

Challenges Encountered by Teachers Teaching MTB-MLE in the Primary Level

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Abstract--- *The study focused on the challenges encountered by teachers teaching MTB-MLE in the primary level, specifically get the perception of teachers teaching in the primary level on MTB-MLE, identify the challenges encountered by teachers in teaching MTB-MLE, and propose possible solutions on the challenges met by the teachers. It employed a qualitative method of research and utilized interview as the main instrument in gathering data and information. The participants were the grades 1 to 3 teachers of Eduardo Lee Chan Memorial School, Magallanes South District Magallanes, Sorsogon. Excluded in the study were the other elementary schools in the district and in other district as well. Findings of the study have revealed that MTB-MLE is good but should be an additional subject to be taught; it should not be integrated and not a redundant subject; subject MTB-MLE must be discarded to decongest the present curriculum; teaching MTB-MLE in primary level is not necessary because the skill that needs to be developed were already included in Filipino and English; MTB should be removed as a subject but it can be use as medium of instruction. Based from the findings of the study, the most frequent response is the lack instructional or teaching materials to be used when teaching MTB-MLE. That is why it was recommended to provide enough materials and supplies for teaching MTB-MLE. From the findings of the study, it is recommended to provide appropriate instructional materials; use innovation and technology to adapt on the skills and level of learning of the pupils in the 21st century; DepEd should provide enough and complete sets of LM's/TM's; more budget for the IM's, computer, projector; provide textbooks and other supplementary materials; and supply enough books, and reading materials for the pupils.*

Keywords --- MTB-MLE, mother tongue, challenges, primary level

INTRODUCTION

Language is a channel that links the individual with his present knowledge to the existing knowledge. It is hard to apprehend if the experience is far from the context of language. Cognitive Learning Theory stressed that an individual associates new learning if it is related with his prior knowledge. This suggests and indicates that learners must be taught based from what is familiar to them.

According to report of Wordpress.com in 2014 Dr. Felicitas E. Pado said that learners may be able to read with comprehension during the early years of formal education in a language that is known and familiar to them. This is one reason why children should learn first language in order to develop the basic skills- listening, speaking, reading and writing respectively. Additionally, L1 is a reflection and manifestation of the culture and the unique individuality of a particular group or community.

First language as used for instruction, aims to bring consciousness and understanding of the culture and unique individuality. For this reason, learners should be taught in the language common to them in order to promote identity and self-expression.

Learners use the first language and establish a good foundation before the other languages in the start of their

education. Furthermore, learners with a good foundation in the first language are considered to have higher literacy skills. The knowledge and skills they have come across languages. This also enables them to utilize all other languages for lifelong learning.

Baker (2001) emphasized that when learning is in the first language, there is a natural interaction among teachers and learners which is helpful especially in the learning process. Further, it helps to develop involvement and participation during classroom activities. Likewise, it increases confidence among learners which may lead to desirable academic performance.

According to the provision for Mother-Tongue Education found in Section 9 of the Senate Bill No. 3286, the mother tongue of the learner shall be the basic channel of instruction from the kindergarten level to grade 3 of the elementary education. This provision supports the significance of Mother-Tongue Based Multilingual Education (MTB-MLE) in a linguistically and culturally diverse country like the Philippines. As stated in the Educational Act of 1982, the right to be given competent instruction, significant and quality education is one of the rights of the children.

The present research study focused on the challenges encountered by teachers teaching MTB-MLE in the primary level.

Specifically:

1. Get the perception of teachers teaching in the primary level on MTB-MLE.
2. Identify the challenges encountered by teachers in teaching MTB-MLE.
3. Propose possible solutions based on the challenges met by the teachers.

METHODOLOGY

The present research study focused on the challenges encountered by teachers teaching MTB-MLE in the primary level.

It utilized a qualitative method of research. According to Kilicoglu (2018) it is a form of scientific investigation that utilizes document analysis, observation, as well as interview. Also, it is a realistic and holistic method of describing a specific phenomenon. In addition, the book "An Introduction to Qualitative Research" by Uwe Flick (2014) serves as a model regarding methods and techniques for qualitative research.

RESULTS AND DISCUSSION

1. Perception of teachers teaching in the primary level on MTB-MLE

"MTB-MLE is good but should be an additional subject to be taught."

"It should not be integrated and not a redundant subject."

"Subject MTB-MLE must be discarded to decongest the present curriculum."

"I think teaching MTB-MLE in primary level is not necessary because the skill that needs to be developed were already included in Filipino and English."

"MTB should be removed as a subject but it can be use as medium of instruction."

2. Identify the challenges encountered by teachers in teaching MTB-MLE.

"Less knowledgeable in terms of reading skills."

"I need to contextualize the book in MTB because the book that we are using is Bikol (Naga) and my pupils cannot understand some of the words."

"Handling diverse learners, lack of Instructional Materials (gadgets, textbooks, etc.), support of the School Head and other stakeholders."

"The pupils sometimes neglected to understand the right term in English and in making DLP and instructional materials."

"Learners Materials were one specific challenge for us. Books were printed with words unfamiliar to the learners. As a result, they always tend to ask the meaning of those that will really affect their comprehension. Moreover, since they were exposed to MTB-MLE, their level of sentence construction using Filipino and English is affected."

"Lack of books and instructional materials written in mother tongue of students to develop their skills in reading."

"Some pupils their L-1 or language used at home is Filipino and English they find difficulty in the MTB-MLE."

"Learners with L2/L3 as their L1 need to translate the L1 to their Mother Tongue."

"Lack of LMs/TMs"

"Can't understand some Bicol words in the LM's which is not common in our own local dialect."

"Lack of instructional materials for the subject. Learners have different mother tongue and with different place of origin."

"Some challenges that I have encountered in teaching MTB-MLE in the primary level is that there was an active interaction in answering the questions and giving their own opinions. Pupils can really use deep Bikol words which they meant is good but actually it's a bad word."

According to Benson and Young (2016) one major challenge is how first language-based multilingual education would work in multilingual classroom.

Meanwhile, in the study conducted by Abrea, Ortua, and Robles (2020) teachers view MTB-MLE as interference instead of avenue towards language learning. On the other hand, it has helped the learners to express ideas using mother tongue. Moreover, teaching process was challenging since learners have a limited word knowledge which affects the ability of the learners to spell, read with comprehension, and solve word problems.

Additionally, in the paper of Mangila (2019) it shown that the problems commonly faced among teachers were the lack of teaching materials written in mother tongue, lack of trainings, lack of word knowledge, and mismatch in language.

3. Enumerate possible solutions based on the challenges met by the teachers.

"Provision of appropriate instructional materials."

"Use innovation and technology to adapt on the skills and level of learning of the pupils in this 21st century."

"The DepEd should provide enough and complete sets of LM's/TM's."

"More budget for the IM's, computer, projector."

“Provide textbooks and other supplementary materials.”

“Supply enough books, and reading materials for the pupils.”

The study conducted by Lartec et. Al (2014) because it focused on the approaches and the various challenges met by teachers when implementing Mother Tongue - Based Instruction in a Multilingual Classroom.

The study revealed that teachers employ translation, various languages including lingua franca, contextualize and improvise teaching materials. In addition, utilize local literary piece where utilized as motivation.

Conversely, significant challenges were pointed out like the lack of MTB materials, lack of word knowledge, and lack of trainings. Thus, it indicated that attention and effort must be given.

CONCLUSIONS AND RECOMMENDATIONS

1. Perception of teachers teaching in the primary level on MTB-MLE.

Based from the narratives of the participants, MTB-MLE is good but should be an additional subject to be taught; it should not be integrated and not a redundant subject; subject MTB-MLE must be discarded to decongest the present curriculum; teaching MTB-MLE in primary level is not necessary because the skill that needs to be developed were already included in Filipino and English; MTB should be removed as a subject but it can be used as medium of instruction.

2. Challenges encountered by teachers in teaching MTB-MLE.

Based from the results of the interview, the most common response by the participants is the lack instructional or teaching materials to be used when teaching MTB-MLE. That is why it was recommended to provide enough materials and supplies for teaching MTB-MLE.

3. Possible solutions based on the challenges met by the teachers.

From the findings of the study, it is recommended to provide appropriate instructional materials; use innovation and technology to adapt on the skills and level of learning of the pupils in the 21st century; DepEd should provide enough and complete sets of LM's/TM's; more budget for the IM's, computer, projector, etc.; provide textbooks and other supplementary materials; and supply enough books, and reading materials for the pupils.

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