

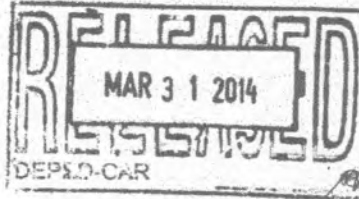


Cornerstone of Arts & Sciences Publishing

Important: Change of Schedule re National Training on the Teaching of Ilokano Grammar

14 March 2014

DR. ELLEN B. DONATO
Regional Director
Department of Education-CAR
Wangal, La Trinidad, Benguet



Dear Dr. Donato,

Please be informed that the national training and workshop on the teaching of **Ilokano Grammar** with the theme "The Grammar of Our Life: Ilokano Language for Mother Language Education" in Baguio City **has been moved to April 28-30, 2014 (Monday to Wednesday)**.

This is to accommodate more participants who are experiencing difficulty in making arrangements for their hotel accommodations during the Panagbenga Week.

We apologize for the inconvenience this may have caused you and we are hoping for your continued support by disseminating the information to concerned agencies, groups and individuals.

For inquiries, text/call 09228243227/09175290812/02-3403217 or email caslpublishing@gmail.com. Thank you very much.

Respectfully,

Cecilia A. Suarez
Owner/Publisher
Cornerstone of Arts & Sciences



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Wangal, La Trinidad, Benguet



March 28, 2014

To: All Schools Division Superintendents
DepED-CAR

For information and guidance, as per DepED Advisory No. 6, s. 2014 dated January 6, 2014.

ELLEN B. DONATO, Ed. D., CESO III
Director IV
mfj



Republic of the Philippines
Department of Education
Cordillera Administrative Region
Division of Baguio City



April 3, 2014

To: All Elementary School Heads (Public and Private),
Kindergarten, Grades I to III Teachers,
All Other Concerned

For your information and guidance. The venue will be held at Lucban Elementary School, Camdas Brgy, Magsaysay Avenue

FRANCIS CESAR B. BRINGAS, CESO VI
Asst. Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

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17 February 2014

DR. ELLEN B. DONATO
Regional Director
Department of Education-CAR
Wangal, La Trinidad, Benguet

Dear Dr. Donato,

Cornerstone of Arts and Sciences (CAS) Publishing is organizing a national training and workshop on the teaching of the Ilokano Grammar with the theme, "**The Grammar of Our Life: Ilokano Language for Mother Language Education**", to be held on April 7-9, 2014 (Monday to Wednesday) in Baguio City. In this regard, we would like to **invite your office to become our partner and co-sponsor the event** with us.

Our Trainer-Resource Speaker for this event is the esteemed scholar, educator and author **Dr. Aurelio Solver Agcaoili**. He is the Head of the Ilokano Program at the University of Hawai'i at Manoa, USA, the only academic program in the world that offers a bachelor's degree in the arts with a focus on studies of Ilokano language and literature. Dr. Agcaoili is also one of the Top 10 Ilokanos of 2013.

This national training is based on the need to evolve an Ilokano for an intellectualized discourse, for the writing of intellectualized papers, and for rediscovering the registers of intellectualized domains useful for teaching, for philosophizing, and for scientific inquiry, which is crucial in the implementation of the **Mother Tongue-based Multilingual Education (MTBMLE)**. Please find attached **DepEd Advisory No. 6, s.2014** for further reference.

Through this possible partnership with you, we believe that we will be able to bring forth more positive results and changes in helping our educators, scholars and researchers become more knowledgeable and informed about mother language education. Thus, we are really hoping for your positive response on this request. Thank you very much.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cecilia A. Suarez'.

CECILIA A. SUAREZ
Owner/Publisher

DepEd Advisory No. 6, s. 2014

January 6, 2014

In compliance with DepEd Order No. 8, s. 2013
this Advisory is issued for the information of DepEd officials,
personnel/staff, as well as the concerned public.

(Visit www.deped.gov.ph)

TRAINING AND WORKSHOP ON THE TEACHING OF *ILOKANO* GRAMMAR

The Cornerstone of Arts and Sciences Publishing and Saint Louis University (SLU), Baguio City will conduct the *Training and Workshop on the Teaching of the Ilokano Grammar* with the theme *The Grammar of Our Life: Ilokano Language for Mother Language Education* on February 20-22, 2014 at the SLU Main Campus in Baguio City.

The Training and Workshop aims to evolve an *Ilokano* for an intellectualized discourse, for the writing of intellectualized papers, and for rediscovering the registers of intellectualized domains useful for teaching, for philosophizing, and for scientific inquiry, which is crucial in the implementation of the Mother Tongue-based Multilingual Education (MTB-MLE).

The teachers, scholars and researchers from both public and private schools are invited to attend this activity.

Participation of both public and private schools shall be subject to the *no-disruption-of-classes policy* as stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*.

More information may be inquired from:

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PRIMER BASED ILOCANO LESSONS FOR EARLY GRADES: EXPLORING ITS EFFECTIVENESS IN A MULTILINGUAL CLASSROOM

Department of Education, Baguio City Division

Principals of the Different Schools

Thelma T. Dalay-on, Lead Researcher, Department of Education, Baguio City

Consultants:

Jane K. Lartec, Associate Dean, School of Teacher Education, Saint Louis University

Frances Ceasar Bringas, Schools Division Superintendent, Department of Education, Baguio City

Ellen B. Donato, Director, Department of Education, Cordillera Administrative Region

Introduction

Change describes well the transformation that defines education, not only in United States but also in countries throughout the world (Rappleye, 2012) that initiated innovative programs that begin instruction in the children's first language (Dutcher, 2004). Nepal for example, favors mother tongue as instructional medium in early grades and gradual transition to the languages of wider communication (Ghimire, 2011).

The mother tongue plays a key role in children's social and personal development (Yacizi, Ilter & Glover, 2010), and shapes their behavior as well (Aytemiz, 2000). Mother Tongue Based Multilingual Education (MTB-MLE) recognizes individual rights and gives opportunities to learn as explicated by the United Nations' Universal Declaration of Human Rights (United Nations, 1948). Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities (Noormohamadi, 2008). Having said that, MTB-MLE ensures that students can achieve educational competencies (Malone, 2007).

Countries that have adapted and were able to successfully implement MTB-MLE in their curriculum find MTB-MLE essential in their quest to eliminate illiteracy and facilitate better learning (Lee & Person, 2012). Research shows that creativity of the learner's mind is enhanced if there was an unrestricted use of the mother tongue because it enables the learners to think and express their thoughts with precision and also giving them a broadened world outlook (Mushi, 2012). Walter and Dekker (2011) made mention that the use of mother tongue also has a great impact in learning the critical areas of Math and Sciences. A study conducted by Gorter and Cenoz (2011) in Basque and Friesland show that students who use their mother tongue as the medium of instruction attain good performance in school. Because students learn in the language they know best, MTB-MLE also helps in the enhancement of the learners' problem solving, and analytical skills (Aytemiz, 2000). Other benefits of MTB-MLE is that it facilitates second language (L2) acquisition for it promotes cognitive development needed to learn a second language faster since children have a good grasp of their mother tongue (Cummins, 2001). It was also proven that good skills in the mother tongue which developed the language and intellectual capacities of children were transferred to the second language (L2) (Torspten, 2012; Yazici et al., 2010) since the children's ability to learn a second language does not suffer when their mother tongue is used as a medium of instruction (Ball, 2010). Multilingualism is indeed the default

state of language competence, which in turn has important consequences for the development of language acquisition and use (Hammarber, 2010). Aside from facilitating a second language, MTB-MLE is viewed as a solution to high dropout rates among schools. Since MTB-MLE is the use of language children know best, they do not feel that their knowledge is treated as a disadvantage making them more comfortable in the classroom and let them enter school on a regular basis (Malone & Malone, 2011; MTB-MLE Network, 2011).

There have been studies conducted on the use of the mother tongue as the medium of instruction. Walter and Trammel's study (2008) in Cameroon showed that there was an average gain of over 200 per cent for grade one children being instructed in the local language. Furthermore, the study conducted by UNICEF (2011) in Vietnam revealed that 68% of grade one students in a mother tongue program achieved the level of "excellent". Evidence from India, Mali, and South Africa attests to the benefits of learning in mother tongue language. In the Philippines, some recent initiatives to target Filipino cultural minorities included the literacy project for the Magbikin community in Bataan (Valles, 2005 and Kosonen, Young & Malone, 2006) and culture-based education system at ApuPalamguwan Cultural Education Center, which is also helping the seven minority groups of Bukidnon produce their own culture-based curricula (The Asia Forest Network, 2009).

Similarly in the Philippines, educational progress gave birth to the implementation of the K to12 Educational Program. The Department of Education (DepEd) implemented the Mother-tongue Based Multilingual Education (MTB-MLE) program as a significant part of DepEd's K to12 Enhanced Basic Education program (Dumlao, 2012). Factors such as orthography, teachers' training and materials development grounded the successful implementation of MTB-MLE.

The study of Harwitz (2011) showed that developing the second language phonemic awareness reflects the mother tongue's orthographic experience. Thus, children with a background on an orthography that is not analyzed at a phonemic level maybe expected to experience phonemic awareness as a greater challenge than children who have had experience in phonemic awareness in their first language (L1) orthography. To address this, bilingual programs encourage learners as well to understand, speak, read and write in their mother tongue language (Benson, 2004).

The study of Ikerionwu (2000) defined instructional materials as objects or devices that help the teachers to make learning meaningful to the learners. Materials development purposefully promotes efficiency of education by improving the quality of teaching and learning. If the materials are within the experience of the students, it will be manipulative, well maximized and will be effectively used. The materials mentioned are charts, graphs, diagrams, cartoons, posters, pictures, and maps/atlasses which are locally available (Okobia, 2011).

The participation of the teachers in materials production increased the understanding of the rationale for mother tongue - based multilingual education in the local communities and local

ownership of the program itself (Young & Morgan, 2005). The developed materials should not only motivate and help students to understand the lesson but also help them to transfer high-level skills such as predicting, connecting, interpreting, and evaluating (Tomlinson, 2010).

Malone (2007) suggested guide questions in developing teaching and learning materials for MTB-MLE program. These are as follows: Who are the students? Do the students live in rural or urban areas? What language(s) do the students speak at home? How important is it for the children to keep their heritage or cultural identity? What is the status of the student's language? Are there any written materials that could be used in the MLE program? Are the teachers also native speakers from their own community? Do they understand and appreciate the students' heritage culture?

There is no better resource for creating materials in the mother tongue than members of the language community themselves. Their involvement will not only build up community ownership and acceptance; it will also ensure that the materials produced are interesting and relevant to the community's needs (Mother Tongue Based–Multilingual Education Network, 2012). In the City of Baguio where it is the melting pot of language and culture, it is very important to see the effectiveness of using the lingua franca of the city, the Ilocano, in the different multilingual classes.

The purpose of this study is to explore the effectiveness of the primer based Ilocano lessons made by teachers as members of the community in the multilingual classrooms in Baguio City. It specifically seeks to answer the following: What is the level of achievement of the Grade 1 pupils in their scores in the pre-test and post-test? Is there a significant difference in the achievement of the pupils considering the following factors? Scores in the pre-test and post-test and first language?

Methodology

Research Design

This study will utilize the quantitative approach employing the pre-test and post test. Pre-test and post-test will be conducted to determine the level of effectiveness of the primer based lessons in the early grades.

Population and Locale of the Study

This study will be conducted the city of Baguio namely: (what are the names of schools). The respondents will be Grade one pupils who will be using the materials developed by the principals and teachers of the Department of Education, Baguio City Division. The researchers will randomly select the respondents in the different elementary schools who used the primer based lessons in their classes.

Data Gathering Tool

The pre-test and post-test that will be formulated will be the basis of evaluating the effectiveness of the primer based lessons in the Grade 1 pupils. The researchers will construct a test based from the competencies for Grade 1 Mother Tongue set by the Department of Education. The test will undergo content validity and reliability before it will be finally administered to the target respondents.

Data Gathering Procedure

The pre-test will be given to the Grade 1 pupils before the materials will be used as instructional materials for the pupils. After using the materials for one year, pos-test will be conducted to the same respondents to determine its effectiveness especially in a multilingual classroom.

Data Analysis

The scores in the pre-test and post-test will undergo appropriate statistical test with the help of statistics software and statistician.

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