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MAGAZINE



in the context of

✓ BACK TO SCHOOL:
REIMAGINING
EDUCATION FOR THE
FUTURE

- Tech-Driven Classrooms
- Sustainable Learning
- Equity and Access
- Well-Being in Education
- Leadership in Transition



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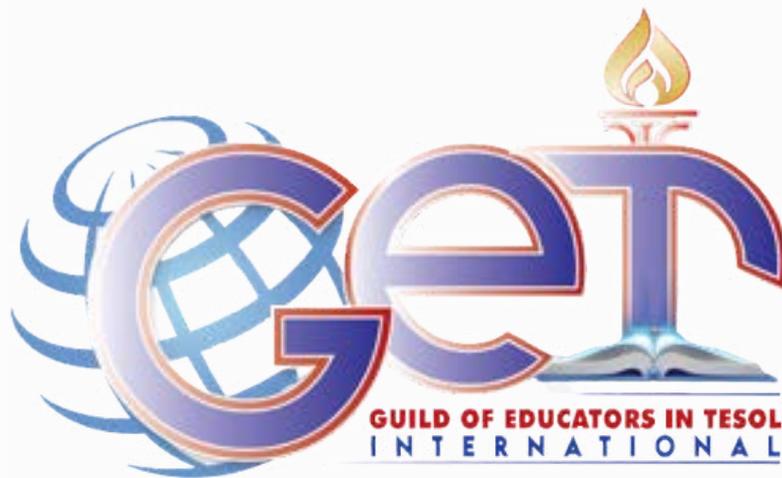
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GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to our latest edition of the magazine, where we embark on a captivating journey through the multifaceted realm of education. In this issue, we invite you to delve into the rich tapestry of experiences that shape the lives of teachers and students alike - a tapestry we like to call "Empowering Teachers for Future-Ready Classrooms."

As technology and pedagogy evolve, classrooms must adapt to equip students with skills for an uncertain future. This theme explores innovative teaching methods, integrating digital tools, and strategies for fostering critical thinking, creativity, and adaptability in learners. Articles could highlight success stories, the role of AI in education, and practical tips for navigating future educational challenges.

The poetry section captures the emotional and intellectual pulse of students and educators alike. Through metaphor and imagery, the poems explore themes of learning, growth, and the transformative power of education. Whether it's the anxiety of stepping into a new school year or the exhilaration of discovering new knowledge, these verses offer a raw and reflective insight into the journey of education.

In the short story segment, readers are invited to step into the shoes of students, teachers, and even parents as they navigate the challenges of a modern learning environment. These stories focus on innovative approaches to teaching, the impact of technology, and the importance of fostering creativity and critical thinking. Each narrative provides a glimpse into what education could look like if we dare to imagine beyond the traditional classroom setting.

Best practices from real educators bring practical advice and proven strategies to the forefront. As schools face unprecedented challenges, such as integrating technology and addressing diverse learning needs, this section serves as a resource for teachers who are rethinking their methods. It covers innovative approaches to curriculum design, classroom management, and student engagement, all aimed at preparing students for a future that is increasingly unpredictable.

The academic essays delve deeper into the philosophical and sociological aspects of education. They explore topics such as the role of technology in education, the importance of emotional intelligence, and the need for inclusivity in the classroom. These essays challenge conventional thinking and encourage readers to consider how education systems can be restructured to better serve a rapidly changing world.

Finally, the lesson exemplars provide a practical guide for teachers who are eager to implement the ideas discussed throughout the collection. These lessons are designed to be adaptable to various subjects and grade levels, offering flexible, future-oriented approaches to teaching. From fostering critical thinking through project-based learning to integrating digital literacy, the exemplars provide tangible examples of what reimagined education can look like in practice.

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Featured Story



MY JOURNEY IN WRITING OF STORYBOOK.

by: *Dr. Mary Joy J. Paligutan*

During the pandemic of 2020, I began my writing career by writing stories because I wanted to create something that my pupils could use so that they could learn and speed up their reading through the stories I wrote. I believe that this will be an inspiration for my pupils and other pupils so that they will have an interest in reading, especially the original stories of my hometown. I just started creating characters in my mind. I first outlined the story, how and where my story would take place, and what its theme would be. At first, I thought it would be easy, but it wasn't easy for me because I had a lot to do. In order to make the story, I still had to research whether the story was appropriate for the time and whether the pupils would enjoy it. Most of all, there were rules that I had to consider in case I broke something. I also had to have it read by those who were better at making stories. When my story was well-written, I also thought about making it into a big book. With the help of our illustrator, Mam Jamila Alih, she gave life to my story, "The Daily Life of Amerah." This was the first story I wrote, and soon I had it made into a big book because the bigger the picture in the big book, the better they could see the characters and the pictures. The pupils were very happy because this story inspired them and they imitated the young Amerah. It contributed greatly to their character because, by telling the story, the children learned to help with household chores during the pandemic, as well as to obey their parents' orders and, above all, to pray to the Lord and learn not to be bored when going to school because the pandemic they are facing may affect their lives and studies. And that's where it all started; the stories I wrote continued to grow and touch the hearts and minds of readers. This is all I want to share my knowledge of writing. Through this, I can help our young people in their young minds.



Their imaginations are expanding, and the characters in each story can become their idols. I am very grateful to the Lord God, because until now I have continued to use my talent in writing stories.

What's more, I entered the stories I wrote in the Teodora Alonso Award Competition, and two of my writings won at the division level. This inspired me even more, and I will continue to improve my story writing so that I can help students and encourage other teachers to write their stories. This is a great help in shaping the skills of every teacher because it serves as an instrument as a learning material that helps them in reading.

As a teacher, one should not stop at what is best for the learners. The problem should be better understood, and intervention and solution should be given on how each child can learn and have interest in the learning materials that we make as teachers, and this is a big thing in shaping their learning culture. Making a story for me gives joy to the characters that come to life in my imagination, especially if it has pictures, which further cultivate the interest of the learners in reading, so one must ensure that the content of the story is beautiful and captures the lesson of each child.

In my ten years of teaching elementary school, I can say that this is my biggest contribution in the field of teaching because all I want is to help and improve my students. This is what I carry in my heart, and I am happy to learn that all the young students can share the stories I wrote. Their smiles and comments while they read the story are a pain in my heart with joy. Promote children's stories that inspire every student.





The Authors



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Featured Story

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Mary Joy J. Paligutan, PhD

is a passionate elementary teacher dedicated to fostering a love for reading among her pupils and young learners. She actively seeks innovative educational resources and strategies to enhance her students' reading skills and develops creative and effective learning materials tailored for young minds.

Believing in the transformative power of storytelling, Dr. Paligutan writes children's stories designed to improve reading performance and inspire her students. She is committed to continuous learning in the field of children's literature and shares her insights and techniques with fellow educators to create a broader impact.

With a deep sense of gratitude to the Lord and a heartfelt devotion to teaching, Dr. Paligutan exemplifies the essence of teaching with compassion and purpose. Her unwavering dedication inspires her students to become lifelong learners and avid readers.

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02



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Benjamin G. Haboc

As a Science educator, I believe that Science improves the quality of life of individuals in society through the presence of technology, where Science principles are behind. I do advocate a research-based Science teaching methodology that boosts student learning and empowers them. Altogether, science education seeks to provide in-depth knowledge of scientific concepts and their applications, developing intellectual curiosity and equipping students with the skills to tackle the challenges of a changing world.

09

Arci V. Manangan, DPA

is an educator with 8 years of experience in Public Administration and Social Sciences. As a faculty member at the College of Business and Public Administration at EARIST, he helps shape future leaders in public service. A Licensed Professional Teacher and Certified Human Resources Professional (CHRP), Arci blends theoretical knowledge with practical insights to create an enriching classroom experience. Additionally, he serves as an Internal Quality Auditor at EARIST, promoting high academic standards. With a vertically aligned focus in Public Administration from a Bachelor's Degree to a Doctorate, he brings a comprehensive understanding of governance and public sector dynamics.

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Daisy Mae R. Bongtiwon

An esteemed academic and educator, graduated from Philippine Normal University with the degree of MA in Mathematics and BSPT under DOST-SEI scholarship, recognized for her pioneering work in STEM education and youth development. She is especially known for her dedication to integrating Artificial Intelligence into STEM education, making technologies accessible to younger generations. Prof. Bongtiwon is currently spearheading youth development programs aimed at empowering students through STEM and AI, preparing them for the challenges of a rapidly evolving technological landscape. In addition to her academic achievements, Prof. Bongtiwon has completed specialized training at the Philippine Nuclear Research Institute and has participated in major national and international conferences in STEM, Science Education, physics, biodiversity, and global health. Her last engagements include speaking at prominent conferences in Singapore, Vietnam, and the USA. Prof. Bongtiwon's work continues to influence both local and international communities, driving forward STEM initiatives, particularly in youth development program and AI integration.

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Florinda D. Bautista, MPA

As an Educator, I adopt an interactive pedagogical approach to teaching in the fields of Social Sciences and Public Administration. I specialize in subjects such as Readings in Philippine History, Contemporary World, Ethics, Art Appreciation, and Gender and Society. Much attention is given to my methods of teaching in developing critical thinking and ethical reasoning that will provide students with a sophisticated understanding of society and cultural appreciation. Public Administration is a program that demands a focus on integrating theory with practice. It requires more so for complex governance and economic regimes. Such a learning process engages students in solving contemporary global problems; bringing about creative solutions for existing ones; imagining, and managing challenges; and, in effect, equips progressive leaders with the ability to manage and shape environments of public and social systems that are in continuous change.

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Dr. Cynthia Ala Manalad

She obtained the degree of Bachelor in Accountancy at the Polytechnic University of the Philippines Manila (PUP). Also of Master of Arts in Business Administration and Doctor of Business Administration at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST). Dr. Manalad hold an academic Plantilla rank of Associate Professor I. She has fifteen (15) years of extensive industry experience in the field of sales and marketing as well as in the field of accounting prior to her academic profession. She is also a passer of Civil Service Examination professional level and hold a National Certificate III. TESDA Events Management Housekeeping competency. She has author and co-author several College textbooks like Entrepreneurship and Cooperatives. Social Entrepreneurship for Sustainable Development and Marketing Management. Dr. Manalad is also serve as member of the board of educators of Philippines Association of Authors Researcher and Educators Inc (PAARE Inc.)



Annalyn Y. Buenaseda

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Ma. Lourde H. Gomez

Is an accomplished professional with extensive experience in academia and a strong dedication to guiding and mentoring students, Ma Lourdes H. Gomez has made significant contributions to the field of entrepreneurship education. Graduating with a Masters in Business Administration from Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), With a tenure 15 years as a full-time faculty member at EARIST, She has played a pivotal role in shaping the mind of aspiring entrepreneurs. Her dedication to teaching and nurturing young talents has been evident in her commitment to excellence in education. Additionally, she has contributed her expertise as a part time professor at the University of Caloocan City Camarin Campus for seven years, enriching the academic landscape behind her primary institution. In the academic year 2023-2024 and continuing to the present, She serve as the adviser of the Entrepreneurial Management Society at EARIST, In this role, she provides guidance, support, and mentorship of student interested in entrepreneurship, fostering a culture of innovation and leadership within the organization. She has taken of the responsibility of project head for guidance and counseling, highlighting her commitment to holistic student development.

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Chandra R. Tinga, DBA

is an accomplished professional extensive experience across diverse sectors, including government. With expertise in accounting, tax, marketing, business administration, and office administration, she possesses a robust skill set the underscores her versatility and proficiency. Holding both a Doctorate and Master's Degree in Business Administration, bring a deep understanding to theoretical concepts and practical applications to her current roles as Associate Dean Head of the Bachelor of Science Major in Office Administration.

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Best Practices



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Epektibong Istratehiya sa Pagtuturo sa Filipino tungo sa Pang-Akademikong Pag-unlad ng mga Mag-aaral sa Sekondarya

ni: CREMELITA MALACAS



Ang wika ay malalim na kasanayan para sa pagpapahayag ng ideya, damdamin at layunin ng tao. Sa konteksto ng edukasyon, ang Filipino bilang pambansang wika ay may pangunahing papel sa paghubog ng kakayahang akademiko ng mga mag-aaral. Sa antas ng sekondarya kung saan higit na lumalawak ang pag-unawa ng kabataan sa iba't ibang disiplina, ang epektibong pagtuturo ng Filipino ay mahalaga upang maitaguyod ang kanilang kasanayan sa komunikasyon, kritikal na pag-iisip at pang-akademikong pag-unlad.



Upang makamit ang layuning ito, kinakailangan ang paggamit ng mga epektibong estratehiya sa pagtuturo na hindi lamang nagbibigay-daan sa mas malalim na pag-unawa ng mga mag-aaral sa wika kundi nag-uudyok din ng masiglang partisipasyon at pagkilos. Ang artikulong ito ay naglalaman ng mga makabagong pamamaraan tulad ng paggamit ng teknolohiya, kolaboratibong estratehiya at pagpapalawak ng kasanayang pangwika na magbibigay-lakas sa guro na lumikha ng mas produktibong silid-aralan. Sa pamamagitan ng mga estratehiyang ito, pang-akademikong pag-unlad ng mga mag-aaral ay matatapos habang nililina ang kanilang pagkakakilanlang Pilipino.

Ang makabagong pedagohiya ay mahalagang aspeto ng epektibong pagtuturo sa kasalukuyan, lalo na sa asignaturang Filipino. Dito kabilang ang paggamit ng teknolohiya, integrasyon ng multimedia at mga kolaboratibong gawain na umaayon sa modernong pangangailangan ng mga mag-aaral. Ang paggamit ng teknolohiya ay nagdudulot ng mas dinamikong paraan ng pagkatuto, gaya ng mga presentasyon, video at aplikasyon tulad ng Google Classroom at Kahoot, na nagpapahusay sa karanasan ng mag-aaral. Halimbawa, maaaring gumamit ng mga video clip ng panayam o dula upang gawing mas kawili-wili ang talakayan ng retorika o gramatika.



Bukod dito, ang gamification o paggamit ng mga larong pang-edukasyon, tulad ng quiz apps at interactive storytelling activities, ay epektibong nakapupukaw ng interes ng mga mag-aaral at nagdadala ng kasiyahan sa kanilang pag-aaral. Dagdag pa rito, ang integrasyon ng multimedia, tulad ng audio-visual materials, ay nakatutulong sa pagpapalalim ng kaalaman. Halimbawa, ang panonood ng maikling pelikula o dokumentaryo sa Filipino ay maaaring magsilbing simula ng talakayan o pagsusuri ng wika at panitikan.



Kahoot!





Sa pamamagitan ng mga makabagong pamamaraang ito, nagiging mas produktibo at makabuluhan ang pagtuturo ng Filipino.

Samantala, nagiging mas epektibo ang pagkatuto kung binibigyan ng pagkakataon ang mga mag-aaral na makilahok at makipagtulungan sa kanilang mga kaklase. Sa pamamagitan ng group activities at discussion circles, naibabahagi nila ang kanilang ideya at nalilintang ang kanilang kritikal na pag-iisip, tulad ng pagsusuri ng mga akdang pampanitikan na kanilang tinatalakay bilang grupo. Ang peer teaching naman ay nagbibigay ng pagkakataon sa mga mag-aaral na magturo sa kanilang mga kaklase, na tumutulong sa mas malalim na pag-unawa ng paksa habang nahahasa ang kanilang kakayahan sa pagpapaliwanag.



Bukod dito, ang project-based learning, tulad ng paggawa ng malikhaing portfolio o maikling pelikula, ay nagtataguyod ng mas malalim na aplikasyon ng kaalaman at paglinang ng malikhaing pag-iisip. Ang mga kolaboratibong estratehiyang ito ay epektibong nagpapalawak sa kakayahan ng mga mag-aaral.

Upang magtagumpay sa akademya, mahalagang malinang ang apat na kasanayang pangwika: pakikinig, pagsasalita, pagbasa at pagsulat. Ang pakikinig ay maaaring paghusayin gamit ang audio recordings ng talumpati o kwento, kasabay ng mga tanong upang masuri ang pag-unawa. Ang pagsasalita naman ay nahahasa sa pamamagitan ng mga debate, dula at recitation na nagtataguyod ng kumpiyansa at kakayahang magtanggol ng ideya. Sa pagbabasa, ang paggamit ng iba't ibang sanaysay, tulad ng maikling kwento o sanaysay, ay nakatutulong sa pagsusulat at pag-unawa, habang ang mayroon ding pagsulat ng mga liham o sanaysay ay nagpapamanang sa bokabularyo at magpahayag. Naiintindihan din na marami sa kakayahan na mga mag-aaral ay may iba-ibang antas pero style ng pagkatuto.



Ang paggamit ng differentiated instruction ay epektibong paraan upang matugunan ang mga pagkakaibang ito, tulad ng pagbibigay ng iba't ibang gawain ayon sa interes ng mag-aaral—halimbawa, pagsulat ng tula, paggawa ng poster, o pag-perform ng monologo. Bukod dito, ang regular na formative assessment,

tulad ng maikling pagsusulat at pagsubok sa kasanayan, ay nakatutulong sa pagsusuri ng progreso ng mga mag-aaral. Ang agarang feedback ay mahalaga upang matukoy ang kanilang kahinaan at mabigyan ng gabay para sa patuloy na pag-unlad.

Ang pagtuturo ng Filipino sa antas ng sekondarya ay hindi lamang isang hamon kundi isang oportunidad upang hubugin ang kasanayang pang-akademiko at pagkatao ng mga mag-aaral. Sa tulong ng epektibong istrategiya tulad ng makabagong pedagohiya, kolaboratibong gawain, pagpapalawak ng kasanayang pangwika at pagbibigay-diin sa indibidwal na pagkatuto, makakamit ang mas mataas na kalidad ng edukasyon sa Filipino. Ang guro ay may mahalagang papel bilang tagapagpatnubay at inspirasyon ng kabataan upang maging epektibo at produktibong miyembro ng lipunan. Sa ganitong paraan, ang pagtuturo ng Filipino ay nagiging susi sa tagumpay ng bawat mag-aaral sa kanilang pang-akademikong landas at sa hinaharap.





Articles



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RE-IMAGINE EDUCATION: INNOVATIVE APPROACHES TO A REVOLUTIONARY POST-PANDEMIC WORLD

By: Florinda D. Bautista, LPT, MPA



Radical revolutions have resulted in new learning maps during the COVID-19 pandemic, which has made previously existing systems more exposed to a complete evaluation of teaching pedagogies. Since its application was simply too hastily implement online learning in an urgent response to the pandemic, technology is now playing a foundational role in designing new ways of teaching. Innovative strategies are markedly more needed for the post-COVID-19 crisis world. This paper studies innovative schooling strategies emphasizing integration of digital technology, adjusting the learning experience, enabling professionals, and equal distribution of resources, with a reminder that this process will have to prepare students as contributors in a changeable and intersecting world.

The Pandemic and the Education Sector

The sudden onslaught of the pandemic called for extraordinary transitions into online education, compelling educators and, by extension, educational institutions into this space of adaptation. Urgency has led to vast differences in terms of access to technology and digital competencies and the abilities of schools to provide effective remote instruction while simultaneously demonstrating the capacity of online tools in linking learners across a number of geographical and socioeconomic boundaries. Both of these mutually important truths therefore require new solutions that address the challenges and opportunities that exist in the learning landscape.

Digital Transformation: The Bedrock of Modern Education Induction of Digital Technologies is Crucial to an Education Overhaul in the Post-pandemic Setting

Hybrid learning frameworks combine digital and traditional methods of teaching. It makes learning a flexible and easy-to-access phenomenon without losing what is most important in effective instruction—the interpersonal connections. Google Classroom, Microsoft Teams, and Zoom prove to be practical tools helping in this integration. An education model for the future cannot simply focus on these tools but include virtual reality and augmented reality in an interactive and reciprocal manner. For instance, the learning space can become an experiential space. During history class, the students can be transported back in time to ancient civilizations or, in a science class, participate in the virtual simulation of experiments conducted in 3D. These technologies provoke greater engagement and understanding, therefore overcoming the notions of a textbook explanation. It also further supports AI in completely transforming education to online even. For instance, AI-based learning tools can identify and diagnose learning gaps in students and provide relevant feedback and recommendations. For example, Khan Academy has already developed adaptive learning systems, but huge potential exists in terms of personalizing education for different learners. Utilizing AI allows the opportunity to have educators create personalized learning pathways according to the student's pace, interests, and strengths.

Personalized Learning Focus

Personalized learning reorients attention from uniform curricula to bespoke educational experiences designed to meet the unique requirements of each student. This methodology acknowledges the inherent diversity among students and the different ways knowledge assimilates. One model is competency-based education, which records advancement by a student based on the acquisition of skills rather than the duration of classroom attendance. This approach enables students to move forward either as quickly or slowly as they feel is necessary in trying to gain deep understanding of concepts. CBE not only benefits a student who would not shine in a conventional institution but also toughens up a high achiever for even better performance. Other methods that have been developed to make learning more personalized include gamification. Incorporating elements from games, such as points, badges, and leaderboards, into the system can be used to make learning fun and engaging. For instance, Duolingo applies gamification to its language learning service. It can also be applied in topics to enhance motivation and retention in class among the students.

Empowering Educators as Change Agents

The greatest transformative changes in education are realized through the educators; they should thus be adequately resourced with right tools and skills. Professional development initiatives ought to prioritize digital literacy alongside contemporary pedagogical methodologies and strategies that promote the well-being of students. Additionally, peer collaboration and mentorship can significantly assist educators in acquiring new instructional techniques. Furthermore, communities of practice foster a culture of ongoing improvement among teachers by facilitating the exchange of experiences and exemplary practices.

In this context, governments and institutions need to invest more in the professional education of teachers because it is only through the acumen of teachers that new strategies will work with their students. Such investments would breed growth mindset among teachers, who would view challenges as opportunities for creativity. By challenging teachers to try new technologies and pedagogies, which are supported by the institutional structure, educators might change their teaching strategies.

To ensure equal access to education the pandemic highlighted deep-seated inequities within the educational sector, especially with the fact that most of the marginalized community faces key barriers while pursuing learning. Reducing those disparities is necessary to provide a more equitable framework for education. In addition, investment in infrastructure is also important in the reduction of the digital gap to give underserved places access to the internet and affordable devices. Indeed, many governments as well as private sector partnerships can invest much in the most vulnerable populations. Ways to share in openness with equally open access can be made available. In the sense of OER, it empowers students and teachers to access the content free of costs. Coursera and edX have accessed higher education. This level should also be targeted, though: primary and secondary levels.

Skills for a Continuously Evolving Development Context

In the post-pandemic world, educational necessity should not bring out skills in an ever-changing global landscape. Critical thinking, creativity, collaboration, and digital literacy shall form the backbone of living in a really complex 21st-century world. Project-based learning is an impressive method of developing skills. PBL encourages the students to deal with real-life issues, exploring intersecting knowledge for solving problems.

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For example, creating a green city or planning a campaign for community health makes students realize the strength of teamwork, research, and the need for real application of knowledge. Furthermore, global citizenship through education is very important in this connected world. Immersion in different cultures, perspectives, and issues of the world builds empathy and resilience. Virtual exchange programs and multicultural curricula can fill cultural gaps, foster mutual understanding, and establish cooperation between future generations of the world.

The Importance of Policy Formulation and Community Involvement

Education transformation requires systemic change in policies based on innovative and equitable principles, for which active collaboration between policymakers and educators, researchers, and other communities is required in formulating frameworks that cater to the needs of today. Community involvement is just as important. Parents, organizations, and businesses can establish an enabling environment for education. Innovations with industries can make curricula fit workforce needs, hence graduating the students with useful skills.

Conclusion: Challenges and Future Directions

Although enormous potential is attached to new strategies, a number of challenges remain. Resistance to change, a lack of resources, and issues in technological capabilities slow the pace of progress. All of these can be surmounted together for improvement and

sustenance in transformation among government entities, private sector, and social organizations. Education will have to strike a balance between innovation and core human values. Although technology has a definitive role to play in enriching experience through learning, it should not replace interpersonal connections that are the basis of well-rounded education. Maintaining this balance is integral to the development of a well-rounded being.

Conclusion

It allows for the "re-imagining of education" in a post-pandemic world that is dynamic, inclusive, and forward-looking since such transformation, personalized learning, empowerment of teachers, or merely equal access to address society's changing needs, is more than what the novel methods do-be it as a tool for recovery or a means to resilience, adaptability, and advancement. It will ensure that future generations are ready to face challenges as well as empowered to create a better world when there is an emphasis on transformative education as part of society reconstruction.



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Artificial Intelligence in Health Services: The Good, The Bad, and The Ugly

by: *Benjamin G. Haboc*



This allows healthcare providers to tailor treatment plans to an individual's unique genetic makeup and health profile, leading to more effective and efficient care. AI-powered predictive analytics also enable healthcare providers to forecast potential outbreaks of diseases, manage hospital resources more effectively, and reduce patient wait times.

In addition, AI-driven chatbots and virtual assistants are becoming essential tools for patient engagement. These technologies can answer routine health queries, remind patients to take their medications, and provide mental health support through automated counseling. This not only improves patient access to healthcare services but also reduces the workload on medical staff, allowing them to focus on more complex cases.

Despite the numerous advantages, the integration of AI in health services is not without its challenges. One of the primary concerns is data privacy and security. AI systems rely on large volumes of patient data to function effectively, raising concerns about how this data is stored, shared, and protected. In a field where confidentiality is paramount, any breach of patient data can have severe consequences, including loss of trust in healthcare institutions.

Another concern is the potential for bias in AI algorithms. If the data used to train these systems is not representative of diverse populations, the resulting algorithms may produce biased outcomes, disproportionately affecting minority groups.

Artificial Intelligence (AI) is rapidly transforming the landscape of health services, offering unprecedented opportunities to improve patient outcomes, optimize healthcare delivery, and reduce costs. However, like any technological advancement, AI also brings with it challenges and concerns that need to be addressed. This essay explores the good, the bad, and the ugly aspects of AI in health services, highlighting its potential benefits, drawbacks, and ethical implications.

The integration of AI in health services has brought about numerous benefits that have the potential to revolutionize healthcare delivery. One of the most significant advantages is its ability to enhance diagnostic accuracy. AI algorithms, particularly those based on deep learning, can analyze medical imaging, such as X-rays, MRIs, and CT scans, with a level of precision that often surpasses human radiologists. This can lead to earlier and more accurate diagnoses, which are crucial in treating conditions like cancer, heart disease, and neurological disorders.

Furthermore, AI is playing a critical role in personalized medicine. By analyzing vast datasets, AI can identify patterns that reveal how different patients respond to specific treatments.

For instance, an AI system trained on a predominantly Caucasian dataset might not accurately diagnose conditions in patients with darker skin tones. This could exacerbate existing health disparities rather than alleviate them.

Moreover, the increasing reliance on AI could lead to an over-dependence on technology, reducing the emphasis on the human touch that is so vital in healthcare. The art of medicine involves empathy, compassion, and a deep understanding of the patient's emotional and psychological needs—qualities that AI cannot replicate. There is also the risk that AI systems might replace certain healthcare roles, leading to job losses for healthcare professionals.

The darker side of AI in health services lies in the ethical dilemmas and unintended consequences it may bring. One of the most pressing ethical concerns is the potential for AI to be used to make life-and-death decisions. For example, AI systems are being developed to prioritize patients for organ transplants or allocate limited resources during a pandemic. Relying solely on AI for such critical decisions raises ethical questions about accountability and transparency. Who is responsible if the AI system makes a wrong decision? How do we ensure that these decisions are made fairly and ethically?

There is also the risk of AI being used to exploit vulnerable patients. Pharmaceutical companies and healthcare providers could potentially use AI to identify patients who are likely to be compliant with costly treatments, prioritizing profit over patient well-being.

Additionally, AI could be used for surveillance, monitoring patients' behaviors and lifestyles in ways that infringe on their privacy.

The rapid adoption of AI technologies in healthcare also raises the specter of unequal access. Wealthier hospitals and clinics are more likely to afford advanced AI systems, leading to a gap between the care available to affluent patients and those from lower socio-economic backgrounds. This digital divide could further entrench inequalities in healthcare access and outcomes.

AI holds immense promise for transforming health services, making them more efficient, personalized, and accessible. However, realizing the full potential of AI in healthcare requires a balanced approach. Policymakers, healthcare providers, and technology developers must work together to address the ethical, legal, and social implications of AI in healthcare.

There is a need for robust regulations to ensure data privacy, prevent bias, and safeguard against the misuse of AI. It is also essential to maintain the human element in healthcare, ensuring that technology enhances, rather than replaces, the compassionate care that patients need.

Ultimately, AI in health services is like a double-edged sword. Used wisely, it can be a force for good, transforming healthcare for the better. But if left unchecked, it could lead to unintended consequences that might undermine the very purpose of healthcare: to heal, to care, and to serve. The challenge lies in harnessing the good, mitigating the bad, and avoiding the ugly, to create a healthcare system that benefits everyone.

Empowering Teachers for Future-Ready Classrooms in Business Education by: *Dr. Cynthia Manalad*



In an era of rapid technological advancement and shifting economic landscapes, the field of business education at the college level stands at a critical crossroads. As technology reshapes industries and global markets evolve, educators must adapt their teaching approaches to prepare students for a future defined by uncertainty and constant change. Empowering business teachers to leverage innovative pedagogical methods and digital tools is essential for equipping students with the skills they need to succeed in the business world. This transformation involves fostering critical thinking, creativity, and adaptability among learners, ensuring that they are not only prepared to enter the workforce but also capable of navigating and leading in a dynamic business environment.

Traditionally, business education at the college level has focused on theoretical concepts, case studies, and standardized examinations. While these approaches have their merits, they are insufficient for preparing students for the complexities of today's business world. To empower students to thrive in a landscape where change is the only constant, business educators must embrace innovative teaching strategies that prioritize active, experiential learning.

One effective approach is **project-based learning (PBL)**, where students engage in real-world projects that simulate business challenges. By working on projects that involve market analysis, financial planning, or product development, students gain practical experience while honing their critical thinking and problem-solving skills. Another innovative strategy is the **flipped classroom model**, where students review course materials independently before class and use class time for interactive discussions, simulations, and collaborative problem-solving exercises. This model shifts the focus from passive learning to active engagement, allowing students to apply theoretical concepts in practical scenarios.

In today's digital age, technology integration is no longer optional; it is a necessity. To create future-ready business classrooms, educators must embrace digital tools that enhance learning and foster engagement. From using online platforms for simulations of stock trading and business operations to integrating data analytics software for hands-on exercises, technology can provide students with practical skills that align with industry demands.

Artificial Intelligence (AI), in particular, has the potential to transform business education by providing personalized learning experiences. AI-powered tools can analyze students' strengths and weaknesses, enabling teachers to tailor instruction to individual needs.

For example, chatbots can assist students in understanding complex business concepts or provide instant feedback on assignments, allowing for a more interactive learning experience. Additionally, virtual reality (VR) and augmented reality (AR) can immerse students in simulated business environments, helping them develop skills in negotiation, customer service, and strategic decision-making.

The business world is increasingly unpredictable, and students must be equipped with more than just technical skills; they need the ability to think critically, innovate, and adapt to changing circumstances. Teachers play a crucial role in fostering these competencies by creating an environment that encourages curiosity, experimentation, and resilience.

Critical thinking can be nurtured through case studies, debates, and problem-based learning activities that challenge students to analyze complex business scenarios, evaluate different perspectives, and propose well-reasoned solutions. Encouraging creativity involves allowing students to experiment with entrepreneurial ideas, develop business models, and present innovative solutions to real-world challenges. By integrating design thinking frameworks into the curriculum, educators can inspire students to think outside the box and approach business problems with an open mind.

Moreover, fostering adaptability involves preparing students to thrive in uncertain and ambiguous environments. By incorporating agile methodologies into the classroom, such as scrum and iterative project management, students learn to adjust their strategies based on feedback and changing market conditions.

These skills are not only relevant in the business context but are also essential for lifelong learning and personal growth.

Several higher education institutions have already begun empowering their business educators to embrace technology and innovative teaching methods. For example, schools that have integrated AI-driven learning platforms into their business programs have reported improved student engagement and performance. Teachers who have adopted blended learning models, combining traditional lectures with online resources, have seen students gain a deeper understanding of complex subjects like finance, marketing, and operations.

One notable success story involves a college that partnered with industry experts to create real-world case competitions where students work in teams to solve current business challenges presented by companies. These competitions not only enhance students' problem-solving abilities but also provide them with networking opportunities and exposure to potential employers.



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As business educators prepare for the future, it is essential for them to remain effective and relevant in their teaching approaches. One key strategy is to continuously upskill by actively seeking professional development opportunities. Staying current with the latest industry trends and technological advancements, such as artificial intelligence, digital marketing, and data analytics, can significantly enhance their ability to incorporate these topics into the curriculum.

Additionally, leveraging online resources like Coursera, LinkedIn Learning, and industry-specific MOOCs can complement traditional lectures, providing students with access to the latest knowledge and practices in the business world.

Another vital approach is to collaborate closely with industry partners. By establishing partnerships with businesses, educators can develop real-world case studies, internships, and mentorship programs, offering students hands-on experience that aligns with current industry demands. This practical exposure not only enriches the curriculum but also ensures that students are prepared for the challenges they will face in the professional world.

Furthermore, fostering a growth mindset is crucial for developing adaptable and resilient students. Encouraging learners to embrace challenges, view failures as learning opportunities, and engage in reflective practices can significantly enhance their problem-solving abilities and confidence. Educators can model this mindset by creating a classroom environment that emphasizes continuous feedback, self-reflection, and a willingness to learn from mistakes, ultimately preparing students to thrive in an ever-changing business landscape.

Empowering business educators to embrace innovative teaching methods, integrate digital tools, and foster essential skills in critical thinking, creativity, and adaptability is crucial for preparing students for the future. As classrooms continue to evolve, the role of the teacher must also transform from a source of knowledge to a guide who empowers students to navigate a complex and unpredictable business landscape. By investing in the professional growth of educators and equipping them with the tools to succeed, colleges can ensure that their graduates are not just ready for today's job market, but also prepared to lead in the ever-evolving world of business.



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Transforming Entrepreneurship Education for College Students in a Post-Pandemic World

by: *Prof. Annalyn Y. Buenaseda*



The COVID-19 pandemic has fundamentally reshaped the educational landscape, highlighting the urgent need to innovate and adapt teaching practices to meet the demands of a rapidly changing world. In the field of business education, particularly entrepreneurship for college students, this shift presents both challenges and opportunities. To prepare the next generation of entrepreneurs for an uncertain future, educators must embrace cutting-edge teaching methods, integrate technology, and promote equity and inclusion. By transforming how entrepreneurship is taught, institutions can empower students to thrive in an increasingly volatile business environment.

Entrepreneurship education has traditionally focused on theoretical concepts, case studies, and business simulations. However, the post-pandemic world requires a more dynamic approach that emphasizes experiential learning and real-world problem-solving. One of the most effective strategies is to implement project-based learning, where students work on actual business challenges, either by developing their own startups or collaborating with existing companies. This approach not only enhances students' critical thinking and creativity but also gives them the confidence to navigate complex market dynamics.

Additionally, the flipped classroom model is gaining traction in entrepreneurship education. In this model, students engage with learning materials such as videos and readings before class, allowing for deeper discussions and hands-on activities during in-person sessions. This strategy fosters collaboration, encourages active participation, and enables students to apply theoretical knowledge to practical situations. By focusing on student-centered learning, educators can create a more engaging and impactful educational experience that mirrors the realities of the entrepreneurial world.

The integration of digital tools and technologies is crucial for creating future-ready entrepreneurship classrooms. The pandemic has accelerated the adoption of online platforms, making it possible for educators to expand their teaching beyond the physical classroom. Tools like simulation software, AI-driven learning platforms, and data analytics tools can transform how students learn about business strategy, market research, and financial planning. For instance, using AI-powered analytics, students can gain insights into consumer behavior, enabling them to make data-driven decisions in their business projects.

Moreover, virtual reality (VR) and augmented reality (AR) are becoming powerful tools in entrepreneurship education, offering immersive experiences that replicate real-world business environments.

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By simulating business negotiations, product development, or crisis management scenarios, VR and AR provide students with practical skills that are directly applicable to the entrepreneurial landscape. This hands-on experience is invaluable in helping students develop the adaptability and resilience needed to succeed in a fast-paced business world.

While technology and innovative teaching methods are critical, fostering equity and inclusion is equally important in transforming entrepreneurship education. The pandemic exposed significant disparities in access to education, particularly for students from marginalized communities. To address these gaps, colleges and universities must implement strategies that ensure all students have the opportunity to succeed, regardless of their background.

One way to promote inclusivity is by providing access to resources and support systems that help level the playing field. For example, colleges can offer scholarships, grants, or subsidized access to digital tools for students who may not have the financial means to invest in the technology needed for online learning. Additionally, creating mentorship programs that connect students with diverse entrepreneurs can provide valuable guidance, inspiration, and networking opportunities, particularly for those who might not otherwise have access to such support.

Furthermore, entrepreneurship educators can design inclusive curricula that reflect diverse perspectives and challenge students to think critically about social impact.

By incorporating social entrepreneurship projects, educators can inspire students to address real-world problems in their communities, fostering a sense of responsibility and empathy. This approach not only equips students with business skills but also encourages them to use their entrepreneurial talents to drive positive social change.

The future of entrepreneurship is uncertain, but what remains clear is the need for graduates who are not only skilled but also adaptable, innovative, and socially conscious. By empowering educators with the tools and strategies to create future-ready classrooms, institutions can better prepare students for the complexities of the modern business world. This involves a shift from traditional, lecture-based teaching to a more holistic, hands-on approach that emphasizes critical thinking, creativity, and adaptability.



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Success stories from institutions that have adopted these innovative strategies are already emerging. Colleges that have integrated AI tools, VR simulations, and project-based learning into their entrepreneurship programs report higher levels of student engagement and improved problem-solving abilities. Additionally, students who have participated in these enriched learning experiences are better prepared to launch their own ventures, navigate uncertainty, and make meaningful contributions to the global economy.

As the world continues to evolve in the wake of the pandemic, transforming entrepreneurship education for college students is more important than ever.

By embracing innovative teaching methods, integrating technology, and promoting equity and inclusion, educators can prepare students to become resilient, creative, and socially responsible entrepreneurs. These changes will not only empower students to succeed in their careers but also inspire them to use their entrepreneurial skills to address the pressing challenges of our time. In doing so, business education can play a pivotal role in shaping the next generation of leaders who are equipped to navigate an uncertain future with confidence and purpose.

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The Impact of AI on Business Entrepreneurship: An Analysis of Strengths, Weaknesses, Threats, and Opportunities

by: Prof. Ma. Lourdes Gomez



Artificial Intelligence (AI) has become a transformative force in business entrepreneurship, reshaping how companies operate, innovate, and compete. This essay explores the multifaceted role of AI in entrepreneurship, examining its strengths, weaknesses, threats, and opportunities, while also considering the importance of business education at the college level and the implications for both micro and macro-scale business entities. Additionally, it discusses the impact of AI on businesses in rural and urban areas and the development of robots in business.

AI enhances decision-making by analyzing vast amounts of data quickly and accurately, providing entrepreneurs with insights that inform strategic decisions. This capability helps in identifying market trends, customer preferences, and potential risks, leading to more informed and effective business strategies. Additionally, AI-driven automation streamlines business processes, reducing the need for manual intervention. Tasks such as customer service, inventory management, and financial analysis can be automated, leading to increased efficiency and cost savings. This allows entrepreneurs to focus on core business activities and innovation.

Furthermore, AI enables businesses to offer personalized experiences to customers. Through machine learning and data analytics, companies can tailor their products, services, and marketing efforts to individual customer needs and preferences, enhancing customer satisfaction and loyalty. AI also fosters innovation by enabling rapid prototyping and testing of new ideas. Entrepreneurs can leverage AI to develop new products and services, optimize existing ones, and explore new business models, accelerating the innovation cycle and helping businesses stay competitive.

However, the adoption of AI technologies can be expensive, particularly for startups and small businesses. The costs associated with acquiring AI tools, hiring skilled personnel, and maintaining AI systems can be prohibitive, limiting access to these technologies for some entrepreneurs. AI systems also rely heavily on data to function effectively. Businesses must have access to high-quality, relevant data, which can be challenging to obtain. Additionally, data privacy and security concerns can pose significant challenges, as businesses must ensure compliance with regulations and protect sensitive information. Implementing AI solutions requires specialized knowledge and expertise.

Entrepreneurs may face difficulties in understanding and integrating AI technologies into their business operations. The complexity of AI systems can also lead to technical issues and require ongoing maintenance and updates. The use of AI raises ethical and legal concerns, such as bias in AI algorithms, job displacement, and accountability for AI-driven decisions. Entrepreneurs must navigate these issues carefully to avoid legal repercussions and maintain public trust. As businesses become more reliant on AI, they also become more vulnerable to cyberattacks. AI systems can be targeted by hackers, leading to data breaches and other security incidents. Entrepreneurs must invest in robust cybersecurity measures to protect their AI assets. The widespread adoption of AI can also intensify market competition. Businesses that fail to adopt AI technologies may find themselves at a competitive disadvantage. Conversely, those that do adopt AI must continuously innovate to stay ahead of competitors who are also leveraging AI.

Despite these challenges, AI opens up opportunities for new business models and revenue streams. Entrepreneurs can explore AI-driven services, such as AI-as-a-Service (AIaaS), and develop innovative solutions that address emerging market needs. AI also enables businesses to operate on a global scale more easily. Through AI-powered tools, entrepreneurs can reach international markets, manage global supply chains, and provide services to customers worldwide, expanding their business horizons. Additionally, AI can contribute to sustainability efforts by optimizing resource use, reducing waste, and improving energy efficiency. Entrepreneurs can leverage AI to develop sustainable business practices and products, addressing environmental challenges and creating positive social impact.

Higher education institutions play a crucial role in integrating AI into business education, preparing future entrepreneurs to harness the power of AI. By incorporating AI-related courses into business curricula, colleges and universities can equip students with the knowledge and skills needed to implement AI technologies effectively. This education helps bridge the gap between theoretical knowledge and practical application, ensuring that graduates are well-prepared to navigate the complexities of AI in the business world. Furthermore, AI education at the college level fosters critical thinking and problem-solving skills, enabling students to analyze complex data, make informed decisions, and develop innovative solutions. This prepares them to be globally competitive, as they can leverage AI to drive business success in an increasingly interconnected and technology-driven world.

For micro-scale business entities, AI offers tools that can significantly enhance operational efficiency and customer engagement. Small businesses can use AI to automate routine tasks, analyze customer data, and personalize marketing efforts, allowing them to compete more effectively with larger firms. On the macro scale, large corporations can leverage AI to optimize global supply chains, enhance product development, and drive large-scale innovation. The scalability of AI solutions means that businesses of all sizes can benefit from its capabilities, provided they have the resources and expertise to implement them effectively.

The impact of AI on businesses in rural and urban areas varies significantly. In rural areas, AI can help overcome challenges such as limited access to markets and resources.

For instance, AI-powered tools can assist farmers in optimizing crop yields through precision agriculture, which uses data analytics to make informed decisions about planting, irrigation, and harvesting. Additionally, AI can facilitate remote work and e-commerce, enabling rural businesses to reach broader markets. In urban areas, AI can enhance the efficiency of logistics, transportation, and infrastructure management. Smart city initiatives, powered by AI, can improve traffic flow, reduce energy consumption, and enhance public services, creating a more sustainable urban environment.

The development of robots in business is another significant aspect of AI's impact. Robots equipped with AI capabilities are increasingly being used in various industries to perform tasks that are repetitive, dangerous, or require high precision. In manufacturing, robots can assemble products with greater accuracy and speed than human workers. In retail, robots can manage inventory, assist customers, and even handle checkout processes. Service robots are also being deployed in healthcare, hospitality, and other sectors to improve efficiency and customer experience. The integration of robots into business operations can lead to significant cost savings, increased productivity, and enhanced service quality.

Therefore, AI is a powerful tool that offers numerous benefits to business entrepreneurship, from enhanced decision-making and efficiency to personalized customer experiences and innovation.

However, it also presents challenges, including high implementation costs, data dependency, and ethical concerns. By understanding and addressing these strengths, weaknesses, threats, and opportunities, and by incorporating AI education at the college level, entrepreneurs can harness the potential of AI to drive business success and create a competitive edge in the market. Both micro and macro-scale business entities stand to gain from AI, provided they are equipped to navigate its complexities and leverage its capabilities effectively. The impact of AI on businesses in rural and urban areas, as well as the development of robots in business, further underscores the transformative potential of AI in shaping the future of entrepreneurship.



Empowering the Next Generation: The Role of Youth Development Programs in STEM and AI

by: *Daisy Mae R. Bongtiwon*



The significance of youth development programs cannot be emphasized. These programs help shape the future by providing young minds with the skills and knowledge they need to succeed in a variety of industries. Science, technology, engineering, and mathematics (STEM) and artificial intelligence (AI) stand out as critical sectors with the potential to drive innovation and advancement. Using a SWOT analysis, this essay examines the value of youth development programs in STEM and AI, highlighting their impact on individual growth and social advancement.

Youth development programs are intended to help young people's whole growth, which includes their physical, emotional, social, and intellectual development. These programs offer a structured setting in which young people can explore their interests, learn new skills, and gain confidence. Youth development programs assist to bridge the gap between academic knowledge and real-world applications by providing mentorship, resources, and hands-on learning opportunities. This complete approach guarantees that students are not only academically competent, but also well-rounded individuals capable of critical thinking and problem solving.

STEM education is at the forefront of youth development programs because of its importance in developing analytical thinking, problem-solving skills, and creativity. These initiatives foster curiosity and a desire to learn by engaging pupils in STEM activities. For example, robotics clubs, coding workshops, and scientific fairs provide hands-on experiences that make abstract concepts real. This hands-on approach not only improves comprehension but also fosters a lifelong interest in STEM areas. Furthermore, STEM education is critical for educating the next generation for the challenges of the modern workforce. As technology advances, there is an increased demand for STEM-trained professionals. STEM-focused youth development programs contribute to the creation of a pipeline of talented persons prepared to face future issues, such as generating sustainable energy solutions and expanding medical research.

Artificial intelligence, a subset of STEM, is transforming several sectors and changing the way we live and work. AI integration into youth development programs is critical for a number of reasons. For starters, it demystifies AI principles, making them more approachable and clear to younger learners. Students get practical knowledge of how AI works and its possible uses by introducing it through interactive tasks such as building simple machine learning models or developing AI-driven applications. This early exposure is critical for raising a generation that is not just conversant with AI but also capable of innovating in this disruptive sector.

Second, AI education encourages critical thinking and ethical considerations. As AI becomes more pervasive, it is critical that the next generation understands its consequences and takes a responsible attitude to its use. Youth development programs can include conversations about AI ethics, bias, and the societal impact of AI technologies, encouraging students to think critically about the implications of their ideas. This ethical foundation is critical for ensuring that future AI breakthroughs are in line with society values and favorably impact the globe.

Youth development programs that focus on STEM and AI have a significant impact on both personal and societal growth. On an individual level, these programs encourage young people to explore their interests, develop resilience, and adopt a growth mindset. They serve as a platform for self-discovery and personal achievement, instilling a sense of purpose and direction. A student who attends a coding workshop, for example, may acquire an interest in software development, encouraging them to pursue additional study and a job in technology. This personal development is supplemented by the acquisition of soft skills such as teamwork, communication, and leadership, all of which are necessary for success in any sector.

On a societal level, investment in youth development program assures a consistent supply of talented people capable of driving innovation and addressing global concerns. These programs help to drive economic growth, technological innovation, and social change by cultivating a diversified pool of talent.

Furthermore, they encourage diversity by allowing underrepresented groups to flourish in STEM and AI professions, lowering inequities and building a more egalitarian society.

For example, STEM programs for females and minorities assist to break down barriers and build a more varied and inclusive workforce, which is critical for encouraging creativity and innovation.

The combination of hands-on learning, ethical considerations, and real-world applications guarantees that young people are not only ready for the workforce but also capable of making important contributions to society. Students who participate in AI projects, for example, can work on real-world problems such as building algorithms for healthcare diagnoses or designing AI systems for environmental monitoring. These experiences not only improve their technical skills, but also inculcate a feeling of social responsibility and a drive to apply their knowledge for the greater good. Furthermore, youth development programs are critical in bridging the digital gap. By giving access to technology and education, these programs ensure that all young people, regardless of socioeconomic status, have a chance to prosper in the digital era. This is especially critical in underdeveloped nations, where access to quality education and technology is limited. Youth development initiatives contribute to global development by bridging the gap, resulting in a more equitable world.

Despite their many benefits, youth development programs encounter a number of problems. One key flaw is the gap in access to quality programs, especially in underfunded schools and communities. This can create unequal chances for students based on their socioeconomic position. Furthermore, there is frequently a scarcity of qualified instructors and mentors who can effectively teach and encourage students in STEM and AI sectors.

This shortfall has the potential to reduce the effectiveness of these initiatives and prevent them from reaching their full potential. Another problem is the possibility of a restricted focus on technical abilities at the expense of other critical areas such as ethics, communication, and creativity. While technical expertise is important, students should also develop a well-rounded skill set that includes critical thinking, ethical reasoning, and the capacity to work cooperatively. Programs that fail to address these issues may generate technically capable persons who are not completely prepared to handle the complicated social and ethical terrain of modern technology.

Numerous opportunities exist to improve and extend young STEM and AI development programs. One big possibility is to incorporate AI into the curriculum, which can give students with cutting-edge skills and knowledge. Students get practical knowledge of how AI works and its possible uses by introducing it through interactive tasks such as building simple machine learning models or developing AI-driven applications. This early exposure is critical for raising a generation that is not just conversant with AI but also capable of innovating in this disruptive sector. Another potential exists in using technology to enhance access to high-quality education. Online platforms and digital tools can help students in impoverished areas gain access to the same possibilities as their counterparts in more affluent communities. Collaborations between industry leaders and higher education institutions can also give students with significant resources, mentorship, and real-world experience. These collaborations can assist ensure that youth development programs remain relevant and connected with the most recent advances in STEM and AI.

STEM and AI youth development initiatives face several threats. One important issue is the rapid rate of technology development, which can make it difficult for programs to remain current and relevant. As new technologies arise, there is an ongoing need for curriculum changes and professional development for instructors. Without proper funding and support, programs may struggle to keep up with these developments, potentially leaving students unprepared for the future labor market. Another threat is the prospect of increased rivalry for financing and resources. As more programs and initiatives are launched, competition for limited financing may increase, threatening the long-term viability and efficacy of youth development programs. Furthermore, there is a concern that programs will become unduly focused on short-term results like exam scores and fast job placement, rather than long-term development and holistic growth.

Finally, youth development programs play an important part in preparing the next generation for success. These programs, which focus on STEM and AI, provide young people with the skills, knowledge, and mindset required to survive in an increasingly complicated environment. The combination of hands-on learning, ethical considerations, and real-world applications guarantees that young people are not only ready for the workforce but also capable of making important contributions to society. As technology advances, it is critical to nurture emerging talent through comprehensive development programs. Investing in these initiatives is an investment not just in the lives of young people, but also in the future of our society.

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A Journey Through Self-Discovery

by: *Chanda R. Tingga*

In a bustling office, there was a young woman name Renygin. She was known for her exceptional skills in project management and attention to detail, but she carried a heavy burden of shyness and low self-esteem and keep doubting herself. She would often be found quietly working at her desk, avoiding eye contact and keeping to herself.

Despite her talents, Renygin struggled to believe in herself. She would second-guess her decisions and hesitate to speak up during meetings, fearing judgment from her colleagues. One day one of her officemate Cathy saw her potential and were determined to help her break free from her self-imposed limitations.

Among Renygin's supporters was also her mentor, Anna, a seasoned professional who also recognized Renygin's capabilities and made it her mission to boost her confidence. Anna would offer word of encouragement, provide guidance on challenging projects, and create a safe space for Renygin to express her ideas without fear of criticism.

On the other hand, there were a few colleagues who viewed Renygin's shyness as a weakness. They would mock her reserved nature and belittle her contributions to the team, causing Renygin to retreat further into her shell. These negative interactions weighed heavily on Renygin, crushing what little confidence she had managed to build.

Despite the discouragement form some of her colleagues, Renygin found solace in the unwavering support of Anna and a few other kind-hearted coworkers. Their words of encouragement and belief in her abilities slowly began to chip away at Renygin's self-doubt.

As time passed, Renygin started to blossom. With the encouragement of her mentors and allies, she began to speak up more confidently during meetings, share her innovative ideas, and take on leadership roles in key projects. Her transformation from a timid and self-conscious individual to a confident and empowered professional was nothing short of remarkable.

Renygin's story became a source of inspiration in the office, showing everyone the power of kindness, support, and belief in one another. Her journey taught her colleagues a valuable lesson about human behavior - that with compassion and encouragement, even the most reserved individuals can find their voice and shine brightly in the workplace.



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RESEARCH ABSTRACT



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The Challenges of Kindergarten Teachers in an online distance learning (ODL) education from select Elementary Schools in the Cluster 9 of the Schools Division of Taguig City and Pateros.

by: *Cielo B. Saquing*

The study identified the challenges of kindergarten teachers in an online distance learning (ODL) education from select elementary schools in the Cluster 9 of the Schools Division of Taguig City and Pateros. Anchored on the National Competency-Based Teacher Standards (NCBTS), it utilized a qualitative research design which focused on eliciting participants' multiple perspectives on a subject and diverse points of view that were used as valuable inputs in developing an enhanced learning plan. The study found that in terms of "application of knowledge across learning areas," three major themes were developed from the responses of the participants, namely: (1) Lack of Training; (2) Lack of Awareness and Knowledge; and (3) Misalignment of Content. In terms of "teaching methods and strategies," three major themes were developed: (1) Balancing Diverse Learning Needs; (2) Differentiated and Personalized Learning; and (3) Limited Number of Trainings. In terms of "crafting of instructional materials," one major theme was developed: Lack of Administrative Support in Relevant Trainings. In terms of "learners' monitoring," two major themes were developed: (1) Internet Connectivity Problem; and (2) Learners Lack of Technical/Software Knowledge. In terms of "learners' behavior," two major themes were developed: (1) Decreased Learning Engagement; and (2) Short Attention Span. In terms of "learners' style," one major theme was developed: Difficulty in Selecting Instructional Materials. In terms of "classroom assessment strategies," one major theme was developed: Development and Design of Rubrics.

In terms of "output checking and evaluation," one major theme was developed: Veracity of Learners' Outputs. In terms of "feedbacking mechanisms," two major themes were developed: (1) Incorporating Qualitative Feedback; and (2) Providing Timely Feedback. In terms of "content knowledge and pedagogy," one major theme was developed: Mastery of Lessons Taught. In terms of "learning environment and learner diversity," two major themes were developed: (1) Utilized Games to Sustain Learner Engagement; and (2) Maintained Safe Learning Environment. In terms of "assessment and reporting," one major theme was developed: Utilized Constructive Feedback. Based on these findings, the researcher recommends that the challenges of kindergarten teachers in the other key result areas on

their IPCRF should also be investigated; the challenges of teachers in the other year levels should also be explored; the school administrators could utilize the proposed learning plan to address teachers' concerns.

KEYWORDS: Online distance learning, kindergarten teachers, challenges



POEMS

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AI: Transforming Education for the Future

Prof. Daisy Mae R. Bongtiwon

**In classrooms bright with future's light, AI steps in, a guiding sight.
With data vast and insights clear, It helps each student persevere.**

**Adaptive paths for minds to grow, Tailored lessons, steady flow. From
complex math to history's lore, AI opens every door.**

**Teachers find a helping hand, In AI's vast and varied land. It grades
and plans, it tracks and learns, So every student's passion burns.**

**Interactive, engaging too, AI brings the world to you. Virtual labs and
distant lands, All within a student's hands.**

**Feedback swift, precise, and kind, Helps to shape the growing mind.
Mistakes become a chance to learn, With AI, the tides can turn.**

**Inclusion blooms with AI's aid, Barriers fall, new paths are laid. For
every child, a chance to see, The power of technology.**

**Ethics guide this wondrous tool, Ensuring fairness is the rule. With
human touch and AI's might, Education reaches new height.**

**Collaboration, key to all, AI answers every call. Teachers, students,
side by side, In AI's wisdom, they confide.**

**Future's bright with AI's spark, Lighting up the learning arc. Together,
hand in hand, we stride, With AI as our trusted guide.**

AI in Education: A SWOT Analysis for Future Transformation

Prof. Daisy Mae R. Bongtiwon

Strengths

AI brings precision, tailored aid, In every lesson, progress made. Adaptive learning, swift and bright, Guiding students day and night.

Data-driven insights, clear and true, Personalized paths for me and you. Efficiency in tasks mundane, Freeing teachers from the strain.

Weaknesses

Yet, AI's not without its flaws, Bias in data gives us pause. Dependence on tech can grow, Human touch, we must not forego.

Complex systems, costly too, Access limited, that's true. Training needed, skills to hone, Challenges we must own.

Opportunities

Endless doors AI can unlock, Global classrooms, around the clock. Inclusive tools for all to share, Bridging gaps with thoughtful care.

Innovations yet unseen, AI fuels the learning dream. Collaborations far and wide, In AI's promise, we confide.

Threats

Privacy concerns, data at stake, Security measures we must take. Over-reliance, a looming fear, Balance needed, that is clear.

Ethical questions, complex, deep, Guardrails strong, we must keep. Human oversight, always near, To steer AI's course, sincere.



THE VANGUARD OF LEARNING

By: Florinda D. Bautista, LPT, MPA

Under the morning sun in lit classrooms
a revolution starts to develop.
No dusty chalk, no endless rows
however, dynamic pathways exist where information circulates.

Whispering the way that AI murmurs,
tailoring lessons, day by day.
Gamified worlds, in which students play,
transforming labor into both delight and distress.

Flipped classrooms flip the traditional narrative,
engaging cognitive processes replace rote memorization.
From passive consumption towards the inquisitive discovery,
every student endeavor to achieve their highest potential.

Collaborative hubs, ideas ignite,
colleagues and mentors, exchanging knowledge.
Global connectivity, borders erased,
a world of learning, quickly embraced.

Project-based dreams, creativity soars,
practical difficulties provide opportunities.
Critical thoughts with intent open up,
writing futures, bold and gold.

By using high-tech methods, we redefine,
the art of teaching-a design divine.
Inside these passages, a new beginning emerges
empowered minds to change the world.

NURTURING MINDS, SHAPING TOMORROWS

Florinda D. Bautista, LPT, MPA

In halls where knowledge blooms each day,
a new conclusion starts to drive things.
Not just grades or lessons learned,
yet, hearts and spirits were well gotten.

A gentle swing, a tender touch,
to look at difficulties that students face.
Well-being increases, a beacon of hope,
to make their futures bold and bright.

Mindfulness whispers in the air,
by breathing calm into stress and care.
Instances of contemplation, profound reflection,
teach an understanding of balanced sleep.

Counselors serve as reliable navigators,
listening hearts, where fears hide.
Support networks, strong and kind,
to forge connections, bind aligned minds.

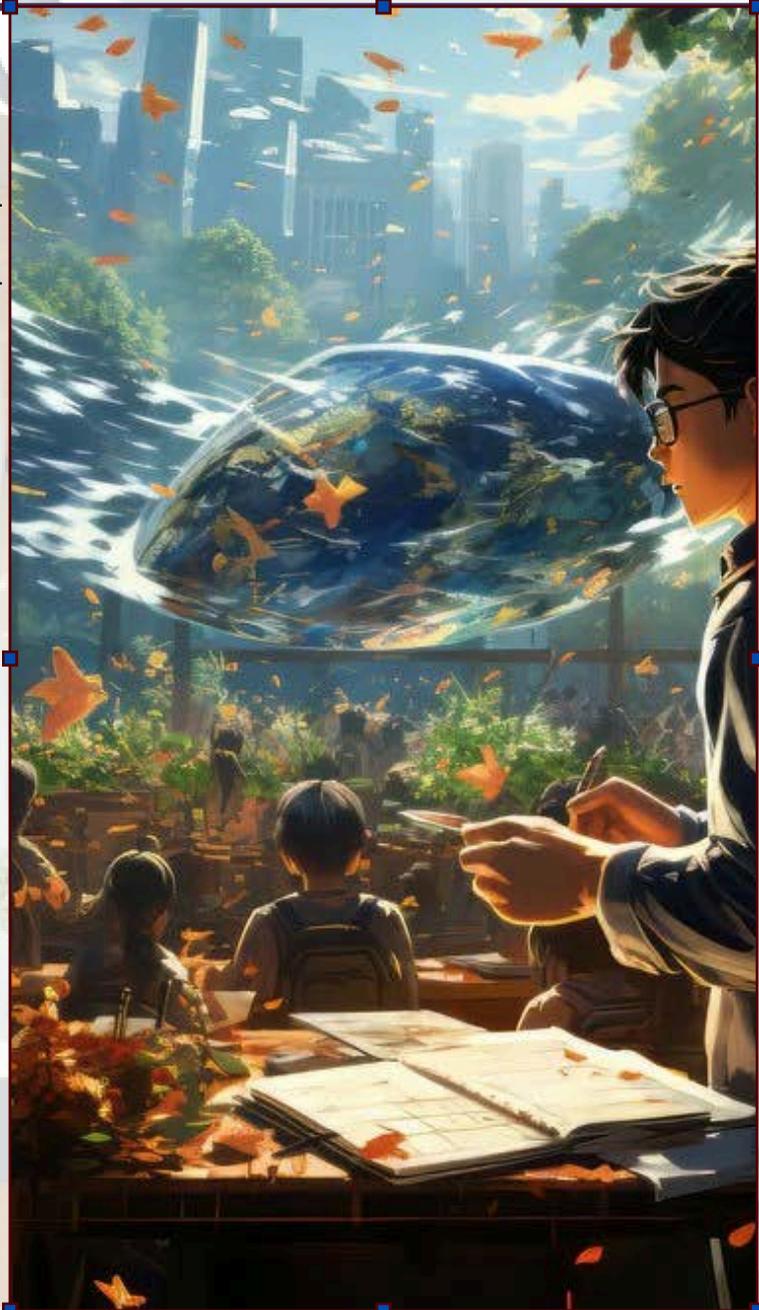
Safe spaces sprout on every school,
where kinship thrives, respect your word.
Inclusion blooming in diverse grace,
all are valued, every race.

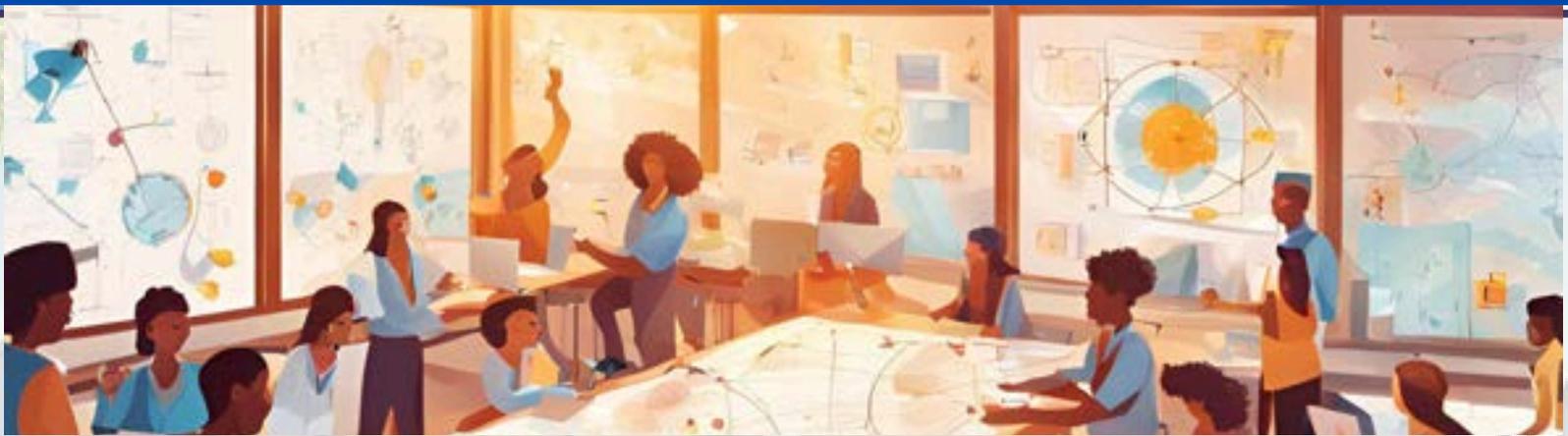
Health of body, mind, and soul,
contains the fundamental constituent for an inclusive
future.

Nutrition taught, and fitness too,
empowers the dreams to travel through.

From laughter shared to teamwork strong,
well-being echoes in each song.
These initiatives lay down new grounds,
shaping learning, shaping you.

All cares from students will take to flight,
the trajectories illuminated by a perpetual radiance.
Available to the future, unrestrained,
where eager minds and hearts are found.





Systems Thinking in Science: Unveiling Interconnectedness

Benjamin G. Haboc

In science, systems thinking reigns,
Connecting dots, untangling chains.
Holistic views, the world we see,
Interlinked complexity.

From ecosystems vast and grand,
To tiny cells that understand.
Each part a role, a place to fill,
In nature's dance, a wondrous thrill.

Feedback loops and cycles flow,
In systems, patterns start to show.
Dynamic balance, shifts and sway,
In constant flux, they find their way.

Interdependence, key to all,
One change can cause a ripple's call.
Understanding this, we gain,
Insights deep, from loss to gain.

Models built to simulate,
Predict, explore, and innovate.
From climate change to health's domain,
Systems thinking clears the plane.

Complex problems, we dissect,
In systems, find the cause and effect.
Solutions crafted, broad and wide,
In interconnectedness, we confide.

Collaboration, minds unite, In systems thinking,
futures bright. Cross-disciplinary, we engage, In
shared knowledge, we turn the page. Resilience
found in systems' grace, Adapting to the changing
pace. In science, this approach we trust, For
sustainable futures, it's a must.

Resilience found in systems' grace,
Adapting to the changing pace.
In science, this approach we trust,
For sustainable futures, it's a must.

Emergent properties arise,
In systems, hidden truths surprise.
From chaos, order can emerge,
In patterns, we find nature's urge.

So let us think in systems' way,
In science, guide our path each day.
Holistic views, connections clear,
In systems thinking, progress near.



AI vs. Social Media: The Smart Choice for Students” Harnessing Technology for Educational Success

Benjamin G. Haboc

In the digital age, choices vast,
Social media’s allure is fast.
But for your growth and education,
AI offers true elevation.

Scrolling feeds, a fleeting thrill,
Moments pass, yet time stands still.
AI, though, can guide your quest,
In learning, it’s the very best.

Algorithms that tailor fit,
Lessons crafted bit by bit.
From math to art, it helps you see,
The world in all its complexity.

Social media, a noisy stream,
Distractions endless, like a dream.
AI focuses your mind,
On knowledge deep and skills refined.

Engage with AI, explore and learn,
For future goals, let passion burn.
Social posts will come and go,
But wisdom gained will always grow.

In AI’s realm, you find your pace,
Personalized, a steady race.
No comparison, just your path,
In education, feel the math.

Social media’s fleeting fame,
Likes and shares, a numbers game.
AI builds a lasting base,
For your future, sets the pace.

Balance both, if you must,
But in AI, place your trust.
For in its depths, you’ll find the key,
To unlock your potential, truly free.

So students, heed this simple plea,
Let AI be your guide, your key.
In education, it stands tall,
A tool for growth, for one and all.

Embrace the future, bright and clear,
With AI, there’s naught to fear.
Social media, a passing phase,
But AI lights your learning ways.



Empowering Business Minds

Dr. Cynthia A. Manalad

In classrooms where futures take shape,
Teachers stand ready, no longer escape
The shifts of the world, the demands of the new—
Preparing young minds for dreams to pursue.

Gone are the days of lectures alone,
Now students create, experiment, hone
Skills that go beyond numbers and charts,
Learning to lead with both mind and heart.

Through projects they build, through ideas they test,
Teachers ignite in them the drive to be the best.
With AI as a partner, not just a tool,
They learn to adapt, breaking every rule.

In the world of business, where change is so fast,
Students grow agile, prepared to outlast
The challenges ahead, the hurdles unseen—
Empowered to innovate, equipped to convene.

The teacher now guides, a mentor so wise,
Helping young entrepreneurs soar to the skies.
For in this new era, as classrooms transform,
It's the spark of a teacher that keeps them warm.



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The Classroom Revolution

Dr. Cynthia A. Manalad

No longer confined to a chalkboard's square,
Business classrooms today breathe fresh air.
Teachers adapt, evolve, and explore,
To prepare students for what lies in store.

They wield digital tools like swords of light,
Turning data and AI into insights so bright.
Students don VR, dive into the fray,
Learning negotiation, designing the way.

Project by project, they test and refine,
Crafting new ventures, ideas intertwined.
Mentors from industries lend a guiding hand,
Helping young minds understand and expand.

But it's more than just tech or business design—
It's the growth of a mindset, the courage to find
The strength to adapt when plans go awry,
To learn from each failure and reach for the sky.

Teachers ignite that fire within,
Pushing past boundaries where success begins.
Empowered and ready, they take on the storm,
Shaping young leaders who will transform
The business world of tomorrow's dawn,
With skills to rely on, long after they're gone





Building Futures Beyond the Classroom

Prof. Annalyn Y. Buenaseda

In a world once still, now rapidly awake,
Entrepreneurs rise, their futures at stake.
Gone are the days of chalkboards and rote,
Now hands-on projects steer the boat.

With AI tools and VR screens,
Classrooms burst beyond their seams.
Teachers guide with a visionary hand,
Students dream of ventures grand.

Flipped lessons spark curious minds,
Collaboration that intertwines.
Equity stands as a guiding star,
Ensuring all students reach afar.

For the world is uncertain, yet full of hope,
Empowered learners find new ways to cope.
Beyond textbooks, beyond mere grades,
They light the way as tradition fades.

The classroom has shifted, the old ways are gone,
Where theories once lingered, new methods dawn.
Gone are lectures that left minds asleep,
In their place, a spirit eager and deep.

Project-based challenges now lead the way,
Building real ventures, they learn as they play.
Data and AI, with insights to gain,
Preparing students for a world of change.

Yet not just in tech does the future reside,
Equity and access must walk side by side.
For every dreamer, no matter how small,
A chance to rise, to stand tall.

So let teachers be guides, mentors, and more,
Opening pathways, unlocking each door.
For in their classrooms, futures are sown,
And a resilient world, together, is grown.

The Future Entrepreneurs

Prof. Annalyn Y. Buenaseda

In classrooms bright with digital light,
Students dream of ventures taking flight.
Gone are the days of notes and rote,
Now they learn with passion, hands-on and remote.

Teachers guide with wisdom, new and bold,
No longer bound by methods of old.
AI whispers secrets, data flows free,
Crafting strategies for a future we can't foresee.

Beyond theories in textbooks' dusty spines,
They tackle real challenges, crossing lines—
Of comfort zones, of tradition's chain,
Preparing minds for a world uncontained.

From virtual realms to AR's embrace,
Students explore, innovate, and race
To create a world that's just and fair,
With equity and inclusion in the air.

Empowered by tools that technology lends,
They grow into leaders, the world's new friends—
Armed with skills to adapt and to learn,
In a post-pandemic world, watch them turn
Challenges into chances, fears into dreams,
Building a brighter future, or so it seems.

Gone are the rows of desks in line,
Welcome the future, bold and fine.
Projectors glow with visions bright,
Entrepreneurs rising, ready for flight.

No longer confined to books alone,
Students build businesses on their own.
Teachers as guides, not sages on stage,
Unlocking minds to a brand-new age.



With VR goggles and data streams,
Students explore their wildest dreams.
Simulating deals, crafting new plans,
Navigating markets with confident hands.

Inclusion stands as a guiding light,
Ensuring all futures are equally bright.
Mentors appear, from all walks of life,
Nurturing talent, easing strife.

For those who once thought they'd be left
behind, Now find hope in a new state of mind.
Learning is more than a simple grade;
It's the spark of change, the path they've laid.

Teachers empower with tools anew,
Shaping leaders both kind and true.
The world may shift, the tides may turn,
But in these classrooms, the fires burn—

For knowledge, for growth, for dreams untold,
Empowering minds, courageous and bold.



Finding Fulfillment Beyond the Corporate World

Prof. Ma Lourdes H. Gomez

In life's vast and varied lane,
Not all must chase the business gain.
Find your passion, let it guide,
In your heart, let dreams reside.

Value time with those you love,
Moments cherished, rise above.
Wealth isn't just in coins and gold,
But in the stories that are told.

Learn and grow in your own way,
Knowledge gained will always stay.
Skills and hobbies, nurture well,
In their joy, let your spirit dwell.

Stay curious, explore the world,
Let your inner self unfurl.
Travel far or close to home,
In new places, freely roam.

Health is wealth, so take good care,
Mind and body, both repair.
Exercise, eat well, and rest,
In self-care, you'll find your best.

Kindness matters, spread it wide,
In compassion, take great pride.
Helping others, lend a hand,
In unity, together stand.

Creativity, let it flow,
In art and music, let it show.
Express yourself in colors bright,
In your creations, find delight.

Balance work and play each day,
In harmony, find your way.
Stress and pressure, let them go,
In peace and calm, let life flow.

Stay true to who you are inside,
In authenticity, confide.
Don't compare, just be you,
In your uniqueness, shine through.

Life's a journey, not a race,
Find your rhythm, set your pace.
In every step, in every stride,
Let your heart and soul be your guide.

Entrepreneurship: Shaping Tomorrow's Business Leaders" *Innovative Thinking for a Dynamic Future*

Prof. Ma Lourdes H. Gomez

In the future's bright expanse,
Entrepreneurs will take their chance.
Innovation leads the way,
In every field, a new display.

Financial savvy, plan with care,
Investments wise, profits share.
Budget well, expenses trim,
In fiscal health, your chances brim.

Vision sharp and courage strong,
They'll navigate where they belong.
Risk and reward, a balanced dance,
In every venture, a bold advance.

Leadership with heart and mind,
Inspire teams, their talents find.
Motivate, empower all,
In unity, your business stands tall.

Adapt to change, embrace the new,
In every challenge, see it through.
Technology, a guiding star,
Transforming business near and far.

Ethics guide each step you take,
Integrity, no chance to fake.
Honesty in every deal,
In trust, your legacy will seal.

Think ahead, foresee the trends,
In every market, make amends.
Sustainability in mind,
For future growth, solutions find.

Dream big, but start with small,
In persistence, you'll stand tall.
Entrepreneurial spirit bright,
In the future, shine your light.

Networking, a vital key,
Connections made, opportunity.
Collaborate, ideas blend,
In partnerships, success extend.

Customer needs, always first,
In their trust, your business bursts.
Value-driven, service clear,
In loyalty, your path is near.



A Public Servant Journey

Chanda R. Tingga

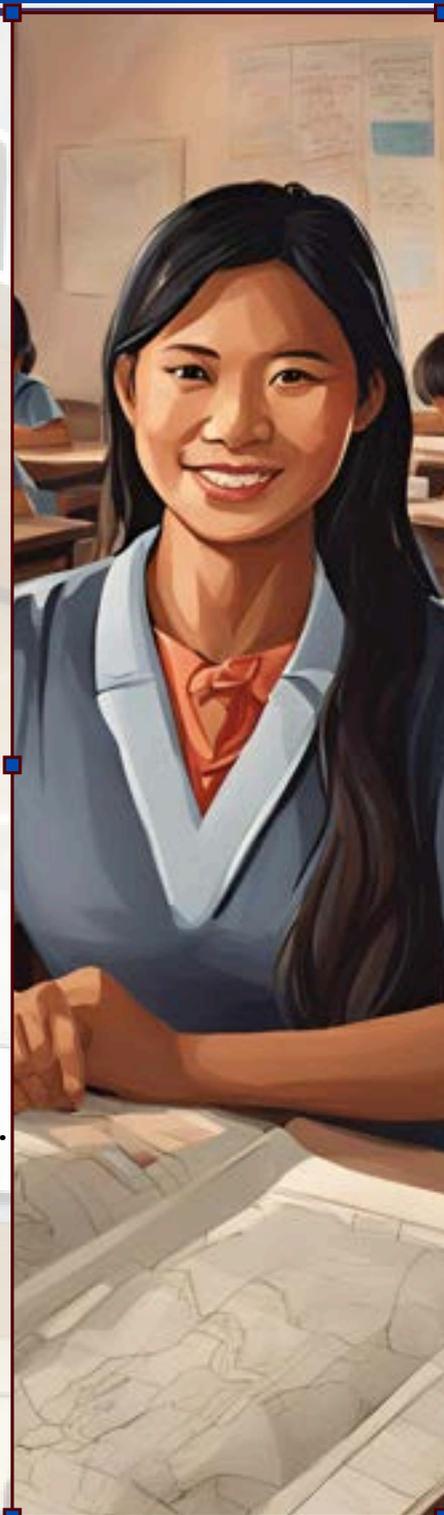
**Life of a public servant is happy and difficult,
It enables people to understand better how to manage
Public policies in all facets of the government.**

**Being public servant is a journey,
Filled with ups and downs,
From late night of thinking,
To early morning working.**

**As a public servant I am committed
To understand the complexities of public policies
I look forward to engaging with my peers and subordinates
To explore innovative solutions to the challenges
facing our communities.**

**I studied to learn about how government works at all,
Level and the practical application of that knowledge in a work setting.**

**To all public servants out there
Embrace this time all your might,
For it's a chapter in your story
That will shape your future bright**



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Kabiyak ng Aking Puso

Elesa Mora Mendoza

Tayo'y pinagtagpo oh Irog ko sa hindi tamang panahon!
Maraming balakid sa ating pagmamahalan, ngunit wari baga'y tayo'y hindi mabubuhay kung hindi magkakatuluyan. Datapwa't ang pag-ibig sa isa't-isa ay nangingibabaw kaya't ipinaglaban kahit kaninunman.

Tayo'y biniyayaan ng dalawang supling, na lalong nagpapayabong ng ating pagsusuyuan. Ang ating mga anak na bunga ng ating pagmamahalan, sila'y nagdagdag ng saya sa ating munting tahanan. Hindi man tayo perpektong mga magulang pero pinipiling magsikap upang maibigay ang kanilang mga pangangailangan.

Sa tuwing tayo'y nag-aaway ako'y naninibugho at nalulumbay. At kung ako nama'y iyong sinusuyo saya ay nag-uumapaw. Sa bawat away at tampuhan, pagmamahal ang nangingibabaw kaya't tayo'y hindi naghihiwalay At nawa'y ang ating pagsasama ay panghabambuhay.

Kayamanan

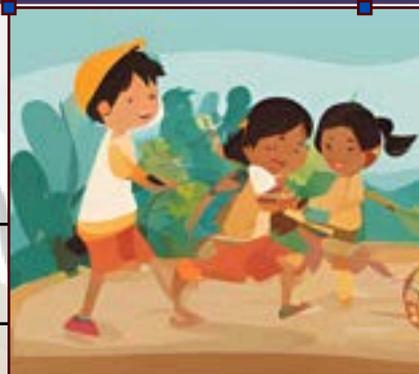
Arci V. Manangan

**Tago-Taguan maliwanag ang buwan
Pinaglalaruan ng may kasiyahan
Mga batang hindi makikitaan ng kasawian
Mga Laro't tawanan, Hindi mapapalitan**

**Ang buhay na ito ay kay saya
Bigay ng langit sila ay biyaya
Walang katumbas na ligaya
Ang mga batang sobra pa sa medalya**

**Buhay bata'y kay ganda, puno ng pag-asa,
Sa kanilang mga puso, liwanag ang dala.
Huwag kalimutan, sila'y ating yaman,
Buhay ng mga bata, kay sarap ipaglaban.**

**Ito man ay parte ng nakaraan,
Sa mga bata naging yaman
walang mapaglagyan
kasiyahan sa mga batang may
kinabukasan.**



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Tumindig

Arci V. Manangan

Sa pagsikat ng araw
natutulala sa langit na bughaw
Mga matang nakatanaw
Ngunit sa hamon ng buhay hindi umaayaw

Hamon lamang ito sa buhay
Sa isip at gawa ako'y magtatagumpay
Mananatiling matibay Mag-iisip ng mahusay
Sa hirap at ginhawa, tayo'y naglalakbay

Iisipin ang mag tagumpay
Ito ay sa sarili inialay Para guminhawa ang aking
buhay Buhay ay isang laro Maging matalino sa
hamon

Hindi papatalo upang ang kampyon ay ako

Ito ang buhay na hindi napapalitan
Puno ng pagsubok at kasawian
Bumagsak at naguguluhan
Ngunit tumayo ng may paninindigan.





Kalikasan

Elesa Mora Mendoza

Tayo'y magtanim ng maraming puno at halaman
Basura'y itapon sa tamang tapunan
Upang pagdating ng kalamidad ating mapaghandaan
Nang sa gayo'y maiwasan ang paniningil in Inang Kalikasan

Katulad ng dulot ni bagyong Kristine sa Kabikolan
Kung saan may pagguho ng lupa at may mga bahay na
natabunan

Halos lubog sa baha ang mga kabahayan
Maraming Bicolano ang nasa bubong na lamang
Humihingi ng tulong upang mailigtas ang buhay

Oh! Inang Kalikasan ika'y kaaya-ayamg pagmasdan
Biyaya sa atin ng poong maykapal
Hindi pa huli ang lahat upang ika'y maalagaan
Upang tayo'y maging ligtas at may mapagkukunan ng ating
mga pangangailangan

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SHORT STORIES

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Lino Matapat

Kuwento ni Michelle G. Tagara

Si Mateo Matapat

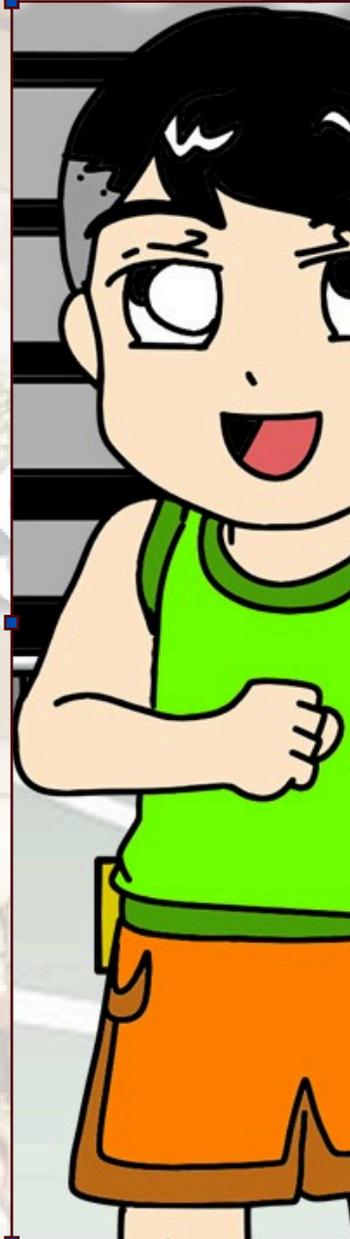
“Mateo anak gising na!” Sigaw ni Aling Berta habang nagluluto ng almusal sa kusina. Dali-daling bumangon si mateo at dumeretso sa CR para makaligo. Mabilis siyang kumilos dahil ilang minuto na lang ay mag alas-sais na.

“Mag almusal ka muna anak para may laman ang tiyan mo pagpasok.” sabi ni Aling Berta sa anak na nagmamadaling nagbibihis. Sige po inay.” Kumain ng mabilisan si Mateo at nagdala pa ng baon para may makain sa reses nila. “Alis na po ako inay!” “Sige anak mag ingat ka! Galingan mo sa klase makinig kang mabuti sa mga guro mo”.

Mula sa ika anim na palapag na tirahan nila ay mabilis siyang bumaba at naglakad patungo sa kaniyang paaralan. Si Mateo ay nasa ika anim na baitang sa mababang paaralan ng Tenement sa Brgy. Western Bicutan, Lungsod ng Taguig. Mula alas sais ng umaga hanggang alas dose ng tanghali ang pasok ni Mateo. Nasa isang kilometro lamang ang layo ng bahay nila sa kanyang paaralan. Siya ay batang masipag, matangkad, at maganda ang pangangatawan. Malubha ang sakit ng kanyang ama kaya siya ang katuwang ng kanyang ina sa mga gawain at gastusin sa bahay. Kaya naman sa mura niyang edad marunong na siyang dumiskarte sa buhay.

“Magandang umaga Gng. Santos.” bati niya sa kanyang guro na noon ay nakaupo na sa loob ng kanilang silid-aralan. Mayat- maya pa ay nagsimula na ang klase nila. Marunong sa klase si Mateo subalit minsan ay hindi nakakagawa ng takdang aralin dahil dumiskarte siya sa pag-iigib ng tubig. “Mateo bakit wala kang takdang aralin?” tanong ni Gng. Santos na tila hindi maipinta ang mukha.

“Pasensya na po Ma’am kung hindi ako nakagawa. Marami po kasi ang nagpaigib ng tubig sa akin hindi ko napo naalalang gawin ang takdang aralin ko.” wika ni Mateo. “Sa susunod unahin mo munang gawin ang takdang aralin mo ha.” sabi ng guro na hindi maipinta ang mukha. “opo” sagot ni Mateo.



Lino Matapat

Kuwento ni Michelle G. Tagara

“Tapos na ang klase natin Mateo, sabay na tayong uuwi.” wika ni Lino kay Mateo.

“Sige Lino halika na maglakad na tayo.”

Masayang nagkukwentuhan ang magkklase habang naglalakad sila pauwi.

Salikuran nila ay sumusunod din pla ang kapitbahay nilang si Aling marta.

“Mateo! Mateo! paigib kami ng tubig mamaya ha! Ubos na kasi ang imbak naming tubig kailangan ko pa namang maglaba.”

“Sige po Aling Marta .Pagkatapos kong mananghalian ay umpisahan ko na pong mag-ibig ng tubig.”

Si Mateo ay nakatira sa Tenement Building sa Western Bicutan. Ang gusali na ito ay may pitong palapag at nasa ika anim na palapag ang tirahan nila. Isa sa malaking problema ng mga nakatira dito ay ang pagkasira ng linya ng tubig sa buong gusali , kaya ang mga naninirahan

dito ay umaasa sa patubig na nasa unang palapag ng. Dito kumikita si Mateo, pagkatapos ng klase niya ay nag-iigib siya ng tubig gamit ang kariton ng kaniyang tatay. Hindi naman gaanong mahirap kay Mateo dahil may sadyang daanan naman ng mga motor o mga di gulong ang gusali na ito kaya tulak tulak lang ni Mateo ang kariton ay nakakarating na siya sa ika pitong palapag.

“Aling Marta ! tapos ko na pong naigiban ang dalawang malalaking drum ninyo.” Sabi ni Mateo kay Aling Marta na abalang nagluluto ng miryenda nila.

“Sige Mateo kunin mo itong dalawang daang piso.” Sabihan kita ulit pag maubos itong tubig para punuin mo ulit ang drum. “Maraming salamat Aling Marta.” wika ni Mateo.

Dali daling binigay ni Mateo ang pera sa ina upang may ibili ng gamot para sa kanyang tatay. “Inay kunin niyo po itong ibinayad sa akin ni Aling Marta para makabili ka na po ng gamot

ni tatay.” “Salamat anak, pasensya ka na ha kung pati ikaw ay nagtatrabaho na din.” Sabi ni Aling Berta

na tila gustong umiyak dahil naaawa din sa anak.

“Naku inay kayang kaya ko naman pong mag igib. Ang tibay kaya ng kariton ni tatay, para lang akong naglalaro kapag tinutulak ko.” sabi ni Mateo.

“Mateo anak huwag mong pababayaang pag-aaral mo ha. Hayaan mo kapag ako ay gumaling hindi kana magiigib.” sambit ni tatay ador.

“Opo itay mag-aaral akong mabuti “sagot ni Mateo.

“ Sige po ituloy ko na muna ang pag-iigib ko may walong galon pa pong pinaigib ni Aling Minda sa ikatlong palapag.” “Mag-iingat ka anak” wika ni Aling Berta.

Lino Matapat

Kuwento ni Michelle G. Tagara

Mula ikaanim na palapag ay tulak tulak ni Mateo ang kariton upang makapag igib ng tubig sa unang palapag. Marami ding mga kagaya ni mateo na pumupila sa tubigan upang makargahan ang daladalang galon.

“Mateo marami ka yatang iigiban ngayon ah, kanina kapa pabalik balik.” wika ni Mang Ambo ang taga bantay sa tubigan.

“Nagkataon po na naglaba si Aling Marta kaya po pinapuno niya ang dalawang malalaking drum sa bahay nila. Tapos po nakita ako ni Aling Minda ubos na din daw ang tubig sa karinderya niya.” Sagot ni Mateo.

“Kaya pala! O siya puno na ang mga galon mo larga na Mateo.” wika ni Mang Ambo.

Tulak tulak ni Mateo ang kariton pa akyat sa ikatlong palapag nang may makita siyang isang pulang pitaka. Huminto siya at pinulot ito. Lumingon siya sa kanyang paligid subalit walang ibang tao. Binuksan niya ito at nanlaki ang mata sa nakita. Tag isang libong papel ang laman at makapal ito.

“Wow! Ang dami namang pera ang laman nito. Kailangan kong makauwi agad para sabihin ko kay inay.” sambit ni Mateo sa sarili.

Dali dali niyang tinulak ang kariton patungo kila aling Minda para ihatid ang inigib na tubig.

“Inay! Inay! sigaw ni Mateo na hingal na hingal .

“Bakit anak napano ka? sambit ni Aling Berta na nagmadaling lumabas mula sa kwarto.

“May napulot akong pulang pitaka inay! Tignan mo oh! Ang daming laman!” wika ni Mateo

“Naku! Saan mo napulot iyan anak? kawawa naman ang nakawala niyan.” sambit ni Aling Berta.

“Sa ikatlong palapag inay lumingon ako sa paligid ko walang nakakita sa akin na ako ang nakapulot! Kaya atin na lang ito inay! May magagamit na tayong pampagamot kay tatay!”

“Mateo anak, hindi tama ang iniisip mo. Kailangang maibalik natin iyan sa may ari. May awa ang diyos gagaling ang tatay mo kahit hindi natin gagamitin ang per na iyan!”

“Paumanhin po inay kung naisip ko iyon inaalala ko lang naman po ang tatay.”

“Halika na dalhin natin sa Brgy. ang pitaka para mahanap kung sino ang may ari.”

“sige po inay.” wika ni Mateo.

“Magandang umaga po kagawad! May napulot na pulang pitaka itong aking anak kaya isasangguni namin sa inyo para maibigay sa may ari!” sabi ni Aling Berta .

“Napulot ko po yan sa Tenement building sa ikatlong palapag po.” wika naman ni Mateo.

“Ito nga iyon! Ito ang nireport ni Aling Pasing kanina lang. Pulang pula na ang mata niya sa kaiiyak dahil gagamitin daw niya ang perang yan sa matrikula ng anak niya.” wika ng kagawad.

Lino Matapat

Kuwento ni Michelle G. Tagara

“Saludo kami sa katapatan ninyong mag-ina !Lalong lalo kana Mateo sana marami pang kabataan ang maging tulad mo na matapat.” sabi ng kagawad.

“Wala pong anuman kagawad.Nagpapasalamat ako sa turo ng aking ina na kagandahang asal,dahil dun hindi po ako natutong gumawa ng hindi maganda.”wika ni Mateo

“Dahil sa ginawa ninyong mag-ina ay may ibibigay na pabuya sa inyo si kapitan.”

Masayang umuwi ang mag-ina sa kanilang bahay.

“Ang saya say apala ng pakiramdam inay kung nakagawa ka ng mabuti sa kapwa mo noh?”

“Oo naman anak!hindi lang ang ibang tao ang matutuwa saiyo kundi ang ating puong maykapal.” “Lagi mong pipiliin ang paggawa ng mabuti sa kapwa para lalo ka pang biyayaan ng ating Panginoon.”wika ni Aling Berta “Opo inay” sagot ni Mateo.

Laking gulat ng pamilya ni Mateo noong ibigay ang pabuya sa ginawa nilang kabutihan Inabutan sila ng sertipikasyon na maaring ipagamot sa hospital ang kanyang tatay na walang babayaran,ipapakita lamang nila ang certificate na binigay sa kanila.

“Tignan mo Mateo anak ito na ang gantimpala sa kabutihan na ginawa natin.” Wika ni Aling Berta. “Oo nga po inay napakaswerte ko at nagkaroon ako ng nanay na katulad po ninyo.Mahal na mahal ko po kayo ni tatay.”sabi ni Mateo. Lagi mong tatandaan anak na gumawa ng tama kahit walang nakakakita sa iyo, Diyos na ang bahalang magbalik ng kabutihan sa iyo.” Wika ni Aling Berta.“Opo inay”.

Makalipas ng ilang buwan ay lubusan nang gumaling ang tatay ni Mateo.Naging Abala na ang nanay ni Mateo sa pagtitinda ng mga kakanin sa tapat ng gusali na tinitirhan nila.Balita narin sa paaralan ni Mateo ang pagsauli niya ng pera sa Brgy.

“Magandang umaga Gng.Santos “bati ni Mateo habang pumapasok siya sa kanilang silid-aralan.

“Magandang umaga din Mateo”Halikan nga dito sa harap”sabi ni Gng.Santos.

“Bakit po Ma’am”tanong ni Mateo.

“Nabalitaan namin ang iyong katapatan .Tuwang tuwa ang ating punong guro dahil sa ginawa mo.Kaya heto ang malaking tarpaulin para saiyo isasabit ito sa harap ng gate sa paaralan natin para makita ng ibang mag-aaral,magiging huwaran ka para sa kanila.”

“Naku maraming salamat po Ma’am”sabi ni Mateo na nanggigilid ang luha sa tuwa.

“Good Job Mateo!”sigaw ng mga kaklase ni Mateo.

=WAKAS=

Naipakikita ang kahalagahan ng pagiging responsible sa kapwa sa pagiging matapat.
(Esp6P- Ila-c-30)



LEARNING MODULE

LEARNING MODULE IN ENGLISH 5

IDENTIFYING THE PARTS OF A FEATURE ARTICLE

ni: Ramil M. Reyes

INTRODUCTION

WHAT I NEED TO KNOW

Feature writing is a journalistic style that focuses on in-depth storytelling, exploring topics with detail and human interest. It is important for learners as it enhances writing skills, encourages creativity, and helps them engage readers by presenting complex subjects in an interesting way.

In this lesson, you are expected to identify the parts of a feature article.

WHAT IS NEW

Smog or vog: What's the difference?

Jude Tenorio

The Taal Volcano's volcanic smog or vog affected Batangas and its nearby areas, as some suspended classes due to the effects of vog.

Meanwhile, residents of Metro Manila are experiencing smog, which was caused by thermal inversion, according to the Department of Science and Technology (DOST).

So, what's the difference?

Smog is a form of air pollution that appears as a smoky fog and makes visibility difficult. It was first used in the early 1900s to describe a mix of fog and smoke.

Vog, on the other hand, is a kind of smog that contains volcanic gas and particles such as sulfur dioxide.

Both smog and vog can irritate the eyes and respiratory tract. In an interview over PTV Bagong Pilipinas Ngayon, DOST Secretary Renato Solidum said that signs of exposure to vog may include breathing problems, throat discomfort, dizziness, and skin issues.

The Department of Health recommended methods on how to avoid being exposed to smog and vog.

1. Avoid leaving the house. When traveling or shopping are not necessary, it is best to stay at home.
2. Close both the door and window. Do not allow smog to enter your house. Close the entrances to the home.
3. Put on a mask. Never leave the house without putting on a mask. If N95 is accessible, use it instead of the surgical mask since it is more effective at removing minute dirt particles.
4. Drink water. Drinking sufficient amounts of water will reduce throat irritation.
5. Ask for medical advice if necessary. If you have any unexpected physical symptoms, see a doctor straight once.

Smog or vog, we must exercise caution and heed the authorities' advice in order to be healthy and safe. Do not ignore any symptoms or weird bodily sensations and instead, visit a doctor right away to receive appropriate treatment. Be safe and updated.

DEVELOPMENT

WHAT I KNOW

Answer the following questions.

1. What are the main differences between smog and vog, and why do you think it's important to know these differences?
2. How do you think smog and vog can affect people's daily activities, like going to school or work? What might happen if people didn't follow the safety advice?
3. Why is it important to stay indoors or wear a mask when there is smog or vog in the air? How does it protect your health?
4. If you lived in an area with vog from a volcano, what steps would you take to stay safe, and why do you think each step is important?
5. What observable parts of a feature article can you notice in the example?

WHAT IS IN

A **feature article** is a non-fiction piece of writing that focuses on a particular topic. They are usually found in newspapers, news sites, online blogs, or magazines. It is different from a news report because they are generally less formal and require less statistics.

Feature articles are more subjective and emotive. They commonly present information in a more casual manner to make them more engaging. The purpose of a feature article is to provide more depth to topical events, people, places, or issues that revolve around human interest.

The parts of the feature article are:

1. **Title of the article**- It covers the whole idea of the feature article and is also catchy for the reader's eye. This is also known as the headline or the head of the article.
2. **Byline**- This shows the author's name. The byline can also be written at the end of the article.
3. **Introduction**- The first paragraph is the introduction. It leads to the readers into the story.

4. **Body** - The body of the article is from the second, third, and fourth paragraphs. Having got the readers hooked at the start, keep them reading. This is where the writer's skill in creating a logically progressed narrative comes into play. Each paragraph will move the story along and add to the reader's information. Embed facts into scenes, so that something new is revealed with each paragraph.

5. **Conclusion**- the last paragraph is the conclusion of the article. Here, you should have a satisfactory ending so that the reader understands that the story has concluded.



WHAT IS IT

Identify the parts of a feature article “Smog of vog: What’s the difference?” by answering the following questions.

1. What is the title of the article?
2. What is the byline of the article?
3. Which part of the article is the introduction?
4. How about the body of the article?
5. Which part of the article exposes the conclusion?

ENGAGEMENT

WHAT IS MORE

Read and study the feature article below, then label its parts.

The Magic of Reading: How Books Shape Our Lives
By Sarah Johnson

In today's digital world, books remain a powerful tool for personal growth and learning. Despite the rise of technology, reading continues to offer unique benefits, from expanding our knowledge to improving emotional well-being.

Books allow readers to explore different worlds and develop empathy. Cognitive psychologist Dr. Emily Parker explains, "Reading helps people understand different perspectives and experiences." Reading also boosts mental health by reducing stress and improving memory.

Books play a key role in societal change as well. Classic works like *Uncle Tom's Cabin* and *1984* have sparked important social movements. Literature challenges norms, encourages critical thinking, and inspires action.

Reading is more than a pastime—it's an essential tool for personal development and social progress. Whether for knowledge, relaxation, or change, books continue to shape our lives in ways that technology cannot replace.

WHAT IS MORE

Arrange the following parts to create a model feature article.

When you exercise, your heart becomes stronger, and your muscles get bigger and healthier. Running, jumping, and playing sports help you build strength and stay fit. Plus, exercise makes you feel good! It can even boost your mood and make you feel happier.

Exercising also helps your body stay in good shape. It keeps your bones strong and can help you sleep better at night. Whether it's playing tag with friends, riding your bike, or swimming, staying active is a great way to have fun and take care of your body.

Exercise isn't just for grown-ups! Kids can have a lot of fun while staying active and healthy. But why is exercise so important, and how does it help our bodies?

Why Exercise is Important for Kids

So, remember to keep moving every day! Whether it's playing outside or dancing to your favorite song, exercise is important for a happy and healthy life. Have fun, stay active, and enjoy being healthy!

Sarah Lee

ASSIMILATION

WHAT IS MORE

Fill in the blanks to complete the thought of each sentence.

1. A feature article is a _____ piece of writing that focuses on a particular topic and is usually found in newspapers, blogs, or magazines.
2. Unlike a news report, a feature article is generally _____ and requires fewer statistics.
3. The _____ of a feature article covers the whole idea and is often catchy to grab the reader's attention.
4. The _____ part of the article introduces the topic and leads the reader into the story.
5. The _____ of a feature article is the final paragraph, which provides a satisfactory ending, signaling the conclusion of the story.

WHAT I HAVE LEARNED

Write a feature article on a topic of your choice, and be sure to observe its parts.

WHAT I CAN ACHIEVE

Choose the letter of the correct answer.

1. What is the primary difference between a feature article and a news report?

- A. A feature article is more formal and requires more statistics than a news report.
- B. A news report is more subjective and emotive compared to a feature article.
- C. A feature article is less formal and generally requires fewer statistics than a news report.
- D. A feature article is only found in newspapers, while a news report is online.

2. Which of the following best describes the purpose of a feature article?

- A. To present a brief summary of daily news events.
- B. To provide an in-depth exploration of topics related to human interest.
- C. To present only factual information without any emotional appeal.
- D. To focus on the personal opinions of the writer.

3. Why is the introduction of a feature article so important?

- A. It provides the conclusion of the article.
- B. It immediately engages the reader and introduces the story.
- C. It summarizes all the facts presented in the body of the article.
- D. It provides detailed statistical analysis to support the article's argument.

4. What role does the body of the feature article play in the overall structure?

- A. It provides the hook and draws the reader in.
- B. It presents detailed facts and evidence without much narrative.
- C. It moves the story forward, providing new information in a logical sequence.
- D. It is a summary of the article's main points and facts.

5. Which of the following statements about the tone and style of feature articles is most accurate?

- A. Feature articles always rely on objective facts and statistics to support the story.
- B. The tone of feature articles is more casual, emotive, and engaging compared to other types of writing.
- C. Feature articles are formal and primarily intended for academic audiences.
- D. Feature articles avoid discussing human interest topics in favor of technical subjects.



WHAT I HAVE LEARNED

Write a feature article on a topic of your choice, and be sure to observe its parts.

WHAT I CAN ACHIEVE

Choose the letter of the correct answer.

1. What is the primary difference between a feature article and a news report?

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LESSON EXEMPLAR

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Quarter 3 Filipino 3

Erlie Mae D. Tolentino

Grades 3 DAILY LESSON PLAN	School	MAHARLIKA INTEGRATED SCHOOL	Grade Level	III- DAFFODIL
	Teacher	ELRIE MAE D. TOLENTINO	Learning Area	FILIPINO
	Teaching Dates and Time	April 13, 2023	Quarter	THIRD

I. LAYUNIN		(ANNOTATIONS) -PPST INDICATORS/ KRA OBJECTIVES/RUBRIC INDICATORS TO BE OBSERVED DURING THE CLASSROOM OBSERVATION
A. PAMANTAYANG PANGNILALAMAN (CONTENT STANDARDS)	Nauunawaan ang ugnayan ng simbolo at ng mga tunog	
B. PAMANTAYAN SA PAGGANAP (PERFORMANCE STANDARDS)		
MGA KASANAYAN SA PAGKATUTO (LEARNING COMPETENCIES) Isulata ang code sa bawat kasanayan	Napagsasama ang mga kating at palinig upang makabuo ng salitang diptonggo. F3KP- IVi-11	KRA 3, OBJ. #7 COT INDICATOR #5 -Plans, manage and implements developmentally sequenced teaching and learning processes to meet curriculum requirements through various contexts. Annotation: ➤ Knowledge, skill and attitude or KSA is applied in lesson planning objectives in order to meet curriculum requirements based on the Curriculum Guide/CG. Parts of the DLL are based on the PPST Modules.
II. NILALAMAN (CONTENT TOPIC)	Mga Salitang Diptonggo	
III. KAGAMITANG PANTURO (LEARNING RESOURCES)		
A. SANGGUNIAN (References)		
1.Mga Pahina sa Gabay ng Guro	TG, Curriculum guide (pahina 154), DBOW pahina 18 ng Filipino 3	
2.Mga Pahina sa Kagamitang Pangmag-aaral	LM. sa Filipino 3	
3.Mga Pahina sa textbook		

	Batayang aklat sa Filipino 3	
4 Karagdagang kagamitan mula sa postal ng Learning Resources	Modyul	
B. IBA PANG KAGAMITANG PANTURO	Power Point Presentation	
A. Values Integration	ESP, AP	
IV. Pamamaraan		
<p>A. BALIK-ARAL SA NAKARAANG ARALIN AT/O PAGSISIMULA NG BAGONG ARALIN.</p> <p>(Reviewing previous lesson/ presenting the new lesson)</p>	<ul style="list-style-type: none"> Pagsasagawa ng mga pang araw-araw na gawain Pagpapaalala sa mga tuntunin sa loob ng silid-aralan <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Pamantayang dapat sundin sa loob ng klase</p> <ol style="list-style-type: none"> Inaasahan ang pagpapakita ng paggalang sa opinyon ng bawat isa. Itaas ang kamay kapag mayroong sasabihin. Makinig kapag may nagsasalita. Makilahok sa mga gawain at talakayan Maaina produktibo sa araw na ito. </div> <p>A. BALIK ARAL</p> <p>MÉCHANICS NG LARO</p> <ul style="list-style-type: none"> Pangkatin ang mag aaral sa lima (5). Hulaan ng bawat pangkat ang ipapakita sa screen Ang unang pangkat na makakuha ng may maraming puntos ang siyang panalo . MGA TANONG: <ol style="list-style-type: none"> Ako ay isang magandang dalaga. Pinagsisilbihan ako ng aming mga kasama (prinsesa) Hinuhugasan ako pagkatapos gamitin kumain. Ako ay hugis bilog, biluhaba, malapad at babasagin, ano ako?(plato) Gamit ako sa pag-aaral. Kalamtaman ang haba, may iba't-ibang kulay at nakatutulong upang gumanda ang aking likhang sining. Ano ako? (krayola) Bahagi ako ng ating katawan. Ako ay mahaba, karugtong ng ating kamay, ano ako? (Braso) Ako ay uri ng sasakyan. Mahaba na lila uod kung gumalaw. Tumabi kahit malayo upang disgrasya ay di matam. Ano ako? (Tren) <p>B. Pagsisimula ng Bagong Aralin: Magpapakita ng mga larawan na may salitang</p>	<p>COT, INDICATOR #5 -Manages learner behaviour constructively by applying positive and non-violent discipline to ensure learning-focused environment.</p> <p>Annotation:</p> <ul style="list-style-type: none"> Lesson plans/modified DLLs highlighting various classroom management strategies that engage learners in activities/tasks in different physical learning environments and to avoid and prevent misbehavior, house rules/ standards/guidelines are] <ul style="list-style-type: none"> .. set before the class starts or before doing an activity. <p>mmmmmmmm</p>

	<p>diplonggo.</p>  <p>kahoy bahay araw</p> <p>kasoy sisiw sigaw</p>	
<p>B. PAGHAHABI NG LAYUNIN NG ARALIN.</p> <p>(Establishing a purpose for the lesson)</p> <p>A. Paghawan ng Bakalid</p>	<p>Panuto: Tukuyin ang kahulugan ng salitang may salungguhit. Piliin sa loob ng kahon ang iyong sagot.</p> <p>_____ 1. Ang inang manok ay may anim na pirasong <u>sisiw</u>.</p> <p>_____ 2. Ang <u>bahay</u> ni Ana ay gawa sa bato.</p> <p>_____ 3. Si Sheila ay dadalo sa isang salo-salo, sa <u>kasamaang palad</u> biglang umulan ng malakas.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A. Bagong panganak na manok</p> <p>B. Nagpapahiwatig</p> <p>C. isang uri ng istraktura na finitohan ng tao</p> </div>	

<p>C. PAG-UGNAY NG MGA HALIMBAWA SA BAGONG ARALIN.</p> <p>(Presenting examples instances of the new lesson)</p>	<p>Pagbasa ng ng maikling kuwento: Guro: Ngayon ay magbabasa tay o ng maikling kuwento. Pero bago natin ipagpatuloy, ano ang mga pamanatayan sa pagbasa ng malakas?</p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>Pagbasa ng Maikling kuwento :</p> <p>Isang araw, Si Momena ay sinabihan ng kanyang Nanay na magdala ng payong sapagkat nagbabadya ang ulan dahil sa makulimlim na kalangitan. Ngunit dahil sa pagmamadali ni Momena ay hindi na niya inilindi ang bilin ng kanyang ina at dali-daling naglungo palabas. Habang naglalakad si Momena mga ilang metro na an Layo mula sa kanilang bahay ay biglang bumuhos ang malakas n ulan. Sa kasamaang palad ay wala siyang dalang payong kaya naman dali-dali siyang tumakbo palayo at sumilong. Sa huli matapos ang araw, umuwi si</p> </div> <p>Ilanong:</p> <ol style="list-style-type: none"> 1. Bakit nagbilin ang nanay ni Momena na magdala siya ng payong? 2. Ano ang dahilan ng hindi niya pag inlindi ng bilin ng ina? 3. Ano ang naging bunga ng hindi niya pag -inlindi sa bilin ng ina? 4. Ano ang sanhi ng pagkakaroon ng lagnat ni Momena? 5. Kung ikaw c Momena susundin mo ba ng bilin ng iyong ina? Bakit? 	<p>KRA 1, OBJ. # 1 COT INDICATOR # 1 -Applies knowledge of content within and across curriculum teaching areas.</p> <p>Annotation:</p> <ul style="list-style-type: none"> > Performance task integrations across learning areas like Filipino
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<p>D. PAGTALAKAY NG BAGONG</p> <p>KONSEPTO AT PAGLALAHAD NG BAGONG KASANAYAN #1</p> <p>(Discussing new concept and practicing new skills #1)</p>	<div style="border: 1px solid orange; padding: 5px; text-align: center;">Suriin ang dayagram</div> <div style="border: 2px solid black; padding: 10px; text-align: center; margin: 10px 0;"> Hindi pinansin ni Momena ang bilin ng kanyang ina dahil sa siya ay nagmamadali. </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 45%;"> <p>Bakit hindi pinansin ni Momena ang bilin ng kanyang ina?</p> <p>"Dahil siya ay nagmamadali"</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 45%;"> <p>Ano ang resulta ng pagmamadali ni Momena?</p> <p>"Hindi pinansin ni Momena ang bilin ng kanyang ina"</p> </div> </div> <p>Mga tanong sa dayagram una:</p> <p>1. Alin ang sanhi sa dalawang pangungusap? "Dahil sa siya ay nagmamadali" Bakit? Dahil ito ay nagsasaad ng dahilan ng pangyayari.</p> <p>2. Alin ang bunga? "Hindi pinansin ni Momena ang bilin ng kanyang ina." Bakit? Dahil ito ang kinalabasan ng pangyayari.</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; text-align: center; margin: 10px 0;"> Naulanan si Momena kaya siya ay nilagnat. </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 45%;"> <p>Ano ang resulta ng pagkabasa sa ulan ni Momena?</p> <p>"Siya ay nilagnat"</p> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 45%;"> <p>Bakit nilagnat si Momena?</p> <p>"Dahil siya ay naulanan"</p> </div> </div> <p>Mga Tanong sa dayagram:</p> <p>1. Alin ang sanhi sa dalawang pangungusap? "Dahil siya ay naulanan" Bakit? Dahil ito ay nagsasaad ng dahilan ng pangyayari.</p> <p>2. Alin ang bunga? "Siya ay nilagnat" Bakit? "Dahil ito ang kinalabasan ng pangyayari"</p>	<p>KRA 1, OBJ. # 1 COT INDICATOR # 1 -Applies knowledge of content within and across curriculum teaching areas. Annotation:</p> <ul style="list-style-type: none"> ➤ Performance task integrations across learning areas like SCIENCE, ARAL PAN. and ICT <p>KRA 1, OBJ. # 3 COT INDICATOR #2 -Applies a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills. Annotation:</p> <ul style="list-style-type: none"> ➤ The questions presented are arranged from lower level to higher level thinking skills. Pupils are challenge to think creatively.
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E. PAGTALAKAY NG BAGONG KONSEPTO AT PAGALALAHAD NG BAGONG KASANAYAN #2

(Discussing new concept and

practicing new skills #2) (EXPLORE)

SANHI – dahilan ng isang pangyayari. kadalasan ginagamit ang salitang **dahil** at **upang** sa paglalahad ng sanhi.

Halimbawa

1. Maraming natutuwa kay Norjannah **dahil mabait siyang bata.**
2. Bumagsak sa pagsusulit si Abdullah **dahil hindi siya nag-aaral.**
3. **Mahilig mag ensayo sa pagkanta si Princess** lagi siyang napipiling kalahok sa paligsahan sa pagkanta

BUNGA – kinalabasan ng pangyayari - kadalasan pinangungunahan ng salitang **kaya** ang bunga.

Halimbawa:

1. Hindi nag-ingat si Sarina **kaya siya ay nagkasakit.**
2. Masipag magbasa ng libro si Minda **kaya mabilis siyang natuto.**
3. Araw-araw nag-aaral ng aralin si Aira **kaya lagi siyang nakakapasa sa pagsusulit.**

Ang sanhi at bunga ay kadalasang pinagdudugtong ng mga salitang pang-ugnay tulad ng:

Halimbawa:

dahil, kung kaya, kasi, ng dahil sa, kung, at kapag

Tumawag ng bata na sasagot. Hayaan silang i-click ang kanilang sagot sa laptop para malaman kung tama o mali ang kanilang kasagutan.

Tukuyin ang may salungguhit na salita kung ito ay **SANHI** o **BUNGA**.

1. Natuwa ang lahat kay Sarah **dahil siya ay mabait at magalang na bata.**
Sagot: Sanhi
2. **Tumigil sa pag-iyak si Nena** nang dumating ang kaniyang ina.
Sagot: Bunga
3. Masayang nagsigawan ang magkakaibigan **dahil napalipad nila ang kanilang saranggola.**
Sagot: Sanhi
4. Dahil palaging babad sa laptop si Datu **malabo na ang kanyang mata.**
Sagot: Bunga
5. Masipag mag-aral si Farhati **kaya matataas ang kaniyang marka.**
Sagot: Bunga

F. PAGLINANG SA KABIHASAAN
(Tungo sa formative assessment)

Developing mastery
(Leads to formative assessment)

PANGKATANG GAWAIN:

Guro: Ngayon ay nagkakaroon kayo ng pangkatang Gawain. Ngunit bago iyan anuno ang mga dapat gawin kapag nagkakaroon ng Pangkatang Gawain?

PAGLALAHAD NG RUBRICS PARA SA PANGKATANG GAWAIN

	KOOPERASYON		Oras ng Paggawa		Pagpapagawa		W.M.	K.A.B.S.U.A.N.
	Latag ng kasalukuan sa paggawa (K)	May ilang kasalukuan sa paggawa (K)	Karamihan ng kasalukuan sa paggawa (K)	Mabigat ang kasalukuan sa paggawa (K)	Maraming kasalukuan sa paggawa (K)	Maraming kasalukuan sa paggawa (K)		
Pangkat 1								
Pangkat 2								
Pangkat 3								
Pangkat 4								

PANGKAT I

Panuto: Gumawa ng dayagram na nagpapakita ng sanhi at bunga ng sumusunod na pangungusap.

1. Nakamit ni Malik ang unang gantimpala sa paligsahan dahil napakahusay at taos puso ang kanyang pag-awit
2. Unti-unting nawawalan ng malilirhan ang mga hayop sa gubat kaya nasa panganib ang buhay nila.
3. Tumaas hanggang tuhod ang tubig baha kung kaya't lumikas na ang mga tao mula sa kanilang mga bahay

PANGKAT II

Panuto: Gumawa ng dayagram ng sanhi o bunga ng sumusunod na larawan . Isulat lamang ang sagot.

SANHI → 

SANHI → 

SANHI → 

BUNGA → 

KRA 2, OBJ. # 6

COT INDICATOR #6

-Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

Annotation:

- The activity being given is Differentiated Activities in which the students are group into their needs, strengths, interest and level of knowledge.
- By applying differentiated activities with rubrics, learners are ensured of their active participation.



PANGKAT III

Panuto: Gumawa ng isang likhang sining na nagpapakita ng sanhi at bunga ng isang pangyayari. Ito ay sa pamamagitan ng pagguhit, paggawa ng liriko ng awit o iba pa na ginagamitan ng pagkamalikhain.

PANGKAT IV

Panuto:

Ilagay sa basket ang teksto ng sanhi kung ito ay sanhi ng pangyayari at sa bunga na basket kung ito ay bunga ng pangyayari .



epekto nito ay naubos ang kanyang pera

kaya nagtatrabaho ng mabuti si Marco

dahil may disiplina sila

Walang mabiling face shields

Saan ka man magpunta malinis anf Singapore

Kailangan itaguyod ang pamilya

Kaya nagtaas ang presyo nito

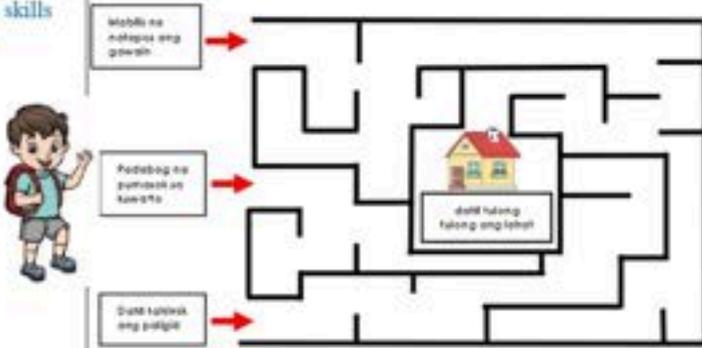
nang sabihing may ibibigay na pagsusulit

Nagkakagulo ang mga bata

Napakarami niyang pinamili

HABANG IWINAWASTO ANG GAWA NG PANGKAT II ITANONG SA MGA BATA ANG MGA SUMUSUNOD NA KATANUNGAN:

1. Ano ang nararapat gaawin natin upang maiwasan ang baha?
2. Paano natin maiwasan ang landslide?
3. Anong katangian mayroon ang batang nsa larawan kaya siya nakapagtapos ng pag-aaral?
4. Ano ang dapat gawin pagkatapos kumain ng matatamis o pagkatapos kumain? Bakit?
5. Sa paanong paraan ninyo mababawasan ang pagkakaroon ng dumi sa ating mga yamang tubig? lupa? hangin? Kailangan ba nating panatilihing malinis ang ating paligid? Bakit?
6. Anong mga alintuntunin/ordinansa o programa ng pamahalaan, baraggay, o paaralan ang alam ninyo para sa ating

	<p>kapaligiran? Ano ang maaari nating gawin upang maikalat ang impormasyon sa pagpapantatiling malinis an gating kapaligiran?</p>	
<p>G. PAGLALAPAT NG ARALIN SA PANG-ARAW-ARAW NA BUHAY <i>(Finding practical application of concepts and skills in daily living)</i></p>	<p>MAGLARO TAYOI</p> <p>Hanapin ang tamang daan ng bata papunta sa kaniyang bahay sa pamamagitan ng pagtukoy ng bunga sa ibinigay na sanhi sa pangungusap.</p> <div data-bbox="367 716 1069 1064">  </div> <p>Ano ang inyong nararamdaman habang naglalaro?</p> <p>Tukuyin kung ang may salungguhit ay SANHI O BUNGA.</p> <p>_____ 1. Dumarami ang bilang ng mga taong nagpopositibo sa Covid – 19 <u>kaya ibayong pag-iingat ang ginagawa ng mga tao.</u> Sagot: (bunga)</p> <p>_____ 2. Gumagamit tayo ng face mask at face shield <u>upang hindi mahawa sa sakit.</u> Sagot: (sanhi)</p> <p>_____ 3. Pinapaalalahanan ng pamahalaan na sundin palagi ang mga health protocols <u>kaya puspusang pag-iingat din ang ginagawa ng mga mamamayan.</u> Sagot: (bunga)</p> <p>Mga Tanong:</p> <p>Anu-ano ang mga naging epekto ng Covid-19 sa mga tao, sa pamumuhay ng mga mamamayan at sa negosyo?</p> <p>Anu-ano kaya ang dahilan o sanhi ng paglobo ng bilang ng tao na nagpositibo sa Covid-19?</p> <p>Bilang isang bata, paano ka makakatulong sa ating bansa na mabawasan ang bilang ng mga taong nagpositibo sa sakit na ito?</p>	

<p>H. PAGLALAHAT NG ARALIN <i>(Making generalizations and abstractions about the lesson)</i> (ELABORATE)</p>	<p>Itanong: Ano ang sanhi? Ano ang bunga?</p>			
<p>I. PAGTATAYA NG ARALIN <i>(Evaluating Learning)</i> (EVALUATION)</p>	<p>Panuto: Bilugan ang <u>sanhi</u> at kahunan ang <u>bunga</u> sa suumusunod na mga pangungusap.</p> <ol style="list-style-type: none"> 1. Malayo sa kabihasanan ang baranggay tinitirhan ni Susan kaya mahirap itong puntahan. 2. Kailangan nilang tumulong sa magulang upang hindi magutom ang pamilya. 3. Nakakuha siya ng trabaho dahil nakatapos siya ng pag-aaral 4. Kakaiba ang araw na iyon para kay Susan sapagakat dumating ang kanyang kaibigan. 5. NAis niyang magkaroon ng trabaho kaya gagawa siya ng paraan upang makapag –aral. <p>Panuto: Pag-ugnayin ang sanhi at bunga. Piliin ang titik ng tamang sagot.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>___ 1. Hindi kumain ng tanghalian si Michael</p> <p>___ 2. Napakainit ng panahon.</p> <p>___ 3. Napakalakas ng bagyo.</p> <p>___ 4. Hindi maingat magmaneho ang lalaki</p> <p>___ 5. Hindi nag-aral si Danny.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>A.Mababa ang nakuha sa pagsusulit.</p> <p>B. Kinansel ang klase.</p> <p>C. Naak-sidente siya sa daan.</p> <p>D.Gutom na gutom siya.</p> <p>E. Binuksan namin ang aircon.</p> </td> </tr> </table> <p>➤ Aalamin at itatala ng guro ang mga nakuhang puntos ng mga mag-aaral.</p>	<p>___ 1. Hindi kumain ng tanghalian si Michael</p> <p>___ 2. Napakainit ng panahon.</p> <p>___ 3. Napakalakas ng bagyo.</p> <p>___ 4. Hindi maingat magmaneho ang lalaki</p> <p>___ 5. Hindi nag-aral si Danny.</p>	<p>A.Mababa ang nakuha sa pagsusulit.</p> <p>B. Kinansel ang klase.</p> <p>C. Naak-sidente siya sa daan.</p> <p>D.Gutom na gutom siya.</p> <p>E. Binuksan namin ang aircon.</p>	<p>PPST MODULE 11 KRA 4, OBJ. 11 Monitors and evaluates learners' progress and achievement using learners' attainment data. Annotation: ➤ Results of evaluation are monitored and reflected on the Learners' Data in order to support and assess learners' progress and achievement.</p>
<p>___ 1. Hindi kumain ng tanghalian si Michael</p> <p>___ 2. Napakainit ng panahon.</p> <p>___ 3. Napakalakas ng bagyo.</p> <p>___ 4. Hindi maingat magmaneho ang lalaki</p> <p>___ 5. Hindi nag-aral si Danny.</p>	<p>A.Mababa ang nakuha sa pagsusulit.</p> <p>B. Kinansel ang klase.</p> <p>C. Naak-sidente siya sa daan.</p> <p>D.Gutom na gutom siya.</p> <p>E. Binuksan namin ang aircon.</p>			
<p>J. KARAGDAGANG GAWAIN PARA SA TAKDANG ARALIN AT REMEDIATION. <i>(Additional activities for application or remediation)</i> (EXTEND)</p>	<p>Magbigay ng limang (5) halimbawa ng pangungusap ng sanhi at bunga. Bilugan ang sanhi sa pangungusap at sakunguhitan ang bunga.</p>			
<p>V. MGA TALA</p>	<p>Naituro: _____</p>			

VI. PAGNINILAY		
A. Bilang mag-aaral na nakakuha ng 80%		
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain		
C. Nakatulong ba ang remedial? Bilang ng mag-aaral na magpapatuloy sa remediation		
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation		
E. Alin sa mga istratehiya pangturo ang nakatulong ng lubos? Nakatulong ba ito?		
F. Anong suliranin ang aking naranasan na solusyunan sa tulong ng aking punongguro at superbisor?		
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapawa guro.		

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Master Teacher I

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Principal III



MISSION

- To provide excellent training in language education through open learning, seminars and workshops;
- To enable the educators to be expert in the teaching of English to speakers of other languages; and
- To lead educators and other professionals embrace quality research writing and high impact publication and to raise the culture of research.

VISION

- To be a leading center of excellence in the continuing professional development for teachers locally and internationally.

Join us on a journey towards sustainable development by exploring the synergy between languages and STEM in the Philippines. This theme highlights TESOL-infused STEM initiatives fostering sustainable practices. Engage with articles showcasing bilingual scientific discoveries addressing local environmental challenges, technology-driven language acquisition enhancing STEM comprehension, engineering projects promoting diverse linguistic collaboration, and math concepts taught inclusively through multilingual approaches. Experience narratives that underscore how TESOL-integrated STEM education is pivotal in equipping Filipino learners with the tools to tackle sustainability issues and drive meaningful change for a prosperous future.