

The Mother Tongue-Based Multilingual Education (MTB-MLE) Program: Teachers Competencies and Pedagogical Practices in Teaching Mother Tongue

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The Asian Conference on Education & International Development 2018
Official Conference Proceedings

Abstract

The study primarily seeks to assess the background, knowledge, competencies and pedagogical practices of the K to 12 teachers teaching mother tongue and using MTB-MLE as medium of instruction (MIO). Also, it aims to determine effectiveness of the teaching mother tongue/using mother as medium of instruction in the classroom in terms of learning tasks/activities and delivery mode. The quantitative and qualitative research designs through document/trend analysis, survey and interview were utilized. Results show that the teachers are academically qualified and capable of implementing the MTB-MLE. The Department of Basic Education (DepEd) conducted varied and relevant trainings and seminar workshops in different levels for the implementation of the MTB-MLE, however, utmost participation of the direct implementers is not well considered particularly on the aspect of contextualization of teaching-learning process of MTB-MLE and teacher's skills in developing instructional materials. The teachers promote the practice of multilingual approach in teaching. They are satisfactory in their competencies in the teaching of mother tongue/using MTB-MLE as medium of instruction and in applying varied pedagogical practices in teaching mother tongue and using multilingual education as medium of instruction. Teachers' learning tasks/activities of teachers stimulate pupils' interests, develop critical thinking, varied and adequate, source of enjoyment, have clear procedures and instructions, toward real-life situation, bring level of accuracy in skills to pupils and develop opportunity of learners on what they are capable of doing. They provide a learning environment and great opportunities for students to learn effectively their mother tongue as manifested by their use of various instructional methodologies and strategies.

Keywords: MTB-MLE Program; Teachers' Competencies; Pedagogical Practices; and Medium of Instruction

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Introduction

In the Philippines, the shift to the native language as medium of instruction started with the Lingua Franca Education Project through DECS Memo 144, s. 1999. The Mother Tongue-Based Multilingual Education (MTB-MLE) policy is the continuation of this project. This MTB-MLE approach is based on the premise that in order to be academically competent, a student must have a strong grasp of his native tongue or first language (L1). This means that instruction should start from where the learners are and what they already know. Building a strong L1 foundation of younger generations will scaffold a solid bridge for them to learn their second language (L2). Consequently, Section 4 of Republic Act 10533, otherwise known as “An Act of enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for Basic Education, appropriating funds therefore and for other purposes”, provides that:

“Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.”(DepEd Order No. 31 s. 2013).”

The learners gradually learn how to communicate globally through the different stages of becoming multi-lingual. First, the learner acquires his/her mother tongue and this is classified as L1 or first language. Second, the learner adopts his/her national language or second language and this is classified as L2. Third, he/she learns the languages of the other places within his/her country and languages of other countries such as English in order to become globally competitive and this is classified as L3.

Benchmark studies conduct in the international setting show that learners are more likely to achieve better in school when offered opportunities to learn in their mother tongue, particularly in Japan, China, Indonesia, Thailand, etc. Go (2012) believes that the native language is a preliminary medium for beginning reading in the grades while speaking English has yet to be acquired by grade school pupils.

A remarkable level of participation among pupils could be seen in classroom if they could readily relate the lesson to their own experiences, prior knowledge and other socio-cultural background. Children learned faster and better since they are adept in their mother tongue.

Ibanag is one of the native languages used in the northern most part of the Philippines. Caguioa (2013) reported that children in school learned to read quickly and fluently because of the songs, poems and rhymes were taught in Ibanag (mother tongue of most of her pupils). She also said that children enjoyed playing, singing with local instruments like coconut shell and improvised tambourines, dancing, dramatizing, writing paragraphs and simple essays. Thus, children are able to understand the lesson; think well, argue well and ask questions properly and critically.

One of the influences of Americans to Filipinos is the use of English as medium of instruction in the school which have been maintained to the present in the Philippine educational system. Towards this goal, Filipinos were bound to learn English language when the Americans took over the government of the Philippine Republic. The spirit of

using the mother tongue of Filipinos in the classroom became insignificant. To cope with the standard of learning with the use of English as medium of instruction, pupils are trained to speak English in the classroom.

With birth of Bilingual Policy in the country, the spirit of L1 or national language in the classroom was emphasized. Thus, learner adopts his/her national language or second language in classroom.

Majority of Filipinos particularly in the rural areas use the native language in their respective localities as their mother tongue before the 20th century. Later when they go to school, they learn and adopt the national language, the Filipino language. They also learn English language along with Filipino language in the school. Learning Filipino and English languages became mandatory because of the bilingual policy. However, in the 20th century many parents trained their children to speak in Tagalog and some in English no longer the native language in their localities because of its advantage in the school. Hence, the mother tongue of the many children is not the native language in their localities.

With the end goal of making Filipino children lifelong learners, they must be equipped in their L1 (Mother Tongue), L2 (Filipino, the national language) and L3 (English, the global language) so that learning of new concepts is spontaneous until they grew up. These should be taught systematically so that learners will be more prepared to develop their competencies in the different learning areas. The L1 is used to support learning when learners find difficulty in the use of L2 and L3.

In terms of cognitive development, the school activities will engage learners to move well beyond the remembering, understanding, applying, analyzing, evaluating and creating levels to cover the higher order thinking skills in L1 which they can move to other languages effectively.

The adequate and sufficient background of learners in L1, L2, and L3 should be provided to them to become multilingual, multi-literate, and multi-cultural citizens of the country. Teachers have great responsibility in the implementation of MTB-MLE in the classroom as well as the administrators. Thus, the researchers deem necessary to evaluate the initial implementation of MTB-MLE in order to gather feedback for the improvement of this program.

The study primarily seeks to assess the background, knowledge and competencies of the K to 12 teachers in terms of educational qualification, teaching experience, teaching mother tongue or using of MTB-MLE as Medium of Instruction and pedagogical practices in the teaching of MTB-MLE. Also, it aims to determine effectiveness of the teaching mother tongue/using mother as medium of instruction in the classroom terms of learning tasks/activities and delivery mode.

Methodology

This study utilized a quantitative and qualitative research design through document/trend analysis, survey and interview.

The study focuses in one province in the Cagayan Valley region (R 02) which is Isabela. The northern most part of the Philippines. The subjects of the study consisted of 170 which were taken from the four (4) Ibanag speaking communities in Isabela and broken down as follows: Cabagan-65, Santa Maria-51, San Pablo-18 and Santo Tomas-36. The respondents were pupils, teachers, head teachers and principals.

Survey questionnaire was developed to determine background, knowledge and competencies of K to 13 teachers in terms of educational, teaching experience, teaching mother tongue or using MTB-MLE as Medium of Instruction, pedagogical practices in the teaching of MTB-MLE, also for the effectiveness of learning tasks/activities, delivery mode and assessment procedures. Interview guide was used to validate the data gathered from questionnaire.

The survey questionnaires and interview guides were subjected to content validation and reliability. Document analysis pertaining to profile of teachers was undertaken.

The educational background, teaching experience and trainings and seminar workshops on MTB-MLE attended by teachers and medium instruction were analyzed to determine their competencies and pedagogical practices in the implementation of the K to 12 MTB-MLE Program. Also, the effectiveness of teaching MTB and using MTB as medium of instruction in learning tasks and delivery mode, the instructional methods and strategies used.

Frequency, percentages and arithmetic mean were utilized to analyze the quantitative data. The data generated from document analysis, interview and observation of classes on the capability of teachers teaching mother and using MTB-MLE in teaching in the implementation of K to 12 program were analyzed and categorized to generate interrelated themes/thoughts that emerged from the data.

Results and Discussion

A. On Teachers' Teaching Competencies in Teaching Mother Tongue/Using MTB-MLE as Medium of Instruction

Educational Qualification.

The K to 3 teachers are mostly BEEd graduates (25 or 38.46%), 8 or 12.31% are BSEd and very few for the following degree courses: BSIED, BSIED, BSHT, BSBA and AB. About half (12 or 48%) of them took general education or obtained all content courses/areas instead of an area of specialization. Some also had Filipino (7 or 28%) and English (5 or 20%) as their area of specialization.

About 30% (19) of the K to 3 teachers are master's degree holder with major field of specializations as follows: English, Filipino, mathematics, science, social studies, educational management, administration and supervision.

Some K to 3 teachers earned units (from 12 to 48) in master's degree (22 or 33.85%). Likewise, these teachers majored in of field of specializations which include English, Filipino, mathematics, science, social studies, educational management, administration and supervision and general education.

On overall, most of the teachers who obtained master's degree or with units in master's degree specialized in educational management.

Based on sample surveyed only is a doctorate degree holder.

The aforesaid results imply that elementary teachers are academically qualified not only on the content and teaching rudiments but also toward higher level of skills that is, on leadership and management of the school environment as whole. Seemingly, teachers are expected to cope with the demands of the changes in the educational setting, particularly on curriculum. Thus, teachers are apparently capable of implementing the MTBMLE.

Teaching Experience.

Most of K to 3 teachers had teaching experience within 5 years or less, 6 to 10 and 16 to 20 years while very few are from 20 to 30 and 31 and above.

Trainings and seminar workshops on MTB-MLE attended by teachers.

The training and seminar workshops attended by K to 3 teachers are presented in Table 1. Based on the sample surveyed data, majority (18) of the K to 3 teachers attended the seminar on K to 12 Mother Tongue-based (MTB). Also, most (14) of the teachers attended the Orientation on the Use of Mother Tongue Ibanag Materials. Very few the following: Division Bench Marking Conference & Enhanced Seminar Workshop, Division Enhancement Training Workshop on MTB-MLE, Regional Workshop on the Development of MTB Teaching Learning Materials for G1, Ibanag MTB-MLE Project Orientation Conference Workshop, Seminar Workshop on K to 12 MTB-MLE, Training Workshop on Contextualized of MTB-MLE, MTB-MLE Regional Training for G3 Teachers, Regional Training on MTB, Joint Cabagan-Santa Maria MTB-MLE Benchmarking Conference & Enhancement workshop, Training of Trainers on Oral Language and MTB-MLE, Harmonizing of Indigenous Peoples Education (IPED) Lessons Emphasis in Ibanag.

The number of hours allotted for the different trainings and seminar workshops range from 8 to 80 hours (1 to 10 days) of which majority was carried on from 8 to 24 hours (1 to 3 days).

It can be inferred from the above finding that the Department of Basic Education (DepEd) conducted varied and relevant trainings and seminar workshops in different levels for the implementation of the MTB-MLE. However, utmost participation of the direct implementers is not well considered particularly on the aspect of contextualization of teaching-learning process of MTB-MLE considering that this is one of the features the K to 12 Basic Education program. Also, on teachers' skills in developing instructional

materials which is one of the essential facets to be contextualized in the teaching-learning process.

Generally, the time allotment for the majority of the trainings and seminar workshops is not adequate and capacitation of skills learning among teachers may be not warranted.

However, based on the interview with k to 3 teachers echoing of trainings and seminar workshops has been conducted with the goal to capacitate them on the necessary knowledge and to effectively implement the MTB-MLE

Seemingly, the goal of DepEd to provide adequate and efficient skills in implementing MTB-MLE as a result of echoing might affect the implementation of this program. In particular, the teachers will be hard up in tailoring their lesson to real-life situation, larger setting or wider sociological text in order to achieve greater understanding among students.

Likewise, teachers will have a dilemma in the development and adaption of instructional materials.

Table 1. Trainings and Seminar Workshops on MTB-MLE Attended by Teachers

Title of Trainings & Seminar Workshops	Number of Teachers	Number of Hours	Level
1. Orientation on the use of Mother Tongue Ibanag Materials	14	24	Regional
2. K to 12 MTB	18	40	Provincial
3. Division Bench Marking Conference on MTB-MLE	2	16	Division
4. Division Enhancement Training Workshop on MTB-MLE	4	8	-do-
5. Regional Workshop on the Development MTB Teaching Learning Materials for C	1	16	Regional
6. Ibanag MTB-MLE Project Orientation Conference Workshop	3	16	-do-
7. Seminar Workshop on K to 12 MTB-MLE	1	40	Division
8. Training Workshop on Contextualization MTB-MLE	2	24	Provincial
9. MTB-MLE Regional Training for G3 Teachers	1	80	Regional
10. Regional Training on MTB	1	36	Regional
11. Joint Cabagan-Santa Maria MTB-MLE Benchmarking Conference & Enhancement workshop	2	16	District
12. Training of Trainers on Oral Language and MTB-MLE	1	24	Division

13. Harmonizing of Indigenous Peoples Education (IPED) Lessons Emphasis in Ibanag	1	24	Division
14. Contextualized IPED Lesson Exemplar	1	24	Division
15. Capability Building on the Dev't of IPED Learning materials	1	24	Division

Medium of instruction used in teaching.

The Ibanag language as the predominant mother tongue of pupils in the locality is commonly (36) used as the medium of instruction in the K to 3 subjects, followed by Filipino (35) and English (32). Only 4 used Filipino.

Most of the teachers (31) use Ibanag from 1 to 5 years while 9 for English, 8 Filipino and they have been using it within 1 to 5 years. Very few use Filipino and English for the varying range of the number of years. There 65 teachers under survey.

The mother tongue of the majority of the pupils in the locality is used as the medium of instruction in the K to 3 program.

Ibanag language is predominantly used as medium of instruction in the K to 3 program in at most five (5) years since the K to 12 was only implemented in 2012 and bilingual policy was still used prior to this date.

The above findings indicate that teachers are practicing multilingual approach in teaching K to 3 subjects. It seems that K to 3 teachers promote one of the features of the K to 12 program.

Table 2 shows that the Ibanag language is mainly used as the medium of instruction in teaching Edukasyong sa Pagkatao (ESP), Mathematics, Araling Panlipunan (AP), MAPEH and Science. Some K to 3 teachers also use Ilocano, Filipino and English as medium of instruction in all subjects.

Table 5. Medium of Instruction Used in Teaching the Different Subjects

Subjects	Language			
	Ibanag	Ilocano	Filipino	English
Edukasyon sa Pagpapakatao (ESP)	25	4	4	1
Mathematics	27	1	4	2
Araling Panlipunan (AP)	18	-	2	-
MAPEH	16	-	4	1
Science	8	-	5	2

The above analysis indicates that generally, the K to 3 teachers adhere to the DepEd order No. 31 s. 2012 which states that Mother Tongue is used as a Medium of Instruction (MOI) for Grades 1 and 2 for teaching Mathematics, Araling Panlipunan (AP), Music, Arts,

Physical Education and Health (MAPEH) and Edukasyon sa Pagpapakatao (EsP). With this trend of implementation of one of the main features of the K to 12 program, pupils are expected to understand their lessons better.

Teacher's Competencies in MTB-MLE.

The teaching competencies of teachers in teaching mother tongue/using MTB-MLE as medium of instruction is presented in Table 3. The teachers are very satisfactory in using first language (L1) to support pupils learning the language.

Teachers are satisfactory in the following: using L1 as a medium of instruction in the class, engaging pupils in applying mother tongue in group activities, engaging pupils in participating actively in the lesson through motivational words expressed in L1, translating assignments, activities, exercises, songs, poems, etc. that are written in other languages to pupils mother tongue, applying knowledge and skills learned from the seminar-workshop on MTB-MLE, adapting the variety and variation of language in the teaching and learning process, adapting the MTB-MLE materials in teaching despite the variety and variation of the language used and implementing the prescribed curriculum.

Based on overall, the teachers are satisfactory in their competencies in the teaching of mother tongue/using MTB-MLE as medium of instruction.

Apparently, the teachers are generally equipped towards teaching mother tongue and using multilingual as medium of instruction.

B. On Pedagogical Practices

The pedagogical practices of teachers in teaching mother tongue/using MTB-MLE as medium of instruction is presented in Table 3. It shows in the table that teachers are very satisfactory in the following: using common mother of tongue of pupils or the majority language in the class, translating difficult/unfamiliar words in L1 of pupils and encouraging pupils' class participation with the use of their mother tongue.

On the other hand, the teachers are satisfactory in the following: using the different mother tongue of pupils as medium of instruction, discussing with co-teachers how to implement the program, making alternative solutions in explaining the lesson to pupils whose mother tongue is different from the mother tongue of majority, introducing songs written in pupils' mother tongue to arouse their interests in the lesson, introducing poems written in pupils' mother tongue to emphasize the lesson, introducing sayings and quotations written in pupils' mother tongue to emphasize the lesson, introducing games written in pupils' mother tongue to arouse their interests in the lesson, allowing the pupils to do role playing using their mother tongue as medium of communication, introducing prayers written in mother tongue, consulting experts in mother tongue other colleagues in case of vague lessons on MTB-MLE, using mother tongue to emphasize the lesson and involving pupils in group activities using their L1.

Based on overall the teachers are satisfactory in their competencies in pedagogical practices in teaching mother tongue and using multilingual education as medium of instruction.

The aforementioned results imply that seemingly, teachers are set to use varied pedagogical practices in teaching mother tongue and using multilingual education as medium of instruction.

Table 3. Mean Rating and Descriptions of Teaching Competencies and Pedagogical Practices of Teachers in Teaching Mother Tongue/Using MTB-MLE as Medium of Instruction

Aspects	Mean Rating	Description
1. Teaching Competencies	4.34	Satisfactory
2. Pedagogical Practices	4.12	Satisfactory

C. Effectiveness of Teaching MTB/Using MTB as Medium of Instruction

On Learning Tasks/Activities.

The K to 3 teachers provide learning tasks in form of the following: group activity, role playing, individual activity, introducing oneself, dialogue, differentiated activities, activity sheet, singing activity, chart, short story, presenting Ibanag poems, introducing Ibanag songs and introducing rhymes songs.

Effectiveness of Learning Tasks Used.

The effectiveness of the learning tasks/activities provided by teachers in teaching mother and using MTB-MLE as medium of instruction based on their perceptions is presented in Table 4. The data on the table shows that teachers' learning tasks/activities are always relevant to the objective of the lesson and appropriate to the ability of the students.

Also, teachers' learning tasks/activities are very effective source of motivation for learning, for enhancement and facilitation of learning, and encouragement of pupil's participation. The teachers are always toward preparing learning tasks/activities which are appropriate application of their lesson.

Table 9. Mean Rating and Description of Effectiveness of Learning Tasks of Teachers in Teaching Mother Tongue/Using MTB-MLE as Medium of Instruction

	Mean Rating	Description
1. Relevance of learning activities/tasks to the objective of the lesson.	4.7	Very Effective
2. Appropriateness of activities/tasks to the ability of pupils	4.56	Very Effective
3. Learning activities/tasks in stimulating pupils' interests.	4.47	Effective
4. Learning activities/tasks in motivating learning.	4.58	Very Effective
5. Learning activities in developing critical thinking.	4.3	Effective
6. Learning activities/tasks in enhancing learning.	4.5	Very Effective
7. Learning activities/tasks facilitating learning.	4.61	Very Effective
8. Learning activities/tasks as varied and adequacy.	4.44	Effective
9. Learning activities/tasks in encouraging more pupil participation.	4.5	Very Effective
10. Learning activities/tasks as appropriate application of the lesson.	4.5	Very Effective
11. Learning activities/tasks as source of enjoyment.	4.42	Effective
12. Learning activities/tasks as clear procedures & instructions.	4.45	Effective
13. Learning activities/tasks were towards real-life situation.	4.38	Effective
14. Learning activities/tasks in bringing the learner to a level of accuracy in the skills.	4.35	Effective
15. Learning activities/tasks provide the pupils opportunity to develop what they are capable of doing.	4.45	Effective
Overall Mean Rating	4.48	Effective

The learning tasks/activities of teachers re effective in stimulating pupils' interests, developing critical thinking, varied and adequate, source of enjoyment, have clear procedures and instructions, toward real-life situation, bring level of accuracy in skills to pupils and develop opportunity of learners on what they are capable of doing.

D. On Delivery Mode

Instructional Methods and Strategies Used.

The K to 3 teachers commonly employed the following instructional methods and strategies: games, lecture method, differentiated instruction, peer teaching, contextualization, interactive, group discussion, Socratic method, sharing ideas, flashcards, oral recitation and participative learning in teaching mother tongue. Other methods and strategies used were simulation, pair-share, inquiry approach and explicit teaching.

The aforesaid findings indicate that apparently, the K to 3 teachers provide a learning environment and great opportunities for students to learn effectively their mother tongue as manifested by their use of various instructional methodologies and strategies.

Effectiveness of Instructional Methods and Strategies Used.

The effectiveness of teachers' instructional methods and strategies used in teaching mother tongue and using MTB-MLE as medium of instruction based on their perceptions are presented in Table 5. Analysis of the data shows that the instructional methods and strategies used by the teachers are always appropriate to the objective of the lesson, appropriate to the ability of pupils and of source of stimulating pupils' interests and motivating learning.

Also, teachers always use varied and adequate instructional methods and strategies to develop critical thinking, encourage more pupils' participation, and to enhance and facilitate learning. Also, Teachers' instructional methods and strategies always promote outcomes-based learning.

Table 5. Mean Rating and Description of Effectiveness of Teachers' Instructional Methods and Strategies in Teaching Mother Tongue/Using MTB-MLE as Medium of Instruction

	Mean Rating	Description
1. Appropriate to the objective of the lesson.	4.65	Effective
2. Appropriate to the ability of pupils.	4.65	Effective
3. Stimulate pupils' interests.	4.55	Effective
4. Motivate learning.	4.7	Effective
5. Develop critical thinking.	4.56	Effective
6. Encourage more pupil participation.	4.67	Effective
7. Enhance learning.	4.7	Effective
8. Facilitate learning.	4.7	Effective
9. Varied and adequate.	4.5	Effective
10. Promote outcomes-based learning.	4.6	Effective
Overall Mean Rating	4.61	Effective

The teachers are likely toward using varied instructional methods and strategies to facilitate effective delivery of instruction in order to achieve the expectations in the classroom based on their perceptions.

Summary of Findings

The K to 3 teachers are mostly BEd graduates and about half took general education or obtained all content courses/areas instead of an area of specialization. Few had Filipino and English as their area of specialization.

About one third of the K to 3 teachers are master's degree holder and also about one-third earned units in Master's program with major field of specializations as follows: English,

Filipino, mathematics, science, social studies, educational management, administration and supervision and general education. Only one is a doctorate degree holder. Most of the teachers who obtained master degree or with units in master's degree specialized in educational management.

Most of K to 3 teachers had teaching experience within 5 years or less, 6 to 10 and 16 to 20 years while very few are from 20 to 30 and 31 and above.

About one-third of the K to 3 teachers attended the seminar on K to 12 Mother Tongue-based (MTB) and about one-fourth attended the Orientation on the Use of Mother Tongue Ibanag Materials. Very few attended the following: Division Bench Marking Conference & Enhanced Seminar Workshop, Division Enhancement Training Workshop on MTB-MLE, Regional Workshop on the Development of MTB Teaching Learning Materials for G1, Ibanag MTB-MLE Project Orientation Conference Workshop, Seminar Workshop on K to 12 MTB-MLE, Training Workshop on Contextualized of MTB-MLE, MTB-MLE Regional Training for G3 Teachers, Regional Training on MTB, Joint Cabagan-Santa Maria MTB-MLE Benchmarking Conference & Enhancement workshop, Training of Trainers on Oral Language and MTB-MLE, Harmonizing of Indigenous Peoples Education (IPED) Lessons Emphasis in Ibanag.

The number of hours allotted for the different trainings and seminar workshops range from 8 to 80 hours (1 to 10 days) of which majority was carried on from 8 to 24 hours (1 to 3 days).

The Ibanag, Filipino and English languages are predominant used as the medium of instruction in the K to 3 subjects and very few used Ilokano.

Most of the teachers have been using Ibanag for at most 5 years.

The Ibanag language is mainly used as the medium of instruction in teaching Edukasyong sa Pagkatao (ESP), Mathematics, Araling Panlipunan (AP), MAPEH and Science. Some K to 3 teachers also use Ilocano, Filipino and English as medium of instruction in these subjects.

The teachers are very satisfactory in using first language (L1) to support pupils learning the language.

Teachers are satisfactory in following: using L1 as a medium of instruction in the class, engaging pupils in applying mother tongue in group activities, engaging pupils in participating actively in the lesson through motivational words expressed in L1, translating assignments, activities, exercises, songs, poems, etc. that are written in other languages to pupils mother tongue, applying knowledge and skills learned from the seminar-workshop on MTB-MLE, adapting the variety and variation of language in the teaching and learning process, adapting the MTB-MLE materials in teaching despite the variety and variation of the language used and implementing the prescribed curriculum.

Based on overall, the teachers are satisfactory in their competencies in the teaching of mother tongue/using MTB-MLE as medium of instruction.

Teachers are very satisfactory in the following: using common mother of tongue of pupils or the majority language in the class, translating difficult/unfamiliar words in L1 of pupils and encouraging pupils' class participation with the use of their mother tongue.

On the other hand, the teachers are satisfactory in the following: using the different mother tongue of pupils as medium of instruction, discussing with co-teachers how to implement the program, making alternative solutions in explaining the lesson to pupils whose mother tongue is different from the mother tongue of majority, introducing songs written in pupils' mother tongue to arouse their interests in the lesson, introducing poems written in pupils' mother tongue to emphasize the lesson, introducing sayings and quotations written in pupils' mother tongue to emphasize the lesson, introducing games written in pupils' mother tongue to arouse their interests in the lesson, allowing the pupils to do role playing using their mother tongue as medium of communication, introducing prayers written in mother tongue, consulting experts in mother tongue other colleagues in case of vague lessons on MTB-MLE, using mother tongue to emphasize the lesson and involving pupils in group activities using their L1.

Based on overall the teachers are satisfactory in their competencies in pedagogical practices in teaching mother tongue and using multilingual education as medium of instruction.

The K to 3 teachers provide varied and adequate learning tasks in form of group activity, role playing, individual activity, introducing oneself, dialogue, differentiated activities, activity sheet, singing activity, chart, short story and presenting ibanag poems, songs and rhymes to contextualize learning in order to create a fruitful and meaningful learning environment among students.

Teachers' learning tasks/activities are always relevant to the object of the lesson and appropriate to the ability of the students.

Also, teachers' learning tasks/activities are very effective source of motivation for learning, for enhancement and facilitation of learning, and encouragement of pupil's participation. The teachers are always toward preparing learning tasks/activities which are appropriate application of their lesson.

The learning tasks/activities of teachers effective in stimulating pupils' interests, developing critical thinking, varied and adequate, source of enjoyment, have clear procedures and instructions, toward real-life situation, bring level of accuracy in skills to pupils and in developing opportunity of learners on what they are capable of doing.

The K to 3 teachers commonly employed the following instructional methods and strategies: games, lecture method, differentiated instruction, peer teaching, Contextualization, Interactive, Group Discussion, Socratic Method, sharing ideas, flashcards, oral recitation and participative learning in teaching mother tongue.

Other methods and strategies used were simulation, pair-share, inquiry approach and explicit teaching.

The instructional methods and strategies used by the teachers are very effective in terms of appropriateness to the objective of the lesson, appropriateness to the ability of pupils and of source of stimulating pupils' interests and motivating learning.

Teachers are effective in using instructional methods and strategies to develop critical thinking, encouraging more pupils' participation, and enhancing and facilitating learning. Likewise, they are effective in using varied and adequate. Teachers' instructional methods and strategies are effective in promoting outcomes-based learning.

Conclusions and Implications

The aforesaid results imply that elementary teachers are academically qualified not only on the content and teaching rudiments but also toward higher level of skills that is, on leadership and management of the school environment as whole. Seemingly, teachers are expected to cope with the demands of the changes in the educational setting, particularly on curriculum. Thus, teachers are apparently capable of implementing the MTBMLE.

The Department of Education (DepEd) conducted varied and relevant trainings and seminar workshops in different levels for the implementation of the MTB-MLE. However, utmost participation of the direct implementers is not well considered particularly on the aspect of contextualization of teaching-learning process of MTB-MLE considering that this is one of the features the K to 12 Basic Education program. Also, on teachers' skills in developing instructional materials which is one of the essential facets to be contextualized in the teaching-learning process.

Generally, the time allotment for the majority of the trainings and seminar workshops is short where capacitation of skills learning among teachers is not warranted.

However, based on the interview with k to 3 teachers echoing of trainings and seminar workshops has been conducted with the goal to capacitate them of the necessary knowledge and to effectively implement the MTB-MLE

Seemingly, the goal of DepEd to provide adequate and efficient skills in implementing MTB-MLE as a result of echoing might affect the implementation of this program. In particular, the teachers will be hard up in tailoring their lesson to real-life situation, larger setting or wider sociological text in order to achieve greater understanding among students. Likewise, teachers will have a dilemma in the development and adaption of instructional materials.

Thus, massive training of teachers on all the necessary skills on MTB-MLE should be programmed prior to the implementation of this program.

The teachers are practicing multilingual approach in teaching K to 3 subjects. It seems that K to 3 teachers promote one of the features of the K to 12 program.

The above analysis indicates that generally, the K to 3 teachers adhere to the DepEd order No. 31 s. 2012 which states that Mother Tongue is used as a Medium of Instruction (MOI) for Grades 1 and 2 for teaching Mathematics, AralingPanlipunan (AP), Music, Arts, Physical Education and Health (MAPEH) and EdukasyonsaPagpapakatao (EsP). With this trend of implementation of one of the main features of the K to 12 program, pupils are expected to understand their lessons better.

Apparently, the teachers are generally equipped towards teaching mother tongue and using multilingual as medium of instruction.

Seemingly, teachers are set to use varied pedagogical practices in teaching mother tongue and using multilingual education as medium of instruction.

The K to 3 teachers provide a learning environment and great opportunities for students to learn effectively their mother tongue as manifested by their use of various instructional methodologies and strategies.

The teachers are likely toward using varied instructional methods and strategies to facilitate effective delivery of instruction in order to achieve the expectations in the classroom based on their perceptions.

Recommendations

1. Monitoring and evaluation of the MTB-MLE program may be considered not only on conduct of the assessment cognitive achievement of pupils but also other means such as field visitation of stakeholders on classroom environment.
2. The Department of Basic Education (DepEd) may allocate adequate funds for the conduct of massive trainings on various skills particularly addressing the features of the K to 12 program to capacitate teachers in the implementation of MTB-MLE.

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