

TEACHERS' KNOWLEDGE AND THE IMPLEMENTATION OF MOTHER TONGUE BASED – MULTILINGUAL EDUCATION (MTB – MLE) CURRICULUM

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ABSTRACT

Mother Tongue Based-Multilingual Education is both formal and non-formal education which provides learners with a strong educational foundation in the first language in terms of instruction and achieving the aims of education. This study determined the teachers' knowledge and the level of implementation of the Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum in the Municipality of Jordan, Guimaras, Philippines during SY 2015 to 2016. The findings revealed that the teachers were knowledgeable of the MTB–MLE Curriculum under the categories knowledge of the subject matter, language, instructional materials used, and teaching strategies. The teachers were also knowledgeable on the MTB–MLE Curriculum when they were classified according to civil status, grade level taught, and length of teaching experience. The implementation of the MTB–MLE Curriculum was high when classified according to civil status, grade level taught, and length of service. There were no significant differences in the teachers' knowledge on MTB–MLE Curriculum when peg or categorized as to the variables being studied. The study also revealed that there was a significant relationship in the teachers' knowledge and implementation of the MTB–MLE Curriculum. The level of implementation and the respondent's knowledge of the MTB-MLE are independent of their personal characteristics. The more knowledgeable they are of the MTB-MLE curriculum the better is the implementation of the project

Keywords: *Teachers, Mother Tongue-Based – Multilingual, Education, Knowledge*

INTRODUCTION

The choice of instructional language is a recurrent challenge in the development of quality education. Speakers of mother tongues, which are not the same as the national language, are often at a considerable disadvantage in the educational system (UNESCO, 2003).

Mother Tongue-Based Multilingual Education (MTB-MLE) is the government's banner program for education as a salient part of the implementation of the K to 12 Basic Education Program. The passing of Republic Act 10523 underscores its significance, otherwise known as the "Enhanced Basic Education Act of 2013 (Bueno, 2016).

MTB-MLE is an education, formal or non-formal, in which the learner's mother tongue and additional languages are used in the classroom. Students begin their education in the language they understand best, their mother tongues, and develop a strong foundation in their native language before adding additional languages. Research stresses the fact that children with a solid foundation in their mother tongue/s develop stronger literacy abilities in the school language. Their knowledge and skills transfer across languages. This bridge enables the learners to use both or all their acquired languages for success in school and for lifelong learning. Regarding cognitive development, the school activities will engage learners to move well beyond the basic questions to cover all higher order thinking skills in L1 which they can transfer to the other languages once enough Filipino or English has been acquired to use these skills in thinking and articulating thoughts.

This study is based on the Language Acquisition Theory developed by Chomsky and which was expounded by Prof. J. Cummin. He makes the distinction between two different kinds of language proficiency. BICS are Basic Interpersonal Communication Skills; these are the "surface" skills of listening and speaking which are typically acquired quickly by many students, particularly by those from language backgrounds similar to English who spend a lot of their school time interacting with native speakers. CALP is Cognitive Academic Language Proficiency, and, as the name suggests, is the basis for a child's ability to cope with the academic demands placed upon him in the various subjects.

With the end goal of making Filipino children lifelong learners in their L1 (MT), L2 (Filipino, the national language), and L3 (English, the global language), the learners are more than prepared to develop the competencies in the different learning areas (DepEd, 2016). This will serve as their passport to enter and achieve well in the mainstream educational system and, in the end, contribute productively to their community and the larger society as well as multilingual, multi-literate, and multi-cultural citizens of the country.

Statement of the Problem

This study aimed to determine the teachers' knowledge and the implementation of Mother Tongue-Based–Multilingual Education (MTB – MLE) Curriculum in the Municipality of Jordan, Guimaras, Philippines for the School Year 2015–2016. Specifically, it sought to answer the following questions: (1) What is the profile of the respondents when categorized as civil status, grade level taught and length of service? (2) What is the teachers' knowledge in the MTB-MLE curriculum when taken as a whole and in terms of knowledge, language, instructional materials, and teaching strategies? (3) What is the teachers' knowledge in MTB-MLE Curriculum when taken as a whole and when categorized according to civil status, grade level taught, and length of service? (4) What is the implementation of MTB-MLE Curriculum as assessed by the respondents when they are taken as a whole, and when classified according to civil status, grade level taught, and length of service? (5) Are there significant differences between the teachers' knowledge of MTB-MLE Curriculum when they are categorized according to civil status, grade level taught, and length of service? (6) Are there significant differences in the implementation of MTB-MLE as viewed by teachers when they are classified according to civil status, grade level taught, and length of service? and (7) Is there a significant relationship in the teachers' knowledge and the implementation of MTB-MLE Curriculum?

METHODOLOGY

The descriptive-correlational method of research was used in this study to ascertain the teachers' knowledge and the implementation of MTB – MLE Curriculum. Descriptive research is a design that describes what exists and what may help to uncover new facts and meaning. The purpose of this research is to observe, describe, and document aspects of a situation as it naturally occurs. In this study, the primary variables were the teachers' knowledge and the implementation of MTB-MLE Curriculum. The respondents of this study were the eighty (80) Grade I to III teachers chosen purposively.

The instrument employed in gathering data was a researcher-made questionnaire on the teachers' level of knowledge and the extent of the implementation of Mother Tongue-Based–Multilingual Education. The questionnaire has three main parts. Part 1 includes the profile of the respondent: name, civil status, grade level taught, and length of service. Part 2 was a checklist questionnaire of the teachers' knowledge in the implementation of the MTB–MLE curriculum which consisted of four areas: Knowledge; Language; Instructional Materials; and Teaching Strategies. Part 3 was also a checklist questionnaire on the implementation of the MTB – MLE curriculum.

The items in Part 2 and Part 3 were based on the Handbook of MTB – MLE Curriculum. The questions/items were submitted to a panel of jurors who were considered as experts in the field of research,

testing, and assessment, for review and modification. The comments, corrections, and suggestions of the panel of validators were considered in the preparation of the final draft before reliability testing. Permits from the Schools Division Superintendent, District Supervisors, and Principals of the participating schools were obtained to inform them of the nature of the research and the extent of their participation and to allow the researcher to conduct the study. After asking their permission and willingness to participate, the researcher set a schedule for the conduct of the study. Each respondent was given ample time to answer the questionnaire. The data from the questionnaires were gathered and were subjected to quantitative analysis, tallied, tabulated, and interpreted. The data gathered in this study were subjected to the Statistical Package for Social Sciences (SPSS), to aid in the accurate tabulation, analysis, and interpretation of the data. Both descriptive and inferential statistics were used in the study. The statistical tools used were frequency count, percentage, mean, ANOVA, and Pearson Chi-square.

RESULTS AND DISCUSSIONS

Profile of the Respondents . Table 1 presents the profile of respondents when categorized as to civil status, grade level taught and length of service. It was found out that in terms of civil status, majority (66 or 82.50%) of the respondents were married, (9 or 11.25%) were single, (4 or 5%) were widow/widower and (1 or 1.25%) was separated. As to grade level taught, most of the teachers taught at Grade II and Grade III (27 or 33.75%), while (26 or 32.50%) were taught at Grade I. In terms of length of service, majority of the respondents have long teaching experienced (42 or 52.50), while (38 or 47.50%) have short teaching experienced.

Table 1.Profile of Teachers

Variable	Frequency	Percent
Civil Status		
Single	9	11.25
Married	66	82.50
Widow/Widower	4	5.00
Separated	1	1.25
Grade Level		
Grade I	26	32.50
Grade II	27	33.75
Grade III	27	33.75
Length of Service		
Short	38	47.50
Long	42	52.50
TOTAL	80	100

Teachers' Knowledge in the Mother Tongue Based-Multilingual Education Curriculum when taken as a whole and in terms of Knowledge, Language, Instructional Materials and Teaching Strategies

The teachers' knowledge in the MTB-MLE Curriculum, when taken as a whole group, got a mean of 3.93, which means that they are knowledgeable of this curriculum. cursory analysis of the different areas of the curriculum, the respondents were knowledgeable of the subject matter with a mean of 3.99 and of the language used (M=4.04). As to instructional materials, the mean was at 3.86, which is also considered as knowledgeable. For teaching strategies, the mean was at 3.84, which also described as knowledgeable. This means that teachers are proficient in the language used in Mother Tongue-Based-

Multilingual Education Curriculum. However, they need training to further enhance their knowledge of the teaching strategies to use in the classroom.

UNESCO (2007) emphasized that the effectiveness of mother tongue-based multilingual education necessitates through planning and commitment. The planners need to take into consideration measures to ensure that the program is effective. These factors are language model, teacher recruitment and preparation, materials development and production, parental support, and education sector alignment.

Table 2. Teachers' Knowledge in Mother Tongue-Based–Multilingual Education (MTB – MLE) Curriculum as a whole and in terms of Knowledge of the subject matter, Language, Instructional Materials, and Teaching Strategies

Areas	Mean	Description
1. Knowledge of the subject matter	3.99	Knowledgeable
2. Language	4.04	Knowledgeable
3. Instructional Materials	3.86	Knowledgeable
4. Teaching Strategies	3.84	Knowledgeable
Level of Knowledge	3.93	Knowledgeable

Legend: 4.21 – 5.00 “Very Knowledgeable”; 3.40 – 4.20 “Knowledgeable”; 2.61 – 3.40 “Moderately Knowledgeable”; 1.81 – 2.60 “Less Knowledgeable”; 1.00 – 1.80 “Not Knowledgeable”

Teachers' Knowledge in Mother Tongue-Based – Multilingual Education Curriculum Classified According to Civil Status, Grade Level Taught, and Length of Service

Despite the disparity in their personal profile, the teachers' knowledge in Mother Tongue-Based–Multilingual Education when they were categorized according to their characteristics, all described as knowledgeable. Their civil status whether single, married, widow or widower they are the same in their knowledge of MTB-MLE. As to the grade level taught and length of teaching experience, still they all have the same level of knowledge described as knowledgeable. Data are found in table 3.

Table 3. Teachers' Knowledge in Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum Classified According to Civil Status, Grade Level Taught and Length of Service

Variables	Mean	Description
Civil Status		
Single	3.88	Knowledgeable
Married	3.93	Knowledgeable
Widow/Widower	4.15	Knowledgeable
Separated	4.05	Knowledgeable
Grade Level Taught		
Grade 1	3.79	Knowledgeable
Grade 2	4.05	Knowledgeable
Grade 3	3.95	Knowledgeable
Length of Service		
Short	3.85	Knowledgeable
Long	4.00	Knowledgeable
As a whole	3.93	Knowledgeable

Legend: 4.21 – 5.00 “Very Knowledgeable”; 3.40 – 4.20 “Knowledgeable”; 2.61 – 3.40 “Moderately Knowledgeable”; 1.81 – 2.60 “Less Knowledgeable”; 1.00 – 1.80 “Not Knowledgeable”

Implementation of Mother Tongue-Based – Multilingual Education Curriculum when taken as a whole and when Classified According to Civil Status, Grade Level Taught and Length of Service

The level of implementation of MTB – MLE curriculum when taken as a whole were highly implemented with a mean of (M=3.96). When categorized according to civil status, the overall mean was 4.01, described as highly implemented and this results hold true to all categories under the civil status which is described as highly implemented. As to grade level taught, the Grade 1 teachers got a mean of 3.98, described as highly implemented; Grade 2 teachers got a mean of 4.00, described as highly implemented; and the Grade3 teachers got a mean of 3.90, described as highly implemented. As to the length of service, those with short teaching experience (17 years and below) got a mean of 3.98, described as highly implemented, and those with longer teaching experience (18 years and above) got a mean of 3.94, described as highly implemented. The data are shown in Table 4.

Table 4. Implementation of Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum Classified According to Civil Status, Grade Level Taught and Length of Service

Variables	Mean	Description
Civil Status		
Single	4.01	Highly Implemented
Married	3.94	Highly Implemented
Widow/widower	4.08	Highly Implemented
Separated	3.95	Highly Implemented
Grade Level Taught		
Grade1	3.97	Highly Implemented
Grade 2	4.00	Highly Implemented
Grade 3	3.90	Highly Implemented
Length of Service		
Short	3.98	Highly Implemented
Long	3.94	Highly Implemented
As a whole	3.96	Highly Implemented

Legend: 4.21 – 5.00 “Very Highly Implemented”; 3.40 – 4.20 “Highly Implemented”; 2.61 – 3.40 “Moderately Implemented”; 1.81 – 2.60 “Less Implemented”; 1.00 – 1.80 “Not Implemented”

Differences in the Teachers’ Knowledge in Mother Tongue Based – Multilingual Education Curriculum Classified According to Profile

In determining whether there is a significant difference in the teachers’ knowledge in MTB – MLE) Curriculum, when respondents were classified according to civil status, grade level taught and length of teaching experience, results revealed a not significant difference. Teachers whether young or old, married, single or otherwise and with longer or shorter teaching experienced have the same level of knowledge. They did not differ in their level of knowledge of the said curriculum which was described as knowledgeable.

Table 5. Differences in the Teachers’ Knowledge in Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum Classified According to Profile

Variables	Computed value	p-value	Interpretation
Civil Status (H)	0.806	0.848	Not significant
Grade level (H)	3.355	0.187	Not significant
Teaching Experience (U)	650.00	0.160	Not significant

Differences in the Implementation of Mother Tongue-Based – Multilingual Education Curriculum Classified According to Profile

There was no significant difference in the implementation of MTB – MLE curriculum when categorized as to civil status, grade level taught and length of teaching experience. This means that despite the differences in their personal profile yet the respondents have the same response on the level of implementation of the new curriculum which they replied as highly implemented. Their personal attributes did not affect their perception on the level of implementation of the MTB-MLE curriculum and they are one in saying that the curriculum was highly implemented. Data are found in Table 6.

Table 6. Differences in the Implementation of Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum Classified According to Profile

Variables	Computed value	p-value	Interpretation
Civil Status (H)	0.095	0.992	Not significant
Grade level (H)	0.371	0.830	Not significant
Teaching Experience (U)	730.50	0.530	Not significant

Relationship in the Teachers' Knowledge and the Implementation of Mother Tongue Based – Multilingual Education Curriculum

To determine the relationship between the teachers' knowledge and the implementation of Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum, the researcher used the chi-square using Gamma. A significant relationship between the teachers' knowledge and the level implementation of MTB – MLE Curriculum was observed. The Pearson Chi-square value was 44.848 at 9 degrees of freedom and a p-value of 0.000. The p-value was less than 0.05 level of significance, which meant that as the level of Knowledge becomes high, the better was the implementation of the MTB-MLE curriculum. The data are shown in Table 7.

Table 7. Relationship in the Teachers' Knowledge and the Implementation of Mother Tongue-Based – Multilingual Education (MTB – MLE) Curriculum

Variables	X^2	p-value	Interpretation
Knowledge*Implementation	44.848	0.000	Significant

CONCLUSIONS

The MTB-MLE Curriculum is well implemented and the respondents are knowledgeable about this program. The level of implementation and the respondent's knowledge of the MTB-MLE are independent of their personal characteristics. The more knowledgeable they are of the MTB-MLE curriculum the better is the implementation of the project.

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