young coconut meat and sugar.
11. recently created or having started to exist recently
12. a coconut jam mixed with lots of fresh pili nuts.

Task 6.3: Circle the words that you have encountered after reading the poem. Then, choose the word that best fits in the sentences. Write the words on the blanks provided.

```
E  P  D  L  M  I  L  K  J  V  X  J  W  D  X  T  L  L
Y  A  R  P  C  B  B  S  T  A  T  E  L  Y  A  C  C  O
R  M  I  C  X  F  R  P  B  U  K  A  Y  O  Y  L  N  V
E  E  N  O  N  M  O  N  N  M  P  Q  U  T  J  I  B  E
A  D  K  C  J  R  O  O  L  Q  X  F  V  C  O  M  U  L
L  I  S  O  I  P  C  Z  S  E  B  V  O  H  D  B  C  Y
L  C  A  N  T  T  H  N  U  O  F  Y  F  Z  X  I  K  Z
Y  I  N  U  N  E  E  H  K  K  V  D  R  K  Q  N  L  V
Z  N  T  T  E  U  S  U  A  Z  E  F  O  O  D  G  E  Q
N  E  A  S  W  C  O  C  O  N  U  T  M  I  L  K  S  M
G  S  N  M  U  E  D  E  S  S  E  R  T  W  S  V  N  V
A  K  V  G  Q  M  T  S  T  R  O  N  G  E  R  D  U  O
```

1. Fidel could feel the pain in his back after long hours of _____ coconut trees.
2. The breeze of December nights _____ calm her starving stomach.
3. Terry happily knelt to _____ from the cold spring.
4. Joseph's mother asked him to get some coconut leaves which will be boiled to make a _____ for his cough.
5. The rows of coconut trees along the streets is a _____ to see.
6. The _____ handmade furniture out of coconut shells were displayed in the exhibit.
7. After numerous of exhausting days, Mico is now the number one producer of _____ which people enjoyed the most as a dipping sauce.
8. Joel's friends loves eating _____ which is made from coconut meat and sugar.
9. Kelly loves to make _____ out of coconuts as an ornament for her dress.
10. Belt _____made from coconut features the neighborhood's creative ideas which enables them to survive on a daily basis.