Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE
14

1.6.2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST
Resource Package

NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL
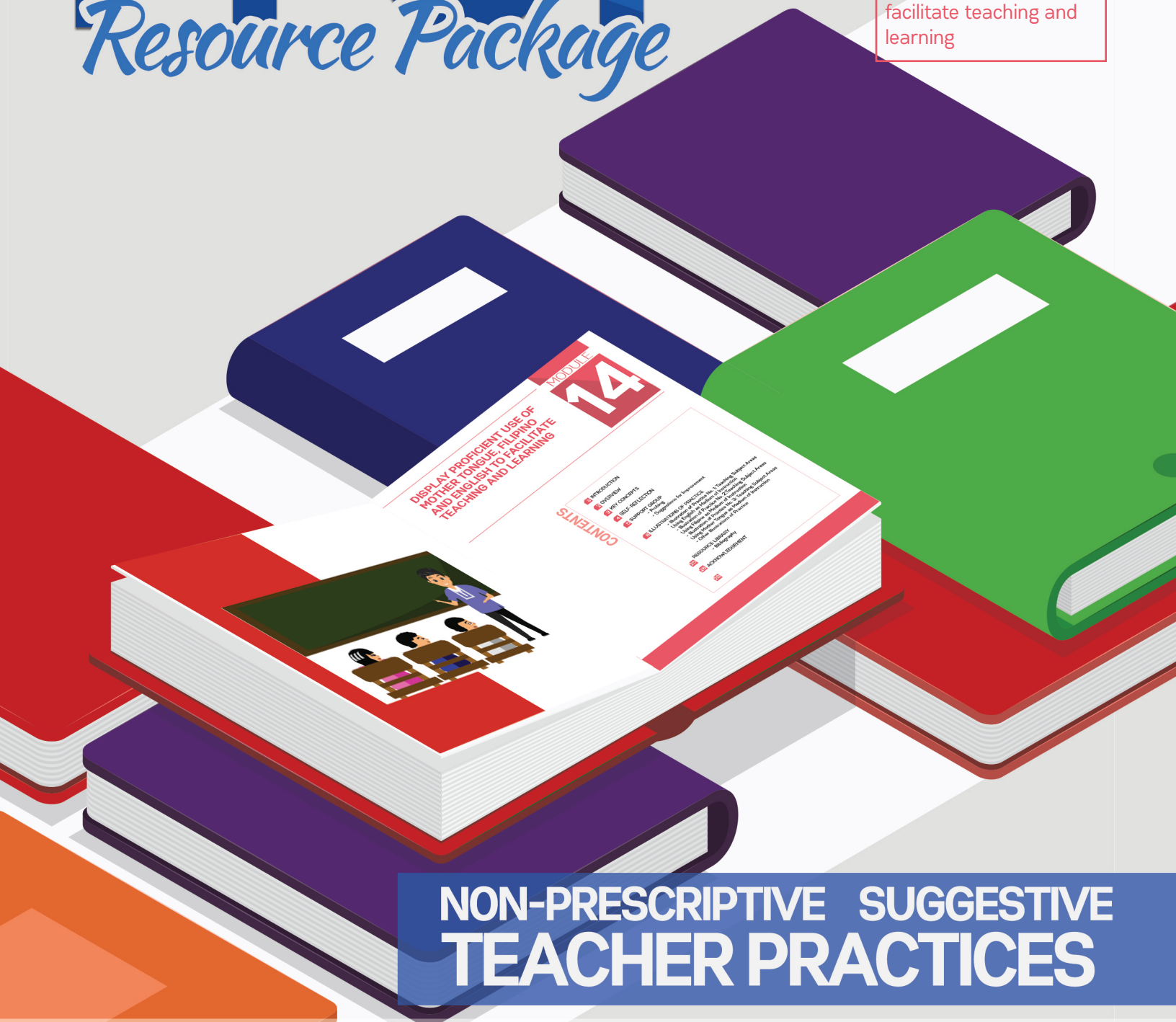
PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST
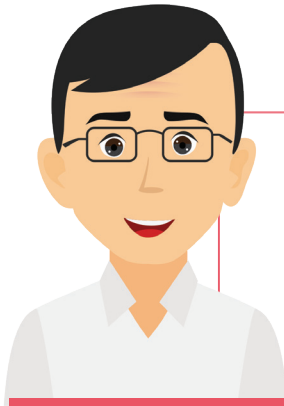## *Resource Package*

MODULE

14

1.6.2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES

INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

Hello, dear Teacher!
Welcome to this Resource Package.

I am Teacher Rey!

And I am Teacher Dulce!

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?

We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among other things, that the PPST "shall be used as a basis for all learning and development programs for teachers."

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable, and can help you achieve the target indicators across the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

Why do you need this resource package?

You will find the materials here useful if you:

- reflect on your own classroom practices and ensure that your teaching practices are aligned with the next 12 indicators for Proficient Teachers;
- are part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST, and (ii) innovate with practices using the samples in the resource package material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices, or (ii) working on other career stages or indicators other than the 12 presented in this resource package.

If learning is your passion, this resource package is for you.

You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.

The modules explore the following indicators.

MODULE 13
1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

MODULE 14
1.6.2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning

MODULE 15
2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

MODULE 16
2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

MODULE 17
3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 18
4.2.2. Set achievable and appropriate learning outcomes that are aligned with learning competencies

MODULE 19
4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners

MODULE 20
5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance

MODULE 21
5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs

MODULE 22
6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process
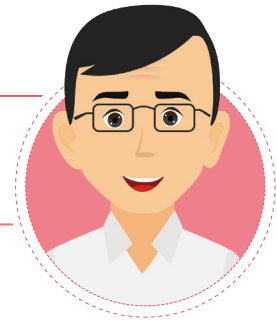
MODULE 23
7.3.2 Participate in professional networks to share knowledge and enhance practice

MODULE 24
7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning

> Each module contains the following parts:

OVERVIEW introduces you to the indicator for the Proficient career stage and why you need to achieve it;

SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;

KEY CONCEPTS defines operationally the concepts used pertinent to the indicator;

SUPPORT GROUP allows you to consult and collaborate with your teacher-friends who will provide suggestions on how to improve your current practice;

ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the standards are put into action;

PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths, development needs and plans for specific action for professional development;

RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.
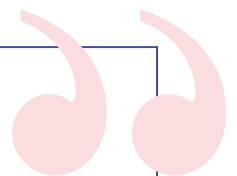
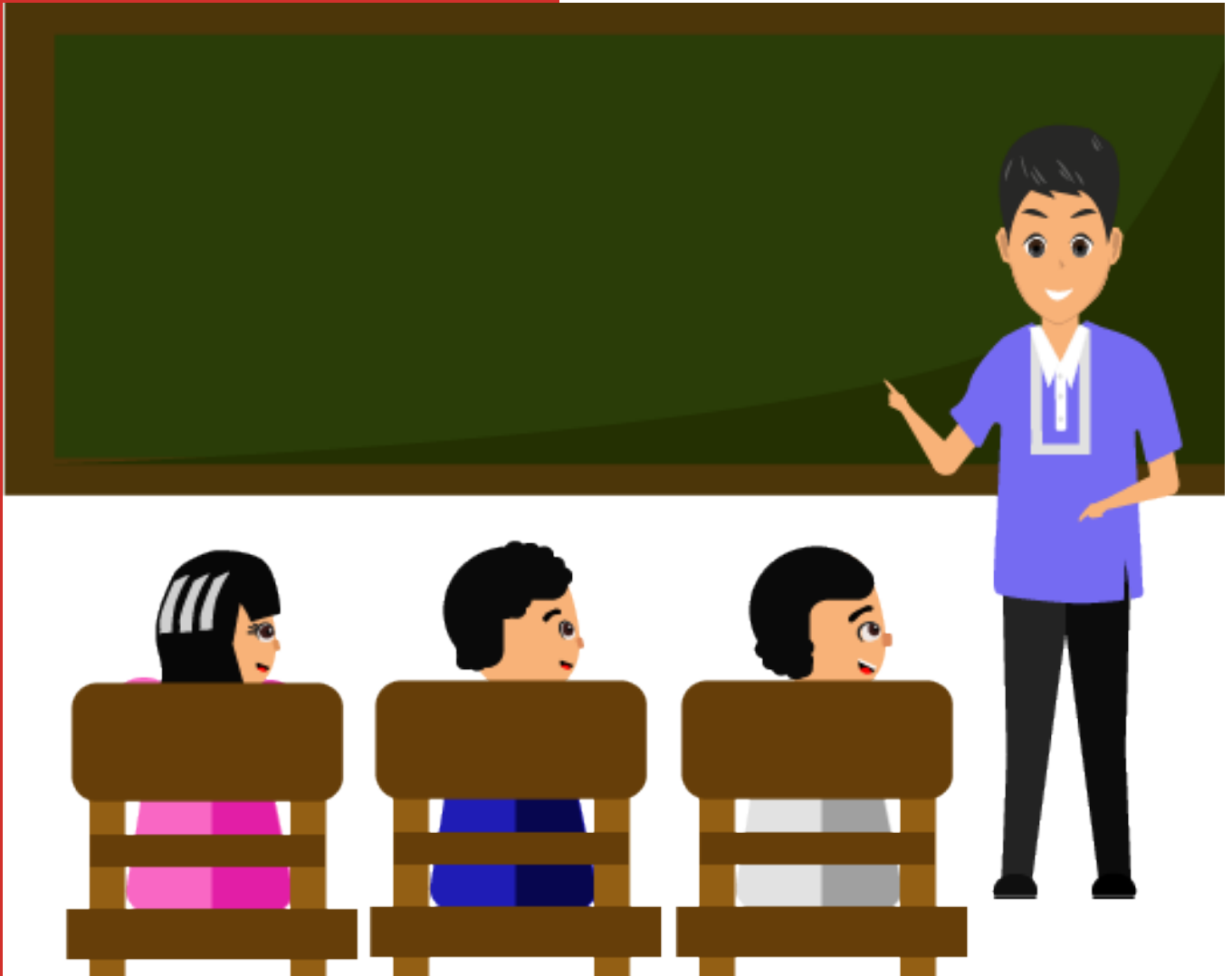We encourage you to actively engage with the texts as you read through the module.

We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.
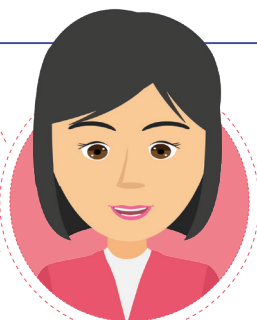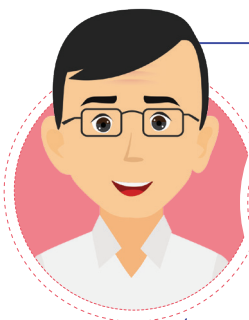
We will be with you every step of the way.

Have a happy journey!

DISPLAY PROFICIENT USE OF MOTHER TONGUE, FILIPINO AND ENGLISH TO FACILITATE TEACHING AND LEARNING

MODULE 14

CONTENTS

OVERVIEW

Hello, I am Teacher Dulce and with me is Teacher Rey. As your support group, we are excited to assist you in fully understanding the indicator regarding the proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning in the classroom.

As a Proficient Teacher, you are expected to display proper knowledge and skills in delivering your lessons using the mandated medium of instruction in different subject areas. It should be used with proficiency of the language with respect to clarity, accuracy and fluency.

The medium of instruction (MoI), however, may not be used purposely all the time. As indicator 1.6.2 in the PPST says, you may use another language that is spoken and understood by the learners to facilitate learning. If MoI is English, you could demonstrate the use of either their Mother Tongue or Filipino as the national language to achieve the desired learning outcomes. Do this sparingly with an intent to make use of learners' mother tongue or Filipino to contextualize examples either through word substitution or use of local names and expressions to explain further the concepts in the language they know.

In this module, practices of a Proficient Teacher will be shown following PPST indicator 1.6.2. Specifically, it will illustrate different communication strategies that are instrumental in displaying proficient use of Mother Tongue, Filipino, or English to facilitate teaching and learning process in the Illustrations of Practice.

In this module, we will focus on:

STRAND: Mother Tongue, Filipino, and English in teaching and learning
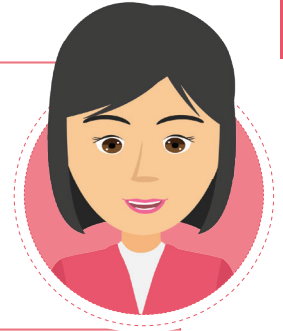
INDICATOR: 1.6.2 Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.

KEY CONCEPTS

Understanding the following key concepts facilitates deeper appreciation of the indicator and helps you effectively participate in professional networks to share knowledge and to enhance practice.

PROFICIENT USE. The ability of the teacher to use the medium of instruction clearly, accurately, and fluently to facilitate the teaching and learning process.

CLARITY. This refers to word choice and appropriate expressions of a particular language for teaching. Through this, teachers will be able to get the message across so that learners could understand well the lesson (TEFL Academy, 2017).

ACCURACY. This refers to the ability of a teacher to produce grammatically (placement of words in a phrase or a sentence) and lexically (word forms) correct sentences of a language (TEFL Academy, 2017).

FLUENCY. This refers to the ability of a teacher to produce language in a coherent, effortless way (TEFL Academy, 2017).

MOTHER TONGUE. This refers to the native language or the first language the learner learns as a child. Mother Tongue shall be used as the medium of instruction in all subjects except Filipino and English and as a subject from Grades 1 to 3 (DepEd Order No. 31, s. 2012).

SELF-REFLECTION
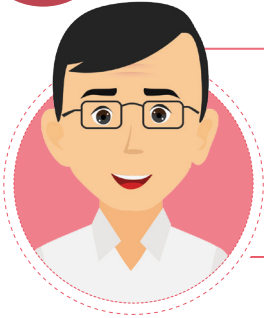
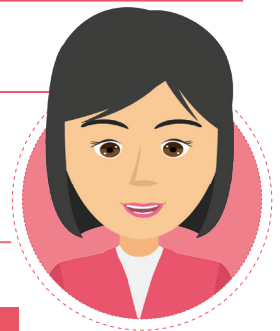Let us now reflect on our current practice regarding the proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning in the classroom.

Considering the key concepts, I have written down my own reflection on this.

KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, I know...	**As a Proficient Teacher, I do...**	**As a Proficient Teacher, I feel...**
... that I can facilitate teaching and learning better if I have good grasp of Mother Tongue, Filipino and English.	... display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning in the classroom. For this purpose, I practice effective communication strategies for the learners to better understand the lesson.	... I am more considerate to use the language that my learners know. Through this, I would be more responsive in teaching them the lessons.

Very good reflections, Teacher Rey! Now it is your turn to reflect on your knowledge, skills, and attitudes in relation to the indicator. You may write it in the boxes below.

| KNOWLEDGE	SKILLS	ATTITUDES
As a Proficient Teacher, I know...	**As a Proficient Teacher, I do...**	**As a Proficient Teacher, I feel...**
_____ _____ _____ _____ _____ _____.	_____ _____ _____ _____ _____ _____.	_____ _____ _____ _____ _____ _____.

SUPPORT GROUP

> Hello Teacher! Welcome to our support group. As a Proficient Teacher, you need to display proficient use of Mother Tongue, Filipino, and English in your teaching-learning practices. We can help you understand this indicator through our sample illustration of practice below.
>
> You may now begin.
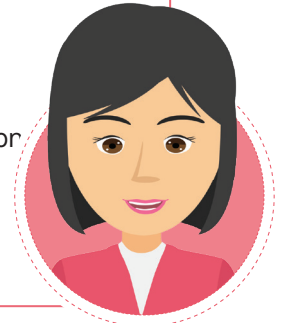
Teacher Nathan is a Grade 3 Science teacher and his learners' native language is Kapampangan. His topic for the day is about the basic needs of plants, animals and humans. During his class, Teacher Nathan occasionally switches to his learners' Mother Tongue to facilitate his discussion.

Teacher Nathan:	Good morning, class!
Learners:	Good morning, sir!
Teacher Nathan:	Today, we are going to discuss the basic needs of humans, plants and animals. Does anyone have an idea what these needs are? (Students raise their hands.) Yes, Micah.
Micah:	Food, sir.
Teacher Nathan:	That's good. What else? Yes, Christian.
Christian:	Water, sir.
Teacher Nathan:	Correct! Very good. Why?
Christian:	Water is one of our basic needs because majority of the parts of our body is composed of water.
Teacher Nathan:	That's a great answer Christian.
Teacher Nathan:	What else? Are there other basic needs?
Learners:	(falls silent trying to think of an answer)
Teacher Nathan:	Class, can you think of our other basic needs?
Learners:	(Long pause from the students as if they could hardly answer the question)
Teacher Nathan:	Agyu yu ba alampusan ing komunidad a sapak keng asok manibat kareng pabrika? (Can you survive if our community suffers from pollution from factories?) Makapangisnawa tamu kaya masalese? (Do you think we can breathe properly?) Yes, Jane.
Jane:	Air. Sir, I don't think if we can survive without clean air.
Teacher Nathan:	Very good! What is an important element that makes the air clean?
Learners:	(falls silent again)
Teacher Nathan:	Anybody? Who would like to answer it? Okay. Ini ing importanteng parti na malinis keng angin. (This is an important substance of that makes the air clean.)
Teacher Nathan:	Come on. Yes, Carrie.
Carrie:	Oxygen, Sir.
Teacher Nathan:	Good job! Oxygen is correct!

Probing
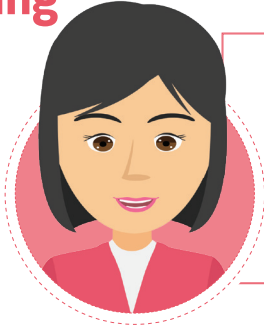
Now that you have read the activity given by Teacher Fe to her learners, can you help her improve her practice on displaying proficient use of Mother Tongue in the class?
Below are some key questions that you may answer to help Teacher Fe improve her practice.

1 What strategy did Teacher Nathan use in preparing the learners for the discussion?

_____
_____
_____
_____
_____
_____.

2 Do you think it was helpful for Teacher Nathan to use another language to facilitate learning? Why?

_____
_____
_____
_____
_____
_____.

3 Was he able to use the language properly that allowed his learners express themselves better? How?

_____
_____
_____
_____
_____
_____.

4 Is there a better way of displaying proficient use of Mother Tongue/ Filipino/ English to facilitate learning in the class?

_____
_____
_____
_____
_____
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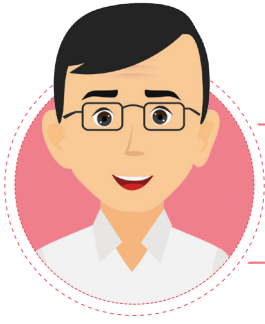
You are doing a wonderful job! Here are our suggestions for you to improve further your current teaching practice. Please see them below.

Suggestions for Improvement

As shown in the practice of Teacher Nathan, he displayed enthusiasm in teaching his Grade 3 Science learners. Teacher Nathan was mindful of using English as a medium of instruction (MoI) in teaching Science. He started it good by asking questions to his learners to find out if the latter know the basic needs of humans, plants and animals as the lesson for the day. He asked questions in English and his learners responded well about them. Occasionally, he asked follow-up questions purposely in Kapampangan as the mother tongue of his learners. His intent was to shift from the MoI to the mother tongue to facilitate learning.

However, this practice could have been done better if Teacher Nathan asks the class first whether they understand the questions in Kapampangan or not. This is to check if all his learners understand the language. It is not safe to assume that all learners understand the same language, unless the teacher profiled the learners and identified their language spoken.

Silence from the learners, especially when they are asked to answer questions in another language, does mean that they found it difficult to answer them. According to Stephen Krashen (1982), most new learners of English will go through a 'silent period' which is an interval of time during which they are unable or unwilling to communicate orally in the new language. In the practice illustrated, this language phenomenon can be observed in the learners. Teacher Nathan could have waited for several seconds before he followed it up with related questions in Kapampangan. It was a good attempt though of helping the learners to understand better, but sometimes learners needed a little more time to understand the questions in English (as a MoI) and compose answers using the same language.

Switching from MoI to the mother tongue or Filipino can be a good recourse when nobody understands English to facilitate learning. According to Trudgill (2000), "speakers code switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention." It can, then, be said that code-switching is a mechanism for self-expression which is done by modifying language for personal intentions.

ILLUSTRATIONS OF PRACTICE
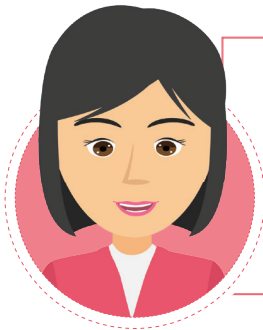
> Before going to the illustrations of practice, let me explain the contents and underlying principles applied in the illustrations in order to give you important ideas about how these sample illustrations of practices are designed and should be delivered in the classroom.

Teaching proficiency is the application of the teacher's set of knowledge, skills, and right attitude in doing his/her work within the spectrum of teaching-learning process which includes lesson planning and delivery. Teaching proficiency can be achieved when teachers consider language as a crucial element of teaching-learning process and that the process involves inputs from both teachers and learners. Gorgonio (2012) emphasized, "In the field of education, language is one of the important factors that should be given attention because it is the excellent key to learning and achievement of students in various academic subject areas."

Simply put, proficient teachers must combine their general pedagogical competencies with language competencies to produce effective teaching-learning process in the classroom.

In the following Illustrations of Practice, classroom scenarios are presented and analyzed through the lens of different communication strategies that are useful in getting the message across and in helping the learners to better understand the lessons. These communication strategies are applicable to all media of instruction namely, Mother Tongue, Filipino, and English across all learning areas.
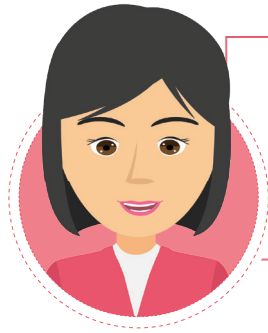
Hello! The following are some of the effective communication strategies that you can use to facilitate the teaching and learning process. They can help your learners better understand your lessons. Enjoy reading!

| COMMUNICATION STRATEGY	DESCRIPTION
Context Clues	Hints or information that can help the learner understand the meaning of a difficult word or phrase. These hints or information can be a synonym, antonym, example, or definition (Nordquist, 2018).
Paraphrasing	A restatement or recasting of original statement in another form or other words usually to simplify the meaning of the text. (Nordquist, 2018).
Verbal Cues	Prompts in the form of concise phrases that are used to indicate a need for a response or reaction from the listeners (Landin, 2012).
Funneling	It involves starting with a general question and then going down to more specific point in each question in order to gather more and more details (Manktelow, Swift, et al, 2018).
Structural Analysis	Dividing a word into parts to understand or get the meaning of the difficult word (Wilson, 2018).
Visual Imagery	The forming of images or objects in the mind of the learners as they read or listen. The teacher can use rich and stimulating words and expressions to help learners activate their prior knowledge in order to help them form visual images in their minds. This process helps the learners better understand the reading and listening texts (Gambrell & Koskinen, 2002).
Sentence Frame	Is a method of scaffolding that teachers can use to help learners formulate a comment or a response in sentence form. The teacher states an incomplete sentence and the learners will provide the missing words (Donnelly & Roe, 2010).
Translation	Is the use of a language to understand or interpret the meaning of a word from another language (Florentina, 2007).

Teaching Subject Areas Using English as Medium of Instruction

SCENARIO 1-Applying Context Clues

> **IV. PROCEDURE:**
> **A. Reviewing the previous lesson or presenting the new lesson:**
> The teacher will use a projector and present a set of pictures following the concept of reverse 4 Pics 1 Word (parts of the picture will be shown one at a time). The learners will be asked a question every time a part of the picture is revealed.

Teacher Danny is a Grade 8 Science Teacher. In this 5-minute activity, he wants to review the learners on important terms related to the topic "EARTHQUAKE." To make the review more interesting to the learners, he prepares a popular game that he modifies to suit the lesson. The teacher presents the "Reverse 4 Pics 1 Word" frame to the class. The word "earthquake" is already presented and the learners are required to guess the name of each of the four pictures in the frame. Each picture shows an important concept about earthquake.

Reverse 4 Pics, 1 Word

Picture 1 (Plate Tectonic)

EARTHQUAKE
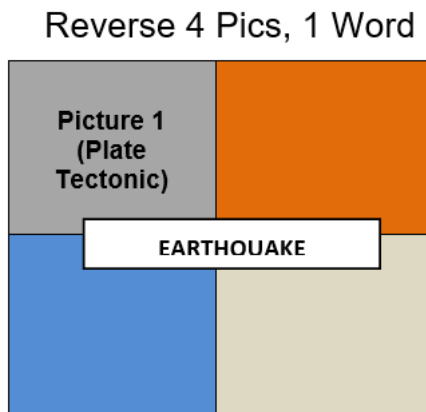
Teacher Danny asks the learners to guess the term depicted in Picture 1. He first gives the strict definition of the "mystery word" and then recasts the same definition using context clues to help the learners guess the right answer.

Teacher (Initial question):
"The theory that the earth's surface consists of plates whose constant displacement causes seismic activities."
The question uses words that sound technical and unfamiliar with the average learners such as "plates," "displacement" and "seismic activities."

Teacher (Using synonyms as context clues):
"The theory that the earth's surface is composed of plates or big chunks of land mass whose constant displacement or movement causes seismic activities or earthquakes."
The question applies context clues by defining the term "plates" and providing synonyms to the words "displacement" and "seismic activities."

HOW TO DO IT

CONTEXT CLUES are hints that the author gives to help define and understand a difficult or unusual word. The types of context clues are the following:

1. Synonym – a word of the same meaning is used in the sentence.
Example: Her tenacity, her determination brought her glory.
2. Antonym – a word or group of words that has opposite meaning reveals the meaning of an unknown term.
Example: The happy days became poignant when the war broke out in Europe.
3. Definition/Explanation – the unknown word is explained or explicitly defined.
Example: Today's youth have penchant for gadgets or strong fondness for new technology.
4. Example – examples are given to illustrate the meaning of the word.
Example: Pedagogical institutions, such as preschools, elementary, high schools and universities, need the support of the community to function efficiently.

Source: Nordquist (2018)

SCENARIO 2-Applying Paraphrasing

IV. PROCEDURE:
    G. Finding practical applications of concepts and valuing:
    The teacher relates the concepts of the lesson to the theme of the text used which is environmental protection.

Teacher Marisol is a Grade 10 English Teacher. When she delivers the lesson on the environmental issue about climate change, it becomes relevant in the valuing part. Let's see how Teacher Marisol applies her proficient skill in English language in order to generate reactions and answers from the learners.

Let's see how Teacher Marisol employs paraphrasing in order for the learners to better understand the trunk question and be able to give reactions and answers.

HOW TO DO IT

PARAPHRASING is a restatement of the meaning of a text or passage using other words. Here, it must be noted that paraphrasing refers to the teacher's attempt to recast a question or statement so that the learners will better understand the question or statement. Here are the steps on how to paraphrase your own questions or statements for the purpose of eliciting the correct response from the learners.

Teacher Marisol: In adapting to the consequences of climate change, what is the most essential thing to do?

1. Use synonyms – change the difficult words to more familiar terms that learners understand.
In adjusting to the effects of climate change, what is the most important thing to do?
("adapting" is changed to "adjusting"; "essential" is changed to "important" and "consequences" to "effects")

11

2.Keep the key words – do not change the words for they are critical in maintaining the meaning of the question.
In adjusting to the effects of climate change, what is the most important thing to do?
(the term "climate change" as key word is retained)

3. Change the word form – use the same word but of different form.
In order to adjust to the effects of climate change, what is the most important thing to do?
(the word "in" is changed to the expanded form '"in order to")

4.Change the sentence structure – use the same ideas but change the positions of the main parts of the sentence.
What is the most important thing to do in order to adjust to the effects of climate change?
(The interrogative pronoun comes first before the rest of the sentence)

Source: Nordquist (2018)

SCENARIO 3 -Applying Verbal Cues

D. Discussing new concepts and practicing new skills #1:
The teacher will guide the learners in performing the activity entitled "Let's Mark the Boundaries" which will enable them to understand why the Philippines is prone to earthquake.

Teacher Danny engages his learners to an activity wherein they have to follow directions in order to accomplish the task. In the activity "Let's Mark the Boundaries," learners plot the areas in the map where the "Pacific Ring of Fire" is situated and identify the location of the Philippines along this region. Let's see in detail how Teacher Danny gives the instructions during the activity:

1. "Bring out your geographical map and find the Asia Pacific region, in it are the countries of Japan, Indonesia, Malaysia, Thailand, and other territories scattered around the Pacific Ocean."
2. "Find the following places on the map around the Asia Pacific region (the teacher enumerates the places in moderate pace and posts the list on the board afterwards).
3. "Draw a small red dot beside each of these places."
4. "Draw a line by connecting the red dots on your map."
5. "Draw a small volcano beside each red dot along the line."
6. "Write the words "Pacific Ring of Fire" at the left side of the line near the middle section."
7. "Encircle the entire Philippine archipelago on the map using a pencil."
8. "Notice the position of the Philippines in relation to the Pacific Ring of Fire."
9. Write on your notebook your notes or ideas in a sentence form about what you have noticed."

The classroom operates in a spontaneous and flexible setting especially when the discussion requires speaking and listening activities between the teacher and the learners such as in the case of Teacher Danny in giving instructions. Ideally, the well-constructed and spoken instructions prepared by Teacher Danny would suffice to proficiently facilitate teaching-learning process in the class but in reality, other language-related skills have to be used in order to make it work.

During the "Let's Mark the Boundaries" activity, Teacher Danny uses verbal cues to "glue in" the instructions and enjoins on every learner in a heterogeneous class. Below is a list of verbal cues that teachers can use in speaking and listening activities like giving instructions.

VERBAL CUES – are spoken words or phrases that give hints and help the listeners to understand the message and intent of the speaker.

EMPHASIS CUES – are given to focus attention on important information
Examples: underline, You need to think about, This is important, This is key, This is basic, Listen carefully, Let me emphasize, Let me repeat, Let me explain, Let me make it clear

ORGANIZATIONAL CUES – are given to help the listener to understand order, sequence, or relationship of the information to the topic.
Examples: The topic is, Today we shall discuss, To introduce, First of all, Second, third, etc., Then, Next, As a result, Main headings to be discussed are, Will make several points, In the following order, In conclusion, To summarize, To review, To recap, To go back over
Listen carefully, Let me emphasize, Let me repeat, Let me explain, Let me make it clear

ANTICIPATORY CUES – are used, in somehow habitual way, to indicate that something very important or to be noted is coming up.
Examples: repeats the words or phrases for emphasis; spells out important words; lists on board, or reads a list, allows time to take notes; speaks more slowly; speaks more loudly; stress certain words; uses a different tone of voice; ask rhetorical questions

Now, let's go back to the set of instructions given by Teacher Danny in the "Let's Mark the Boundaries" activity and see how verbal cues help him during the activity. The verbal cues he used are highlighted in blue.

1. Bring out your geographical map and find the **Asia-Pacific region** (The teacher puts stress to this term by saying it more loudly.). In it are the countries of Japan, Indonesia, Malaysia, Thailand, and other territories scattered around the Pacific Ocean."
2. "Find the following places on the map around the Asia-Pacific region (**The teacher enumerates the places in moderate pace and posts the list on the board afterwards and reads the list once again**).
3. "Draw a small red dot beside each of these places."
4. "Draw a line by connecting the red dots on your map."

5. "Draw a small volcano beside each red dot along the line.
6. "Write the words "**Pacific Ring of Fire**" (The teacher says "Pacific Ring of Fire" slowly and loudly) **at the left side of the line near the middle section** (The teacher repeats this part of the instructions)."
7. "Encircle the entire Philippine archipelago on the map using a pencil."
8. "**Notice the position of the Philippines in relation to the Pacific Ring of Fire** (The teacher speaks in an ominous tone of voice)."
9. Write on your notebook your notes or ideas in a sentence form about what you have noticed.

SCENARIO 4 – Applying Funneling

> **F. Developing mastery:**
> The learners will discuss the common types of intellectual property by answering questions related to the case the teacher will present. They will be working in groups and each group is given eight minutes to answer orally a set of questions assigned to the group.

Teacher Mark teaches Media and Information Literacy to Grade 12 learners. In the topic intellectual property rights, he presents a picture as springboard for a case study that the groups will try to analyze. Teacher Mark applies funneling in his questioning. Let's see how he applies funneling in this activity with one of the groups:

Source: DepEd Learning Resource Portal

Teacher: "This image is used as print design of a shirt sold in a store in the market. The image is not an exact copy of the original artwork of an artist protected by intellectual property rights, but it certainly looks like it."

1. Do you think that there is a violation of intellectual property rights in this case?
2. If there is none, briefly explain your answer.
3. If there is, what type of intellectual property rights violation is committed?
4. What reasons made you think that there are violations of such type?
5. What corrective measures should be done to avoid a similar incident?

HOW TO DO IT

Funneling is effective in soliciting multi-layered answers from learners in an organized manner. It helps avoid overwhelming the learners during the process of answering a set of questions. The following are the tips on how to do funneling:

1. Start with a closed question that only requires a direct answer such as "yes" or "no" or for specific items like names or events.
2. Follow through with open questions that give explanation or require reasoning. These questions will provide details.
3. In funneling, ask a question which develops and puts into use the confidence of the learner about his/her knowledge on the topic. An example is a question that asks for a solution or recommendation.

Source: Manktelow, Swift et al., (2018)

SCENARIO 5 – Applying Structural Analysis

E. Discussing new concepts and practicing new skills #1:

The teacher will guide the learners in discovering the concepts of interpersonal and intrapersonal skills development during the conduct of "Laro ng Lahi."

Teacher Mabel is a Grade 6 PE teacher. Her topic is about the development of interpersonal and intrapersonal skills of learners as they participate in the different "Laro ng Lahi." The meaning of the words "interpersonal" and "intrapersonal" can be unfamiliar and confusing to her learners. She explains the meaning and difference between these words using structural analysis. By using structural analysis, she also integrates language learning to her subject. Let's see how Teacher Mabel does it.

Teacher: "The term 'interpersonal' is composed of the root word 'person' and the prefix 'inter' and the suffix 'al.' The term 'person' is a human being like us while 'inter' means between or among and the suffix 'al' is used to make a word an adjective. Therefore, interpersonal is an adjective which means between persons or among people. Interpersonal skills refer to your ability to relate or work with other people."
(The final definition should be supplied by the learners themselves with the guidance of the teacher.)

Teacher: "The term 'intrapersonal' is the opposite of 'interpersonal' because 'intra' means 'within' or 'inside.' Therefore, 'intrapersonal' is an adjective that means within the person. Intrapersonal skills refer to your ability to relate to and manage your own thoughts and emotions."
(The final definition should be supplied by the learners themselves with the guidance of the teacher.)

(Teacher Mabel can also reinforce the explanation in a written form if needed)

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HOW TO DO IT

Structural Analysis is helpful in teaching the learners to break apart unfamiliar word in order for them to understand the overall meaning of the word and enrich their vocabulary in their own terms. It can be applied even to non-language arts subjects. These are the tips in doing structural analysis:

1. Present the word and divide it into parts (prefix, root word, and or suffix).
2. Briefly review the learners on the concepts of prefix, root word, and suffix
3. Define in simple terms the parts of the unfamiliar word.
4. Guide the learners to define the unfamiliar word based on the meaning of each part.
5. Do the structural analysis also in writing for a clearer illustration.

Source: Wilson (2018)

ILLUSTRATION OF PRACTICE NO. 2:

Teaching Subject Areas Using Filipino as Medium of Instruction

SCENARIO 6 - Applying Visual Imagery

> **C. Pagpapakita ng halimbawa ng bagong paksa:**
> Ang guro ay magpapakita at maglalarawan ng mga piling larawan ng mga likas na yaman ng bansa na kailangang pahalagahan at pangalagaan ng mga Filipino.

Teacher Marites is a Grade 4 teacher in Araling Panlipunan. In this scenario, she teaches her learners about the beauty of the Philippines and its natural resources by creatively describing the pictures she pasted on the board. She uses visual imagery to encourage her learners to be proud of their country and help preserve these natural wonders. Let's take a look on how Teacher Marites applies visual imagery in describing one of the pictures.

> **Guro**: "Ang larawan sa pisara ay litrato ng dalampasigan ng Pagudpud, Ilocos Norte. Ito ay dinarayo ng maraming turista dahil sa nakamamanghang kagandahan. Ang mga windmills sa paligid nito ay tila matatayog na bantay na nag-aanyaya sa mga tao na lumapit. Ang mga pinong buhangin ng dalampasigan na humahalik sa talampakan ay kasiya-siya at ang bahagyang hampas ng alon na yumayakap sa mga nagsisiligo sa dagat ay talaga namang kawili-wili. Ang samyo ng hangin ay nagpapaala ng masiglang karagatan at mayabong na kagubatan sa paligid. "

Source: DepEd Learning Resource Portal

Teacher Marites uses words that appeal to the different senses of the listener and these aid the visual stimulus presented in the picture. In this case, the learners form a more appealing and concrete image of the place in their minds.

HOW TO DO IT

Visual Imagery helps learners imagine or form in their minds the objects or ideas being described which can help them better understand the text that forms part of the lesson. It assists in improving reading and listening comprehension. Learners can also apply visual imagery on their own when reading.

- Narrate and pause after a few sentences or paragraphs that contain good descriptive information.
- Share the image you have formed in your mind, and talk about which words from the narrative or story helped you "draw" your picture. Talk about how these pictures help you understand what's happening in the narrative or story.
- Continue reading, pause again and share the new image you created. Then ask your learners to share what they see, hear, taste, smell and feel. Ask what words helped them create the mental image and emotions.
- Encourage your learners to share why do they form a visual imagery that might be unique or personal to them. It might be based on their own prior experiences.
- Once this is a familiar skill, encourage your learners to use mental imagery when they are reading by themselves. You can feel confident that these mental pictures will help your learners understand a narrative or story in an important way.

Source:Gambrell & Koskinen (2002)

SCENARIO 7 – Applying Sentence Frame

C. Pagtuturo ng bagong kaalaman at pagsasanay:
Ang guro ay magbibigay ng mga halimbawa ng mga pahayag na nagpapakita ng ugnayang lohikal sa kaparaanang dahilan-bunga gamit ang balangkas ng pangungusap (sentence frame). Ang mga balangkas na ito ay pupunan ng mga mag-aaral ng mga tumpak na salita o parirala upang mabuo ang pangungusap.

Teacher John is a Grade 8 Filipino teacher. In his lesson, he intends to teach his learners to formulate sentences orally and spontaneously. He combines the development of content knowledge and writing and speaking skills of the learners through the aid of sentence frame. Now, let's find out how he does it.

HOW TO DO IT

Sentence Frame is helpful to learners who struggle to formulate a sentence or speak in coherent statements. This strategy can be used as a speaking or writing activity or both. Teachers can follow these simple steps in applying this strategy.

1. Provide the topic by which the learners will base their answers.
2. State the sentence frame out loud to the learners.
3. Say the sentence frame again and have the learners repeat it after you.
4. Give the learners a short thinking time before calling someone to answer.
5. If it is done as a writing activity, allow them to read what they have written; if it is a speaking activity repeat the sentence frame for the benefit of recall and have them say it aloud, but if it is a combination of both allow the learners to have a glance of what they have written and say it aloud afterwards.
6. Discuss the sentences after the learners complete them for processing.

Source: Donnelly & Roe (2010)

ILLUSTRATION OF PRACTICE NO. 3:

Teaching Subject Areas Using Mother Tongue as Medium of Instruction

SCENARIO 8 – Applying Translations

> **A Presentation and Discussion:**
> The teacher discusses the topic "Body Coordination" and the routines that will be used in the practice exercises and application part.

Teacher Kevin teaches Grade 1 Physical Education subject. He uses the learners' Mother Tongue Ilocano in the class but in some cases he could not avoid using translation in the class because some concepts or terms in PE have no equivalent terms or words in Ilocano. Let's look closer to this particular instance when Teacher Kevin uses translation.

> **Teacher:** "Ite panagmaymaysa nga panaggaraw ite aba-abale nga parte ite bagi ite tao/ hayop mangmangted ite napintas nga panaggaraw o Body Coordination . Kasla ite panagtaray ken panagsala haan nga mabalen nga haan mo magaraw ite aba-abale nga gamet ite balay no haan nga naayos ite panaggaraw."
>
> "Ite nakasanayan nga panag-gargaraw ite bagi kadwa ite, panagpagna,lagto,hopping,panag-garaw,pagdulas,ken panag-langoy."
>
> *(Transcription provided only for the purpose of comprehension)*
> **Teacher:** "Body coordination is the use of your different body parts and senses in harmony so you can perform a movement or series of movements. It's what you use when you try to dance or run around your house without hitting any furniture."

> "The routines of body coordination involve walking, jumping, hopping, swaying, sliding, and swimming."
>
> *(Teacher Mabel can also reinforce the explanation in a written form if needed)*

Teacher Kevin resorts to translation when he has to mention the topic "Body Coordination" because the Ilocano phrase "napintas nga panaggaraw" could better mean as "good movement" rather than "body coordination." The word "hopping" which could be mistaken as synonymous to the word "jump" although not an appropriate term when it comes to Physical Education, is also used due to lack of acceptable equivalent term in Ilocano.

In a multilingual nation such as ours where education follows a progression of language arts curriculum, translation has been inevitable in various circumstances. But translation, if used judiciously or justifiably, can be a positive communication strategy teachers can employ in the teaching and learning process. The following are some of the bases why translation can be accommodated in classroom teaching:

WHEN TO USE TRANSLATION

1. Translation is justifiable when there are specialized vocabulary items involved in the text or speech and these items do not have equivalent terms in the medium of instruction being used in the class (Florentina, 2007).
2. Translation is judicious when all possibilities to communicate the same message in the medium of instruction used in the class have been exhausted and failed (Duff, 1990).
3. Translation is acceptable when there is a crucial need for flexibility, accuracy, and clarity in the communication process (Duff, 1990).
4. Translation is justifiable when it can help learners comprehend the message and better understand the lesson (Liao, 2006).
5. Translation is judicious when it is used to reduce anxiety especially among learners who are acquiring and learning multiple languages simultaneously (Liao, 2006).

OTHER ILLUSTRATIONS OF PRACTICE
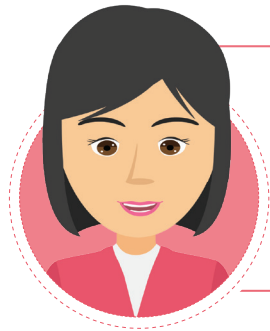
Hello there! Were you able to grasp the best practices of teachers about the display of proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning in the four illustrations of practice? We have prepared other illustrations of practice to help you further.

LANGUAGE ISSUES IN THE CLASSROOM	HOW TO ADDRESS THEM
Linguistically diverse classroom	A Proficient Teacher should know the linguistic backgrounds of the learners. It can be done through the following: 1. Include in the Learner (Student) Profile their language background. It can be used as a reference when planning and teaching a lesson. It is something to reflect on if learners would be able to understand or not the concepts of a particular language used as a medium of instruction. If these concepts are culturally-bounded, the teacher will substitute appropriate words that are relevant to the context of learning and to the language known by the learners. 2. In understanding learners' sensitivity, the teacher may use the following strategies: • Classroom-reflective texts coupled with non-judgmental dialogue. A Proficient Teacher can select texts that reflect classroom demographics or any materials that provide insightful reading experience about learners' challenges and opportunities of using another language apart from what they are born with. Through this, teachers will be able to understand more the learners in teaching using a particular language. • Share stories that make room for learner sharing. Teacher-initiated story telling will allow opportunities for learners to express themselves in the language they know. It should be carefully selected and appropriate to suit to the interests of the learners.

LANGUAGE ISSUES IN THE CLASSROOM	HOW TO ADDRESS THEM
Lack of teacher's skills of using the Mother Tongue of the learners	A Proficient Teacher makes a constant effort of learning the language spoken by the majority of the learners. There are ways to do this. • Join LAC Session that discusses useful expressions using the Mother Tongue and other nuances of it. You can learn something from the discussion and sharing of other teachers. • Communicate to learners. The teacher will get a good exposure to the language if she/he listens and uses it in communicating with students. Paying attention to some expressions useful for teaching can be acquired in a natural way. • Immerse in community by joining extension projects. Teachers will be able to familiarize expressions used by the community members. They can acquire skills needed to negotiate meaning through meaningful interaction with them.
Challenged by the presence of mainstreamed learners with disability or special needs.	A Proficient Teacher should value the inclusion of those learners with disability or special learning needs in the mainstream. It is important that a Proficient Teacher acquires necessary skills for teaching those learners' with disability. For example, in teaching deaf learners, a Proficient Teacher should know the basic Filipino Sign Language (FSL). In this way, the teacher will be able to communicate with the students with hearing impairment.
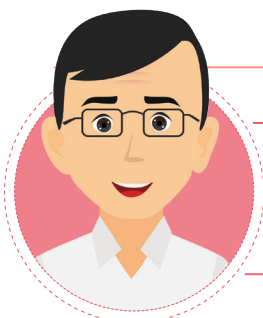
Having seen how indicator 1.6.2 can be achieved, you are now ready to display proficient use of Mother Tongue, Filipino, and English in facilitating teaching and learning in your classroom.

PROFESSIONAL DEVELOPMENT PLAN

After you have explored the different concepts and illustrations of practice for indicator 1.6.2, you surely have a better appreciation of the proficient use of Mother Tongue, Filipino, and English in facilitating teaching and learning in your classroom.

This time, you think of what you can do to strengthen your practice of the indicator. Fill in the Personal Development Plan below so you could organize your thoughts.

STRENGTHS *What are the skills you are good at?*	DEVELOPMENT NEEDS *What are the skills you need to improve?*	ACTION PLAN *What can you recommend for your development intervention?*	TIMELINE *When will you implement your plan?*	RESOURCE NEEDED *What assistance/ resources do you need to implement the plan?*

Happy planning!

RESOURCE LIBRARY
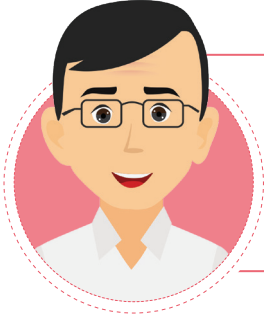
This section provides you resources that can help you further understand the indicator.

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Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning