

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

**IMPLEMENTATION OF MOTHER TONGUE BASED-MULTILINGUAL EDUCATION:  
PROBLEMS AND ISSUES IN THE TEACHING OF AKEANON**

A Thesis Presented to  
The Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
(Language Teaching English)

by  
Fatima Grace R. Jaleco

October 2017

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

APPROVAL SHEET

A Thesis for the Degree  
Master of Arts in Education  
(Language Teaching in English)

by

Fatima Grace R. Jaleco

Approved by the Researcher's Committee:

---

MA. ASUNCION CHRISTINE V. DEQUILLA, Ph.D., Chair

---

ELVIRA L. ARELLANO, Ph.D., Member

---

DYMPHNA LEIZEL D. JOCSON, Ph.D., Outside Expert

---

DAISY A. ROSANO, Ph.D., Adviser

---

HILDA C. MONTAÑO, Ed.D., RGC  
Dean

October 2017

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

Jaleco, Fatima Grace R. "*Implementation of Mother Tongue-Based Multilingual Education: Problems and Issues*". Unpublished Thesis, Master of Arts in Education, West Visayas State University, Iloilo City, October 2017

**Abstract**

This study aimed to determine the problems and issues in teaching Mother Tongue-Based Multilingual Education in Aklan. The respondents of the study were the 67 teachers in the District of Kalibo. The study employed a mixed-method research procedure. For the quantitative phase, the data were gathered using a validated researcher-made questionnaire. For the qualitative phase, data were gathered through focus group discussions. On the basis of the responses, when grouped as a whole, the respondents encountered minimal problems in the teaching of MTBMLE in terms of curriculum, instructional materials and teacher preparation. In terms of curriculum, when grouped as a whole and when classified according to grade level handled, teachers had minimal problem in all aspects of the curriculum. It can be concluded that the teachers were not conclusive to state with certainty whether or not the Philippines is well prepared for the implementation of MTBMLE. While the curriculum has been implemented in the schools and by the teachers, enough training seemed to be lacking to allow successful implementation. In terms of instructional materials when taken as a whole and when grouped according to grade level handled, the respondents encountered minimal problems except for instructional materials such as local short stories, poems, rhymes and songs in Akeanon are not exposed to the pupils; available materials are not appropriate to the language, level, culture, and context in mother tongue; and new words in mother tongue endorsed by DepEd that should be introduced in meaningful

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

context so that the pupils can easily understand are not found in teacher's instructional materials in which respondents described those aspects as serious problems. It can be concluded that since Akeanon language was only added on the later part of the implementation together with the other languages, its orthography and availability of materials are not that established compared to other languages thus, making instructional materials as well as local short stories, poems, rhymes and songs that are appropriate to the culture and language of the respondents unavailable. Based from the results of the focus group discussions, it can be concluded there is a need for provision of books and instructional materials that are helpful to the learning of the pupils which will increase their understanding and that MTBMLE policy must consider the development of graded transcribed reading materials in the learners' home language. In terms of teacher preparation when taken as a whole and when grouped according to the grade level handled, the respondents had minimal problems except on the time allocated in preparing instructional materials is not enough due to other tasks like making school reports, documentations, and other extra-curricular activities. This can be concluded that teachers find it hard to allocate enough time and money in preparing instructional materials in Akeanon context like creating big books due to school reports and other documents that are being assigned to them. It can also be concluded that since mostly of the respondents had not attended trainings regularly, they are not fully equipped on how to deliver instructions and do not fully understand the goals of MTBMLE policy.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

Despite the problems that the teachers encountered in teaching MTBMLE, they still perceive that this new curriculum will have a positive impact on the learning of mother tongue if there will be enough production and supplementation of instructional materials since MTBMLE serves as a tool to enhance the understanding or analyzing of concepts presented in written or oral languages and that pupils can participate more actively in class discussions and accommodate new knowledge.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

**Table of Contents**

	Page
Title Page	i
Approval Sheet	ii
Acknowledgments	ii
Abstract	vii
Table of Contents	x
List of Tables	xiii
List of Figures	xiv
List of Appendices	xv
Chapter	
1    INTRODUCTION TO THE STUDY	1
Background of the Study	2
Statement of the Problem	6
Assumptions of the Study or Hypothesis	7
Definition of Terms	7
Delimitation of the Study	9
Significance of the Study	10
2    REVIEW OF RELATED LITERATURE	12
An Overview: Historical Context and Legal Bases of MTBMLE	13
Mother Tongue -Based Multilingual Education in K-12 Curriculum	19

**WEST VISAYAS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**GRADUATE SCHOOL**  
Iloilo City

	Mother Tongue as a Medium of Instruction	27
	Mother Tongue as Subject	31
	Bridging Program of L1 to Filipino and English	45
	Challenges on the Implementation of the Mother Tongue Based-Multilingual Approach	47
	Summary	53
3	<b>RESEARCH DESIGN AND METHODOLOGY</b>	55
	Research Design	55
	Methodology	56
	Data Gathering Instrument	57
	Data Gathering Procedure	60
	Data Analysis Procedure	62
	Ethical Considerations	62
4	<b>RESULTS and DISCUSSIONS</b>	63
	Problems and Issues in Implementing MTBMLE (Akeanon)	63
	Teachers' Perception in the Implementation of MTBMLE (Akeanon)	92
5	<b>SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</b>	98
	Summary of the Problems, Methods, and Findings	98
	Conclusions	105
	Implications	107
	For Theory	107

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

**List of Figure**

Figure

Page

1 Conceptual Framework of the Study

6

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

**List of Tables**

Table		Page
1	Distribution of Respondents	57
2	Problems and Issues in the Curriculum Met by Teachers in Grades One, Two and Three in Implementing MTBMLE (Akeanon)	64
3	Problems and Issues in Instructional Materials Met by Teachers in Grades One, Two and Three in Implementing MTBMLE (Akeanon)	71
4	Problems and Issues in Teacher Preparation Met by Teachers in Grades One, Two and Three in Implementing MTBMLE (Akeanon)	82
5	Problems and issues in Curriculum, Instructional Materials, and Teacher Preparation Met by Teachers in Grades One, Two and Three in Teaching MTBMLE when Grouped as a Whole	90

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

For Practice	108
Recommendations	109
REFERENCES	112
APPENDIXES	121

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

**List of Appendices**

Appendix	Page
A Letters	121
B Survey Questionnaire	134
C Focus Group Discussion Guide	138

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

113

**References**

- Abadzi, H. (2006). *Efficient learning for the poor: Insights from the frontier of cognitive neuroscience*. Retrieved on August 25, 2015 from <https://openknowledge.worldbank.org/handle/10986/7023>
- Adegbija, E. (2003). *Central language issues in literacy and basic education: Three mother tongue education experiments*. Nigeria: Quane, A. (D, 167-182).
- Alcudia, F. et. al, (2016). *Mother tongue for teaching and learning*. Quezon City: Lorimar Publishing, Inc.
- Alberto, R. et. al, (2016). *Issues and challenges in teaching MTBMLE in grades 2 and 3: the Philippine experience*. Retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2768558](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2768558) on June 2, 2016
- Asperas, C. (2005). *Basic nursing research: Trends, methods and application*. Quezon City: Philippine Education Publishing House.
- Arnold, C., Bartlett, K., Gowani, S., & Merali, R. (2006). *Is everybody ready? Readiness, transition and continuity: Reflections and moving forward*. Background paper for EFA Global Monitoring Report 2007.
- Babon, F. et. al, (2015). *Perception of public elementary school teachers handling gifted primary pupils on the challenges of MTBMLE policy*. Unpublished Undergraduate Thesis, West Visayas State University College of Education, La Paz Iloilo City.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

114

- Benson, C. (2002). Real and potential benefits of bilingual programmes in developing countries. *International Journal of Bilingual Education and Bilingualism*, 5(6), 303-317.
- Benson, C., & Kosonen, K. (Eds.) (2013). *Language issues in comparative education: Inclusive teaching and learning in non-dominant languages and cultures*. Rotterdam: Sense Publishers.
- Bentadan, Almira P. (2013). *Readiness of grade one teachers in the implementation of MTBMLE policy of selected schools in Baguio Benguet State University*.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge: Cambridge University Press.
- Binas-o, H. et al. (2014). *Strategies and problems encountered by teachers in implementing mother-tongue-based instruction in a multilingual classroom*. Baguio, Philippines. Retrieved from <http://iafor.org/archives/journals/language-learning/4-Jane-K-Lartec-et-al.pdf>
- Buhmann, D. & Trudell, B. (2008). *Mother tongue matters: Local language as a key to effective learning*. UNESCO: Paris. Retrieved from <https://books.google.com.ph/books?isbn=1136718281>

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

115

Cena, Democrita A. "The local dialects as medium of instruction in the primary grades.

*Philippine Studies*, vol.6 No. 1 (1958):115-120 Retrieved on June 13, 2016 from

<http://www.philippinestudies.net>

DepEd Factsheets. 2008 Retrieved from [www.unesdoc.unesco.org](http://www.unesdoc.unesco.org) on June 02, 2015.

DepEd Order No.74 s.2009.Retrieved from [www.unesdoc.unesco.org](http://www.unesdoc.unesco.org). June 02, 2015.

DepEd Order No. 16s.2012.Retrieved from [www.deped.gov.ph/orders/April25](http://www.deped.gov.ph/orders/April25), 2016.

DepEd Order No.32 s. 2012.Retrieved from [www.deped.gov.ph/orders/April25](http://www.deped.gov.ph/orders/April25), 2016.

DepEd Order No. 28 s.2013.Retrieved from [www.deped.gov.ph/orders/April25](http://www.deped.gov.ph/orders/April25), 2016.

DepEd Order No.31 s. 2013.Retrieved from [www.deped.gov.ph/orders/April25](http://www.deped.gov.ph/orders/April25), 2016.

Dekker, D. & Young, C. (2005). *Bridging the gap: The development of appropriate*

*educational strategies for minority language communities in the Philippines in*

*current issues in language planning*. Retrieved from

[http://ceap.org.ph/upload/download/20136/417420447\\_1.pdf](http://ceap.org.ph/upload/download/20136/417420447_1.pdf) on March 2, 2015

Dekker, D. et al. (2008). *Initial results of the Lubuagan project*. Paper presented to

the First MLE Conference on February 18- 20, 2001 at Cagayan de Oro, Mindanao.

Dekker, D. (2011). *Mother tongue instruction in Lubuagan: A case study from the*

*Philippines*, vol .57 s. 2011. Retrieved from [www.multilingualPhilippines.com](http://www.multilingualPhilippines.com) on

March 2, 2015.

Eustaquio, O. H., & Quijano, Y. S. (2009). *Mother tongue as a bridge of language of*

*instruction: Policies and experiences in Southeast Asia*. Retrieved on May 12, 2016

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

116

┌

┐

- Fakeye, D. O. (2011). Primary school pupils' perception of the efficacy of mother tongue education in Ibadan Metropolis. *Asian Social Science*, 7(12), 72-78. Retrieved from <http://search.proquest.com/docview/911952479?accountid=62164>
- Forbes, Gilbert M. (2011). *Rationale of mother tongue-based multi-lingual education*. Quezon City. Retrieved on August 24, 2015 from <http://mothertongue-based.blogspot.com/>
- Gallego, M.K. S., Zubiri, L.A. M. (2011). *MTBMLE in the Philippines: Perceptions, attitudes, and outlook*. University of the Philippines, Diliman, Philippines
- Gleason and Ratner (1998). *Psycholinguistics*. Second Edition. Forth Worth: Harcourt Brace Collage Publishers.
- Gonzales, A. (2003). *Language planning in multi countries: The case of the Philippines*. Retrieved on June 13, 2016 from [http://www.01.sil.org/asia/ldc/plenary\\_papers/andrew\\_gonzales.pdf](http://www.01.sil.org/asia/ldc/plenary_papers/andrew_gonzales.pdf)
- Kadel, P. (2010). *Mother tongue based multilingual education*. Retrieved on May 11, 2016 from <http://ldcnepal.org/wp-content/uploads/2010/04/MLE-Article-Newspaper-9-December-2010.pdf>
- Knupfer, N & Mclellan, H. (1963). *Descriptive research methodologies*. Retrieved on July 24, 2016 from <http://www.aect.org/edtech/ed1/pdf/41.pdf>

└

┘

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

117

Lapus, Jesli A. (2009). DepEd Order No. 74, s. 2009 – *Institutionalizing mother tongue-based-multi-lingual education*. DepEd Complex, Meralco Ave., Pasig City.

Retrieved on August 24, 2015

<http://www.deped.gov.ph/cpanel/uploads/issuanceImg/DO%20No.%2074,%20s.%202009.pdf>.

Liwanag, L. (2010). *Bridging L1 to Filipino and English*. Retrieved from

<https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiyjL65kIrPAhWHI5QKH6QB4sQFggaMAA&url=http%3A%2F%2Fmlephil.files.wordpress.com%2F2010%2F03%2Fbridging-l1-to-filipino-and-english.doc&usg=AFQjCNFWQDTq->

O9boyEz54cU5Sb04FUneA&bvm=bv.132479545,d.dGo on March 2, 2015.

Mahboob, Cruz (2011). *English and mother-tongue based multilingual education: Language attitudes in the Philippines*. Ateneo de Manila University

Malone, S. (2007). *MTBMLE: Implications for education policy*. Retrieved on May 14, 2015 from

[www.sil.org/sites/default/files/files/mtbmle\\_implications\\_for\\_policy.pdf](http://www.sil.org/sites/default/files/files/mtbmle_implications_for_policy.pdf)

Mashiya, N. (2014). *Challenges faced by students in mother tongue Administered.*

*Assessments in Higher Education*. Retrieved on May 11, 2016 from

[http://www.krepublishers.com/02-Journals/T-Anth/Anth-18-0-000-14-Web/Anth-18-1-000-14-Abst-PDF/T-ANTH-18-1-241-14-829-Mashiya-J-N/T-ANTH-18-1-241-14-829-Mashiya-J-N-Ab\[25\].pmd.pdf](http://www.krepublishers.com/02-Journals/T-Anth/Anth-18-0-000-14-Web/Anth-18-1-000-14-Abst-PDF/T-ANTH-18-1-241-14-829-Mashiya-J-N/T-ANTH-18-1-241-14-829-Mashiya-J-N-Ab[25].pmd.pdf)

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

118

Nolasco, R. (2008). *The prospect of multilingual education and literacy in the Philippines*.

Retrieved from [www.seameo.org](http://www.seameo.org), on March 2, 2015.

Nyika, A. (2015). *Mother tongue as medium of instruction at developing country universities in a global context*. Retrieved on May 11, 2016 from

[http://sajs.co.za/sites/default/files/publications/pdf/Nyika\\_Review%20Article.pdf](http://sajs.co.za/sites/default/files/publications/pdf/Nyika_Review%20Article.pdf)

Paulson, R. (2011). *Mother tongue-based multilingual education (MTBMLE) in the Philippines: The effects of training on teacher attitudes towards mother tongue instruction, Montreal, Quebec, Canada*. 2015-06-02 from

[http://citation.allacademic.com/meta/p493028\\_index.html](http://citation.allacademic.com/meta/p493028_index.html)

Santiago, Paul Julian (2014). *Issues in implementation of the mother tongue based-multilingual education in the Philippines*. Retrieved from

[https://www.academia.edu/4761433/Current\\_Issues\\_in\\_the\\_Implementation\\_of\\_the\\_Mother-Tongue\\_Based\\_Multilingual\\_in\\_the\\_Philippines](https://www.academia.edu/4761433/Current_Issues_in_the_Implementation_of_the_Mother-Tongue_Based_Multilingual_in_the_Philippines)

Schwarz, R. (2007) . *Addressing potential impediments to learning with ESOL students*.

Retrieved on August 2, 2015 from

<http://www.nelrc.org/persist/pdfs/Addressing%20Potential%20Impediments%20to%20Learning%20with%20ESOL%20Students.pdf>

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

119

Wa-Mbaleka, S. (2014). *English teachers' perceptions of the mother tongue-based education policy in the Philippines*. Retrieved on May 11, 2016 from <http://www.idpublications.org/wp-content/uploads/2014/09/ENGLISH-TEACHERS%E2%80%99-PERCEPTIONS-OF-THE-MOTHER-TONGUE-BASED-EDUCATION-POLICY-IN-THE-PHILIPPINES-Full-Paper.pdf>

UNESCO (2003). *Education in a multilingual world*. UNESCO Education Position Paper. Paris: UNESCO.

UNESCO Bangkok (2005). *Advocacy brief on mother tongue-based teaching and education for girls*. Bangkok: UNESCO.

UNESCO (2007). *Strong foundations: Early childhood care and education*. Paris: Author.

UNESCO (2008a). *Mother Tongue Matters: Local language as a key to effective learning*. Paris: UNESCO.

UNESCO (2008b). *Mother tongue instruction in early childhood education: A selected bibliography*. Paris: UNESCO.

UNESCO Bulletin, 2011. Retrieved from [www.unesdoc.unesco.org](http://www.unesdoc.unesco.org) on November 10, 2015.

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

120

Valerio, Ma. Theresa B. (2015). *Current perspectives on mother-based instruction in the newly implemented k-12 curriculum of the Philippines*. Quirino Province.

Retrieved from

[https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi1\\_ZeL9NHVAhVEWbwKHUAMBfcQFggkMAA&url=http%3A%2F%2Fwww.eajournals.org%2Fwp-content%2Fuploads%2FCurrent-Perspectives-on-Mother-----Tongue-Based-Instruction-in-the-Newly-Implemented-K-to-12-Curriculum-of-the-Philippines.pdf&usg=AFQjCNGo5Bbx2tOUi4DBEHoDbhVR2yfK\\_w](https://www.google.com.ph/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi1_ZeL9NHVAhVEWbwKHUAMBfcQFggkMAA&url=http%3A%2F%2Fwww.eajournals.org%2Fwp-content%2Fuploads%2FCurrent-Perspectives-on-Mother-----Tongue-Based-Instruction-in-the-Newly-Implemented-K-to-12-Curriculum-of-the-Philippines.pdf&usg=AFQjCNGo5Bbx2tOUi4DBEHoDbhVR2yfK_w) on August 2, 2017

Villaneza, R., Flojo, O., & Pado, F. (2011). *K-12 curriculum guide in mother tongue*.

Pasig City. Retrieved from <http://www.slideshare.net/kenjoyb/k-to-12-curriculum-guide-for-mother-tongue-grades-1-to-3>