

BIBLIOGRAPHY

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Adviser: Gretchen Shagami C. Mangahas, MDevCom

ABSTRACT

The study was conducted to assess the readiness of the teachers with the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy. Specifically, it aimed to determine the socio-demographic profile of the respondents; determine the teachers' level of knowledge regarding the MTB-MLE policy; determine the trainings attended by the teachers in preparation for the new policy; determine the instructional materials provided by the school and made by the teachers that are used by the respondents in teaching; determine the preferred medium of instruction of the teachers and why; determine the challenges faced by the teachers with the implementation of the MTB-MLE policy; and seek recommendations of the teachers on the implementation of the policy.

The study was conducted in December 2012 to January 2013. There were 15 respondents from selected elementary schools in Buguias with three respondents coming from MTB-MLE pilot schools. Data were gathered through survey questionnaires and interview. Tabulation, frequency and percentages were used to analyze and interpret the data.



The MTB-MLE policy is the use of mother tongue as a medium of instruction among pupils. It is currently being implemented among Grade one pupils entire the country, with implementation on Grades two and three to follow in the next two school years. The policy is being implemented as a medium of instruction in all learning areas except Filipino and English and as a subject area and covers Kindergarten through Grade three.

Results showed that majority of the respondents are fairly knowledgeable with the basic content of the policy although there is a confusion on the coverage due to inconsistencies of information being disseminated to them.

All the respondents believed that the MTB-MLE policy would help improve the quality of education in the Philippines and that it would help improve the learning outcomes of pupils. However, some stated that it would make teaching harder for them because of the lack of reference materials available to them.

Most of the respondents attended only one training which is not enough to equip them with the necessary skills to successfully implement the policy and to fully understand the goals and principles of the MTB-MLE policy.

The respondents prefer pure Kankana-ey and the combination of Kankana-ey, Filipino and English as mediums of instruction since their pupils speak Kankana-ey which encourages active participation and easier comprehension for pupils. Filipino and English may also be used when the respondents deem it necessary for better comprehension.



Various challenges are confronting the respondents considering that this is the first year of implementation of the policy. To help address these challenges, the respondents recommended the conduct of more trainings and production of readily available instructional materials and references.

It is further recommended that the implementers look into the problems arising from the implementation of the policy and address these problems in order to ensure the success of the policy.



INTRODUCTION

Rationale

A child learns faster and expresses himself better when he uses a language he knows and understands. Furthermore, a child acquires and develops knowledge better from someone who speaks and understands his language.

For over 35 years, the Philippine education was under the Bilingual Education Policy, mandating the separate use of Filipino and English as medium of instruction in selected subject areas with the regional dialects as auxiliary language.

However, according to Smolicz, *et al.* (n.d.), reports of the failure of bilingual policy in the Philippines appear constantly in the press with reference to the perceived decline in the standard of English in the schools.

Basing on international and local researches such as the Lubuagan Project in Lubuagan, Kalinga, an ongoing project since 1999, which have proven the effectiveness of the use of mother tongue as a medium of imparting knowledge, the Department of Education has implemented the Mother Tongue-Based Multilingual Education (MTBMLE) policy from kindergarten to Grade three in the hope of improving the quality of education in the country. Thus, starting school year 2012-2013, elementary schools in Buguias, Benguet along with other elementary schools in the country started using mother tongue as the medium of instruction on all subject areas except English and Filipino. It is currently mass implemented among Grade one pupils in two modes: as a medium of instruction in all learning domains except English and Filipino, and as a subject area. It is



being implemented as one of the salient parts of the K to 12 education program of the Department of Education (DepEd).

According to DepEd, pupils of several MTB-MLE pilot schools have shown remarkable improvements and progress in their studies.

For the program to succeed, however, it is imperative that teachers are also well prepared for the implementation of the policy since they play a very important role in the program.

As part of the preparation for the implementation, DepEd conducted massive training among Grade one teachers across the country in 2011. In the Cordillera region, Lourdes Mendoza, MTB-MLE Regional Coordinator, stated that the DepEd regional office has conducted a regional training among the Grade two teachers of pilot schools in July, 2012. Mass training for Grade two teachers in all schools would be conducted summer of 2013.

Hence, with these trainings, the study seeks to find out the readiness of the teachers with the implementation of the MTB-MLE policy. The efficiency of education relies hugely on their competence as teachers and on how well prepared they are in doing their tasks.

Statement of the Problem

The study aimed to answer the following questions:

1. What is the socio-demographic profile of the respondents?
2. What is the teachers' level of knowledge regarding the MTB-MLE policy?



3. What are the teachers' perceptions on the MTB-MLE policy?
4. What are the trainings and/or seminars attended by the teachers in preparation for the new policy?
5. What are the instructional materials provided by the school and made by the teachers that are used by the respondents in teaching?
6. What is the preferred medium of instruction of the teachers and why?
7. What are the challenges faced by the teachers with the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE)? and;
8. What are the teachers' recommendations on the implementation of the policy?

Objectives of the Study

Generally, the study aimed to assess the readiness of the teachers with the implementation of the MTB-MLE policy.

Specifically, it aimed to:

1. determine the socio-demographic profile of the respondents;
2. determine teachers' level of knowledge regarding the MTB-MLE policy;
3. determine the teachers' perceptions on the MTB-MLE policy;
4. determine the trainings attended by the teachers in preparation for the new policy;
5. determine the instructional materials provided by the school and made by the teacher that are used by the respondents in teaching;



6. determine the preferred medium of instruction of the teachers and why;
7. determine the challenges faced by the teachers with the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE); and,
8. seek recommendations of the teachers on the implementation of the policy

Importance of the Study

The results of the study would benefit the respondents as it would give significant information on the conduct of the newly implemented MTB-MLE. Further, it will give an insight to the implementers of the program on which problems to address for the improvement of the program since the study will provide data from key players of the program.

It will also provide substantial data to researchers who would want to conduct studies related to the MTB-MLE policy.

Scope and Limitations of the Study

The study focused on the Grade one teachers' readiness with the implementation of the mother tongue-based multilingual education policy in selected elementary schools in Buguias. It did not include schools other than the selected public elementary schools and did not also include the perceptions of parents and pupils.



REVIEW OF LITERATURE

Importance of Language in Education

The National Institutes of Health/National Institute on Deafness and Other Communication Disorder (NIDCD, n.d) states that language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared. It further said that this sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community.

It plays an important role in education as it is the medium through which knowledge is imparted to the learners whether through verbal or written form.

Importance of Mother Tongue as Medium of Instruction

Mother tongue according to Summer Institute of Linguistics (SIL) Philippines (n.d.) is defined as a child's first language, the language that a child learns from birth. It is the language that is used by a child's first carers at home without any contribution from educational institutions – hence 'home language' (Bourne and Reid, 2003).

According to Pinker (n.d.), learning a first language or a mother tongue is something every child does successfully, in a matter of a few years and without the need for formal lessons.

On the other hand, Muhammad (2009) defines the medium of instruction as the language that is used in teaching which may or may not be the official language.



In the Philippines, teachers have already been using mother tongue as a medium of instruction despite the existing bilingual policy in the country (Braid, 2011) for better understanding of students since not all children speak the national language.

Meanwhile, various researches have revealed the advantages of using the mother tongue in teaching students.

Dumatog and Dekker (2003) noted the positive effects of the use of mother tongue as a medium of instruction as observed in the First Language Education project implemented in Lubuagan, Kalinga. Dumatog noted that children develop new knowledge and skills based on what they already know from their community and culture. Teachers have also become more dynamic and purposeful in their instruction by developing or providing learning experiences based on the children's world, presented in a language they all understand. In the Lubuagan community, the researchers further found out that children in a Mother Tongue education program outperformed students in

Filipino and English medium schools by a difference of 40 percentage points (SIL, 2012) On the part of the parents, Dumatog said that parents are encouraged to and can contribute their knowledge, expertise and language resources to their children's educational experiences. Such parental involvement promotes constructive home-school relationships and helps all parents, even those who are illiterate, feel more a part of their children's education.

Diane Dekker as cited by Braid (2011) said that the use of the learner's home language and culture allows teachers to begin lessons with a discussion of what is already



familiar to the learner. The mother tongue also provides quick access to the main concepts of the lesson (Baguingan, 2010).

In a press release (2012) from the office of Department of Education secretary, DepEd Undersecretary Vilma Labrador said that if a child can fully understand what is being talked about, he can make sense of things and participate intelligently in discussion because a familiar language is used (www.deped.gov.ph).

The press release further stated that the mother tongue or first language of the learner is being used as a bridge to learn a second or third language, like Filipino or English. Thus, Braid (2011) said that the use of the local languages will not undermine the national language but will in fact, strengthen and reinforce it. By nurturing the children's cognitive, academic, and linguistic skills in the use of mother tongue, it will serve as a bridge to gradually transfer this knowledge in the prescribed languages, English and Filipino.

Moreover, Tucker (1997) as cited by Dumatog and Dekker (2003) said that, the development of the child's first language with its related cognitive development is more important than mere length of exposure to a second language. He added that the development of the mother tongue is important for cognitive development and as a basis for learning the second language. If the mother tongue is not sufficiently developed, the second language cannot be mastered because of the lack of cognitive skills acquired for mastery of other languages. The development and nurturing of the mother tongue facilitates transfer of skills across the languages (Tucker, 1997).



Mother Tongue – Based Multilingual Education (MTB-MLE) in the Philippines

Mother Tongue Based – Multilingual Education (MTB-MLE) is the use of a child's mother tongue as a medium of instruction among pupils. It is also the effective use of more than two languages for literacy and instruction (DepEd, 2009).

According to SIL Philippines (2010), this methodology allows learners to develop strong skills in their first language before requiring them to learn second and third languages or to use those second and third languages for learning.

In the Philippines, MTB-MLE was institutionalized in the formal education through the Department of Education (DepEd) Order No. 74 in 2009 (DepEd, 2009) as a response to the declining quality of education in the country. This ended the 35-year old bilingual policy directive laid down in the 1970s limiting the language of instruction into English and Filipino only.

It is currently mass implemented in the country among Grade 1 pupils as one of the salient parts of the K to 12 education program which covers kindergarten and 12 years of basic education (Official Gazette, n.d.).

According to a press release (2009) from the Department of Education Office of the Secretary, the Mother Tongue-Based Multilingual Education project is a continuation of the Lingua Franca Education Project launched in SY 1999-2000.

DepEd Order No. 16 (2012) which provided the guidelines for the implementation of the program stated that the MTB-MLE program will be implemented starting school year 2012-2013 in two modes: as a learning/subject area and as a medium of instruction.



It also states that as a subject, mother tongue will focus on the development of beginning reading and fluency from Grades 1 to 3.

Moreover, as a medium of instruction (MOI), mother tongue will be used in all domains or learning areas from Kindergarten through Grade 3 except Filipino and

English subjects. It will continuously be used as MOI in a transition or bridging process (mother tongue-Filipino-mother tongue or Filipino-mother tongue-Filipino) through Grade 3 (DepEd Order No. 16, s. 2012).

Twelve major languages or Lingua Franca and others will be offered as a learning area and utilized as language of instruction. These are the Tagalog, Hiligaynon, Kapampangan, Waray, Pangasinense, Tausug, Iloko, Maguindanaoan, Bikol, Maranao, Cebuano and Chabacano (DepEd Order No. 16, s. 2012). However, in Cordillera, other native dialects such as Kankana-ey and Ibaloi may be used since these may also help improve the learning ability of children and preserve the culture of indigenous peoples (Dumlao, 2012).

According to DepEd Region 9 Director Walter Albos as quoted by Dumlao (2012), the DepEd directive aims to enhance language, cognitive and academic development of the child as it also seeks to create social and cultural awareness among the children by promoting their local heritage, language and culture.

Former DepEd secretary Jesli Lapus also said that MLE aims to improve learning outcomes and promote Education for All (EFA), an international initiative first launched in Thailand in 1990 to bring the benefits of education to “every citizen in every society” (World Bank. n.d.). In the Philippines, its EFA National Action Plan for 2015 which was



approved by the government in 2006 aims to provide basic competencies for everyone to achieve higher functional literacy by all in 2015 (Manlangit, n.d.)

Basing from international and local research, Lapus added that learners acquire reading skills more easily in their first language than in a second language; pupils who start to speak, read and write in their mother tongue learn a secondary language like English more quickly than those exclusively taught in a second language; and learners develop cognitive, linguistic and academic competencies much faster in their mother tongue than in a secondary language.

Bilingual Learning Policy in the Philippines

Bilingual education policy (BEP) in the Philippines is the separate use of Filipino and English as the media of instruction in specific subject areas (Espiritu, 2011).

BEP was first implemented in the country in 1974 when Department of Education, Culture and Sports (DECS) issued its implementing guidelines for the policy (Espiritu, 2011). It was later reaffirmed and promulgated by Department Order No. 52, s.1987 (Celis, 2009) in 1987 through the guidelines provided by DECS stating that

English and Filipino were to be taught in all grades of elementary and secondary schools (Smolicz, *et al.*, n.d.).

Filipino was to be the medium of instruction in Social Studies or Social Sciences, Character Education, Work Education, Health Education, and Physical Education (Nolasco, 2008). Meanwhile, English was to be the medium of instruction in all other areas, particularly in Science and Mathematics while the regional languages will be used as auxiliary media of instruction as well as initial languages for literacy (Nolasco, 2008).



Its implementation was in compliance with the language provisions of the Philippine Constitutions, mandating the development, promotion and preservation of the National Language and other Philippine languages and dialects, and the use of English and other world languages in the country (Yap, 2008).

The bilingual policy aims to achieve competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels (Espiritu, 2011).

Instructional Materials in Aid of Learning in Elementary Education

According to Lardizabal *et al.*, (1991), teaching is a communication process between teachers and pupils. Aside from using verbal communication in the teaching process, the use of instructional materials as aids to effective communication and, in turn, to effective teaching and learning. They added that these instructional materials that are used by teachers include blackboard, flannel boards, workbooks, graphic materials such as charts, maps and globes, posters and other visual materials.



METHODOLOGY

Locale and Time of the Study

The study was conducted in the district of Buguias, division of Benguet, Cordillera Administrative Region. Buguias is located north of Benguet and is 90 km north of Baguio. It has 14 barangays with at least one elementary school each.

It is a dominantly Kankana-ey speaking municipality although a few residents speak Kalanguya. It has 40 public elementary and primary schools in distributed in 40 different sitios in Buguias (see Table 1).

Fifteen public elementary schools were chosen among the 40 elementary schools in the municipality according to their geographical locations convenient to the researcher.

These are Bad-ayan Elementary School, Paing Elementary School, Bano-oy Elementary School, Loo Elementary School, Bangao Elementary School, Lengaoan-Waking Elementary School, Abatan Elementary School, Pan-ayaoan Elementary School, Tinapan Elementary School, Sinipsip Elementary School, Bayoyo Elementary School, Buyacaoan Elementary School, Bekes Elementary School, Cot-cot-Talabis Elementary School and Natubleng Elementary School. The study was conducted from December, 2012 to January 2013.



Table 1. The 40 public elementary and primary schools in the district of Buguias

NAME OF SCHOOL	ADDRESS OF SCHOOL
Abatan Elementary School	Abatan, Buguias, Benguet
Amgaleyguey Primary School	Amgaleyguey, Buguias, Benguet
Saclalan-Sagandoy Elementary School	Amgaleyguey, Buguias, Benguet
Sagandoy Elementary School	Amgaleyguey, Buguias, Benguet
Sinipsip Elementary School	Amgaleyguey, Buguias, Benguet
Amlimay Elementary School	Amlimay, Buguias, Benguet
Guioeng Elementary School	Amlimay, Buguias, Benguet
Kimpit Primary School	Amlimay, Buguias, Benguet
Bad-ayan Elementary School	Baculongan Sur, Buguias, Benguet
Cayapas Elementary School	Baculongan Sur, Buguias, Benguet
Bangsalan Primary School	Baculongan Sur, Buguias, Benguet
Deccan Primary School	Baculongan Sur, Buguias, Benguet
Orlani-Telitel Primary School	Baculongan Sur, Buguias, Benguet
Paing Elementary School	Baculongan Sur, Buguias, Benguet
Pugo-Jame Mocate Elementary School	Baculongan Norte, Buguias, Benguet
Bano-oy Elementary School	Baculongan Norte, Buguias, Benguet
Bangao Elementary School	Bangao, Buguias, Benguet
Cotcot-Talabis Elementary School	Bangao, Buguias, Benguet
Tin-apan Elementary School	Bangao, Buguias, Benguet
Tindo-Bosania Primary School	Bangao, Buguias, Benguet
Bayoyo Elementary School	Buyacaoan, Buguias, Benguet
Bekes Elementary School	Buyacaoan, Buguias, Benguet
Buyacaoan Elementary School	Buyacaoan, Buguias, Benguet
Calamagan Primary School	Calamagan, Buguias, Benguet
Ambanglo Primary School	Catlubong, Buguias, Benguet
Bot-oan Elementary School	Catlubong, Buguias, Benguet
Catlubong-Adiston Elementary School	Catlubong, Buguias, Benguet
Lam-ayan Elementary School	Lam-ayan, Buguias, Benguet
Laduan Elementary School	Lengaoan, Buguias, Benguet
Lengaoan-Waking Elementary School	Lengaoan, Buguias, Benguet
Loo Elementary School	Loo, Buguias, Benguet
Pan-ayaoan Elementary School	Loo, Buguias, Benguet
Taba-ao Primary School	Loo, Buguias, Benguet
Nabalicong-Salting Elementary School	Natubleng, Buguias, Benguet
Natubleng Elementary School	Natubleng, Buguias, Benguet
Buguias Central School	Poblacion, Buguias, Benguet
Naytokyab Elementary School	Poblacion, Buguias, Benguet
Bacasen-Waking Elementary School	Sebang, Buguias, Benguet
Alapang Elementary School	Sebang, Buguias, Benguet
Pasbo-Belino Elementary School	Sebang, Buguias, Benguet



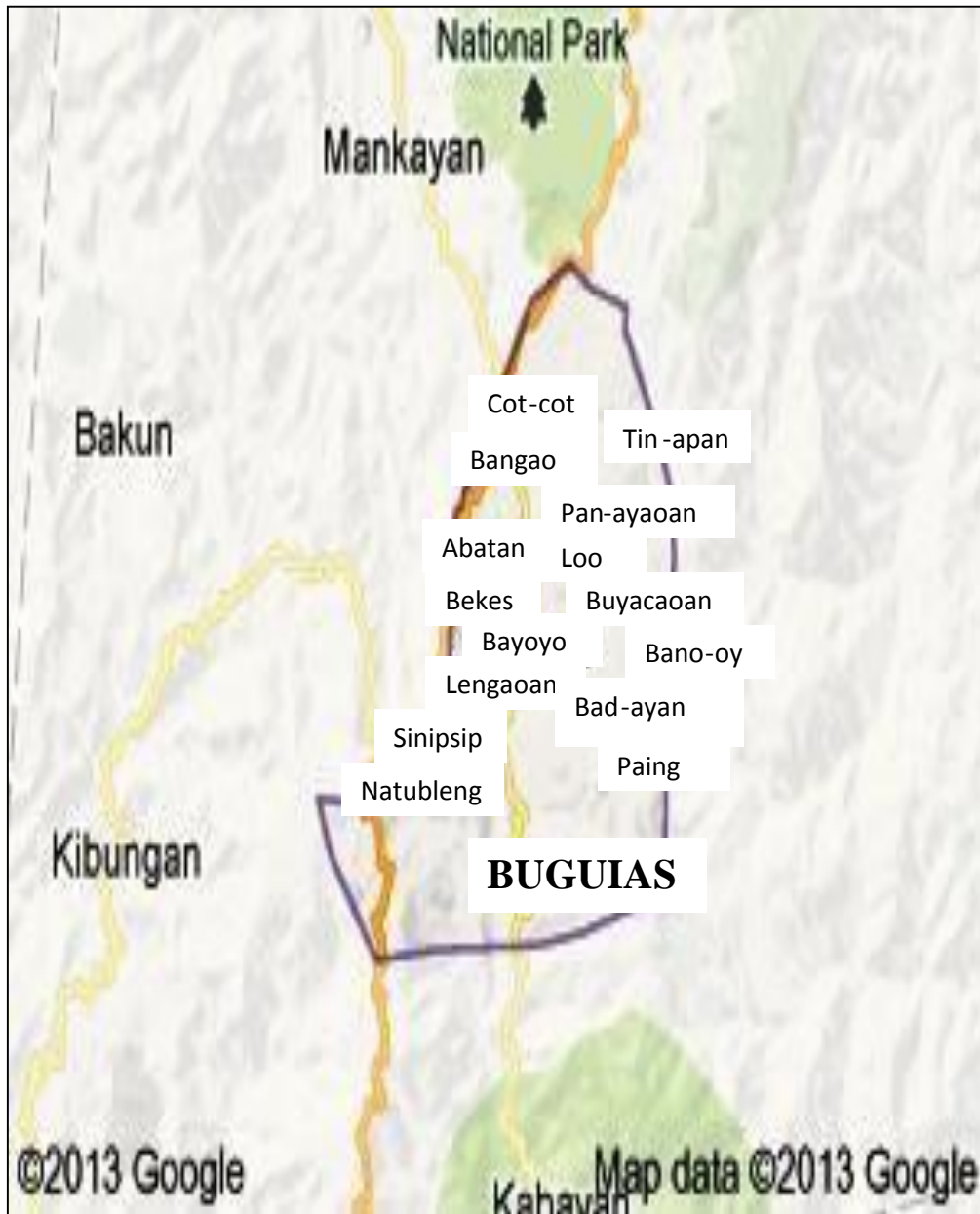


Figure 1. The map of Buguias showing the location of the schools.

Respondents of the Study

Respondents of the study were one Grade 1 teacher from each of the fifteen selected elementary schools in Buguias since the MTB-MLE policy is currently implemented among Grade 1 pupils. Respondents have at least three years of teaching experience in

elementary. Some have attended preparatory trainings for the implementation of mother tongue-based multilingual education policy.

Three of the respondents are teaching in selected MTB-MLE pilot schools namely: Lengaoan Elementary School, Bangao Elementary School and Loo Elementary School.

Data Collection

Data were gathered through the distribution of survey questionnaires among the 15 respondents. They were further interviewed informally to supplement the data gathered from the questionnaires.

On the level of knowledge of teachers regarding the MTB-MLE policy, a selection type exam with ten questions regarding the basic content of the policy were given to the respondents. The respondents were then determined as very knowledgeable (with 9-10 score), moderately knowledgeable (with 7-8 score) and fairly knowledgeable (with 5-6 score) depending on their scores.

Meanwhile, the perceptions of the respondents on the MTB-MLE policy were determined through ten predetermined statements which the respondents may agree or not through indicating “yes” or “no”. These statements were taken from DepEd press releases and from the primer on the 21 Commonly Asked Questions on MTB-MLE Policy developed by Nolasco (2009).

Photos and samples of instructional materials used by the respondents were also included.



Data Gathered

The data gathered focused on the level of knowledge of the respondents regarding the implementation of the MTB-MLE policy, the instructional materials used by the teachers, the trainings attended by the teachers, the preferred medium of instruction of the teachers, the challenges faced by the teachers in using mother tongue as medium of instruction, and the recommendations of the teachers for the improvement of the implementation of the policy.

Data Analysis

The data gathered from the questionnaires were tabulated, analyzed and interpreted using descriptive analysis.

Data collected from the personal interview were also interpreted descriptively.

Photos of the respondents at work and some instructional materials were also included.



RESULTS AND DISCUSSION

Socio-demographic Profile of the Respondents

Table 2 shows the socio-demographic profile of the respondents in terms of age, sex, highest educational attainment, number of teaching experience (years) in elementary, ethno-linguistic affiliation and place of origin.

Age and sex. All of the respondents were female. Four of them belong to the age bracket 36-40 and another four belong to the 51-55 category. This was followed by 41-45 and 56-60 with two respondents each.

Highest educational attainment. Ten of the respondents have either finished post graduate studies or have earned several post graduate units.

Number of years of teaching experience in elementary. Ten respondents have at least twenty years of experience in teaching elementary pupils followed by three respondents with at least 30 and 2 respondents with at least 40 years of experience, respectively.

This indicates that prior to the implementation of the MTB-MLE policy, they may have encountered other programs of Department of Education (DepEd) implemented in the Basic Education Curriculum with which they may be able to compare the new policy.

Place of origin and ethno-linguistic affiliation. All of the respondents are native Kankana-ey speakers and nine of them live in the same place the school is located though



all of them are from Buguias. This may help eliminate language barrier between the teacher and the pupils since they speak the major dialect in the municipality.

Table 2. Socio-demographic profile of the respondents

CHARACTERISTICS	FREQUENCY N=15	PERCENTAGE (100%)
Age		
25-30	1	6.67
31-35	1	6.67
36-40	4	26.67
41-45	2	13.33
46-50	1	6.67
51-55	4	26.67
56-60	2	13.33
Total	15	100.1
Sex		
Male	0	0
Female	15	100
Total	15	100
Highest Educational Attainment		
Bachelor	5	33.33
Masters	9	60
Doctorate	1	6.67
Total	15	100
No. of Teaching Experience in Elementary (years)		
1-10	5	33.33
11-20	5	33.33
21-30	3	20
31-40	2	13.33
Total	15	100
Ethno-linguistic Affiliation		
Kankana-ey	15	100
Kalanguya	0	0
Total	15	100



Level of Knowledge on MTB-MLE Policy

The level of knowledge of the respondents on the MTB-MLE policy was assessed through a ten-question multiple choice exam regarding the basic concepts of the policy.

The respondents were then characterized depending on their scores with 9-10 as Very Knowledgeable, 7-8 as Moderately Knowledgeable and 5-6 as Fairly Knowledgeable. Of the fifteen respondents, seven were moderately knowledgeable with the basic contents of the MTB-MLE policy such as its coverage, mode of implementation and the guidelines in its implementation. Eight respondents were fairly knowledgeable. However, it was noted that there were three respondents who were confused on the coverage of the MTB-MLE policy because of the inconsistent information being given to them. MTBMLE policy will be implemented from kindergarten level to Grade three. English and Filipino will be used as the primary language in Grade four but Mother Tongue will still be used as a bridging language (Official Gazette, n.d.).

Perception on the MTB-MLE Policy

The perception of the respondents on the MTB-MLE policy was taken through ten pre-determined statements on which the respondents may agree or disagree by answering “Yes” or “No”. Some of these statements were based from the DepEd press releases and from the primer on the 21 Commonly Asked Questions on MTB-MLE Policy developed by Ricardo Nolasco (2009).

Table 3 shows the perceptions of the respondents with regards to the MTB-MLE policy.



All of the respondents believed that the policy will help improve the education quality in the Philippines and that the policy will be beneficial to the pupils for it will make learning more interesting and easier for them. All respondents also believed that the policy will encourage the pupils to participate in class discussions and will help them Table 3.

Perceptions of the respondents towards the MTB-MLE policy

PERCEPTIONS	FREQUENCY (N=15)	
	YES	NO
MTB-MLE policy will help improve the quality of education in the Philippines	15	
MTB-MLE policy make learning more interesting and easier for the pupils	15	
MTB-MLE policy will help pupils comprehend lessons more	15	
MTB-MLE policy will help improve learning outcomes and will help promote education for all	15	
MTB-MLE policy is more effective than the bilingual policy	15	
MTB-MLE policy will help pupils acquire and master a second and third language	15	



MTB-MLE policy will encourage pupils to participate in class discussions	12	3
The pupils already know their home language; what they need to learn are English and Filipino to prepare them for global competitiveness	9	6
MTB-MLE policy will make teaching harder for me	8	7
MTB-MLE policy will hinder pupils from learning second and third language	4	11

comprehend lessons more. This is supported by what Department of Education (DepEd) Undersecretary Vilma Labrador said that if a child can fully understand what is being talked about, he can make sense of things and participate intelligently in discussion because a familiar language is used (DepEd Press Release, 2012). Further, they also believe that the policy will promote “Education for All (EFA),” an international initiative first launched in Thailand to bring the benefits of education to “every citizen in every society” (World Bank, n.d.). In the Philippines, it aims to provide basic competencies to achieve functional literacy for all as stipulated in its Philippine Education for All (EFA) National Action Plan of 2015 (Manlangit, n.d).

All of the respondents believe that the MTB-MLE policy, which promotes multilingualism, is a better language policy compared with the bilingual policy. Promulgated by Department Order No. 52, s.1987 (Celis, 2009), the former language



policy in the country identified English and Filipino as the main language of instruction at all levels of education in the Philippines. This is supported by Summer Institutes of Linguistics (n.d.), saying multilingualism, rather than bilingualism is the reality in the world today especially in countries with numerous ethno-languages. Summer Institute of Linguistics (n.d.) further said that multilingual education enables ethno linguistic minority communities to participate in broader linguistic circle while still functioning fully in the vitality of their own language.

Eleven of the respondents believe that the MTB-MLE policy will not hinder children from learning second and third language. Instead, all of them believe that Mother Tongue will help pupils acquire and master a second or third language as also stated by DepEd through a press release (2012) that the first language of the learner is being used as a bridge to learn a second or third language like Filipino and English. This is further affirmed by Nolasco (2009) that learning to read in one's own language provides learners with a solid foundation for learning to read in any second language. The development and nurturing of the Mother Tongue also facilitates transfer of skills across the languages (Tucker, 1997).

It is interesting to note, however, that though all respondents agree to the advantages of the MTB-MLE policy, eleven of the respondents still believe that what the pupils need to learn were English and Filipino to prepare them for global competitiveness since they already know their Mother Tongue. Nolasco (2009), on the other hand, stated that what the pupils know is the conversational language or the everyday language used for daily interaction. The success in school, he added, depends on the academic and intellectualized language needed to discuss more abstract concepts.



This belief may be because of the fact that most of the respondents attended only one training and that they may not have fully understood the principles and goals of the MTB-MLE policy which is not only to develop the language aspects of the children but also to develop the cognitive aspect of learners for higher order of thinking (DepEd Order No. 16, s. 2012).

Meanwhile, eight of the respondents said that with the implementation of the MTB-MLE policy, teaching will be harder for them. This was further expressed by the respondents during interviews, identifying several challenges that beset them. In Bano-oy Elementary School, the respondent related that the pupils were confused with the pronunciation of 'e' in Filipino and English because it is pronounced differently in Kankana-ey. Because of this, she always had to make the distinction every time they shift from Mother Tongue subject to Filipino and English. Another respondent from Natubleng Elementary School admitted that she had to do additional research on terminologies which she herself did not know how to translate.

Perceived Advantages of the MTB-MLE Policy

The perceptions of the respondents on the advantages and disadvantages of MTBMLE policy were taken separately since these were based on their actual experience with the implementation of the policy.

Comprehension of pupils. All the respondents noted that the pupils can easily understand lessons such as stories written or told in Kankana-ey which is the Mother Tongue of Buguias. “They can think deeper and give meaningful answers to questions. The



weaker (slow learner) pupils are comfortable to give their ideas which later on can develop their self-confidence to participate in the class activities,” shared the respondent from Bangao Elementary School.

The respondent from Bad-ayan Elementary School added that they not only express their ideas on topics but can also elaborate them. "The pupils can already translate some English terms into Kankana-ey already," the respondent from Paing Elementary School added that her pupils, especially those who read well have 100% comprehension. According to DepEd national coordinator for MTB-MLE Rosalina Villaneza as quoted by Dumlao (2012), other studies also show that the use of mother tongue as medium of instruction reinforces the "comprehension and critical thinking skills of children and facilitates acquisition of a second language such as English and Filipino."

Participation in class discussions. With the use of Mother Tongue in class discussions, the respondent from Bekes Elementary School noted that her pupils have become active in sharing what they know. The respondent from Bano-oy Elementary School noticed that rapport is created among the pupils because they use their own dialect. They are also not ashamed to share what they know as observed by the respondent from Natubleng Elementary School. "Everybody wants to recite and talk," the respondent from Cotcot-Talabis Elementary School also added.

In some instances, the respondent from Bangao Elementary school added that the bright pupils share advance knowledge and opinions about a topic from which the average ones could widen their understanding with and therefore gain knowledge too. *Performance during exams.* According to four respondents, pupils who read well get higher scores compared to those who cannot read well. However, the respondent from Buyacaoan



Elementary School said that "slow readers can also get high scores when the questions are read orally."

Further, the respondent from Bangao Elementary School said that compared to exams in English and Filipino subjects, performance on subjects using Mother Tongue is better since pupils may be able to read in the second and third languages without understanding them. This supports the results of the Lubuagan Project which showed that children in a mother tongue education program out-performed students in Filipino and English medium schools by a difference of 40 percentage points (SIL, 2012).

Meanwhile, in Natubleng Elementary School, the respondent related that only few pupils need guidance from the teacher during examinations since they can easily understand the questions (see Figure 2).



Figure 2. Grade one pupils of Paing Elementary Schools needed less guidance during a class activity since it was easier for them to understand follow the instructions written in Kankana-ey.

Perceived Disadvantages of MTB-MLE Policy

Based on their personal experiences in teaching using the Mother Tongue as the medium of instruction, all the respondents identified several disadvantages on their part as teachers. Since Kankana-ey dialect has limited vocabulary, they found it hard to translate some English and Filipino words into Kankana-ey especially that there was no available Kankana-ey dictionary. There were also words such as the name of colors that were better understood by pupils in English and Filipino than in their Mother Tongue. Further, there were some vowels and words in Kankana-ey that were pronounced differently when read in English and Filipino which confused the pupils. Because of this, the respondents had to explain this difference when the pupils read the same words in their English subject.

Since there were no available books and worksheets in Mother Tongue, all the respondents have to make their own instructional materials and translate lessons into Kankana-ey which they found time consuming.

Trainings Attended with Regards to the MTB-MLE Policy

Table 4 shows that almost all of the teachers have attended at least one training regarding the MTB-MLE policy. Of the 14 respondents who have attended at least one training, ten respondents believe that the trainings provided were not enough since the time was not enough and some issues were not cleared during the trainings. The respondent from Bekes Elementary School pointed out that the training she had attended was on the last week of May, several weeks away from the start of classes, not giving her enough time to prepare and adjust.

Table 5 shows the different trainings attended by the respondents. Only two respondents were able to attend regional training and five on division-wide training. What



the twelve of them attended was the seminar - workshop conducted by the District office which was a re-echo of the division seminar.

Table 4. Attendance of respondents on trainings for MTB-MLE policy

ATTENDANCE	FREQUENCY N=15	PERCENTAGE (100%)
Have Attended	14	93.33
Have not Attended	1	6.67

Table 5. Trainings on MTB-MLE policy attended by the respondents

TRAININGS	OBJECTIVES	NO. OF RESPONDENTS ATTENDED	REMARKS
District seminarworkshop on MTB-MLE policy for Grade 1 teachers under the K-12 curriculum	-to orient participants on the goals and objectives of MTB-MLE -to capacitate teachers to become competent, creative and resourceful MTB-MLE teacher who can design instructional materials in the mother tongue -workshop in making IMs	12	Good Excellent
Division seminarworkshop on MTB-MLE policy for Grade 1 teachers under the K-12 curriculum	-to orient participants on the goals and objectives of MTB-MLE -to capacitate teachers to become competent, creative and resourceful MTB-MLE teacher who can design instructional materials in the mother tongue	5	Learned how to make IMs Excellent



Regional Orientation and workshop seminar on MTB-MLE program for Division Grade One teachers of selected pilot schools	1	Excellent	
Policy guideline on the implementation of grade 1-10, the k to 12 basic education curriculum	-orientation on the implementation of K to 12 curriculum	4	
Regional Mass Roll-out training of grade 1 teachers on the K to 12 curriculum	-To prepare the teachers for the MTB-MLE policy	2	Excellent

Instructional Materials Used

The respondents used a variety of Instructional Materials (IM) as aid in teaching. The most common is the big book which is literally a big book with colorfully illustrated stories in Mother Tongue. The respondents also use flashcards, scanned pictures or cut outs, graphs and charts, workbooks and others visual aids which were usually artistically made in order to catch the pupils' attention.



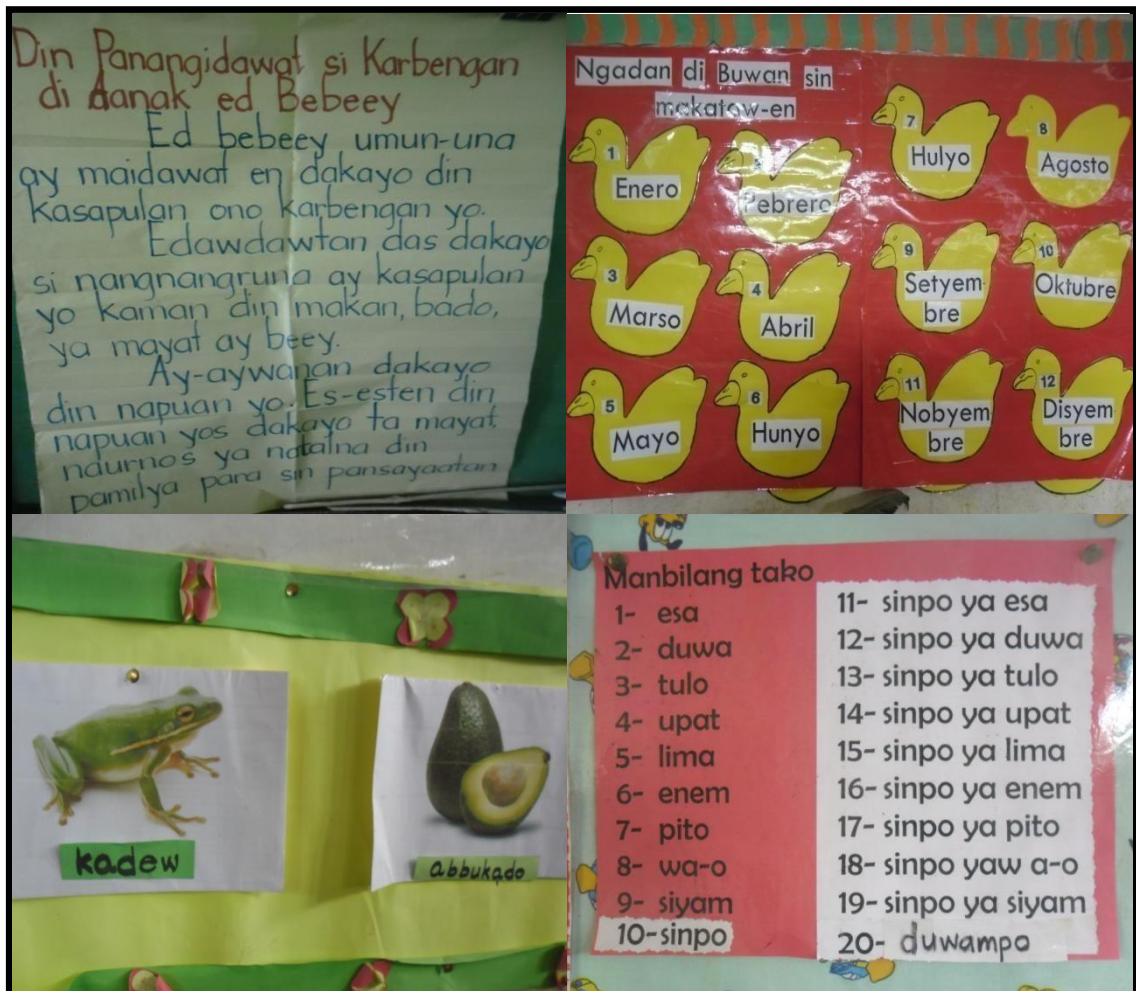


Figure 3. The instructional materials used by the respondents include cut outs, reading materials and other visual aids that are localized.

Table 6 shows that most of the instructional materials being used by the respondents in teaching were made by them and few were provided by the school. Though some art materials were provided by the school, the respondents said that there were times when they really had to use their own resources since the fund from their school was not enough and they had to continually make new IMs to keep the interest of the pupils.

Table 6. Instructional materials used by the respondents

PROVIDED BY THE SCHOOL	MADE BY THE TEACHER
Big book	Printed letters
Art materials (Cartolina, coupon bond, manila paper)	Visual aids
	Big books and workbooks
	Kankana-ey primer
	Flash cards
	Scanned Pictures/cut outs
	Graphs and charts
	Drawings



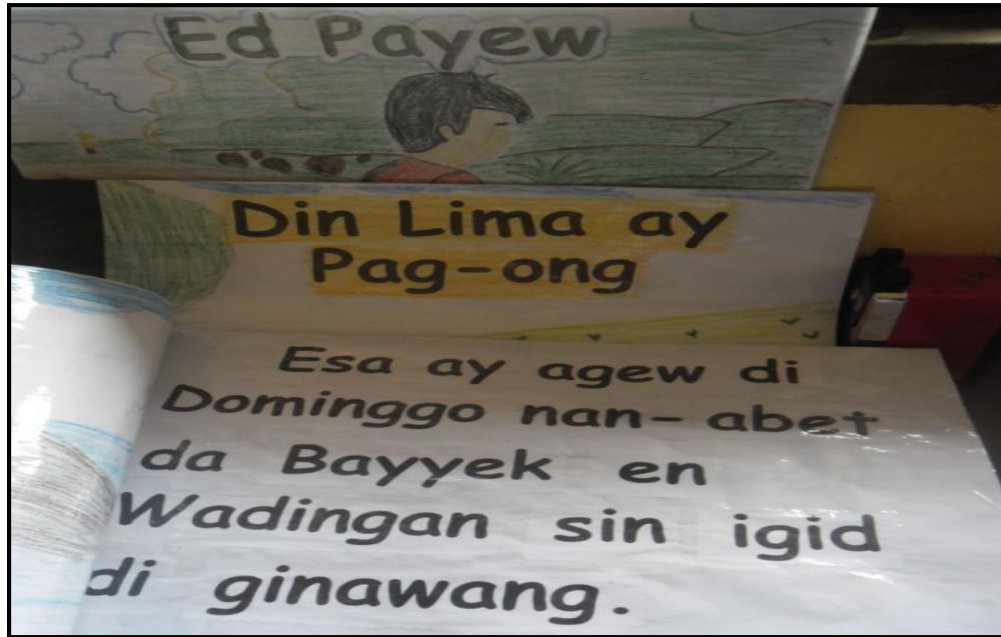


Figure 4. Big books are literally big books with colorfully illustrated stories written in the Mother Tongue of the pupils. These are made and prepared by the respondents.

Preferred Medium of Instruction

Table 7 shows that there is an equal number of the respondents who prefer pure Kankana-ey as a language of instruction (7) and those who prefer the combination of English, Filipino and Kankana-ey (7). Only one (1) preferred the use of English and Filipino especially for Math and *Sibika at Kultura* subjects.

The respondents who prefer pure Kankana-ey as a medium of instruction said that all of the pupils speak and can understand Kankana-ey which made it easier for them to understand their lessons. The respondent from Bangao Elementary School also pointed out that since Kankana-ey is the first language of her pupils, they need to understand concepts in Kankana-ey before they were transferred to a second or third language.

Table 7. Medium of instruction preferred by the respondents

LANGUAGE	FREQUENCY N=15	PERCENTAGE (100%)
Pure Kankana-ey	7	46.67
Combination of Kankana-ey, Filipino and English	7	46.67
Filipino and English	1	6.67

Meanwhile, those who prefer a combination of English, Filipino and Kankana-ey explained that since there were some terms in English and Filipino that have no Kankanaey translation, the respondents may use any language that will make the lessons easily understood by the pupils.

In terms of preparing IMs, three respondents prefer English and Filipino since there were no textbooks in the local dialect from which they could lift their lessons. It was also more practical since the IMs developed for another subject may still be used in other subjects such as in English and Filipino.

Challenges in the Implementation of MTB-MLE Policy

Table 8 indicates that the leading challenge faced by the respondents in the implementation of the MTB-MLE policy was the lack of books written in the local dialects specifically in Kankana-ey. This results to the difficulty in translating concepts from English and Filipino into Kankana-ey since there were no materials such as local dictionary from which the respondents may refer to and use as guide. Without a local dictionary to



check deeper meanings and spellings, the respondent from Natubleng Elementary School is even confused with the correct usage of vowels and the spelling of some words such as the “buok” and “book,” meaning hair in Kankana-ey.

Further, though all of the respondents speak Kankana-ey, there were terms which they also had to research on and familiarize with specially those that were not often used in a day to day living.

Another leading challenge to the respondents was the lack of IMs readily available. Because of this, the respondents had to spend much time in preparing IMs since they had to discard or add those that they have made in the previous years.

Table 8. Challenges faced by respondents with the implementation of MTB-MLE policy

CHALLENGES/PROBLEMS	FREQUENCY N= 15	PERCENTAGE (100%)
Lack of books written in mother tongue	15	100
Lack of teaching/instructional materials	15	100
Difficulty in translating concepts into mother tongue	11	73.33
Differences in language used by the pupils	3	20
Differences in dialects between teacher and pupils	3	20
Too much time needed to prepare instructional materials	2	13.33



Confusion on the correct spelling of some Kankana-ey words	1	6.67
No trainings attended before the implementation	1	6.67
*Multiple responses		

In Bekes Elementary School, Sinipsip Elementary School and Natubleng Elementary School where there were some pupils who are Ilocano speakers, the respondents have to translate into Ilocano the lessons they teach in Kankana-ey. Some pupils also speak English at home such as the case in Buyacaoan Elementary School.



Figure 5. The respondent from Paing Elementary School leads her pupils during their reading session. Her pupils are often confused with some words which are read differently in Kakana-ey and in English so she had to explain the difference when they encounter such words.

Recommendations of Respondents for the Improvement of MTB-MLE Policy

With the challenges identified by the respondents, they clamor for more trainings on the policy particularly in preparing various instructional materials. The respondents also request for more readily available IMs such as big books, workbooks and activity sheets written in Kankana-ey. Since the respondents are still adjusting from the change in the curriculum, they also need reference and guide books from which they could refer to. Respondents from Sinipsip Elementary School and Bekes Elementary Schools also recommended a change in the policy such that the MTB-MLE is implemented as a subject area but not as a medium of instruction in other subjects such as *Sibika at Kultura* and Math since they believe that these are better understood in Filipino and English, respectively.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted from December 2012 to January 2013 in 15 public elementary schools in Buguias, Benguet.

There were 15 respondents from the selected 15 public elementary schools in Benguet. Three of them were from of MTB-MLE pilot schools.

Results were interpreted according to the objectives of the study which were to: determine the socio-demographic profile of the respondents, determine teachers' level of knowledge regarding the MTB-MLE policy, determine the teachers' perceptions on the MTB-MLE policy, determine the trainings attended by the teachers in preparation for the new policy, determine the instructional materials provided by the school and made by the teacher that are used by the respondents in teaching, determine the preferred medium of instruction of the teachers and why, determine the challenges faced by the teachers with the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE), seek recommendations of the teachers on the and implementation of the policy.

All of the respondents were female and there was an equal number of respondents (4) belonging to the age bracket 36-40 and 51-55. Ten respondents have either finished post graduates studies or have earned several post graduate units and have at least 20 years of experience in teaching elementary. They are all Kankana-ey speakers and nine respondents were from the place where they were teaching while six respondents were from other parts of Buguias.



Seven of the respondents were moderately knowledgeable of the MTB-MLE policy while eight were fairly knowledgeable. All of the respondents believe that the MTB-MLE policy would help improve the quality of education in the Philippines and that it will help learning outcomes for pupils. They also believe that it would not hinder pupils from learning other languages, instead, it would serve as a stepping stone for them to learn second and third language.

Almost all of the respondents have attended at least one training in preparation for the implementation of the policy. However, ten respondents said the trainings were not enough to prepare them for the implementation because some issues were not clarified.

With the IMs being used by the respondents in teaching, most were prepared by the teachers though some art materials were provided by the school. Meanwhile, there was an equal number of respondents (7) who prefer pure Kankana-ey and the combination of Kankana-ey, Filipino and English (7) as medium of instruction.

Challenges faced by the respondents in the implementation of the MTB-MLE policy include the following: lack of books written in mother tongue; difficulty in translating concepts into mother tongue; lack of teaching/instructional materials; too much time needed to prepare instructional materials; differences in language used by the pupils; confusion on the correct spelling of some Kankana-ey words; differences in dialects between teacher and pupils; and no trainings attended before the implementation.

With the identified problems, the respondents gave the following recommendations: more trainings on MTB-MLE policy especially in making IMs; more readily available IMs, workbooks and activity sheets written in Kankana-ey; more guide



books and reference materials; and the implementation of the policy as a subject area but not as a medium of instruction in other subjects.

Conclusions

Based on the findings of the study, the following conclusions were derived:

1. The elementary teachers of Buguias are fairly knowledgeable on the MTB-MLE policy and there are few who are confused with the coverage of the policy because of the inconsistent information being given to them.
2. The respondents believe that the policy will be beneficial to the pupils though it would make teaching a harder endeavor for them because of the lack of reference materials available to them.
3. The trainings the respondents have attended are not enough to equip them with the necessary skills to successfully implement the policy, hence, not fully understanding the goals of MTB-MLE policy.
4. The respondents prefer pure Kankana-ey and the combination of Kankana-ey, Filipino and English as mediums of instruction because the pupils speak Kankana-ey which encourages active participation of pupil and easier comprehension. Filipino and English may also be used when the respondents deem it necessary.
5. The respondents are faced with several challenges in teaching under the MTBMLE policy considering that this is the first year of implementation of the policy. If unaddressed, these problems may escalate in the future and may affect the success of the policy. With these challenges being faced by the teachers and the adjustments they had to



make, it is noted that the Grade one teachers of public elementary schools in Buguias are not fully prepared and ready for the implementation of the MTB-MLE policy.

Recommendations

Based on the findings and conclusions, the following recommendations were drawn:

1. More training and seminars may be provided to the Grade one teachers in order to address issues and concerns of respondents to avoid any confusions and for them to understand fully the goals and objectives of the MTB-MLE policy, and to better equip them with the necessary skills they need to implement the policy especially that it is a new policy. It should be ensured that all the Grade one teachers undergo trainings because their competence will affect the progress of the pupils.

2. Instructional materials such as big books may be developed, mass produced and distributed to the teachers. Reference books may also be made available to teachers.

3. The implementers of the policy may allow the use of combined languages - Kankana-ey, Filipino and English - as mediums of instructions when needed and in appropriate subjects.

4. Similar preparations may also be applied to Grades two and three teachers when the policy is implemented among Grade two and Grade three pupils.

5. Since the MTB-MLE policy is a new program, other researchers may want to study other aspects of the policy such as the perceptions of the parents on the policy and its long term impact on the pupils.



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