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**LANGUAGE AND LITERACY TRANSITION MODEL: THE
CASE OF
MARINDUQUE TAGALOG**

A Dissertation
Presented to the
Faculty of
**College of Graduate Studies
and Teacher Education Research**
Philippine Normal University
Taft Avenue, Manila

by:
ANNALYN J. DECENA
Ph.D. in Reading Education

March 2016

ABSTRACT

Researcher : **ANNALYN JAWILI – DECENA**

Title : **LANGUAGE AND LITERACY TRANSITION
MODEL:
THE CASE OF MARINDUQUE TAGALOG**

Key concepts : mother tongue-based multilingual education,
language, literacy, transition, Marinduque Tagalog

Degree : **Doctor of Philosophy**

Specialization : **Reading Education**

Advisers : **Dr. Merry Ruth M. Gutierrez
Dr. Heidi B. Macahilig**

The Department of Education has introduced mother tongue for K to 3 learners as a subject and medium of instruction in all subjects, with separate subjects in Filipino and English. For Tagalog-speaking regions like Marinduque, the subject in Filipino seems a repetition of lessons in mother tongue, and this led the study to describe the teachers' views on MTB/MLE as medium of instruction and as a separate subject, and their practices as regards the implementation of

MTB/MLE policy; and describe the pupils' language experiences and performance under the MTB/MLE instruction. With 90 teachers participating in this quantitative-qualitative research design following the case study method, the study found how the teachers' negative perceptions and feelings about the MTB-MLE policy as a separate subject in Tagalog-speaking province/s (like Marinduque) and how the learners performed in national achievement tests (NAT) led to the design of MTB-MLE language and literacy transition model proposed in the study which suggests that Tagalog and Filipino could be introduced as one, as the first language (L1) of pupils in Tagalog-speaking provinces like Marinduque transitioned to English as their second language (L2) different from what is suggested in the current policy that Tagalog and Filipino are introduced separately as L1 and L2 transitioned to English as L3. It is recommended that more research be conducted in other Tagalog-speaking regions, and non-Tagalog speaking regions as well, for implementation revisions or policy formulation on MTB/MLE instruction and Filipino language learning.

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DEDICATION

I humbly dedicate this great accomplishment to the following:

ALMIGHTY FATHER;

My parents, **Nanay** and **Tatay**;

My parents-in-law, **Ina** and **Ama**;

My siblings, **Marife** and **Kuya Bong**, and; **Ronel** and **Honeyloth**;

My **brothers** and **sisters-in-law**;

My nephews and nieces especially to **Carlie**, **Clara**, and **Lorenz**;

Hipe, **Jawili** and **Decena** family;

My students and co-workers;

My friends especially to **Bezzie Lhensky** and **Bezzie Yhamsky**;

Marinduque State College;

The love of my life, **Mogie** and to our six little angels, **Aj Boy**, **Aj Dan**, **Dea**,

Janine, **Mai-Mai**, and **Aeron**;

and to all of you!

AJD

ACKNOWLEDGEMENT

I would like to extend my sincerest gratitude and acknowledgement to the following who contributed a lot for the completion and realization of this great accomplishment:

To the **Almighty Father** for the extraordinary energy, patience, health, courage and determination He has given me which helped me survive and hurdled all the challenges in life;

To my parents **Mr. Wilfredo R. Jawili** and **Mrs. Divina H. Jawili** not only for the best foundation they have given me and for the good virtues that they taught me in order to become the kind of person I am today but for taking good care of my six little angels and guiding them when I was so busy with my studies;

To my advisers, **Dr. Merry Ruth M. Gutierrez** and **Dr. Heidi B. Macahilig** for the patience and all the effort they exerted in checking my work and for all the suggestions, recommendations and bright ideas they have given me in order to come up with a good study;

To **Dr. Neliza C. Casela** for helping me develop my model;

To the members of the panel who were present during my proposal and final defense, **Dr. Danilo K. Villena**, **Dr. Judy C. Bautista**, **Dr. Florencia F. Marquez**, **Dr. Rosarito Suatengco** (who was there during my colloquium), **Dr. Zenaida Quezada-Reyes**, the Dean of College of Graduate Studies and Teacher

Education Research, **Dr. Teresita Rungduin**, the Director for Graduate Research, for all the constructive criticisms they gave which triggered me to pursue and strive more;

To the **Philippine Normal University** for helping me achieve my dream of becoming a Doctor of Philosophy;

To the **Marinduque State College** for all the support especially to the 3-year scholarship granted to me (for my PhD) and to the moral support and encouragement of the following: **Dr. Rosalina J. Villero, Dr. Victor S. Vitto, Sr., Dr. Romulo H. Malvar, Dr. Leodegario M. Jalos, Jr., Dr. Homer L. Montejo, Dr. Rex Emmanuel A. Asuncion, Dr. Liza Marie Manoos**, to our new President, **Dr. Merian C. Mani** for her motherly advice to everyone, **Dr. Jellian T. Ricafrente, Mrs. Meldina R. Regio, and Mr. Hilarion R. Elegado**. Also, to the Accounting Department of MSC for preparing and releasing our allowances on time. Special mention to: **Tita Vicky, Tita Dina, Tita Flor, Ma'am Donna T. Magahis** (when she was still in the Accounting Dept.) and **Sir Jomel**.

To **Dr. Hajji Palmero** who helped me in seeking permission from the Regional Director of DepEd MIMAROPA;

To my parents-in-law, **Mr. Bernardo R. Decena and Mrs. Felisa Q. Decena**, for all the support – emotionally, morally, and financially;

To my co-workers at MSC Santa Cruz Campus for cheering me up everyday especially to **Jerome J. Revidizo** and **Reyzon I. Revidizo** for their all-out

support; and to all my students especially to **Zarah Key, Abigail, Jaycel, Lendel, Diana Rose, Eunice, Cris, Angie,** and **Elizabeth** who helped me in gathering data in Marinduque;

To my sister, **Marife**, and her husband, **Kuya Bong**, my brother, **Ronel**, and his wife, **Honeyleth**, my sisters and brothers-in-law and their kids for the love, prayers, and inspiration;

To my aunties and uncles especially to **Tita Jeanne** and **Tito Ross** for the help they extended;

To the **Department of Education** and the **teachers of DepEd Marinduque** for sparing their precious moments in responding to my request, for answering my questions during the interview, for answering the survey questionnaire, and for allowing me to do videotaping of their classroom instructions/activities;

To my lifetime partner who never complained about the struggles and hardships in life, **Mogie**, for standing by me against all odds, for the support and encouragement, for providing all my needs – from the organizers and ball pens, the gadgets, cell phones, and laptop, to my reading glasses-, and for being a perfect father to our six kids;

Most especially to the six little angels – **Ashelle John, Andrew James, Andrea Joyce, Aubrey Janine, Alessandra Jemaimah, and Aeron Jade**, who serve as my inspirations and the reasons why I work hard everyday;

To those who prayed for the success of my endeavour, I owe you a lot!

AJD

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

Language plays an important role in every human activity. Without language, it is quite hard to relay one's message/s. It could be a sign, a symbol, spoken, or written but its purpose is to communicate with others. Language truly exists for different purposes in different settings, time, and situations. It is used in the home where every member of the family has to express their wants and needs. It is used in different work places where everyone has to share each other's views specially when talking about how to succeed in business and other job-related activities. Most of all, it is used in different educational settings especially in schools where every learner is taken care of.

The language used in everyday conversation and communication determines how transaction will happen among the interlocutors. Aside from one's purpose and means of communication, the question of what is best language to use for different audience needs to be established. Some are confident of using the foreign language; some use the national language; but the common people are satisfied in using and understanding the language of their own – the mother tongue.

There are approximately 170 languages in the Philippines now and in fact Philippines is ranked the 10th most linguistically diverse nation on earth. Some

Filipinos especially the professionals and educated are able to use foreign languages, English particularly. Most Filipinos speak and understand the national language and even more fluent in using their regional or local languages, or their mother tongue. However, despite this fluency and accuracy in using the mother tongue, Filipinos who use lesser known languages are often marginalized and less privileged from the mainstream of education, commerce, social relationships due to language barriers. In home conversations, family members use their mother tongue to express their thoughts freely. In school, English and Filipino are used as official languages. Children are required to use these two languages in classroom conversation, recitation, and class participation. Textbooks and learning materials are written in either English or Filipino depending on the subject or content courses. Before the implementation of K to12 program which mandates the use of mother tongue in classroom instructions and a specific subject in the primary grades, children were encouraged to speak the foreign language once they enter school. This is for the purpose of preparing the learners to be globally competitive by basically, having the knowledge, fluency, and accuracy of using the international language, English.

Notwithstanding the different factors involved in giving basic quality education, language seems to be the most important key to communication and understanding in the classroom (MacSwan, 2014, Goldenberg, 2011, Benson, 2003,

Canale, 1983, Swain, 1980, Chomsky, 1978, Cohen, 1978, Cummins, 1979, Epstein, 1986, Genesee, 2006,).Some contends that changing the language of instruction or medium of instruction does not guarantee of solving conflicts in an education system. On the other hand, some still believe that a shift from one language to another as medium of instruction may bring about some changes like, it makes the home culture understandable; it allows learners to talk about their prior knowledge and experience and help them express freely what they know and what they feel; it brings the school and the home close together; it builds better communication between home and school ; it encourages communication and participation in the classroom; it develops self-esteem and self-identity among learners; and it creates positive self-concept among pupils. In sum, using the language of the pupils or the language pupils better understand and appreciate may help resolve many of the access and quality issues that would help realize Education for All goals (Benson, 2008). There come the issues and concerns on the use of child's first language or the mother tongue in school.

With the growing number of studies (Bangbose, 2004, Pai, 2006, Malone, 2008, Lim and Giron, 2008, Cummins, 1981, Cummins, 1976) claiming the importance of mother tongue in the acquisition and mastery of the second language or target language, the present curriculum in the Philippines includes mother tongue as MOI and as specific subject in the primary grades. It, likewise, requires the

development of teaching and learning materials written in lesser known languages, regional or local languages, and mother tongue of the learners. This is to ensure that quality education materials are devised for Filipino learners in as many languages of learning or mother tongue as necessary.

As prescribed in the K to 12 curriculum, there are 12 mother tongues which are to be used as media of instruction from kindergarten to Grades 3 (DepEd Memorandum No.528, s. 2009, DepEd Order No. 74, s. 2009). These are: Tagalog, Kapampangan, Pangasinense, Ilokano, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanao, Maranao, and Chabacano. Aside from these twelve mother tongues, the DepEd has added seven (7) more languages to be used as media of instructions from Kindergarten to Grades 3. These are: Ybanag for pupils in Tuguegarao City, Cagaya, and Isabela; Ibatan for the Batanes group, Sambal in Zambales; Aklanon in Aklan, Capiz; Kinaray-a in Capiz, Aklan, Yakan in Autonomous Region Muslim Mindanao; and Surigaonon covering Surigao City and provinces. MTB – MLE is implemented (K to 12) in two modules: 1) as a subject area; and 2) as a medium of instruction. As a subject, it focuses on the development of reading and speaking from Grades 1-3. As a medium of instruction, the mother tongue is used in all areas from Kindergarten to Grade 3 except in the teaching of Filipino and English subjects. Filipino is introduced in the first semester of Grade 1 for oral fluency (speaking). For reading and writing purposes, it is taught

beginning in the second semester of Grade 1. The other macroskills – listening, speaking, reading, and writing in Filipino will continuously be developed from Grades 2 to 6.

DepEd Secretary Bro Armin Luistro, argues that the use of mother tongue in the early grades helps improve the pupil's language and cognitive development in addition to strengthening their socio-cultural awareness. Likewise, local and international studies have shown that using the mother tongue inside the classroom during the learners' early years of schooling produce better and faster learners who can easily adapt to learn a second language (Filipino) and third language (English).

Marinduque is an island province and one of those provinces where Tagalog is the primary language of communication. Tagalog is a non-configurational language (Kroeger 1993 in Reid, 2005). Its basic sentences are predicate initial, with nominal complements typically following the predicate. Noun phrase (NP) word order is not rigid, except that actors typically precede other actants, and full NPs which carry nominative case tend to occur later in the sentence. Since there is no copula verb, Tagalog sentences may have a noun, an adjectival form, or a prepositional phrase as the predicate of a sentence: e.g. *Doktor ang bisita* ('The visitor is a doctor.') *Magandaang babae*. ('The woman is beautiful.') *Nasa kusina ang regalo*. ('The gift is in the kitchen.') NPs are typically introduced by one of a small number of short, unstressed words, often referred to as determiners that

provide information about the case, plurality, and personhood of nouns. Most common nouns are not inflected for plurality, but may have a plural word *mga* (/ma a/) following the determiner to mark plurality: e.g. *Tumakbo ang mga batà*.('The children ran.') Nominative forms typically mark an NP as specific or definite. They may also mark topicalized NPs and definite NPs functioning as predicates. Tagalog distinguishes three case-marked sets of personal pronouns, nominative, genitive, locative. In addition to pronouns that refer to the speaker (first person), directly address the hearer (second person), or refer to a third person, Tagalog like other Philippine languages has distinct forms for first person plural exclusive ('we, not you'), and first person plural inclusive ('we all'). Pronouns with dual reference ('we, two'), while common in many Philippine languages, are used only in rural areas where Tagalog is spoken. An irregular combined form of Genitive 1s and Nominative 2, *kita*, occurs, e.g. *Iniibig kita*. 'I love you.' Third person pronouns do not distinguish gender, like, *kayo*, *inyo*.

Tagalog is an Austronesian language spoken as a first language by a quarter of the population of the Philippines and as a second language by the majority (Kroeger 1993 in Reid, 2005). Tagalog was declared the official language by the first constitution in the Philippines, the Constitution of Biak-na-Bato in 1879. However, in 1935, the Philippine constitution designated English and Spanish as official languages but still mandated the development and adoption of a common

national language. The National Language Institute with the proclamation of President Manuel L. Quezon on December 30, 1937 chose Tagalog as the basis of that evolution. In 1939, President Quezon renamed the Tagalog-based national language as “Wikang Pambansa” and was renamed “Pilipino” in 1959. The 1973 constitution designated “Pilipino” along with English as an official language and mandated the development of formal adoption of a common language to be known as “Filipino”. The 1987 constitution designated Filipino as the national language mandating that it shall be further developed and enriched on the basis of the existing Philippine and other languages.

From the legal bases mentioned, it was then realized that Filipino is the standardized form and the official name of Tagalog which is the national language and one of the two official languages (the other one is English) in the Philippines before the implementation of R.A. 10533 or the K to 12 Act which mandates the inclusion and use of mother tongue in the curriculum- one as a separate subject area and the other one as a language of instruction along with Filipino and English.

Tagalog, the Marinduque variety, is quite different from Tagalog in other places (like in Manila) for as far as structure is concerned. Structure of Tagalog here, though intelligible, is unstructured for as long as proper inflections (affixes, prefixes, and suffixes) are to be considered. Like for example in the following expressions: “*Sabi po ni Mam ay magadala daw po kami bukas ng crayon at*

agamitin daw po namin sa Arts.” (Teacher told us to bring crayon tomorrow and we will use it in Arts.” Verbs here like *magadala* (*magdadala* in academic structure) and *agamitin* (*gagamitin* in academic structure) are used as mother tongue in Marinduque but also introduced as Filipino in the curriculum. The only difference is that, Tagalog Marinduque are not academically structured and expressed but the root words or the words are just the same as it is used in Filipino in the whole country.

The new K to 12 curriculum which was first implemented in 2011 mandates the inclusion of Mother Tongue as medium of instruction and as separate subject in the primary grades (DepEd Order No. 528, s. 2009, DepEd Order No. 74, s. 2009). Tagalog as Mother Tongue in Marinduque (and the rest of Tagalog Regions) is believed and perceived to be just the same as Filipino (one of the subjects in the curriculum). The researcher of the present study was eager to find out how teachers in the primary grades adjust to the trends the fact that the new prescription is actually not new in their setting for the claim that Tagalog and Filipino are just the same and that they were already introducing it ever since.

In an action research from Nigeria (Malone, 2008) where authors Chukwuemeka Eze Onukaogu (2004) and a colleague worked together with teachers and learners in English as a medium of instruction classrooms. Their research aimed at discovering how children’s mother tongue can best be used to

empower the child to read and write and ways that teacher can best acquire knowledge about teaching literacy and how they might be empowered to become effective literacy teachers.

Onukaogo and his colleague (2004) in Malone (2008), through attitude and literacy aptitude assessment of both teachers and learners in Nigerian community, discovered five (5) issues that are common to many multilingual classrooms for ethnic children speaking non-dominant languages. Teachers a) lacked classroom management skills; b) had negative attitudes about teaching reading comprehension; c) had little knowledge of how to teach reading strategies and skills; d) were unfamiliar with instructional resources for mother tongue literacy; and e) took a teacher-centred role in the classroom.

The researchers and teachers then spent a week discussing their observations after which the researchers provide the teachers with resource materials in using the learner's mother tongue for literacy instruction to read over a two-week period. The researchers modelled some techniques and organized workshops which included topic on: the role of talk in the classroom, the importance of reading aloud, singing, dancing, in preparing children for literacy, the use of big book for shared reading, the use of literature – fiction, information, subject-content, newspapers, to facilitate reading and writing, the important of print-rich environment, and the development of coalition among home, school, and

wider community to create a community-based reading culture. Onukaogo and his colleague found that the environment had shifted from being teacher-centered to children-centered. He stated that the docility that characterized the pupils when they had first come to and were confronted with an unknown language had changed. The children became active again because they were able to communicate with their home language. And because interacting with their peers and teachers had increased, the children were better able to enjoy learning to read and write (Malone, 2008).

Research findings like these triggered the researcher to conduct this study to find out the perceptions and practices of teachers in a multilingual classroom as far as language of instruction is concerned. Performance of the pupils in the National Achievement Test was identified to conform if the assumption that with the use of child's mother tongue, the child would be able to perform better in school.

Theoretical Bases

The present study is anchored on the following theories which are commonly present in discussions concerning language acquisition as well as bilingualism and multilingualism.

One theory to which this study is anchored to is the threshold level hypothesis of Cummins (1976) (Lasagabaster, 1998, Gee, 2001, Geneessee, et.al. 2006, MacSwan, 2000, Johnson, 2014) which purpose is to explain the cognitive effects of bilingualism. Cummins (1979) states that there is a certain level of competence in one language which is to be attained in order to have more positive effects to the cognitive aspects of learners in realizing the goals of bilingualism. This phase may vary depending on the cognitive capacity of the learners as well as the needs of the curriculum for a certain period of schooling. Cummins then concluded that there are two phases of bilingual competence (Dekker and Young, 2005, Swain, 1978, Cohen and Swain, 1979, Cummins, 1979, Lechner and Seimund, 2014). One is, when the learner has high level of competence in one language but low in the other or what Cummins called “dominant bilingualism”. Dominant bilingualism, however, does not bring about any negative cognitive effect. On the other hand, balanced bilingualism explains that positive cognitive effects would be achieved when one has high level of competence in both languages (L1 and L2). Problems will then occur if a learner has low level competence in both languages. This happens when semilingualism entails negative cognitive effects. One of the purposes of the present study is to investigate on this matter – the competence of learners in using their language in Tagalog regions. It also investigated the performance of pupils in those subjects wherein Tagalog is used as the medium of instruction. It tried to find out if pupils in Tagalog regions

(specifically in Marinduque) are performing better now in the National Achievement Test after several years of implementation of this mother tongue-based multilingual education in the primary grades.

Cummins's Threshold Hypothesis (1976, 1978, 1979) suggests that the level of linguistic competence in bilingual child's L1 and L2 may affect his or her cognitive development and scholastic progress in other areas. Cummins states that a threshold level of linguistic competence must be attained so that the beneficial cognitive aspects of bilingualism can come to light. He further argued that this threshold may vary depending on the cognitive stage of bilingual person and the academic needs of a certain school period. The components of this threshold hypothesis which the present study is anchored on are the Basic Interpersonal Communicative Skills (BICS) which are the skills related to conversational, context-based spoken aspect of the second language (L2) and the Cognitive Academic Language Proficiency (CALP) which is the proficiency needed to communicate precise and explicit non-contextually-based tasks that are relatively cognitively demanding or the kind of language needed to succeed in academic settings. Literacy is a CALP skill and lack of it suggests semilingualism. Cummins argued that a person may be fully proficient in BICS but be lacking in CALP because of lack of opportunities in academic settings.

Considering the case of learners in Marinduque where Tagalog and Filipino are introduced separately in the curriculum, although these languages are perceived to have similar features and almost the same, still their purposes vary as far as BICS and CALP are concerned. Marinduque Tagalog is of great use in everyday conversations and communications while Filipino, which is more “grammatically correct”, is more accepted in academic settings.

The concept of semilingualism is sometimes associated with prescriptivism, the notion that languages are inherently superior to others (Jones and Romaine, 1986; MacSwan, 1999), and that a lack of ability in a prestigious dialect of a language, such as the manner of speech used by the educated class, constitutes an inability to speak that language properly and being labelled as semilingual. Of the relationship between prescriptivism and semilingualism, MacSwan (1999) wrote that they are both doctrines that attribute a linguistic deficit to some population of children creating a climate for academic failure by assigning the children to “low ability groups”. Such ability labels have been widely used to stigmatize African American English (or Ebonics) as improper or “grammatically incorrect”. Just as negative ability labels may be attached to entire speech communities in this way, they may also be attached to individuals who are said to be semilinguals (MacSwan, 2000).

Semilingualism is a controversial idea that attempts to account for any cognitive deficiencies in children who lacked sufficient L1 medium of instruction before being exposed to and L2 (MacSwan, 2000, Cummins, 1999). In the case of learners in Tagalog Regions like in Marinduque, children are exposed to two languages (Tagalog and Filipino) which are perceived by many as similar or almost the same. In the primary grades where children should be exposed to two or more languages in order to be competent bilinguals (Cummins, 1976, Cummins, 1979) or multilinguals, they are exposed to languages which are the same thus, delaying their opportunity to be competent bilinguals. Tagalog becomes the L1 for learners in Tagalog regions while Filipino is introduced to them as the second language (L2) (DepEd Memorandum 528, s. 2009, DepEd Order No. 74, s. 2009) while both teachers and learners perceive them as one and should not be introduced separately. The inclusion/introduction of English is delayed up to the second semester of Grade 1 with the assumption that during that period children had already established language facilities in their L1 (Tagalog) and L2 (English). This assumption could also result to semilingualism among learners if not properly guided in learning the language (English).

There are some other theories and approaches now concerning when to introduce and acquire second language (L2) as well as schooling in the mother tongue. Behaviourist approach which is also known as “*contrastive hypothesis*”

(Fries, 1945; Lado, 1957, Ball, 2012), to name one, argues that that positive reinforcement that may help acquire first language may also be used as motivational strategies in helping learners acquire second language. Behaviourists also agree that when the first and second languages are the same or if they have similar structure, children could easily learn and transfer skills in learning and understanding from their L1 to the target language/second language.

On the other hand, the nativist-oriented “*identity hypothesis*” promotes that mastery of the first language does not guarantee that second language would be easily learned and mastered. This hypothesis contends that learning the L2 is not helped nor hindered by mastery of the first language.

In the case of learners from Marinduque, where Tagalog is their mother tongue, which they believe is similar to Filipino, teachers suggest that mother tongue as a separate subject would be removed from the present curriculum for it does not help the learners (for Tagalog-speaking province/s) to be competent in English, instead, it confuses both the teachers and the learners.

The “*interlanguage hypothesis*”, on the other hand, combines the contrastive and identity hypotheses. This further argues that learning the second language requires psychological, cognitive, and social aspect/development. This approach emphasizes the role of rich strategies of communication in the second language aside from linguistic strategies alone. These strategies may include (but not limited to) exclusion of topics, variations in semantics or meanings, switching

and borrowing, gestures and facial expressions, and other non-verbal communication strategies. The interlanguage hypothesis also highlights the important roles played by speech communities as well as the chances given for language learning and mastery of skills in the target language, quality of language use, and support given by the dominant group. Interlanguage was used in this study for the belief that Tagalog and Filipino have similarities and are almost the same and they could be introduced as one. Since this hypothesis contends that if the two language have similarities, there is no need to relearn or reteach the other one (Cummins, 1976).

The “*separate development hypothesis*” contends that after two years of rich experiences and opportunities in using and mixing languages, two (or more) languages independently of one another, a child would be able to have a better language facility of both languages. When the child is given enough time in mingling with other people especially those who are experts, there is a greater chance for the child to build better skills in understanding and using the target language (De Houwer, 1994 in Ball, 2010). In the case of the primary grade pupils in Marinduque, although Tagalog and Filipino are perceived and believed to be almost the same, still there are separate developmental phases among learners in using both languages. Say for example, Tagalog for basic interpersonal communication skills (BICS) would be different from a more academically

accepted Tagalog which is known as Filipino (Reid, 2005) for their academic and cognitive development (CALP) (Cummins, 1979).

Social-interactionist theory, likewise, suggests that mastery of one language results from rich experiences in using it in different contexts and settings. Learners' motivation in learning a language would also depend on the feedback they receive from experts and fluent speakers of the language. This would help them (learners) monitor their own progress and improve their input in language learning.

In Benson's (2005) article, *The Importance of Mother tongue-Based Instruction for Educational Quality*, some principles in bi-lingual and multi-lingual education were presented: These are: 1) Children need at least 12 years to have enough competence and skills in using their first language/home language as well as language and thinking skills to an skilled level. These skills would be beneficial in their schooling (Dutcher 1995). These skills, as argued by Dutcher (1995) would be acquired through enough interaction with speakers who have a lot of skills and mastery of the target language. Children should be allowed to have further experiences in mingling with adults especially in those activities which require language use and experiences. Interaction and exposure to a lot more information and experiences is a must during this stage. 2) Children need 5 to 7 years of language learning particularly second language before they would be able to use that language in their academic subjects. There are no short-cuts in learning a language. It takes time and it requires basic communication skills. Learning in the L1 is a bit harder because it

is abstract and decontextualized, especially from grade 3 (Cummins 1999, Benson, 2005). How much more in learning the L2 which is totally strange to the learners? It definitely becomes a burden to the pupils. 3) Longer exposure to L2 or maximum exposure to it does not guarantee that the learners would easily learn the language. There should be a strong foundation in L1 to help children become good speakers and readers of both L1 and L2. Skills learned in L1 would be transferred to L2 once a good foundation was built. 4) Children who have already developed competence in their L1 will be able to develop high level of competence in L2 and some other additional languages both orally and in written. They will be bilingual or biliterate learners. It would be easy for the learners to acquire competence in the L2 if they already have develop the linguistic skills necessary for learning like: visual awareness, phonemic awareness, and speed processing automaticity. It is not right, then, to take away L1 at an early age (Benson, 2004). There should not be a shift or transition to other language if the learners are not yet ready for transition. If this happens, transfer of skills from L1 to L2 would be harder.

Ramirez (1991) report somehow opposes the language transition presented here but the researcher understands that it may be different for the case of Filipino learners who are studying in multilingual schools and living in a multi-lingual society.

Most research confirmed that the use of mother tongue as language of instruction helps learners perform better in class and even in examinations given to them (Cummins, 2000, Lim & Giron, 2008, Dekker, 2008, Skutnabb, 1976, Shohamy, 2002, Snow, 1978). In the case of Filipino learners, Mother tongue becomes not only their medium of instruction but became a separate subject in the primary grades.

The abovementioned theories become the bases of the present study for the primary grade learners in Marinduque are assumed to have the mastery of both Tagalog and Filipino since they are perceived as the same and could be taken as one (interlanguage), thus, the recommendation of introducing English (to be their L2) as early as Grade 1 (which is delayed up to the second semester of Grade 1 in the present curriculum) thinking that they have already met that threshold level of competence in learning the target language. Since they are still required to take Tagalog and Filipino separately (both as separate content areas) there is somehow, a worry of being monolingual if not semilingual (since Tagalog and Filipino are perceived to be similar) instead of being competent bilinguals who could competently use Filipino/Tagalog and English (if English would be introduced as L2 instead of L3)

The foregoing theories became the bases for the present study for they don't simply adhere to what most literature say that MTB schooling greatly helps learners perform better in school (Johnson, 2011, Johnson, 2009, Deped Order No. 528, s.

2009, DepEd Order No. 74. S. 2009) but present some circumstances wherein language learning could be affected.

Since it was heard from the reactions of teachers in Tagalog Regions some issues concerning the inclusion of Tagalog as a separate subject in the present curriculum, it became the main concern of the present study. Their practices were also investigated to know how the teachers adjust to the policy to which they perceived negatively. The performance of the primary grade pupils in the NAT exams were also analysed to know if the assumption that the use of mother tongue in classroom instructions dramatically affect their performance (Johnson, 2006, Shannon and Milan, 2002).

Conceptual Framework

The present study is guided by the theories presented (bilingualism, threshold level hypothesis, separate development hypothesis, identity hypothesis, interlanguage, and identity hypothesis with the assumptions that: First, L1 and L2 are two separate ideas having distinct characteristics and that having cognitive deficiency in one of these languages results to semilingualism; Second, there is a certain level where learners could easily learn two or more languages, thus, helping them to be competent bilinguals/multilinguals (Cummins (1976, 1978, 1979), Threshold Hypothesis) and that there is a certain period when children becomes

competent bilinguals/multilinguals when allowed to use both languages (separate development hypothesis), and; Third, if two languages are similar or sharing the common features, they should not be introduced separately and that the teaching of one language should not be repeated for the other one (identity hypothesis, interlanguage hypothesis, contrastive hypothesis),

The present study investigated on some issues - teachers' perception as regards MTB/MLE curriculum, teachers' practices in the MTB/MLE curriculum, and pupils' performance under the MTB/MLE curriculum, concerning Mother-tongue-Based/Multilingual Policy of DepEd as prescribed in the new K to 12 Act. MTB/MLE curriculum as discussed in the latest act means that MTB should be introduced in the primary grades (kindergarten to Grade 3) in two modes – one, as a separate subject, and the other one, as a medium of instruction.

The following figure sets the conceptual framework of the study. This further shows how the researcher conceptualizes the policy of DepEd as regards MTB/MLE curriculum and the current situation in the classrooms including the perceptions of teachers and their teaching practices as well as the performance of pupils in the National Achievement Test (NAT).

the assumption that with the use of mother tongue in the early years, children could perform better in school. According to the level of bilingual hypothesis (MacSwan, 2005, MacSwan, 2005, Diaz, 1985, Hakuta and Diaz, 1985), only in the early stages of second language acquisition does bilingualism promote cognitive ability, because it is then when second language learners show a greater metalinguistic awareness of language functioning.

Since Tagalog and Filipino are perceived to be similar or the same, it is then conceptualized that they could be introduced as one (both as L1) in the curriculum instead of introducing them separately and English now becomes their second language (L2) as opposed to the policy that it should be introduced to the pupils as L3.

Before the implementation of K to12 curriculum as per R.A.10533 (also known as the Enhanced Basic Education Act of 2013 or K to 2 Act), Filipino and English were used as the languages of instruction in Philippine classrooms (Article 14 of the Constitution). But due to several research findings on the positive effects of multilingualism in classroom instruction, MT became a language of instruction and specific subject in the primary grades (Dekker and Young, 2005, Lim and Giron, 2008, Malone, 2008) .

The main purpose of the present study was to develop a language and literacy transition model concerning the language used in instructions in Philippine

classrooms particularly in DepEd. The developed model was based on what K to 12 Act 10533 says, what are the perceptions of the teachers on the provisions, what the classroom teachers do, and how are the pupils doing or what is the performance of the pupils under the new curriculum.

The development of the transition model was based on the analysis of data gathered.

Statement of the Purpose:

The main purpose of this study was to develop a Language and Literacy Transition Model for Marinduque Tagalog.

Specifically, it aimed to:

1. Describe the teachers' views on MTB/MLE Policy for K-3.
2. Describe the practices of teachers in implementing the MTB/MLE policy for K-3.
3. Describe the pupils' performance under the MTB/MLE instruction.
4. Develop a Language and Literacy Transition Model for Marinduque Tagalog.

Scope and Limitation of the Study

This study was limited to the description of teachers' views on MTB as language of instruction and mother tongue as a separate subject. Analysis and interpretation of the language of instruction as prescribed in the K-12 curriculum

(R.A. 10533) and observation, description, and narration of the actual language use of teachers in the field was done. Performance of the pupils in the national exams were also described by the researcher.

Definition of Terms

The following terms are defined operationally to facilitate ease in understanding the study.

Bilingual. It refers to a person who has some functional ability in a second language (Spolsky ,1998, BESRA, 2015, Ramirez, 1986,Paulston, 1983, Pajares, 1996). Tabors & Snow (2004) in BESRA 2015, use the term bilingual “to refer to individuals who have been exposed to at least two languages, no matter what their level of proficiency in the languages. Respondents and subjects of the present study were identified as bilinguals especially in the teaching-learning process because they have the skills in using both English and Filipino/Tagalog.

L1 (first language). This pertains to the mother tongue or the language learned at home since birth. In the study, this refers to Marinduque Tagalog.

L2 (second language). This pertains to a language learned after the first, as in the case of English used in the country. It is also the target language or the language to be introduced to children after they have already mastered their mother tongue (L1). In other regions in the Philippines Filipino/Tagalog becomes their second language (L2) while other use Kapampangan, Pangasinense, Ilokano, Bikol,

Cebuano, Hiligaynon, Waray, Tausug, Maguindanao, Maranao, and Chabacano. Ybanag for pupils in Tuguegarao City, Cagaya, and Isabela; Ibatan for the Batanes group, Sambal in Zambales; Aklanon in Aklan, Capiz; Kinaray-a in CApiz, Aklan, Yakan in Autonomous Region Muslim Mindanao; and Surigaonon covering Surigao City and provinces. For people in Tagalog regions, Filipino/Tagalog (one of the identified mother tongues) is their first language and English becomes their second language (L2), unlike those who come from non-Tagalog speaking regions in which Tagalog is their L2 and English becomes their L3.

Literacy. It is the ability to use language (including constructing meaning) through writing especially in academic subjects and contexts (Ocampo, 1998). In the present study, this is defined as pupil's capacity/ability to learn using a specified language of instruction (Tagalog/Filipino and English in the case of the pupils in the research setting.)

Maintenance bilingual education or multilingual education. It is also known as additive bilingualism which contends that learning the second language or having the mastery and skills of the second language does not displace the first language as medium of instruction or medium of communication. Corson (1999) in Buhmann (2008) said that maintenance bilingual education program aims to use both or all the target language as medium of instruction for a certain period of schooling.

Mother tongue-based instruction or mother tongue medium of instruction. It refers to the use of the learner's mother tongue (also used as L1 in this study) as a medium of instruction. Tagalog is also specified language of instruction/medium of instruction in Tagalog regions, which is the case in Marinduque, the research locale.

Multi- lingual. It is a place, community, or a group of people using two or more languages. Marinduque (research locale), though a multilingual province, is populated by people who are able to understand each other using the common language, Tagalog.

Multilingual education. The formal use of more than two languages in the curriculum (UNESCO, 2003as cited by Buhmann, 2008). DepEd curriculum promotes multilingualism in education and it was evident in the inclusion of each place's mother tongue as medium of instruction and as a separate subject (R.A. 10533).

Transfer. It refers to the human ability to make use of skills learned in one language while speaking another language (Benson, 2010). It refers to the process of shift in language use, especially in instructional setting.

Transition. It refers to the gradual shift from one language of instruction to another. The study refers to this term as the process of bridging learners' acquisition

of first language to the learning of another through instructional experiences that promote motivation for and use of target language productively.

Transitional bilingual education or multilingual education. It is the program of transition from one language to another in instructional activities (Stroud, 2002, in Buhmann, 2008) involving a planned transition from one language of instruction to another.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This section presents the literature about mother tongue-based instruction and the use of mother tongue in different subjects in the curriculum. Likewise, studies proving the positive effects as well as negative effects of the use of MTB-MLE in the classroom are presented in this section.

Mother tongue-based Instruction

Pflepsen (2011) believes that in order to give children enough opportunities and positive experiences in classroom learning and schooling, educators should make the right decision of what language would be used to cater the needs of the learners. It is believed that the language/s used in the classroom dramatically affect children's opportunity and ability to learn.

The idea of supporting the use of MT as medium of instruction emerged at the UNESCO conference in 1951 where it was unanimously agreed that education could be better attained and out with the use of child's first language, thus, recommending that pupils be taught and be given instructions in their mother tongue on the first year up to the last stage of their schooling if possible (cited by Orekan, 2011).

Several research and studies conducted inside and outside the country have proven that language is a fundamental tool for effective communication in the schooling of children (Lim & Giron, 2008, Dekker, 2004, Malone, 2008, Macias, 1998, Rolstad, 1998, Perfetti, 1994, Mayberry, 1993).

Some research conducted in Africa contends that mother tongue should be used to establish and maintain a socio-cultural link between formal schooling and everyday languages spoken in the home (Chumbow, 1990; Fafunwa, et.al, 1989; Robinson, 1990; Webb et.al., 2004)

Putz (2004) argues that it is through mother tongue-based schooling that children would be able to internalize cultural norm as well as habits, feelings, and skills. Ife six-Year Primary project (Afolayan, 1984 as cited by Webb, et.al, 2004) and the Rivers Readers Project (RRP) both in Nigeria, were considered successful literacy programs in Mother tongue-based schooling in the African continent. The Rivers Readers Project in Nigeria was then developed to promote minority languages (34 minority languages) as languages of instruction in the first two to three years of primary schooling before transitioning to an official language.

Several projects were also piloted in Africa concerning mother tongue-based instruction. Specifically, there were 4 types of pilot projects. One is Early Exit Transition model or initial medium in an African language. This model requires approximately three (3) years of primary schooling before transitioning to

foreign language or an official language. Another pilot project is the Bilingual medium which aims to adopt MT as MOI throughout schooling introducing foreign language/second language as a specific subjects or using both as media of instruction until the end of schooling. Full medium or late exit transition model: MT is used as the MOI throughout, with the foreign language taught as a subject or the MT is used in conjunction with a foreign language as dual media of instruction to the end of school (Bangbose, 2004).

One action research on the models was from Nigeria (Malone, 2008) where authors Chukwuemeka Eze Onukaogu (2004) and a colleague worked together with teachers and learners in English as a medium of instruction classrooms. Their research aimed at discovering how children's mother tongue can best be used to empower the child to read and write and ways that teacher can best acquire knowledge about teaching literacy and how they might be empowered to become effective literacy teachers.

Onukaogo and his colleague (2004) in Malone (2008), through attitude and literacy aptitude assessment of both teachers and learners in Nigerian community, discovered five (5) issues that are common to many multilingual classrooms for ethnic children speaking non-dominant languages. Teachers a) lacked classroom management skills; b) had negative attitudes about teaching reading comprehension; c) had little knowledge of how to teach reading strategies and

skills; d) were unfamiliar with instructional resources for mother tongue literacy; and e) took a teacher-centred role in the classroom.

The researchers and teachers then spent a week discussing their observations after which the researchers provide the teachers with resource materials in using the learner's mother tongue for literacy instruction to read over a two-week period. The researchers modelled some techniques and organized workshops which included topic on: the role of talk in the classroom, the importance of reading aloud, singing, dancing, in preparing children for literacy, the use of big book for shared reading, the use of literature – fiction, information, subject-content, newspapers, to facilitate reading and writing, the important of print-rich environment, and the development of coalition among home, school, and wider community to create a community-based reading culture. Onukaogo and his colleague found that the environment had shifted from being teacher-centered to children-centered. He stated that the docility that characterized the pupils when they had first come to and were confronted with an unknown language had changed. The children became active again because they were able to communicate with their home language. And because interacting with their peers and teachers had increased, the children were better able to enjoy learning to read and write (Malone, 2008).

Another evidence of MT on other developing countries show the efficacy of L1. A 2005 World Bank Report (cited in Nolasco, 2009) revealed that in Mali, between 1994 and 2000, end-of-primary children who began their schooling in their mother tongue scored 32% higher in French test than children who underwent French-only program.

In Zambia, between 1999 and 2002, English-language reading and writing scores of children under the bilingual education program (L1 and L2) showed a surprising 360% improvement over the scores of children in non-bilingual programs (L3 only). The reading and writing scores in the Zambian languages also improved by 485% (Nolasco, 2009).

Bilingualism in the Early Years

In the case of Latina/Latino children, Ramirez (1991) compared the academic progress of Latino/Latina elementary school children in three program types: a) English immersion, involving almost exclusive use of English throughout elementary school, b) early-exit bilingual in which Spanish was used for about one-third of the time in kindergarten and first grade, with a rapid phase-out thereafter, and 3) late exit bilingual that used primarily Spanish instruction in kindergarten, with English used for about one-third of the time in grades I and 2, half of the time in grade 3, and about sixty percent of the time thereafter. One of the three late-exit programs in the study was an exception to the pattern in that students were abruptly

transitioned into primary English instruction at the end of grade 2, and English was used almost exclusively in grades 5 and six. This late-exit program is similar in its implementation to early exit. Students were followed through to the point at which each program model assumed they would be ready for mainstreaming into the regular program; in the case of the early-exit and immersion students this was grade 3, while late-exit students were followed to the end of grade 6 (Leyba, 2004).

The comparison of immersion and early-exit programs showed that by the end of grade 3, students were performing at comparable levels in English language and reading skills as well as in Mathematics. Slightly more of the early-exit students were reclassified as fully English proficient by the end of grade 3 than was the case for immersion program students. Students in each of these program types progressed academically at about the same rate as students in the general population.

The use of mother tongue in classroom instruction in the Philippines was implemented and being tested as early as 1948 when the Division Superintendent, Dr. Jose Aguilar (in Nolasco, 2009) launched a three-year study on the use of Hiligaynon as medium of instruction. After the first year, it became evident that pupils who were taught reading, arithmetic, and social studies in Hiligaynon were far more superior to their counterparts who studied in English. After 3 years of implementation, it was found out that the experimental group had caught up with

the control group in knowledge of English after six months of exposure to the language as a medium of instruction.

The phases of instruction in language –from communication to rhetorical use, to cultural and scientific enrichment, and to aesthetic appreciation (Gonzales, 1994 in BESRA 2015) must be covered throughout the basic education curriculum in language and literacy education. Children should be able to learn target languages from childhood to adulthood and experience all these levels of language use in order to make use of these languages in learning, pleasure, and self-improvement.

In the Philippines, the Lubuagan-Kalinga First Language Experiment was conducted with three experimental class schools implementing MLE and another three class schools implementing the bilingual education scheme. The project was being carried out by the Summer Institute of Linguistic-Philippines, the Department of Education and the local community of Lubuagan, Kalinga province. The overall results of the tests show the experimental class scored nearly 80 percent mastery of the curriculum, while the control class scored just over 50 percent mastery. The results provide crucial evidence that mother tongue instruction strengthens the learning of English and Filipino and does not hinder the learning of content, contrary to the fears and concerns of many parents and educators (Nolasco, 2009).

Another study conducted in the Philippines which proves that the use of mother tongue is beneficial in children's academic achievement was the Double Exposure in Teaching Mathematics in MIMAROPA (Giron& Lim, 2008). The study involved Grade 1, 2, and 3 pupils. Double exposure as used in the study means teaching Mathematics twice a day, once in their mother tongue (L1) and once in English. Different sets of activities were used for the two exposures. The lesson plan is written in English but the activities are written in their mother tongue. The study was conducted from 2003 – 2004 to S.Y. 2005 – 2007 using the REAT as their instrument. Results of the study suggest that double exposure in Mathematics improved the performance of Grade 1, 2, and 3 pupils and the use of pupils' mother tongue is an effective medium in facilitating and speeding up learning in Mathematics.

The latest landscape in the Philippine educational system, the implementation of K to12 Program as per Republic Act 10533 which mandates the use of the child's mother tongue (different to what was prescribed in 1987 Constitution that Filipino and English should be used as MOI) as language of instruction, somehow shaken the teaching styles, strategies, and methods of the teachers. Since, instruction in the mother tongue and mother tongue as a separate subject is one of the key features of K-12 curriculum, the task of educating children becomes more difficult when teachers have to face a heterogeneous group with bilingual and multilingual background (Pai, 2005). Teachers have to adjust

everything inside the classroom to meet the language and literacy needs of every learner - the materials, the strategies, and the language which should be given greater emphasis.

In the Philippines, DepEd Order No. 31, s. 2012 (Policy guidelines on the Implementation of Grades 1-10 of the K-12 Basic Education Curr.) as well as DepEd Memorandum No. 528, s. 2009 and DepEd Memorandum Order No. 74, s. 2009 state that mother tongue should be used as a medium of instruction and as a subject from Grade 1-3 and English or Filipino is used from Grade 4 -10. The issuance of this DepEd Order was based on some research conducted in the country, i.e., the study of the Department of Education Region IV-B (MIMAROPA) entitled “Double Exposure in Mathematics: A Glimpse of Mother Tongue First” (Lim and Giron, 2008) which has provided the local validation of the fundamental observation that top performing countries in the Trends in International Mathematics and Science Study (TIMSS) are those that teach and test students in Science and Math in their own languages.

Ocampo, (2006) as cited by Villanueva and David (2010) argue that findings from some of the research conducted in the Philippines tell that there are children who acquire two or more languages because of bilingual education policy. They have language that they acquire at home, learn from media exposure, and from classroom instruction.

Some research conducted inside and outside the country tell that there is a mismatch between the language of instruction and the language children use at home (mother tongue) and in their neighbourhood. The instruction in school is imparted in the standard variety (Pai, 2005) while language learnt in the neighbourhood may be a dialect or it may not provide adequate exposure, resulting in speech habits not suitable for school purposes.

Although some studies opposes the inclusion of mother tongue in the curriculum (Ramirez, 1991), still, several research findings suggest that the use of mother tongue during the early stages of child's schooling dramatically affects his later academic performance. Though most teachers are aware of this undeniable fact, the question of when to start and when to stop using the child's mother tongue in classroom instruction still calls for attention.

Nolasco (2009) in his Primer on Multilingual Education argues that when children already developed a strong foundation in their L1, children are gradually introduced to the official languages, Filipino and English, as separate subjects, first orally, then in the written form. He adds, "When the Filipino child reaches the higher levels s(he) would have gained enough proficiency in their second language (I2) and their third language (I3) for these to be used as primary media of instruction. By this time too, the Filipino learner can now transfer his/her knowledge encoded in their L1 to the nationally prescribed languages (Filipino and English).

Some schools in the Philippines have their different models in language instruction. An example was the Two Way Immersion Program (TWI) used by two progressive schools in the Philippines, the Builders' School and The Raya School both of which aim to develop the competency of the students in using both languages – English and Filipino.

Literature cited above prove the positive effects of mother tongue in the schooling of children however, there were also some which contend that there were no differences in the performance of children taught in mother tongue and in English. The present study was guided by the assumption that children learn better and can perform better when taught in their mother tongue just like what is presented above. In one hand, there were times and specific years when pupils in Marinduque performed far better than of the previous year/s (details in Chapter 5) in the National Achievement Test since R.A. 10533 was implemented (2011) which mandates the use of mother tongue as medium of instructions in all subjects (including science and math). On the other hand, summary of results also suggest that their performance in the said examination (including Filipino – Reading and Grammar, Science, and Math) was not consistent. As presented in the summary of results, there was a rise and fall in their performance even when mother tongue was already introduced as separate subject and medium of instruction in all subject areas in the primary grades except in English and Filipino. It was rationalized by the researcher that there were subjects where mother tongue (Tagalog in the case of

people/pupils in Marinduque) is not applicable to use. Based on the analysed observation, there were concepts (especially in Math and Science) which could hardly be understood by the pupils when taught/translated in mother tongue. Most of the studies/literature presented above promote the positive effects of mother tongue-based instruction to the learnings on pupils but the present study somewhat agree with what is presented by Ramirez (1991) that after all the experiments done to prove the favourable effects of mother tongue, still, it was found out that there were no differences in the performance of children who participated in the experiment.

Multilingual Education

The choice of language of instruction is very important as the selected language may enhance or hinder the quality of education. As Tucker (1999, Dutcher, 1994) argues, individuals not only develop literacy skills more easily in a familiar language but they also develop cognitive skills and masters content material more easily when they are taught in this language (UNESCO, 2003).

The benefits of learning through the mother tongue were recognized as early as 1957 in the UNESCO declaration, which explicitly stated the right of every child to be educated through the mother tongue. Although the importance of education

through the mother tongue and thereby maintaining it is accepted in principle, many practical issues have made the task somewhat difficult.

In 2001, at a UNESCO conference on cultural diversity, an appeal to enhance the learning of children to mother tongue was reemphasized. The UNESCO's concern at that time had 3 major objectives: 1) To promote the education in the MT in order to enhance the quality of the curriculum and the education that children are receiving around the world, to minimize the possibility of young children drop out from school system and who jumped into poverty in order to given them a better future; 2) To encourage bilingual and/or multilingual education at all levels of schooling as a way of promoting social and gender equality and as a key part of linguistically diverse societies and; 3) To promote languages as a center part of intercultural education, and to prove that literacy and mass communication are two major domains in which the importance of languages is also given emphasis to national socio-economic development (UNESCO, 2003).

Most of the world's speech communities are multilingual which makes contact between languages an important force in the everyday lives of most people (Chung, 2006). As people move from one country or region to another, there is contact with various speech communities in a natural setting, which brings about multilingualism. Hence, even as individuals maintain their home languages, an area where several languages are spoken becomes, over time, likewise a place of

multilingualism. When viewed as a phenomenon per se, multilingualism raises issues such as how one acquires two or more languages, how the languages are cross-accessed for communication in multilingual communities, and how the use of two-plus languages embodies and shapes one's cultural identity.

Most people would agree that, ideally speaking, all children have the right to speak their mother tongue and be educated through the mother tongue, and that every language deserves to be maintained (Shridhar, 1989). Language used in all domains (home, education, workplace, religion, etc.) ensures its maintenance.

Shridhar (1989) points out that the issue of maintenance of the mother tongue arises primarily with children who belong to minority language groups. Some minority languages have very few speakers scattered over geographical boundaries. A large number do not have a script. Many lack printed materials; still others lack literary traditions and different minority language groups have different attitudes toward their native language. Some have a strong attachment to their language and view it as a symbol of their identity, whereas, others view it as a language of minimum utility. It is in such contexts that the maintenance of minority languages as mother tongue becomes difficult.

Some believed that the use of the child's mother tongue or first language (L1) hinders children's academic performance in school but Nolasco (2009) contends that one's own language enables the child to express himself/herself easily

as there is no fear of making mistakes, thus, helping him to excel in class. MLE, then, encourages active participation by children in his learning process because they understand what is being discussed and what is being asked of the. The learners can immediately use the L1 to construct and explain their world, articulate their thoughts and add new concepts to what they already know.

Benson (2008) in her article “Mother Tongue Education in Multilingual Contexts” argued that whether we are educators or policy makers, we are all looking for the most relevant, applicable, and effective ways to improve education for diverse learners especially those who are not well-served by present-day education system. Problems are often beamed on marginalized learners themselves – they are poor, they don’t speak the language of the school, they don’t know how to study.

UNESCO (2003) as cited in Kok, et al. (2007) conveyed that the choice of language is a recurrent challenge in the development of quality education. Speakers of mother tongues, which are not the same as the national or local language, are often at a considerable disadvantage in the educational system.

The 1987 Constitution mandates and a policy declared by the National Board of Education on bilingualism in the schools, the Department of Education, Culture and Sports promulgated its language policy, which is as follows: The policy of bilingual education aims at the achievement of 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. Regional languages shall be used as auxiliary languages in Grades I and II. This means that Filipino and English shall be used as media of instruction, and that the regional languages (the mother tongues) shall be used as auxiliary media of instruction, and as initial languages for literacy, where needed (Borlongan, 2009).

The use of MTB/MLE in classroom instructions may gather different reactions from different educators. Benson (2004) in her article “Importance of MTB Schooling for Educational Quality” presented different myths and some false arguments which challenged the use of MTB in classroom instructions. Some of those are: 1) *The one nation—one language myth*. The colonial concept that a nation-state requires a single unifying language has influenced policy-makers in many parts of the world, yet imposition of a so-called “neutral” foreign language has not necessarily resulted in unity, nor have relatively monolingual countries like Somalia, Burundi or Rwanda been guaranteed stability. In fact, government failure to accept ethnolinguistic diversity has been a major destabilizing force in countries like Bangladesh, Pakistan, Myanmar and Sri Lanka; 2) *The myth that local languages cannot express modern concepts*. Another colonial concept is the supposed inherent worth of European languages in contrast to others, but all human languages are equally able to express their speakers’ thoughts and can develop new terms and structures as needed. Léopold Senghor once illustrated this by translating

Einstein's Theory of Relativity into Wolof, a lingua franca of Senegal. The difference lies in which languages have historically been chosen for "intellectualization," or development, through writing and publishing; 3) *The either-or myth*. This myth holds that bilingualism causes confusion and that the first language must be pushed aside so that the second language can be learned. The research evidence to date shows the opposite to be true: the more highly developed the first language skills, the better the results in the second language, because language and cognition in the second build on the first (Cummins 1999, 2000; Ramirez et al. 1991; Thomas & Collier 2002). Further, there is no evidence that the L2 must be a medium of instruction to be learned well; countries like Sweden achieve high levels of L2 competence by teaching it as a subject and preserving the L1 for instruction. 4) *The L2 as global language myth*. The foreign L2 is often seen as necessary for further education, work and other opportunities, yet as Phillipson (1992) points out this has not happened in a political vacuum but is the result of deliberate promotion by powerful countries or groups of their respective languages. Meanwhile, employment in the informal sector of low-income countries involves 50 percent or more of the population and is increasing, and primary schooling is still terminal for most. The vast majority will not be integrated into the global marketplace and will have little use for the L2; 5) *The myth that parents want L2-only schooling*. The poorest and most marginalized are acutely aware that their access both to education and to the high-status language has been limited, and they

have a right to expect the school to teach their children the same language that has benefited the elite. Undoubtedly parents will choose the L2 when presented with an either-or proposition; however, studies (Heugh 2002) have shown that when parents are allowed to make an educated choice from appropriate options, they overwhelmingly opt for bilingual rather than all-L2 programs, and most bilingual program evaluations report high levels of community support (CAL 2001).

These myths presented by Benson (2004) though based on a different setting and different groups of people may also be the same dilemma of the Filipino learners, teachers, and parents. Initial interview of the researcher with the teachers, learners, and parents somehow agree with these myths. In the inclusion of MTB as a separate subject in the curriculum, teachers and learners are somehow confused of what constitutes the MTB instruction as compared to Filipino subject. Teachers, according to them, are faced with problems like availability of materials written in pupils' mother tongue, expectations of parents that once they send their children to school, they would be good speakers of the foreign language (English), and the mismatch of teaching in MTB while the examinations from higher offices are written in the foreign language even the questions raised in quiz bees and other contests which the pupils are joining.

Cummins as cited by Leyba (1994) presents two major misconceptions regarding the nature of language proficiency which are common among educators in North America. These misconceptions are believed to have important practical

implications for the way educators interact with culturally diverse students. The first misconception entails drawing inferences about children's ability to think logically on the basis of their familiarity with the command of standard English. Children who speak a non-standard variety of English (or their L1) are frequently thought to be handicapped educationally and less capable of logical thinking. This assumption derives from the fact that children's language is viewed as inherently deficient as a tool for expressing logical relations. The second misconception views children's adequate control over the surface feature of English is taken as an indication that all aspects of their "English proficiency" have been mastered to the same extent as native speakers of the language. In other words, conversational skills are interpreted as a valid index of overall proficiency in the language.

Nolasco (2009) in his Primer on Multilingual Education argues that when children already developed a strong foundation in their L1, children are gradually introduced to the official languages, Filipino and English, as separate subjects, first orally, then in the written form. He adds, "When the Filipino child reaches the higher levels s(he) would have gained enough proficiency in their second language (l2) and their third language (l3) for these to be used as primary media of instruction. By this time too, the Filipino learner can now transfer his/her knowledge encoded in their L1 to the nationally prescribed languages (Filipino and English).

Nolasco (2009) also contends that early exit programs can help but may not be enough to have the mastery of L2. He cited the international experience on the use of L1 and L2 in education specifically in Africa. He enumerated: 1) Children need at least 12 years to learn their L1; 2) Older children and adolescents, not younger children, are better learners of an L2; 3) It takes six to eight years of strong L2 teaching before this can be successfully used as a medium of instruction; 4) L1 literacy from Grades 1 to 3 helps but is not sufficient to sustain the learning momentum; 5) the full benefits of long term L1 instruction (6 to 8 years) will only be evident after the tenth year; 6) L1 education, when interrupted, adversely affects the cognitive and academic development of the child; and 7) The premature use of L2 can lead to low achievement in literacy, mathematics, and science.

Debates inside and outside the country regarding what language to be used in classroom instructions are unstoppable. In the Philippines where K-12 curriculum is already implemented for 3 years now takes different perceptions and views from teachers especially in language instruction concerns.

Some literature and studies adhere to the significance of using MT in classroom instructions. Some do not. This triggers the researcher to pursue this study for the hope that a model of how long MT would be used as MOI and as a separate subject and when to shift to the target language would be developed.

National Languages in Formal Education

In Mali, as in other former French colonies in Africa, the challenges faced in education and in the development of African languages can be largely attributed to the legacy of French colonial policy. The historical dominance of the French language in the formal education systems despite the lack of French fluency among most of the African population has led to poor learning outcomes, teaching strategies that do not promote comprehension and the stunting of students' natural learning abilities (Buhmann and Trudell in UNESCO, 2008)

In 1979, the government of Mali took the radical decision to introduce the use of national languages in formal education as an attempt to solve critical problems of student abandonment, failure and grade repetition. Bilingual education began on an experimental basis; national languages were introduced in Grades 1 through 6 as the medium of instruction.

In 1987, a new pedagogical approach called *Pédagogie convergente* (or 'Convergent pedagogy') was introduced on an experimental basis. This new model had been developed at the Belgian Centre international audiovisuel d'études et de recherches (CIAVER). The term convergence describes a pedagogy that emphasizes interactive learning and links teaching methods of the first and second languages. The child's mother tongue is used as the language of instruction throughout primary school and the second language is taught in such a way that the learners become functionally bilingual. The goals of this model are to improve

school access and learning outcomes for students, to integrate the school into the social and cultural environment of the students, and to produce functionally bilingual learners.

In *Pédagogie convergente* schools, students begin primary school in their first language, and they learn to read and write in it before starting to learn French. By the fifth and sixth grades, half of the teaching time is allocated to French and half to the national language. At this stage, students are expected to be able to learn subject content in each of the two languages. By the end of the six years of the primary school cycle, both languages are used equally as medium of instruction. Students in *Pédagogie convergente* classrooms take the same primary school leaving exam as students in French-only classrooms, but they are also examined in subjects specific to *Pédagogie convergente*.

The *Pédagogie convergente* model was tested for six years in the town of Ségou. In September 1993, the first generation of *Pédagogie convergente* students finished the basic six years of elementary school and 77 percent passed the national entry exam to seventh grade compared with the national average of 66 per cent (Traoré, 2001; Buhmann and Trudell, UNESCO, 2008). Assessments of *Pédagogie convergente* have shown that student achievement is significantly higher than in French-only schools. It was these findings that led to the extension of the programme to other primary schools in Mali beginning in 1994. From 1994 to 2000,

Pédagogie convergente students generally achieved better results on the seventh grade entrance exam than did the other students.

Since 2005, Mali has been generalizing a curriculum of basic teaching that uses the same methods and learning materials as *Pédagogie convergente*.

Pédagogie convergente was extended beyond the pilot schools beginning in 1994 and, by 2005, it was being used in 2,050 public schools nationwide and in 11 of the 13 national languages: Bamanankan, Fulfuldé, Songhay, Tamasheq, Dogon, Soninké, Bomu, Syenara, Tyeyaxo, Mamara and Khassonké (UNESCO, 2006; Buhmann and Trudell, UNESCO, 2008).

Papua New Guinea is the most linguistically diverse country in the world, with 820 living languages spoken by 5.4 million people. About 85 per cent of the population lives in rural areas on subsistence farming, hunting and gathering. Port Moresby, the only city of any significant size in the country, is home to the national government and the civil service. Extractive industries thrive in the country, but local managerial and technical skills are limited, and indicators of social well-being such as health and nutrition have declined in recent decades.

Before the mid-twentieth century, nearly all schools in Papua New Guinea were church-run and used the local languages extensively. However, with the establishment of a national education system, the government decreed that English should be the exclusive language of instruction in that system. When the country

became independent in 1975, the government continued to support an English-only education policy in the formal education system.

However, dissatisfaction with the relevance and evident lack of effectiveness of this system began to grow. A community-based non-formal pre-school education movement called the Tok Ples Pri Skul began in the late 1970s, teaching literacy and numeracy in the local languages. In the 1980s, it began to appear that the formal education system was contributing to the alienation of the nation's youth. Along with government responses to this problem, communities were encouraged to establish more non-formal preschool programmes. By 1994, more than 2,300 such programmes existed in over 200 languages with nearly 80,000 students.

Meanwhile, an education sector review was carried out in 1991. Educational reform was recommended in which national languages would be used as medium of instruction in the first three years of formal schooling. Evaluations of the Tok Ples Pri Skul had shown that children who became literate in local languages before entering the formal education system had a learning advantage over their classmates, and made the transition more easily to the all-English classroom than those who had not been enrolled in the local-language pre-school (Wroge, 2002; Buhmann and Trudell, in UNESCO, 2008)).

The education reform was enacted in 1995. By 2000, the national formal education system was providing instruction in kindergarten (the Preparatory Year)

and Grades 1 and 2 (Elementary 1 and 2) in 380 national languages in addition to Papua New Guinean Pidgin and English. By 2003, Papua New Guinea was providing Preparatory Year and Elementary 1 and 2 in over 430 languages (Litteral, 2004, Buhmann and Trudell, 2008) and the goal has been to introduce such education in still more languages. Thus the new education system provides three years of mother tongue-based education, in which reading and writing are taught in the language of the community and English is taught as a second language. Beginning in Grade 3, children then move into English-medium instruction.

Results of programme assessments were published in 2005 and 2006 although no longitudinal analysis of educational outcomes has been carried out as yet. However, the available studies indicate that access to education has been enhanced and drop-out rates have dropped. Some of the positive outcomes that have been attributed to the new education system include greater ease of becoming literate and learning English, higher enrolment, particularly among girls, and greater classroom engagement by the students. Teachers report that students are more active and self-confident about learning. In the provinces that first implemented the reform, results from the 1998 Primary Education Certificate Examination (administered at the end of Grade 6) showed that children scored much higher than in other provinces (Klaus, 2003; Buhmann and Trudell, 2008). The rapid spread of the programme throughout the country could be seen as another important indicator of its success.

Bilingual Education Policy

In Peru, mother-tongue-based bilingual education was first officially introduced in 1952, when the Ministry of Education created a programme to meet the educational needs of the indigenous populations of the Peruvian Amazon rainforest (Buhmann and Trudell, 2008). However, the creation of this programme did not necessarily indicate profound government interest in the well-being of Peru's indigenous peoples. The programme was heavily supported by international NGOs and targeted a population of roughly 250,000 people who were geographically isolated, socially marginalized and politically unimportant. The far more numerous, politically volatile Quechua-speaking populations of the Andean region were not included in this early bilingual education programme.

The 1972 Education Reform of General Velasco's Revolutionary Government reform was intended primarily to include the indigenous population of the Andean highlands as well as the Amazonian populations in the construction of a culturally pluralistic state. The Quechua language (actually a family of languages) was officially recognized as a language in 1975. Velasco's reforms were significant because they recognized the multi ethnic character of the state and focused for the first time on including the indigenous population in the construction of the state. In 1988, a national Directorate of Bilingual Education within the Ministry of Education was created, an important acknowledgement and support of bilingual education. Since then, the 1994 Constitution recognized the linguistic and

educational rights of indigenous peoples by recognizing the nation's ethnic and cultural plurality. Article 2 gave official language status to all the indigenous languages in the regions where they were spoken and Article 17 underlined the state's obligation to promote intercultural and bilingual education.

Bilingual education policy in Peru has now evolved into what is called bilingual intercultural education. A basic principle of this model is to maintain the indigenous language alongside the use of Spanish. Students first learn to read and write in the mother tongue, the sole language of instruction in the early years of schooling. Spanish is initially taught as a second language and in later years becomes a language of instruction.

Another key principle of the bilingual intercultural education model is its specific attention to the culture of the students and the incorporation of elements from other cultures into the curriculum. The model promotes respect for cultural difference and harmonious interaction between members of different cultures.

From 1996 to 2000, a national bilingual intercultural education programme was developed: 94 bilingual teaching manuals were produced, over 10,000 teachers were trained in bilingual teaching and materials were provided for bilingual libraries in schools that provided bilingual intercultural education.

A timeline was also established for the development of bilingual intercultural education as part of state policy. Implementation of bilingual intercultural education is currently being carried out in a three-phase programme

called the Rural Education and Teacher Development Project that began in 2004 and is to run through 2013, funded by the World Bank.

Bilingual intercultural education in Peru today is comprised of numerous programmes and projects that vary with the sociolinguistic situation and the type of bilingualism in the area. However, this educational approach is almost exclusively directed at the Indian population of the country and is so far limited in coverage. In 1999, 2000 and 2001 about 100,000 children were enrolled in bilingual intercultural education programmes per year (Godenzzi, 2003) or an estimated 10 per cent of the Indian children in Peru whose mother tongue is an indigenous language (Küper, 2007; Buhmann and Trudell, 2008).

Evaluations of bilingual intercultural education in Peru have shown a positive cognitive and affective impact on indigenous students. Lopez and Küper (2000) in Buhmann and Trudell, (2008) summarized the results of these evaluations whose benefits include: 1) improved overall academic performances; 2) greater ability in solving mathematical problems; 3) greater assurance in speaking Spanish; 4) fewer disparities in learning outcomes between girls and boys, and between urban and rural students; 5) greater self-esteem among the students and; 6) more active student participation in the learning process.

Bilingual education has a long history in the United States, with programmes being offered primarily for immigrants from other nations since the

eighteenth century. Programmes of various sorts have flourished across the country, driven by both legal and pedagogical considerations (UNESCO, 2008).

The goals and strategies of bilingual education programmes in the United States vary widely, however. Concerns for cultural maintenance and support for the mother tongue have competed with more assimilationist perspectives that use bilingual education to integrate students into the mainstream, English-language American education system. The variety of methodologies therefore range from maintenance programmes aiming to develop literacy and learning abilities in English and the language of the home to ‘remedial’ English programmes that appear to treat monolingualism in the home language as a defect.

In the mid-1980s, researchers Wayne Thomas and Virginia Collier embarked on a longitudinal study to analyse the learning outcomes of what they termed the ‘education services provided for language minority students in US public schools’ (Thomas and Collier, 2002; Buhmann and Trudell, 2008). Their goal was to gather and analyse national-level data that would help education administrators at the local school level to understand the long term implications of the bilingual education programme decisions they were making. From 1985 to 2001, Thomas and Collier followed large numbers of students in different kinds of bilingual programmes and in different parts of the country, collecting long-term data on their academic achievement.

The study examined various bilingual education programmes: English immersion programmes; a programme that pulls students out of regular classes to teach them English as a second language for a certain number of years followed by immersion in English-language instruction; programmes that begin in the mother tongue and transition into English after two or more years; and what Thomas and Collier term ‘developmental’ (or maintenance) bilingual education, in which children from one language community (one-way) or two language communities(two-way) are targeted.

The Thomas and Collier study examined the records of 700,000 language minority students, speaking dozens of home languages, in five school systems across the country between 1985 and 2001. According to Thomas and Collier, the strongest predictor of learner success at upper secondary levels in the dominant language (English) education system was the number of early years of instruction the learners had received in their mother tongue (MacSwan, 2000, Leichner and Siemund, 2004 Goldenberg, 2011, MacSwan, 2010, Genesee, 2006, Eipstein, 1996). Children who had the first six years or more of formal instruction in their own language fared the best in later academic achievement (Canale, 1980, Cohen, 1976, Cummins, 1979, Cummins, 1976, Cummins, 1981). Three related key findings also emerged from this study, regarding what enhances long-term success in school:1.Cognitively complex academic instruction in the students’ first language for as long as possible, at least five or six years, and cognitively complex

instruction in the second language for part of the school day as well; 2. The use of interactive methods in teaching through the two languages; 3. A school environment that supports bilingual learning (Cummins, 1981).

Thomas and Collier advocate what they call ‘dual language education’ or two-way maintenance bilingual education as the ideal educational model in bilingual contexts where both majority and minority students learn bilingually. One-way maintenance bilingual education is recommended where only one language community is being targeted. Aside from the cognitive outcomes measured in standardized tests of the students being tracked, Thomas and Collier report that parents of both language groups in a dual language education context tend to participate more actively in the school because they feel welcome, valued, respected and included in school decision-making.

Students in the programmes analysed here demonstrate the following common principal educational outcomes: 1) Their overall academic achievement is superior to that of students in the monolingual second-language system; 2) Their mathematics achievement is superior as well; 3) Their achievement in the second language is at least as high as that of students in the monolingual second-language system; 4) They acquire additional linguistic competencies in their first language; 5) They participate more actively in the learning process and feel more confident about learning.

Bilingual and Multilingual Program Models in the Philippines

Howard and Christian (2002) as cited by Villanueva and David (2010) described two main program models used by two private schools in the Philippines – the Builders’ School and the Raya School (a school run by Adarna House, the country’s leading children’s publishing firm). One program model was known as the 50/50 model which means that instruction in the two languages is divided evenly at all grade levels through a daily division of language between morning and afternoon sessions. The other one is the 90/10 model which intentionally allots 90% of instruction in the minority language and 10% in English during the first up to two years of schooling. Gradually, the language distribution then evens off at 50/50 during the fourth to sixth year of elementary education.

The Raya School implemented a bilingual program where Filipino and English were used alternately: Monday and Thursday classes were conducted in English. The language used on Fridays was totally dependent on the language that the visiting expert used, the language of the guide in a field trip, or the language used in the film being viewed. In teaching reading, it uses the Four-Pronged Approach. Reading a literary selection in Filipino on Monday and a literary selection in English on Wednesdays. Beginning reading is taught in the child’s first language. Science and Math are taught in both languages (English and Filipino). On the other hand, Builders’ School, which targets middle income children who

have either English or Filipino as their first language, is committed to teach all subject areas equally in English and Filipino so students become proficient in two languages.

University of the Philippines' Laboratory School and UP Integrated School (UPIS) implemented a bilingual program with a strong bias for Filipino language maintenance (Villanueva and David, 2010). After a thorough evaluation of the program in 2003, it recommended a new bilingual program model which prescribed the use of Filipino from K- Grade 4 levels for all subjects except in English, Music, and Art. From Grade 5 until high school, UPIS used both Filipino and English as media of instruction, with English used in Math and Science (Resuma and Ocampo, 2005 in Villanueva and David, 2010).

Bruck, Genesee, and Caravolas, (1997) in BESRA 2015, presented five important factors leading to efficient bilingual programs: 1) Children's language skills in two or more languages develop well when bilingual skills are valued; 2) The child's first language/s is used as a tool for learning; 3) The child is motivated and needs to communicate in the target/new language; 4) There are relevant and diverse opportunities to use language (listening, speaking, reading, and writing) for real purposes, e.g., finding out and sharing information, describing, instructing; 5) Present in the learning environment is a good model of a target language/s who can understand one of the child's languages.

An increase in the number of research regarding the academic benefits children can have in the use of their mother tongue in their early schooling and the effectiveness of bilingual programs in school caught the attention of educators and policy makers around the globe. A concrete evidence is the implementation of mother tongue-based instruction as the key feature of the K-12 Program. However, in the key Thrust #3 of BESRA 2015 (On the Formulation of the National Learning Strategies for the Filipino and English Languages) the learning on English and Filipino languages only were given stress. Particularly, it seeks to increase social support for the attainment and learning outcomes desired for the students in basic education. The increase in social support, as stated, must be drawn from a variety of sources and through a system of strategies that will arise the support and advocacy among stakeholders and beneficiaries of language and literacy education. This thrust has the following objectives: 1) Engage leaders, influential, experts, groups, and institutions with an interest in Filipinos learning in the Filipino and English languages in the articulation of a consensus on the role and importance of Filipinos learning in Filipino and in English; 2) Identify resources, capabilities, assets, strengths, and advantages available for Filipinos' mastery of Filipino and English languages; 3) Propose actions, policies, projects, activities, and initiatives, that can accelerate, enhance, enrich, and universalize Filipinos learning in Filipino and English languages; 4) recommend appropriate directions or priorities for schools, media, professions, enterprises, government agencies, church and

religions, and other social institutions; 5) Develop a public information campaign to increase popular awareness and understanding about the current trends in educational outcomes in the Filipino and English languages.

Effects/impact of MTB/MLE on quality of schooling

Well-documented empirical studies of mother tongue-based bilingual programs in developing countries began appearing in the 1970s and still form the basis of what is done in the field today. Some of the benchmark studies are these (Benson, 2004):

Modiano's (1973 in Benson, 2004) study in the Chiapas highlands of Mexico found that indigenous children efficiently transferred literacy skills from the L1 to the L2 and out-performed monolingual Spanish speakers. Modiano also qualitatively explored how teachers from the same linguistic and cultural communities as their students were uniquely suited for their work.

The Six-Year Yoruba Medium Primary Project (Fafunwa et al. 1975; Akinnaso 1993, in Besnon, 2004) demonstrated unequivocally that a full six-year primary education in the mother tongue with the L2 taught as a subject was not only viable but gave better results than all-English schooling. It also suggested that teachers should be allowed to specialize in L2 instruction.

The Rivers Readers Project, also in Nigeria, showed how mother tongue materials of reasonable quality could be developed even where resources were

scarce and even for previously undeveloped languages with small numbers of speakers (Williamson, 1976 in Besnon, 2004). Communities themselves provided competent native speakers and funds for language development, producing over forty publications in fifteen languages.

Large-scale research on Filipino-English bilingual schooling in the Philippines (Gonzalez & Sibayan, 1988) found a positive relationship between achievement in the two languages, and found that low student performance overall was not an effect of bilingual education but of other factors, especially the low quality of teacher training (Dutcher, 1995, Skutnabb-Kangas, 1986, Macias, 1998, Rolstad, 2005, Pai, 2006, Oreka, 2011, Nathenson, 2003, Malone, 2008, MacSwan, 2010,).

These impacts of mother tongue-based instruction on the quality of schooling are relevant to the present study. Most of the literature presented favour to the positive effects brought about by mothertongue-based instruction to pupils' performance but of different range. The Six-Year Yuroba Medium Primary Project accounted that full six-year primary schooling in the mother tongue with the L2 taught as a subject gave better results in the performance of their pupils thus, suggesting that teachers should also specialize in the second language (L2). After analysing the examination results in the National Achievement Test (NAT) of Grade 3 pupils, the researcher found out that because of its unstable result since

2010 (no mother tongue-based provision yet) to 2014 (where mother tongue was already introduced starting 2011), language of instruction may be of no or little contribution to the performance of pupils in the said examinations.

As Sibayan and Gonzales (1988) argued that low student performance overall was not an effect of bilingual education but of other factors, especially the low quality of teacher training (Dutcher, 1995). Based on the result of survey questionnaire answered by fifty (50) teachers, teacher's training is a problem less encountered by them but the inconsistency of the implementation of policy/ies regarding MTB/MLE and the funds/budget for the preparation of instructional materials and teaching devices for mother tongue-based instructions unlike The Rivers Readers Project, in Nigeria, that communities themselves provided competent native speakers and funds for language development, producing over forty publications in fifteen languages (Benson, 2004).

These literature guided the researcher in designing the tools and methods used in this study. As mostly mentioned, mother tongue-based schooling helped a lot in the performance of pupils, however, there are also problems which may hinder the attainment of these positive results. It was based on these facts where the researcher derived the idea of investigating on the perceptions of teachers regarding mother tongue-based instructions (as a separate subject and as MOI) in the present curriculum in the Philippines.

Results of the present study agreed with what are presented here that mother tongue-based instruction helps the pupils do better (though the results of their NAT exam were found to be inconsistent but there were years when they performed far better than their performance without mother tongue-based instruction. Details in Chapter 4). Also, it confirms that performance of children may not be the sole effect of bilingual education but there may be several factors that may hinder their progress in school.

Linguistic Bases of Tagalog or Filipino Languages

Tagalog /tə'gɑ:lɒg/ (Tagalog pronunciation: [tə'ga:log]) is an Austronesian language spoken as a first language by a quarter of the population of the Philippines and as a second language by the majority. Its standardized form, officially named *Filipino*, is the national language and one of two official languages of the Philippines, the other being English (Reid, 2015 in wikipedia.com).

Tagalog was declared the official language by the first constitution in the Philippines, the Constitution of Biak-na-Bato in 1897. In 1935, the Philippine constitution designated English and Spanish as official languages, but mandated the development and adoption of a common national language based on one of the existing native languages. After study and deliberation, the National Language Institute, a committee composed of seven members who represented various

regions in the Philippines, chose Tagalog as the basis for the evolution and adoption of the national language of the Philippines. President Manuel L. Quezon then, on December 30, 1937, proclaimed the selection of the Tagalog language to be used as the basis for the evolution and adoption of the national language of the Philippines. In 1939, President Quezon renamed the proposed Tagalog-based national language as *wikang pambansâ* (national language). In 1959, the language was further renamed as "Pilipino". The 1973 constitution designated the Tagalog-based "Pilipino", along with English, as an official language and mandated the development and formal adoption of a common national language to be known as Filipino. The 1987 constitution designated Filipino as the national language mandating that as it evolves, it shall be further developed and enriched on the basis of existing Philippine and other languages.

In the whole country, there appear to be four major Tagalog variations such as Northern Tagalog (exemplified by Bulacan dialect), Central (including Manila), Southern (exemplified by Batangas), and that of Marinduque Tagalog (research locale). Although they are all Tagalog, there are still some “dialectal” differences or variations. The following are just some of their variations:

Many Tagalog dialects, particularly those in the south, preserve the glottal stop found after consonants and before vowels. This has been lost in Standard Tagalog (academic Tagalog) . For example, standard Tagalog *ngayón* (now,

today), *sinigáng* (broth stew), *gabí* (night), *matamís* (sweet), are pronounced and written *ngay-on*, *sinig-ang*, *gab-i*, and *matam-is* in other dialects. These examples may mean that phonemes (sounds of words or each letter in a word) may be the same in all varieties of Tagalog but the accent and diction would be different. Like for the word “ngayon” which is accentuated on the second syllable but in Marinduque Tagalog, it becomes “ngay-on” which is accentuated on the first syllable “ngay-“

In Teresian-Morong Tagalog, [ɾ] is usually preferred over [d]. For example, *bundók*, *dagat*, *dingding*, and *isdâ* become *bunrók*, *ragat*, *ringrín*, and *isrâ*, e.g. "sandók sa dingding" becoming "sanrók sa ringrín". This example proves that there are still varieties of Tagalog which are phonemically different like, “bunrok” for “bundok”, “ringring” for “dingding”, and “sanrok” for “sandok” which changed /d/ to /r/. However, changed in spelling and phonemes in these examples did not affect the meaning of the word “bundok” and “bunrok” which both mean “mountain”.

In many southern dialects, the progressive aspect infix of *-um-* verbs is *na-*. For example, academic Tagalog *kumakain* (eating) is *nákáin* in Quezon, Batangas and Marinduque Tagalog.

Some dialects have interjections which are considered a regional trademark. For example, the interjection *ala e!* usually identifies someone from Batangas as does *hane?!* in Rizal and Quezon provinces and *ngani!* and *mandin!* for Marinduque.

Among all those Tagalog variations, perhaps the most divergent is Marinduque Tagalog or those which are spoken in Marinduque. One example is the verb conjugation paradigms. While some of the affixes are different, Marinduque also preserves the imperative affixes as in the following examples:

Manila Tagalog 1: *Susulat siná María at Esperanza kay Juan.*

Marinduque Tagalog 1: *Másúlat da María at Esperanza kay Juan.*

English Translation 1: *María and Esperanza will write to Juan.*

Manila Tagalog 2: *Mag-aaral siya sa Maynilà.*

Marinduque Tagalog 2: *Gaaral siya sa Maynilà.*

English Translation 2: *He/She will study in Manila.*

Manila Tagalog 3: *Maglutò ka na!*

Marinduque Tagalog 3: *Paglutò na!*

English Translation 3: *Cook now!*

Manila Tagalog 4: Tinatawag tayo ni Tatay.

Marinduque Tagalog 4: Inatawag nganì kitá ni Tatay.

English Translation 4: Daddy is calling us.

Manila Tagalog 5: Tútulungan ba kayó ni Hilario?

Marinduque Tagalog 5: Atulungan ga kamo ni Hilario?

English Translation 5: Is Hilario going to help you?

It could be noted from the presented examples that although affixes may be different and the structure of sentences varies, still the meaning and thought expressed is just the same when translated into English. In the first example, “Susulat sina Maria at Esperanza kay Juan.” for Manila Tagalog and “Masulat da Maria at Esperanza kay Juan.” for Marinduque Tagalog both mean that “Maria and Esperanza will write to Juan.” The root word “sulat” (write) did not change its meaning though the affixes used are not the same. Likewise, the use of the root word “sulat” did not change the meaning of the context even with the use of different affixes –ma for the first example (masulat), -ga for the second example (gaaral), -pag for the third one (pagluto), -a for the rootword “kaina” (kainin for Manila Tagalog which is more academically structured), -ina for “inatawag”, and –a for “atulungan”.

The foregoing examples mean that variations in structure of Marinduque Tagalog does not necessarily affect the meaning of the entire context. The structure may not be suited for academic use (as in Manila Tagalog) but the semantics/meanings expressed are just the same.

The presented literature about the linguistic bases of Tagalog variations helped the researcher a lot in coming up with language and literacy transition model for MTB/MLE.

CHAPTER 3

METHODOLOGY

This chapter presents the discussion of the research design, selection criteria and procedures for the recruitment of the participants, and the introduction of the organized procedures of data collection.

Research Design

The quantitative-qualitative method is the most appropriate method in answering all the research questions for the present research. This research focused on the description of teachers' perceptions/views on the latest prescribed language of instruction, which is the mother tongue, in the K to 12 curriculum as per RA 10533 and their perceptions on the inclusion of mother tongue as a separate subject from Grades 1-3 of the same provisions. The problems they encounter in using MTB as MOI and as a separate subject were also investigated by the researcher using the survey questionnaire supplemented by the results of interview.

This study chose a case study method. It is generally believed that case study method was first introduced into social science by Frederic Le Play in 1829 and continuously taking place from the early 20th century in the discipline of sociology, psychology, and anthropology. In all these disciplines, case studies were an occasion for creating new theory, as in Grounded Theory work of sociologists Barney Glaser and Anselm Strauss (Creswell, 2009).

A case study is a published report about a person, a group, or a situation that has been studied. It describes the behaviour of the group as a whole, not just a behaviour of individual in a group. As Thomas (cited in Creswell, 2009) argues that case studies are analyses of a person, events, decisions, period, projects, policies, institutions, or other systems that are studied holistically by one or more method.

According to Creswell (2009), case study can be defined as a research strategy, an empirical inquiry that investigates a phenomena within its real-life context. It can mean single and multiple studies, can include quantitative evidence, relies on multiple sources of evidence, and benefits from the prior development of theoretical proportions. As such, case study research should not be confused with qualitative research, as case studies can be based on any mix of quantitative and qualitative data.

In the case of the present study, it applies a mixed-method using both quantitative and qualitative data from the gathered facts. Qualitative data were gathered from the responses of the teachers in the initial interview. From those data, the researcher was able to develop a survey questionnaire which was answered by primary grade teachers contributing quantitative data to the entire study.

The present study describes the latest DepEd policy about MTB/MLE curriculum which serves as the major phenomena. It gathered other data such as teachers' perceptions to the current policy, what do teachers do in classroom

instructions in relation to the present policy, and how do pupils perform or what is the performance of the pupils under the MTB/MLE policy. This study made use of survey questionnaire and data from the different schools as regards pupils' performance. These things are termed "exhibits" as used in a case study.

Information presented in this study were gathered from different sources like results of interview, survey questionnaire, and class observation. In analysing the gathered data, the researcher made use of the codes from the interview with teachers, responses in the survey questionnaire, and class observations.

The methods used by the researcher in gathering data were: participants observation, interview/interviewing, and collection of artifacts and text (exam results for the present study) (Grounded Theory, James and Alony, 2011):

- 1) Participants' Observation, This involves the researcher immersing himself or herself in the daily lives and routines of those being studied. This often requires extensive work in the setting being studied or what is called fieldwork. The researcher of the present study had enough time observing the routine of the participants of the study. Class observations were videotaped and recorded;
- 2) Interviewing. Researchers who will use this method will learn about a culture or group by speaking with informants or members of the culture or group. Talking with informants is called interviewing (Strauss and Corbin, 1994 in Simmon, 2008). Interview was done by the researcher. The types of interviews conducted by

researchers using this approach vary in degree of formality (informal interview to semi-structured to structured interviews). The researcher of the present study used a semi-structured interview with an interview guide (please see the attached interview guide). 3) Collection of Artifacts and Texts. Researchers using a case study method may also learn about a group or culture by collecting and studying “exhibits” (e.g. written protocols, charts, flow sheets, educational hand outs) - materials used by members of the culture in their daily lives. For the present study, the researcher used the examination results of the pupils in their NAT Exams from 2011-2014.

Respondents of the Study

The present study involved ninety (90) teachers from Grade 1 to Grade 3. They were selected according to the subjects they are teaching (MTB and other subjects taught using MTB as medium of instruction), accessibility of the location of their school (for the researcher to often observe and videotape classes), and the openness of the teachers to the researcher (some of them were former classmates and former students who are now the cooperating teachers of the student teachers of the researcher) in order to get authentic data and information for the current research. Respondents of the study were randomly selected. They were all teachers from Grades 1 to 3 and they have various experiences in teaching MTB as a separate

subject and using mother tongue as a language of instruction since its implementation in June 2011.

For the initial interview, the researcher dealt with thirty (30) DepEd teachers from Santa Cruz and Torrijos Districts. The researcher sought permission (through a written communication. Approved letter/s attached). From the Supervisors of all the districts in Marinduque as well as the principal of each school. The interview was recorded/videotaped. Results of interview were carefully analysed as to their reactions to R.A. 10533 particularly as regards the inclusion of MTB as a separate subject and as language of instructions in the primary grades. Their reactions were weighed down and the researcher found out that there are more positive comments from the teacher regarding MTB as language of instruction but they reacted negatively when it comes to its inclusion as a separate subject in the primary grades (transcribed interview results in Chapter 4). Those inputs from the teachers became the bases for the researcher to develop a survey questionnaire which were administered to fifty (50) more Grades 1-3 teachers. Class observation (videotaping and audio recording) was also done by the researcher with ten (10) classroom teachers (who did not answer the survey questionnaire) while teaching MTB and Filipino (to look closely if there are differences in the use of Filipino language and Tagalog language as the mother tongue of the pupils in the province).

Language used by the teachers and pupils were transcribed, coded, and analysed and language experiences of the pupils were described.

Research Settings

This research was conducted at DepEd Marinduque where the researcher resides. It is an Island located in the Southern Luzon and a member of the MIMAROPA (Mindoro, Marinduque, Romblon, Palawan) Region or Region IV-B. It is composed of six (6) Municipalities namely: Boac (capital of the Province), Mogpog, Buenavista, Gasan, Santa Cruz, and Torrijos. People in this province are using Tagalog as their primary language of communication but people in each municipality have their own local languages which are closely similar to Taglaog and can easily be understood by people from other municipalities.

Demographic Profile of the Participants

Table 1. Years of Service of the Participants

No. of years in service	F	%
21 – above	28	31
16 – 20	15	17
11 -15	19	21
6 -10	25	28
1 – 5	3	3
Total	90	100%

Table 1 displays that majority of the teacher respondents at 28 or 31% is in the teaching profession for more than 21 years. The second biggest group at 25 or 28% is in the service for 6-10 years followed by the third biggest group at 19 or 21% who are in the service for 11-15 years. Moreover, there were three teachers who are serving for 1-5 years during the time of this research. Data presented on this table depict that teachers in the primary grades are assumed to be well-experienced to meet the needs of primary school pupils. As interviewed by the researcher, they said that, they also experienced teaching in the higher grades before they were given the chance to teach in the primary grades.

When interviewed about the language of instruction, they admitted that mother tongue-based instruction is not new to them, and that even if there was no provision yet about MTB as medium of instruction, they were doing it ever since. It's because, according to them, there is no distinction between Tagalog and Filipino.

Table 2. Grade Level Handled by the Participants

Grade level	Frequency	%
1	41	46
2	36	40
3	13	14
TOTAL	90	100%

Table 2 presents the participants per Grade level. As presented, majority of the teacher respondents are handling Grade 1 pupils at 41 or 46%, 36 of them or

40% teach Grade 2, and 13 or 14% of them are handling Grade 3 pupils. This is so because there are some schools which have 2 to 3 sections of Grade 1 but single sections in Grades 2 and 3. They limit their Grade 1 classes to 30 pupils per class, so, due to the increasing number of enrollees in Elementary, they have to split classes to several sections.

The grade levels they handle are crucial in the completion of data for the present research. These teachers suggest that the languages they are using in classroom teaching are English and Filipino. Although there is already mother tongue as a separate subject in the K to 12 curriculum, they agreed that when the concepts are already taught in Filipino, they no longer introduce it in mother tongue. This is what the teachers confessed regardless of the Grade level they are handling.

Research Instrument

In order to gather pertinent data for the present study, the researcher used the following research instruments:

A. Interview Guide (IG). It contains some questions about the perceptions of elementary school teachers on the latest prescribed language of instructions as well as the newly introduced subject (mother tongue) in the K to 12 curriculum. There were also questions about the effects of MTB to the performance of the pupils as well as in their language experiences. Problems encountered by the teachers were

also asked to the respondents. This was designed by the researcher in order to have a smooth flow of interview with the elementary school teachers. The questions were identified by the researcher based on some observations (as the Student Teachers Coordinator in the College while monitoring and observing demo teaching of the Student Teachers) and comments she heard from teachers (before this research was conducted/not in the actual process of research) (*Appendix A*) This instrument was used to gather initial data for the main purpose of the research. Since it was often heard by the researcher teachers complaining about the difficulties brought about by the inclusion of mother tongue-based instruction in the curriculum, the researcher came up with the idea of having a structured interview with other teachers like them to confirm if they are having and experiencing the same dilemma;

B. Researcher-Developed Questionnaire (RDQ). This is a questionnaire designed by the researcher which contains the perceptions of the teachers from Grades 1 to 3 of some selected schools in the province of Marinduque as regards MTB as language of instruction and as a separate subject as prescribed in the latest law, R.A. 10533. The questionnaire was composed of ten (10) items for the perceptions of teachers about mother tongue as language of instruction, ten (10) items for the perceptions of teachers about mother tongue as a separate subject, ten (10) for the practices of teachers in teaching using mother tongue as a language of

instruction and a separate subject in the new curriculum, and ten (10 items) for problems met by the teachers from Grades 1 to 3 as regards MTB - MLE. The researcher was able to develop the questionnaire from the result of the initial interviews with thirty (30) elementary school teachers regarding their perceptions on the latest language of instruction. Fifty (50) teachers (from Grade 1 to Grade 3) answered the developed survey questionnaire. (*Appendix B*).

C. Observation Guide (OG) (*Appendix C*) This instrument contains the specific areas being observed by the researcher; i.e, subject as well as the subject matter being taught during the time of observation, language of instruction used, dominant language being used during the time of discussion/lecture. The researcher came up with the observation based on the modified observation guide she uses in observing the demonstration teaching of her students in college. Observation guide was very useful in the conduct of this study for the researcher had a focus of what to observe and what to be given careful analysis in the observation process. Because there were modern instruments used (video/audio recorders) in observation of classes, there was no single detail which was relevant to the study the researcher missed because she was able to review the data from the video camera.

Observation of classes was relevant to the study to confirm if the answers of the fifty (50) teachers who answered the survey questionnaire (practices of teachers) and the answers of the thirty (30) teachers who participated in the

interview match with the actual practice/s of other teachers in the teaching-learning process.

D. National Achievement Test Results. These were used to describe the pupils' performance in 2011 to 2014. These were requested from the concerned authorities/offices. Analysis was done by comparing their ratings in the National Achievement Tests in those subjects where mother tongue was used as medium of instruction like Science and Math. Their ratings in Filipino (where Tagalog is used as medium of instruction as confessed by the teachers) were also compared in Reading and in Grammar even before R.A. 10533 was implemented in 2011 and in 2014. These data were used to confirm the assumption that mother tongue-based instruction helps the pupils do better in school.

It could be noted that no Kindergarten teacher participated in the conduct of this research because most of the kindergarten classes in Marinduque do not use mother tongue-based instruction, they use English and Filipino and still applying their old practice in teaching – as in, using English in teaching switching to Filipino if they need to.

Research Equipment

Audio-visual recorders were used by the researcher in order to have or gather reliable data, as in, observation, and analysis of the discourses of elementary

school teachers in classroom instructions as well as the language experiences of pupils. Recorded data were transcribed and analysed (*please see the analysis of data procedure*).

Validation of Instrument

The research instrument presented were validated by three members of the academe. Three (3) experts in the field analysed and evaluated the Interview Guide (IG), Researcher Developed Questionnaire (RDQ), and Observation Guide (OG). One (1) is a retired supervisor who became a classroom teacher for 25 years, principal for 8 years, and supervisor for 3 years. The other one is a retired classroom teacher (Master Teacher) for almost 30 years, and the other one is a retired Teacher who taught in the primary Grades for more or less 25 years.

The researcher requested them to validate the instruments (interview guide, researcher-developed questionnaire, and observation guide) using a 3-point scale requested from their campus statistician as follows:

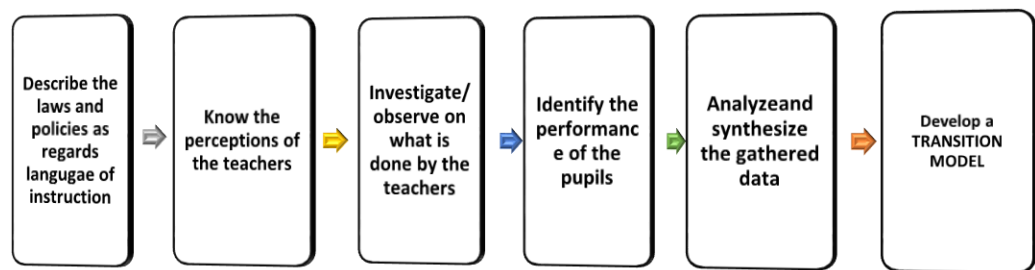
3 – acceptable 2 – less acceptable 1 – not acceptable

After the analysis of results, it was then agreed by the panel that all the indicators presented there are acceptable.

Research Processes and Procedures

For the completion of the present study, the researcher underwent the following research processes shown in the following figures:

Figure 2: The Research Process and Flow of the Study



First, a discussion and description of the bilingual/multilingual programs and models in the Philippines and interpretation of the K to12 Act (R.A. 10533) as to the language instruction in the curriculum. Second, an investigation about the perception of the teachers regarding the prescription on the language instruction in the K-12 curriculum. Third, careful observation of classes and analysis of the practices of the teachers concerning their use of language in classroom instruction. Discussion and interpretation of the relationship and consistency of policy and practice was done and the performance of the learners and their language experiences were described. Fourth, an analysis and synthesis of all the gathered data were done in order to come up with the Transition Model, the main purpose of this study.

Gathering of data was done in five phases enumerated:

First phase was the description of the laws and policies in the Philippines as regards language of instruction as well as the different Bilingual and Multilingual Models used by different schools in the Philippines. The researcher had a discussion of R.A. 10533 which mandates the use of child's mother tongue (Sec. 5) in classroom instructions in the primary grades. The existing model which the Philippine classrooms apply suggests that all subjects (except English and Filipino) be taught using the pupils' mother tongue (Tagalog for pupils in Tagalog regions).

Initial interview with thirty (30) primary grade teachers (with the use of interview guide (*Appendix B. 1*) involving questions about how they react to R.A. 10533 as far as language of instruction is concerned. There were also questions about what they do in the classroom/classroom instructions considering the mandates in R.A. 10533, as well as the problems they encounter regarding the application of R.A. 10533. From the results of interview with thirty (30) teachers, the researcher was able to develop a survey questionnaire. The instrument was composed of forty (40) items. Ten (10) items for the perceptions of teachers as regards mother tongue as language of instruction, ten (10) items for their perceptions on mother tongue as a separate subject in the K-12 curriculum, ten (10) items for their practices in teaching MTB – MLE, and ten (10) items for the

problems they encountered in MTB-MLE. The researcher also gathered and review some literature to support the claim of the teachers.

Second phase involves the administration of researcher-developed questionnaire (RDQ) to fifty (50) primary grade teachers who were not interviewed. Their responses to the questionnaire were used for open coding and selective coding supported by the results of interview (which were used as basis for questionnaire development).

Third phase, the researcher observed ten (10) classes in their MTB and Filipino subjects. The researcher immersed herself and observed the actual teaching of Grades 1-3 teachers particularly those who are teaching Mother tongue and Filipino. Video-recording was done. After observation and recording, transcription was made by the researcher. Before the observation, the researcher sought first the permission of the concerned offices after which she knew the schedule of classes for Mother tongue and Filipino. Teachers were notified by the principal that observations would be done by the researcher. Not to disrupt the class and in order to get an authentic result, the researcher set the camera/video inside the classroom while she stayed outside the room. After a 50-minute period, the classroom teacher informed the researcher that the discussion was done.

With the use of Observation Guide (OG), the researcher was able to analyse their teaching practices as well as the language experiences of pupils. In this phase

also, the performance of children in the NAT (national Achievement Tests) in those subjects wherein mother tongue was used as a medium of instruction (including Science and Math) of different schools in the province was also described for the completion and analysis of data. Data were requested from the Regional director, Division Superintendent, Supervisors of all the Districts, and the principals/head teachers of each school.

Fourth, with the use of all the data gathered from open coding and selective coding procedures involving the results of interview and responses to the survey questionnaire supported by the observed practices of teachers as well as pupils' language experiences and performance in the NAT exams, the researcher had the theoretical coding procedure.

Fifth phase involves the development of the transition model for Philippine MTB/MLE for Tagalog Regions based on the theoretical coding made.

Ethical Consideration for Data Gathering Procedure

Before the researcher started to gather data from the respective schools and respondents of the study, a letter was sent to the Regional Director of Region 4B (MIMAROPA) where Marinduque (research locale) is a member province. Fortunately, after a week or two, the Director sent an email to the office of the Schools Division Superintendent of Marinduque favourably approving the request

to gather data in the province – interview teachers, observe classes, and gather other data related to the study. (Approved letter attached in the Appendices)

After getting the approval of the Regional Director of Region 4B MIMAROPA, Dr. Gilbert T. Sadsad, the researcher started to seek the permission of the supervisors of all the Districts in the province (Mogpog, Boac North, Boac South, Santa Cruz East, Santa Cruz South, Santa Cruz North, Buenavista, and Torrijos Districts). The researcher was lucky enough to get the positive responses of all the supervisors (see attached approved letters in the Appendices).

Observation of classes was done after getting the approval of all concerned authorities – Supervisors, Principals and/or Head Teachers. It was done in a manner that no classes were disrupted during the observation. Classes went smoothly as if the children were not able to notice that someone was observing them and doing the videotaping (because the researcher stayed outside) while the camera/video was set inside the classroom.

Analysis of Data Procedures

In order to have an objective analysis of data, the researcher used the open coding process, one of the coding processes suggested in a Glaserian Grounded Theory which uses three levels – open coding, selective coding, and theoretical coding (Jones and Alony, 2011). This process was used in order to have a clearer

identification of codes from the responses of the primary grade teachers through interview, survey questionnaire, and class observations. The researcher believed that open coding would be the best suited strategy in order to arrive at a particular theme/themes that would be the bases in developing a model.

Open coding

Open coding was employed by the researcher as one of the steps in analysing the gathered data. At this stage, the raw data (transcripts of interview) are initially examined and are coded through a process which fractures the interview into discrete threads of datum (Grounded Theory, Jones and Alony, 2011). These data are collated and accrue to form categories of similar phenomena. The process of open coding examines the data without limitations in its scope and without the application of any filters, thus all data are accepted and none are excluded. This allows the researcher to look for patterns that may lead to social processes which may be of eventual interest. As the categories begin to fill, those that are most dense become known as *core categories* (Glaser, 2001 in Jones and Alony, 2011). Through this process of densification, core categories build to become the core focus of theoretical articulation through to the development of a basic social process (Glaser, 1978, p. 93, in Jones and Alony, 2011).

In the present study, the researcher used open coding in the transcript of interview results. Everything was recorded and transcribed, no filters, no edits.

With the use of open coding, the researcher was also able to assess the feelings of teachers being interviewed, and most of them have negative feelings regarding the inclusion of MTB as a separate subject in the curriculum. (*full transcriptions Appendix E*).

Data were analysed through the following procedures:

Interview results were transcribed and were used as bases in coming up with a Researcher-Developed Questionnaire (RDQ). Responses of teachers to the survey questionnaire (perceptions on the language of instruction as prescribed in R.A. 10533) were described according to the level of their responses (*strongly agree, moderately agree, disagree, strongly disagree*). The summary of their responses were analysed as to how many of them strongly agree, moderately agree, disagree, and strongly disagree to the items presented. (*results/details in Chapter 4*)

The recorded discourses gathered by the researcher on the observation and immersion processes with the elementary school teachers were described and coded as to: what language is used by the teacher in discussing his/her lesson and how the pupils respond/what language is used by the pupils in answering teacher's questions and in expressing their ideas.

In identifying the performance of the pupils, records/results National Achievement Test of the different schools in the division were analysed and

compared even before the implementation of R.A. 10533 in 2010 to 2014. This was done in order to confirm if the assumption that pupils can perform better using their mother tongue is true.

In the case of the present research, the researcher was able to develop the Language and Literacy Transition Model through a thorough analysis of data (focusing on the MTB/MLE case of Marinduque Tagalog) from different sources – interview, survey questionnaire results, and class observation. Coding analysis (open coding) of all the possible data that may contribute to the language and literacy of pupils – from interview with teachers, responses to the survey questionnaire about their perceptions on MTB as a medium of instructions and a separate subject in the new curriculum, their practices in the teaching-learning process as far as language is concerned, and the problems they encounter through the use of a survey questionnaire, to the performance of pupils in the National Achievement Test (NAT) as well as the language experiences of pupils in the teaching-learning process.

CHAPTER 4

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This chapter presents the gathered data, interpreted and analysed, as responses to the purposes presented in Chapter 1 of this research.

The major purpose of this study was to develop a Language and Literacy Transition Model for Philippine MTB/MLE Tagalog Regions. Specifically, it described the:

1. Teachers' views on MTB as medium of instruction and as a separate subject from Kinder to Grades 3 as mandated in R.A. 10533 (Enhanced Basic Education Act of 2013, K to 12 Act)
2. The practices of teachers in implementing the MTB/MLE policy for K-3
3. The pupils' performance under the MTB/MLE instruction

1. Teachers' Views/Perceptions on MTB as language of instruction and as a separate subject in the K to 12 curriculum

Teachers' perceptions on Mother tongue as a medium of instruction based on their responses include: MTB instruction helps them to be more aware and sensitive to the language/dialect of their pupils as well as the culture their pupils brought to the classroom; MTB instruction helps them become more careful and specific in giving their pupils instructions and directions; MTB instruction strengthens the affective domain of their pupils involving their confidence, self-esteem, and identity; MTB instruction increase motivation, initiative, and creativity of their pupils; MTB

instruction makes them more confident in delivering the lesson to their pupils; MTB instruction leads to positive over all cognitive development of their pupils; MTB instruction helps their pupils gain confidence to learn and master the English language (L2); MTB instruction creates conducive classroom atmosphere; MTB instruction is time saving, and; MTB instruction makes them more creative in preparing instructional devices using the locally available raw materials.

In a scale of 1-4 (1- strongly agree, 2-disagree, 3-agree, 4-strongly agree), it was found out that majority of the fifty (50) teacher respondents have positive perceptions/views about MTB as medium of instruction. The following table supports the presented data:

Table 3. Teachers' Beliefs on MTB as a Medium of Instruction

Beliefs on MTB as a Medium of Instruction	4	3	2	1	Rank
1. MTB instruction makes me more confident in delivering the lesson to my pupils.	27	20	2	1	5.5
2. MTB instruction helps me become more aware and sensitive to the language/dialect of my pupils as well as the culture they brought to the class.	36	11	11	1	1
3. MTB instruction makes me more creative in preparing instructional devices using the locally available raw materials.	21	26	2	1	10
4. MTB instruction helps me become more careful and specific in giving my pupils instructions and directions.	35	12	11	1	2
5. MTB instruction creates conducive classroom atmosphere.	25	20	4	1	8
6. MTB instruction strengthens the affective domain of my pupils involving their confidence, self-esteem, and identity.	34	20	2	1	3
7. MTB instruction leads to positive over all cognitive development of my pupils.	27	20	2	1	5.5
8. MTB instruction increase es motivation, initiative, and creativity of my pupils.	28	19	11	1	4
9. MTB instruction helps my pupils gain confidence to learn and master the English language (L2).	25	22	2	1	7
10. MTB instruction is time saving.	20	28	1	1	9

Table 3 presents teachers' beliefs regarding mother tongue as a medium of instruction. As presented on the table, it could be noted that although there were some teacher participants who had negative belief about MTB as a medium of instruction, still, majority of them agree and even strongly agree on the positive things brought about by MTB as medium of instruction. As observed from the table, majority of the teacher participants at 36 strongly agree that MTB instruction helps them become more aware and sensitive to the language/dialect of their pupils as

well as the culture they brought to the class (item #2). Item #2 explains that, through mother tongue-based instruction, teachers become more sensitive and they understand more that as teachers, they should know the language of their children as well as their culture. It is believed that one's language is always a part of one's culture. Likewise, 35 of them strongly agree that MTB instruction helps them become more careful and specific in giving their pupils instructions and directions (item #4), same concept with that of item #2. This item conveys that, MTB instructions serve as an eye-opener to the teacher to be more careful in giving instruction to their pupils. They should deliver their message in a manner and in a language that they think all the pupils could easily decipher. Also, 34 of the teacher participants strongly agree that MTB instruction strengthens the affective domain of their pupils involving their confidence, self-esteem, and identity (item #6). This could be so, because, when the pupils are allowed to use the language they fully understand, they become more motivated to participate confident enough to express their ideas. With that, they will have their identity at the same time boosting their self-esteem. Most of the teacher participants also agree that MTB instruction helps their pupils become more creative and motivated to learn. However, there was 1 teacher participant who was not convinced of the positive things MTB can bring, thus, checking the strongly disagree column in all of the items given.

The presented results show that primary grade teachers believe that MTB instruction is really helpful to the pupils when it comes to expressing themselves

and sharing their ideas. These findings agree with what other literature say that children can better express their ideas when allowed to use their mother tongue or the language they fully understand.

These findings agree with what other literature say that children can better express their ideas when allowed to use their mother tongue or the language they fully understand.

Onukaugo and his colleague (2004) as presented in Malone (2008) worked together in a group project in Nigeria with teachers and learners in English-as-a medium of instruction classroom. They assessed both teachers and learners in that community and discovered five issues that are common to many multilingual classrooms for ethnic children speaking non-dominant languages and one of those issues is little knowledge about instructional resources for mother tongue literacy. After six months of workshops – training and modelling with the teachers they found out that teachers gained confidence and became more willing to take the risks and be more innovative in teaching. They also realized that the docility that characterized the pupils when they had first come to school and were confronted with an unknown language had changed. The children become active again because they were able to communicate with their home language. Further, because interactions with their peers and teachers had increased, the children were better able to enjoy learning to read and write.

On the other hand, though they have strong belief that mother tongue-based instruction is helpful to them as medium of communication, they still have negative perceptions about it when it comes to its inclusion as a separate subject in the primary grades. Based on the interview conducted and responses of primary grade teachers on the survey questionnaire, it could be observed that primary grade teacher respondents agreed that MTB instruction as a separate subject is **a waste of time, duplication/similar to Filipino and could be deleted from the curriculum.** They argued that: MTB as a separate subject is a duplication of Filipino; MTB as a separate subject confuses the learners on the concepts taught in MTB and Filipino; MTB as a separate subject creates boredom among the learners because the concepts taught in Filipino are repeatedly introduced in mother tongue; MTB as a separate subject confuses the teacher/s on the concepts in MTB and Filipino; MTB as a separate subject hinders the learners' capacity to learn other language; MTB as a separate subject is no longer helpful to learners in Tagalog regions; MTB as a separate subject hinders the learners' capacity to learn other language; MTB as a separate subject is a waste of time; MTB as a separate subject confuses the teacher/s on the concepts in MTB and Filipino, and; MTB as a separate subject becomes an additional burden to both the teachers and the learners.

Some teachers disagree and some of them strongly disagree on the concepts presented in the survey questionnaire (see Appendix B) but great majority of the teacher participants strongly agreed that MTB as a separate subject is a duplication

of Filipino. This matches with the concern of most of the teachers who participated in the interview. Their views regarding MTB as a separate subject were expressed in the following selected transcribed interview with thirty (30) teachers as regards MTB as a separate Subject:

“Hindi na natin ito kailangan. Nakakalito lamang sa mga bata. Katulad na rin siya ng Filipino.”

(“We no longer need it. It just confuses the learners. It’s the same as Filipino.”)

Responses of the teachers suggest that mother tongue as a medium of instruction is helpful for the children to be more creative in expressing their ideas. Almost all of them agreed that children become more participative when they are allowed to use the language that they could understand. On the other hand, it could also be concluded from their responses that, mother tongue as a separate subject in Tagalog Regions are no longer helpful to include in the curriculum and are not that helpful to children, thus, creating confusion to both the teachers and the pupils. It is so, because Tagalog (Filipino) is their mother tongue and according to them, concepts in mother tongue are also taught in Filipino. Almost all of them agreed that mother tongue is just the same as Filipino and it is just a duplication of the other one.

Take note of the following excerpts from class conversation in a Grade 2 class:

T3: “Mga bata, ano ang ginagawa ninyo bago kayo pumasok sa eskwelahan?”

(“Children, what do you do before you go to school?”)

- P1: “Nagaligo po.” (Naliligo po.)
(“I took a bath first.”)
- T3: Ok, very good! (mahusay!) Ano pa?
(“Ok, very good!, what else?”)
- P2: “Ako po ay nagatabo pa.”
(“I fetch water.”)
- T3: Masipag na bata! Nagatabo ka pa o sa Tagalog o Filipino ‘yon ay nagaipon o nagahakot ng tubig.
“Industrious boy! In Tagalog or in Filipino, that is fetching water.”
- P3: Ako naman po ay nagadayag pa. Nagahugas pa po ako ng pinagkainan namin.
“I was our dishes before going to school. I wash the plates that we used for breakfast. “

Based on their conversation, it could be noted that Teacher 3 accepts the answers of the pupils even if they use their own language (in Filipino subject) Like Teacher 2, Teacher 3 gives the equivalent Tagalog/Filipino terms for the mother tongue they used. Moreover, terms used by Pupil 1 “*nagaligo*” and “*nagahugas*” used by Pupil 3 are by nature Tagalog/Filipino terms, it’s just that, their structures differ but their meaning could easily be inferred because of their root words “*ligo*” and “*hugas*”

Their conversation matched with the answers of most of the 50 teachers who answered the survey questionnaire that, they allow their pupils use their own language when expressing their ideas and answering questions.

Based on some interviews conducted by the researcher with teachers from Grades 1- 3, learners with Tagalog as their mother tongue become more confused of the concepts taught to them in Mother tongue subjects and in Filipino. According to them, concepts taught in mother tongue are also taught in Filipino, thus, creating confusion among learners. Some teachers admitted that they themselves are also confused of the two subjects. Some confessed that when a concept is already taught and learned in Filipino, they no longer reteach it in Mother tongue, instead, they just allot the 50-minute period in teaching reading to their pupils. Results of initial interview by the researcher have also proven that most teachers are still struggling to meet the needs of the learners in the new curriculum.

Results show that Tagalog and Filipino have many things in common like the words used (as realized from the conversation of teachers and pupils during class observation) and the use (meaning) of Tagalog and Filipino in contexts. Learners become confused because they perceive that Tagalog and Filipino are just the same because they already have the mastery of Tagalog (which they also understand as Filipino). This claim may be supported by Cummin's claim that if the Mother tongue (L1) and the target language (L2) or Filipino (as used in the

present research), are similar there is no need to reteach or repeat teaching the L1.

Summary of their responses in the survey questionnaire is presented as follows:

Table 4
Teachers' Beliefs on MTB as a Separate/Specific Subject from Grade 1 to Grade 3

Teacher's Beliefs Towards Mother Tongue-Based as a separate subject	4	3	2	1	Ranking
1. MTB as a separate subject is a waste of time.	13	17	13	7	8
2. MTB as a separate subject is a duplication of Filipino.	29	16	2	3	1
3. MTB as a separate subject confuses the learners on the concepts taught in MTB and Filipino.	26	19	2	3	2
4. MTB as a separate subject confuses the teacher/s on the concepts in MTB and Filipino.	12	21	12	5	9
5. MTB as a separate subject hinders the learners' capacity to learn other language.	13	17	17	4	7
6. MTB as a separate subject becomes an additional burden to both the teachers and the learners.	10	22	13	5	10
7. MTB as a separate subject could be removed from the curriculum (in Tagalog regions) because it is similar to that of Filipino.	18	22	8	2	5
8. The time allotted for MTB as a separate subject (50-minute period) could be allotted to other reading activities because the concepts taught in MTB are just the same as those in Filipino.	20	21	6	3	4
9. MTB as a separate subject is no longer helpful to learners in Tagalog regions.	18	18	10	4	6
10. MTB as a separate subject creates boredom among the learners because the concepts taught in Filipino are repeatedly introduced in mother tongue.	23	19	5	3	3

**With the use of this scale: 4 – strongly agree*

2 – disagree

3 – moderately agree

1 – strongly disagree

Table 4 displays teachers' beliefs on MTB as a separate subject. Based on the interview conducted by the researcher, there were more negative beliefs and views primary grade teachers have that's why the views presented on this table were all negative. Some teachers disagree and some of them strongly disagree on the concepts presented but, as displayed on this table, great majority of the teacher participants agreed and strongly agreed on the negative things brought about by MTB as a separate subject. Great majority of the teacher participants at 29 strongly agreed that MTB as a separate subject is a duplication of Filipino.

2. The practices of teachers in implementing the MTB/MLE policy for K-3

Based on the responses of fifty (50) teachers on the survey questionnaire, it was found out that primary grade teachers have different practices for as far as MTB/MLE is concerned. They are: They allow their pupils to freely converse with each other using the language they are comfortable to use; When they observe that their pupils cannot understand the concepts taught to them easily, they simplify those concepts using their L1; They modify their ready-made lesson plans to adjust to their pupils' language.; When they make tests/exams, they make sure that the items are well-understood by translating the content to their native language; They let their pupils discuss their ideas in their L1 even if the question is in L2 (English) to encourage participation; To facilitate discussion, they raise questions using the language of their pupils; They give separate instructions to their pupils depending on the

language they could easily understand; They are careful about the grouping system as regards the language they are comfortable to use; They adapt their teaching strategies and devices to the language of their pupils, and; They provide their pupils learning materials they personally made using the pupils' mother tongue (L1).

During classroom observation conducted by the researcher it was observed that teachers have different practices for as far as MTB is concerned. Take note of the following conversations in the teaching-learning process:

Teacher 6 in her Mother tongue lesson (Grade 3) discussed about line graph and bar graph:

T6: Mga bata, nakakita na бага kayo ng bar graph?

(Children have you seen a bar graph?)

Pupils: Hindi pa po.

(Not yet.)

T6: Hindi pa бага? Ang hitsura noon ay parang bareta ng sabon. Kaya ngani bar ay. Mukha siyang bareta ng sabon na inagamit ni nanay ninyo sa paglaba. O alam na бага ninyo?

(“You haven’t seen a bar graph yet? It looks like a detergent bar. That’s why it is called bar. It looks like detergent bar your mother is using in washing clothes. O, do you know it?”)

Pupils: Opo.

(“Yes, mam!”)

T6: Mabuti naman. Mas madali kitang (tayong) magakaintindihan (magkakaintindihan)

(“Good. We would be able to understand each other easily. “)

It can be noted from this conversation that the teacher and the pupils were using mother tongue in their discussion like: *baga, inagamit, kitang, magakaintindihan*, or in Tagalog, *ba, ginagamit, tayo*. Though these words were considered mother tongue of the teachers and pupils in Tagalog regions, still, they are closely similar to that of Filipino (Tagalog) terms which the teacher argue, are also used in Filipino subjects.

Teacher 5's practice also ties with that of those teachers who answered the survey questionnaire that they translate their questions and other concepts introduced using the language of the pupils for further explanation and easy understanding. Please take note of the following excerpted from Teacher 5's lesson, Filipino 3: Iba't Ibang Damdamin Naipapahayag sa Pangungusap.

Teacher 5: Ano ang naramdaman ni Lito sa kwentong ating binasa?

(What did Lito feel in the story?)

P1: Nalungkot po.

(He is sad.)

Teacher 5: Bakit kaya siya nalungkot?

(Why is he sad?)

P2: Ay nagigiliw na daw pokay tatay niya.

(Because he misses his father.)

Teacher 5: Bakit nasaan si tatay niya?

(Why? Where is his father?)

P3: Nasa ibang bansa po nagtrabaho.

(Working in other country)

- Teacher 5: Ah, kailan ang uwi ni tatay niya?
(*Ah, when is he coming home?*)
- P4: Sa isang taon pa po.
(*Next year.*)
- Teacher 5: Ay ano naman ang sabi ng kaibigan niyang si Ben?
(*What did his friend, Ben, say?*)
- P5: Magalaro na laang daw po sila para hindi siya malungkot.
(*They will play so he will not be sad.*)
- Teacher 5: Ok, maglalaro na lamang daw sila.
(*Ok, they will play.*)

From their conversation, it is observed that in Filipino, Tagalog becomes their language of instruction. As analysed, it is realized that the teacher accepts their lalawiganin structure checking them in order to adjust to academic Filipino, like, nagigiliw (misses), nagatrabaho (nagtatrabaho), kailan ang uwi (kailan uuwi), and magalaro (maglalaro). In classroom contexts (in the research locale, Marinduque), they are Filipino words but not exactly syntactically fitted for academic use that's why, as observed, the teacher kept on checking them. In this context also, the teacher understands the language and the structure of the language of the pupils.

In order for teachers in MTB MLE classrooms to help their students achieve a successful education, the teachers must understand and follow two specific pedagogical approaches. First, they must begin with what the students already

know-----their own language and the knowledge and skills they have acquired through living in their own community-----and use that as the foundation for teaching new content and concepts. Second, teachers must help their students to develop oral, written and higher level thinking skills in the language they know best and, at the same time, support the students as they gradually learn the official school language, (Malone, 2011)

Table 5 discusses the practices of primary school teachers in teaching mother tongue (MTB). As presented on the table almost all of the 50 teachers who answered the survey questionnaire expressed that they always do the practices presented. It could be noted also that among those practices, great majority at 35 said that they always allow their pupils to converse freely with each other using the language that they are comfortable to use (item # 5). Based on the observation of classes conducted by the researcher, almost all of the 10 teachers she observed do the same practice. Take on the following excerpts from the lessons/discussions of teachers observed:

In **Teacher 1** class (Filipino Grade 2 – Subject matter: *Mga Salitang Nagsasaadng Kilos*), for example:

Teacher: Sige, bago kita (*tayo*) magsimula ng ating aralin ngayong umaga ay umawit muna kita.

 (*“Before we start our lesson, let us sing first”*)

 ----and the whole class sang an action song.....

Teacher: Ano ang mga ginawa natin ayon sa awit?

- (*“What did we do according to the song? ”*)
- Pupil 1: Lumukso po.
 (*“We jumped. ”*)
- Teacher: Ok, lumukso o tumalon. Ano pa?
 (*“Ok, we jumped. What else?”*)
- Pupil 2: Kumanta po.
 (*“We sang. ”*)
- Teacher: Oo, kumanta o umawit. Magagaling! Meron pa бага?
 (*“Yes, we sang. Is there something else?”*)
- Pupil 3: “Nagsayaw po.”
 (*“We danced.”*)

Based on the conversation between Teacher 1 and her pupils, it could be noted that even if the subject is Filipino (wherein it was stated in R.A. 1533 DepEd Order no. 31, s. 2012, that MTB would be used in all subjects except in Filipino), the teacher allowed the pupils to answer and converse using the language that they understand. It could be noted further that the teacher gave the Filipino term/s right away, like: *umawit for kumanta, and tumalon for lumukso*. Moreover, Pupil 3’s answer “*nagsayaw*” is used as mother tongue of the pupil also the common Tagalog/Filipino term “sumayaw” but with a different structure. It could also be inferred from this conversation that when Teacher 1 raised question, she used the language of her pupils (item #8) as in: “*Merong pabaga?*” (*Merong pa ba?*) or “Anything else?” (in English) but checking it right away to adjust to academic Filipino.

Data from Table 5 confirmed teachers responses on the interview conducted and were validated by the responses of the fifty teachers who answered the survey questionnaire as follows:

Table 5
Teachers' Practices in Using MTB/MLE Instructions

Teacher's Practices	4	3	2	1	Total
1. I adapt my teaching strategies and devices to the language of my pupils.	17	22	11		9
2. When I observe that my pupils cannot understand the concepts taught to them easily, I simplify those concepts using their L1.	28	22			2
3. I modify my ready-made lesson plans to adjust to my pupils' language.	26	22	2		3
4. I am careful about the grouping system as regards the language they are comfortable to use.	20	26	4		8
5. I allow my pupils to freely converse with each other using the language they are comfortable to use.	35	14	1		1
6. When I make tests/exams, I make sure that the items are well-understood by translating the content to their native language.	24	23	3		4
7. I let my pupils discuss their ideas in their L1 even if the question is in L2 (English) to encourage participation.	23	24	1		5.5
8. To facilitate discussion, I raise questions using the language of my pupils.	23	24	3		5.5
9. I provide my pupils learning materials I personally made using their mother tongue (L1).	15	32	3		10
10. I give separate instructions to my pupils depending on the language they could easily understand.	22	23	5		7

In many classrooms, teachers observe the lack of self-confidence in students who are not fluent in the official school languages. Teachers who are familiar with

modern learning theories and practice feel trapped. They know that their students learn best in child---centered, activity---based classroom environments. They know they should encourage their students to talk about new concepts and that students learn best when they can talk with each other about what they are learning. However, when students do not understand the classroom language, the oral communication needed for effective learning is not possible. The instructional technique of having students' work in small groups cannot be done effectively because the students do not control the classroom language well enough to use it for communication with each other and with the teacher. In short, the most effective early primary teaching methods are extremely difficult – in many cases, impossible – when the teacher cannot use a language the students understand. The result is that many teachers feel they must resort to controlling, rather than encouraging, their students. They rarely ask open---ended questions because they realize their students do not have the language they need for extended replies. The children may memorize passages in the school language and recite them when asked but they do not understand the content of the memorized texts, (Malone, 2011).

On the other hand, implementation of MTB instruction also has its ups and downs. The researcher included the following in the Researcher-developed Survey Questionnaire for it was often heard from cooperating teachers (not included in the prior interview) that they also have some struggles in the implementation of MTB/MLE as part of the K to 12 curriculum. The researcher believes that practices

and perceptions of teachers are also affected by the problems and struggles they have in teaching. Table below presents problems encountered by the primary grade teachers rated by the 50 teacher respondents as to how often do they encounter the identified problems.

Table 6
Problems Encountered by Primary School Teachers in MTB/MLE
Instructions

Problems encountered	4	3	2	1	Total
1. Lack of seminars/trainings and orientations for teachers and administrators regarding MTB/MLE instruction.	1	26	20	3	10
2. Shortage of instructional materials (i.e., big books, story books, etc. especially those which are locally made)	24	18	7	1	1
3. Lack of funds/budget	11	23	10	1	7
4. Lack of trained teachers (i.e. those who are knowledgeable of the language and culture of the place where they teach)	3	15	10	32	9
5. Lack of support from parents and the entire community	11	20	15	4	8
6. Lack of support from the higher officials	5	19	15	11	6
7. Lack of experts/specialists to work on the MTB/MLE curriculum	4	22	24		5
8. Policies regarding MTB instruction still need to be developed/modified	16	26	8		2
9. Consistency of Implementation	13	26	11		3
10. Pupils' resistance to learn in the mother tongue	3	23	23	1	4

*Note: with the use of the following scale:

4 – always encountered

3 – less encountered

3 – mostly encountered

1 – not encountered

Table 6 conveys the problems encountered by teachers from kindergarten to Grade 3 in teaching mother tongue as a separate subject and in using mother

tongue as medium of instruction. As conveyed on the table, teacher participants have various problems in teaching MTB. Some teachers have problems with shortage of instructional materials, some of them have problems with policy implementation, and some have problems with the support given by parents.

From the data also, it could be seen that only one teacher had a problem with seminars. When interviewed by the researcher and based on observation, DepEd always conducts seminars and trainings for teachers regarding MTB/MLE and the whole K to 12 curriculum. Almost all of the teacher participants admitted that they are attending local seminars and trainings regarding the latest curriculum. They also confessed that only few were given opportunities to attend national seminars and trainings due to budget deficit. The researcher was also informed by some teachers that attendance to national or regional seminars would depend on the budget of the school. Some of them also said that they just keep themselves updated on the latest trends by shouldering all the expenses (from the transportation expenses to registration fee) just to attend to regional or even national conferences.

As shown on the table, majority of the teacher participants have a problem with the instructional materials in teaching MTB/MLE. They said that they were only given TG (Teacher's Guide) but they were not furnished big books and other materials for the purpose. Some of them just design and create their own materials

to be used. *(please see attached photos taken during class observation conducted by the researcher.)*

Another problem which caught the interest of the researcher was, majority of the teacher participants answered that Consistency of policy implementation regarding MTB/MLE. When asked by the researcher, they admitted that, even they sometimes don not follow the policy regarding MTB/MLE. Like teacher 5 and teacher 3 did in discussing their lesson, even if the subject is Filipino, they still converse with the pupils and allow their pupils to express their ideas using their mother tongue (which is in one way or another, almost the same as Filipino/Tagalog except for the word structure like: *nagaligo* for *naliligo*, *nagasayaw*, for *sumasayaw*, etc.

Also, they admitted that even the policy says that MTB/MLE should be used in teaching all subjects except in English and Filipino in the primary level, they still switch to mother tongue even in English. They confessed that if they will not do that, pupils could hardly get the concepts taught to them.

Many children speak a home language that differs from the language of instruction in education programs. Research confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education (UNESCO, 2008). Whether children successfully retain their mother tongue while acquiring additional languages depends on several interacting factors.

Studies show that six to eight years of education in a language are necessary to develop the level of literacy and verbal proficiency required for academic achievement in secondary school. To retain their mother tongue, children whose first language is not the medium of instruction must have: (1) continued interaction with their family and community in their first language on increasingly complex topics that go beyond household matters; (2) ongoing formal instruction in their first language to develop reading and writing skills; and (3) exposure to positive parental attitudes to maintaining the mother tongue, both as a marker of cultural identity and for certain instrumental purposes (e.g., success in the local economy or global trade).

In addition, research increasingly shows that children's ability to learn a second or additional languages (e.g., a *lingua franca* and an international language) does not suffer when their mother tongue is the primary language of instruction throughout primary school (Akinassio, 1993, Amankwa, 2009, Salami, 2008). Fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages. When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners. If, however, children are forced to switch abruptly or transition too soon from learning in their

mother tongue to schooling in a second language, their first language acquisition may be attenuated or even lost. Even more importantly, their self-confidence as learners and their interest in what they are learning may decline, leading to lack of motivation, school failure, and early school leaving.

In sum, problems of teachers regarding MTB/MLE vary (as presented on the table) because they came from different schools, (*and so they have different opportunities*).

Ball (2010) suggested a model/paradigm on how to have a successful mother tongue-based schooling and MTB/MLE policies. These include: effective pedagogy, children's motivation in learning the target language, community support and involvement, congruence with parents' goals to children's development, intensive formal instruction in the language as a subject, number of years of instruction in the language, fully elaborated written language, bilingual curriculum, teachers' and educators' training on bilingual education, availability of teacher proficient in the language/s of instruction, and curriculum resources. The following figure shows Ball (2010) model on that may contribute to the success of mother tongue-based bilingual policies:

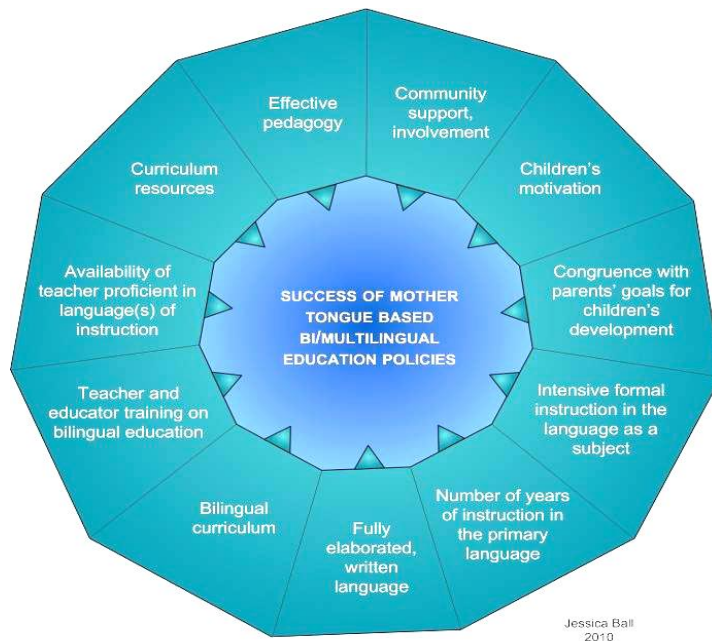


Figure 3: Ball's (2010) model on the factors to consider in order to have a successful mother tongue-based mutli-lingual policies.

This figure relates to the problems encountered by the fifty (50) teacher-respondents as presented on the researcher-developed questionnaire (RDQ) in dealing with mother tongue as language of instruction and as a separate subject mandated in the K to 12 curriculum. Some of them have problems with teaching strategies and pedagogies, some have problems with trainings and seminars, some encounter problems regarding the implementation of the curriculum, some have problems with resources and support from parents, higher officials, and the entire community.

Ball (2010) argues that in every corner of the world, young children are learning languages at home that differ from the dominant language used in their broader social world. These children arrive at school with a precious resource: their mother tongue (hereafter referred to as L1). Typically, when minority and Indigenous language children begin preschool or primary school, they must learn the language of the majority group in their region to fit in socially and succeed academically. Most often, these children are educated exclusively in the second language (L2). Though exceedingly common, these majority language educational programs do nothing to support minority language children to develop competence in L1. Moreover, the language policies that inform these programs devalue the cultural backgrounds and knowledge associated with minority children's L1. Persistent early school leaving and low academic achievement among minoritised children stem in part from these language-in-education policies (UNESCO, 2000). However, many initiatives around the world provide formal support for children to continue to develop competence in L1 and self-confidence as learners, while also learning an additional language or languages.

UNESCO (2003) as cited by Ball (2010), supports mother tongue-based schooling. It espouses:

(1) Mother tongue instruction as a means of improving educational quality by building on the knowledge and experience of the learners and teachers; (2) Bilingual and/or multilingual education at all levels of education as a means of

promoting both social and gender equality and as a key element of linguistically diverse societies;(3) Language as an essential component of inter-cultural education to encourage understanding between different population groups and ensure respect for fundamental rights (Ball, 2010).

This somehow poses great importance on the implementation of mother tongue-based schooling which is now overly implemented in the Philippines which the researcher thinks needs prior examination on the need/s of each locality, municipality, province, or region regarding this issue of MTB/MLE schooling.

3. The pupils' performance under the MTB/MLE instruction

The following data (NAT Exam Results) may or may not support the arguments of teacher respondents who participated in the interview, survey questionnaire, and observation regarding MTB/MLE schooling - as to MTB as a specific content area and MTB as a language of instruction (LOI).

Table 7

Summary of the Performance of Grade III Pupils in the National Achievement Test

7.1 School 1

School Year	Filipino Reading	Filipino Grammar	Science	Math	MPS
2010 -2011	61.27	71.94	61.39	80.2	67.25
2011 – 2012	72.0	83.4	71.0	91.8	75
2012 – 2013	63.18	74.18	85. 70	91. 39	72.65
2013 – 2014	81.47	77. 73	80.09	89.07	81.20

Highlighted on the table are the Mean Percentage Scores of the pupils in 2011 (from the old curriculum) and in 2014 (three years after the implementation of the K to 12 curriculum).

Table above shows the summary of the performance of Grade 3 pupils (School 1) in the National Achievement Test from 2010 to 2014. As shown on the table, there was an increase of 11% in their performance in Filipino (Reading) in 2011-2012 since it was the 1st year when MTB was implemented as medium of instruction in all subjects except in English and Filipino but as confessed by the teachers being interviewed, they could not avoid to switch to mother tongue specially when they notice that their pupils could hardly get the concepts taught to them. Shown also on the table that in 2012-2013 there was a decrease of almost 11% again in Filipino Reading with a sudden increase of 9% again in 2013-2014. As seen on the table, the same status also happened in Filipino (Grammar) with rise and fall in the performance of children. In their average in Science and Math, it could be seen that there was a decrease of almost 20% in their performance in Science for the 1st year of implementation of MTB/MLE as a medium of instruction in Science. Their MPS (Mean Percentage Scores) suggest that on the first year of implementation (2011-2012) of mother tongue-based instruction as mandated in R.A. 10533, pupils met the National Passing Standard of 75% but in 2012-2013, it fell almost 3% below the national passing standard which was recovered more than 6% higher in 2013-2014. These data portray that even when R.A. 10533 is there, there is still inconsistent result in the performance of pupils in the National Achievement Test.

Based on the interview conducted, teachers admitted that there were concepts in Science that pupils could not understand if translated into their mother tongue. It also happens in Math. They said that when they tried to use MTB in toto, pupils could not easily get the concepts that's why they still switch to English. Please take note of this conversation between Teacher 9 and her pupils in Math 3 (using MTB) with the subject matter: Pagbasa ng Grap:

- Teacher 9: Balikan natin ang kwe nto ni Mang Nardo.
Ilan ang nakuhang itlog ni Mang Nardo sa unang kulungan noong unang araw?
(Let's take the story of Mang Nardo again. How many eggs did Mang Nardo get in the first cage?)
- P1: Fifteen po.
(Fifteen.)
- Teacher 9: Very good.
Sa pangalawang kulungan naman?
(Very good! How about in the second cage?)
- P2: Nine po.
(Nine.)
- Teacher 9: OO, nine.
Ay saang kulungan naman siya nakakuha ng tatlumpo.
(Yes, nine. In which cage did Mang Nardo get thirty (30) eggs?)
- Pupils (in chorus): Ano pong tatlumpo? Thirty po?
Sa ikatlong kulungan po.
(What is "tatlumpo", Mam? Is it thirty? In the third cage, Mam.)

Analysing their conversation, it could be understood that pupils are more familiar with more of the terms in Math using English like: *fiteen* for *labinlima*, *nine* for *siyam*, and *thirty* for *tatlumpo*.

In **Teacher 10's** class (Math using MTB) with the subject matter: Using equal to, less than, and greater than:

- Teacher 10: Sagutan natin ang mga gawaing ito.
Sagutan mo ang unang bilang, _____.
- Pupil 1: 6 is less than 8 (putting the sign, less than)
- Teacher: Very good .
Sa pangalawa.
- Pupil 2: Eight is greater than six ($8 > 6$)
- Teacher 10: Very good.

Just like Teacher 9's pupils, pupils of Teacher 10 are also comfortable in using English with Mathematical terms.

Also, their concern is that, pupils were confused when they started to use MTB in teaching Math and Science because the NAT exam is made up of questions written in English.

Interlanguage hypothesis greatly relates to the language experiences and concerns of teachers in Marinduque. They believe that children should be taught in English in the primary levels in those subjects which are included in the National

Achievement Tests (like Science and Mathematics). They argued that there is a mismatch between the language of instruction (where mother tongue is used as MOI in Science and Math) and in the language used in presenting those exams (English). Also, they added that, they are provided with learners' manual (LM) and Teachers' Guide (TG) for mother tongue-based instruction but those materials are all written in English.

This interlanguage hypothesis which suggests that learners should be allowed to use two¹²⁵

or more languages at an early age to be competent bilinguals/multilinguals may relate to the language learning of the learners in the locale where this study was conducted as suggested by teachers. They argued that English should be used as medium of instruction/language of instruction for children in the primary grades for Science and Math subjects for they are included in the National Examinations with English as the language used in test preparation. They added that it would be impossible for children to get higher score in the NAT Exams if they would be taught in the mother tongue without preparing for the exam, thus, they find it significant to introduce and use English in those subjects as early as their primary grades.

7.2 School 2

School Year	Filipino Reading	Filipino Grammar	Science	Math	MPS
2010 - 2011	75.43	74.78	73.33	91.59	70.82
2011 – 2012	79.21	61.58	57.89	64.56	60.7
2012 – 2013	73.6	87.6	93.07	87.73	76.58
2013 – 2014	86.18	53.83	94.90	82.85	76.73

Highlighted on the table are the performance of children in 2011 (from their old curriculum) and in 2014 (three years after the implementation of K to 12).

It could be seen from this table that there was a rise and fall in pupils' performance from 2010-2014 in all subjects. They had the lowest performance in Filipino (Reading) in 2012-2014, in Filipino (Grammar) in 2011-2012, Science in 2011-2012 (first year of implementation of MTB/MLE) and Math in 2011-2012 and 2013-2014. Teachers argue that MTB is really helpful when it comes to classroom discussion because pupils become more participative, creative, and motivated in expressing their thoughts. However, when it comes to the National Exam, pupils could not easily adjust because the test is written in English, entirely different from what they encountered in the classroom. It could be noted from the above data that pupils got the lowest Mean Percentage Scores (MPS) of 60% on the first year of implementation on mother tongue-based instruction (2011-2012) 15% lower than the National Passing Standards (NPS) of 75%. It was in 2012-2013 and

2013-2014 when the pupils obtained almost the same MPS of 76.58% in 2012-2013 and 76.73% in 2013-2014 respectively, almost 2% higher than the NPS. Again, a rise and fall in their ratings.

Based on the problems encountered by teachers, these scenario has something to do with the consistency of the implementation of MTB in classroom instruction, and those experts who will develop exams and curriculum for MTB/MLE.

7.3 School 3

School Year	Filipino Reading	Filipino Grammar	Science	Math	MPS
2010 - 2011	78.64	85.91	63.64	88.19	79.8
2011 – 2012	75.34	85.97	72.4	96.55	82.18
2012 – 2013	60	62.76	73.79	93.33	70.38
2013 - 2014	78.71	89.03	77.2	80.43	77.78

Highlighted on the table are the data in 2011 wherein DepEd still applied the old curriculum, and in 2014, three (3) years after the implementation of the K-12 curriculum. It was assumed that with the use of mother tongue in all subjects in the primary grades/levels, children would obtain a better academic performance. As suggested on the table, children performed better in 2011 (with the old curriculum) in Math with a fall of more than 8% three (3) years after MTB was

introduced as medium of instruction. On the other hand, it could be noted also that in Science (where mother tongue is used as medium of instruction) there was an increase of more than thirteen (13) percent three years after the implementation of the K to 12 curriculum. Pupils were consistent in meeting the National Standard of 75% in Mathematics. In Science, it was only after 3 years on K to 12 implementation when pupils were able to meet 2 percent higher than the National Standard. When it comes to their Mean Percentage Scores (MPS) it could be noted that there was a decrease of more than two (2) percent after 3 years of implementation of K to 12.

Data on the table matches with those of District 1 and District 2 that although there were increases in their performance in all subjects (using MTB as medium of instruction), their ratings were not consistent. Science is the only subject where pupils have consistent increase in their performance. In Math, there was a constant increase for three years, 2010-2013 but a decrease of more than 10% in 2014.

As presented on the table, it could be noted that it was only in 2012-2013 (with mother tongue-based instruction) that the pupils were not able to meet the National Passing Standards of 75%. In 2010 – 2011 (no MTB policy yet), pupils obtained 79.8% almost 4% higher than the NPS. On the first year of its (MTB)

implementation, 2011-2012, they got 7% higher than the NPS and almost 3% higher than NPS in 2013-2014.

From the presented data, it could be summed up that mother tongue-based instruction could not only be the sole indicator of the overall performance of the pupils in the National Achievement Test. Analysing the presented results, it could be perceived that mother tongue or the language used has nothing to do with their performance in the NAT. These data from the summary of ratings from the 3 districts suggest that there is a need to revisit the policy implementation of MTB/MLE. There is also a need to constantly visit the curriculum for the use of MTB as MOI for as NAT results show, there was no consistent result in their performance.

Ball's (2010) Dual Language Acquisition Outcomes presents some factors to be considered in order to do away with problems and conflicts in coming up with dual language acquisition outcomes like individual differences (e.g., intelligence, learning challenges, temperament, and learning styles), formal instruction, language(s) spoken in the home (exposure), family socio-economic status, psychological conditions (e.g., post-traumatic stress among refugee children), ethnic/gender discrimination, motivation (esp. same-age peers speaking the language/s, and socio-cultural adaptation. This model of Ball (2010) somehow

suggests that there are so many things to consider in having good dual-language acquisition outcomes not only the first language of the pupils/learners.

Coding Analysis (Open Coding) Towards the Development of Language and Literacy Transition Model for Marinduque Tagalog

Memoing from Interview

The interview Guide was composed of twelve (12) questions but the teacher respondents focused their responses more on MTB as a separate subject and MTB as language of instruction. The researcher was able to observe that teacher respondents became emotional in their responses stressing much on their negative feelings about MTB as a separate subject in the present curriculum. Their answers just dealt with MTB as a separate subject and as medium of instruction in the primary grades. Other questions were not clearly answered by the teachers. Themes derived from their responses include:

Theme 1: MTB as a separate subject is an additional burden for the teachers;

Theme 2: MTB as a separate subject confuses the learners;

Theme 3: MTB as a separate subject is a duplication of Filipino and is no longer needed in the curriculum for primary grades;

Theme 4: MTB as medium of instruction is helpful to children.

Please take note of the following responses from the teachers:

Researcher: *What is your perception about MTB/MLE as a separate subject in the curriculum as mandated in the K to 12?*

Teacher 1: “ Para sa akin hindi na natin kailangan (**not needed**) ang MTB as a separate subject. Kase, Tagalog na ang salita natin at Tagalog din ang Filipino (**Tagalog is the same as Filipino**) kaya nalilito (**creates confusion**) ang mga bata sa mga konsepto. Kung minsan nagtatanong ang mga bata, “Mam di бага (ba) po at napag-aralan na natin yan?” Kaya ang sagot ko sa kanila, sa MTB natin napag-aralan ‘yon, ngayon ito ay sa Filipino naman”.

(“For me, we do not need MTB as a separate subject in our curriculum because we are using Tagalog and Filipino is Tagalog also. The pupils are confused of the concepts being taught. Sometimes they say, “Mam, we already discussed that.” I just answered, “Ah, it was in MTB subject, now it’s in Filipino.”)

From the responses of Teacher 1, 3 categories were derived, which are:

MTB is no longer needed in the curriculum for primary grades, Tagalog is the same as Filipino, and that MTB creates confusion among learners. These responses of Teacher 1 agreed with all the responses of the thirty (30) teachers who participated in the interview as follows:

Teacher 2: “Hindi na po natin kailangan (**not needed**) ang MTB as a separate subject. It’s a waste of time (**waste of time**). Katulad (**the same**) lang din siya ng Filipino.”

(We do not need MTB as a separate subject. It’s a waste of time. It’s just like Filipino subject.”)

Teacher 3: “Ok po ang mother tongue bilang wikang panturo. Mas madaling makaintindi ang mga bata at mas nakakapag express sila ng kanilang saloobin gamit

ang mother tongue. Pero as a separate subject, sa palagay ko, hindi na natin ito kailangan **(not needed)**.”

(“As a language of instruction, mother tongue is good. The pupils could easily understand the lesson and they could easily express their thoughts with the use of mother tongue. But as a separate subject, we no longer need it.”)

Teacher 4: “Dapat ay mawala na **(delete)** sa ating curriculum ang Mother tongue bilang isang subject. Naaksaya (nasasayang) lamang ang oras **(waste of time)** katulad lamang din nman siya ng Filipino **(the same as Filipino)**. Pero bilang medium of instruction, ok naman siya. Mas nakaka express ang mga bata. Sa materials naman, binibigyan kami ng guide at bahala na kami mag design ng lesson.”

(“Mother tongue as a separate subject must be deleted from the curriculum. It is a waste of time. It’s just like Filipino subject. But mother tongue as a language of instruction is ok. The pupils can express their ideas. When it comes to the materials, we are given teachers’ guide and we design our own lesson.”)

Teacher 5: “Kailangan natin ang mother tongue bilang wikang panturo. Mas nakakaintindi ang mga bata kapag mother tongue ang gamit. Bilang isang subject, pareho na rin siya ng Filipino **(the same)**. ‘Yong mga concept sa Filipino, ‘yon na rin ang tinuturo sa MTB.”

(“We need mother tongue as a language of instruction. The pupils could better understand using mother tongue. But as a separate subject, it’s just like Filipino. The concepts taught in Filipino are also the concepts taught in mother tongue.”)

It could be noted from the presented responses from the interview that primary grade teachers agreed that MTB as a separate subject is just the same as Filipino and that it should be deleted from the curriculum in the primary grades. They contend that concepts introduced in Filipino are also introduced (repeated) in MTB (Tagalog). They said that Tagalog words are Filipino words. They are one in

terms of vocabulary, sounds (phonemes), and meanings (semantics) when used in contexts. The only difference is that, Tagalog words are not academically structured for as far as inflections are concerned.

From open coding, the researcher derived the following themes from the transcribed interview with thirty (30) teachers and responses from the RDQ with fifty (50) teachers. From the responses of thirty (30) teachers, 2 major concerns were extracted from the participants for each category. For MTB as a separate subject in the curriculum, they suggested for its removal/deletion from the existing curriculum because it's just the same as Filipino, and that concepts introduced in MTB confuse the learners. For MTB as a medium of instruction, almost all of them agreed in two (2) major concerns: that MTB is helpful for pupils could easily understand the concepts introduced to them using their own language, and that pupils could better express their ideas using their own language. The following conversation supports the answers of the teachers regarding the similarities of MTB/Tagalog and Filipino:

Teacher 8: “Ano ngani ang inagawa ninyo bago kayo magligo sa dagat kapag mainit ang sikat ng araw?”

Pupil 1: “Nagalagay po ng sunblock.”

Teacher: Ok, nagalagay ng sunblock. Ano pa? Pag nalabas kayo ng bahay at mainit ang sikat ng araw, ano pa ang inyong inasuot?”

Pupil 2: “Nagasuot po ako ng two-piece sa paglangoy.”

Teacher: “Bakit naman two-piece and inasuot mo?”

Pupil 2: “Para manipis po hindi po masyado mainit sa katawan.”

Teacher: “ Ah, ok. Ano pa? Ano pa ang inasuot ninyo kapag mainit ang sikat ng araw?”

Pupil 3: “Nagasout din po ako ng shades para po hindi nakakasilaw.”

Teacher: “Magagaling!”

As observed from the conversations, the use of Filipino words “gawa” (do), “ligo” (take a bath), “lagay” (put), “labas” (outside), and “suot” (wear) were used with different structure compared to academic accepted structure like “ginagawa” for “inagawa”, “maligo” for “magligo”, “naglalagay” for “nagalagay”, “isinususot” for “inasuot”, and “nagsusuot” for “nagasuot”. But differences in structure do not dramatically affect the meaning of the entire context. Like for the statement “Ano ang inagawa (ginagawa) ninyo bago kayo magligo (maligo) sa dagat kapag mainit ang sikat ng araw?” which means “What do you usually do before you take a bath in the sea when the sun is hot?”. These examples prove that even if Marinduque Tagalog is not well structured and not so acceptable for academic use, still the meaning of its context is the same.

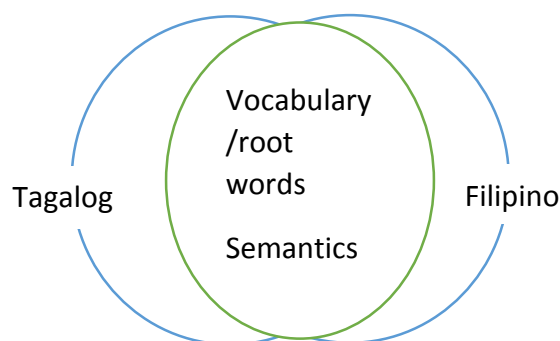
Cummins (1999) in UNESCO Report 2008 supports the claim of those primary grade teachers that once the pupils already understand the concept in L1 (MTB/Tagalog in the present study) there is no need to repeat it in L2. Even if it is

already mandated in the curriculum that L1/MTB (Tagalog) should be introduced as separate subject and medium of instruction for primary grades, Cummins (1999) also contends that different situations require different amounts of exposure to both the first and the second language. In situations where learners are not exposed to the L2 in their homes or communities, there should be *even more investment in both MT and L2 learning* before they are expected to engage in teaching/learning activities that rely exclusively on the L2. In the case of pupils in Tagalog Regions that they already have mastery of Filipino (because it is already Tagalog in terms of vocabulary, phonemes (sounds), and semantics/meaning, the researcher then assumes that there is really no need to expose the pupils to Tagalog because they already have Filipino.

The following figure sets the similarities of Tagalog and Filipino as argued by primary grade

Teachers supported by data from classroom observations.

Figure 4: Similarities of Tagalog and Filipino (derived from the responses of primary grade teachers and class observation)



The presented figure summarizes the similarities of Tagalog and Filipino based on the codes gathered from interview, survey questionnaire and class observation. Teachers argue that Tagalog and Filipino have similarities in vocabulary used particularly the root words and the meaning when used in context. The figure points out that since Tagalog and Filipino have similarities as argued by teachers, they could be taken as one (as L1) and thus, they suggest that MTB as a separate subject would be deleted from the curriculum.

Cummins (1999) in UNESCO Report 2008 argued that since it takes time for children to learn the L2, they would ideally *learn the L2 as a subject while using the L1 as a medium of instruction for 5 to 7 years* of primary schooling. Once students understand a concept in the L1, they do not need to re-learn it in the second language—they only need to learn the L2 vocabulary to be able to communicate what they know. If the L2 is used as a medium of instruction, which can promote L2 learning, additional support is required in the form of real-life materials,

bilingual methods and/or bilingual texts. For example, a new concept can be introduced in the L1, so that children can focus on understanding the content; once they get the meaning, during another lesson or day, the new concept can be practiced or reviewed in the L2; correction and extension of the concept can be done later in the L1; and so on. Building an L2 word bank in each subject is important if learners will need to study through the L2 in higher levels of education.

In the case of Marinduque Tagalog (research locale), teachers believe that primary grade pupils do not need to relearn the concepts in L2 because their L1 (MTB/Tagalog) and L2 (Filipino) have so many things in common or similarities. Cummins (1999) continued that to maximize the power of transfer, children should ideally *continue to study the mother tongue*, at least as a subject if not as a teaching/learning medium, throughout their school careers, as well as studying the L2. Note that teaching the mother tongue as a subject throughout schooling is something positive that can be done no matter what other models are currently in place, but the most positive results will be for students using the L1 as a subject and as a medium of instruction, in parallel with L2 learning.

Cummins (1999 in UNESCO 2008) however clarified that different situations require different amounts of exposure to both the first and the second language. In situations where learners are not exposed to the L2 in their homes or communities, there should be *even more investment in both MT and L2 learning* before they are expected to engage in teaching/learning activities that rely

exclusively on the L2. In the case of learners in Tagalog regions like in Marinduque that learners are exposed to Filipino words in their Mother tongue (Tagalog), it is then assumed that their L1 and L2 have similarities and that they both could be used either as a medium of instruction or as a separate subject but not separately as a subject and as a medium of instruction.

On the other hand, the “*interlanguage hypothesis*” as cited by Ball (2010) combines the contrastive and identity hypotheses, featuring both neuro-psychological and social-psychological aspects. The behaviourist approach, referred to as the “*contrastive hypothesis*” (Fries, 1945; Lado, 1957, in Ball, 2010), assumes that the same processes of positive reinforcement that influence first language acquisition support the learning of second or additional languages. However, behaviourists suggest that when the first and second languages are structurally similar, L2 is easier to learn because children can transfer their learning from L1 to L2.

The nativist-oriented “*identity hypothesis*” posits that universal cognitive structures and processes enable both first and subsequent language acquisition; learning neither benefits from, nor is hindered by, learning L1.

Interlanguage hypothesis approach emphasizes the role of a broad array of communicative strategies in second language learning, in addition to purely linguistic strategies. Strategies include avoidance of topics, changes in meaning, code-switching, borrowing, gestures, and facial expression, among others. In

accounting for the speed, quality, and trajectory of second language learning, the interlanguage hypothesis highlights the role of the speech-language community, including the adequacy of learning opportunities, the quality of language input, and acceptance by the dominant culture.

The present study found out that primary grade teachers give ample opportunities to the pupils to communicate on the language that they could easily understand (Tagalog in the case of the research locale). That opportunity, as argued by teachers, helps the pupils to be more cooperative, participative, and motivated to learn. Although there are some mandates in the K to 12 curriculum, they still practice what they know are best for their pupils. Just like in teaching Math and Science, as mandated in the curriculum, that mother tongue should be used as language of instruction in those subjects in the primary grades. As practiced by the teachers, they said that they still do what they used to do, they switch (Filipino to English or English to Filipino) depending on the comfortability of the pupils in learning the concepts being introduced. This fact from the teacher further makes the researcher realized that mother tongue does not only refer to the language of the community per se but to the language the pupils easily understand and are comfortable to use, like, thirty (30) in Math instead of “tatlumpo” and fifteen (15) instead of “labinlima”.

In this part, the existing model of MTB/MLE and its implementing guidelines for transition to other languages are presented for review, and for

highlighting how these are different from what the teachers believe in and how their practices are not consistent with the policy.

The MTB/MLE Model of Language Transition is shown below:

A. The Existing Model

Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Language Transition in the K-12 Curriculum						
Mother Tongue (MT) as specific subject and as medium of instruction (MOI) in all subjects except in Filipino (No English subject yet)	Inclusion of English as a subject. Mother tongue is still the medium of instruction (MOI) except in English and Filipino	Mother Tongue (MT) as specific subject and as medium of instruction (MOI) in all subjects except in English and Filipino		English as medium of instruction (MOI) except in Filipino, Araling Panlipunan, MAPEH, and EsP		English as medium of instruction (MOI) in all subjects except in Filipino

Figure 5: Language Transition in the K to 12 Curriculum

In the Philippines, DepEd Order No. 31, s. 2012 (Policy guidelines on the Implementation of Grades 1-10 of the K-12 Basic Education Curr.) states that mother tongue should be used as a medium of instruction and as a subject from

Grade 1-3 and English or Filipino is used from Grade 4 -10 where the distribution and details are as follow:

Kindergar ten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	High School
Build fluency in oral L1 L1 Pre- reading & pre-writing	Build fluency in oral L1 L1 Pre- reading & pre-writing Introduce L1 literacy Begin oral Filipino, (second grading) Begin Oral English (third grading) Math MAKABAYAN in L1	L1 as subject L2 Pre- reading & pre-writing in Filipino Continue building oral English Math MAKABAYAN in L1	L1 as subject Filipino as subject English as a subject Bridge to Filipino & English literacy (Math, Sibika at Kultura	L1 as subject Filipino as A subject English as subject Math & Science in L3 MAKABA- YAN in L2	L1 as subject Filipino as a subject English as subject Math & Science in L3 MAKABA- YAN in L2	L1 as subject Filipino as a subject English as subject Math & Science in L3 MAKABA- YAN in L2	L1 as subject Filipino as a subject English as subject Math & Science in L3 MAKABA- YAN in L2
L1 as LOI	L1 as LOI Begin introducing L2 & L3 “World Bank”	L2-pre reading & writing L3- oral L1 as LOI	L1-L2-L1 as LOI L1-L3-L1 as LOI	L1-L2-L1 L1-L3-L1 As LOI	L1 L2 L3 as LOI	L1 L2 L3 as LOI	L1 L2 L3 as LOI

Figure 6: DepEd Framewrok

Source: DepEd Framework, 2011

Mother tongue is taught as a learning area and issued as language of instruction from Kindergarten to Grade 3. Oral fluency in Filipino starts in the first semester of Grade 1

Oral fluency in English is introduced in the second semester and will continue until grade 1.

It should be noted that L1 (mother tongue) is taught for 50 minutes per day every day. But as confessed by most of the teachers interviewed, if the concepts were taught in Filipino, they do not reteach it in MTB. According to them, they just allot the 50-minute period for remedial reading instructions.

The following table sets the similarities and differences of Marinduque Tagalog to academic Filipino in terms of phonemes and morphemes.

Similarities and differences of Academic Filipino and Marinduque Tagalog

A. Phonology/Phonemes and Morphology

Academic Filipino	Marinduque Tagalog	Phonemes/morphemes, similar or different?	What it means?	Similar or different?
Ngayon	Ngay-on	Different	Now	Similar
Ba	Baga	Different	Interrogative (asking question)	Similar
Nga	Ngani	Different	Confirming (giving certainty)	Similar
Tayo	Kita	Different	We (us)	Similar
Lang	Laang	Different	Just	Similar
Kagabi	Kagab-i	Different	Last night	Similar

Table 8: Similarities and Differences in Phonology and Morphology of Marinduque Tagalog and academic Filipino

It could be observed from the above table that there are differences in phonemes and morphemes in Marinduque Tagalog and academic Filipino. Morphemes like an additional “-ga” for “ba” which makes the new word “baga”

expresses interrogation as in “Kumain ka na бага?” for Marinduque Tagalog or “Kumain ka na ba?” for academic Filipino. Similarly, an additional “-ni” for “nga” which forms the new word “ngani” means a confirming expression as in “Maganda ngani siya” for Marinduque Tagalog or “Maganda nga siya” for academic Filipino. Morphemes “-ga” and “-ni” in the given examples do not necessarily make changes in the meaning of the entire context. The developed model then suggests that though there are differences in structure in Marinduque Tagalog, their vocabulary and meaning/semantics are the same.

B. Syntax and Semantics of Marinduque Tagalog as compared to Academic Filipino (Manila Tagalog)

Academic Filipino	Marinduque Tagalog	Syntax/Structure, similar or different?	What it means	Semantics/Meaning, similar or different?
Naliligo	Nagaligo	Different	Taking a bath (on-going action)	Similar
Nagsusulat	Nagasulat	Different	Writing (on-going action)	Similar
Kumakanta/Umaawit	Nakanta	Different	Singing (on – going action)	Similar
Natutulog	Natulog	Different	Sleeping (on-going action)	Similar
Nagbabasa	Nagabasa	Different	Reading (on-going action)	Similar
Nagtuturo	Nagaturo	Different	Teaching (on-going)	Similar
Naglalaro	Nagalaro	Different	Playing (on-going)	Similar
Kumakain	Nakain	Different	Eating (on-going)	Similar
Nagdarasal	Nagadasal	Different	Praying (on-going)	Similar
Naghuugas	Nagahugas	Different	Washing dishes (on-going)	Similar
Nagtatanim	Nagatanim	Different	Planting (on-going)	Similar
Nagawawalis	Nagawalis	Different	Sweeping (on-going)	Similar
Tumalon	Lumukso	Different	Jumped	Similar
Nagddrawing	Nagadrawing	Different	Drawing (on-going)	Similar
Umupo	Umupo	Similar	To seat (future)	Similar
Pumalakpak	Pumalakpak	Similar	clapped (past)	Similar
Pumadyak	Pumadyak	Similar	Stamped (past)	Similar
Kumembot	Kumembot	Similar	Sway hips (past)	Similar

Table 9: Similarities and differences in Syntax and Semantics of Marinduque Tagalog as compared to academic Filipino

It could be noted from the abovementioned examples that the structure of Marinduque Tagalog is really different from academically structured Filipino (Manila Tagalog). However, the root words (vocabulary) presented are just the same like, tulog, awit, basa, turo, kain, hugas, tanim, walis, talon, drawing, umupo, palakpak, padyak, kembot. It could be realized from the given data that although the syntax/structure maybe different, still, the semantics/meaning stay the same and when used in context, the meaning of the entire text would not be affected by the changes in their structure like for example, “*Nagabasa ng tula ang mga bata*” for Marinduque Tagalog, “*Nagbabasa ng tula ang mga bata*” for Manila Tagalog which means “The children are reading poem.” The structures of “nagabasa” and “nagbabasa” with the root word “basa” do not affect the meaning of the entire expression which means “The children are reading.”

The Developed Language and Literacy Transition Model for Marinduque Tagalog

Based on the data presented, the researcher came up with the following language and literacy transition model.

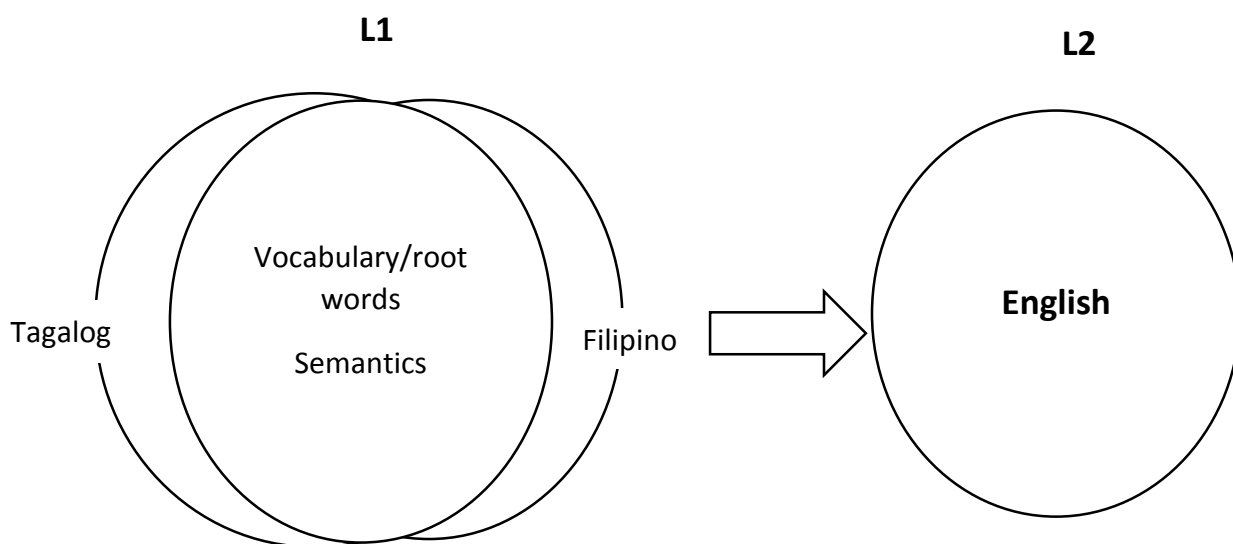


Figure 6: Language and Literacy Transition Model for Marinduque Tagalog

This model is based on the results of class observation, results of interview with teachers, and responses of teachers to the survey questionnaire that Tagalog and Filipino are just the same and there is no need to include MTB (Tagalog) as a separate subject in the curriculum. The developed model suggests that Tagalog and Filipino have some things in common like the vocabulary or words used as well as their meanings when used in contexts. Structure (syntax) of Marinduque Tagalog

may be totally different from other varieties of Tagalog but the meaning of the entire context is not affected by its differences in structure. Likewise, although the use of Marinduque Tagalog is structurally different, pupils are able to understand the meaning of what the context conveys based on the presented examples from class observations. This further suggests that instead of introducing L1 and L2 separately (Tagalog and Filipino in the present study), Tagalog or Filipino becomes the L1 transitioned to L2 which is English. The following data supports the development of the language and literacy transition model for Marinduque Tagalog.

This model responds to what the primary grade teachers recommend not to include MTB as a separate subject but they appreciate the use of Tagalog or Filipino as medium of instruction.

This model also follows Section 6 and Section 7 of Article XIV of the Constitution that:

Filipino as the national language shall be enriched on the basis of existing Philippine languages and other languages (Section 6), and; For purposes of communication and instruction, the official languages in the Philippines are Filipino and, until otherwise provided by law, English (Section 7). The Regional languages (*mother tongue as used in the present study*) are the auxiliary official languages in the Regions (*Tagalog for Tagalog Regions*) and shall serve as

auxiliary media of instruction therein (BESRA Policy Recommendation, Ocampo, 2008 in Fermin, 2013).

Based on the analysis of all the gathered data from different exhibits, the researcher came up with the following transitioning of language of instruction from kindergarten to Grade 3. The figure further shows that Marinduque Tagalog or Filipino becomes the L1 transitioned to English as their L2. As suggested in the figure, English should be introduced in the curriculum as early as first semester of Grade 1 as opposed to the existing transition that the inclusion of English should be delayed up to the second semester of Grade 1 giving way to Filipino (L2) as used in the existing curriculum. Since the present study suggests that MTB/Marinduque Tagalog and Filipino have something in common and they could be introduced as one (as L1), English now becomes their L2 which could now be introduced as early as Grade 1.

The language of instruction would be transitioned as shown in the following table:

Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Proposed Language Transition for Marinduque Tagalog						
Marinduque Tagalog or Filipino (L1) as a subject and medium of instruction (MOI)	Inclusion of English (L2) as a subject. Marinduque Tagalog or Filipino (L1) as a subject and is still the medium of instruction (MOI).					

Figure 7: Proposed Language Transition for Marinduque Tagalog

The above presented figure sets the literacy transition based from the analysis of all the gathered data. This further suggests that Marinduque Tagalog or Filipino would be introduced as a subject and as a medium of instruction from Kindergarten to Grade 3. English, as presented, would be introduced as early as Grade 1. Since there is no L3 (as opposed to the existing model), L1 (Tagalog or Filipino) and L2 (English) only became the languages of instruction from Kindergarten to Grade 3. Likewise, Table 10 explains the proposed literacy transition using Marinduque Tagalog.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Oral fluency in Marinduque Tagalog	Build oral fluency in Filipino for academic use	Oral fluency in academic Filipino	Oral fluency in academic Filipino			
Reading and writing in Marinduque Tagalog	Pre-reading and pre-writing in academic Filipino	Reading and writing in academic Filipino	Reading and writing in academic Filipino			
Tagalog/Filipino as MOI	Tagalog/Filipino as MOI	Academic Filipino as MOI	Academic Filipino as MOI			
Filipino as a subject	Filipino as a subject	Filipino as a subject	Filipino as a subject			
	Pre-reading and prewriting in English	Reading and writing in English	Reading and writing in English			
	English as a subject	English as a subject	English as a subject			

Table 10: Literacy Transition for Marinduque Tagalog

The presented table specifies where and when Marinduque Tagalog or Filipino should be used and when English is to be introduced.

As presented, it is suggested that there should be a period when pupils have to learn about to use Tagalog or Filipino for academic use. Similar to the current model of DepEd, Tagalog or Filipino stays as the medium of instruction until Grade 3. This is based on teachers' responses that pupils become more participative and they could easily decipher the lesson when they are allowed to use Tagalog or Filipino. Since the findings suggest that Tagalog or Filipino should be the L1 for learners in Marinduque, English now becomes their L2 and the transitioning now starts from Tagalog or Filipino to English.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and recommendations based on the analysis of all the gathered data. These are presented in sequence of the objectives presented in Chapter 1.

Findings:

From the analysis of the gathered data, the researcher came up with the following findings:

1. Primary grade teachers in Marinduque strongly believe that MTB as a separate subject in Tagalog-speaking provinces/regions like Marinduque is not beneficial for learners. They perceive that it is just a duplication of Filipino since Marinduque Tagalog is the same as Filipino; thus, it confuses the learners. According to their belief, pupils better express their ideas, and are well – motivated to participate in class discussion when they are allowed to express in the language they are comfortable to use.
2. Because of this belief, their teaching practices differ from and are not congruent with the policies on MTB. When it comes to language of instruction, they adjust to the capacities of the learners, introducing

concepts using the language the pupils could easily understand, which may not be the one stipulated in the policy.

3. The performance of pupils in the NAT varies and is not consistent per subject from 2011 since the first K to 12 curriculum implementation until 2014, three years after its implementation.
4. Because of the various problems as far as MTB instruction is concerned, a new model is proposed for Tagalog-speaking regions, in which the teachers' practices and beliefs provide crucial input for effective implementation of the language policy.

Conclusions:

The study concludes that:

1. The teachers have common and apparent unanimous beliefs about the language of instruction in Tagalog-speaking regions, and these influences their practices in the implementation of the K to 3 language policy.
2. Teacher practices on language of instruction are inclined toward comfortability, comprehensibility, and ease of use among young learners as these are considered to facilitate their acquisition of concepts and mastery of language use in tests and exams.

3. The language/s of instruction may not be the sole indicator of the success of pupils in tests and examinations; rather, several factors beyond language use may be contributing to pupils' success.
4. The proposed model imbued with teaching beliefs and practices on the choice of language for teaching in the classroom and for the examination may help create harmony among literacy and language participants, and this may harmonize common understanding of concepts in various content areas.

Recommendations:

With all the findings and conclusions drawn, the researcher hereby recommends the following:

1. DepEd may consider a study on the implementation of language policy particular to regions where L1 is not totally different from L2, as per opinions and practice of teachers. Their voices should be heard because first and foremost, they have the direct experiences with the pupils in the teaching-learning process and they know so well what language is best suited for their learning. Also, they should take part and be involved in the revision and modification of the curriculum because they are the ones working with the pupils everyday and they know so well what their pupils need, what their strength and weaknesses are; and what language or languages they are comfortable to use.

2. DepEd may also provide language and literacy awareness seminars to teachers whose view on Filipino is simply the same as Tagalog, if it views it otherwise. Apparently, the department's view is not shared by teachers in Marinduque, a place where Tagalog is M.T.
3. DepEd may also harmonize the language policy regarding MTB/MLE and its consistency with the examinations given to the pupils. They should also monitor the progress and performance of the pupils under the new curriculum if they are doing better than before the implementation of the latest policy.
4. The proposed model for Marinduque language and literacy transition model may be validated and studied further to determine its effect on academic learning.
5. There should be more research to be conducted regarding language policy as mandated in the K to 12 program/curriculum.

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APPENDIX A

Interview Guide

1. What is your idea about MTB/MLE?
2. Is it important to include MTB/MLE as a separate subject in the primary years? Why? Why not?
3. How often do you use or switch to mother tongue in teaching?
4. What available materials do you have for MTB/MLE instruction?
5. How responsive are the pupils when they are allowed to use or switch to mother tongue?
6. What can you say about your pupils' performance in the regional/national exam since MTB/MLE was implemented as a separate subject and MOI in the primary grades?
7. Do you think your pupils can perform better in the regional or national exam now that they have the MTB/MLE as a separate subject? Why? Why not?
8. Is it enough to have MTB/MLE instruction in the primary grades only or do you think the learners still need it up to Grade 6? Why? Why not?
9. Is there a need for MTB/MLE instruction in Tagalog regions? Why? Why not?
10. What are the strengths of MTB/MLE instructions?
11. What are the weaknesses of MTB/MLE instructions?
12. What can you say about the policy of DepEd regarding language of instruction in the primary grades?

APPENDIX B

Researcher-Developed Questionnaire

I. Instrument

a. Teacher's Profile

Name: _____

School: _____

Grade level/s taught: _____

Sex: ☐ F

☐ M

Age: ☐ 51 above

☐ 41 – 50

☐ 31 – 40

☐ 21 – 30

☐ 20 below

No. Of years in teaching (kindly put a check on the blank)

☐ 21 above

☐ 16 – 20

☐ 11 – 15

☐ 6 – 10

☐ 1 – 5

b. What is your attitude towards MTB as a medium of instruction?

Please put a check on the column which corresponds the degree of your beliefs using the following scale:

4 – strongly agree

2 – strongly disagree

3 – moderately agree

1 – disagree

Teacher's Beliefs Towards Mother Tongue-Based as a Medium of Instruction	5	4	3	2
11. MTB instruction makes me more confident in delivering the lesson to my pupils.				
12. MTB instruction helps me become more aware and sensitive to the language/dialect of my pupils as well as the culture they brought to the class.				
13. MTB instruction makes me more creative in preparing instructional devices using the locally available raw materials.				
14. MTB instruction helps me become more careful and specific in giving my pupils instructions and directions.				
15. MTB instruction creates conducive classroom atmosphere.				
16. MTB instruction strengthens the affective domain of my pupils involving their confidence, self-esteem, and identity.				
17. MTB instruction leads to positive over all cognitive development of my pupils.				
18. MTB instruction increases motivation, initiative, and creativity of my pupils.				
19. MTB instruction helps my pupils gain confidence to learn and master the English language (L2).				
20. MTB instruction is time saving.				

- c. What is your attitude towards MTB as a separate subject? Please put a check on the column which corresponds the degree of your beliefs using the following scale:
- 4 – strongly agree 2 – strongly disagree
3 – moderately agree 1 – disagree

Teacher's Beliefs Towards Mother Tongue-Based as a separate subject	4	3	2	1
11. MTB as a separate subject is a waste of time.				
12. MTB as a separate subject is a duplication of Filipino.				
13. MTB as a separate subject confuses the learners on the concepts taught in MTB and Filipino.				
14. MTB as a separate subject confuses the teacher/s on the concepts in MTB and Filipino.				
15. MTB as a separate subject hinders the learners' capacity to learn other language.				
16. MTB as a separate subject becomes an additional burden to both the teachers and the learners.				
17. MTB as a separate subject could be removed from the curriculum (in Tagalog regions) because it is similar to that of Filipino.				
18. The time allotted for MTB as a separate subject (50-minute period) could be allotted to other reading activities because the concepts taught in MTB are just the same as those in Filipino.				
19. MTB as a separate subject is no longer helpful to learners in Tagalog regions.				
20. MTB as a separate subject creates boredom among the learners because the concepts taught in Filipino are repeatedly introduced in mother tongue.				

- d. Please put a check on the column which tells the frequency of your practices using the following scale:

4 – always

2 – sometimes

3 – most of the time

1 – never

Teacher's Practices	4	3	2	1
11. I adapt my teaching strategies and devices to the language of my pupils.				
12. When I observe that my pupils cannot understand the concepts taught to them easily, I simplify those concepts using their L1.				
13. I modify my ready-made lesson plans to adjust to my pupils' language.				
14. I am careful about the grouping system as regards the language they are comfortable to use.				
15. I allow my pupils to freely converse with each other using the language they are comfortable to use.				
16. When I make tests/exams, I make sure that the items are well-understood by translating the content to their native language.				
17. I let my pupils discuss their ideas in their L1 even if the question is in L2 (English) to encourage participation.				
18. To facilitate discussion, I raise questions using the language of my pupils.				
19. I provide my pupils learning materials I personally made using their mother tongue (L1).				
20. I give separate instructions to my pupils depending on the language they could easily understand.				

- e. What are the problems you encounter regarding the implementation of MTB/MLE? Please put a check on the appropriate column using the following scale:

4 – always encountered 3 – less encountered
3 – mostly encountered 1 – not encountered

Problems encountered	4	3	2	1
11. Lack of seminars/trainings and orientations for teachers and administrators regarding MTB/MLE instruction.				
12. Shortage of instructional materials (i.e., big books, story books, etc. especially those which are locally made)				
13. Lack of funds/budget for the production of MTB-MLE materials				
14. Lack of trained teachers (i.e. those who are knowledgeable of the language and culture of the place where they teach)				
15. Lack of support from parents and the entire community				
16. Lack of support from the higher officials				
17. Lack of experts/specialists to work on the MTB/MLE curriculum				
18. Policies regarding MTB instruction still need to be developed/modified				
19. Consistency of Implementation				
20. Pupils' resistance to learn in the mother tongue				

APPENDIX C

Observation Guide

1. Date and time of observation
2. Grade level/Class
3. Teacher
4. Subject taught (Filipino or MTB)
5. Subject Matter
6. Activities introduced by the teacher
7. Teacher's and pupils' discourses
8. Switching and mixing done by the teachers and the pupils
9. Language frequently used by the teacher and the pupils

APPENDIX D

Transcribed Interview Results

Teacher 1: “ Para sa akin hindi na natin kailangan ang MTB as a separate subject. Kase, Tagalog na ang salita natin at Tagalog din ang Filipino kaya nalilito ang mga bata sa mga konsepto. Kung minsan nagtatanong ang mga bata, “Mam di baga (ba) po at napag-aralan na natin yan?” Kaya ang sagot ko sa kanila, sa MTB natin napag-aralan ‘yon, ngayon ito ay sa Filipino naman”.

(“For me, we do not need MTB as a separate subject in our curriculum because we are using Tagalog and Filipino is Tagalog also. The pupils are confused of the concepts being taught. Sometimes they say, “Mam, we already discussed that.” I just answered, “Ah, it was in MTB subject, now it’s in Filipino.”)

Teacher 2: “Hindi na po natin kailangan ang MTB as a separate subject. It’s a waste of time. Katulad lang din siya ng Filipino.”

(We do not need MTB as a separate subject. It’s a waste of time. It’s just like Filipino subject.”)

Teacher 3: “Ok po ang mother tongue bilang wikang panturo. Mas madaling makaintindi ang mga bata at mas nakakapag express sila ng kanilang saloobin gamit ang mother tongue. Pero as a separate subject, sa palagay ko, hindi na natin ito kailangan.”

(“As a language of instruction, mother tongue is good. The pupils could easily understand the lesson and they could easily express their thoughts with the use of mother tongue. But as a separate subject, we no longer need it.”)

Teacher 4: “Dapat ay mawala na sa ating curriculum ang Mother tongue bilang isang subject. Naaksaya (nasasayang) lamang ang oras katulad lamang din nman siya ng Filipino. Pero bilang medium of instruction, ok naman siya. Mas nakaka

express ang mga bata. Sa materials naman, binibigyan kami ng guide at bahala na kami mag design ng lesson.”

(“Mother tongue as a separate subject must be deleted from the curriculum. It is a waste of time. It’s just like Filipino subject. But mother tongue as a language of instruction is ok. The pupils can express their ideas. When it comes to the materials, we are given teachers’ guide and we design our own lesson.”)

Teacher 5: “Kailangan natin ang mother tongue bilang wikang panturo. Mas nakakaintindi ang mga bata kapag mother tongue ang gamit. Bilang isang subject, pareho na rin siya ng Filipino. ‘Yong mga concept sa Filipino, ‘yon na rin ang tinuturo sa MTB.”

(“We need mother tongue as a language of instruction. The pupils could better understand using mother tongue. But as a separate subject, it’s just like Filipino. The concepts taught in Filipino are also the concepts taught in mother tongue.”)

Teacher 6: “ Mother tongue as a separate subject, wala nman masyadong pagkakaiba sa mga itinuturo sa Filipino. As a language of instruction, maganda siyang gamitin kase may mga konsepto na madaling palawakin gamit ang mother tongue.”

(“Mother tongue as a separate subject? There’s no difference with Filipino. As a language of instruction, it’s ok to use it because there are concepts which are better explained using mother tongue.”)

Teacher 7: “Sa pag express ng mga bata, malaki ang naitutulong ng mother tongue. Mas nakakaintindi sila at nakakasagot sila ng maayos gamit ang mother tongue. Bilang isang subject, hindi na siya kailangan. Pareho na rin ng Filipino.”

(“Mother tongue is a great help when it comes to how the pupils express. They also better understand the lesson and they could answer the questions using mother tongue. As a separate subject, we don’t need it. It’s just like Filipino.”)

Teacher 8: “Ang mother tongue, helpful siya kase ang mga bata mas nakakpagsalita sila, nasasabi nila nang maayos ang kanilang sagot. “

(“Mother tongue is really helpful because the pupils better express their ideas and they could answer well using mother tongue.”)

Teacher 9: “ Ok po ang mother tongue. Mas madali para sa mga bata ang mag express.”

(“Mother tongue is ok. Pupils could easily express their ideas.”)

Teacher 10: “Ang mother tongue ay kapareho na rin ng Filipino. May pagkakatulad ang mga konsepto. At ang mga objective, magkapareho ang Filipino at mother tongue.”

(“Mother tongue is just the same as Filipino. There are similarities in concepts beign taught. And the objectives are just the same in Mother tongue and in Filipino.”)

Teacher 11: “May mga topics sa Mother tongue na kaparehong-kapareho ng Filipino. ‘Yon na rin halos.”

(“There are topics in Mother tongue which are closely similar to Filipino. They are just the same.”)

Teacher 12: “Ang Mother tongue po ay parang ‘yong Filipino na rin. Mas nakakagulo po siya at nakakalito sa mga bata. Pero bilang wikang panturo, mas nagagamit siya ng mga bata. Mas nakakintindi sila.”

(“Mother tongue is just the same as Filipino. It confuses the learners more. But as a language of instruction, the pupils better understand using it.”)

Teacher 13: “Sa ibang lugar, maaring kailangan nila ang Mother tongue bilang isang subject. Pero sa atin na Tagalog ang mother tongue, duplication na siya ng Filipino. Hindi na siya kailangan bilang isang subject.”

(“In other places, maybe, they need mother tongue as a separate subject. But in Tagalog regions, mother tongue is just a duplication of Filipino. We do not need it in our region as a separate subject.”)

Teacher 14: “Duplication lamang ito ng Filipino. Katulad ng mga konsepto ng ibabaw, itaas, ilalim,.. Nasa mother tongue na ito, nasa Filipino na rin. Duplication lamang siya. Nakakasayang lamang ng oras. Tanggalin na siya bilang separate subject. Bilang wikang pagturo, mabuti siya. Nakatutulong siya sa mga bata para makaintindi nang maayos at makasagot ng maayos. ‘Yong processing nila ng ideas ay mas mabilis gamit ang mother tongue.”

(“It is a duplication of Filipino. Concepts like, over, under, below,.. these are taught in mother tongue and in filipino. It’s a waste of time. It should be removed as a separate subject. But as language of instruction, it’s good. The pupils better understand the lesson and they could answer the questions well. The processing of their ideas becomes faster using mother tongue.”)

Teacher 15: “Filipino na lamang, tanggalin na ang mother tongue. Nalilito ang mga bata. Sa halip na mother tongue, gamitin na lamang ‘yong 50 minutes sa pagtuturo ng pagbasa o remedial reading.”

(“Retain Filipino, remove the mother tongue as a separate subject. It confuses the learners. Instead of mother tongue as a separate subject, let’s consume the 50 minutes in teaching reading and for remedial reading.”)

Teacher 16: “Ang mother tongue ay the same as Filipino. Pwede na po siyang tanggalin sa curriculum. Same content as Filipino.”

(“Mother tongue is just the same as Filipino. It could be deleted from the curriculum. It has same contents with that of Filipino.”)

Teacher 17: “Halos magkapareho na rin ang lesson ng Mother tongue at Filipino. Sa mga concept at skill na ginagamit, magkapareho lamang sila. Kaya kung minsan nalilito ang mga bata. Sabi nila, “Mam, napag-aralan na po natin yan.”

(“Lessons in Mother tongue and in Filipino are almost the same. The concepts and skills being taught are the same. Sometimes, the pupils are confused. They say: “Mam we studied that already.”)

Teacher 18: “Ok ang paggamit ng mother tongue. Ang mga bata komportable sila na gamitin ang wika nila sa pang araw-araw. Pero bilang isang subject, another

burden siya. Nasasayang ang oras. Mas ok pa na gamitin na lamang ang oras sa pagpabasa sa mga bata.”

(“The use of mother tongue is good. Pupils feel comfortable in using their own language everyday. But as a subject, it becomes an additional burden. The time is wasted. It would be ok if the 50-min period allotted for MTB would be used in teaching reading to pupils.”)

Teacher 19: “Alam na ng mga taga Marinduke ang mga salitang gamit sa Filipino. Bilang additional subject naman sa k to 12, nakakalito lamang sa mga bata.”

(“People in Marinduque know the words used in Filipino. Mother tongue as a separate subject in k to 12 confuses the learners more. Delete it from the curriculum.”)

Teacher 20: “Kapareho lamang ng mga concepts sa Filipino natin. Nalilito rin ako. Kung minsan nalilito ako, parang naituro ko na itong lesson na ito. “yon pala sa mother tongue ‘yong isa, ‘yong isa sa Filipino.”

(“Same concepts in Filipino. As a teacher, I’m also confused sometimes. I just thought I already taught the concepts. I realized, it was in Filipino and now I’m doing it in MTB. It’s a duplication. It’s just the same.”)

Teacher 21: “Mas madali po makaintindi ang mga bata kapag gamit nila ang sariling wika. Bilang isang subject, may mga konsepto na kapareho ng Filipino. Inuulit lamang din.”

(“Pupils could better understand using the language of their own. But as a separate subject, it’s just like Filipino. It’s a duplication.”)

Teacher 22: “Ang MTB kapareho lamang din ng Filipino. Magkapareho sila ng konsepto. Bilang wikang panturo, nakakatulong siya sa mga bata.”

(“MTB is the same as Filipino. They have the same concepts. As a medium of instruction, mother tongue is helpful to children.”)

Teacher 23: “Ang Mother tongue po ay parang Filipino na rin. Nung nakaraan po naming mga kurikulum, ‘yong mga sounds po na itinuturo noon sa Filipino ay nasa

mother tongue na siya ngaun. Parang pareho na lamang din sila sa Filipino. Ang sa Filipino nga lamang po ay puro language. “

(“Mother tongue is just the same as Filipino. In our old curriculum, phonemes were taught in Filipino, now, they are introduced in MTB. MTB is just the same as Filipino. It’s just that, in Filipino, more on language teaching.”)

Teacher 24: “Yong mga inaturo po sa Filipino, nasa mother tongue na rin.”

(“Those concepts taught in Filipino are also taught in MTB.”)

Teacher 25: “Nagkakadoble-doble lamang din po ang konsepto ng sa mother tongue at Filipino. Kung minsan nasa Araling Panlipunan. Paulit-ulit lamang ‘yong mga konsepto. “

(“Concepts in Mother tongue are just duplications of concepts in Filipino. Sometimes, they are also in Araling Panlipunan.”)

Teacher 26: “Ok lang naman. Pero kung minsan, nako-confuse ang mga bata kase nauulit lamang ‘yong mga concept. Paulit-ulit ang mga lesson. Naituro ko na sa mother tongue, ituturo ko pa sa Filipino.”

(“MTB is good but sometimes it confuses the learners because the concepts are just the same. Lessons are just the same. Those taught in MTB are taught again in Filipino.”)

Teacher 27: “Ok lang ang mother tongue. Mas natututo ang mga bata kase madaling maintindihan. Pero bilang isang subject, hindi ko na inaulit (inuulit) sa mga bata yong kaparehong concept ng sa Filipino kase nagatanong (nagtatanong) ang mga bata, bakit daw inulit ko na naman.”

(“Mother tongue is ok, pupils learn better because it is easy to understand. But as a separate subject, I don’t reteach/repeat to the children what I already taught in Filipino because they were asking why I keep on repeating the lesson.”)

Teacher 28: “Mother tongue, and masasabi ko lang baka pwede nang tanggalin sa atin yon kase tagalog na rin naman ang gamit natin.

(“What I can say is that, could it be removed from the curriculum because we are already using Tagalog and it’s the same as Filipino.”)

Teacher 29: “Dati ko na rin namang inagamit ang mother tongue kahit noong hindi pa inasama yan sa curriculum. Kase tagalog na kita kaya yon din ang gamit kong wikang panturo.”

(“I was already using mother tongue even before its inclusion in the curriculum. We are in Tagalog region that’s why it is our language of instruction.”)

Teacher 30: “Huwag na nating isama sana sa curriculum bilang isang subject. Ganon din naman sa Filipino.”

(“Let’s not include it in the curriculum, it’s the same as Filipino.”)

APPENDIX E

Sample Transcribed Observations

Teacher 1 Class

Filipino 2: Mga Salitang Nagsasaad ng Kilos

T: Magandang umaga mga bata!

Pupils: Magandang umaga po naman!

T: Bago tayo magsimula n gating aralin ay awitin muna natin ang “Up and Down”, alam ba ninyo ang awit na ito?

Pupils: Opo!

(And they sang together:

Up and down and clap, clap, clap

Up and down and clap, clap, clap

Clap to the left and clap to the right

Up and down and clap, clap, clap, clap

(shake, sit, jump, stamp, hop)

T: Ano yong mga kilos na natutunan natin sa awit?

Pupil 1: tumalon

Pupil 2: umupo po

Pupil3: kumembot po (shake)

Pupil 4: pumadyak po

Teacher: Magagaling! Ngayon sabihin naman ninyo kung ano ang inagawa ko dine sa unahan.

T: (nagsulat sa blackboard)

Pupil 3: Nagasulat ka po.

T: very good! Eto naman, ano naman ang inagawa ko ngayon? (tumalon)

Pupil 4: lumukso po

T: Ok, lumukso o tumalon

T: ay ito namang dalawang bata sa larawan, ano naman ang inagawa ng dalawang iri?

Pupils: Nagalaro po sila.

T: Ok nagalaro sila.

T: Kanina bago tayo magsimula ng ating aralin, ano naman ang ating ginawa?

Pupils: Kumanta po.

T: Ok kumanta o umawit.

T: Ngayon naman mayroon akong mga larawan dito, sabihin ninyo kung ano ang nakikita ninyo sa larawan. Ano ang nakikita nyo sa unang larawan?

Pupils: May teacher po.

T: Ano naman ang inagawa ni teacher sa larawan?

Pupils: Nagaturo po.

T: Ok, nagtuturo. O, ito naming pangalawang larawan? Ano ang ginagawa ng nasa larawan?

Pupils: Ang bata po ay nagakain.

T: ok, kumakain ang bata. Ito naming kasunod na larawan? Ano ang ginagawa ng nasa larawan?

Pupils: Ang bata po ay sumasayaw.

T: Ok, sumasayaw ang bata. Layo ba ay marunong ding sumayaw?

Pupils: Opo

T: Ito naming sa sunod na larawan?

Pupils: Ang bata po ay nagadasal.

T: Ok, nagdadasal ang bata? Kayo ba ay nagdadasal din?

Pupils: Opo.

T: O, ito naming bata sa kasunod na larawan, ano ang ginagawa niya?

Pupils: Nagaligo po.

T: Ok, siya ay naliligo. Ulitin nyo nga mga bata? Ano ang ginagawa ng bata?

Pupils: Naliligo po.

T: Magagaling mga bata! O, ito namang kasunod na larawan, ano kaya ang inagawa ng nasa larawan?

Pupils: Nagahugas po siya ng pinggan.

T: Tama! Naghuhugas siya ng pinggan. Kayo ba ay naghuhugas din ng pinggan sa inyo?

Pupils: Opo!

T: O, ito namang bata sa kasunod nating larawan, ano kaya ang kanyang ginagawa?

Pupils: Nakain po siya.

T: Ok, kumakain siya. Ito namang mag-anak sa sunod na larawan, ano kaya ang ginagawa nila?

Pupils: Sila po ay nagatanim.

T: Magagaling! Nagtatanim sila. Ano nga ulit ang kanilang ginagawa?

Pupils: Nagtatanim po.

T: Ito naming mga bata sa kasunod na larawan? Ano ang ginagawa nila?

Pupils: Sila po ay nagabasa.

T: Tama! Nagbabasa sila. Sabihin nga ninyo, sila ay nagbabasa.

Pupils: Sila ay nagbabasa.

T: Magaling mga bata! Ito namang bata sa larawang ito? Ano ang kanyang inagawa?

Pupils: Nagasulat po.

T: Ano nganing inagawa niya?

Pupils: Nagasulat po.

T: Ok nagsusulat siya. Ito naming baby sa larawang ito? Ano ang kanyang inagawa?

Pupils: Natulog po.

T: Ok, natutulog siya. Ito naming nasa huling larawan natin, ano kaya sa palagay ninyo ang kanyang ginagawa?

Pupils: Nagawalis po ng bakuran.

T: Very good mga bata! Nagwawalis siya ng bakuran. Ulitin nyo nga, “nagwawalis”.

Pupils: Nagwawalis!

T: Nayon naman basahin natin ang mga salitang kilos na ginagawa ng mga nasa larawan:

Pupils: naghuhugas nagwawalis natutulog nagsusulat
 nagbabasa
 nagtuturo nagtatanim kumakain sumasayaw
 tumatalon

T: Ngayon naman mga bata, ano kaya ang tawag natin sa mga salitang ito?

Pupils: Ang mga iyan po ay mga salitang kilos.

T: Magagaling! Ano ngani uli ang tawag ninyo dito sa mga salitang ito?

Pupils: Mga salitang kilos po!

T: Ngayon naman, sino naman sa inyo ang mkapagbibigay ng ibang halimbawa pa ng salitang kilos? ‘Yong mga hindi pa natin nababanggit na hindi nakasulat sa pisara?

Pupil 5: Nakanta po.

Pupil 6: Napasok

Pupil 7: Nagadrawing po!

Pupil 8: Nagasayaw po.

T: Tama! Magagaling!

T: Nayon naman, meron akong mga salita na nakasulat dito sa pisara. Ang gagawin ninyo ay lagyan ng tsek ang mga salitang nagsasaad ng kilos katulad ng mga pinag-aralan natin ngayon. At lagyan ng ekis ang mga salitang hindi nagsasaad ng salitang kilos. Naintindihan ba ninyo mga bata?

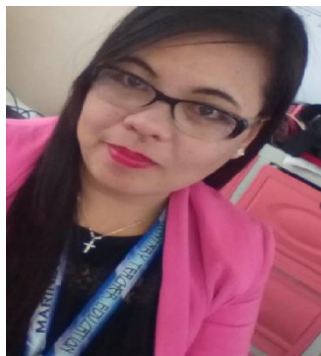
Pupils: Opo!

(The pupils did the exercises and they answered it afterwards.)

T: Ngayon naman, sagutan ninyo ang mga gawaing ito. Ang gagawin nyo lang ay piliin sa loob ng kahon ang angkop na salitang kilos na bubuo sa mga pangungusap na ito. Naintindihan ba ninyo mga bata?

Pupils: Opo!

(The pupils did the exercises and they answered it afterwards.)



ABOUT THE RESEARCHER

Annalyn Jawili-Decena was born on August 15, 1979 and a native of Bintakay, Mogpog, Marinduque. She is the eldest among the three children of Mr. and Mrs. Wilfredo Rodelas-Jawili and Divina Seno-Hipe. She took up Bachelor of Elementary Education major in Early Childhood Education at Marinduque State College, Santa Cruz Campus, Matalaba, Santa Cruz, Marinduque from 1996 to 2000. She was absorbed by MSC as Faculty in the School of Elementary Teacher Education from June 2000 to present. In order to pursue her goal of becoming an expert in Early Childhood Education, she enrolled Master in Early Childhood Education at Arellano University, Legarda, Manila and was able to finish it in two-year time, from 2005 – 2007 enjoying a scholarship granted by MSC under the Faculty Development Program. It wasn't yet the end of her goal of obtaining higher degree. In the year 2010, she applied for another scholarship under the Faculty Development Program of MSC and was favourably approved by the Academic Council, Scholarship Committee, and Board of Trustees. She enrolled Doctor of Philosophy in Reading Education at Philippine Normal University (PNU) Taft Avenue, Manila. Though there were hardships and struggles along the way, she still tried her best to obtain the highest degree one could ever had. With all the graces and blessings from the Lord, she was able to obtain her doctorate degree in March 2016.

She is now the Acting Dean of the School of Elementary Teacher Education (SETED) and the concurrent Principal of the MSC SETED Laboratory School at Marinduque State College Santa Cruz Campus, Matalaba, Santa Cruz., Marinduque.

She is married to Mogie Quezada-Decena and they are now blessed with six bright kids namely: Ashelle John, Andrew James, Andrea Joyce, Aubrey Janine, Alessandra Jemaimah, and Aeron Jade.