

## BC-BE Got Talent ? Ans: T.S.EK. ✓



Basic Education celebrated the Nutrition Month with the theme, "Isulong ang BREASTFEEDING: Tama, Sapat, EKsklusibo! (T.S.EK. ✓)," with healthful activities! The celebration began with the following activities: Poster-making (1st Week); Slogan-Making (2nd Week); and Essay Writing (3rd Week). Indeed, the high school students really prepared for the fourth's week activity-the culminating activity. When the 29th of July came, the four levels or-

ganized their viands for the food display contest held at the Kinetics Centrum. The aspiring chefs, however, went to the HM Laboratory to cook their modified dish for the Main Dish Cooking Contest. In the afternoon, much awaited activities were enjoyed by all students especially the BC Got Talent where all year levels showcased their talents. The month long celebration culminated successfully through the efforts of Basic Education family.

### "Nutrition Month Celebration"

By Lina Lee

Every year, in the month of July, the whole nation observes the **Nutrition Month** purposely to disseminate messages of good nutrition to all Filipinos. July 2011 marks the 37<sup>th</sup> year of Nutrition Month Celebration. Every private and government agencies support the govern-

ment's celebration of Nutrition month in our country. As our support to the government, last July 2, 2011 the Benedicto College, Basic Education teachers started to decorate the bulletin board. Our theme, "*Isulong ang Breastfeeding - Tama, Sapat at EKsklu-*

*sibo!*" focuses on the promotion of exclusive breastfeeding for infants from 0-6 months and continue up to 2 years and beyond.

Among our month long activities line-up are the following: a Yell which was participated by our active and talented pupils, Trivia Questions, Poster Making Contest for Category B, C, and D, Slogan Making Contest for Category C and D, Essay Writing Contest for Category D only, Salad Making Contest for Category B only, Dessert Making Contest for Category C only, and Main dish Contest for Category D only and a Culminating Activity. Last July 29, 2011 was the Culminating Activity for Nutrition Month held in the Kinetics Centrum. It was a whole day affair. It was started by a Food Display Contest for Category B, C, and D, and followed by the different cooking contest which was participated by 4 pupils and students in each Category. During Lunch time, some of the Administrators, all the teachers, parents, pupils and students shared and ate the delicious foods together as one big happy family. In the afternoon, the program started at 1 p.m. It was started by the Phil. National

Anthem and Benedicto Hymn which was conducted by T. Recelyn E. Perocillo and T. Guia Marie M. Gonzaga, followed by a prayer led by T. Rachel Z. Balmes. Our beloved and active Principal Mdm. Natividad V. Bugar had her Welcome Address. Next in line, was the Parade of the Healthy Kids by the Pre-Schoolers, an Oath-taking of different school organizations was also set, Dr. Efren S. Valiente, Director and COO gave his Inspirational Message followed by some Trivia Questions from our Trivia Master T. Guia Marie M. Gonzaga, a message about Nutrition and Breast-feeding was also given by Mrs. Maria Fatima Sugarol our school nurse, and for the highlight of the event BC Got Talent was performed by our selected pupils and students from Category B, C, and D. After the exciting performances of our talented pupils and students, Awarding of Winners and Giving of Certificates followed. Lastly, T. Desiree A. Mamugay, Overall Chairwoman gave her Closing Remarks.

Parents and teachers were very happy to see their children performing in their particular numbers.

## BC-HS Buwan ng Wika

The BC-High School Department ceremonialized the culminating activity for Buwan ng Wikang Pambansa with the theme, "Ang Filipino ay Wikang Panlahat, Ilaw at Lakas sa Tuwid na Landas" last August 26, 2011. As part of the observance of the month-long event, the four levels had their poster-making, slogan making, and essay writing contests during

the first three weeks. During the culmination day, each year level prepared their assigned tables for the Native Food Display Contest and performed their best in the Sayaw Retro, where the First Year students stood out to be the best. Success paved its way through the undying effort and support of and from the Basic Education family.

## PAGDIWIRIWANG NG BUWAN NG WIKA 2011

By Danielle McKaye O. Dela Cruz

Kasabay ng buong bansa sa pagdiriwang ng buwan ng wika, ang Benedicto College ay nagdiwang din ng buwan ng wika na isang selebrasyon ng pagbibigay pugay sa ating pambansang kasarinlan- ang WIKANG FILIPINO.

Ang isang buwang selebrasyon ng buwan ng wikang pambansa ay binuksan noong Agosto 3, 2011 sa pamamagitan ng mga awiting Pinoy, pagbibigakas ng mga tula at mga Pinoy Trivia na nilahokan ng mga mag-aaral sa elementary at sekundarya.

Kasunod ng pambungad na palatuntunan ay nagkaroon ng patimpalak sa pagsulat ng sanaysay, paggawa ng poster na kapwan nilahukan ng mga mag-aaral sa ikaapat, ikalima at ikaanim na baitang sa elementarya at mula sa unang taon hanggang sa ikaapat na taon sa sekundarya.

Nagkaroon din ng paligsahan sa pagbigkas ng tula na sinalihan ng mga mag-aaral sa una hanggang sa ikatlong baitang at ang nanalo ay ang kalahok na mula sa ikatlong baitang na sa Bernard Chong na sinundan naman ni Yasmien Espere at Laim Kyle Camapano. Kasabay naman nito ay ang patimpalak sa talumpating di handa na sinalihan ng mga mag-aaral sa ikaapat hanggang sa ikaanim na baitang. Ang nanalo ay si Danielle Mckay Dela Cruz mula sa ikalimang baitang na sinundan naman nina Ivan Kim Oropa mula sa ikaanim na baitang at Lara Erika Obguia mula sa ikaapat na baitang.

Sa araw ng panapos na palatuntunan ay nasiyahan ang lahat. Nagtipon-tipon ang buong Basic Education Department upang pasinayan ang lahat ng mga palatuntunan sa isang buwang selebrasyon ng buwan ng wika. Ito ay naganap sa Kinetics Centrum sa ganap na alas 8:00 ng umaga sa Agosto 26, 2011. Ang panapos na palatuntunan ay sinimulan sa pamamagitan ng pagdidisplay ng mga kakaning Pinoy sa Pista sa Nayon. Ito ay sinalihan ng lahat at ang lumabas na kampeyon ay ang pangkat ng una hanggang ikatlong baitang sa kanilang napakakulay na Pista sa Nayon.

Sinundan ito ng iba't

ibang Laro ng Lahi na sinalihan din ng lahat. Talagang nasiyahan ang lahat sa iba't ibang larong inihanda. Nariyan ang pagbiyak ng itlog, pukpok palayok, laro sa sako, kadangkang, luksong lubid at marami pang iba. Pinawisan talaga ang mga kabataan sa paglalaro sa mga larong sariling atin.

Nagpahinga ng sandali ang lahat bago sinimulan ang panapos na programa. Sinimulan ito sa patimpalak sa katutubong awit na sinalihan ng mga mag-aaral sa una hanggang sa ikatlong baitang. Ang unang gantimpala ay nakuha ng ikalawang baitang sa kanilang Si Pilemon Si Pilemon at Sit-siritsit. Ang ikalawang gantimpala ay nakuha ng unang baitang sa kanilang Leron-Leron Sinta at ang ikatlong gantimpala ay nakamit ng ikatlong baitang sa kanilang Pasayawa Ko Day. Ang patimpalak sa katutubong awit ay sinundan ng patimpalak sa katutubong sayaw na nilahukan ng mga mag-aaral sa ikaapat hanggang sa ikaanim na baitang. Ang unang gantimpala ay nakuha ng Singkil na mula sa ikaanim na baitang at sinundan ito ng Cariñosa mula sa ikaapat na baitang na nakakuha ng ikalawang gantimpala at ang huli ay nakuha ng ikalimang baitang sa kanilang Ragragsakan.

Nagkaroon din ng patimpalak sa Sayaw Retro na sinalihan ng mga mag-aaral sa sekundarya. Lahat ay nagpakita talaga ng kanilang galing sa pagsasayaw ng mga sayaw na sumikat sa taong 60's, 70's, at 80's. At ang lumabas na nanalo ay ang mga mag-aaral sa unang taon. Talagang nasiyahan ang lahat sa pagdiriwang ng buwan ng wika 2011 kasabay ng temang, "Ang Filipino ay Wikang Panlahat, Ilaw at Lakas sa Tuwid na Landas."

Naging makulay at makabulahan ang isang buwang pagbibigay parangal at pagbibigay pugay sa ating pambansang wika- ang wikang Filipino. Nawa'y maipagpapatuloy natin ang ating mithiing mapalawak at mapayabong ang ating sariling salita. Pahalagahan natin ang ating wikang Filipino dahil ito ay sariling atin at tayo ay mga Pilipino.



## Basic Education – “Out of the Four Walls”

By Lina Lee

Nothing is more rewarding than providing youngsters with the opportunity to travel, a recreational activity which expand teachers and students learning beyond the four walls of classroom into the vast community society.

On the 27<sup>th</sup> day of October 2011 marked the 3<sup>rd</sup> year of the educational tour of the Basic Education Department of Benedicto College. There are six destinations plotted by the Field Trip Coordinator of the Elementary Department. On the said day, excitement and enthusiasm were visible among the faces not only of the pupils but as well as of the teachers. As the teachers received the go signal, the graders proceeded to their first destination of the itinerary which is the PAG-ASA weather station located at Lapu-lapu City. They were warmly welcomed by one of the staff of the agency and after settling down was the dissemination of information about how each weather instrument works. They were even roamed around in the vicinity to see the actual instruments. Children were fascinated about it, and genuinely amazed. When the group headed at Brgy. Luz, the children saw the creativity of the people. They appreciated it so much for they couldn't believe that scraps can be made into something worthwhile. Then, we went to Taoist Temple viewing the panoramic view of Cebu City. The children observe reverence to the Chinese culture. Prior to that, it was emphasized to the pupils that we must re-

spect one another no matter what race we belong and our beliefs are. We captured pictures in the breathtaking site.

And since the children were already hungry, we dropped by at Jollibee to eat our simple lunch. While eating, the children rested for a while and after some minutes we went to our next destination – the Cebu Zoo. The children were so astonished of the animals seen there but what caught their attention is the tiger named Bogart. Mostly of the children who brought their camera took pictures of him. We had a long walk in going back to the entrance gate of the zoo which made us all feel tired. As we headed to the next itinerary, some of the children were already sleeping. We stopped at the Old Heritage House where we can see both Chinese and Spanish artifacts. We also had a visit to Casa Gorordo who's known to be the home of the first Filipino bishop of Cebu. An overview of the foundation of it was shared to us on how and why it was built. The children were carefully listening as the attendant explained it briefly. Last but not the least destination of the itinerary was the Cathedral Museum which focuses of the regional Church architecture and artifacts. Many of the items on display are from the Spanish colonial times.

At the end of the day, the educational tour provides experiences that cannot be duplicated but nonetheless an integral part of the general knowledge which is worthwhile to all of us.

## Reaching Out

By Jason Philip G. Ledesma

What is the perception about Christmas between the less fortunate and the well – to – do ones? Obviously for the rich ones, it is about making wish lists, receiving gifts from their godparents, decorating their houses with all those colorful Christmas decorations, and preparing sumptuous food to eat for Christmas Eve. How about the less fortunate one? Yes! They too made wish lists but without assurance that all those will be granted, they have godparents that might not be able to give them a present, simple decorations to decorate their house, and meager food to share with.

Christmas! It is a season of love, joy, forgiveness, and above all a season of sharing. Students and pupils of Benedicto College Basic Education Department felt compassion towards the kids in Barangay Bakilid, Mandaue City thinking that they have more than enough compared to those kids in

Barangay Bakilid and here comes their desire to help these kids in granting one of the several wishes that they have. Through the cooperation of the parents, the B.E. Department were able to distribute around 175 gifts to over 175 kids in Barangay Bakilid and at the same time give them a delectable snack to fill their empty stomach during the activity. This is a “BE Outreach” event which is done annually. The teachers who were there hosted games that most of the kids love and gave prizes to those who won. The B.E. students had a closer interaction with those poor kids and was able to see how happy those kids are due to the simple gifts that they gave. This made the pupils and students of B.E. realized how lucky they are to be provided of everything. The Gift – Giving Activity ended up with joy in each heart and a smile in everyone’s eyes. It was indeed a very successful and fulfilling activity.

## Pre-School Field Trip

By Jamie G. Javier

Last October 19, 2011 Wednesday was one of the happiest day of our dear preschoolers, all of them were very excited to visit some places around Talisay City and Cebu City. They enjoyed a lot the rides in Mini Fun Land, and seeing the Crocodiles in Crocolandia, and the different animals in

Cebu Zoo. They also visited Taoist Temple which is a historical and sacred place. The Field Trip ended when everybody took their lunch at Jolibee. It was a half day tour, but all the children were very happy as well as their guardians that they were able to visit those wonderful places.

## BC-HS joins BC Intrams



The agile high school students of BC participated in BC Intramurals with the theme, “Bringing Us Together Through Sports,” last September 5 – 8, 2011. These sports-minded students competed with the different college departments. Though they were labeled as novice, they demonstrated skillful capacity to withstand tough work in ball games like basketball, volleyball, and badminton, and in board games such as scrabble, chess, and

dart. Furthermore, the BC-HS Department also ranked third in the Cheer Dance Competition and Maryvince Sorila (4th year) was declared as Miss Intramurals 2011. Participants and players sought unending support from their teachers, classmates, and schoolmates who cheered for their games. All year levels enjoyed the scorching spirit of each game that was best noticed in their smiles.

## Intramurals Celebration

By Frinz Danzelle Aedan Uy

Celebrating Intramurals is one of the most important extra-curricular events of each year. It happens once a year in the month of September. Intramurals are a kind of Sports and talent contests where you compete in a wide range of well organized activities. Participation in these activities gives a person the opportunity to develop friendships not readily available in classroom situations and the chance to learn important lessons of sportsmanship, team spirit and cooperation.

Benedicto College Basic Education had its first Intramurals Celebration last September 29 and 30, 2011. It started with a parade of the different teams. Each team representative for the Little Mr. and Ms. Intramurals carried the banners. Everyone was in high spirits. They waved their balloons and pompoms. Happiness and excitement were in the air during the opening program.

The supportive parents of the students were present. Dr. Efrén S. Valiente, the school director and COO, did the ceremonial tossing of the ball to signify the start of the games. Christian Niño Yap, a grade six pupil, did the lighting of the torch. All the pupils were delighted to go through the different parts of the opening program.

The Search for Little Mr. and Mrs. Intramurals was the second part of the program. Cute and beautiful candidates vied for the title. The

board of adjudicators was composed of talented BC employees. The audience was really amazed with the talent of the cute team representatives. Blue team candidate, Yasmien Espere, emerged as the Little Ms. Intramurals while Jaime Miguel Montaner of the Yellow Team bagged the title of Little Mr. Intramurals.

The games started in the afternoon of September 29, 2011. The pupils had fun in playing the different ball games and board games like basketball, badminton, scrabble chess and many more. Team players did their best to make their team members proud. It was not just about competition but it was also enjoying the experience and learning from it.

The next day, September 30, 2011, the pupils had different parlor games. Everyone actively participated. The high light of the Intramurals which was the Dance Sports Competition was in the afternoon. There were 6 contestants for the Latin Category and 3 contestants for the Standard Category. The performance of each pair was really worth waiting for. It was praise-worthy.

The awarding ceremony followed right after the Dance Sport Competition. The Blue Team was the overall champion, followed by the Yellow team then the Red Team. It was a fun-filled event. All pupils will be looking forward to next year’s Intramurals Celebration.

## Why schools are failing our children

By Magtanggol T. Gunigundo I, Representative Second District, Valenzuela City  
Deputy Majority Leader, House of Representatives

Despite its claim to being research-based, the present K-12 curriculum actually ignores language-in-education findings when it provides for the use of the first language (L1) as medium of instruction for only up to Grade 3 and thereafter, with no transition whatsoever, shifts to English and Filipino as second languages (L2s) for instruction. The scheme clearly underestimates the role of oral language development in the early grades as a strong foundation to learning to read and write in both the L1 and in the L2. The provision for the L1 as a separate subject is laudable but cannot make up for the deleterious effects of the early-exit nature of the K-12 curriculum.

The challenge of language-minority students in the United States who cannot read and write proficiently in English led the Department of Education in 2002 to create a panel to address this problem. One of the panel's major findings is that oral proficiency and literacy in the L1 are crucial determinants for literacy in English. The research suggests that the disparity between the word-level and text-level (comprehension) skills of non-native and native English learners can be traced to the difference in their oral language proficiency. Oral proficiency in English is not a strong predictor of English word-level skills among non-native English speakers, but is strongly associated with comprehension and writing skills for these students.

Children's ability to learn an L2 is enhanced when their L1 is the primary language of instruction throughout the elementary grades. L1 fluency and literacy lay a cognitive and linguistic foundation for learning additional languages. When the child fully develops his cognitive academic language proficiency (CALP) in the L1, this can provide a successful transfer of the communication ability in the L2. If you have reading ability in your L1, this ability can be transferred to the L2; you do not have to learn to read again. According to Tove Skutnabb-Kangas, six years of L1 education is an absolute minimum but eight years is better. She found that in Ethiopia those who had eight years of mainly L1 medium and who have studied Amharic (the dominant national language) and English as subjects produced the best results in science, mathematics and English. Those with six years were not as good, and those who quickly shifted to English, fared the worst.

A UP College of Education study in 2004 made by Prof. Lourdes Mae Baetiong shows that the CALP threshold level in written Filipino is approximately reached

in Grade 6. More importantly, the same study shows that the stronger the development in the L1, the stronger the proficiency in the L2. In contrast, in the submersion model (which is what we have now) children are trained to mechanically repeat what their teacher is saying but fail to decode and understand the meaning of the utterances. The submersion model further assumes that the child will automatically master the language of education during the process of education. What is happening now in most of our schools is a lot of decoding but without understanding. This is one of the reasons our schools are failing our children. Unfortunately but not surprisingly, data from the 2008 Functional Literacy and Mass Media survey (FLEMMS) tend to show that the submersion model really does not work. Consider the following: 1. Some 5 million of the 9.6 million elementary graduates had no comprehension skills. 2. Another 5.2 million of the 12.8 million students who had reached high school had also no comprehension skills. 3. Nine million Filipinos could not compute. 4. Twenty million Filipinos (3 out of 10) did not understand what they were reading. These are the underlying reasons I sponsored House Bill No. 162, otherwise known as the Multilingual Education and Literacy Bill. The bill promotes the use of the L1 as MOI from Grades 1 to 6. It advocates the strong teaching of English and Filipino as subjects before these become the MOI in high school with the L1 as auxiliary medium. It also pushes for the intensive pre-service and in-service training of teachers and materials development in the L1. It also provides that the language of teaching must be the language of testing.

My proposal accords with one of 10 things President Aquino promised to fix in Philippine basic education. This concerns the rationalization of the medium of instruction. The President believes that we should become trilingual as a country and that we should "learn English well to connect to the world, learn Filipino to connect to your country, and retain your mother tongue to connect to your heritage." We live in a multicultural and multilingual world. All languages are equal to the task of accessing and constructing this world. But I believe we should educate our people primarily in their first languages or L1 and not in English or in Filipino which are second languages (L2) to most Filipinos.

Many Filipinos think that a learned person who can speak English fluently. This is clearly a residue of our colonial mentality that looks up

to a foreign language as superior to Philippine languages. This kind of thinking as seriously undermined students' learning in Mathematics, Science and the other subjects. In 2008, the UP National Institute for Mathematics and Science Education (UP Nismed) stated that "most students even high school seniors, (cannot) understand what they are reading and (neither can they) do the necessary calculations to solve scientific problems." According to UP Nismed, one of the culprits for this sorry state is the language of instruction (LOI).

The Philippines participated in the Trends in International Mathematics and Science Study (TIMSS) tests in 1995, 1999, 2003 and in 2007. During those years, most of the world prepared for and took the tests in their first or native language (L1). Our country chose a second language (L2), which is English, in each occasion and came out a consistent bottom placer in these tests. According to UP Nismed figures, an overwhelming 91 percent of Filipino test takers use English in their homes sometimes or never at all. If English is the language of learning, then we would expect Filipino students who always speak English at home to score higher than those who seldom or never use English as a home language. Our 2003 TIMSS scores, however, paint a different picture. Filipinos who never use English at home scored higher (320) than those who always speak it (317). Those who sometimes speak it at home outperformed (377) those who almost always speak it (343). Of the four groups, those who always speak English at home scored the lowest. The 2007 TIMSS results show Asian countries like Chinese Taipei, Hong Kong, Japan and Korea dominating the field. Non-Asian countries like Hungary, the Russian Federation, England, Italy, Latvia, the United States, the Czech Republic and Kazakhstan also performed well, but most of them do not speak English as an L1. People are not aware that there is a correlation between L1 use in education and economic development. According to Steve Walter of the Summer Institute of Linguistics, countries whose population have access to L1 education are the most developed, while those countries whose people are denied L1 education are the least developed. In crafting the curriculum for the K-12 program, education authorities must seriously consider the current language-in-education research.

The most pressing issues are as follows: 1. The curriculum should underscore the goal of basic education as learning to read, speak, write and think fluently in the L1 on academic topics in pre-school and throughout the elementary grades. In contrast, the old system recognizes the acquisition of English and Filipino as the first priority

in judging children's achievement. 2. It should recognize that oral language development is a prerequisite for both L1 and L2 literacy. The old approach has been to teach English and Filipino as if these were the L1 of most Filipino learners. As many educators have said, we don't learn an L2 by learning to read that language. Building L2 comprehension and teaching children how to verbally respond appropriately in the L2 should be the focus of L2 learning in the early grades. 3. It should affirm that creating a strong foundation in the L1 requires at least six years of formal schooling in the L1 as LOI (but eight years is better). It should also provide for the L1 as a subject all the way up to the secondary level, rather than up to Grade 3 only, as specified under the Singaporean and Malaysian models. 4. It should reinstate Science as a separate subject beginning Grade 1, instead of merely integrating science concepts into the English or "Makabayan" subjects.

To effectively implement an L1-based K-12 curriculum, the Department of Education and other education stakeholders must do the following:

1. Provide pre-service and in-service teacher education to ensure that teachers can engage in effective pedagogy in both L1 and L2 and have enough knowledge of the subject matter for the academic level they teach. In this regard, a strong partnership with tertiary education institutions is imperative.

2. Create a model kit of L1 materials in all the subjects initially from K-3 and in the biggest Philippine languages and ready language communities. The kit shall contain the irreducible minimum of types of teaching and learning materials that an L1 teacher needs, including exemplars, teacher's guides and reading primers.

3. Promote policies that position parents as first teachers and that encourage parent and community involvement in the L1-based MLE program.

This coming February 16-18, 2012, the 2<sup>nd</sup> Philippines Conference-Workshop on MTBMLE will be held at the Punta Villa Resort in Iloilo City.

One of the event's highlights is the launching by the DepEd of its model set of L1 materials in all subjects from K-3. Demo-teaching sessions and workshops on how these materials are to be used will be held

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