

Lesson Plan Development in the Mother Tongue- Based Multilingual Education

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ABSTRACT

This is a qualitative study on the MTB-MLE in the conduct of the lesson plan development for the BEED students in the University Northern Philippines, College of Teacher Education in response to the K to 12 curriculum in the Philippines. The scope of the study dealt with the actual demonstration teaching in the subject Principles of Teaching 2 as to the pedagogic principles and techniques as applied in the collaborative learnings inside the classroom. The result of the study provides the interesting innovation and creation of new ideas reflecting to the collaborative learnings that can be utilized in the instructional methods in teaching primary grade. This also reflects to the researcher experiences in teaching at the early childhood education in Grade 2 as provided to the practical ideas in collaborative education.

Introduction

The Mother Tongue –Based Multilingual Education (MTB-MLE) is the government’s banner program for education as a salient part of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the “Enhanced Basic Education Act of 2013.” The implementation of the MTB-MLE has shown in research studies that children with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. It is not only the cognitive development that transcends the educational development of the learners but the wide range of understanding native tongue. Furthermore, the use of mother tongue contributes the fluency of the native language at the same time enhances the cultural and ethnographic experiences by the learners.

The support of the Department of Education in the K to 12 curriculum on primary education provides the educational features on contextualization, cultural diversity and seamless learning. The native language directs the cultural experiences in the instructional development of the curricula as the main concept in the MTB-MLE This is the prescriptive subject of the mother tongue which is supported by the DepEd research that children learn better and are more active in class and learn a second language even faster when they are

first taught in a language they understand. Likewise, the Department of Education implemented the MTB-MLE through the mother tongue as the lingua franca in teaching the subjects in mathematics and science.

In School Year (SY) 2012-2013, the Mother Tongue Based-Multilingual Education was implemented in all public schools specifically in Kindergarten, Grades 1, 2 and 3 as part of the K to 12 Basic Education Program with the support the goal of "Every Child-A-Reader and A-Writer by Grade 1." (DepEd Order No. 16, s.2012). Based from this DepEd memorandum there were eight major languages or Lingua Franca and others offered as learning area and utilized as language of instruction : (1) Tagalog ; (2) Kapampangan ;(3) Pangasinense; (4) Iloko; (5) Hiligaynon; (6) Waray; (7) Tausug; and (8) Maguindanaoan

The languages of instruction expanded to the other mother tongue languages of specific regions and divisions (Geographical Location) for the School Year (SY) 2013-2014. The MTB-MLE aims to improve the pupil’s language and cognitive development, as well as his/her socio-cultural awareness as provided in the enclosure of DepEd Order No. 16, s. 2012. The child’s language will serve as the fundamental language for literacy and learning. This was implemented as the languages of instruction for Grade 1 pupils who speak the same languages: (1) Ybanaq

(Region II – Tuguegarao City, Cagayan , Isabela) (2) Ivatan (Region II- Batanes Group of Islands); (3) Sambal (Region III- Zambales); (4) Akianon (Region VI Aklan, Capiz) ; (5) Kinaray-a (Region VI Capiz, Aklan); (6)Yakan (ARMM- Basilan Province); and Suriqanon (Caraga-Surigao City and Provinces). (DepEd Order No. 28, s.2013)

Objectives

The study aimed to present the lesson plan development for the MTB-MLE in Grade 1-3 the specific objectives are the following:

1. Identify the importance of lesson plan in the MTB-MLE in Grade 1-3.
2. Classify the lesson plan content on MTB-MLE presented in Aralin Palinpunan, Mother Tongue, Mathematics, Science and Health
3. Present and classify the educational objectives of Bloom taxonomy of the lesson Plan in Ilokano for the MTB-MLE :
 - 3.1 commonly Used Educational Objectives of the Lesson Plan in Ilokano language for the Implementation of the MTB-MLE
 - 3.2 the Cognitive Learning in the Bloom's Taxonomy for the Lesson Plan in the MTB-MLE
4. Present the Lesson Plan Format in the Grade 1-3 Subjects of the Implementation of the MTB-MLE

Related Studies

In 2001, a former student of Bloom's, Lorin Anderson, and a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published a revision of Bloom's Taxonomy entitled A Taxonomy for Teaching, Learning, and Assessment. The revision updates the taxonomy for the 21st century, and includes significant changes in terminology and structure. In the revised framework, "action words" or verbs, instead of nouns, are used to label the six cognitive levels, three of the cognitive levels are renamed, and the top two higher-order cognitive levels are interchanged. The result is a more dynamic model for classifying the intellectual processes used by learners in acquiring and using knowledge.

In the Bloom's taxonomy of the MTB-MLE in the Department of Education , the cognitive development and higher order thinking skills (HOTS) are viewed as (1) using the learners' mother tongue provides a strong foundation by developing cognitive skills and comprehension of the academic content from day one. The knowledge, skills, attitudes, and values gained through the mother tongue; (2) better support learning of other languages and learning through other languages later; and (3) As learners articulate their thoughts and expand ideas, both language and critical thinking are strengthened. MTBMLE cultivates critical thinking through talking about ideas in the familiar language. When teaching only in the L2, critical thinking is postponed until L2 is sufficiently developed to support such analysis.

MTBMLE is education, formal or non-formal, in which the learner's mother tongue and additional languages are used in the classroom. Learners begin their education in the language they understand best-their mother tongue-and develop a strong foundation in their mother language before adding additional languages. Research stresses the fact that children with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. Their knowledge and skills transfer across languages. This bridge enables the learners to use both or all their languages for success in school and for lifelong learning. In terms of cognitive development, the school activities will engage learners to move well beyond the basic wh-questions to cover all higher order thinking skills in L1 which they can transfer to the other languages once enough Filipino or English has been acquired to use .

Methodology

The study utilized the descriptive and qualitative method to analyze the development of lesson plan in the application of MTB-MLE for Grade 1-3. The lesson plans were also presented in the actual demonstration teaching for the subject Principles of Teaching 2 as to the pedagogic principles and techniques applied in the collaborative learnings inside the classroom. The descriptive analysis of the study presents the degree of importance on the use of lesson plan for the class There are 90 BEED students evaluate the degree of

importance of the lesson plan in the MTB- MLE.

The norm of interpretation utilized to evaluate the degree of importance why lesson plan is needed in MTB-MLE:

Statistical Limit	Descriptive Rating	Overall Interpretation
4.21-5.00	Very Much	Very High
3.41-4.20	High	High
2.61-3.40	Moderate	Moderate
1.81-2.60	Low	Low
1.00-1.80	Very Low	Very Low

There were 30 lesson plans in Ilokano language for MTB-MLE in Grade 1-3 in this study: 9 for Aralin Panlipunan (30 %); 7 for Mother Tongue (23.33 %); 8 for Mathematics(26.67 %); 6 for Health and Science (20%).As to the distribution of the number of lesson plan in Grade 1-3, there

were 13 or 43.33 % for lesson plans in Grade 1 and 2 while 4 or 13.335 for Grade 3. The scope of the study delimits the commonly used lesson objectives and lesson formats in the MTB-MLE for the four subjects in Grade 1-3.

Table 1
Distribution of the Number of Lesson Plans for the Subjects in Grade 1-3

Subjects	Grade 1		Grade 2		Grade 3		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Aralin Panlipunan	6	46.15	2	15.38	1	25	9	30.00
Mother Tongue	2	15.38	4	30.77	1	25	7	23.33
Mathematics	2	15.38	6	46.15	0	0	8	26.67
Health and Science	3	23.09	1	7.69	2	50	6	20.00
Total	13 (43.33%)	100	13 (43.33)	100	4 (13.33)	100	30	100

Findings

The findings of the study were analyzed and interpreted based from the result of the qualitative research in analyzing the 30 lesson plans presented in Grade 1-3 for Aralin Panlipunan, Mathematics, Mother Tongue, Health and Science.

A. Importance of Lesson Plan in the MTB-MLE

Table 2 presents the importance of Lesson Plan in the MTB-MLE based from the descriptive responses of the 90 BEEed students in the College of Teacher Education, University of Northern Philippines.

Table 2
Importance of Lesson Plan in the MTB-MLE

Description	M	DR
1. A pupil's educational growth depends on the selection of the subject matter activities, experiences, and methods adapted to his interests, needs, abilities and level of maturity.	4.90	VM
2. A lesson plan includes framing objectives and choosing subject matter, procedures, materials and evaluation techniques.	4.69	VM
3. Making a lesson plan involves foreseeing what is likely happen and choosing experiences that will change children for the better.	3.72	H
4. A lesson plan serves as a guide to the apprentice teacher.	4.68	VM
5. Planning prevents waste of time that usually accompanies or haphazard teaching.	4.16	H
6. A lesson plan prevents wandering away from the subject matter by making the teacher conscious of what he/she has to accomplish for the day.	4.33	VM
7. A lesson plan gives the feeling of security especially to the beginning teacher who always feels nervous and tense.	4.60	VM
8. The principle of self-activity applies to the learning of both teachers and pupils.	4.47	VM
9. Lesson plans are of use not only to teachers but also to principals and supervisors.	3.93	H
10. Past lesson plans will be of use to a substitute teacher who may take over in an emergency.	4.10	H
Overall		

Notes :

4.21-5.00	Very Much (VM)
3.41-4.20	High (H)
2.61-3.40	Moderate (M)
1.81-2.60	Low (L)
1.00-1.80	Very Low (VL)

The importance of lesson plan reflects from the pupil's educational growth which depends on the selection of the subject matter activities, experiences, and methods adapted to his interests, needs, abilities and level of maturity (X-4.90). Basically, the selection of the subject matter activities depends from the program in implementation of the K to 12 curriculum for Grade 1-3 that considered the mother tongue as the core of development learnings in the basic education program.

The scope of the study represents the four subjects for Grade 1-3 with the following description:

- 1) Aralin Panlipunan . The lesson provides the discussion of family, Filipino Values and public service.

- 2) Mother Tongue. The lesson presents name of places, direction, and spoken language with the inclusion of culture.
- 3) Mathematics. The lesson plans of this study include the expanded form of numbers, counting of numbers and ordinal numbers.
- 4) Health and Science. The lesson plans provide information about personal hygiene and health of individual.

The articulation of the instructional process is designed based from the student teachers ability to present the teaching method in order to develop the interests, needs and abilities of the pupils. This will produce a unique way to teach based on the instructional preparation and innovative way to present the flipcharts, maps, illustrative

materials, charades and other forms of materials developed by the student teachers.

Based from the responses of the respondents, the following insights are considered in the importance of lesson plan:

1. A lesson plan includes framing objectives and choosing subject matter, procedures, materials and evaluation techniques. (X-4.69)
2. A lesson plan serves as a guide to the apprentice teacher. (X-4.68)
3. A lesson plan gives the feeling of security especially to the beginning teacher who always feels nervous and tense. (X-4.60)

The student teachers are aware that a lesson plan includes framing objectives and choosing subject matter, procedures, materials and evaluation techniques. (X-4.69) This has been the institutional mandate of the teacher training program as adopted from the educational practice of the Department of Education. The application of MTB-MLE not only in the mother tongue but also to the other subjects such as Aralin Panlipunan, Mathematics, and Science and Health. The MTB-MLE teacher training experience also provides the suitable format to be adopted in the formulation of the lesson plan which can be articulated in the instructional strategies .It must be noted that teacher training program has provided the instructional support of the MTB-MLE in relation to the importance of the lesson plan which serves as a guide to the apprentice teacher (X-4.68) Likewise, it gives the feeling of security especially to the beginning teacher who always feels nervous and tense (X-4.60).

To synthesize the academic result of the study, it points out the following importance based from the insights of the 90 respondents as to the degree of importance of the utilization of lesson in the Mother Tongue –Based Multilingual Education:

The Importance of the Lesson Plans in the Mother Tongue-Based Multilingual Education

1. A pupil’s educational growth depends on the selection of the subject matter activities, experiences, and methods adapted to his interests, needs, abilities and level of maturity.
2. A lesson plan includes framing objectives and choosing subject matter, procedures, materials and evaluation techniques.
3. A lesson plan gives the feeling of security especially to the beginning teacher who always feels nervous and tense.
4. A lesson plan serves as a guide to the apprentice teacher.
5. The principle of self-activity applies to the learning of both teachers and pupils.
6. A lesson plan prevents wandering away from the subject matter by making the teacher conscious of what he/she has to accomplish for the day.

The lesson plan of MTB-MLE provides the pedagogical standards of the instructional process implemented by the Department of Education. It provides the support of the self-activity such as collaborative learning, active learning, student-centered learning and independent .It is not limited to the instructional processes of the basic education program but also directs to the feeling of security in teaching of the class particularly beginning teachers.

B. Lesson Plan Content on MTB-MLE

Table 3 has shown the lesson plans presented in the MTB-MLE for Aralin Panlipunan, Mother Tongue, Mathematics and Health and Sciences from Grade 1 to Grade 3.

Table 3
Distribution of the Lesson Plans with the Corresponding Topics Presented in the MTB-MLEs

Subjects	Grade 1 (Umuna a Tukad)	Grade 2 (Maikadwa a Tukad)	Grade 3 (maikatlo nga tukad)
Aralin Panlipunan	1) Panangam-ammo kadigiti kameng ti	1) Dagiti Mangbukel ti ili 2) Dagiti serbisyo gappu ti	1) Ipagpa npanakkel

There were nine lesson plans for the information about Pamilia, Galad ti Pipino, Kasapulan ken serbisyo ti iti ken pagadalan	<p>pamilia</p> <ol style="list-style-type: none"> 2) Naisangsangayana k 3) Ti Pamiliak 4) Pisikal a galad ti Pilipino 5) Dagiti kasapulak 6) Naisangsangayan ken Banbanag ti magussutuan 	bumukbukel iti pagadalan	ko ti pamiliak
Mother Tongue The lesson plans were presented in mangibaga iti direksyon ; pangnagan ken palanad ti lugar; and sarita ken kabloaw	<ol style="list-style-type: none"> 1) Pagnagan a saan a mabilang 2) Naisangsangayann ak 	<ol style="list-style-type: none"> 1) Sarita nga Mangibaga iti Direksyon 2) Palanad ti lugar 3) Dagiti Sarita nga addaan ti tallo wenno ad-adu pay a silaba 4) Dagiti nadayaw kablaaw 	<ol style="list-style-type: none"> 1) Pangnagan ti Klaster
Mathematics The lesson plans of this study include the expanded form of numbers, counting of numbers and ordinal numbers.	<ol style="list-style-type: none"> 1) Panagbasa ken panangsurat iti expanded form ti numero 2) Kagudua iti Sangabukel 	<ol style="list-style-type: none"> 1) Panagdadagup dagiti yameng ti numero mangrugi ti limagasut ingganat sagaribu 2) Simbolo no ad-ado, basbassit wenno agpada 3) Panagdasig kadigiti Numero 4) Pannakaibaga ken panang-usar iti ordinal a numero 5) Pagnabilang-sangapulo angiggana sanga gasut 6) Panagsagup ti bilang a duwa agingga ti tallo a numero nga addaan pagdagupan agingga sangaribo nga awan panagnayon 	
Health and Science. The lesson plans provide information about personal hygiene and health of individual.	<ol style="list-style-type: none"> 1) Nadalus a Saka 2) Nasalun-atak 3) Mulmula ken ay-ayup a makan 	<ol style="list-style-type: none"> 1) Pagdakkal yo ket mabalin nga malapdan 	<ol style="list-style-type: none"> 1) Umno a Tignay no Agusek ken agbaen. 2) Nadalus nga imma

On the Lesson Plan of Aralin Panlipunan . In Grade 1 (Umuna nga Tukad), it provides information in a simple description about the social interaction of tao, lipunan and kapaligiran. The scope of lesson plan in this study provides study of family and people in the society which includes the topics on (1)*Panangam-ammo kadigiti kameng ti pamilia*; (2) *Naisangsangayanak*; (3) *Ti Pamiliak*; (4) *Pisikal a galad ti Pilipino*; and *Dagiti Kasapulak*. For Grade 3, it also illustrate the pride of family along *Ipagpanpanakkel ko ti pamiliak*.

While the AP subject for Grade 2 provides information about the lesson plans

on (1) *Dagiti Mangbukel ti ili*; (2) *Dagiti serbisyo gappu ti bumukbukel iti pagadalan*; (3) *Naisangsangayan ken Banbanag ti magussutuan*. These are the illustration of the concepts *about Kapangyarihan, Awtoridad at Pamamahala (5) Bahagi ng pagkamamamayan ay ang pag-unawa sa konsepto ng kapangyarihan, ang paggamit nito sa bansa at sa pang –araw -araw na buhay, ang kahulugan at kahalagahan ng demokratikong pamamalakad, at ang uri ng pamahalaan sa Pilipinas. Sakop din ng temang ito ang Saligang Batas, na nagsasaad ng mga karapatan at pananagutan ng mamamayan at ng sambayanang Pilipino. Ang pag-unawa sa konsepto ng awtoridad at liderato sa iba -*

ibang antas at aspeto ng pamahalaan, kasama ang mabigat na tungkulin sa pagiging isang lider, ay tatalakayin sa AP kurikulum. Ang karanasan din ng mga bansa sa Asya at sa ibang bahagi ng daigdig ngayon at sa nakaraan ay pinagmulan ng maraming halimbawa at aralin ukol sa temang it.

On the Lesson Plan of Mother Tongue. It trains the pupils the use Mother Tongue appropriately and effectively in oral, visual and written communication in a variety of situations and for a variety of audiences, contexts and purposes including learning of other content subjects and languages, demonstrate appreciation of various forms of literacy genres and take pride in one's cultural heritage. The lesson plan directs the DepEd curriculum content in talking about variety of topics using developing vocabulary and simple phrases and sentences, simple to complex spoken language using both verbal and non-verbal cues, understands vocabulary and language structures, appreciates and understand the cultural aspects of the language and the writing system used, and reads and writes simple and short literary and informational texts.

These are the following seven lesson plans included in the study :

Grade I : *Pagnagan a saan a mabilang and Naisangsangayannak.*

Grade 2 : *Sarita nga Mangibaga iti Direksyon; Palanad ti lugar; Dagiti Sarita nga addaan ti tallo wenno ad-adu pay a silaba; and Dagiti nadayaw kablawa*

Grade 3 : *Pagnagan ti Klaster*

By the end of grade III, students will enjoy communicating in their first language on familiar topics for a variety of purposes and audiences using basic vocabulary, and phrases; read L1 texts with understanding, and create their own stories and texts in their L1. Based from the lesson plans in this study I provides information about “ *ti umuna inggana maikattlo nga tukad ket madalda dagiti direksyon ken klaster ti lugar pati iti nadayaw ang pangkablawa .”*

On the Lesson Plans of Mathematics. Based from the DepEd curriculum contents it provides the spiral learning as to the understanding and

appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100, addition and subtraction of whole numbers, and fractions $\frac{1}{2}$ and $\frac{1}{4}$); geometry (2-and 3-dimensional objects); patterns and algebra (continuous and repeating patterns and number sentences); measurement (time, non-standard measures of length, mass, and capacity); and statistics and probability (tables, pictographs, and outcomes) as applied using appropriate technology-in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.

The lesson plans of this study include the expanded form of numbers, counting of numbers and ordinal numbers. :

Grade 1: *Panagbasa ken panangsurat iti expanded form ti numero; and Kagudua iti Sangabukel*

Grade 2: Majority of the examples provided in the lesson plans are presented in this section :

- a) *Panagdadagup dagiti yameng ti numero mangrugi ti limagasut ingganat sagaribu*
- b) *Simbolo no ad-ado, basbassit wenno agpada*
- c) *Panagdasig kadigiti Numero*
- d) *Pannakaibaga ken panang-usar iti ordinal a numero*
- e) *Pagnabilang-sangapulo angiggana sanga gasut*
- f) *Panagsagup ti bilang a duwa agingga ti tallo a numero nga addaan pagdagupan agingga sangaribo nga awan panagnayon*

On the Lesson Plan of Science and Health. The DepEd curriculum for Science in Grade 1 and 2, learners will use their senses to locate, explore and describe the functions, processes, structure and other considerations about body, animals and plants. It also includes safety measures to prevent accidents and personal hygiene at home. While in health. the spiral learning directs in understanding of the essential concepts related to nutrition and personal health as well as knowledge in injury-prevention, safety and first aid, as factors in

Facilitating the development of healthy habits and practices among individuals.

- 1) Grade 1: Nadalus a Saka ; Nasalun-atak; and Mulmula ken ay-ayup a makan
- 2) Grade 2 : Pagdakkell yo ket mabalin nga malapdan
- 3) Grade 3: Umno a Tignay no Agusek ken agbaen.; and Nadalus nga imma

D.Bloom’s Taxonomy of the Lesson Plan in Ilocano for the MTB-MLE

Table 4 presents the identified commonly used Bloom’s Taxonomy based from the 30 lesson plans in the subjects Aralin Panlipunan, Mathematics, Mother Tongue, Science and Mathematics.

Table 4
Commonly Used Bloom’s Taxonomy in the Lesson Plan of the Ilokano Language for MTB-MLE

Araling Panlipunan	F	P	Mathematics	F	P	Mother Tongue	F	P	Health and Science	F	P
<i>Maammuan</i>	1	6.25	<i>Maibaga</i>	2	10.0	<i>Maibaga</i>	6	28.5	<i>Mabingsa</i>	3	16.6
<i>Maibaga</i>	5	31.2	<i>Mabasa</i>	1	0	<i>Mabasa</i>	2	7	<i>y</i>	3	7
<i>Mailadawan</i>	3	5	<i>Mabigbig</i>	2	5.00	<i>Mabigbig</i>	3	9.25	<i>Maamuan</i>	4	16.6
<i>Maidrawing</i>	1	18.7	<i>Mabilang</i>	1	10.0	<i>Mangted</i>	1	14.2	<i>Maibaga</i>	2	7
<i>Maipakita</i>	2	5	<i>Maidagup</i>	1	0	<i>Mailadaw</i>	1	9	<i>Maipakita</i>	1	22.2
<i>Maipanakel</i>	1	6.25	<i>Maideperensi</i>	1	5.00	<i>an</i>	2	4.76	<i>Maisurot</i>	1	1
<i>Maipakaamu</i>	1	12.5	<i>ya</i>	6	5.00	<i>Maipakita</i>	1	4.76	<i>Maamiris</i>	2	11.1
<i>Mapagsasar</i>	1	0	<i>Maipakita</i>	2	5.00	<i>Maisurat</i>	1	9.25	<i>Mapagdu</i>	2	1
<i>uno</i>	1	6.25	<i>Maisurat</i>	1	30.0	<i>Maiyebkas</i>	1	4.76	<i>ma</i>		5.56
<i>Mapasinnup</i>		6.25	<i>Makabukel</i>	1	0	<i>Marikna</i>	3	4.76	<i>Maubra</i>		5.56
<i>adi</i>		6.25	<i>Mapagsisinar</i>	1	10.0	<i>Mausar</i>		4.76			11.1
		6.25	<i>uno</i>	1	0			14.2			1
			<i>Mapagsisinup</i>		5.00			9			11.1
			<i>adi</i>		5.00						1
			<i>Maurnos</i>		5.00						
					5.00						
Total	16	100		20	100		21	100		18	100

As shown in Table 5, there are 39 educational objectives identified in the 30 lesson plans used in the Ilokano language for MTB-MLE. These are the commonly used educational objectives in making the lesson plans in Grade 1 -3 in the Ilokano language for Aralin Panlipunan, Mother Tongue, Mathematics, Science and Health.

A. Commonly Used Educational Objectives of the Lesson Plan in Ilokano language for the Implementation of the MTB-MLE

These are the identified educational objectives that can be studied as to the commonly used terms of the lesson plan in the Ilokano language of MTB-MLE :

- 1) *Maamuan* (to know)
- 2) *Mabasa* (to read)

- 3) *Maibaga* (to tell)
- 4) *Maibingsay* (to classify/segregate)
- 5) *Maiyebkas* (to pronounce)
- 6) *Mailadawan* (to describe)
- 7) *Maidrawing*(to draw)
- 8) *Maipakita* (to show)
- 9) *Maipannakkel* (to fulfill)
- 10) *Maipakaamu* (to inform)
- 11) *Mangted* (to give)
- 12) *Mapagsasaruno* (to arrange)
- 13) *Mapagsinnupadi* (to differentiate)
- 14) *Mabigbig* (to identify)
- 15) *Mabilang* (to count)
- 16) *Maidagup* (to classify)
- 17) *Maidiperensiya* (to differentiate)
- 18) *Mapagduma* (differentiate)
- 19) *Maisurat* (to write)

- 20) *Makabukel* (to form)
- 21) *Marikna* (to feel)
- 22) *Maisurot* (to follow)
- 23) *Maamiris* (to analyze)
- 24) *Mausar* (to use)
- 25) *Maubra* (to make)

There are 25 educational objectives in its verb forms use in writing the intended learning outcome represent the commonly utilize of the Ilokano language in the MTB-MLE. It must be noted that there are Ilokano words that have the same meanings in the formulation of the lesson plan. The educational learning objective on the verb form of differentiate that provide meaning in Ilokano language such *mapagsinnupadi*, *mapagduma*, and *maidiperensiya*. The Contemporary Ilokano Dictionary (Agcaoli,2011) gives meaning to the term “differentiate” as : (1) *bigbigen ti gapu ti panagsabali; panagsabali; and* (2) *ilasin ti di panagkaarni dagiti dua a bambanag* Other relevant concept in the educational objective is the term classify as *klassien* with the meaning as *maibingsay* and *maidagup*. There are strong manifestation that the language richness in the Ilokano culture provides a dynamic and flexible utilization of the educational objectives for the MTB-MLE in Northern Philippines.

Based from the highlights of the presented in the commonly used educational objectives of the 30 lesson plans in the Ilokano language in the different subjects are the following:

A. Aralin Panlipunan

1. *Maibaga* – to tell (31. 25 %)
2. *Mailadawan*-to describe (18.75 %)
3. *Maipakita* to show (12.50%)

B. Mathematics

1. *Maipakita* to show (30.00%)
2. *Maibaga* – to tell (10.00 %)
3. *Mabigbig*-to identify (10,00 %)
4. *Maisurat* – to write (10.00%)

C. Mother Tongue

1. *Maibaga* – to tell (27.28 %)
2. *Mabigbig* – to identify (14.29 %)
3. *Mausar* – to use (14.29 %)
4. *Maipakita*- to show (9.25%)
5. *Mabasa* –to read) (9.25%)

D. Health and Science

1. *Maibingsay*-to classify/segregate (16.67 %)
2. *Maamuan* –to know (16.67%)
3. *Maibaga* –to tell (22.21 %)
4. *Mapagduma* – to differentiate (11.11%)
5. *Maubra* – to work (11.115)

In the learning objectives of the 30 lesson plans, it describes the basic cognitive learning in the areas of remembering and understanding with the Ilokano term *maibaga* as commonly applied in the lesson of Aralin Panlipunan (31.25%),Mathematics (10.00%),Mother Tongue (27.28%) and Science and Health (22.21%). It has shown that these are the acceptable educational learning in teaching the basic concepts of the Grade 1 to Grade 3. However, the collaborative learning provides the manifested activity as to the varied teaching activities such as story telling, instructing group activities, motivational activities and providing relevant information that presents in the visual materials.

The visual presentations of varied attractive instructional materials have to use the learning objective of the term *maipakita* that commonly used in in the lesson of Aralin Panlipunan (12.20%), Mathematics (30.00%),and Mother Tongue (2.25 %).However, there are other learning objectives to present the higher level of learning as exemplified by the academic activities of the subjects particularly in Mathematics, Science and Health.

The quantitative nature of the basic learning activities of the subject mathematics has to deal with the Bloom taxonomy of higher level of thinking skills (10.00%) such as *maibaga* ,and *mabigbig*. The computation of the answer in mathematics is reflected from the term *maisurat*, The sound manifestation of the learning objectives in mathematics in the higher level of thinking skills are : *mabilang; maidagup; maideperensiya; maipakita, maisurat, makabukel, mapagsisinaruno, mapagsisinupadi; and maurnos*.

B. Cognitive Learning in the Bloom's Taxonomy for the Lesson Plan in the MTB-MLE

The revised taxonomy identifies the following new levels of cognitive learning (arranged from lower-order to higher-order levels of learning): (Krathwohl,2002)

1. Remembering

Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

- 1) Maamuan (to know)
- 2) Mabasa (to read)
- 3) Maibaga (to tell)
- 4) Mangted (to give)
- 5) Maipakaamu (to inform)
- 6) Maisurat (to write)
- 7) Maubra (to do)
- 8) Maipakita (to show)

2. Understanding-Constructing

meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

- 1) *Maibingsay* (to classify/segregate)
- 2) *Maiyebkas* (to pronounce)
- 3) *Mailadawan* (to describe)
- 4) *Maidrawing* (to draw)
- 5) *Maipakita* (to show)
- 6) *Mapagsasaruno* (to arrange)
- 7) *Mapasinnupadi* (to differentiate)
- 8) *Maidagup* (to classify)
- 9) *Maidiferensiya* (to differentiate)
- 10) *Mapagduma* (to differentiate)
- 11) *Makabukel* (to form)
- 12) *Marikna* (to feel)
- 13) *Maisurot* (to follow)

3. Applying-Carrying out or using a procedure through executing, or implementing. *Applying* relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.

- 1) *Mabigbig* (to identify)
- 2) *Mabilang* (to count)

4. Analyzing-Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are *differentiating, organizing, and attributing*, as well as *being able to distinguish between* the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

- 1) *Maibingsay* (to classify/segregate)
- 2) *Mailadawan* (to describe)
- 3) *Maidrawing* (to draw)
- 4) *Mapagsasaruno* (to arrange)
- 5) *Mapasinnupadi* (to differentiate)
- 6) *Maidagup* (to classify)
- 7) *Maidiferensiya* (to differentiate)
- 8) *Mapagduma* (to differentiate)
- 9) *Makabukel* (to form)
- 10) *Maisurot* (to follow)
- 11) *Maamiris* (to analyze)
- 12) *Mausar* (to use)

5. Evaluating-Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, *evaluating* comes before creating as it is often a necessary part of the precursory behavior before one creates something.

6. Creating-Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

E. Lesson Plan Format Presented in the Grade 1-3 Subjects of the Implementation of the MTB-MLE

Table 5 presents the lesson plan format identified for the subject of

Aralin Panlipunan, Mathematics, Mother Tongue, Health and Sciences.

Table 5
Lesson Plan Format Presented in the Grade 1-3 Subjects of the Implementation of the MTB-MLE

Lesson Plan	MTB-MLE
Objectives	Panggep
Subject Matter Materials References	Adalen Ramit Reprensia
Procedure	Wagas
Review	Panangwatwat
Motivation	Panangayangay
Presentation	Pangilatag
Discussion	Panangtaming
Generalization	Panagrikumkum
Evaluation	Panangtingiting
Assignment (Homework)	Tulag (Aramiden diay balay)

The importance in the study of lesson plan reflects from the pupil's educational growth which depends on the selection of the subject matter activities, experiences, and methods adapted to his interests, needs, abilities and level of maturity. On the other hand, the educational provision of the preparation of daily lesson is guided in the preparation of daily logs which can be applied in MTB-MLE includes the panggep (objectives), adalen (subject matter), wagas (procedure), panangtingiting (assessment) and tulag (assignment). The 30 lesson plans in the Grade 1-3 subjects of the MTB-MLE presented in this study have the same parts which includes: panggep; adalen; wagas ;panangtingiting, and tulag. The educational activities that provided the varied instructional approaches are sequentially provided in wagas which includes panangwatwat, panangayangay, pangilatag, panangtaming, panagrikumkum, and panangtingiting.

Conclusion

Based from the result of the study, it has provided the clear definition of the importance of the lesson plan as applied in

the MTB-MLE that reflects from the pupil's educational growth which depends on the selection of the subject matter activities, experiences, and methods adapted to his interests, needs, abilities and level of maturity. It has shown in the result of the study that the lesson plan has provided interesting innovation and creation of new ideas reflecting to the collaborative learnings that can be utilized in the instructional methods in teaching primary grade. This also reflects to the researcher experiences in teaching at the early childhood education in Grade 2 as provided to the practical ideas in collaborative education.

Furthermore, there are commonly learning objectives in the Ilokano language in the different subjects for Grade 1-3 based from Revised Bloom's Taxonomy. In the level of cognitive thinking for remembering in Bloom's taxonomy includes maamuan (to know); mabasa (to read); maibaga (to tell); mangted (to give); maipakaamu (to inform); maisurat (to write); maubra (to do); maipakita (to show). The higher level for cognitive learning imposes the idea of understanding which includes : maibingsay

(to classify/segregate); maiyebkas (to pronounce); mailadawan (to describe); maidrawing(to draw); maipakita (to show);mapagsasaruno (to arrange); mapasinnupadi (to differentiate); maidagup (to classify); maidiferensiya (to differentiate);mapagduma (differentiate) ; makabukel (to form); marikna (to feel)a; and maisurot (to follow).

The other significance of the study points out the fourth level of cognitive thinking that is important to be used in the MTB-MLE for Grade 1-3. These should be frequently used for higher order of thinking skills (HOTS) in the collaborative learnings of the different subjects such as maibingsay (to classify/segregate); mailadawan (to describe); maidrawing(to draw); mapagsasaruno (to arrange); mapasinnupadi (to differentiate); maidagup (to classify); Zmaidiferensiya (to differentiate); mapagduma (differentiate); makabukel (to form); maisurot (to follow); maamiris (to analyze);and mausar (to use).

Furthermore, based from the findings of the study it is recommended the MTB-MLE has able to present from the insights of the 90 respondents as to the degree of importance of the utilization of lesson in the Mother Tongue –Based Multilingual Education.

These are now the Importance of the Lesson Plans in the Mother Tongue-Based Multilingual Education that can be utilized in the Principles of Teaching and Learning :

1. A pupil's educational growth depends on the selection of the subject matter activities, experiences, and methods adapted to his interests, needs, abilities and level of maturity.
2. A lesson plan includes framing objectives and choosing subject matter, procedures, materials and evaluation techniques.
3. A lesson plan gives the feeling of security especially to the beginning teacher who always feels nervous and tense.
4. A lesson plan serves as a guide to the apprentice teacher.

5. The principle of self-activity applies to the learning of both teachers and pupils.
6. A lesson plan prevents wandering away from the subject matter by making the teacher conscious of what he/she has to accomplish for the day.

The lesson plans in the Grade 1-3 subjects of the MTB-MLE presented in this study have synthesized the following parts : (1) panggep (objectives) ; (2) adalen (subject matter); (3) wagas (procedure) which includes panangwatwat (review), panangayangay (motivation), pangilatag (presentation), panangtaming (discussion), panagrikumkum (generalizations) and panangtangiting (evaluation)

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