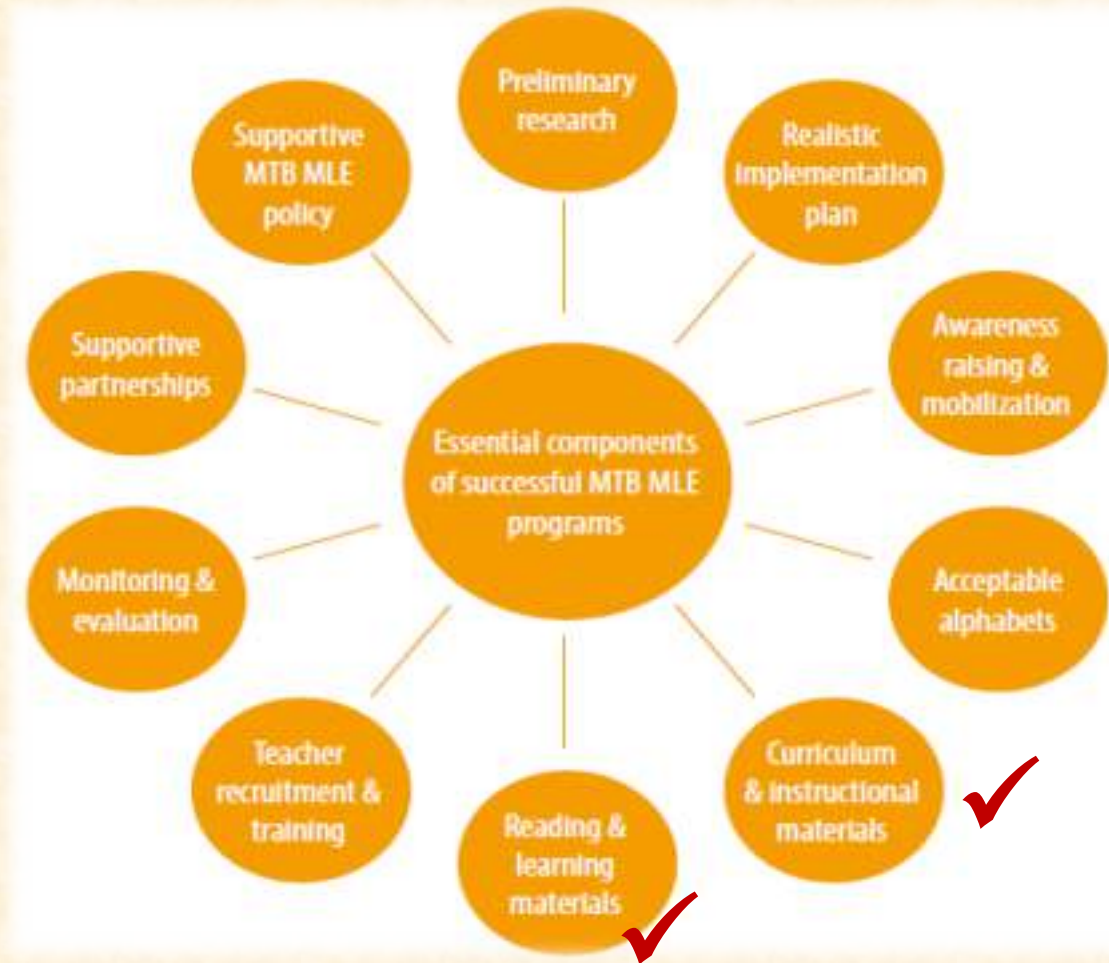


Profusion of mother tongue storybooks in a minority language group in the Northern Philippines

Patricia Allatis; Herminia Osting; Estrella Tabdi
Department of Education - Philippines

Maria Mercedes Arzadon
University of the Philippines

Components of a strong mother tongue based multilingual education program (UNESCO, 2016)



Learning materials as a major challenge

- The major hurdle faced by governments who want to start MTB-ME (Edwards, 2009; Opoku-Amankwa, 2015).
- Only in prestige languages (Cenoz, 1995; McKenzie & Walker, 2013).
- Reason for ending the Philippine Vernacular Education (Gonzales, 1996)



MTB-MLE in the Philippines

- MTB-MLE - introduced in 2009 in 160 pilot schools
- **Republic Act 10533** – The new curriculum shall adhere to the principles and framework of MTB-MLE which starts from where the learners are and from what they already knew...it shall be learner-centered, inclusive, relevant, responsive, culture-sensitive, contextualized, and flexible enough to allow school communities to localize, indigenize and enhance the same based on their own contexts





Language Facts

- Northern provinces
- Austronesian, Malayo-Polynesian
- 4 Dialects

Wada di duwa ay sin-agi ay manngadan si Ann ya Rose. Si Ann di pangpanguan yan si Rose di anungos. Man-is-iskwela da ed Loo Elementary School. Kanayon da ay mankuykuyog mo amey da man-iskwela.



Big/small books submitted at the Learning Resource Office - Benguet (2016-2018)

	District	Mother Tongue	Filipino	English	# of Writers	# of Illustrators
1	Buguias	84	5	2	17	6
2	Bokod	48			4	3
3	Tuba	14	1	2	6	2
4	Atok	13		1	7	5
5	Mankayan	13			8	2
6	La Trinidad	6	2	3	6	2
7	Bakun	9			8	3
8	Itogon I	6			5	1
9	Kapangan	5			3	2
10	Kibungan	4			4	1
11	Tublay	4			5	1
12	Kabayan	3			2	
13	Itogon II	1			1	
14	Sablan	1			1	1
	TOTAL	211	8	8	77	29

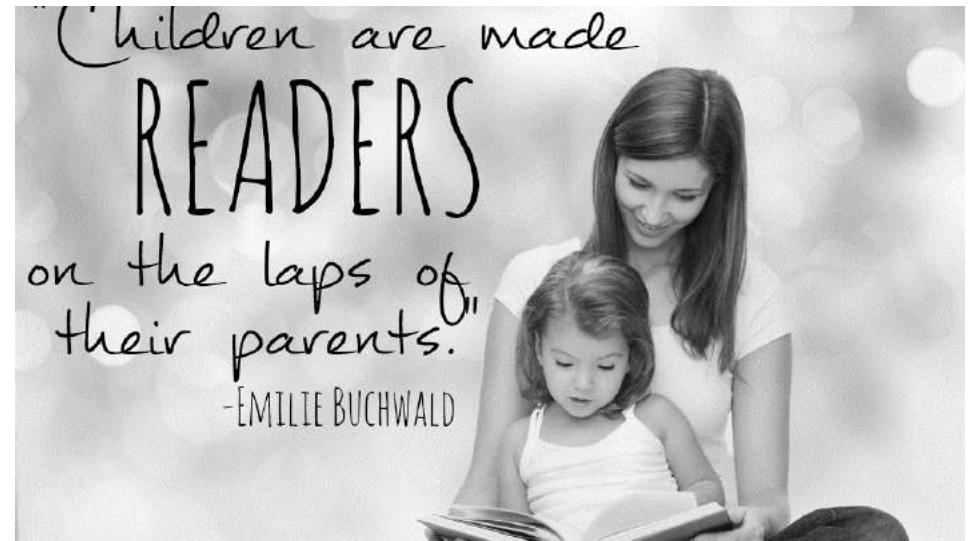
Production of big/small books in Buguias 2010 - 2018

Total number of books	Pioneer Writers 2010	New Writers 2016	Total Number of Writers	Number of Illustrators
300	10	9	19	6



Starting the big book trend

- **Reginald Donald Holdaway**
- “disadvantaged” Maori and Polynesian children in New Zealand (1950s)
- To simulate the lap reading experience



Research objectives

1. Describe the processes involved in local production of contextualized MTB-MLE big/small books
2. Examine the processes involved in training and mentoring teacher-writers
3. Identify the various factors and forces that either facilitate or hinder such processes.
4. Recommend ways to address the concerns in materials production in mother-tongue based multilingual education



Research method

- Ethnographic research
- Participatory
- Interviews, participant observation, analysis of big books, documents, artifacts
- 2018- present



The processes of contextualization and localization in the production and reproduction of MTB-MLE materials

Patricia G. Allatis

Principal, Calamagan Elementary School
Indigenous People Education Coordinator, Buguias District



Curriculum contextualization

- It is the process of matching the curriculum content and instructional strategies relevant to learners. It requires teachers to identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. (DepEd Order 35 s.2016)
- Standardized curriculum tends to be more aligned with the dominant language and social class



Localizing the production of materials

- Old system- centralized production
- **DepEd Order 74 s. 2009** - to be developed at the school level, priority on beginning reading and children's literature...original, reflecting realities; appropriate to the language, age, and culture."
- **DepEd Order 90, s. 2011** - include listening stories in big and small books...





MTB-MLE Pilot Schools in Buguias, Benguet

- Lengaoan – Waking Elementary School
- Bangao Elementary School
- Loo Elementary School





2011





2018


**Production of big books by
more teachers**

**Reproduction funded by the
local government**

Materials development

- **Big/small books** – mostly Kankanaey with few Filipino and English
- **Other MTB-MLE materials** – L1 Primer, Math workbook, charts and posters

a,n,i key symbol



key picture

ina

l	na
---	----

key word
syllable box

ana a

an an

a ana

ina n

na na

n Ina

ina i

in in

l ina

word breaking and making

n	a	i	Ina	ani
i	n	a	Inana	ana
a	a	i		

big box for word building

Inanin ina na.

inanin ina

inanin

inanin

inanin ina

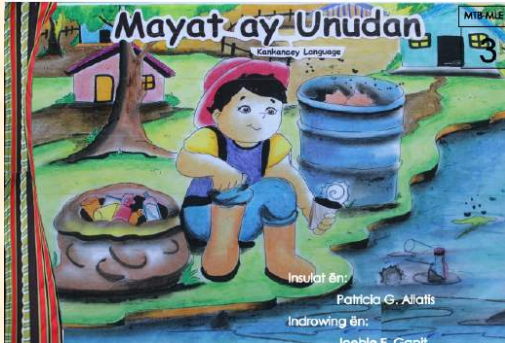
Inanin ina na.

sentence making and breaking

ina	naana
inani	ana
inana	
Inanin Ina na.	

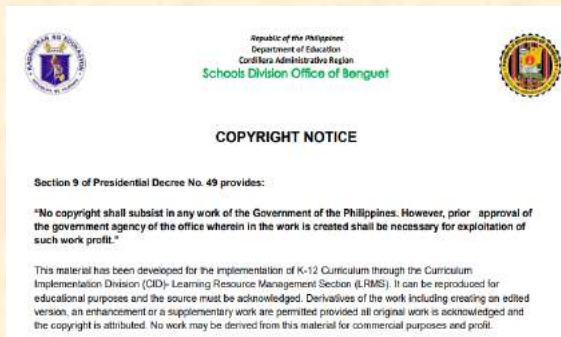
Sentence for spelling and
Handwriting practice

Parts of a big book



Cover Page

Includes the title, language, name of author and illustrator



Copyright Notice

Department of Education logos

PREFACE	
<p>This Big Book entitled "Mayat ay Unudan" is a short story about having money from collecting garbage. It also tells about the importance of segregating garbage. This big book primarily is prepared for shared reading book.</p> <p>This will also serve as an avenue to environmental awareness at the same time develop reading interest learners. It increases vocabulary among grade three pupils in Kankana-ey communities who fully understands the language.</p>	
Date of Development	2015
Resource Locator	Schools Division of Benguet Buguias District
Learning Area	Mother Tongue
Grade Level	Three (3)
Learning Resource Type	Learning Material
Quarter	Three (III)
Competencies and Codes	Sequences events in an informational text through discussion, illustration, song dramatization and art.

Preface

Date, learning area, grade level, type of resource, when to use, competency code

I. Objectives	Demonstrates understanding of grade level narrative and informational text.
Performance Standard	Comprehends and appreciates grade level narrative and informational text
Learning Competencies	Sequences events in an informational text through discussion, illustration, song, dramatization and art.
II. Content	
III. Learning Resources	<p>References</p> <ul style="list-style-type: none"> Teacher's Guide Lesson's Materials Textbook Pages Additional Materials <p>CG page 143 Big Book - Mayat ay Unudan</p>
IV. Procedures	<p>A. Assessing previous lesson or presenting the new lesson</p> <p>Ask: Who among you can cook? What is the first thing you do when you cook? What is the second step? The third?</p> <p>B. Establishing a purpose for the lesson</p> <p>Ask: What do you think is the boy doing in the picture? Say: We will read the story part by part together and we'll find out later. After reading the story, we will be sequencing events that happened in the story.</p> <p>C. Presenting examples/instances of the new lesson</p> <p>Shared reading of the story "Mayat ay Unudan": After reading the story, ask the following questions: Sino di tumawag di bawara ad lin da Lando? Sino di tumawag di Lando sin ewa ay babawara? Apay ay nangangag di manlin an Lando? Sino di tumawag ay lala ay lalan di manlin? Sino ngato di tumawag di manlin lal nalla da di tumawag Lando?</p>

D. Discussing new concepts and practicing new skills #1	<p>Let the pupils read the following sentences (written on paper strips) from the story:</p> <p>Enda inagom naliwag ay lala, baliya, plalik, lalandok ya paapil, inset da ay nangangag sin babawara da. Din ukis di mamakan at ingosey Lando sin puon di kolumbasa. Nalad-ado di lallaag sin linupag da ay babawara. Nilaluan da din insakan da Lando ay babawara. Let the pupils arrange the events according to how it happened in the story.</p>						
E. Discussing new concepts and practicing new skills #2	<p>Group the pupils into four. Let them arrange the following events through:</p> <p>Group 1 - drawing Group 2 - song Group 3 - skit Group 4 - discussion</p> <p>Inrayagan Lando din linwa ay gagali na. Nilaluan da din insakan da Lando ay babawara. Nalad-ado di lallaag sin linupag da ay babawara. Epoosey Lando sin puon di kolumbasa din ukis di mamakan. Inagom da di ukis di mamakan ay naliwag.</p>						
F. Developing mastery (Lead to Formative Assessment 3)	Group presentation						
G. Reading practical applications of concepts and skills in daily living	Asks from events in stories we read, what daily activities do need to sequence?						
H. Making generalizations and abstractions about the lesson	How do we sequence events in a story?						
I. Evaluating learning	<p>Note: The group presentation can serve as the evaluation with the following rubric:</p> <table border="1"> <tbody> <tr> <td>5 points</td> <td>All events are correctly sequenced All members participated</td> </tr> <tr> <td>3 points</td> <td>One event is not correctly sequenced One member did not participate.</td> </tr> <tr> <td>1 point</td> <td>Two events are not correctly sequenced Two participants did not participate.</td> </tr> </tbody> </table>	5 points	All events are correctly sequenced All members participated	3 points	One event is not correctly sequenced One member did not participate.	1 point	Two events are not correctly sequenced Two participants did not participate.
5 points	All events are correctly sequenced All members participated						
3 points	One event is not correctly sequenced One member did not participate.						
1 point	Two events are not correctly sequenced Two participants did not participate.						
J. Additional activities for application or remediation							
V. Remarks							
VI. Reflection							

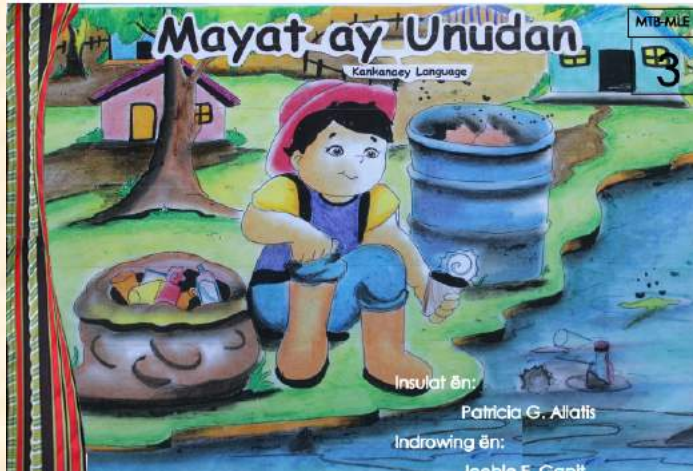
Suggested Lesson Plan

ACKNOWLEDGMENT	
<p>The author expresses her gratitude to those who shared their ideas, skills and moral support in making this learning material.</p> <p>To our District In-Charge, Principal III Herminia M. Osling for her suggestions and unending encouragement, Mildred L. Julian, Ronda B. Tulay for editing this bigbook , co-workers and others not mentioned.</p> <p>To our Heavenly Father, all the glory are yours.</p> <p>Thank you very much.</p> <p>The Author</p>	
CONSULTANTS:	<p>Marie Carolyn B. Verano, CESO VI, Schools Division Superintendent</p> <p>Nestor L. Bolayo, Assistant Schools Division Superintendent</p> <p>Rizalyn A. Guzman, Ed. D., CID Chief</p> <p>Sonia D. Dupagan, Ed.D., Education Program Supervisor- LR</p> <p>Francis F. Peckley, Ed. D. Education Program Supervisor-English</p> <p>Melvin L. Alfredo, Librarian II</p> <p>Antionette D. Socyang, Project Development Officer II</p> <p>School Quality Assurance Team</p> <p>District Quality Assurance Team</p> <p>Division Quality Assurance Team</p>

Acknowledgment

Name of editors and consultants

Parts of a big book



Inside cover



Image and text of the Story

Kawala-walang di
basura ed Landigan
ay ilin Lando.

Sungbatan din sasaludsod:

1. Sino di itsura di basura ed ilin da Lando?
2. Sino di inamag da Lando sin esa ay Sabado?
3. Apay ay nan-angat di man-ili en Lando?
4. Sino di tet-ewa ay kali ay kanan di man-ili?
5. Sino ngata di inamag di man-ili idi naila da di inamag Lando?

Questions for discussion

English Version

Good Example

Garbage were scattered in "Landingan" (community park) where Lando lives.

One Saturday, Lando called his five companions. They agreed to collect the waste materials. They gathered plastics, cans, bottles and construction scraps including biodegradable peelings of foods scattered all around.

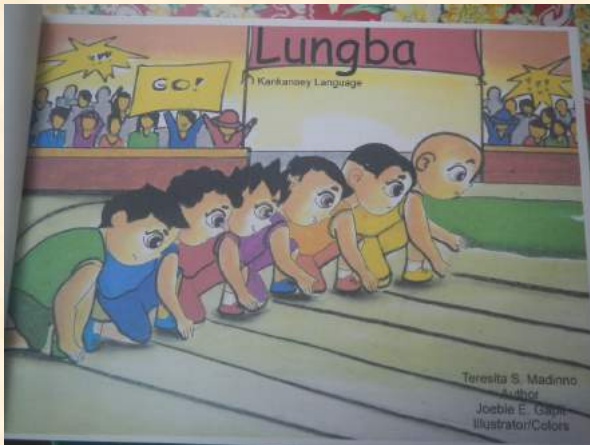
Then on Monday, flies were swarming around the rubbish that were piled near the houses. Lando's neighbors were very angry.

But when the scrap buyer arrives and buys the scraps, the neighbors said, "It's true. There's money in garbage." Lando used the peelings of foods as fertilizers for the squash.

From that time on, they also collected scraps and dispose their garbage properly.

Passed 095-08-19 Benguet Mayat ay Unudadn.pdf

English or Filipino Translation



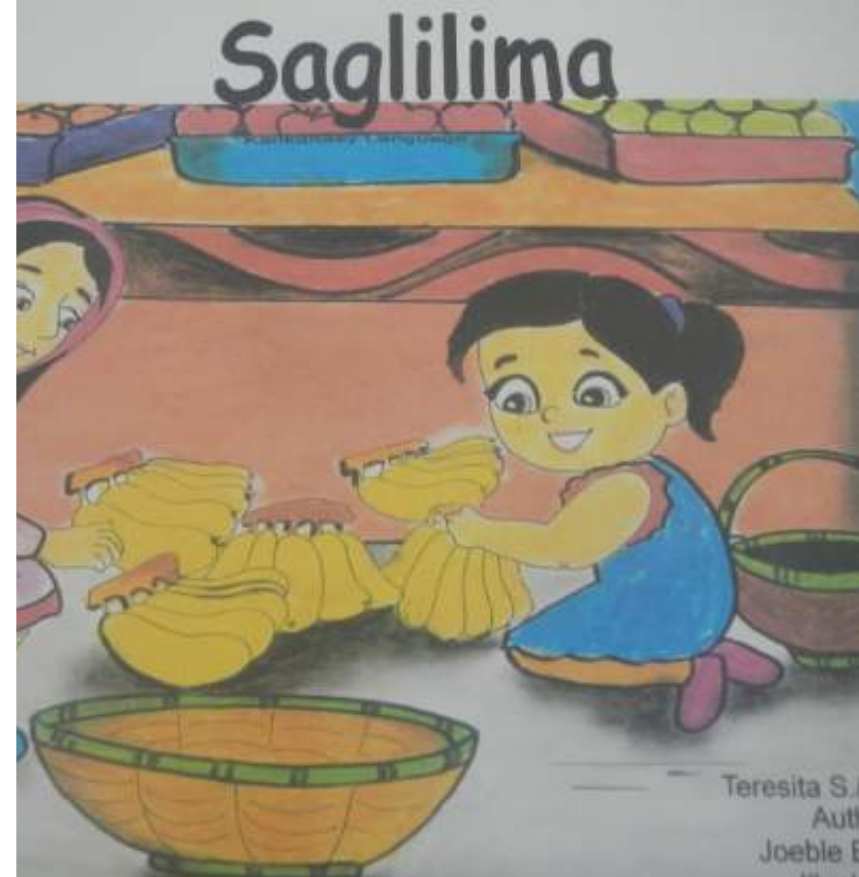
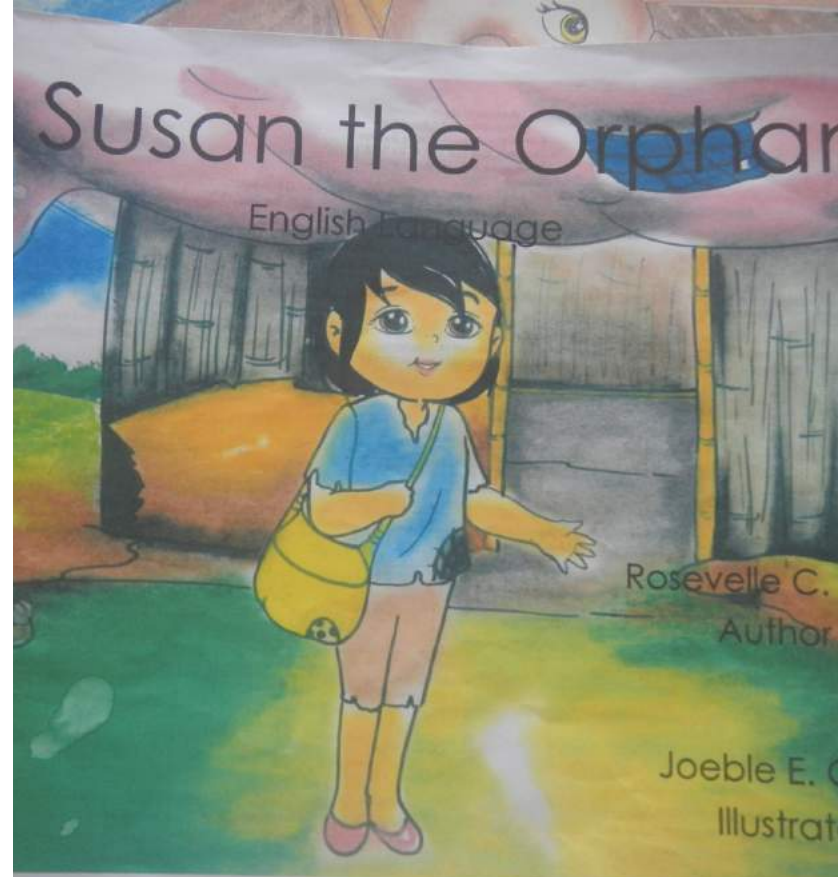
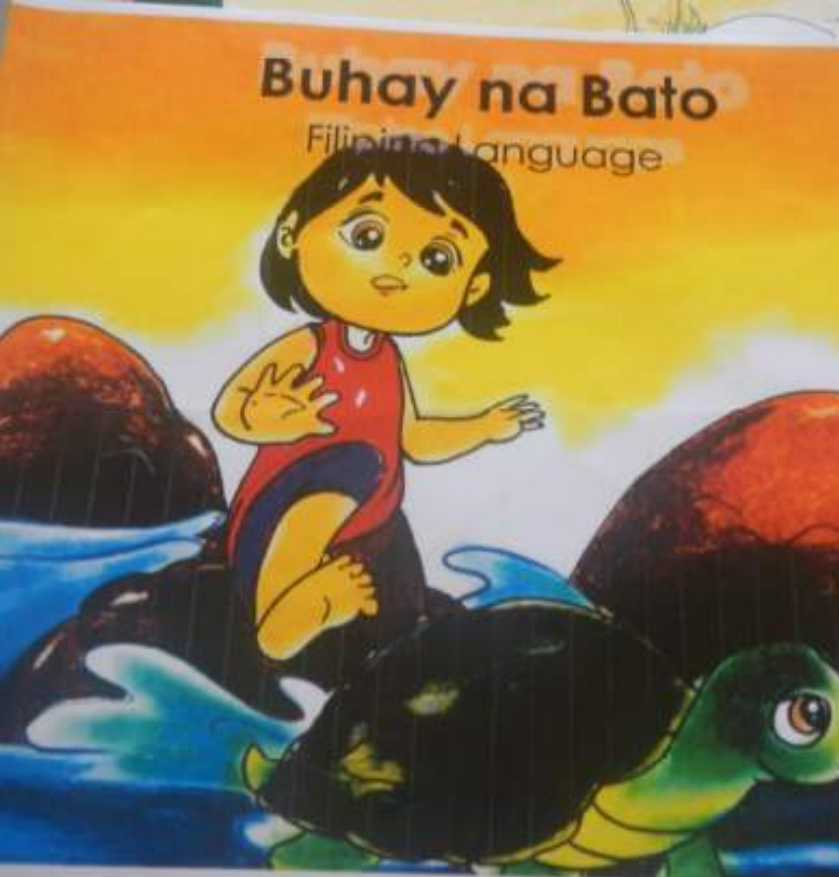
Nakilungba da
 Dante, Digno, Dindo,
 Dodong, Dino ya si
 Daping.

- The **Marungko** Approach for teaching to read in Filipino
- The **Anidut** Approach for Kankanaey
- Teaching letter-sound awareness starting with the most frequently used letter-sound
- A big book for each sound

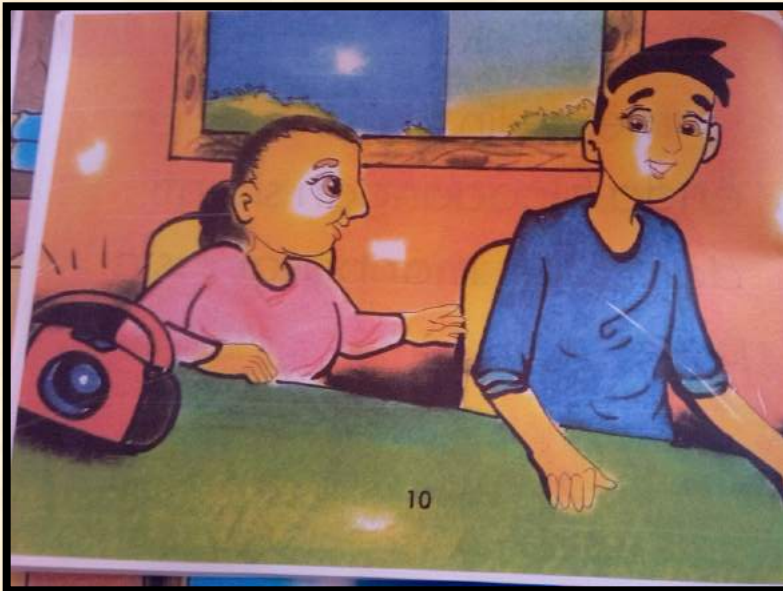
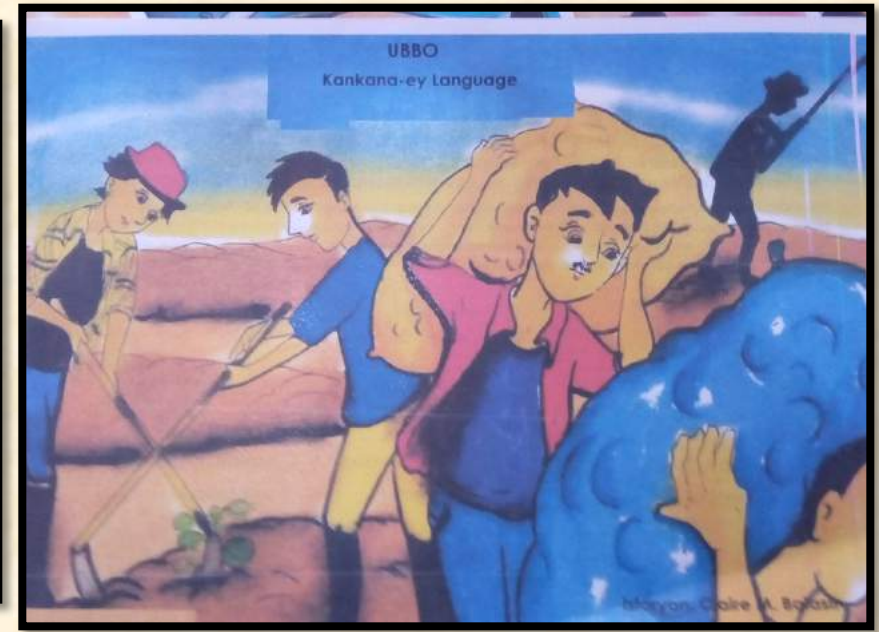
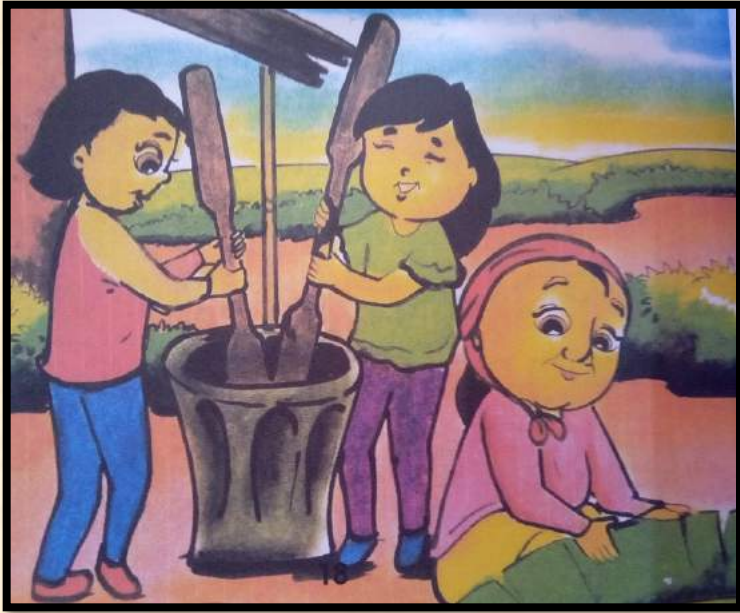
Big books to teach borrowed letter-sounds



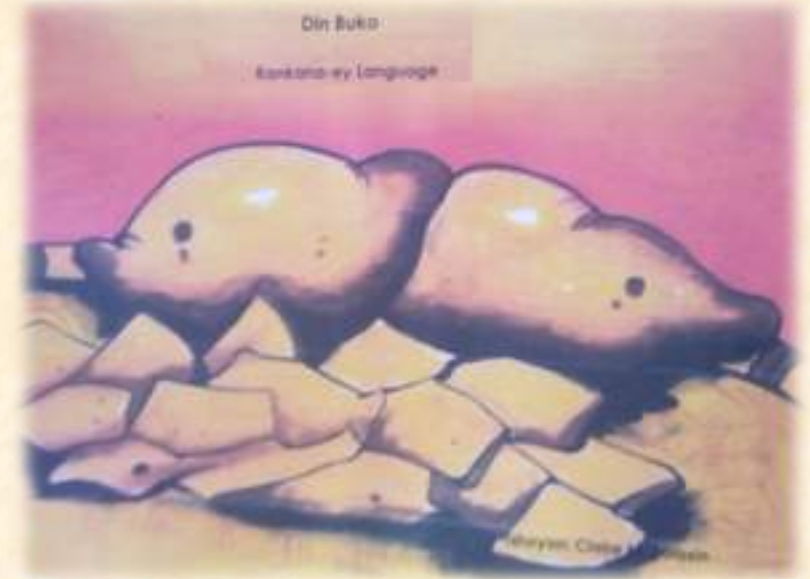
Ngem kanan Johnny,
"aga,say kanginginaan
sin amin nan jigsaw
puzzle ko tan napo na
äd Jerusalem."



Big books for teaching Math, Filipino, English, Social Studies, Music, Arts, Health, Physical Education, etc.



- “IPEdized” - indigenous knowledge system and practices (IKSP) and indigenous learning system (voices of the elders)
- *Badang, Ugbo, Albubo* - collective and reciprocal work relationships



Mother tongue Big books with subtle messages about the environment -- dying river, vanishing plants and animals

Generative stories and images

- Real experiences of children
- Danger caused by a school bully, an untamed dog, snake, an animal thief and a provoked mother hen
- Losses and mistakes
- Vacations
- Giving and receiving gifts



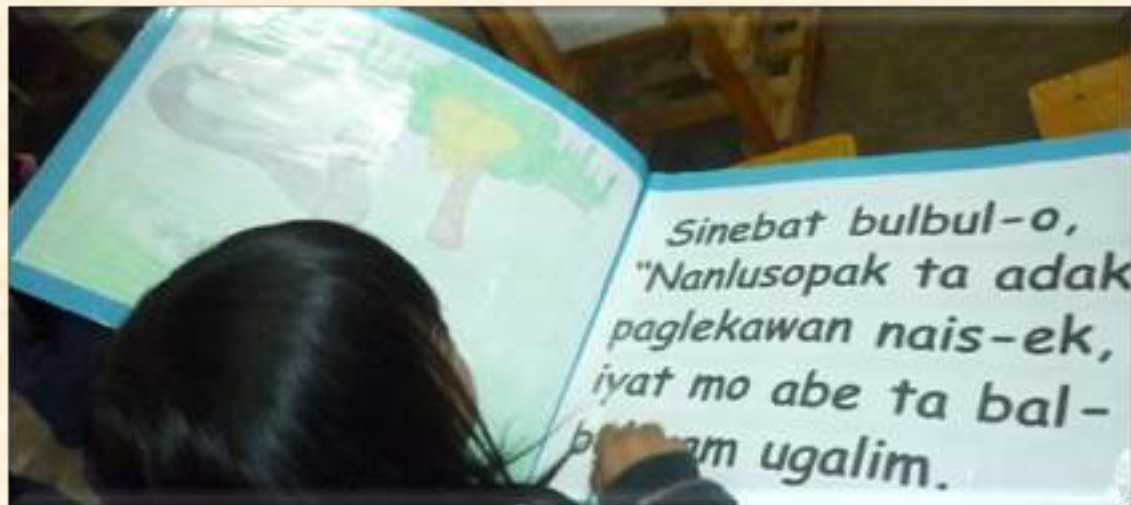
Compelling images

- “To make the drawing attractive to children, the character should look cute to the children. The colors should be striking. Sometimes I go overboard in enhancing the colors. It was indeed a learning experience. Before I combined using a crayon and pastel. Now I only use pastel” (Joebelle Gapit, Illustrator)
- The writers would ask us to enhance the photos some more...that the images will capture the attention of the children and will satisfy their senses (Local printing press owner)





- Shared reading
 - Post-reading activities
 - Independent reading during break times
 - Home reading
-



Developing beginning literacy skills

- *During lunch break, they go to the reading corner...they open the books, practice sounding out the word, they blend the sounds. Even if they do not know the story, they make up their own stories based on the illustrations. I laugh when I see them (Grade 1 teacher)*
- Able to read more quickly
- More meaningful classroom discourse



Developing love and habit of reading

- *“...recess was announced and the children stayed on reading the storybooks”*
- pupils going quietly to their teacher’s table and get the new big book so they could read it in advance
- Returning to their grade 1 classroom to reread favorite stories



Developing love and habit of reading

They will be still and be attentive when you say that you will tell a story. They will come immediately and sit down on the floor around you. Wow! They scream with delight... I ask them, "what do you think will happen next?" They will suggest their guess and later they would exclaim, "you see, I was right!" (Grade 1 Teacher)



Dimensions of Contextualization

- 1. Texts/Language** – current and some traditional words; names of people, places, plants, animals, tools, food...
- 2. Concepts/stories** – vegetable farming community
- 3. Images** – what the indigenous group wear daily at the farm, special events, etc
- 4. Indigenous learning system** – elders as culture bearers and embodiment of cultural wisdom



Dimensions of Contextualization: Participants

EDITORS
Pupils, fellow
teachers, school
heads, Quality
Assurance Committee

Local illustrators and
computer layout
artists

WRITERS
Teachers, School
Heads

FUNDERS
Local Government;
School Budget;
Teacher and Relatives



Contextualization issues

1. Language

- Kankanaey variations; same words but different meanings
- words for colors, math terms; spelling conventions

2. Cultural concerns

- Names to be used
- Folklores with violent content
- Include pre-Christian cultural practices or cultural values only?

3. Resolve thru orthography congress, meetings



Training, motivating and mentoring teachers to produce MTB-MLE materials

Herminia M. Osting

Principal IV, Tublay School of Home Industries

MTB-MLE Regional Trainer



Reasons for making big/small books

- Provide materials for the MTB-MLE pilot schools
- Required output in a seminar-workshop
- For classroom instruction only
- Yearly big book writing – district, division, regional, national
- Earn points for promotion (20 points for a set of big books)



Difficulty of making a big book

Because we had to make MTB-MLE big books, my school principal bought large A3 papers so I could make our own big books for the school but I was not able to make a single big book. I realized that it is not “basta ” (easy) to make big books. I had the materials needed but what would I do?

(Grade 1 teacher)

I was supposed to make a big book but because I was extremely busy, I could not conceptualize a new story. My daughter made me sit down in the middle of our flower garden to find inspiration. After some time of sitting and looking at the flowers, I came up with a story about an orchid.

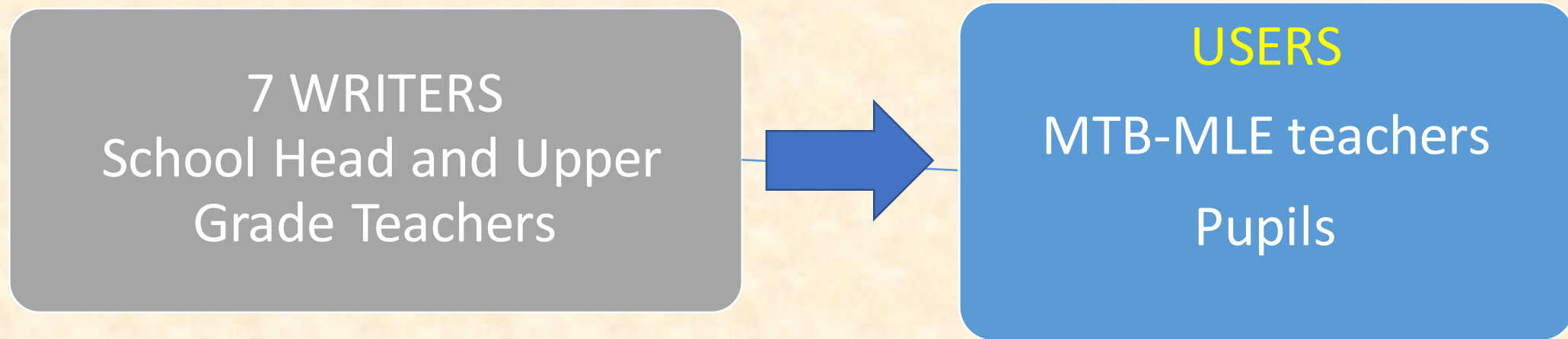
(school head)

MTB-MLE related teachers' training (2010 to 2018)

- 40 organized training events
- **Topics-** the what and why of MTB-MLE; materials development; teaching strategies; contextualization
- Learning Action Cell sessions
- Informal one-on-one mentoring

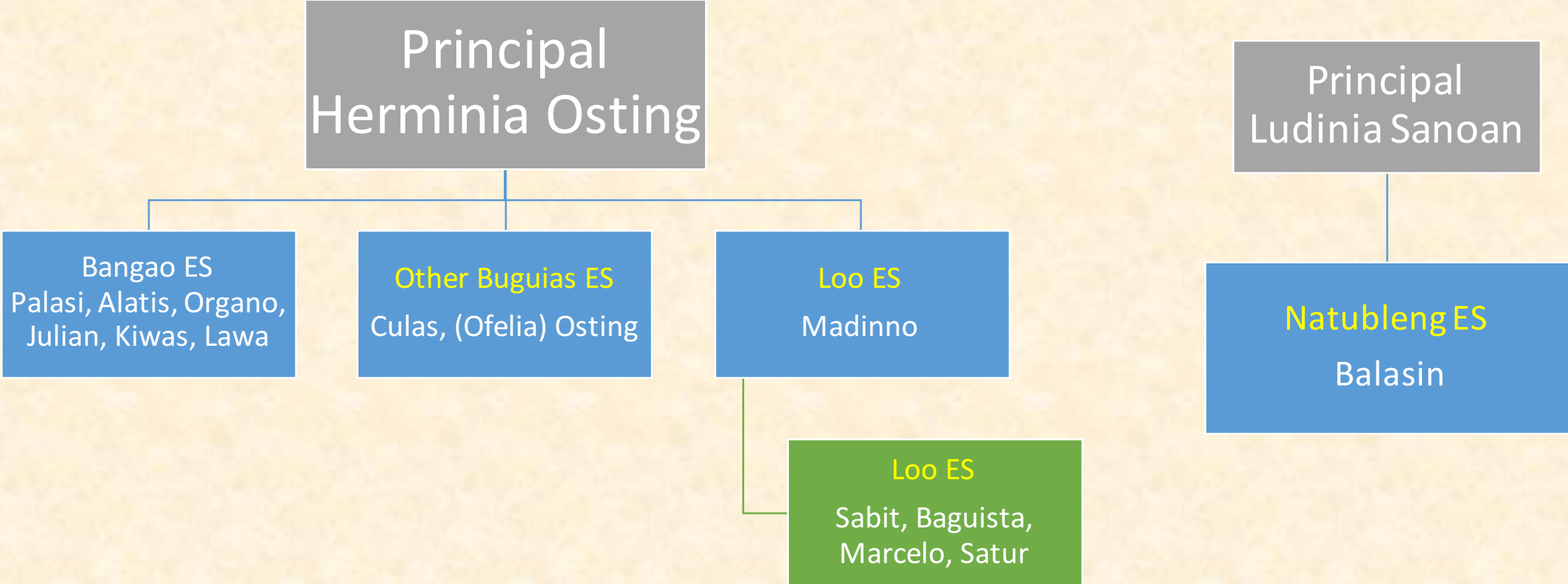


Organizing Materials Production in an MTB-MLE Pilot School at Bangao Elem School

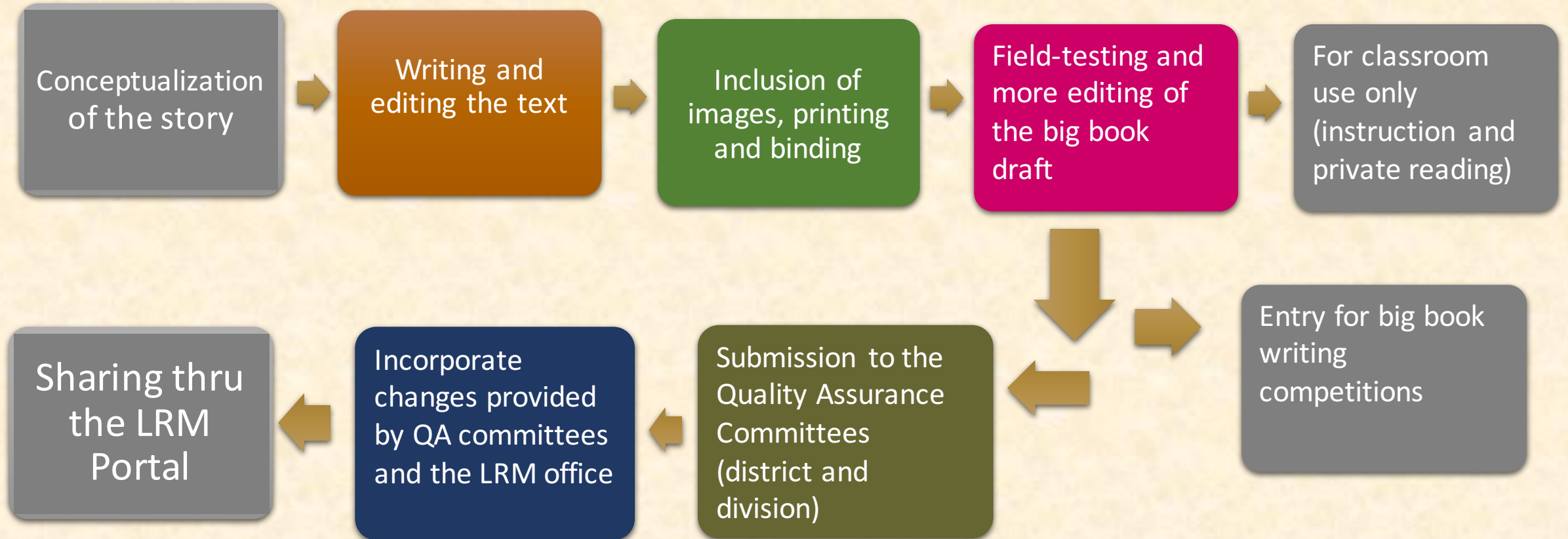


At first, we made the big books because we had to comply to the demand of our school head, to fulfill our role as a pilot school, but then as we constantly worked hard together, sometimes until 10:00 pm, we felt bonded with each other and we came to believe and embrace MTB-MLE too

Mentoring of Teacher-Writers in Buguias



Big book making process



First Step: Conceptualizing the story

- **Sources of stories** – stories told in (funeral) wakes, life experiences; folklores
- **Crafting an interesting plot** – it is like climbing a mountain
- **K-12 competencies**

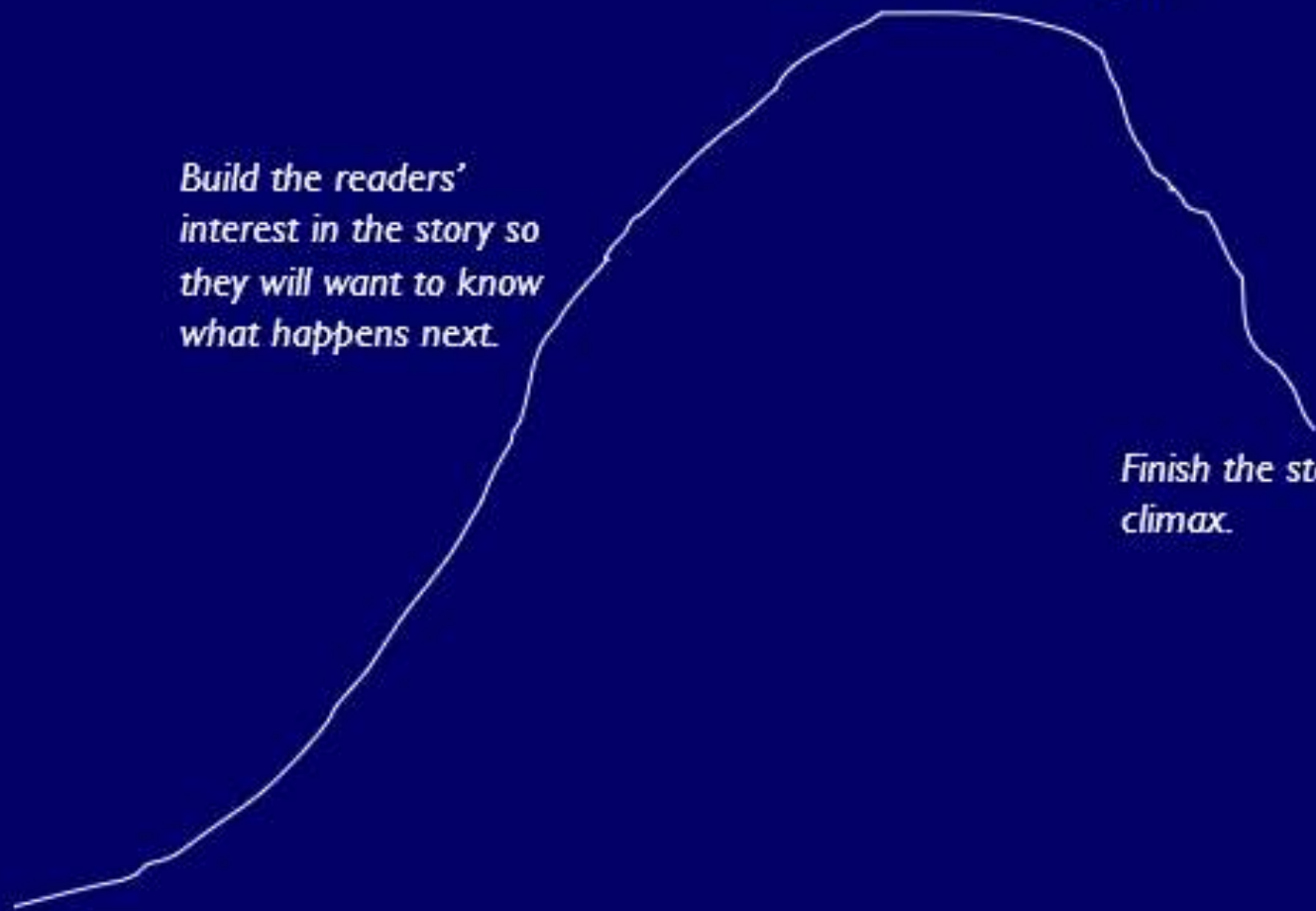


Introduce the people & events in the story.

Build the readers' interest in the story so they will want to know what happens next.

Come to the climax of the story—the most important part.

Finish the story soon after the climax.



Adding illustrations

- Hold attention of pupils in a large class
- How to draw people, highlight emotions and movement
- Affordable - \$1.50 (2011); \$1.90 (2018)
- Image enhancement; crayon, pastel, marker, and digital tools



Joebelle Gapit – main illustrator



ACKNOWLEDGMENT

The author expresses her gratitude to those who shared their ideas, skills and moral support in making this learning material.

To our District In-Charge, Principal III Herminia M. Osting for her suggestions and unending encouragement, Mildred L. Julian, Ronda B. Tullay for editing this bigbook, co-workers and others not mentioned.

To our Heavenly Father, all the glory are yours.

Thank you very much.

The Author

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Francis F. Peckley, Ed. D. Education Program Supervisor- English

Melvin L. Alfredo, Librarian II

Antionette D. Sacyang, Project Development Officer II

School Quality Assurance Team

District Quality Assurance Team

Editing

- Learning process - became more elaborated through time
- Editors – pupils; Quality Assurance committees
- Choosing the exact words to use
- K12 competency
- Age-appropriate
- English / Filipino translation

PREFACE

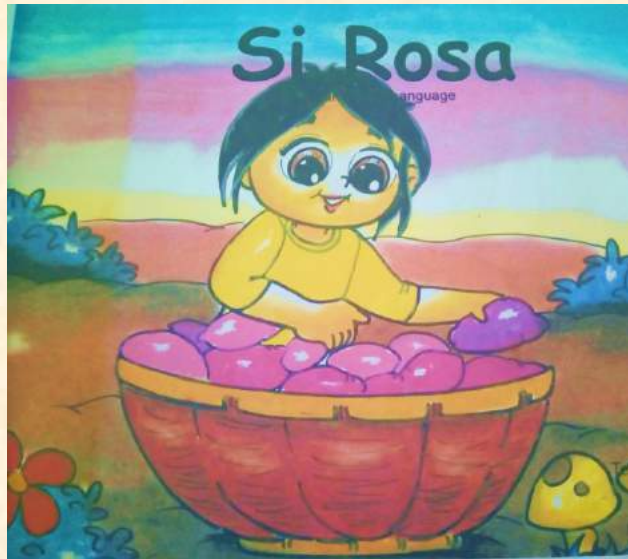
This Big Book entitled "Din Kawitan ën Pakën" is an aid to...
To tell that some animals are important. They help us...

Date of Development
Resource Locator
Learning Area
Language
Grade Level
Learning Resource Type
Quarter
Competency and Code
(Mother tongue, Orthography)

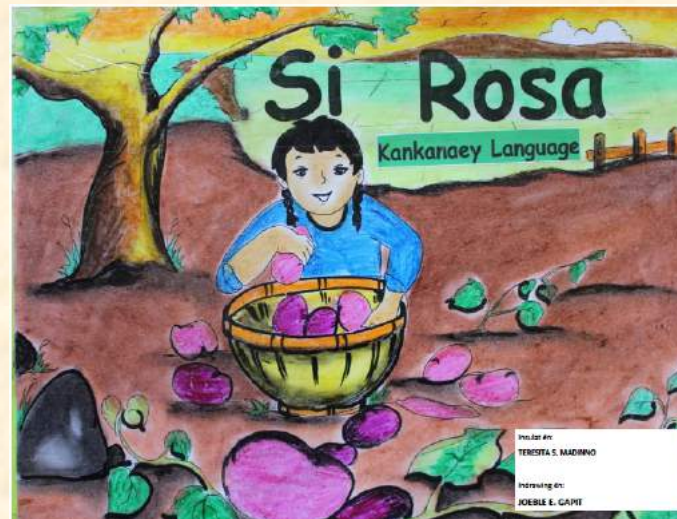
2015
Benguet Division
Mother Tongue-1
Kindergarten
Learning Material
Third Grading - Week 23, Day 4
Tell that animals are important. They help us in different ways.

Age-appropriateness

Original Version



Quality Assured Version



Learning Resource Portal

Home Resources Media Gallery Filter resources by - Enter title or keywords

Hi, Maria Mercedes! Profile Notifications Logout

Member

ID	Title	Resource Type	Format	Actions
12706	San inmat ken gagauling	Learning Material	PDF	View Details Download
12719	Ana ay titinge	Learning Material	PDF	View Details Download
12906	Eweg sin kad-an di eb-eb	Learning Material	PDF	View Details Download
13230	Si rosa	Story Books	PDF	View Details Download
13935	San banban-eg ya dakdake ay baey	Story Books	PDF	View Details Download
14196	Kadya ibagam kasin	Story Books	PDF	View Details Download
14603	Dadin kukuko en ana	Story Books	PDF	View Details Download
14604	Din kawayan	Story Books	PDF	View Details Download
14800	Si kuting	Story Books	PDF	View Details Download
14857	Si lolong ay ket-eng	Story Books	PDF	View Details Download
16155	Reading readiness and beginning reading: letra tt	Learning Material	PDF	View Details Download
16159	Kasasaldet ay taki	Learning Material	PDF	View Details Download
16161	Reading readiness and beginning reading: letra aa	Learning Material	PDF	View Details Download
16166	Din sin-agi	Story Books	PDF	View Details Download
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Si Kuting

Story Books | PDF

Published on 2018 December 3rd

Description
This material has been developed with the Learning Resource Management Development System, Schools Division Office of Benguet (LRMDSDO Benguet) and has been implemented by the Curriculum Implementation Division (CID) of the Department of Education, Cordillera Administrative Region, Schools Division Office of Benguet. This Book entitled "Si Kuting" is an aid to the kindergarten pupils to tell some animals are cared for their parents when they are young.

Objective

Curriculum Information

Education Type	K to 12
Grade Level	Kindergarten
Learning Area	Kindergarten
Content/Topic	F. UNDERSTANDING THE PHYSICAL AND NATURAL ENVIRONMENT (PNE): Life Science: Animals (A)
Intended Users	Learners
Competencies	Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live)

Copyright Information

Developer	Ofelia L. Osting
Copyright	Yes
Copyright Owner	Department of Education - Schools Division Office of Benguet
Conditions of Use	Use, Copy, Print

Uploading and sharing through the DepEd's Learning Resource Portal

<https://lrmds.deped.gov.ph>



Enabling factors

- Pioneering spirit and commitment to be an MTB-MLE pilot school
- Leadership of the school head and supervisors
- The Buguias culture of badang, inugbo, albubo (cooperative work)
- Psychic incentives
 - Pupils can read early and well
 - Positive identity as a writer and being bonded with other writers
 - “I thought these are English storybooks!”
- Material incentives – credit points for promotion



Enabling factors

- Funding support – SBM grants, local government funds, teacher salary loans
- Partnerships with MTB-MLE advocates – NGOs, universities
- Advances in technology – Print On Demand Technology
- Local forums to address differences in language use (esp. orthography)



Challenges

- Persistent resistance against MTB-MLE
 - language ideology: weaken English learning; mother tongue is backward; a mere bridge to learn English;
 - Extra work load; costly
 - “Why make a big book when you can teach basic reading through direct teaching only?”



Training needs of teacher-writers in Buguias

- Conceptualizing new and interesting stories
- Language analysis (Linguistics for Teachers)
- Making L1 books to teach learning areas
- Making dual language or multilingual books





**The Revitalization of the
Kankanaey Language
in the Broader Community**

**Estrella B. Tabdi
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Revitalizing a language

Indigenous language revitalization always occurs within an ecology of languages, in a context of other local and global languages with their relative statuses and uses in domains and social fields such as employment, religion, government, cultural life, media, and others

-Hornberger, N. (2008) “Can Schools Save Indigenous Languages?”



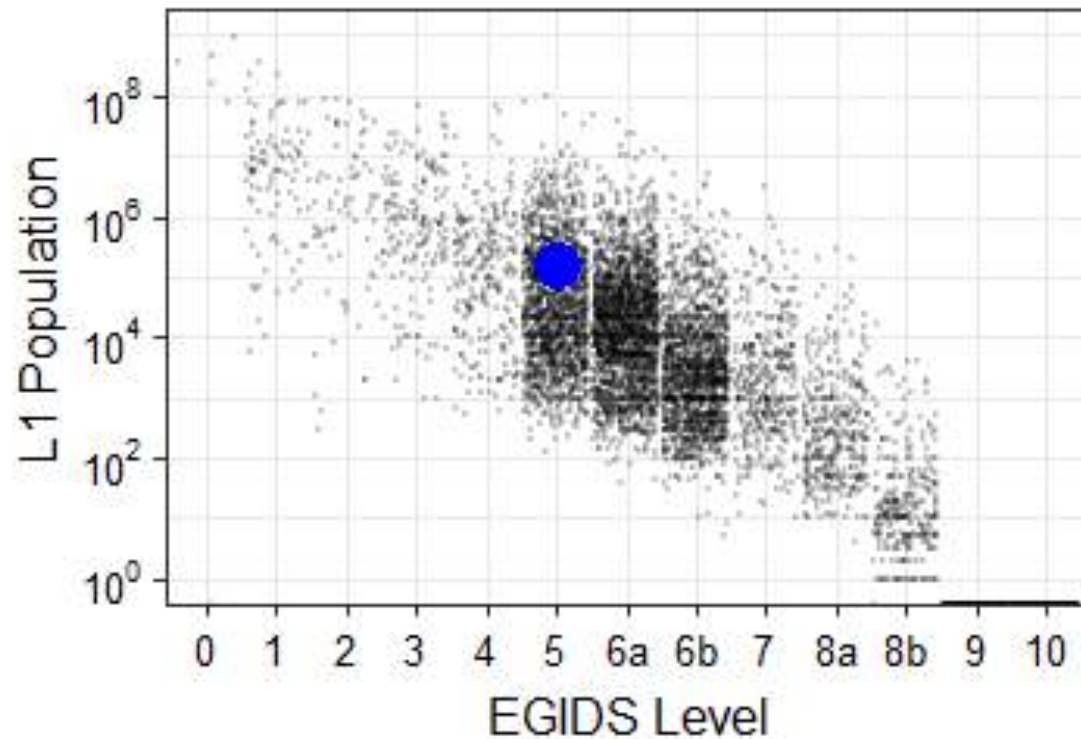
Assessing language vitality

- Fishman (1991) – Language use in mass media is an indicator of language vitality
- UNESCO (2003). The language of the ethnolinguistic group is of high vitality if it is the language of various domains and is responsive to new domains and media (internet)



Ethnologue (2019)

Kankanaey in the Language Cloud



The EGIDS level for this language in its primary country is 5 (Developing) — The language is in vigorous use, with literature in a standardized form being used by some though this is not yet widespread or sustainable.

Use of Kankanaey in local radio



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Rogelio Bolinto Kasta met en dakau ssa manang

40w



Jerome Myrine Keith ay mabalin man request kabsat

40w



Rogelio Bolinto Mabalin met kabsat Anya ngay request m Himig ng pasko?

40w



Hai Lyn Uncle kankanaey kod ay kanta para en dakami jiji

40w



Rogelio Bolinto Sana anak "Adak makadan" advance Merry Christmas 😊

40w



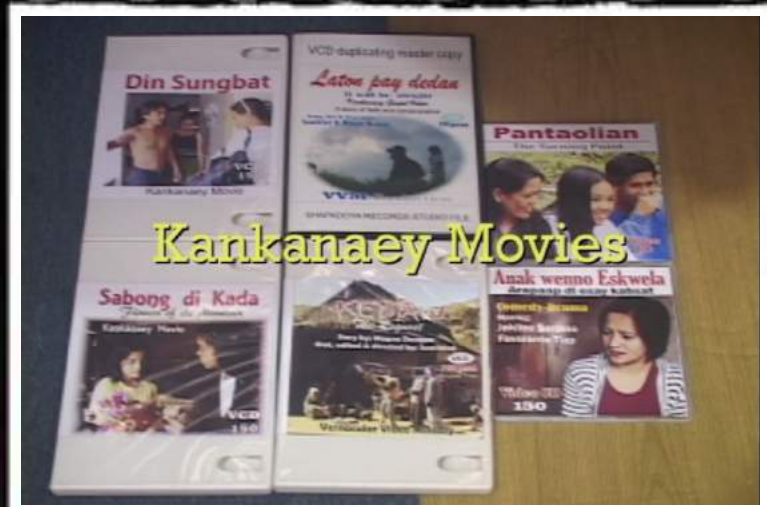
Kankanaey text messages from listeners



Original and Adapted Popular Music



Movies



Inter Film & NYSD production presents

PADAS SIN BIYAG

TRIALS OF LIFE

FILM SHOWING

NOV.18, 2016
7:00 Pm

at JACKS SOCIAL HALL
KMA LA TRINIDAD BEMOUET
P 50.00 admission

Let's Support our own movie industry
Question and Answer will follow after the film viewing...

Directed by BOTOÑO
Written by Razel Jackson

Inter Film & NYSD production presents

NOEL LABAN BOTOÑO AND ANITA OYANOS DIRECTOR JESSA SACRIN
MARJIE SACHA SHONA BALDIAN PRODUCED BY SHONA SACRIN
WRITTEN BY ANGEL LADINA DIRECTOR OF PHOTOGRAPHY

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Social Media Presence



YouTube^{PH}

samiklad movies



gelyn rodj 4 years ago

nakaka inspire naman talaga. Godbless. ;)

👍 10 🗨️ REPLY



Junnel Buhian 5 years ago

idol talaga ti igorot nga kumanta uray puro nak nga ilokano

👍 🗨️ REPLY



donald nabehhet 5 years ago

nice voice ur so beautiful..im proud to be a igorot

👍 🗨️ REPLY

View reply ▾



Dio 6 years ago

Nice song Dapyani....

👍 🗨️ REPLY



Rene Andrew 6 years ago

great voice for Father and Daughter,,captivating the EGO of every peRson seRves as a Lesson,,inspiration, encouragement, motivation, influence and insights of this song movie,,hope to see u in person alluring DAPYANI !!!

👍 2 🗨️ REPLY



0219ada 6 years ago

mayamayat nan kanta u.. kasta metlng nan kankanak ay mangbilbilin san anak mi.

👍 🗨️ REPLY



Igorota Dapyani- Kantan di sin ama

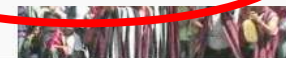
1,077,746 views

👍 1.9K

🗨️ 135

➦ SHARE

📌 SAVE



samiklad and dapyani

jadjaran1

Animations



Traditional Events



“Use of Kankanaey is a sign of good governance”
(Buguias Mayor)





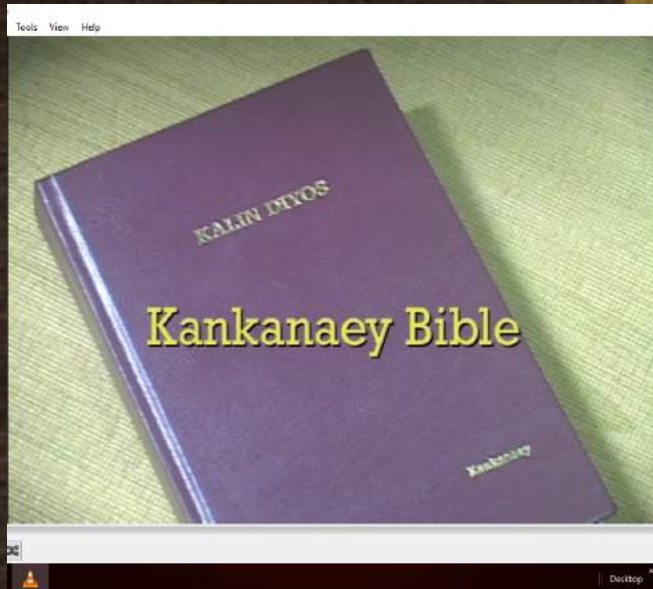
The Albubo Festival was partly inspired by the MTB-MLE program of the Department of Education

110th
Buguias Foundation Day

Theme:
*“Wingi-en di nanlugian,
man-iyaman takod niman,
matago-tago takos luman”*

November 16, 2018
Buguias Municipal Ground
Abatan, Buguias, Benguet

The poster features a circular logo on the top left with the text 'ABATAN NG BUGUIAS' and 'LEALDEGAN NG BENGUET'. The main title '110th Buguias Foundation Day' is prominently displayed at the top. Below the title, the theme is written in a stylized font. The background of the poster is a scenic view of a mountainous landscape with terraced fields and a small village. The bottom right corner contains the date and location of the event.



Local Churches

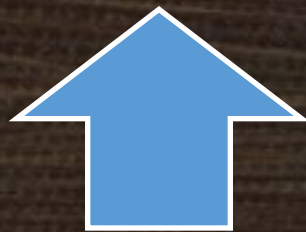
Kankanaey Bible, Religious Books, and Hymnals

The big book writers



E-GIDS SCALE for Kankanaey

Level	Label	Description
0	International	"Lingua Franca" used for communication between nations and regions.
1	National	Language used in education, work, mass media, and government at the national level.
2	Provincial	Language used in education, work, mass media, and government within an administrative region of nation.
3	Whole Community	Language is commonly used in work and mass media, though it lacks "official" status.
4	Educational	Language in vigorous use. Also exists in standardized form sustained by educational system.
5	Developing	Language in vigorous use. Also used in standardized form by some, but not widespread.



Lessons Learned, Implications and Possibilities

Maria Mercedes Arzadon

Faculty, Educational Foundations
University of the Philippines

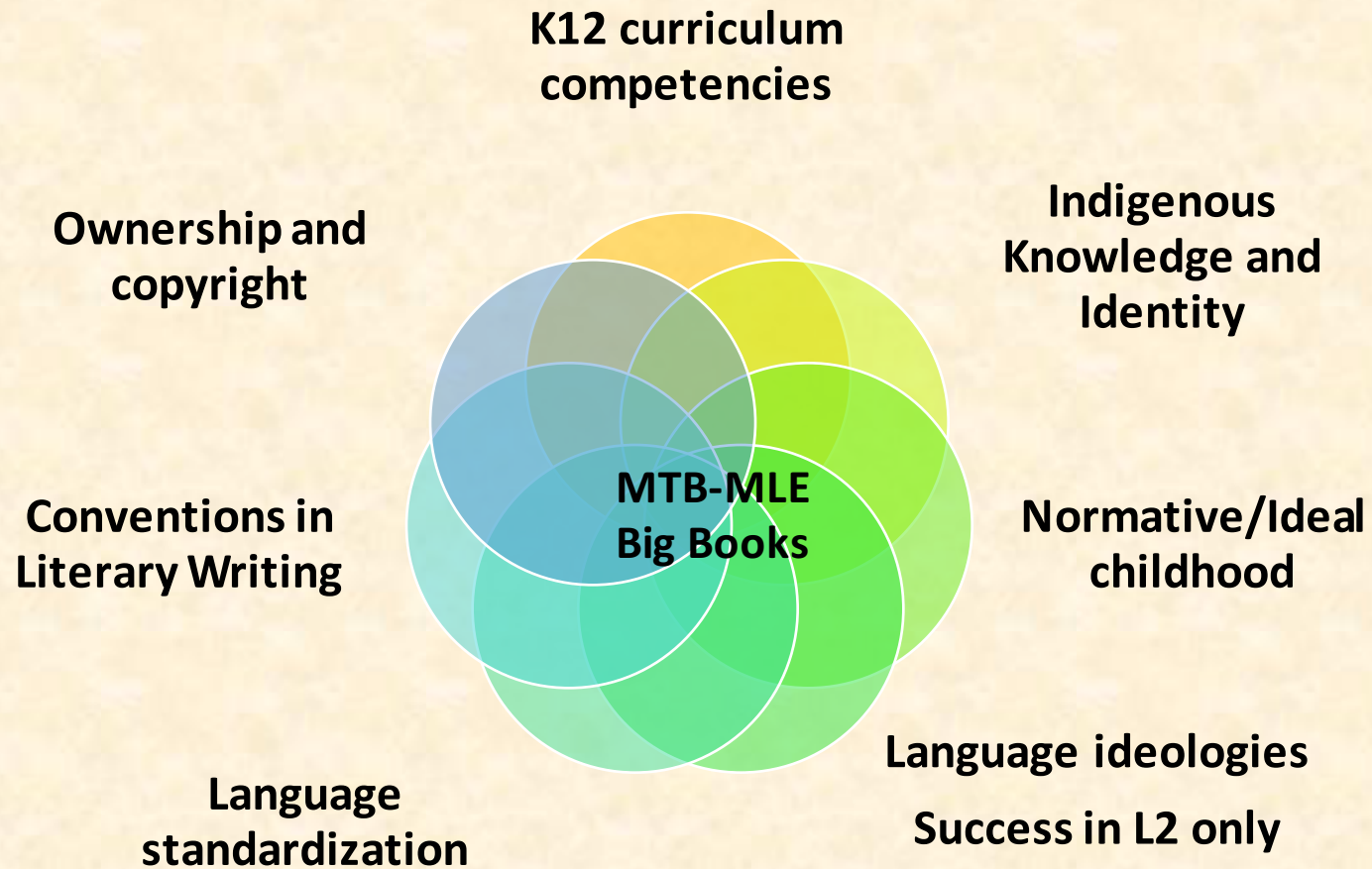


Conclusion

- Value of the Big books – economic, pedagogical, moral, aesthetic
- Materials devt - a window to assess MTB-MLE
- MTB-MLE policy has to be contextualized -- a learning process
- Addresses cultural discontinuities and schooling
- Enhances the quality of learning and the vitality of a minority language



Layers of complexity in mainstreaming MTB-MLE



Localizing the Book Chain

- Local targeting and production of materials
 - Stirred a sense ownership and teacher agency
 - Developed new identities as literacy experts, writers, storytellers
 - Addressed resistance and facilitated acceptance
- Localizing the BOOK CHAIN can
 - capacitate local authors, illustrators, and editors
 - support local enterprises
 - generate alternative funding
- Tension: Resistance from professional writers and commercial publishers



TEACHER AGENCY

- Teacher agency – is what teachers do as they actively contribute to the shaping of their work and its conditions. It is influenced by teacher’s beliefs about children and educational purpose (Biesta, 2014)
 - In MLE, it includes beliefs about their language and identities
 - Dedication and commitment to make a reform work - -“Madam MTBMLE”
 - Leading and mentoring
- It is not enough to focus on increasing teacher capacity but should address cultural and structural forces that pose difficulty and risk (Priestly et al 2015)
 - The need for support from MLE stakeholders



Recommendations- Materials Development

- Determine what comprises a complete Stage 1-4 materials then craft a long-term/short-term plan
- Hold each district or school accountable – School Improvement Plan; School Scorecard
- Reproduce existing books
- Develop L1 materials for other languages in the area
- Develop more books to teach other subject areas
- Dual language books for L1/ L2



Stages of Literature Development

NEXT TASK

Stage 1
Learning to read
(L1)

Stage 2
Gaining fluency
(L1)

Stage 3
Bridging
(L1 → L2)

Stage 4
Life-long reading
(L1 & L2)



Recommendations- Materials Development

- Career pathing of book writers and MLE champions
- Incentivize both individual and collective efforts
- Learn from research on storybooks, children literature, especially Stage 3, 4
- Database of various types of storybooks
- Materials and programs for family and community literacy



MTB-MLE in the Philippines

Policies
Curriculum
Generic teachers
guide and
materials
Initial Training
L1 literacy model

PAST

DEFICIT MINDSET
Support for 19 languages only
Exits at grade 3
Success thru L2 only

WEAK ACCOUNTABILITY
Plan and measurable goals?
Performance metrics?
Monitoring & capacity building?

INADEQUATE PEDAGOGICAL MODEL
Literacy in L1 and L2?
monolingual & multilingual context?

PRESENT

QUALITY EDUCATION
adequate, inclusive,
effective

?

Status quo or return
to the L2 –based
education

FUTURE

Notwithstanding the numerous problems it is facing, the MTB-MLE has very solid pedagogical foundation and embodies the concept of a learner-centered education. Thus, this study does not question the wisdom of implementing the program but rather seeks to highlight the challenges it is facing with a view of seeking more effective, efficient, and acceptable ways of implementing the program.

Monje et al. (2019), 'Starting Where the Children Are': A Process Evaluation of the Mother Tongue-Based Multilingual Education Implementation. PHILIPPINE INSTITUTE FOR DEVELOPMENT STUDIES



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