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Development and Validation of Wordlists in the Top 7 Mother Tongues Used in the K-3 Curriculum



Source: <http://globalbalita.com/2013/09/30/the-eskwela-natin-story/>

This policy brief reports the result of the development and validation of wordlists on the seven (7) most spoken Philippine languages in the country. Policy recommendations on the utilization of these wordlists are provided.

Wordlists for the seven (7) most spoken Philippine languages in the country were developed and validated. These include Cebuano, Ilocano, Kapampangan, Tagalog, Waray, Bikolano, and Hiligaynon. These wordlists can be used in order to assess a child's word recognition skill as well as a basis for developing reading materials for specific grade levels. Through the development of these wordlists, the implementation of the Mother Tongue Curriculum in grades K-3 can be facilitated. The said wordlists can be found in Macahilig (2016).

The development and validation of these wordlists underscore the need for relevant programs that will maximize pupils' engagement in the curriculum. Further, these wordlists can be used as an assessment tool for pupils' sight word recognition, reading fluency, and comprehension in their respective mother tongues. Writers and publishers can also use these as a guide in the development of mother tongue-based instructional materials.



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The following are the policy implications:

1. MTB-MLE must be implemented in more Philippine languages aside from the first 19 introduced. DepEd must also conduct language scanning and grouping in every school and use this as a basis for the MTB-MLE implementation.
2. DepEd must develop curriculum and instructional materials in math and sciences that are contextualized in the children's linguistic and cultural experiences, and wordlists in these areas must also be developed.
3. Adequate opportunities, funding, and resources must be made available in order to ensure the country's functional literacy growth. This is to meet students' needs, which include text books and instructional materials in mother tongues; and to train teachers to teach and assess in the mother tongue (as a medium of instruction), and teach and assess the mother tongue (as a subject).
4. DepEd must strive for the continuous development of reading and writing assessment tools for K-3 in various mother tongues and the production of quality and appropriately levelled MTB-MLE materials in all subject areas in K-3.
5. Capacity building of teachers on strategies for developing early oracy and literacy, and basic intervention strategies for pupils in K-3 in their respective mother tongues must be implemented.
6. The government must create a center that will serve as a repository or a database of studies conducted in Philippine languages in order to facilitate its use by students, teachers, and researchers, and to encourage its application to education and society.

REFERENCE:

Macahilig, H. B. (2017). *The Development and Validation of Wordlists in the top 7 mother tongues used in the K-3 curriculum*. Manila: Philippine Normal University.

