Glossary of Selected Hiligaynon Words: Development and Evaluation

Pearly Jade N. Embajador
College of Arts and Sciences – West Visayas State University, Philippines
pearlhaedey@gmail.com

Abstract. This study deals with the development of glossary of selected Hiligaynon words and the evaluation of the appropriateness of the glossary developed and its level of acceptability. Descriptive-evaluative was used as a methodology of this study. Researcher made questionnaires were utilized to measure the appropriateness of the developed glossary and the level of acceptability in which were evaluated by experts according to different aspects. The developed glossary contained five hundred sixteen entries which underwent into cross-checking. Moreover, the developed glossary was evaluated highly appropriate by panel of experts and highly acceptable as a whole and according to the evaluation made by: teachers in Literature and Hiligaynon language, teachers of Mother-Tongue, and writers and language practitioners. The development of the glossary showed that Hiligaynon language is very rich and that it represents the authenticity and identity of the culture.

1. Introduction

Language is one of the important vehicles in life of a human being. It is a way of expressing our thoughts, feelings, beliefs and philosophies. It is a medium of our interaction with people around us and how we create meaning with them. It can also be defined as components of culture that include symbols, gestures, or motions as well as verbal, physical, biologically innate and the basic form of communication. We also use language to make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Behaviorists often define language as a learned behavior involving a stimulus and a response [3]. Oftentimes they will refer to language as a verbal behavior and non-verbal behavior, which is language that includes gestures and body movements as well as spoken word [5]. In education, one of the changes in Basic Education Curriculum brought about by the new K-12 program is the introduction of Mother Tongue-Based Multilingual Education (MTB-MLE).

Mother Tongue is used as a Medium of Instruction (MOI) for Grades 1, 2, and 3 in teaching Math, AralingPanlipunan (AP), Music, Arts, Physical Education and Health (MAPEH) and Edukasyonsa Pagpapakatao (ESP). Mother Tongue is taught as a separate Learning Area in Grades 1 and 2 [1]. The use
of the same language spoken at home, in early grades, helps improve the pupils’ language and cognitive development in addition to strengthen their socio-cultural awareness. Local and international studies have shown that early use of Mother Tongue inside the classroom produced better learners. It makes them adept in learning second language (Filipino) and third language (English) too [7]. Researcher has observed that difficulty and unfamiliarity in the Mother-Tongue (Hiligaynon) words is very common not just in elementary but also in secondary and tertiary level.

With regards to the instructional materials and reference materials that could aid teaching and learning Mother-Tongue (Hiligaynon), the researcher has found out that there is an inadequacy of these. Among the many instructional aids that could facilitate teaching and learning process especially in language is the dictionary, glossary, thesaurus, or any other print or online materials pertaining to language development. Thus, this study has been pursued to suffice the needs being mentioned. This study aims at the development of glossary of selected Hiligaynon words and to measure the appropriateness of the developed glossary based on different aspects and assess also its level of acceptability.

Specifically, this sought answers to the following questions (See Figure 1): 1) What is the scope and content of the developed glossary of selected Hiligaynon words? 2) How appropriate is the developed glossary of selected Hiligaynon words based on the following aspects: a) physical aspect, b) content, c) entry, d) alphabetizing, e) translation of words, f) giving of meaning, and g) used in the sentence? 3) What is the level of acceptability of the selected Hiligaynon words of the following evaluators: a) teachers of Literature and Hiligaynon language, b) teachers of Mother-Tongue, and c) writers and language practitioners?
2. Literature Review

Glossary is an alphabetical list of difficult, technical, or foreign words in a text along with explanations of their meanings. Oxford [9] defines glossary as the alphabetical list of words relating to a specific subject, text, or dialect, with explanations; a brief dictionary. There are many researches made with regards to dictionary and glossary making in Hiligaynon language. Studies of glossary making, collection and translation of jargons in different disciplines and even projects about glossary of terms in Literature were made by researchers such as: Radford [11]. Glossary making is viewed by the researcher as a helpful reference material in teaching Mother-Tongue. 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.” 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 these skills in thinking and articulating thoughts. With the end goal of making Filipino children lifelong learners in their Li (MT), L2 (Filipino, the national language), and L3 (English, the global language) the learners are more than prepared to develop the competencies in the different learning areas.

This will serve as their passport to enter and achieve well in the mainstream educational system and in the end, contribute productively to their community and to the larger society as well as Multilingual, Multiliterate, and Multi-Cultural Citizens of the country. For the effective implementation of the MTB-MLE, it is suggested that the two-track method be used, that is the primer track to focus on accuracy and the story track to focus on meaning. Learning via the two-track method to gain proficiency in literacy as well as comprehend academic content and gain curriculum mastery, creative and critical thinking skills for decisive decision-making (www.deped.gov.ph). Here’s the purpose of MTBMLE. Literacy - we only learn to read once. Learning to read in the L1 develops skills that transfer to reading any other languages. Comprehension in reading other languages only occurs after oral proficiency has developed such that vocabulary of the written L2 text is already part of the learners’ spoken vocabulary.

Prior knowledge - engaging learners in a discussion of what is already familiar to them using the home language and culture enables better. It will also provide learning of the curriculum through integration and application of that knowledge into current knowledge schemes, cognitive development and higher order thinking skills (HOTS). 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 better support learning of other languages and learning through other languages later. 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.
3. Method

Descriptive-evaluative was used as the methodology of this study. In the development of the glossary, the following steps or processes were followed: selecting of literary pieces as sources of entries and selecting of unfamiliar Hiligaynon words where words underwent cross-checking in the two Hiligaynon-Filipino of Alcantara (1997) and Motus (1971); translating, giving-meaning in Filipino language and using in the sentence of the selected Hiligaynon words; alphabetizing of the selected Hiligaynon words that were translated, given meaning and used in the sentence; correcting and refining of the glossary of selected Hiligaynon words based on experts’ suggestions; revising and finalizing the final copy of the glossary; and evaluation of the appropriateness and level of acceptability of the developed glossary.

Through the use of researcher made questionnaire, three (3) evaluators assessed the developed glossary based on different aspects: a) physical aspect, b) content, c) entry, d) alphabetizing, e) translation of words, f) giving of meaning, and g) used in the sentence. With the help of another researcher made questionnaire, the level of acceptability of the developed glossary was evaluated by the following: a) teachers of Literature and Hiligaynon language, b) teachers of Mother-Tongue, and c) writers and language practitioners. For statistical analysis of data, frequency count and percentage were used to determine the scope of developed glossary based on the baseline literary pieces and parts of speech. Mean was used to measure the appropriateness and level of acceptability of developed glossary.

4. Results and Discussion

Based on the results of the study, the developed glossary is composed of five hundred sixteen entries (516) that underwent cross-checking. The number of entries in the developed glossary coming from literary pieces were as follows: “Margosatubig” by Ramon Muzones (f = 391), “DumutkagHuya” by Jose Ma. Ingalla (f = 72), “Paglayag” by Bryan Marie Argus (f = 42), and “MgaBulan sang Tuig” by Flavio Zarragoza Cano (f = 11). The number of word content in the developed glossary based on parts of speech were as follows: noun (f = 246), verb (f = 176), adjective (f = 89), adverb (f = 3), conjunction (f = 1), and preposition (f = 1). The content of the glossary was analyzed and it was found out that it contains different parts of speech, types of morphemes, different morphological changes, and words with cultural contexts.

The result of the appropriateness of the glossary is highly appropriate (M = 3.62) based on the evaluation of evaluators based on the following aspects: physical aspect (M = 3.67); content (M = 3.53); entries (M = 3.53); alphabetizing (M = 3.60); translation (M = 3.60); giving of meaning (M = 3.60); and used in the sentence (M = 3.80). Furthermore, results revealed that as a whole the developed glossary of selected Hiligaynon words is highly acceptable (M = 3.88) based on the evaluation of teachers of Literature and language (M = 4.00), teachers of Mother-Tongue (M = 4.00), and writers and language practitioners (M = 3.63).

| Aspects             | Mean | Description     |
|---------------------|------|-----------------|
| Physical Aspect     | 3.67 | Highly Appropriate |
| Content             | 3.53 | Highly Appropriate |
| Entries             | 3.53 | Highly Appropriate |
| Alphabetizing       | 3.60 | Highly Appropriate |
Translation 3.60 Higly Appropriate
Giving of Meaning 3.60 Higly Appropriate
Used of Words in the Sentence 3.80 Higly Appropriate

Overall Appropriateness 3.62 Higly Appropriate

Note: 1.00 – 1.5, Inappropriate; 1.51 – 2.50, Average; 2.51 – 3.5, Appropriate; 3.51 – 4.00, Highly Appropriate

| Table 2 | Acceptability Level of the Developed Glossary of Selected Hiligaynon Words |
|---------|----------------------------------------------------------------------------|
| Evaluators | Mean | Description |
| A. Teachers in Literature and Language | 4.00 | Highly Acceptable |
| B. Teachers in Mother-Tongue | 4.00 | Highly Acceptable |
| C. Writers and Language Practitioners | 3.63 | Highly Acceptable |
| Overall Level of Acceptability | 3.88 | Highly Acceptable |

Note: 1.00-1.5, Unacceptable; 1.51-2.5, Average; 2.51-3.5, Acceptable; 3.51-4.0, Highly Acceptable

5. Conclusions

The development of the glossary showed that Hiligaynon language is very rich that it represents the authenticity/peculiarity and identity of the culture. The strong connection of language and literature can be traced back in the substantial Hiligaynon words gathered from literary pieces. The positive evaluation of the appropriateness of the developed glossary proved that another successful study has been made with regards to the enrichment and valuing of the regional language. The level of acceptability of the developed glossary of Hiligaynon words explained that this can be used as a reference material in understanding the Hiligaynon literary pieces, can also be used by teachers in teaching Literature, Hiligaynon language and Mother-Tongue subject.

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