

Mother Tongue-Based in Loob-Bunga Elementary School in Botolan, Zambales

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Abstract—The Mother tongue or the first language of a child has been used as a medium of instruction in all public schools. Researchers revealed that the children learn better using their own Mother Tongue. This descriptive research study was aimed to determine the effect of using mother tongue-based in Grade I, II, and III teachers of Loob-Bunga Elementary School in Botolan, Zambales 2016-2017. It covered fifteen (15) teachers-respondent among the Grade I, II and III. Teachers were the participants of the study. Results revealed that there is an effect of using Mother Tongue-Based in terms of content, teaching strategies, competencies to be developed, personal/professional competence. The Teacher's Knowledge using Mother Tongue-Based will improve their pupils academic performance. And there is a significant relationship between the teacher- respondents perceptions on the effect of Using Mother Tongue Based and Teacher's Knowledge Using Mother Tongue-Based. The result of the study will be the baseline information in attending the activities or seminar in MTB Language Proficiency to enhance professional growth in teaching in terms of Content, Strategies, Competencies, and Personal/Professional Competencies, teachers may use different strategies and instructional materials like books written in mother tongue for a better understanding, teachers may practice the pupils to speak and express their ideas using Mother –Tongue Base and also the teacher may use Mother-Tongue Based –Multi-Lingual Education in discussing the lessons for a better understanding of the pupils.

Index Terms—Competencies, Competencies to be Developed, Content, Mother Tongue based, Personal/Professional Competence, Teachers Knowledge, Teaching Strategies

1 INTRODUCTION

There is a growing awareness around the world that Mother Tongue-Based Multilingual Education plays an important part of the solution to the problem of high drop-out and attrition rates among children who do not speak the official school language when they begin their education. Pupils in the Mother Tongue-Based Multilingual Education programs must achieve the same Grade level standards as pupils in mainstream classroom who speak and understand the official school and teachers recognize that, while their pupils do not know the school language when they begin to school because they are fluent in their own language, using their Mother Tongue, Milambiling [8].

The introduction of Mother Tongue-Based Multilingual Education brought about by the new K-12 program change the basic curriculum in Kindergarten, Grades 1-3, to support the goal which is: "Every Child-A Reader and A-Writer", (Capitol University, 2015). Bilingual Education Policy issued order about institutionalization of the Mother Tongue-Based Multilingual Education (MTB-MLE), which requires the use of the learners' first language as the medium of instruction for all subjects in pre-kindergarten up to Grade III with Filipino and English being taught as separate [2]. In 2012 another order issued that offered more specific guidelines for Mother Tongue-Based Multilingual Education (MTB-MLE) and embedded the reform in the newly adopted "K to 12 Basic Education Program" [3]. This order specify twelve major regional languages to be used as the language of instruction, the government provided materials to the teachers written in their regional language and expected to adopt them to reflect the student's first language, Corpuz, [1].

Mother Tongue-Based Multilingual Education (MTB-MLE) refers to "the first language-first education" that is schooling which begins in the Mother Tongue and transitions to additional languages particularly Filipino and English. It is

meant the high functional illiteracy of Filipinos where language plays an important factor. Since the child's first language enable to express easily the topic, then there is no fear of making mistakes. It encourages active participation by children in the learning process because they understand what is being discussed and what is being asked for them. They can easily construct, explain, articulate and add new concept because they can use their own language.

Currently, there are 12 major languages or lingua franca that can be used as a language of instruction. The major languages area are: Tagalog; Kapampangan; Pangasinan; Ilocano; Bicol; Cebuano; Hiligaynon; Waray; Tausog; Magundanao; Maranao; and, Chavacano. As of S.Y. 2013-2014 seven more major local languages were added: Ybanag in Tuguegarao City, Cagayan, and, Isabela; Ivatan for the Batanes group; Sambal in Zambales; Aklanon and Kinaray-a in Aklan and Capiz; Yakan in Autonomous Region in Muslim Mindanao; and, Surigaonon, covering Surigao City and provinces Corpuz, [1].

There are various languages used in communicating to one another. Researchers in the field of education have carried out several studies which focused on means on finding the solution to the problem of mother tongue implementation. Some of the studies have dealt with content, competencies to be develop, teachers' knowledge and professional competencies in mother tongue based.

The success of Mother Tongue-Based Multilingual Education (MTB-MLE) programs depends in largely on the part of the teachers inside the classroom. Teacher education institutions in many countries often operating in difficult circumstances do an excellent job of training pre-service teachers to provide instruction for learners in the formal education system using the official school language. Teachers learn how to present curriculum materials in a way that allows children who

understand and speak the language to gain prescribed standards for their Grade level. The assumption in teacher education programs for schools that use only the official school language that all pupils have the level of fluency they need to learn effectively in that language. However, in many multilingual contexts this assumption is not correct and children from non-dominant language communities tend to do poorly in formal education system, Milambiling [8].

2 Methodology

The descriptive research design was used to describe the effect of mother tongue in terms of: Content; Teaching Strategies; Competencies to be Developed; and Personal/Professional Competence; describe the teachers' knowledge using Mother Tongue and correlate the effect of using Mother Tongue-Based and the teachers' knowledge using Mother Tongue-Based. The study was conducted at Loob-Bunga Elementary School in Botolan Zambales 2016-2017 and fifteen (15) teachers- respondent from Grade 1, 2 and 3.

The questionnaire was the main instrument used in gathering the needed data. The indicators were taken from different materials/sources such as the internet and books, informal interview with mother tongue teachers in different elementary. The questionnaire consisted of questions that would determine the Effects of using Mother Tongue Based under the teacher of Grade I, II, and III of Loob-Bunga Elementary School in Botolan, Zambales. The questionnaire is consists of two major parts: part 1) deals with the effects of using Mother Tongue-Based ; part 2 identifies the teacher's knowledge in Mother Tongue Based. A five-point Likert scale (5-Very Agree, 4-Agree, 3-Moderately Agree, 2- Slightly Agree, 1-Disagree) was used to describe the respondents' responses. Proper validation of the test was done thru pilot testing to non-respondents and critiquing of senior faculty of the College. Permission from Principal was also sought for the test administration. The respondents answer the questionnaire completely getting the rate of one hundred percent (100%).

3 RESULTS AND DISCUSSION

Table 1
Effects in Using Mother Tongue-Based in terms of Content

Content	WM	DE	RANK
1. Experience difficulty in creating teaching and learning materials using Mother Tongue based.	2.93	MA	5
2. Have enough preparation to teach Science, Math, A.P, and English subjects using Mother Tongue based.	3.60	A	3
3. Use simplest words and terms in mother tongue in explaining Science, Math, A.P, and English concepts/lessons that can be easily understood by the pupils.	3.73	A	1
4. Understand and enrich language use through storytelling in mother tongue instruction.	3.67	A	4
5. Evident active class participation in content discussion.	3.73	A	1
Overall Weighted Mean	3.53	A	

The overall weighted mean of the respondents in the effects of using Mother Tongue-Based in the academic performance in terms of Content was 3.53 interpreted as Agree (A). Results show that the learners learn and understand the content of the lesson, learn the four macro skills and participated actively in learning process.

The study of Dicrius as cited by Jabak, [4] teachers translate the lesson to have a better understanding of a lesson, thus, this means that majority of the learners understand the lesson better when being translated in Mother tongue and the pupils respond actively to the discussion and many of them participate when their mother tongue is used as a medium of instruction.

Table 2
Effects in Using Mother Tongue-Based in terms of Teaching Strategies

Teaching Strategies	WM	DE	RANK
1. Explain the topic through translation from target language to mother tongue.	3.47	MA	5
2. Use improvised materials in mother tongue to teach the topic.	4.20	A	2
3. Utilize literary piece written in Mother Tongue as motivation.	4.27	A	1
4. Find translation technique in teaching Science, Math, A.P, and English subjects.	3.80	A	3
5. Deliver clearly the lesson using mother tongue.	3.67	A	4
Overall Weighted Mean	3.88	A	

The overall weighted mean of perception of the respondents in the effect in using Mother Tongue-Based in terms of Teaching Strategies was 3.88 interpreted as Agree (A). The data revealed that the teachers utilize appropriate teaching strategies help their students understand the topics/lessons. Lartec et. Al. [6] emerging of the six interesting themes relative to the strategies employed by the teachers strategies are beneficial for the pupils to have a meaningful learning since the learners are exposed to different languages and cultures.

Table 3
Effect in Using Mother Tongue-Based in terms of Competencies to be Developed

Competencies to be Developed	WM	DE	RANK
1. Achieved the desired skills/competencies better	3.60	A	3
2. Facilitate learning better.	3.87	A	2
3. Have Mother Tongue language proficiency.	3.93	A	1
4. Design concrete objectives for different subjects using Mother Tongue.	3.47	MA	4
5. Use extra-classroom learning experiences and activities to practice Mother Tongue.	2.87	MA	5
Overall Weighted Mean	3.55	A	

The overall weighted mean of perception of the respondents in effect in using Mother Tongue-Based in terms of Competencies to be Develop was 3.55 interpreted as Agree (A). The implementation of mother tongue based has significantly impacted the teachers competencies. Teachers are truly benefited from this shows they are able to meet the desired output.

According to the result of the study of Mătă [7] there are three important subcategories in Competence to assure the functionality of the educational process: using classroom and extra-classroom learning experiences and activities to practice the first language and culture in real - world experience, designing a plan for a different type of lessons of first

language experience learning and using specific method of teaching and learning of the first language have contributed to the delineation of the categories relevant to facilitate the creation of professional standard for mother tongue teachers as well as the development and validation of an operational model regarding these competences.

Table 4

Effect in Using Mother Tongue-Based in terms of Personal/ Professional Competence

Personal/Professional Competence	WM	DE	RANK
1. Gain personal satisfaction in learning the mother tongue.	4.13	A	1
2. Provide professional growth and development.	3.53	A	4
3. Achieve mother tongue competence.	3.80	A	3
4. Increase self- motivation in teaching mother tongue.	3.53	A	4
5. Possess mother tongue proficiency.	4.07	A	2
Overall Weighted Mean	3.81	A	

The overall weighted mean of perception of the respondents in the effects in using Mother Tongue-Based in terms of Personal/ Professional Competence was 3.81 interpreted as Agree (A). this means that mother tongue has positively imparted teachers personal/professional competence as gleaned from the table.

Perception of the Respondents in the Teacher's Knowledge Using Mother Tongue-Based

Table 5

Teacher's Knowledge in Using Mother Tongue-Based

Teacher's Knowledge in Using Mother Tongue-Based	WM	DE	RANK
1. Use Mother Tongue as a medium of instruction for better understanding of the lesson.	3.87	A	2
2. In- service training are done to guide teachers on how to handle learners with different language.	3.33	MA	5
3. Use strategies improvising instructional materials written in Mother Tongue to help the pupils attain maximum learning.	3.80	A	3
4. Lessons are adjusted to suit the learners' needs.	4.27	A	1
5. Use instructional materials that are translated into Mother Tongue to help the learners to improve their written and oral work using their own language.	3.80	A	3
Overall Weighted Mean	3.81	A	

The overall weighted mean of perception of the respondents in the Teacher's Knowledge using Mother Tongue-Based was 3.81 interpreted as Agree (A). It can be inferred that the teachers are well knowledgeable on the aims of mother tongue based. They explicitly understand that mother tongue based will improve their pupils academic performance.

Hanushek & Rivkin [5]. One of the teachers quality is having enough knowledge, know how to use/familiar words in Mother Tongue where they can explain/teach the lessons thoroughly. In order for the teachers to have knowledge in Mother Tongue, they need to attend, join and participate in seminars related in MTB-MLE.

3. Test of Significant Relationship between Perception of the

Respondents in the Effects in using Mother Tongue-Based and The Teacher's Knowledge Using Mother Tongue

Table 6

Source of Correlations	Teachers' Knowledge	Decision/ Interpretation
Content	Pearson Correlation	0.711**
	Sig. (2-tailed)	0.00
	N	15
Teaching Strategies	Pearson Correlation	0.801**
	Sig. (2-tailed)	0.00
	N	15
Competencies	Pearson Correlation	0.781**
	Sig. (2-tailed)	0.00
	N	15
Personal/Professional Competence	Pearson Correlation	0.809**
	Sig. (2-tailed)	0.00
	N	15
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

The computed Pearson-r and equivalent values for Content (0.00); Teaching strategies (0.00); Competencies (0.00); Personal (0.00) respectively are all less than 0.05 Alpha Level of significance therefore null hypothesis is rejected, hence it can be derived that there is a significant relationship between perception of the teachers- respondents in the Effects of Using Mother Tongue Based and the Teacher's Knowledge in Using Mother Tongue-Based. According to Wenglinsky [9], the study that he conducted revealed that the aspect of teacher's quality in classroom practices will have the greatest effect in teaching.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn, it was revealed that the respondents perceived to be Agree in the effects of using Mother Tongue-Based in terms of: Content, Teaching Strategies, competencies needs to be develop, and Personal/ Professional competence; Teacher's Knowledge in Using Mother Tongue-Based will improve their pupils academic performance. More so, it revealed that there is a significant relationship between perception of the teacher- respondents in the Effects of Using Mother Tongue Based to the Teacher's Knowledge.

In light of the findings and conclusions, the researcher have formulated recommendations as follows:

The teachers may attend or participate in the activities or seminar in MTB Language Proficiency to enhance professional growth in teaching in terms of Content, Strategies, Competencies, and Personal/Professional Competencies; the teachers may use different strategies and instructional materials like books written in mother tongue for a better understanding; the teachers may practice the pupils to speak and express their ideas using MTB and also the teacher may use MTB-MLE in discussing the lessons for a better understanding of the pupils; The school may provide more books and other learning materials translated in their mother tongue especially to Grade I,II AND III; The educational administration may support teachers' development through seminars and trainings about MTB-MLE; and further study is highly recommended for the effectiveness and impacts of using mother tongue in the academic performance of the students by giving an assessment to the students using instructional materials.

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