



## TARES converts SLMs in Ilocano

• Jeryllee P. Tolentino



T. Ayson Rosario ES teachers collaborate for the translation and contextualization of Self-Learning Modules from Filipino to Ilocano.

**For the learners and parents to easily understand lessons, the T. Ayson Rosario Elementary School (TARES) translated the K-3 Self-Learning Modules (SLMs) in Mother Tongue-Based (MTB)- Ilocano.**

TARES is the only school in SDO-Dagupan City that uses MTB- Ilocano as a medium of instruction in the Kindergarten and in primary grades for Araling Panlipunan, Edukasyon sa Pagpapahalaga (ESP), MAPEH, Math, and Science subjects.

Implementing Modular Distance Learning (MDL) – Printed with the use SLMs as the main modality in the

learning delivery under Basic Education-Learning Continuity Plan (BE-LCP), teachers were required to contextualize, translate and print both national and locally-developed SLMs for the learners to utilize and work on during the present school year, especially in this time of pandemic.

Seven teachers from K-3 namely: Flordeliza Tibule-Kindergarten Adviser, Felicidad Q. Alegoyojo and Cherry V. Dela Cruz-Grade 1 Advisers, Eleanor T. Bautista and Olivia O. Palaganas-Grade 2 Advisers, Rio Grace C. Peralta and Corazon V. Gabriel- Grade 3 Advisers, helped and assisted one

another in translating, printing and sorting the modules .

After the central office had published files of the evaluated and official SLMs through google drive, the teachers downloaded the original copy. Considering the local use of the language and for the learners and parents to easily understand the lesson, teachers contextualized and translated them in Ilocano while strictly adhering to the original content and/or with minimal revisions if needed for the provision of academic ease.

Assigned teachers from the group together with the school head, Mrs. Jeryllee P.

Tolentino, monitored and evaluated each module before printing.

An average of six modules ready for reproduction are contextualized and translated by each teacher every week.

Teachers, at the same time, do the printing using the materials provided by the school from the MOOE fund and from stakeholders' donations. The school provides 1:2 module to learner's ratio.

As of March 3, the school had translated 347 and printed 13, 139 modules and still counting.

**Preceptors' View Editorial Board 2020-2021**

Editor-in-Chief: Michelle M. Felstead, EdD  
Associate Editor: Rose Ann S. Cancino

**Contributors:**

John Silvester A. Alipio  
Elmer B. Amansec, EdD  
Mirian G. Campos  
Liezl S. Cancino, PhD  
Mary Ann C. Carrera  
Jeneffer D. Chung  
Adam D. Decano

Rommel R. Embuido  
Edwin R. Ferrer, PhD  
Melmar A. Ferrer  
Lailani P. Garin  
Willy U. Guieb  
Glalza E. Gutierrez  
Renante B. Infante  
Anthony Romnick B. Junio  
Princess Grace M. Kim  
Maria Merlinda P. Mariado  
Katherine A. Meneses  
Jose Myra Joy P. Mulyrong  
Atty. Jose O. Oviedo  
Vladimir C. Parayno, PhD

Marissa O. Perez, EdD  
Alicia B. Quimboy, PhD  
Leonardo D. Soils  
Lilian S. Tandoc  
Cinderella Q. Tandina  
Markconi F. Taroma, PhD  
Jeryllee P. Tolentino  
Charmesh D. Valdez  
Norreen B. Vidal  
Reymond N. Villare

**Layout Artists:**

Kristine Grace C. Avelino-Gabris  
Cayetano V. Carrera, Jr.  
Dennis A. Evangelista  
Paul Michael P. Felstead  
Alvin N. Gayo  
Lucky Allan C. Valle

**Consultants:**

Agnes B. Royulada, EdD  
Maria Linda R. Ventenilla  
Edilberto R. Abalos EdD  
Ma. Criselda G. Ocang, CESE  
Aguedo C. Fernandez, CESO VI

