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Enabling MTB-MLE as Bridge for Quality Instruction Outcomes
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Arnie Q. Perico
Head Teacher III, Santikan Elementary School, Liboron, Carmen, Cebu, Philippines
https://orcid.org/0009-0000-4175-7905

Abstract:

This research assessed the implementation of MTB-MLE among graders at public elementary schools in Consolacion District, Cebu during the school year 2018-2019 as a basis for development plan. It utilized descriptive survey using questionnaires as a method of obtaining data and was statistically treated using percentage, weighted mean, and Spearman's rho correlation. The study applied a modified questionnaire according to teachers' practices in MTB-MLE. From the input, a questionnaire was developed and distributed to the distinguished Grade I, II, and III teachers of the three schools: Bagong Elementary School, Cansaga Elementary School, and Garing Elementary School in Consolacion District. The following were the findings of the study: The extent of application of the program in terms of the Input, which included the respondents' profile and level of implementation, was very well implemented; Process, which looked into the extent of implementation of teachers' perception and practices as to objectives/competencies, bridging practices, and preparation of instructional materials, was also carried out very well; Output, learners' performance, which appraised their level of classroom independence and social competence, shows a satisfactory rating regardless of their school type. There was no significant difference among the teachers' perception and practices and learners' performance. Lack of audio-visual materials (TV, laptop, speaker, internet connection, etc.) frequently hindered the implementation process. Based on the judgment, it can be concluded that the MTB-MLE program was very well implemented in schools in terms of objectives/competencies, bridging practices, and preparation of instructional materials; learners' performance, which reflected according to their school type, does not affect what group they belong to.

Keywords: Grade 1, 2, 3 Learners and Teachers Descriptive Method, Cebu Philippines

Introduction:

The use of mother tongue and the priority in the use of an international language has become an interesting topic among linguists. Martin (2016) mentioned in one of his statements that one of the identified reasons behind the continuing devolution of the proficiency of the English language inside Philippine classrooms is the language orientation by teachers and students. Amidst the philosophical battle between English as a Second Language for Filipinos and Filipino as the national language, some educators think bilingualism is in a pedagogical pedestal. It is generally favored that English teachers really play a very significant role in meeting the learners' needs in knowing the language, using it as a medium, and understanding it.

Literature emphasizes that all teachers share in literacy effectiveness. Learners sometimes could not understand academic concepts using a language they are not familiar with because their subject teachers are not skillful enough in facilitating them (Crandall, 2013). An effective mentor is one who is adept at his/her learning competencies and strategies. An effective educator, though experienced in specific subject content, still cannot facilitate learning without having a sufficient supply of different teaching methodologies and teaching-learning strategies.

The native language is either conventional or non-conventional education, in which the children's native term is being utilized in the teaching-learning process as a connecting tool in learning both Filipino and English. It refers to the language used by the child at home and is now used for teaching in the basic education curriculum.

On the other hand, teachers play a very important role as implementers and as front liners of the new curriculum. In order for them to implement MTB-MLE according to DepEd standards, teachers must undergo different trainings, seminars, and workshops related to MTB-MLE implementation. Moreover, language is very essential for communication because fluency in the use and decoding language unlocks difficulties in every means of communication. In that way, there will be no language barrier between the speaker and the receiver of the message. Furthermore, multilingual education helps and allows citizens to learn the national language without losing their respective dialects (Kosonen, 2012).

The L1 in the Philippines, DepEd Order No. 28, s.2013 Implementation of K to 12 Curriculum, which amends and institutionalizes the use of the first language not as a medium of instruction but as a subject. Filipino learners begin their education using the language they are fluent in, which is their colloquial expression, and evolve a strong foundation in it. Research shows that in order to facilitate learning and for students to understand their lessons better, they had to be taught in the language they are familiar with (DepEd, 2009). Pupils' comprehension has been the teachers' main problem nowadays. Pupils' academic performance and test results have been decreasing

due to their poor comprehension. Now, the government initiated some solutions to this unresolved problem of pupils' low comprehension and one of it is using the child's native diction as the language of instruction. It is mandated to use primitive wording as the medium of instruction for Grade 1-3 in the subject areas in school except Filipino and English. This is to promote the EFA goal or "Education for All," which is to bring all school-aged children to school.

Amidst the controversy of the use of vernacular in instruction, language and dialect variation among multidialectal learners and the teachers' dispositions toward this linguistic issue become the core of debates among the educators involved in the K to 12 curricula. So, to deal with the linguistic requisites of the curriculum, Filipino learning facilitators should possess the disposition of being polyglot (multilingual or trilingual) speakers. This matter points out to the burden of educating the heterogeneous learners considering their dialect variations with different cultural backgrounds. According to Yap (2010), the mother tongues in the different regions play a vital role in the Philippine system of education. The Filipino, being bilingual in nature, have strong ethnic loyalty and honor in using their own native tongues in some occasions.

The main objective of this new multilingual educational program is to improve the learners' intellectual and comprehension skills which enable them to function equally in distant languages - starting off with their endemic language. This said program provides a strong foundation in the child's original language, successfully bridging to one or more added languages, and enabling the use of two or more languages to develop a communicative lasting learners. It is basically rooted in the child's primary surroundings and expands to the extensive world, which supports native dialect acquisition and demand, and promotes learners' links into the external guild without leaving behind their linguistic and cultural heritage. Based on this premise, this study is undertaken to determine the perceptions and practices of MTB-MLE implementers in Consolacion District.

Literature Review:

The foundation of this study rests upon Jean Piaget's philosophy and the constructivist theory, which elucidates the nature of memory through the concept of schema. According to Piaget, schema refers to the mental framework through which individuals organize and interpret information. This framework allows for the assimilation of new information into existing cognitive structures, facilitating the process of learning and understanding (Piaget, 1952).

Constructivism, as elucidated by Piaget and later educational theorists, posits that individuals actively construct knowledge by building upon their prior experiences (Piaget, 1970). This perspective suggests that learning is a dynamic process wherein learners engage with new information, reconcile it with their existing knowledge, and adapt their mental frameworks accordingly. Central to constructivism is the notion that learners play an active role in their own cognitive development, acting as analytical thinkers who actively engage with their environment (Vygotsky, 1978).

The constructivist theory underscores the significance of utilizing prior experiences to construct meaningful concepts that can be integrated into new experiences (Bruner, 1960). By drawing upon their foundational knowledge acquired during early childhood, individuals can effectively scaffold their learning, laying the groundwork for more sophisticated cognitive processes in later stages of knowledge acquisition (Von Glasersfeld, 1995).

In line with constructivist principles, schema theory posits that knowledge is organized into units or schemata, each containing stored information about concepts, relationships, situations, and sequences of events (Anderson, 1976). These schemata serve as cognitive frameworks through which individuals interpret and make sense of the world around them. By actively engaging with new information and assimilating it into their existing schemata, learners construct deeper understandings of complex concepts (Rumelhart, 1980).

Moreover, the implementation of constructivist principles aligns with educational policies such as the Department of Education's K to 12 Curriculum, which emphasizes the development of students' critical thinking skills and global competitiveness (DepEd Order No. 28, s.2013). By encouraging students to actively participate in their own learning process and to construct knowledge based on their prior experiences, educators can foster a deeper understanding of subject matter and promote lifelong learning (Jonassen, 1991).

Additionally, research conducted by McEachern (2010) suggests that incorporating students' native language into the teaching-learning process can enhance comprehension, promote cultural awareness, and bolster self-esteem. By embracing linguistic diversity and leveraging students' linguistic backgrounds, educators can create inclusive learning environments that cater to the diverse needs of learners (Cummins, 1979).

The constructivist theory, rooted in the work of Piaget and subsequent educational theorists, provides a valuable framework for understanding the nature of learning and cognitive development. By emphasizing the active role of learners in constructing knowledge based on their prior experiences, educators can cultivate meaningful learning experiences that empower students to become critical thinkers and lifelong learners.

Methodology:

Research Design
This study utilized descriptive-evaluative research in the conduct of the study. It was a strategy that provided quantitative description with an emphasis on what actually existed, such as conditions and practices, or the situation. This was done through a scientific data collection process which used carefully crafted questionnaires and rating scales to generate reliable data for the different variables.

Environment

The research was conducted in selected schools of Cebu Province Division, particularly in Consolacion District, which is considered the largest district in the whole province of Cebu. Namely: Bagong Lipunan Elementary School, Cansaga Elementary School, and Garing Elementary School. These schools are categorized as small, medium, and large according to DepEd Memorandum No. 066 s. 2018- Brigada Eskwela Implementing Guidelines, which explains the categories of schools based on the number of teachers.

Large: Bagong Lipunan Elementary School is situated in Pulpogan, Consolacion, Cebu, along the barangay road. It is near the barangay hall and gym. It is a complete elementary school that has 44 teachers who handle classes from Kinder to Grade VI. It is approximately 1 kilometer from the national road and within walking distance to Pulpogan National High School.

Medium: Cansaga Elementary School is located in Cansaga, Consolacion, Cebu, precisely at the back of Orosia Food Park. It is about 5 meters from the National Road. At present, the school has 23 teachers and 816 pupils from Kinder to Grade VI and one school principal.

Lastly, small: Garing Elementary School is located in Garing, Consolacion, Cebu. It is 6 kilometers from the National Road. It has 391 pupils officially enrolled in LIS (Learners Information System). Currently, the school has 14 teachers and one school head.

Respondents

The respondents of the study are the Grades 1 to 3 teachers and learners of the identified schools. The respondents are purposively sampled.

Table 1: Distribution of Respondents of the Study

Respondents	N=33	Percentage
Bagong Lipuanan Elementary School	19	58%
Cansaga Elementary School	8	24%
Garing Elementary School	6	18%
Total	33	100%

Instrument

The study used a modified questionnaire according to teachers' practices in MTB-MLE. From the input, a questionnaire was developed and administered to the identified Grade I, II, and III teachers of the three schools: Bagong Elementary School, Cansaga Elementary School, and Garing Elementary School in Consolacion District. It assessed the teachers' level of implementation regarding objectives, bridging practices, and preparation of instructional materials. This would help for the development of learners' performance, adjustment to diverse learners, compliance with the learning competences prescribed in the K to 12 curriculum, use of appropriate teaching strategies, and classroom activities as indicated.

Data Gathering Procedures
The researcher secured a permit from the Schools Division Superintendent and the schools' district supervisor and the school administrators of the three (3) schools for permission to conduct the study. After its approval, the instrument was administered. In gathering data, the researcher personally administered the instrument to the

respondents using the simple random technique. The gathered data were tabulated, statistically analyzed, and interpreted.

Statistical Tools
Simple statistics were used to answer the specific problems. To answer problem 1, the simple percentage was used with a simple criterion to determine respondents' profiles. A percentage mean was used to interpret the findings. The hypothetical range scales were used.

To answer problem number 2, weighted mean was utilized to explain each variable. The rating scales and chi-square were used to illustrate the results.

For problem number 3, relationships between respondents' profiles and respondents' perceptions and practices regarding instruction and instructional materials, the Pearson product formula was used to interpret and analyze the results.

To answer problem number 4, issues and concerns encountered by the respondents, Spearman product formula was used to interpret and analyze the results. The issues and concerns were ranked according to the number of answers of the respondents.

Scoring Procedure

To interpret the findings of the study, the following scoring procedures were used:

The teachers' rating scale is illustrated below:

Scale	Range	Description	Indicator
3	4.20-5.00	Very Well Implemented	The Respondents Implemented Very Well
2	2.60-4.20	Well Implemented	The Respondents Implemented Well
1	1.0-2.61	Poor Implemented	The Respondents Poorly Implemented

Learners' Performance grading scale is illustrated below: based on DepEd Form 138E-Report Card

Descriptors	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Faiirly Satisfactory	75-79	Passed
Did Not Meet Expectation	Below 75	Failed

Results and Discussion:

Level of Implementation of MTB-MLE

This phase covers the actual implementation of MTB-MLE in grades 1, 2, and 3 in terms of objectives. Table 2 exhibits the role of the teacher during the implementation in implementing the standard objectives and competencies given by DepEd. Further, Table 3 reveals the extent of implementation in terms of bridging practices they used for an effective teaching-learning process. Whereas, Table 4 unveils the line of teacher respondents' in preparing the instructional materials using MTB-MLE.

OBJECTIVES/COMPETENCIES	Mean	Verbal Description
1. Written works, practical exam/ performance are achievable for the whole quarter.	2.24	Well Implemented
2. Provide activities that help learners develop social skills.	2.15	Well Implemented
3. Create healthy environment that support without discrimination of any kind.	2.30	Well Implemented
4. Has a positive outlook towards learners' need.	2.42	Very Well Implemented
5. Shows differentiated instruction that help pupils' interest to learn.	2.24	Well Implemented
6. Assesses and monitors the program's operation.	2.25	Well Implemented

Range:

4.20-5.00 - Very Well Implemented (VWI)
2.60-4.20 - Well Implemented (WI)
1.0 - 2.61 - Poor Implemented (PI)

The table presents the respondents' perceptions as to: (a) objectives/competencies. It is evident that the respondents agreed that it is very well implemented, and the statement has a positive outlook towards learners' needs. However, the following statements were perceived by the respondents as well implemented: providing activities that help learners develop social skills, creating a healthy environment that supports without discrimination of any kind, being achievable for the whole quarter, showing differentiated instruction that helps pupils' interest to learn, and assessing and monitoring the program's operation.

The overall weighted mean of 2.27, with the verbal description of "well implemented" as highly evident, is related to the research evaluation data (Lipsky, Dorothy Kerzner; Gartner, Alan 2000) on the impact of pupils' academic and social behavior.

Bridging Practices
Table 2 depicts the bridging practices of the respondents'.

Table 2
Level of Implementation of MTB-MLE as regards to Bridging

BRIDGING PRACTICES	Mean	Verbal Description
1. Change from one language to another (Sinugbuanong Binisaya to Tagalog to English) as need arises.	2.55	Very Well Implemented
2. Rephrase words that are not understood in Sinugbuanong Binisaya to the language pupils could comprehend.	2.58	Very Well Implemented
3. Introduce the English term and translate to Tagalog or Sinugbuanong Binisaya.	2.55	Very Well Implemented
4. Allow pupils to use code switching/mixing in explaining the concept.	2.33	Well Implemented
5. Modify the language in the textbook by using the common conversational Sinugbuanong Binisaya.	2.24	Well Implemented
Overall Mean	2.45	Very Well Implemented

Verbal Description Key:

Very Well Implemented: 4.20-5.00
Well Implemented: 2.60-4.20
Poorly Implemented: 1.0 - 2.61

On (b) bridging, the respondents perceived the following statements as very well implemented:
- Changing from one language to another (Sinugbuanong Sinisaya to Tagalog to English) if needed
- Rephrasing words that are not understood in Sinugbuanong Binisaya to the language pupils could understand
- Introducing the English term and translating it to Tagalog or Sinugbuanong Binisaya.

While, it was perceived as well implemented to:
- Allow pupils to use code switching/mixing in explaining the concept
- Modifying the language in the textbook by using common conversational Sinugbuanong Binisaya.

The overall mean of respondents' perception on bridging is well implemented since it helps the learner to understand and comprehend.

Table 3
Level of Implementation of MTB-MLE as regards to Preparation of Instructional Materials

PREPARATION OF INSTRUCTIONAL MATERIALS	Mean	Verbal Description
1. Make instructional materials using MTB-MLE to Tagalog and English.	2.30	Well Implemented
2. Use objects that are already available in the community using MTB-MLE.	2.36	Very Well Implemented
3. Present materials to the children in mother tongue.	2.52	Very Well Implemented
4. Materials are translated across the three languages MTB-Filipino-English.	2.42	Very Well Implemented
5. Use Sinugbuanong Binisaya (MTB-MLE) wherein familiar and commonly used at home.	2.30	Well Implemented
Overall Mean	2.38	Very Well Implemented

Verbal Description Key:

Very Well Implemented: 4.20-5.00
Well Implemented: 2.60-4.20
Poorly Implemented: 1.0 - 2.61

On the other hand, (c) instructional materials, respondents perceived the statement that materials are translated across the three languages MTS-Filipino-English as very well implemented, while the following statements were perceived as well implemented:
- Making instructional materials using MTB-MLE in Tagalog and English
- Using objects that are already available in the community using MTB-MLE
- Presenting materials to the children in the mother tongue
- Using Sinugbuanong Binisaya (MTB-MLE) which is familiar and commonly used at home.

The overall mean of 2.38 implies that it is well implemented. Respondents, as implementers of MTB-MLE as teachers of multilingual learners, should be innovative and resourceful in preparing instructional materials based on their native language.

LEARNERS'PERFORMANCE

Learners' Performance using MTB-MLE in Math and AP

Learners' Performance: It aims to assess the classroom independence and social competence of the children. Classroom independence includes skills where pupils exhibit a high degree of autonomy inside the classroom without the help of others. It aims to find out whether or not the child can work independently on class-related tasks. On the other hand, social competence involves where children can relate to others as well as adjust and respond to certain situations during the teaching-learning process.

Table 4 reveals the academic performance of the pupils using MTB-MLE as a medium of instruction in Mathematics and Araling Panlipunan. It shows the skills of learners based on their school type.

Table 4
Performance of the !Learners using MTB-MLE in Mathematics and Araling Panlipunan

School Type	Grade Level	Mathematics			Araling Panlipunan			General Average
		1st Gradin	2nd	Average	1st Gradin	2nd	Average	
Large	Grade 1	80.15		81.04	83.23		83.55	82.29
	Grade 2	80.38	81.56	80.97	81.62	82.74	82.18	81.58
	Grade 3	81.21	81.64	81.42	81.74	82.44	82.09	81.76
Medium	Grade 1	83.49	84.11	83.80	82.91	83.23	83.07	83.44
	Grade 2	82.00	81.84	81.92	83.00	82.76	82.88	82.40
	Grade 3	84.07	84.93	84.50	85.68	86.46	86.07	85.29
Small	Grade 1	82.52	83.24	82.88	81.90	82.00	81.95	82.42
	Grade 2	82.36	82.71	82.54	81.43	81.36	81.39	81.96
	Grade 3	78.92	79.08	79.00	80.15	81.31	80.73	79.87

In the three groups of schools, Table 2 reveals that only Grade 3 in the medium school has a "very satisfactory" descriptor, while Grade 3 in the small school has a "fairly satisfactory" rating, and the rest have a "satisfactory" rating. Overall, the data explicitly prove that the school type does not affect the learners' performance.

Conclusion:

This study provides insights into the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in grades 1, 2, and 3, focusing on various aspects such as objectives, bridging practices, and preparation of instructional materials.

The findings regarding the implementation of standard objectives and competencies, as outlined by the Department of Education (DepEd), indicate a generally positive perception among teacher respondents. Specifically, objectives related to providing activities for social skill development, creating a supportive environment, and assessing program operations were perceived as well-implemented. Notably, there was a particularly high perception of very well implementation in terms of having a positive outlook towards learners' needs.

Similarly, bridging practices, aimed at facilitating effective communication and comprehension among learners, were largely perceived as very well-implemented by teacher respondents. Practices such as changing languages as needed, rephrasing words for better understanding, and introducing English terms with translations were particularly well-received.

Furthermore, the preparation of instructional materials using MTB-MLE was perceived positively by respondents, with a focus on utilizing available resources, presenting materials in the mother tongue, and ensuring translations across languages. This underscores the importance of resourcefulness and innovation among educators in creating materials that cater to the linguistic diversity of learners.

The study also briefly touches upon learners' performance in Mathematics and Araling Panlipunan (Social Studies) using MTB-MLE as a medium of instruction. While specific data regarding learners' performance is not fully provided in the conclusion, it suggests that school type does not significantly impact learners' academic performance, as evidenced by the varied descriptors across different school types.

The findings of this study contribute to our understanding of the implementation of MTB-MLE in the classroom context, highlighting areas of success and areas for potential improvement. Moving forward, continued efforts to support teachers in effectively implementing MTB-MLE, along with ongoing research to assess its impact on learners' academic and social development, will be crucial for the continued success of this educational approach.

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