

EXPERIENCE AND ACCEPTABILITY OF TEACHERS ON MOTHER TONGUE- BASED MULTI-LINGUAL EDUCATION (MTBMLE)

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Abstract

The purpose of this study was to look into the assessment of selected teachers in the Province of Ilocos Sur along Mother Tongue-Based Multilingual Education (MTB-MLE). The respondents were categorized according to the place of their work, Barrio Schools and City Schools, and were randomly selected. A survey questionnaire was used for data collection and documentary analysis was also done. Descriptive method was used to gather and analyze data regarding the benefits of the MTB-MLE, instructional materials, teacher's and pupils' experiences, community support and its acceptability. Mean and Simple Correlation were also used. The study exposed that 1) the level of experiences of the respondents is remarkable; 2) the level of acceptability of the respondents in using the MTB-MLE is also notable; 3) the level of assessment of the teachers regarding benefits of the MTB-MLE is also noteworthy; 4) the experiences of the different stakeholders has an influence on the acceptability of teachers in MTB-MLE; 5) the experiences of the respondents also affected the benefits of MTB-MLE; 6) likewise, the acceptability of the respondents has no influence on the benefits in MTB-MLE. The study also noted that teachers use all their means to prepare for the subject like surfing on the internet and attending seminars and training. It was easier for them to deliver the message of their lesson to the pupils using the MTB-MLE. Based from the findings, some recommendations were given with great implication on teaching MTB-MLE.

Introduction

There are many factors to consider in delivering quality basic education, one of these is the use of the language. Many developing countries are characterized by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector.

Teaching through a language that learners do not speak has been called "submersion" (Skutnabb-Kangas 2000) because it is analogous to holding them under water without teaching them how to swim. Compounded by continuing difficulties in instruction due to slight comprehension on topics discussed which make both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher.

The language being used in the primary grades now-a-days is the Mother Tongue. It is where the teacher teaches the learners through the use of their first language. Enable learners to build a strong educational foundation in their first language; Bridge successfully into one or more additional languages; and continue to use both/all languages for life-long learning.

International and local research studies in the use of language in education are conclusive that when the mother tongue is used, learners end up being better thinkers and better communicators in both their first and second languages. These

initial findings have validated the superiority of the use of the learner's mother tongue in improving the learning outcomes and promoting Education for All (EFA).

Since School Year (SY) 2012-2013, the Mother Tongue-Based-Multilingual Education (MTB-MLE) has been implemented in all public schools, specifically in Kindergarten, Grades 1, 2 and 3 as part of the K to 12 Basic Education Program.

With MTB-MLE, the access to social, political, economic and physical development processes, which are often unreachable for children who speak a different mother tongue was expanded. Sustainable MTB-MLE programs require teachers who can use creative strategies to develop cognitive academic competence in the mother tongue and additional languages of the learner.

Dekker (2010) added that MTB-MLE is a curriculum and methodology that enables learners to participate well in education through first language, allowing them to build on the knowledge and bring to the classroom. It also provides a bridge to listening and writing the second languages of the classroom educational principles for building fluency and confidence in using languages for lifelong learning. It is much more than just using the language to explain curriculum content. In literacy where a learner learns.

Kioko (2015) stated that findings consistently show that learners benefit from using their home language in education in early grade years in her article published online in the Voices Magazine of the British Council.

In the study of Alonzo (2014) in the experiences of elementary teachers using the Mother Tongue Based-Multilingual Education (MTB-MLE), she revealed that MTB-MLE materials are provided by DepEd and the teachers themselves. Administrators and teachers have attended various levels of seminars related to MTB-MLE and mostly regional training. True enough teachers have training but still they lack instructional materials to use. Although teachers and pupils have "High" level of experiences, instructional materials are "Fairly Adequate" and there is an "Average" community support and involvement. Being highly prepared using the MTB-MLE thus not only means having sufficient training but also having sufficient materials and support from the community for the better implementation of the program.

In the same manner, Rosales (2016) discovered in her study on the status of Mother Tongue Based-Multilingual Education in the public elementary schools in the division of Ilocos Sur; she found out that the overall status of MTB-MLE is "Average" and instructional materials are "Low." Teachers' experiences is "High" as to the employment of MTB-MLE. The assessment on the status of MTB-MLE in the public elementary schools in the Division of Ilocos Sur along pupils' experiences is "High." The status along community involvement is "Average."

It's been four years from now since the Mother Tongue is being introduced to the primary education of all private and public schools around the country. There are so many issues being discussed about it. From the different perspectives of those who are in the field of education, advantages outweigh disadvantages in the implementation of the use of mother tongue. But some says it adds burden to teachers as well as the learners.

Through this research, true perceptions/feelings of those who are in the field of education will be revealed and their experiences and acceptability will be dealt with.

Statement of the Problem

The purpose of this study was to assess the benefits of Mother Tongue-Based Multi-Lingual Education (MTB-MLE) of selected teachers of Ilocos Sur and Abra, the school year 2016 -2017.

Specifically, it sought to answer the following questions:

1. What is the level of experiences of the respondents regarding the following:
 - a. Instructional Materials;
 - b. Teacher's Experiences;
 - c. Pupil's Experiences; and
 - d. Community Support/Involvement?
2. What is the level of acceptability of the respondents in using the MTB-MLE?
3. What is the level of assessment of the teachers regarding the following benefits of the MTB-MLE:
 - a. Personal Benefits;
 - b. Socio-Cultural Benefits;
 - c. Economic Benefits; and
 - d. Academic Benefits?
4. Is there a significant relationship between the experiences and acceptability of teachers in MTB-MLE?
5. Is there a significant relationship between the experiences of the respondents and benefits of in MTB-MLE?
6. Is there a significant relationship between the acceptability of the respondents and benefits in MTB-MLE?
7. What are the challenges and constraints experienced by the respondents in the MTB-MLE?

Conceptual Framework

The researchers have come up with a model to illustrate the concept of this work.



Figure 1. Research Paradigm

Figure 1 shows that the benefits of Mother Tongue Based – Multilingual Education is affected by the experiences of the teachers and their acceptability on it.

Methodology

This section includes the research design, population of the study, data gathering instrument, and statistical treatment.

Research Design. The study made use of the mixed quantitative-qualitative research design using questionnaire and documentation analysis interview on the experiences and acceptability of teachers in Mother-Tongue Based-Multi-Lingual Education in the Ilocos Sur, School Year 2016 - 2017.

Population and Sample. Purposive sampling has been employed in the study. Two hundred fifty (250) teachers of Ilocos Sur were the respondents of the research. A representation of teachers from the mountain side, sea side, central schools both in the First District and Second District of Ilocos Sur were used as the sample of the study and categorized as City Schools and Barrio Schools. City Schools are the schools located in the City and either Public or Private schools. These are schools from Vigan City and Candon City. On the other hand, Barrio Schools include the schools situated near the sea, in the mountains or outside the City Proper.

Data Gathering Instrument. The primary instrument utilized by the researcher in this study along experiences and acceptability was adopted from that of Alonzo (2014). The researchers also used a documentary analysis on the challenges, constraints, activities and best practices of the respondents.

The following norms for interpretation were used in the study:

A. For Experiences and Acceptability

Range of Scores	Descriptive Rating	Overall DR
4.21 – 5.00	Completely True (CT)	Very High (VH)
3.41 – 4.20	Mostly True (MT)	High (H)
2.61 – 3.40	Generally True (GT)	Average (A)
1.81 – 2.60	Slightly True (ST)	Low (L)
1.00 – 1.80	Not at All True (NT)	Very Low (VL)

B. Benefits

Range of Scores	Descriptive Rating	Overall DR
4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
3.41 – 4.20	Agree (A)	High (H)
2.61 – 3.40	Undecided (U)	Average (A)
1.81 – 2.60	Disagree (D) (ST)	Low (L)
1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Ethical Considerations

This study followed the following ethical standards:

1. All answers by the respondents will be treated with outmost confidentiality.
2. The result of this study will serve as an eye opener for the teachers and administrators.
3. The outcome of this research will provide additional empirical data which may provide bases for the future researches regarding Science achievement.

Statistical Treatment. Mean was used to describe the level of experiences and acceptability of MTB-MLE of the respondents.

Simple Correlation was used to determine the relationship between the level of experiences and acceptability of the respondents. The significance of the correlation coefficients was tested at the .05 probability level.

RESULTS AND DISCUSSIONS

After gathering, analyzing and interpreting the data, the results were presented as follows.

Table 1
Item Mean Ratings showing the Level of Experiences of the Respondents
Along Instructional Materials

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
A. Instructional Materials						
1. There are adequate supplies for making teaching-learning aids.	3.29	GT	3.39	GT	3.34	A
2. There are adequate supplies of pictures, charts, posters, modes and other visual aids.	3.38	MT	3.17	GT	3.27	A
3. Taped stories, songs, poems and rhymes are available.	3.16	GT	2.83	GT	2.99	A
4. There are adequate supplies of updated MTB-MLE books for teaching and learning activities.	3.11	GT	3.00	GT	3.06	A
5. Adequate supplies of workbooks in MTB-MLE in every subject are available for use.	3.16	GT	3.17	GT	3.16	A
6. Adequate teaching guides and manuals are available.	3.27	GT	3.06	GT	3.16	A
7. There are adequate standard evaluation devices.	3.11	GT	2.94	GT	3.03	A
8. Adequate evaluation forms are available.	3.09	GT	3.00	GT	3.04	A
9. Translated MTB-MLE books are available.	3.22	GT	3.11	GT	3.17	A
10. Adequate modules, teaching aids/devices, and facilities.	2.93	GT	2.94	GT	2.94	A
OVERALL	3.17	GT	3.06	GT	3.12	A

Legend:

Range of Scores
4.21 – 5.00
3.41 – 4.20
2.61 – 3.40
1.81 – 2.60
1.00 – 1.80

Descriptive Rating
Completely True (CT)
Mostly True (MT)
Generally True (GT)
Slightly True (ST)
Not at All True (NT)

Overall Descriptive Rating
Very High (VH)
High (H)
Average (A)
Low (L)
Very Low (VL)

As pertains to the preparation of instructional materials, respondents from the City Schools area scored item number 10 the lowest while item number 2 being the highest. On the other side, Barrio Schools respondents rated item number one the highest mean whereas item number 3 got the lowest. This shows that needs in the process of teaching and learning MTB-MLE depends on the accessibility of supplies and the location of the schools. The farther the school is the harder the supplies to reach it.

As a whole, item number 10 which is “Adequate modules, teaching aids/devices and facilities” got the lowest mean rating of 2.94 whereas item “there

are adequate supplies for making teaching-learning aids” got the highest mean rating of 3.34 and both described as “Average.” These show that even though the respondents struggle in looking for modules, teaching aids and facilities, they are being innovative in creating their instructional materials provided the raw materials needed are within their reach.

Table 2 displays that item number 9 got the highest mean rating of 4.06 as evaluated by the teachers in the Barrio Schools area as well as gave the lowest mean for item number 5. The data reveals that the respondents in the Barrio Schools may have not all the access for reading materials written in Mother Tongue, they still possess mastery of the subject matter.

Table 2
Item Mean Ratings showing the Level of Experiences of the Respondents Along Teacher’s Experiences

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
B. Teacher’s Experiences						
1. Teachers undergo continuing and advanced professional training on MTB-MLE.	3.31	GT	3.94	MT	3.63	H
2. Teachers are regularly training new and effective teaching and learning strategies on MTB-MLE.	3.11	GT	3.78	MT	3.44	H
3. Teachers have enough technical skills in MTB-MLE.	3.38	GT	3.56	MT	3.47	H
4. Teachers have enough manuals and teachers’ guide for teaching MTB-MLE.	3.33	GT	3.17	GT	3.25	A
5. Teachers read enough reading materials and magazines written in Iloko.	3.27	GT	2.78	GT	3.02	A
6. The school heads/administrators regularly monitor teachers’ performance and provide technical assistance in the implementation of MTB-MLE.	3.32	GT	3.44	MT	3.38	A
7. Teachers support their co-teachers by sharing teaching techniques and experiences	3.76	GT	3.50	MT	3.63	H
8. Teachers can translate stories/selections from books to Ilocano.	3.73	MT	3.83	MT	3.78	H
9. Teachers have mastery of the subject matter (MTB-MLE) taught.	3.71	MT	4.06	MT	3.88	H
10. Teachers have sense of belongingness on language spoken at home and taken the responsibility of its preservation.	3.84	MT	3.78	MT	3.81	H
OVERALL	3.48	MT	3.58	MT	3.53	H

Legend: Itemized Descriptive Rating
CT - Completely True
MT - Mostly True

Overall Descriptive Rating
VH - Very High
H - High

GT - Generally True
ST - Slightly True
NT - Not At All True

A - Average
L - Low
VL - Very Low

The table reflects that item “Teachers read enough reading materials and magazines written in Iloko” got the lowest mean rating 3.02 which is “Average” and item “Teachers have mastery of the subject matter (MTB-MLE) taught” obtained an average of 3.88 and described as “High.” The result illustrates that regardless of the average rating of having read enough materials written in Iloko, the respondents still showcase the mastery of the subjects taught since they are using their native language in teaching.

Table 3
Item Mean Ratings showing the Level of Experiences of the Respondents Along Pupils’ Experiences

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
C. Pupils’ Experiences						
1. Pupils can use Iloko in communication.	3.93	MT	4.61	CT	4.42	VH
2. Pupils can do their daily work accurately on MTB-MLE.	3.91	MT	3.72	MT	3.83	H
3. Pupils can explore new knowledge on MTB-MLE.	4.07	MT	4.00	MT	3.96	H
4. Pupils can use MTB-MLE for daily living.	3.89	MT	4.17	MT	4.12	H
5. Pupils show interest in MTB-MLE.	3.89	MT	4.33	CT	4.11	H
6. Pupils can easily understand instructions in MTB-MLE.	3.89	MT	4.56	CT	4.22	VH
7. Pupils can easily comprehend MTB-MLE instructions.	3.89	MT	4.33	CT	4.11	H
8. Pupils show constant progress based on standard evaluation devices on MTB-MLE.	3.98	MT	4.33	CT	4.16	H
9. Pupils can read Ilocano words correctly.	3.73	MT	3.94	MT	3.84	H
10. Pupils can recite poems and rhymes in Iloko properly.	3.80	MT	3.83	MT	3.82	H
OVERALL	3.93	MT	4.18	MT	4.06	H

Legend:
Itemized Descriptive Rating
CT - Completely True
MT - Mostly True
GT - Generally True
ST - Slightly True
NT - Not At All True

Overall Descriptive Rating
VH - Very High
H - High
A - Average
L - Low
VL - Very Low

As reflected in table 3, teachers from the City Schools rated item number 3 the highest while teachers from the Barrio Schools assessed item number 1 with the highest mean rating. On the other hand, City Schools teachers and Barrio Schools teachers gave the lowest rating to item number 2 and item number 9 respectively.

Base on the overall rating of the respondents, item “Pupils can recite poems and rhymes in Iloko properly” has a mean rating of 3.82 and described as “High.” On the other hand, “Pupils can use Iloko in communication” acquired the highest mean rating of 4.42 with a “Very High” descriptive rating. It implies that learners are capable of interacting efficiently however they are hard up in reciting poems and

rhymes written in Iloko. Sometimes, it is easier to talk with your ideas rather than reading others.

Table 4 exposes that both of the teachers' group gave the highest mean rating to item number 1 where the community uses Iloko daily in their communication. These imply that the community supports to strengthen the Mother Tongue through utilizing it in everyday transactions of their lives.

Table 4
Item Mean Ratings showing the Level of Experiences of the Respondents
Along Community Involvement

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
D. Community Involvement/Support						
1. The community uses Iloko in daily communication.	4.29	CT	4.56	CT	4.42	VH
2. The church uses mother tongue in preaching, praise and worship, and Sunday schooling.	4.04	MT	4.44	CT	4.24	VH
3. The community enlists the support of some organizations to help raise funds and resources for learning.	3.51	MT	3.78	MT	3.64	H
4. The community discusses with teachers the learning experiences and progress of children.	3.60	MT	3.83	MT	3.72	H
5. The community uses Iloko in meetings, sessions, and barangay assemblies.	3.95	MT	4.06	MT	4.01	H
6. Establishments and business sectors use Ilocano slogans in advertisements.	3.24	GT	3.56	MT	3.40	A
7. Non-Government organizations show readiness to support the use of MTB-MLE in different literacy programs.	3.33	GT	3.39	MT	3.36	A
8. The Municipal Committee Chairman on Education takes the lead in conducting literacy programs using the MTB-MLE.	3.49	MT	3.67	MT	3.58	H
9. The Barangay Officials enforce the use of Iloko during barangay meetings, fiesta, programs, and other barangay activities.	3.69	MT	4.17	MT	3.93	H
10. Parents and teachers are partners in the requisition and procurement of equipment, facilities, and instructional materials needed in the school in teaching MTB-MLE.	3.51	MT	3.72	MT	3.62	H
OVERALL	3.66	MT	3.92	MT	3.79	H

Legend: **Itemized Descriptive Rating**
 CT - Completely True
 MT - Mostly True
 GT - Generally True
 ST - Slightly True
 NT - Not At All True

Overall Descriptive Rating
 VH - Very High
 H - High
 A - Average
 L - Low
 VL - Very Low

Mostly, the respondents indicate that item number 7 got the lowest mean of 3.36 labeled as “Average” though the item which garnered the highest mean rating of 4.42 pronounced as “Very High” is item number 1. The data suggest that though there is insufficient support from non-government organizations, the community itself is utilizing the Mother Tongue in their day-to-day interactions to show its support in the implementation of the MTB-MLE.

Table 5
Summary of the Level of Experiences of the Respondents

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
A. Instructional Materials	3.17	GT	3.06	GT	3.12	A
B. Teacher’s Experiences	3.48	MT	3.58	MT	3.53	H
C. Pupils’ Experiences	3.93	MT	4.18	MT	4.06	H
D. Community Involvement/Support	3.66	MT	3.92	MT	3.79	H
OVERALL	3.56	MT	3.69	MT	3.63	H

Legend: Itemized Descriptive Rating
 CT - Completely True
 MT - Mostly True
 GT - Generally True
 ST - Slightly True
 NT - Not At All True

Overall Descriptive Rating
 VH - Very High
 H - High
 A - Average
 L - Low
 VL - Very Low

Table 5 reflected that preparation of instructional materials got the lowest mean rating of 3.12 and described as “Average” while pupils’ experiences garnered the highest mean rating of 4.06 and marked as “High.” These indicate that the inadequacy of instructional materials utilized in teaching Mother Tongue is evident. Not everything needed is beyond the reach of every teacher that’s why they have to be resourceful of using indigenous materials found in their places. However, the experiences of the pupils supplement the lack of instructional materials in teaching Mother Tongue. The usage of the Iloko in their daily communication widened their horizon in articulating their ideas and showing more interest towards MTB-MLE.

Table 6
Item Mean Ratings showing the Level of Acceptability in Using MTB - MLE

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
1. The use of the Mother Tongue in teaching is favored by the teachers of the school.	3.67	MT	4.22	CT	3.95	H
2. The Mother Tongue is an important subject at the elementary level.	4.07	MT	4.39	CT	4.23	VH
3. There is a need to teach using the Mother Tongue.	3.85	MT	4.28	CT	4.06	H
4. The Mother Tongue is not much needed at the elementary level.	3.09	GT	3.17	GT	3.13	A
5. The Mother Tongue can be learned easily that is why it is no longer needed to be valued.	2.96	GT	3.00	GT	2.98	A
6. There is a reduction of illiteracy through the use of the Mother Tongue in teaching.	3.37	GT	3.56	MT	3.46	H

7. The Mother Tongue is easy to learn even to the non-Ilokano students and faculty.	3.15	GT	3.56	MT	3.35	A
8. Ilokano students are of advantage over the non-Ilokano students regarding to learning in the Mother Tongue.	3.91	MT	3.94	MT	3.93	H
9. English is more preferred than Ilokano.	3.63	MT	3.83	MT	3.73	H
10. The new language order to use the Mother Tongue as a medium for instruction in selected subjects is reasonable and right.	3.83	MT	4.00	MT	3.91	H
OVERALL	3.55	MT	3.79	MT	3.67	H

Based on the overall rating of the respondents, both gave item number 5 the lowest mean rating as well as rated the highest mean rating to item number 2. These show that both of the respondents' group agree that Mother Tongue is an essential subject in the elementary education even though it is easy to learn.

The item "The Mother Tongue can be learned easily that is why it is no longer needed to be valued." Got a mean rating of 2.98 and described as "Average." On the other hand, the item which obtained a mean rating of 4.23 and noted as "Very High" is "The Mother Tongue is an important subject in the elementary level."

Also, the overall mean rating of the teachers' acceptability of the MTB-MLE is 3.67 which means "High." The result revealed that learning starts at home using the Mother Tongue which learners carry out as they start their formal education. The Mother Tongue served as the learners' tool to navigate their new environment for learning. It makes the learners actively engage in the learning process leading to a better understanding of the curriculum and creating a more positive attitude towards school. The result of the study is supported by Professor Kioko (2015) in his article posted by the British Council Organization.

Table 7
Item Mean Rating in the Level of Assessment of the Teachers regarding the Personal Benefits of the MTB - MLE

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
A. Personal Benefits						
1. The brain has improved execution function, increasing attention on problem-solving, puzzle-solving, sorting, and other mental tasks if exposed to MTB-MLE.	4.00	A	3.94	A	3.97	H
2. It heightened the ability to monitor the environment, with greater efficiency.	4.07	A	3.72	A	3.89	H
3. I can switch more efficiently between tasks with MTB-MLE.	3.87	A	4.00	A	3.93	H
4. There is a faster language acquisition if MTB-MLE is being use.	3.87	A	3.61	A	3.74	H
5. The advantage in learning new languages can be achieved.	3.89	A	3.83	A	3.86	H
OVERALL	3.94	A	3.82	A	3.88	H

Legend: Itemized Descriptive Rating
 CT - Completely True
 MT - Mostly True
 GT - Generally True

Overall Descriptive Rating
 VH - Very High
 H - High
 A - Average

ST - Slightly True
NT - Not At All True

L - Low
VL - Very Low

The respondents rated item “there is a faster language acquisition if MTB-MLE is used” as “High” with 3.86 mean rating while item number 1 got the highest mean of 3.97 described as “high” still. These indicate that the intellectual capability of the learners has been boosted once exposed to a language that is common to them however the respondents found difficulty in obtaining foreign language for the teaching and learning process especially on the part of the learners.

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Table 8
Item Mean Rating in the Level of Assessment of the Teachers regarding the Socio-Cultural Benefits of the MTB - MLE

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
B. Socio Cultural Benefits						
1. There is greater access to cultures and cultural output.	4.31	SA	3.89	A	4.10	H
2. It fosters greater tolerance and appreciation for cultural differences.	4.22	SA	3.89	A	4.06	H
3. I can express myself in more than one language and explore different facets of one's personality.	4.29	SA	4.17	A	4.23	VH
4. It allows greater interaction between people of different backgrounds, providing learning opportunities to tolerate, appreciate, and embrace differences.	4.20	A	4.17	A	4.18	H
5. Learners preserve their heritage and culture.	4.31	SA	3.83	A	4.07	H
OVERALL	4.27	SA	3.99	A	4.13	H

Legend: **Itemized Descriptive Rating**
 SA - Strongly Agree
 A - Agree
 U - Undecided
 D - Disagree
 SD - Strongly Disagree

Overall Descriptive Rating
 VH - Very High
 H - High
 A - Average
 L - Low
 VL - Very Low

Teachers from the City Schools rated socio-cultural benefits higher than the teachers from Barrio Schools. These indicate that City Schools teachers are more sensitive in the effects of Mother Tongue along socio-economic benefits. They are capable of articulating themselves in other languages provided that many diverse learners are attracted to City schools.

As a whole, the respondents rated item number 3 as “Very high” with a mean rating of 4.23 being the highest and item number 2 as “High” with a mean of 4.06 being the lowest. These guide that the respondents are not only using one language in self-expression but, they are also capable of mingling using other languages which is a great tool of being in the field of professionals.

Table 9
Item Mean Rating in the Level of Assessment of the Teachers regarding the Economic Benefits of the MTB - MLE

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
C. Economic Benefits						
1. More desirable for employment.	3.47	A	3.89	A	3.68	H
2. People who speak more than one language tend to have higher salaries, wider choice of jobs, and more interesting jobs.	3.60	A	4.17	A	3.88	H
3. Languages have economic value.	4.00	A	4.00	A	4.00	H
4. Linguistic diversity leads to different localized needs and encourages the development of diverse, locally-responsive industries.	4.02	A	3.72	A	3.87	H
5. Can easily barter/exchange products if the language is being understand.	4.33	SA	4.28	SA	4.31	VH
OVERALL	3.88	A	4.01	A	3.95	H

Table 9 reflects that along with economic benefits Barrio Schools teachers gave a mean rating of 4.01 compared to that of the City Schools teachers which was 3.88.

These denote that a native teacher who is linguistically wise in a Barrio Schools area has a greater chance of landing a job compared to the teacher who is foreign of the language taught in schools.

In general, item “more desirable for employment” rated the lowest mean rating of 3.68 described as “High” whereas item “can easily barter/exchange products if the language is being understand” got the highest mean of 4.31 as “Very High.” These reveal that the use of Mother Tongue in applying for employment is not advisable mostly to the professionals. It is better to impress the employer using the global language to see one’s capability and competence. In contrary, using the Iloko in exchanging products (like in the market) is easier for both of the seller and buyer can simply communicate and negotiate.

Table 10
Item Mean Rating in the Level of Assessment of the Teachers regarding the Academic Benefits of the MTB - MLE

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
D. Academic Benefits						
1. It informs and enriches many fields of discipline, both in the arts and sciences.	4.04	A	4.17	A	4.11	H
2. It promotes diversity of voices, opinions, ideas and innovation.	4.02	A	4.11	A	4.07	H
3. The end goals of MTB-MLE are communicative competence in the Mother Tongue and other languages and lifelong learning.	4.18	A	4.22	SA	4.20	H
4. Its frameworks show a connection between assessment and feedback and learning outcomes and standards.	4.02	A	4.11	A	4.07	H
5. Quality education occurs most effectively when the mother tongue, the learner’s home language, is used for learning initially.	3.87	A	4.22	SA	4.04	H
OVERALL	4.03	A	4.17	A	4.10	H

Legend:	Itemized Descriptive Rating	Overall Descriptive Rating
	SA - Strongly Agree	VH - Very High
	A - Agree	H - High
	U - Undecided	A - Average
	D - Disagree	L - Low
	SD - Strongly Disagree	VL - Very Low

Academically speaking, respondents in the Barrio Schools area assessed the criteria with a mean rating of 4.17 while those in the City Schools area rated it with an average of 4.03 and both described as “Average.” The results reveal that the use of the Mother Tongue paved a way to the production of diverse ideas, opinions and innovations from the learners making the teaching and learning process more interactive.

As to the overall result, the research found out that item number 5 got the lowest mean rating of 4.04, “High” while item number 5 obtained the highest mean of 4.20 and noted as “High”. These imply that the implementation of the MTB-MLE is still in the process of transition wherein abrupt changes in the teaching and learning process are occurring. Its effect is still new to the community that’s why it is still inevitable of the change that is happening in the education.

Table 11
Summary of the Level of Assessment of the Teachers regarding the Benefits of the MTB - MLE

Indicators	City Schools		Barrio Schools		Overall	
	X	DR	X	DR	X	DR
A. Personal Benefits	3.94	A	3.82	A	3.88	H
B. Socio Cultural Benefits	4.27	SA	3.99	A	4.13	H
C. Economic Benefits	3.88	A	4.01	A	3.95	H
D. Academic Benefits	4.03	A	4.17	A	4.10	H
OVERALL	4.03	A	4.00	A	4.01	H

Legend: **Itemized Descriptive Rating**
 SA - Strongly Agree
 A - Agree
 U - Undecided
 D - Disagree
 SD - Strongly Disagree

Overall Descriptive Rating
 VH - Very High
 H - High
 A - Average
 L - Low
 VL - Very Low

It can be noted in the table that personal benefits got the lowest mean rating of 3.88, still manifested as “High” whereas Socio-Cultural Benefits got the highest mean rating of 4.13 and also manifested a descriptive rating of “High.” These point out that MTB-MLE stimulates the eagerness of the learners to interact with their environment provided that they can easily communicate with each other. It destroys the barriers of the difficulty in expressing one’s self. The use of Mother Tongue is one way of preserving one’s culture. Sharing each other’s ideas means sharing of their culture and heritage.

Table 12
Significant Relationship Between the Experiences and Acceptability of Teachers in MTB-MLE

Experiences	Acceptability
A. Instructional Materials	0.1063
B. Teacher's Experiences	0.0867
C. Pupil's Experiences	*0.2109
D. Community Involvement	0.0062
Overall	*0.1348

Legend: * - significant at 0.05

As a whole, the data reflected that there is a significant influence of the experiences to the acceptability of MTB-MLE. The result shows that the teachers, pupils and the community are working together to make all the preparations in the teaching and learning process of MTB-MLE suits to each other’s needs. It is like everyone is making adjustments just to make MTB-MLE acceptable. The fact that teachers utilize the Iloko in the discussion makes it easier for the learner to understand the lessons and they can ask questions confidently using the language. The wide usage of Iloko in different activities is also observed like to attract the consumers and to continue preserving the language.

Table 13
Significant Relationship Between the Experiences and Benefits of Teachers in MTB-MLE

Experiences \ Benefits	Personal	Socio-Cultural	Economic	Academic	Overall
A. Instructional Materials	*0.3457	*0.2286	*0.4226	*0.3293	*0.4056
B. Teacher's Experiences	*0.3476	*0.2404	*0.2935	*0.2350	*0.3427
C. Pupil's Experiences	*0.5281	*0.2879	*0.4216	*0.3493	*0.4901
D. Community Involvement	*0.3810	*0.2597	*0.3083	*0.4179	*0.4123
Overall	*0.4868	*0.3135	*0.4552	*0.3997	*0.5066

Legend: * - significant at 0.05

It is evident that experiences and benefits of MTB-MLE influence each other as seen in table 5. The respondents' way of preparing the lessons in MTB-MLE are beneficial in their personal, socio-cultural, economic and academic status. The practice of communicating Iloko in the community strengthens one's self-esteem for being sure of what he is telling. Young generations learn to value the language through daily interactions with their colleagues. It also enables one to barter with products by negotiating the prices of goods and promotes diversity of voices, opinions, ideas, and innovation in the academe.

Table 14
Correlation Coefficient Showing the Significant Relationship between the Acceptability and Benefits in MTB-MLE

Benefits of MTB-MLE	Acceptability
A. Personal	0.0232
B. Socio-Cultural	-0.0378
C. Economic	0.0029
D. Academic	-0.0632
Overall	-0.0177

Legend: * - significant at 0.05

Unfortunately, the data exposed that there is no significant association between the acceptability and benefits in MTB-MLE. It means that the Iloko, being the home language of the respondents, impose the natural way of communication. Since it has been use every day in different activities, it is no longer new to the respondents the benefits it has provided. The benefits may have already been there but not just recognized until MTB-MLE has been approved for execution.

What are the challenges and constraints experienced by the respondents about MTB-MLE?

The researchers conducted an in-depth interview to ten respondents, five from the Barrio Schools and five from the City School, to expose their thoughts regarding the MTB-MLE. The result of the interview strengthens the data provided by the respondents to this study.

MTB-MLE is significant in attaining a quality education. Since it is mandatory in the K -12 Curriculum, Mother Tongue is being widely use in the different schools in the country. Every time learners don't understand the lesson, the respondents translate it in Mother Tongue. Since Mother Tongue is the first language, the learners easily develop their personalities as well as their self-confidence because they can express themselves very well in Iloko. Continuous communication with parents and guardians of the pupils are noted to monitor their progress and strengthen their weaknesses. The respondents consider that we are in a globalized world already and living in it requires competence in exposing and making oneself learn and embrace

a language that is known to everyone. The Mother Tongue exists to understand and appreciate one's culture and history to make him more productive in the society.

The challenges and constraints encountered by the respondents in the implementation of MTB-MLE are the inadequacy of resources, lack of instructional materials for the different topics. This conforms to the findings above that the lowest among the experiences of the respondents is the preparation of instructional materials. Not everything needed is beyond the reach of every teacher. However, the exposure of the pupils augment the lack of instructional materials in teaching Mother Tongue. The practice of using Iloko in their daily communication supplements the shortage of resources. Thus, they can still articulate their ideas and showing more interest towards MTB-MLE.

Cruz (2015) found out that majority of the instructional objectives in the mother tongue as a subject are not being met as indicated by the areas where they are found weak, particularly here grammar awareness, vocabulary development, and reading comprehension are concerned. Moreover, the Grade I teachers use another language as accessory to the mother tongue. They, too, encountered serious problems with the implementation of MTBMLE such as attendance to relevant trainings and the provision of evaluation instruments.

On the Best Practices

Teachers are resourceful and creative in dealing with their challenges just like when the Department of Education had implemented the use of mother tongue in the first three grades in elementary. The following are the best practices the teachers are doing in their schools.

The Dep-Ed and other educational agencies have been constantly providing seminars and trainings to teachers just to address their needs. Attendance to seminars regarding Mother Tongue is one of the tools used by the respondents in teaching the subject. The ideas and activities shared during the seminars are being applied inside the classrooms.

Teacher C said, "I am frequently looking for seminars and trainings regarding mother tongue, either endorsed by the Dep-Ed or other agencies. As a teacher, I have to widen my horizon in mother tongue in order to also impart the necessary knowledge and skills needed by my pupils."

Cruz (2015) concluded that a need to organize, if not send the Grade I teachers to periodic trainings and evaluation which will better equip them in the use of mother tongue as instructional base and learning subject. This will consequently address the problems that teachers face in the proficiency in the mother tongue. Moreover, sending the teachers to relevant trainings will empower them to make their own instructional materials and will no longer have to rely on what will be provided them.

Conduct of remedial classes for the learners who can't cope up with the lessons are being done to enrich their understandings. Some of the respondents are having advance readings and surfing the internet and library to completely prepare them and even seek the guidance of other experts regarding their topics.

"I have joined different teachers' groups in the social media to air my difficulties and gladly, the teachers from the different parts of the country are also sharing their difficulties and their solutions. Different ideas are also shared in our group." added Teacher D.

"I even let my pupils compose simple poems, stories and songs in mother tongue. I asked them to asked the help of their parents especially to their grandparents and it was really good." Teacher E pointed.

The success of the implementation of the K – Curriculum depends on the hands of the teachers. Though respondents encounter different problems in dealing with the new trends of education, by all means, teachers do everything they can just to provide the quality education the learners deserved. They can't just sit back and wait for resources to arrive. That's why teachers are very resourceful in adopting change. Teachers are believed to either make or destroy the learner.

CONCLUSIONS

1. The level of the respondents' experiences is remarkable.
2. The level of acceptability of the respondents in using the MTB-MLE is also notable.
3. The level of assessment of the teachers regarding benefits of the MTB-MLE is also noteworthy.
4. The experiences of the different stakeholders influence the acceptability of teachers in MTB-MLE.
5. The experiences of the respondents also affected the benefits of MTB-MLE.
6. Likewise, the acceptability of the respondents does not influence on the benefits in MTB-MLE.

RECOMMENDATIONS

After the conclusions are presented, the following recommendations were created:

1. Different stakeholders such as teachers, learners, parents, community, non-government organizations and the like should be involved in the undertakings of the school to realize the desired goals of the MTB-MLE.
2. The use of MTB-MLE should be properly disseminated to the stakeholders to have a hand-in-hand, well and appropriate implementation of the said curriculum/language. There should be a series of fora so that the stakeholders will be enlightened to gain their approval on the different programs to be implemented in the school relating to MTB-MLE.
3. The benefits of MTB-MLE must also be properly discussed and deliberated to the stakeholders for them to understand the essence of implementing the program.
4. Intensive training related to the development of instructional materials should be implemented to help the teachers make their teaching aids. Furthermore, they should also attend training related to MTB-MLE to enhance their knowledge about it.
5. Proper reinforcements should be undertaken by the administrators and the teachers to continue their support to government programs.
6. Administrators should continue to search for programs which would enhance the community to cooperate with them.
7. Another study using other variables is highly suggested.

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