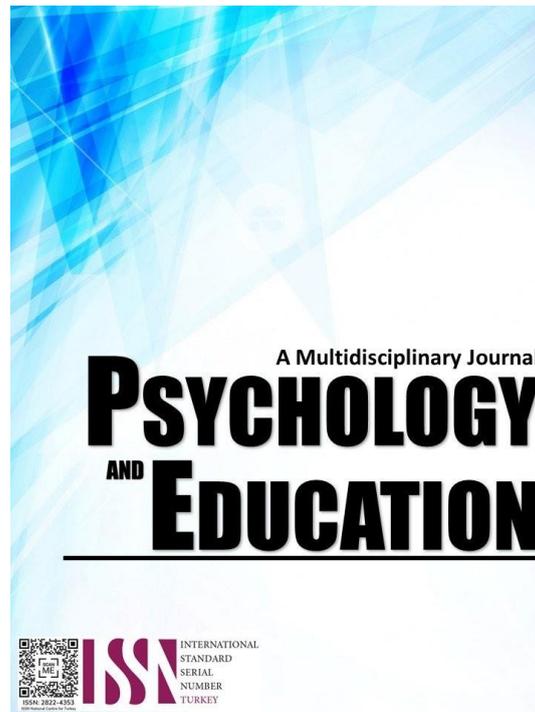


**IMPLEMENTATION OF MOTHER
TONGUE - BASED MULTILINGUAL EDUCATION IN
A MULTICULTURAL AND MULTILINGUAL
COMMUNITY: A TEACHER'S PERSPECTIVE**



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Implementation of Mother Tongue – Based Multilingual Education in a Multicultural and Multilingual Community: A Teacher’s Perspective

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Abstract

MTB-MLE aims to promote multilingual education where learners are literate of two or more languages. To have a deeper and better understanding on the implementation of MTB-MLE, this phenomenological research examined the teachers’ view on the matter of its implementation. The study specifically took a closer look on the perceptions, experiences, challenges, and the coping mechanisms of teachers brought about the program. Findings showed that teachers shared the same experiences and challenges met in implementing MTB-MLE. Coping mechanisms are profoundly giving the means and ways for teachers to lessen their burdens and to avoid having unfavorable feeling towards the program. Challenges are affecting teachers in different facets of education such as language differences between teachers and students, insufficient resources, unparalleled learning materials and lack of trainings. These challenges were identified as factor that clogged learnings and incapacitated the skilled and talented educators hence, strategies are made to overcome these challenges. These strategies involved research, resourcefulness, contextualization and localization of materials, and providing a pool of activities for learners are entailed to have helped educators succeed over the challenges.

Keywords: *MTB-MLE, challenges, experiences, coping strategies, phenomenological research, Philippines*

Introduction

When children cannot understand, they simply cannot learn. Language is a key to learn and in fact, it being able to learn the language gives opportunity to every learner to be included in the community. The sense of belongingness in the learning community made learning more meaningful. The use of Mother tongue in early childhood helps learners develop appropriate cognitive and reasoning skills. Mother Tongue – Based Multilingual Education (MTB-MLE) is an education program that conforms with the use of mother tongue of the learners to provide a deeper cognitive and language learning of the child. Implementing multilingual education in a classroom setting benefits not only individual students but also the community. Multicultural education is designed with the long-term benefit of students in mind, as it enables them to appreciate and value the cultural diversity of their peers. This appreciation fosters the growth of individuals who promote equality and justice as adults. Savage’s study (2019) highlights that when children develop proficiency in their mother tongue, they also enhance critical thinking and literacy skills. Teachers, being the first to witness the impact of the mother tongue in the classroom, gain a unique perspective on this matter. However, despite implementing mother tongue-based multilingual education (MTB-MLE), teachers often lack the necessary materials and training to effectively utilize the program. This hampers their ability to fully leverage the potential benefits of MTB-

MLE in the classroom.

Papua New Guinea (PNG), Papua New Guinea (PNG), the world’s most linguistically varied nation is a sovereign state in the south-west Pacific. To ensure that children’s educational experiences in schools rely on the cultural and linguistic knowledge they bring to the classroom, the Department of Education in Papua New Guinea (PNG) has implemented vernacular education. According to the study of Malone et al. (2011) it is roughly six million people speak over 800 distinct languages. However, the established language policy in PNG has gathered separate reactions from the people. Issues and concern affecting learning has been brought to light and the shortages of learning references was also being recognized as issues in the implementation of mother tongue education in Papua New Guinea.

Mother Tongue-Based Multilingual Education (MTB-MLE) was implemented and supported by Department of Education in the Philippines. Advocates of this program pointed out the Philippines have been successful in helping the students gain full proficiency in the mother tongue, Filipino, and English (Garbes, 2012). However, in a study conducted by Hunahunan (2019) at Surigao del Sur, he expressed that teachers as the frontline implementers of the program experienced several challenges in the teaching-learning process, marking the implementation of MTB-MLE in the locality as satisfactory implementation while hurdling upon those challenges. My colleague in the same



school shared her noteworthy experience in implementing MTB-MLE in the classroom. To her, teaching in mother tongue is difficult since our school, Danggayon Integrated School is an IP School and most students still used their native language while she is not a part of the ethnic group as our school. From her experience, she began to have doubts in her teaching strategy and lose her self-confidence in the process. However, the teacher managed to bounce-back by contextualizing materials and doing research or asking questions related to the language from locals.

Research Question

This study sought to explore the teachers' perspective on implementing MTB-MLE, the challenges they encounter and the practices they do to cope up with the challenges.

1. What are the perceptions of teachers in the implementation of Mother Tongue-Based Multilingual Education?
2. What are the teacher's experiences in implementing MTB-MLE curriculum?
3. What are the challenges encountered by teacher while implementing MTB-MLE?
4. What are the teachers or the school's best practices to cope up with the challenges in teaching MTB-MLE?

Literature Review

Various work of literature was reviewed that contributed significant information to the study. These related research, studies, articles and other significant literature were deliberated to provide a deeper understanding and wider perspective on this study.

Mother Tongue and Multilingualism. In addition to being important for communicating one's thoughts and feelings, understanding one's life, and making knowledge fit with one's existence, language plays a crucial role in passing on a society's culture and values from one generation to the next (Sahin, 2018). Children whose primary language is not the one used in the classroom are more likely to leave school early or do poorly in the first few grades. It is well-known that a child's first language is the best for literacy development and academic success throughout elementary school (UNESCO, 2008). It is believed the mother tongue of the child embarked on the child as early as a baby. Nishanthi (2020) stated that mother tongue is the central in framing the thinking and emotions of individuals. Thus, the use of mother tongue is influential tool in advancing the learning of

people. However, this is not vividly seen in a country where multilingualism and multiculturalism are a huge issue. Okal (2014) stated that multilingualism can also be regarded as the co-existence of several languages within a society. These several languages can be official or unofficial, native or foreign and national or international. An individual's first language, the one spoken at home or in one's country of origin, is called a mother tongue. Generally, people are most comfortable speaking their mother tongue; it is relatively uncommon for multilinguals to be equally comfortable in all the languages they speak, though it does happen.

The Implementation of Mother Tongue – Based Multilingual Education (MTB-MLE). Mother Tongue plays a significant role in the academe for it creates significant leap of learning. It is said that children learn better and faster using their first language (L1) or Mother tongue and they enjoy school more because it feels more home due to the language being used. UNESCO or United Nations Educational, Scientific and Cultural Organization (2003) sought that mother tongue in education is a key factor for inclusion and quality learning, and improves the learning outcomes and academic performance. UNESCO promotes mother tongue-based bilingual or multilingual approaches in education - an important factor for inclusion and quality in education.

Mother Tongue – Based Multilingual Education (MTB-MLE) is the government's banner program for education as a salient part of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the "Enhanced Basic Education Act of 2013." Learners begin their education in the language they understand best - their mother tongue - and develop a strong foundation in their mother language before adding additional languages. MTB-MLE provides several advantages that will help the child become a well-rounded learner.

Language is what sets people apart in culture. It is an evidence that a person belongs to a certain group or ethnicity and practice different traditions using the language they are born with. Mother tongue or native language is one of the evident facts that made us different from one another. In fact, the implementation of mother tongue in Education has been set across nations. UNESCO has been the frontrunner and advocate for the implementation of MTB-MLE for the organization believes that the implementation will help primary school to avoids learning gaps rather increase the speed of learning and comprehension. UNESCO,

during the 5th International Conference on Language and Education: Sustainable Development through Multilingual Education, held in Bangkok, Thailand in October 2016, further give emphasis on their goals to help learners. In the figure, we can associate 7 significant images which are the mouth, the palm, the eye, the brain, the heart, thumb print and the foot. These are sought to be the essential factors that MTB-MLE surely help the learners with.

UNESCO believes that using Mother Tongue – Based Multilingual Education (MTB- MLE) learners will become a confident sharer and active participant. Broadhead (2004) shared that children need to learn to share so they can make and keep friends, play cooperatively, take turns, negotiate and cope with disappointment. MTB-MLE also helps develop the learners' creativity. Creative and collaborative participant in the teaching and learning process are what UNESCO has been looking forward in the implementation of mother tongue in Educative process. Johnson (2019) shared his insights that when designing learning experiences, teachers can plan and frame curriculum and provide tools that give students options, voice, and choice in order to enable them to be creative. Hence, the educators played a great and important role in the implementation of language policy in the classroom. It is essential that teachers should remember in implementing mother tongue in the classroom that creativity and imagination can be a fuel toward a better future and serve its purpose to inspire students.

The MTB-MLE education program was designed to produced types of learners who are able to see opportunity in everything even if that includes the learners cultural background. A learner who view everything positively under any circumstances are learners who are life-ready. An opportunity seeker is someone who can see a chance and jump into it and try making new things from scratch, fall, or success. In the classroom, employing mother tongue allow the learners to be able to think critically and create meaningful decision which made them engaged using the first language. This provide more at home feelings rather than be alienated by the language. Therefore, UNESCO viewed MTB-MLE as a tool to help learners become more critical thinker and wise decision makers. Auld (2019) employed critical thinking abilities for problem solving virtually daily from a young age. For example, we use these skills to solve puzzles and figure out how to arrange blocks into a tower. She emphasized further that early decision-making activities demanding critical thinking include deciding to wear warm clothes when it's chilly (rather

than striving to stay in swimmers year-round) or to restrain ourselves from reacting violently when we're irritated. As a result, critical thinking empowers students to make deliberate judgements rather than acting on impulse.

By engaging the student in a classroom, by allowing them to grow and see their worth, teachers teach them to become determine and passionate. When combined with other positive qualities like integrity, caring achievement, motivation, or a sense of justice, self-worth is a crucial factor in assisting adolescents in developing into successful, productive young adults (Jones, 2012). Children who know they are "worth something" are less likely to feel "worthless" when they occasionally fail or experience disappointment. She went on to say that developing a feeling of self-worth is a lifetime endeavor, but it is crucial to keep working on it during adolescence because this is a period when a person may go through a lot of situations that could make them feel self-conscious.

Thus, teacher should appreciate and never lose the chance to make the learners see their worth, especially that educators and learners spend most of their time together at school. The use of Mother tongue ensures to have Hopeful and sensitive learners who are able to develop strong and healthy identity. Furthermore, learners have high hopes and dreams for their own future. Allowing the learners to speak about their aspirations and dreams in life will greatly affect them, enabling their mind to work and able to empathize with other beings. According to Price (2021) teachers can be extremely instrumental in helping sensitive students deal with these anxiety-filled situations and they are tasked with helping to contribute to the overall learning experience of children.

In addition, by using and implementing MTB-MLE in the school, give more room for learners to learn at their own pace and language. Children must be prepared to step out of their own path and find their connections among other children so that they grow to understand the diversity of the cultures across nations. Learning from his own pace means that students in the same social grouping (often grouped by age, grade, etc.) do not advance through material at the same rate rather, students move forward at a rate or pace that is best-suited for each child to allow for maximal learning and mastery of content (Hochman,2016).

Challenges faced by teachers in implementing MTB-MLE. 'While the mother tongue policy and spiral progression approach have laudable intents, there are several gaps in their implementation' Gatchalian

(2021) stated in urging DepED to resolve the gaps in MTB-MLE. While mother tongue is implemented throughout the country, it is inevitable to have affecting variables that detach it away from its perfect plan. Educators poured out their heart in sharing their numerous experiences in implementing MTB-MLE. These challenges reflect how education system in the Philippines needed to be navigated in a new and different direction. Several issues and challenges will shed light to changing old patterns and practices and encourage every educator to view things in different light.

L1 is different across the country. L1 or the First language of each learner in separate regions are different. Philippines is a multilingual and multicultural country, therefore implementing MTB-MLE is a task that needed to be fully embraced by the teachers. In other places, the situation might be worse. According to Gubalane (2013) children speaking a particular dialect might be taught with another dialect because the Department of Education only considers 19 dialects in its MTB Learning program. As of 2014, the Department of Education (DepEd) has 19 major local languages as medium of instruction from Kinder up to Grade 3 under the Mother Tongue-Based Multilingual Education (MTB-MLE).

The 12 local languages used in MTB-MLE are Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaoan, Maranao and Chabacano. This wide spectrum of language in the Philippines caused a confusion on language translation. When the first language of the child must be used in the classroom, it is essential that the educator is speaking the same mother tongue or have been trained to use the same language as the child to decrease the chances of having mistranslation of words and to avoid confusion on the part of the learner. People in different parts of a country tend to develop and use a provincial language as a result of the influence of other languages or gradual changes in pronunciation of a particular language or culture that had influence the community.

Scarcity of references and resources. On a situation where the lack of resources and references for learners with different mother tongue should be addressed. Other study stated that the scarcity of instructional materials which hinder the enhancement of the reading, listening, speaking and writing skills of the learners (Alberto et al., 2016). Sahora (2018) discussed that the unavailability of learning material in the mother tongue, untrained teachers and absence of specially developed bridge courses are issues faced

while bringing out-of-school children into the mainstream and that the Special Learning Support Material should be provided in the mother tongue of child and the educators should be trained and fluent in the mother tongue of the child. The ultimate aim of any education system is to equip children with the numeracy, literacy and wider skills that they need to realize their potential (Watkins, 2013). The Department of Education provided kit and textbooks; however, this is limited to minor spoken language. Reforms failed to resolve chronic shortages in textbooks and school buildings, and a revised curriculum and new instructional policies did not produce desired outcomes as real government spending on basic education failed to catch up with population growth and inflation (The World Bank, 2014). This is, as a matter of fact, a national mandate to implement MTB-MLE, but little is known about the implications of this national mandate on the community level.

Lack of vocabulary. Vocabulary is one of the most essential parts, along with phonetics/pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011). When there is no wide range of the words or phrases used in discussing the lesson using mother tongue; therefore, it is considered as one of the problems being encountered by the teachers (Lartec et al., 2014). Vocabulary is significant for written and oral discourses in any language. a study on teaching vocabularies, vocabulary is a large stock of words in a language. Memorizing a large number of vocabularies in any language can help the speakers to communicate with people effectively. (Ojira, 2015). As a matter of fact, the learners fail to perform well in both oral and written communication in the particular field and when the learner fails to utter or use a particular word in discourse, the flow of speech is interrupted (Halik et al., 2021). Yang and Dai (2012) report that in learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its words with unlimited shifts in meaning caused by various contextual variables.

Lack of teacher - training to teach Mother Tongue. Training for teachers are essential activities to be conducted to increase their efficiency. Surbhi (2019) define training as the process of increasing the knowledge base and skills of a person, to prepare him/her for efficiently performing the job assigned. It is an organized program, to add to the skills, knowledge, competencies and abilities and also to make changes in the attitude and behavior of the employees, to assist them in performing satisfactorily.

Taylor's scientific management theory implies the idea that the appropriate tool shall be use to increase the efficiency in the workforce. Likewise, appropriate training for teachers to teach mother tongue should be conducted to increase the teachers' efficiency in their profession. Hunahunan (2012) further emphasized that every teacher teaching mother- tongue should be sent to trainings because the mode on merely 'echoing' the training to those who were not able to participate would be less effective. Dutcher (2004) stated the teachers need training in using first language in the classroom and that the materials have to be appropriate, available, and interesting to the pupils, as well used. The training should be according to the need of the teachers and must be relevant to help them become effective teachers.

The amount of support is not enough. Support is essential for human race to survive. The Department of Education (DepED) clearly demonstrated support to their employees in the field. From psychological factor, monetary allowances, trainings, and activities that awakens the teacher's love for the profession is evident. However, the amount of support from government is not enough. For reasons such as a.) Trainings are not for everyone. Teachers should be allowed to join and participate trainings that are necessary the curriculum and in his profession; b.) Trainings should be conducted at least twice a year. Updating skills and abilities of teachers should be put priority for they are the models and implementers of the curriculum. Their mastery, by any means, should not falter for the generations of learners. According to Calinawagan (2016) the teachers must be trained in the techniques of linguistic and cultural analysis through the Department of Education's support and supervision.

Coping Mechanism of Teachers to Overcome Challenges. Teaching is not an easy job. It requires commitment and effort to work in pressure and to become efficient at a task. Challenges are part of living and an everyday battle and teaching can't just be an exemption. Challenges pose risk in the teaching-learning process and threat to teacher's teaching styles. However, in the long run, teachers are able to find alternative solutions to overcome and alleviate the different issues encountered – and MTB-MLE teachers were not an exemption. The following are list of strategies how teachers carried-out their lesson using mother tongue.

School – level Localizing or contextualizing learning materials. To have a breakthrough of the intensified dilemma in mother tongue, educators are called to

design instructional materials to be localized or contextualized. Materials being used in MTB-MLE were not specified or language are not translated into different languages especially in the minority. Hence, language translation may be a cause of issue. Teachers designed materials in a school level, on their own expense of time and interest. Localized materials help for better and faster language translation. The importance of contextualizing and localizing materials lies very deep on the interest of the community that enhances the meaningfulness of learning.

The study of Manuel (2019) emphasized that the learning materials used in the teaching-learning process must be adaptable to the local needs and preference to make learning more accessible and open to all. Nuqui (2017) define contextualization as an educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners. In addition, she emphasized that teacher should know how to translate or transform topic or lesson into simpler and specific with accordance to the locality to stay on top of their game.

Remedial Instruction. Remediation work as a form of cooperation and supportive learning between students and teachers aims to cater for individual differences, help students who lag behind, develop interpretation skills and help students in critical thinking skills in the learning of map work (Chikwature & Oyedelle, 2016). This requires pupils to stay after class hours for an extra learning especially for those pupils who have difficulty with the lessons and for those who are behind in their lesson. This means that the teacher will tutor to accommodate all the learners' despite of their levels of intelligence (Lartec et al., 2014). It is another way of dealing and purposively conduct a supplemental support for the learner. Hence, remedial instruction can be used by teachers to propagate the learners on skills they need to develop and on undeveloped skills to be discovered.

Learning the language of the community. For teachers, adapting the school's community is one way to become flexible and adaptive, and be able to grow as one with the community. The use of community resources is another way the teacher can build good and healthy relationship and educators should prepare his class for such resources to insure the best learning experiences. Building such relationship takes communication to express interest and ideas. Furthermore, Rossell (2019) shared his insights that developing a shared language build community and when everyone uses the same vocabulary, the

community becomes more close-knit and there is a greater sense of camaraderie. You can shape community behavior with positive language. Thus, the teacher is required to learn the language and must learn how to communicate with the people. Teachers should have a good relationship with the community to be able to create a good learning environment.

Do research and be creative. One style of teaching is not enough for teacher who aims to attain his goal therefore a teacher conduct research and be more creative in teaching. Sticking to one's style is a legacy, yet teachers deals with different learners with different learning ability with different characters. Salleh (2014) concluded that most instructors do research to improve practice while gaining information from theory, but the goal of academic research is to develop new knowledge. They don't have to do a comprehensive literature review. The goal is to find material especially relevant to the classroom teaching method they want to experiment with or learn more about. As a result, to be effective in the profession, teachers must develop new methods through study and increase their flexibility while imparting knowledge to their students.

Attend trainings and workshops. What a person have known and learned should not be the end of learning but it should take a lifetime. Learning is a lifelong process that a teacher should continue to search for upgrading and leveling-up their acquired skills. Attending to training and workshop is a vital part for teacher to keep him updated of the new trend in education. Personal research is not always guaranteed to keep a teachers' flame to light however, trainings and workshops kindle the passion of teaching.

According to Mondal (2020) without proper teacher training, it can prove risky to experiment with the practical teaching methods in a real classroom environment, as the students may fail to properly grasp the concepts and fail to perform to their desired levels. He continued that a different approach may give a better learning experience as opposed to the one being used by the teacher at present and such different approaches of teaching a concept must be clearly understood by the teacher, so that alternatives can be used in the event that one fails to produce the desired results. In addition, through the adoption of correct procedures, a teacher can gain a student's confidence and help them learn more effectively.

Methodology

The research was a qualitative study employing

phenomenological approached hence its goal was to explore the perceptions, experiences, challenged, and coping mechanisms of teachers who handled and taught MTB-MLE. The fundamental objective of this approached was to described the nature of the occurrence of the phenomenon (Creswell, 2013) and how these people responded to the situation (Giorgi, 2012). Phenomenological researched was a deep investigation of what experience meant to people and required researchers to focus on those experiences of a phenomenon to obtained comprehensive details that provided a basis for reflective structural analysis that ultimately revealed the essence of experience (Bliss, 2016).

Research Participants

The research participants were ten (10) teachers who were currently or previously teaching MTB-MLE from selected schools in Monkayo East and West District and were selected through purposive sampling. The schools were chosen based on their rich cultural background and teachers were selected based on the researcher's personal judgement and intellect by looking at their similarities – they are all public-school teachers implementing MTB-MLE in the classroom.

Furthermore, the participants would be given informed consent so that they can be free and will voluntarily participate in the study – willingly share their experiences as a teacher that teaches MTB-MLE. In addition, the participants were given pre-orientation about the purpose of the study and asked to participate in an in-depth interview (IDI) as a means of data collection. To Donyie (2007) it is important to informed the participants that their answers were valid and that there is no wrong answer because it is based on their own opinion and experiences. The responses of the participants were gathered using semi-detailed interviews with predetermined and validated questions. The data will be analyzed using thematic analysis. The use of aliases is needed to cover the identity of the participants.

Instruments of the Study

To had a clearer view on the teachers' perception in implementing the MTB-MLE, the experience and the challenged they faced and also, how the teachers cope up with the challenged the researcher used In-depth Interview (IDI) among 10 participants who selected through purposive sampling.

The study was qualitative research; therefore, the role of the researcher was to attempt to access the ideas and



perception of the participants. It involved people discussing things and topics that some were personal to them. Some relevant experiences of the participants were fresh from their trail of memories that might have a flashback to those certain episodes of their lives that may be difficult and painful for them. Therefore, Sutton and Austin (2015) suggested that the researcher should protect their responses and identity, especially on the most confidential topics.

Since phenomenological approach would be used in the study, the researcher would have to explore on the experiences of teachers teaching MTB-MLE and their strategies to cope up with the challenges through an in-depth interview. The researcher would undergo several stages in conducting the in-depth interview. The seven stages explained by Fink (2000) starts from thematizing. This was the first stage in conducting the in-depth interview. It is a stage that answered the what will be studied, why it is being studied, and how it will be studied. The answers shall be used to the basis of the study to be conducted.

Research Procedure

The researcher asked permission from the Schools Division Superintendent to conduct the study within the division of Davao de Oro through a letter. Essentially, the researcher also needed to ask the office of the Mayor to allow the researcher to explore and ask files from the Municipality of Monkayo's archive, that are used in the study.

This study would use an interview guide question created by the researcher as a qualitative analysis method. The researcher would use a script containing the list of questions to keep on track and to ensure that all the topics essential to answer the research questions were covered.

During this new normal, the researcher would follow and observe the precautionary safety health protocols in conducting face-to-face interviews and shall require the researcher and participants to wear a facemask, observe social distancing, and sanitize before and after the interview. During the face-to-face interview, the researcher will use an audio recorder to record the interview. Each interview must take a maximum of 60 minutes. The data gathered will be transcribed and analyzed.

Ethical Consideration

One important process that qualitative research must undertake was the ethical consideration. Bhasin (2020) explains that ethical consideration was the principles

and values to be followed by the researcher in conducting human affairs such as interviews. Hence, the researcher wrote letter of intent to the direct authority of the teachers which was the Schools Division Superintendent (SDS), then to the district supervisors, and lastly to their school heads or their school principal. After the approval to conduct the study, the researcher had to write a letter to the research informants containing the purpose of the study and their consent to participate in or decline the study. The researcher should always remember that participants should be free and should voluntarily participate in the study.

Confidentiality of the data and the anonymity of the research informants shall be always observed and practiced. With the collected data, the researcher would use alphabetical marking and coding methods so that the informants remained anonymous. On the interview, the researcher informs the research informants that the session shall be recorded through an audio recorder. The informants are instructed about the duration time of the interview. Using a semi-structured interview, the informants would be given enough time to elaborate and share their ideas about the questions.

Results and Discussion

Teachers view on MTB-MLE as Learning Area. After a thorough content and thematic analysis, 3 emerging themes has been considered by the informant as a relevant to teachers view on MTB-MLE as Learning Area and these themes are formidable as Not suited for all learners and is not applicable in all areas, it is an additional workload and adds difficulty to the learners and to the teachers, and Bring difficulties to learners and teachers.

The result showed that there are three prominent themes among the informants within the division of Davao de Oro and that these are viewed as relevant themes to further externalize the perception of teachers in the implementation of MTB-MLE. The first theme generated is that MTB-MLE is not suited for all learners and it is not applicable in all learning areas.

MTB-MLE has been implemented and adopted by the Department of Education for a decade and it gathered different views from educators throughout the country specifically in Schools of the Division of Davao de Oro and have gained unfavorable feelings towards its implementation. Bernardo et al. (2018) study showed that teachers had moderate difficulty encountered on

the curriculum guide such as vagueness of the topics, and the lesson to be covered; the achievement of the lesson objectives, proper sequence of topics; familiarity of the terms used due to variety and variation of language used which is different from one locality to another; coverage of the lesson is too congested

The curriculum of MTB-MLE focused on content and performance standard and learning competencies for every learner however, the reality affects teachers and learners as it dived and put into real classroom scenarios. Alberto et al. (2016) debunked that there are issues in teaching mother tongue in four macro skills known to us as reading, listening, speaking, and writing. The occurrence of these issues has known that the MTB-MLE is not suitable for all types of learners and it does not apply on all learning areas as it has wide and vague presentation of its focus is mainly because there are various language spoken in school and the learners even the teachers, are not exposed to mother tongue. According Monje et al. (2019) it is one of the common challenges encountered by MTB-MLE curriculum in terms of program theory is the presence of many spoken dialects in schools. With that, miscommunication and confusion with understanding of the language is an apparent and uncontrolled factor to disrupt the learning. Additionally, the Asia-Pacific Multilingual Education Working Group or MLE WG (2013) cited on their presentation that there are still a lot of education officials who are unaware of the linguistic diversity in their own countries and prioritize the promotion of the national and international language. Hence, these issues bring difficulties to the teachers and to the learners.

Furthermore, curriculum and textbooks provided for MTB-MLE program were sought to be misaligned in terms of language. The issue arose from the main problem that there is more than just one language across the Philippines. Hornberger (2002) implied that the ideological and implementational domains of language reform must be given attention when studying the way national policies are understood and enacted at the ground or local level. Thus, indicating that teachers must continue to improve and work on their skills which only signifies the claim that MTB-MLE is a program that is another workload for educators on field. Despite being labeled as an additional workload, MTB-MLE strived for a decade, regardless of the issue in its implementation.

Teachers view on MTB-MLE as Medium of Instruction. Aside perceiving MTB-MLE as learning area, this is also viewed at medium of instruction. Two

well-known emerging themes will be discussed in this section which are Easy to Give instructions and It is a Big Help. Informants confidently shared their experiences on this theme.

According to an online forum known as varlyproject.blog (2021) Using Cebuano or Sinugbuanong Binisaya as a medium of instruction, makes the teachers comfortable in the thorough explanation of their lessons. It also helped both the teachers and the students in broader understanding of their lessons since it is exemplified using MTB-MLE. Indeed, using mother tongue or the local dialect of the learners will help and allow the transition of learning to flow in an understandable way to learn. Aside from giving a better flow of learning, using mother tongue as medium of instruction indicates positive relationship between the first language as medium of instruction and learning achievement (Karikari et al.,2022). It has been proven that using mother tongue build the very foundation of early grade learner's comprehension. To Bolado (2021) by means of using the learners mother tongue, learners are more likely to engage in the learning process since the use of mother tongue in early grade levels lead to a better understanding of the lesson.

Moreover, UNESCO (2018) stated multilingual education based on mother tongue empowers all the learners to take part in the society and that mother tongue is a key factor for inclusion and quality learning outcomes and academic performance. Thus, it helps the students and teacher to foster greater understanding of the lesson through the medium of instruction using the mother tongue dialect. Aside building strong comprehension, MTB-MLE, when learners understand the topic, there will be a massive interaction and collaboration between learners.

Experiences Gained in Implementing MTB-MLE Curriculum

In this section, the experiences of the teachers while implementing MTB-MLE will be discussed. Four themes emerge as the informant responses were analyzed. The themes are that teachers are Confronted with Difficulties, they experience Difficulties Due to Lack of Training, Confusing and Challenging, and are not satisfied.

Educators, as said, the core implementer of the curriculum in the ground level. Thus, they experience a lot in dealing with the learners and instituting the curriculum. Undeniably, educators were confronted with difficulties in implementing MTB-MLE. One

evident is the difficulties in understanding for teachers who were assigned in schools that belonged to the IP community. The teacher's knowledge in the mother tongue of the learner is limited. We must not forget that our country has various dialects, thus when the mother tongue of the teachers does not match with the learners, there would be a plausible confusion and clogging with the stream of learning.

Alberto et al. (2016) cited that the implementation brought issues and challenges among teachers who are not properly trained to teach the discipline or trained yet felt inadequate to teach due to lack of instructional materials and fluency in mother tongue. Hence, there are difficulties reigning to light due to lack of trainings intended for teachers. A familiar online forum, Learning Matters, on The Importance of Teachers Training Program published on 2022, stated that one of the major benefits of teacher training program is professional growth. It is when teachers attend training programs that they were able to learn new ways, methods, strategies, skills, and tools that upskilled them and allowed the educators to feel confident and motivated to teach. However, with less to zero training given to teachers, the incident would made them feel unfavorable emotions toward the program.

Curran (2021) elaborate training for teachers addresses challenges that teachers may be facing within the classroom and gives the teachers the skill or training required to overcome them. In fact, various trainings are need for teachers, she added, because not all student responds to the same type of strategies. Therefore, training for teachers will help them design, craft, modify, and build new strategies and techniques to help them with the current issues in implementing MTB-MLE.

Another prominent issue shared by the informant is that the MTB-MLE is a confusing and challenging program. What made MTB-MLE a challenging and confusing program is rooted from the fact that our archipelago is grounded with too many cultures and that includes language. Some informants shared that the confusion stems from the varying language of the local community. With variations, the terms from other dialects might carry unfamiliar meaning and fumes confusion towards the learners and the teachers during the teaching and learning process. The challenging thing about the implementation of MTB-MLE is to look for the references that fits to the mother tongue of the learners. According to Hall et al. (2010) no teacher is effective in teaching without the appropriate references that are based on the two components known as the government curriculum

goals and the pupil's prior knowledge, culture, and value systems. Indeed, the absence and scarcity of reference and materials are things that undermine the skilled and talented teachers on field.

Some educators on field felt not satisfied with the knowledge they have about the MTB-MLE. However, this feeling stems in the fact that a lot of materials and reference are not present and that the needs for training is highly anticipated for teachers who are new to the Department of Education. When a teacher is not satisfied with his job or his work, he eventually ends up being pessimist on the job he landed or becomes passive in the workplace. Job satisfaction, as define by Singh (2021) is a feeling and emotion of an individual towards his job or work condition and the degrees of satisfaction will reflect and show in the teaching environment. However, it is also defined as personal feeling that varies from one perspective to another.

Advantages of implementing MTB-MLE in Teaching and Learning Process

On this section, the discussion will lead on the advantages and disadvantages of implementing MTB-MLE in terms of teaching and learning process. Emerging themes are grouped in advantage and disadvantage series of events. The advantage of implementing MTB-MLE clutches the fact that it helps the learning flow easily and smoothly, helped the learners comprehend the lesson, helped the teacher made the lesson easier, and allowed learners to communicate and express their ideas.

The lesson, navigated with an appropriate strategies and complete reference, sure will help the lesson becomes easier to understand and smoothly creates a series of experience for learners to be able to share and communicate their ideas. Multilingual and mother tongue education is not a perfect model that fits in all context, it takes in several forms and thus, the school and the community should determine and identify what works best for them (Rutu Foundation, 2022). The use of mother tongue in the class also favored the teacher and the learners in terms of comprehension and communication between them. By using the mother tongue of the learners is also more likely to get support of the general community in the teaching and learning process and creates emotional stability which translates to cognitive stability. In short, Bolado et al. (2021) meant that it leads to a better educational outcome.

MTB-MLE progress in our country, the Philippines, as it helped the literacy of the students in language. In

fact, with the utilization of mother tongue in the classroom allowed learners to become an active participant in the learning process. Bang (2015) stated that language is a key to inclusion. If the children cannot understand, they won't learn and even if children from ethnolinguistic minorities manage to enroll at school, they are often unable to follow classroom instruction. Thus, MTB-MLE significantly draws relevance in the depth of education. With this, learners are graced with confidence and eloquence and equipped with comprehension. This program also enables teachers to work with ease and ensure that learning has been passed to the learners.

Regarded as that, MTB-MLE also proved that it provides an alleyway to make the class interactive by allowing the learners communicate to one another, speak from their own experience and communicate their ideas. In addition, the mother tongue builds relationship between teachers and learners and is able to make classroom instruction understandable as it should be to avoid miscommunication and confusion.

Disadvantages of Implementing MTB-MLE in Teaching and Learning Process

The reasons of MTB-MLE garnering disadvantageous views from informants will be discussed in this section. The disadvantage of MTB-MLE revolves around the fact that Mother Tongue is the language spoken at home and utilizing it at school fundamentally made learners at home and at ease to the extent of being dependent to the dialect.

Becoming dependent to the language is quite an issue with the implementation of MTB-MLE. Mother tongue is the first language of the child and that should be learned first. In fact, with the policy guideline of the Department of Education, stated that learning language is not limited to mother tongue alone but rather, mother tongue or the L1 is useful to learn L2 and L3. However, the informants saw different light in the mother tongue dialect and somehow it leads to them having different perceptions. As a child, progress on to learning new things using the L1, they will be exposed to high risk of dependence to it especially in terms of comprehension and speaking new language. According to Tremblay (2021) when language shares more similarities but still have slight differences, it can be harder to learn especially the second language learners to use the correct speech cues to identify words.

Not enough materials intended for the implementation of MTB-MLE is another emerging theme that are

fundamentals in obtaining higher chances of achieving the goal of MTB-MLE. Dekker and Young (2005) exposed that with few books available for most of the 170 language of the Philippines, materials development appears to be daunting task. In fact, for educators who aims to promote literacy in the mother tongue, learning materials are necessary to attain their aims. Also, the study of Hunahunan (2019) explained that the most prevailing problem in the implementation of MTB-MLE is the inadequate supply of textbooks. The success of MTB-MLE also relies to the quality of learning materials used and provided. Hunahunan (2019) added that the number of materials in teaching mother tongue is insufficient and these materials used sinugbuanong binisaya which is actually not the exact mother tongue of the pupils. When provided with inappropriate materials, learnings are delayed and projected to different direction. This might lead the learners into confusion or sharing the low proficiency level. Thus, putting the correct effort in the development of materials will help the program becoming more realistic.

Language barriers also emerge in the theme. Gratis (2022) defined language barrier as any linguistic limitation that creates confusion or prevents comprehension. A barrier, as Gratis (2022) continued, could refer to national and cultural languages. When language is imposing confusion to the learners, that is creating barriers. These barriers stem from variations of mother tongue between the teacher and the learner, brings about the globalization and diversity of our culture. Clearly enough, when language do not match between the learners and the teachers, confusion will occur within them. These confusions will clog the flow of communication and block the possibilities of learning and building new experiences. Thus, language barriers caused by differences in dialects will put learners and learnings at risk.

Challenges Encountered in Implementing MTB-MLE Curriculum

Challenges are fine and are just natural phenomenon while we strive for success. Leaping through the challenges or not, will be a matter of choice. The structured theme was generated after the deliberation and careful analysis of the responses, from it the different emerging theme came to light. In this section present the discussion on the translation or decoding of words, finding suitable materials, additional workload and lack of trainings.

Language is a complex structure that follows organization of letters, sounds, and words. It also

comprises reading and comprehension, therefore language is often called the heart of communication. However, with the variations of dialects or languages, it has been labeled with confusion. Translation could be defined as code-switching, which means that it is a specific linguistic action of alternating or combining two or more language. Code-switching, according to the United Language Group, revolves around interchangeably using words and phrases from different language as they suit the situation.

Teacher may use code-switching to establish a good rapport with students in order to show them that they can be trusted and make them comfortable in class environment. Also, teachers may code-switch to help clarify the unknown content ideas. Thus, Allowing the students to build critical background knowledge. (Romburgh and McGuire, 2014)

Translation of words to make more emphasis for meaningful learning improves the quality of learning and learners also. In fact, translating helps build comprehension. Although it is very challenging for teachers and student to understand words that are unfamiliar to us, it is still effective to unlock the difficulties in language. It might be rarely seen as important, but it helps the learners enriching their vocabulary, gradually.

Finding suitable materials for learners is another experience that we need to look after. Appropriateness of learning materials, used in the classroom helped teachers attained a good result. The instructional materials are helping tool to achieve the learning competencies for specific lessons. However, MTB-MLE teachers are having difficulties in crafting and designing the suitable instructional materials. One significant objective of the implementation of MTB-MLE curriculum in the Philippines is to utilize and design localized and culturally responsive instructional materials. However, the statement was argued by the study of Mangila (2018) that due to the inconsistencies on the cultural disclosure, the instructional materials created and used by teachers are not culturally relevant to all. Utilizing didactic materials fall short of MTB-MLE's noble objectives, eventually this will create more problems by making the gap wider between the learner's native language and other culturally remunerative dialect. (Melchor, 2019)

Another exposed experiences by the informants is that MTB-MLE is an additional tasked for them and that they lack training. For educators who already have a lot in their plates, this could mean an additional workload. Implementing MTB-MLE does not only the

time but also the dedication of the teacher. As such, these tasks under MTB-MLE are reports on proficiency level, reading assessment results, and preparation of daily learning materials. On the other hand, training for teachers and other relative activities that will boost the teacher's skills that will help them outshine the challenges should be carried out for them. Ibao (2017) stated that trainings and seminars that can increase their academic faculty, enhance their teaching skill, and communication and develop their teaching personality should be done by the Department of Education. In order to help the teachers, alleviate the taunting reality of the implementation of MTB-MLE and the like program, the department should pick the appropriate training for that upskills them.

It is not only the instructional materials that we have to choose appropriately, it also applies to designing training for teachers. A training that would fit according to the demand of the society. MTB-MLE program was implemented and enforced by teachers but without undergoing proper training is like going to a war without a weapon, and that's unfavorable. The scenario is likely to have happened in the realm of education which impaired the effectivity and the immensely dynamic objectives of the program.

Challenges Encountered in Implementing MTB-MLE curriculum in the Preparation of Instructional Materials

The challenges encountered in implementing MTB-MLE in terms of instructional materials shall be discussed on this section. The challenges will revolve around the preparation of the instructional materials which are vital in the success of the class. However, with the different cultural background of the students and the teacher, challenges are ought to surface. There are three emergent themes that were generated through the responses. These are the Appropriateness of Materials and the limitedness of resources, confusion with terms and no challenges at all.

Choosing the appropriate instructional materials or learning materials lies with the fact that educators considered the learners' cultural background, and their ethnolinguistic roots. It is also the factors to consider in crafting and designing the materials that corresponds to the learner's need. According to Leege (2016) Once the teacher had the access to materials, they need to teach the student and families have resources to help their children, students can thrive; Also, children who had access to instruction in their mother tongue were significantly more likely to enroll in and attend school. On the matter of limited resource,



the best thing to par with limitedness is our creativity and resourcefulness. Learning to bend with the challenges is another form of success. Hunahunan (2019) argues that to ensure that primary grades receive a high-quality education, teacher training and instructional materials should be prioritized..

Confusion with the terminologies in mother tongue is rooted in the country's rich culture which is blessed with various ethnic groups that has various dialects. Since our culture is composed of exquisitely unique language all throughout the country, our education system dealt the impact brought about this matter. The study of Alemania (2013) cited that many Filipino Children entered school and were taught in language that is not known to them, results lead to a poor performance of the learners, whether in examinations or activities. In addition, result showed a low retention and low learning outcomes.

With all the challenges presented, some other informants opted not to view the experience they had with MTB-MLE as challenging but choose to see the light and opportunity to enhance their capacity, improve their skills, and continue to learn. They pointed out that since we are educators, we are likely to find alternative solutions that is beneficial for teachers and for the learners. Known to be flexible and resilient, teachers uphold the virtue of being able to design, craft, or create things at hand.

Challenges Encountered in Teaching Approaches and Strategies in Implementing MTB-MLE

How teachers utilize their skills and how they utilized the crafted materials will be based on how teachers plan their lesson. Approaches and strategies are techniques used by teachers to help the learners develop knowledge and skills. In this section, emergent theme will be discussed accordingly. These themes are translation of words, Time Consuming to Prepare, and Having diverse culture and Finding Suitable Strategies.

Translation of words often referred to us as code-switching (CS), and during the class it helped and integrated mostly in the part of lesson where teachers unlock the difficulties. Nordquist (2019) explained in the study that code-switching happened often in conversation, discussion, or public speaking than in writing and it is a skill that holds benefits in relation to the way success is often measured in institutional and professional settings. To avoid confusion, it is necessary that educators should apply code-switch and translation. Also, translation or code-switching in

schools is practically done when teacher is having the discussion in the class or the student speaking from their own perspective and when both had a deeper understanding and vocabulary in the vocabulary.

MTB-MLE is consumes time in the preparation of lessons and learning materials. To attain a meaningful learning experience, teachers always made sure that their lesson provides room to have an interactive lesson. However, providing and engaging the students to an enticing learning environment the teachers are required to give ample time crafting and studying the materials and resources at hand.

Having diverse culture and finding suitable strategies are challenges arose during the interview of the informants. These challenges are brought about the diversity of our culture. Philippines is known to have been influenced by many other cultures and that includes even in our language. As a result, we are drawn to be a multicultural country, speaking various of language. According to Jiang (2000) language and culture are inseparable and that language simultaneously reflects culture and is influenced and shaped by it. The need for teachers to study the language of the learners, implied that they are willing learning the culture. In fact, studying helps educators to become aware of the language. When a teacher study the dialects and had enough knowledge in these things, they are likely to decide and find suitable strategies that would help learners become more engage in the class. When confronted by an unfamiliar language in the classroom, progress becomes next to impossible. (Saavedra et. Al, 2021)

Challenges are inevitable, it has been constant to keep us motivated and working at our finest. Although challenges, are undeniable push us to the edge sometimes it is nevertheless, helpful to make us all work for the better every day.

Best Practices Done to Overcome the Challenges Encountered in Implementing MTB-MLE

Amidst the challenging world, people also are adapting and doing their best to counter these challenges. In education, where the different issues and challenges in curriculum are rampant, teachers are doing their best practices to overcome or to cope-up with the challenges. In this section, the discussion will lead on to the themes under this structured theme. The emerging themes are Study Learner's Language, Focus on Reading, IP month/week Activity, Do Simple Research, Contextualization and Differentiated Instruction, and Embracing and Connecting to the

Community.

Studying one's language enable us to discover the root of origin of a certain person or group of people which means that, when we take a look at a language, we will also learn the history and story of their culture. This gives the emphasis that when we learn a language, we will also learn some other things. Thus, teachers should take the chance to study and take that closer look. However, we should take into consideration that learning a language is not easy and hard to accomplish. It requires you to serve your passion, consistency, hard work and dedication. It does not only involves writing system, or the sound or even the grammar rule, but rather it involves the basic skills as writing, reading, speaking, and listening (Middlebury Language School, 2020). Also, learning the learners' language helps educators view the life of the pupils. Learning the language can give us the insight into their cultures. Thus, teachers will understand the life of and the manner of communication of the students. Hence, the learnings are enough for teachers to provide learning experience that are relevant to the language of the child.

To focus on something is to set goals and plan for it to attain success. One best practice surfaced after the analysis of the responses was teachers focusing on reading to address the challenges in curriculum. Keyser (2021) explains that reading as fundamental in helping us find and convey information, also reading is an essential skill that developed at a very young age. Indeed, reading plays a vital role in the literacy of the of people. The relevance of reading allowed students to grow and develop other fundamental skills. In fact, Collier (2019) cited that through reading we can learn new words and phrases experience a range of emotions, and acquire skills and knowledge.

Hence, it is a fact that reading plays a significant role to the learning of the students. Moreover, regardless of the challenges, educators felt the importance of reading for pupils cannot be undermine because it could bring successful learners if the discipline is executed properly, starting from the early grade. Therefore, the utilization of EGRA or Early Grade Reading Assessment falls under the implementation of DepED order No. 57, Series of 2015 which shows and deliberately explained on the process of gathering data and assessment flow. The EGRA tool is used for evaluating and monitoring the implementation of MTB-MLE and this has been supported by the Department of Education too well. These facts, commend that reading has been regarded as important aspect in learning and will definitely support the

learners.

Putting importance to the community by giving and honoring the culture and tradition they have, is paying respect and attention to the ties built in the stakeholders of the school. Celebrating IP month/week, is a form of giving and paying respect to the school community members' culture. United Nations (2022) stated that acceptance and recognition of cultural diversity are conducive to dialogue among civilizations and culture respect and mutual understanding. Recognizing one's culture made everyone feels they are visible and are seen by others. Educators who recognized the culture and ethnicity of the community are highly and likely to create a rapport in learning and development of the learners. Favorable consideration of themes, topics, and appropriate local materials shall be easier to craft. Therefore, when teachers had identified the qualities of the child's culture crafting and designing lesson and learning materials would be easy.

Moreover, giving emphasis and recognition to the IP or cultural identity of the learners brought sense of belongingness in the teaching and learning environment. Once felt by the learners that they belong to the certain environment, they will likely respond positively. Lynch (2023) further explained that when students feel a sense of belonging, they are more likely to succeed academically, behave positively, and feels more satisfied with the school environment.

Doing simple research would be the most realistic way to overcome challenges and daily dilemmas. Teachers pointed that doing research is one of the best practices that helped them trampled challenges that they experience in the implementation of MTB-MLE. Cutler et al. (2022) proved that research has many uses in teaching practice compared to having just presenting an argument, rather teachers can discuss practice with the colleagues to improve their knowledge, better understand a problem, or design an initiative in the classroom. Moreover, research can help educators to comprehend or understand what will work and why it worked and it does provide a justification or explanation for every actions and decisions. In fact, research also helps to build a pool of solutions, identify problems, record progress and failures. Therefore, researching allow the teachers to view and create unlimited ways to overcome challenges to their own dilemmas, provide conclusion as to what is necessary and what is not, which are to keep and which are not.

Contextualization and differentiated Instruction uphold

the list as one of the best practices that kept teachers overcome the challenges. Contextualization of materials will help the students understand and appreciate the lesson. When lesson is contextualized it will become and appeal 'real' to the learners. As a matter of fact, contextualization is bringing the lesson closer to reality. Agarwal (2013) stated that contextual learning motivates and encourages the learners to introspect and explore their talent and learning; in addition, they will be able to express themselves.

Meanwhile, differentiated instruction is a teaching approach that calibrate the students different learning needs. Sparks (2015) define differentiated instruction as the process of identifying students' individual learning strengths, needs and interest, and accepting lesson to match the learners. When using or applying differentiated instruction in the classroom, teacher must entail all possible reason as to why and what type of learning outcome learners should display. Also, designing differentiated instruction with the goal in mind that all learners will engage in the classroom and enhance the learning environment for all. Learners are unique from one another and has different needs therefore, teachers should become a tailor to craft and design the learning for each one.

To embrace and to connect to the community is another best practice that helped teachers overcome the challenges. Garnering support from the community on the educators endeavor in honing the children and instilling learning is relevant and strong driving force towards success. To engage community in the process of education helps create a collaborative effort for successful learners. Furthermore, when teachers know how to connect to the community, they will be able to use the available resources for teaching. It will also help them design contents and materials that are sensitive to the learners and they will be able to preserve the culture of a certain community as well. Therefore, to maintain a healthy learning environment, teachers should learn how to connect to the community.

Coping Strategy/Strategies the Teacher Employed to Address the Different Challenges Imposed by Implementing MTB-MLE Curriculum

This section will discuss about the coping strategies used by teachers to get through the winding path of implementing MTB-MLE. These challenges disarmed the teachers to get to the battle of teaching MTB-MLE in the classroom. Themes emerge as relevant topic to be discussed are Doing Research, Being Resourceful, and Contextualization, Contextualizing and Localizing

Materials, Unlocked Language Barriers and Provide Activities, and Being Open with New Learnings and Suggestions. These themes will be tackled as to how these strategies helped the teachers in the field.

Doing research is essentially part of being an educator. It enables the teachers to work in their interests and need as they propel on the investigation as they sail on to what the teachers and the learners going to do. Along the way, teachers who utilize research will find that it accelerates and enriches their skills and build collaborative contact among their classmates who have similar interests. So, researching things that are unfamiliar or topics that you want your students to learn, is an option for teachers to address challenges and difficulties with teaching. It might consume time but it is worth the effort. According to Huberty (2015) research introduces us to new ideas about a topic and encourages us to entertain new ideas. Perhaps, having a research helped teachers to welcome new learning especially in MTB-MLE and use them to share with the students.

Being resourceful, is another quality and strategy teachers utilized to cope up with the challenges in MTB-MLE. According to Asiegbu & Okpala (2019) teachers are referred as resourceful if they are able to apply all the requisite skills and competencies and abilities to maximize and expand the learning outcomes. Indeed, being resourceful is a skill that considers a lot of indicators before landing into being called one. A resourceful teacher is having the skills to look for various solutions or resources that will address the different need of the learners. Thus, to make learning and teaching process meaningful yet engaging for student, it is essential to be resourceful (Saraswati, 2020).

On the other hand, contextualization should not be left out. According to Llego (2022) when teachers contextualize the materials available, it can help students to make connections between what they are learning in school and the world around them. The role of educators is to help learners navigate new information that are valuable and useful in real life. Thus, contextualizing is a key player to tend to the learners need. Llego (2022) added that contextualizing can help the students develop critical thinking skills.

Contextualizing and localizing instructional materials and activities applied in the classroom is another relevant theme in improving the outcomes for quality education. Localized and contextualized materials is more useful if the content is meaningful and relevant to the lives of learners (Diodena, 2019). Learning only

became meaningful when taught with real object, experiences, and concrete examples. The study of Creus (2019) localization is a direct response to the traditional design of teaching is inflexible and irrelevant to the learner's lives; it relates to the curriculum of teaching and learning of specific subject have conditions of environment. The materials are therefore, carrying a factor to make or break the learning process of the pupils, but for teachers who knew how to contextualize and localize materials, will likely to succeed in attaining the objectives of learning.

Unlocking language barriers is one coping strategy employed by teachers to overcome challenges. Language is an important part of culture; we cannot deny the fact that it is very relevant to communications because it is a link that connects the world. Language is the key to communication, especially, within the classroom in delivering the instruction and for communicating one's idea. It is an evident growth, when learners learn how to communicate and express ideas through language in forms of spoken or written. According to Vanduijn (2023) overcoming the barrier is an essential step towards success in foreign country; Also, with the right approach and mindset, it is possible to adapt and thrive in a new environment. On the other hand, activities in the classroom plays a vital role in learner's daily life. Each activity conducted in the classroom has an aim to provide student a greater opportunity further expands and deepen their knowledge. Consequently, activities presented are for learners to elevate their knowledge, appreciate the lesson, and utilize their skills.

Another strategy pointed is being open with new learnings and suggestions. For educators who seeks continuous development, one must possess being openminded for every opportunity to come. Accommodating new learning without hesitation, builds a good character for teachers, because this is will allow them to grow and become a greater version of themselves. To accept suggestions, is another form that teacher is showing maturity, and use these suggestions as a leverage to prosper and succeed. This strategy roots in the personality development of teachers, as professional and as human being. Teachers should keep on learning and improving themselves, matching to the needs of time and educational trends. According to Sproul (2015) teachers should be critical in becoming a lifelong learner; excellent educators keep revisiting their materials and adjusting their skills throughout their teaching careers. Indeed, as an educator, we must not stop to seek knowledge to improve and change their ways of teaching when find

not effective or revised methods of teaching if found not useful to the students. On the other hand, teachers learn also from their students, therefore they need to pay attention to the pupils. In fact, Threlfall (2013) stated that one of the most important ways we, teachers, can be more teachable is by watching our own students and learning something from them every day. Hence, teachers should pay attention to the surrounding and listen to suggestions and welcome new opportunity to learn.

The cited strategies are found to be relevant in the teaching and learning process. The Department of Education may use these strategies to design trainings for teachers who implements MTB-MLE in their schools. Furthermore, these strategies solely rely on the experience of teachers in the field and may or may not similar to other places but these could be use as reference in other related studies.

Conclusion

I see no end in looking for the best way to implement MTB-MLE in the academic context of the program and no educational institution has perfectly implemented any curriculum. The quality of education, as well as the teachers are tested over the years of wallowing the best ways to teach the learners. Over time, the learners and the needs of learners change; One that is in need today, is no longer needed tomorrow. Therefore, educators are entitled to adapt to these changes and should be able to meet the ends to provide and secure learning. Despite facing different challenges and discrepancies discussed by the teachers in Monkayo Districts, educators continue to thrive and made way through it. Although, being immobilized by scarcity of materials and inadequacy of training, good teachers are always seeking the best possible solutions to make way of these turmoil.

It is not the limitedness that stops a teacher from being productive in the field, nor it is not the sufficiency that will mobilize them but rather it is their passion and dedication that pushes them to their best. Hence, the best practices and coping mechanisms are supporting teachers do so. These strategies are things done by teachers to find ways to do so much more in their profession. The best practices to overcome challenges discussed was emergent and viewed to be relevant in the teaching-learning process. Meanwhile, the coping mechanisms are directed to how teachers navigate themselves out of the challenging educative process. These mechanisms fueled the teacher's interest and build their confidence that they could do better in any

situation they are may be. To the teachers, who implement MTB-MLE, all their endeavor and efforts bears a sweet success in the teaching and learning process and are recognized. Amidst all the challenges experienced in the field of implementation of MTB-MLE there are still light that ignites hope, that one day, the educational system of our country will be elevated.

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