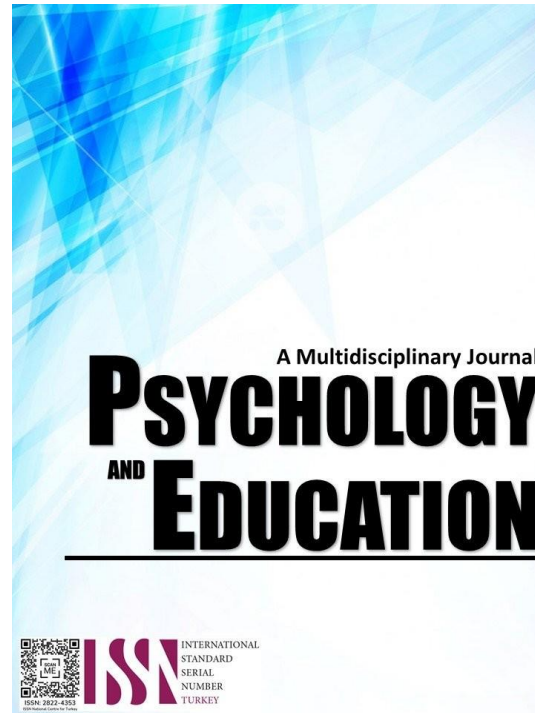


# **CHALLENGES AND APPROACHES IN TEACHING MOTHER TONGUE-BASED MULTILINGUAL EDUCATION OF NON-CHAVACANO PRE-SERVICE TEACHERS**



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## Challenges and Approaches in Teaching Mother Tongue-Based Multilingual Education of Non-Chavacano Pre-Service Teachers

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### Abstract

Employing a qualitative-phenomenological research design, this study determined the challenges faced by non-Chavacano Pre-Service teachers in teaching Mother Tongue-Based Multilingual Education. A researcher-made interview questions were utilized in gathering the data of this study through one-on-one interview to the participants which involved ten (10) non-Chavacano Pre-service teachers who shared their lived experiences in teaching MTB MLE. The study revealed that the challenges faced were (1) difficulty in language terms, (2) language barrier and (3) negative impact on performance which is summarized to one theme: ineffective instruction. To become effective teacher who teaches MTB MLE in the future while being a non-native speaker of the mother tongue of Zamboanga City, the respondents revealed the approaches to address the challenges they faced: language reinforcement—from (1) asking help from their co-PSTs and their mentors, (2) code switching native language to English and Filipino, and (3) learning the language itself. The prevalence of challenges faced in teaching MTB MLE pose a warning and a motivation for future non-native PSTs to start learning the mother tongue of the place they would be assigned to teach and to learn the other languages prescribed by the Department of Education.

**Keywords:** *challenges, language policy, mother tongue, multilingual instruction*

### Introduction

Learners learn best when they have a strong foundation of their first language—their Mother Tongue. When topics and lessons are delivered in the language that learners understood most, comprehension and retention were evident. In the Philippines, this was proven by the three (3) Language-Teaching Experiments known as the Iloilo Experiment in 1948 to 1954, Rizal Experiment, and the Iloilo Experiment II (DepEd, 2016). This helps the learners in their later skills in reading, writing, and speaking as well as acquiring their second and third language. Language policies in education did not only aim to develop learners' literacy skills but hones their social, cultural, and economic awareness. With these reasons, the Department of Education had implemented DepEd Order No. 74, known as the Mother Tongue-Based Multilingual Education (MTB MLE) in the country, requiring teachers to teach primary grades using the first language of the community where their school was situated.

Having said that teachers were given the role to teach with the first language, teachers should undergo training to have the necessary qualifications. Training starts from being a pre-service teacher, who are required to undergo practice teaching of subjects assigned to them. With regards to training and teaching the MTB subject and using the first language as medium of instruction, not all PSTs are native speakers of the language assigned. This causes a strain for the PSTs to teach effectively especially for primary grade learners.

The Socio-Educational Model of Robert Gardner (1988), which discusses how motivation impacted the second language, motivation was vital for success in learning. It could greatly influence an individual to acquire the second language. An individual must have the willingness to learn and expand their comfort zone and try to practice speaking other languages. Gardner then added that motivation had three elements: Effort (to learn the second language), Desire (to achieve the goal), and the Positive Effect (enjoying the task of learning), highlighting that there should be a motivation when learning a language. This study anchors its foundation to this theory as PSTs must have their own free will and get out of their comfort zone as to learn a specific language to effectively teach the learners using the latter's first language even if it is only during their practice teaching.

Moreover, MTB MLE's implementation began in 2012 with the DepEd Order No. 16 which required schools in the public sector to include the program in the K to 12 Basic Education Curriculum. Similarly, in the neighboring Southeast Asian countries, commonalities were observed in the implementation of the Mother Tongue-based instruction, with emphasis on the learners' development on reading, speaking, and writing. In the Philippines, the purpose of MTB-MLE had an additional emphasis on learning Filipino and English as second and third language. In Singapore, only dominating languages are taught as a subject such as Malay, Mandarin, and Tamil. Mother Tongue in Thailand and Vietnam are evident only in some action research projects (Djite, 2011), while in Malaysia, the dominant first languages are taught and used as medium of instruction in primary schools (David & Govindasamy, 2006).

The implementation of MTB-MLE had not been perfectly polished since its starting years, as research shows that the neighboring countries shared similarities with the challenges faced in terms of insufficient funding, lack of sufficient materials written in the MT language, lack of sufficient training and low salary for teachers, perceived low regard for the first language, having no regard for standardization of the first language, giving more importance to English language and no involvement from parents (Perez, 2019). Years went by, yet teachers and administrators still face adversities in this MTB MLE program with regards to the Mother Tongue that teachers used as the language of teaching.

In the Philippines, Gempeso and Mendez (2021) revealed the discrepancies, misalignment, and deficiencies in the implementation of the program especially in the constructive placement of Mother Tongue as part of the curriculum to be taught. Multiple concerns affected the development of the learner's needed language skills which then disrupted the direction of the teaching of MTB MLE as a subject. As the implementation of the MTB MLE program's goals were to hone language skills in learners, cognitive, and academic endeavors, as well as sociocultural awareness, teachers must be competent with the first language used by learners to better facilitate learning as teachers were expected to demonstrate high-quality teaching to be deemed competent in the field most especially for neophyte teachers and Pre-Service Teachers.

Also, Ji and de Araujo (2019) revealed that linguistic and cultural varieties amongst teachers and learners posed a difficulty in teaching, as there were diverse learners who were not familiar with the language of instruction that was used by teachers who also had different Mother Tongue, rather than the language they were assigned to use of medium of instruction.

The limited number of studies that dived into the phenomenon of non-native speakers, in this case, non-Chavacano, who taught native language, and on the adversities faced by pre -service teachers teaching MTB MLE led the researchers of this study to contribute to Psychology and Education by determining the challenges faced by non-Chavacano Pre-Service Teachers, and the coping strategies to address the challenges in teaching Mother Tongue-Based Multilingual Education.

## Research Questions

This study's primary goal is to determine the challenges faced by non-Chavacano Pre-Service Teachers, and the coping strategies to address the challenges in teaching Mother Tongue-Based Multilingual Education. Specifically, this study sought to answer the following questions:

1. What are the challenges faced by non-Chavacano Pre-Service Teachers in teaching Mother Tongue-Based Multilingual Education?
2. What are the approaches used by non-Chavacano Pre-Service Teachers to address these challenges in teaching Mother Tongue-Based Multilingual Education?

## Literature Review

### *The Mother Tongue-Based Multilingual Education Program*

Republic Act No. 10533, "Enhanced Basic Education Act" of 2013 underscores the importance of DepEd Order No. 74, the Mother Tongue-Based Multilingual Education program, issued in 2009, which states that better learning results from Kindergarten through Grade 3 was expected with the use of the learner's first language. The starting year for the program was 2012-2013, ordering all public schools to implement the program as one of the reforms of K-12 Basic Education program, under the DepEd Order No. 16, series of 2012.

Moreover, the implementation of the MTB MLE has its own learning theories to mention The Developmental Learning Theory of Jean Piaget which noticed that learners are learning by constantly being engaged in cognitive progress, the Schema Theory of R.C Anderson who explains that readers' prior knowledge is used to understand and comprehend from texts, Bandura's Social Learning Theory and Vygotsky's Socio-Cultural Learning Theory. Chavacano is one of the 12 major languages identified by the Department of Education along with Tagalog, Pangasinense, Iloko, Kapampangan, Cebuano, Bikol, Hiligaynon, Tausug, Waray, Maranao, and Maguindanaon (DepEd, 2013).

The introduction of MTB MLE may be one of those essential reforms launch by DepEd in the K-12 Basic Education program however, with the institution of the MTB MLE, many changes occurred, and every instructor now faces several obstacles, cooperating teachers quoted that responsible and capable Pre-Service Teachers can be honed when trainings and knowledge are sufficiently given (Zaida Caterial et al., 2019). In foreign context, Mother Tongue-Based Multilingual Education has encountered numerous issues and criticisms. It was discovered by several local and foreign researchers that it had certain flaws and problems. Japan's language curriculum must be improved, including bolstering the organization's structure and increasing the cohesiveness of teaching, despite the promise of rich language development (Ohyama, 2018). Adding up to these, the difficulty in carrying out the objectives set for the

lesson, insufficiency of materials and the teachers' inability to teach in their mother tongue are also some of the identified problems of the Mother Tongue-Based Multilingual Education implementation (Hunahunan, 2019).

Lack of human resources is one key factor that contributes to the challenges face by the implementation of this language-teaching policy. MTB MLE programs that are effective and sustainable require instructors who are proficient in both their pupils' mother tongue and the official school language. A key issue is that, just like in other countries, there are far too few licensed instructors from local language groups in the Philippines who speak both languages well. This is evident in other neighboring countries as in Vietnam, the number of ethnic minority teachers are relatively low, that it poses a difficulty through their education systems, much more in highland areas, learners with varied language are often gathered in one class leading to communication barriers between teachers, parents and learners themselves (Bich, 2008). Similarly, in Thailand, teachers often deal with difficulties not limited to materials and literature, but the lack of uniform version of the language, and lack of teacher preparation, not only that but teachers sometimes need to deal with parents and other concerned people that disregards the importance of mother tongue (Winfield, 2016). Researches on language attitudes have been focused on learners and only a few were directed towards teachers and student teachers (Gürsoy, 2013).

Perez (2019) have note that teachers have an important role in determining the extent to which linguistic policies are applied. As a result, it is critical that they are trained and qualified to instruct. The selection of teachers to teach MTB-MLE should be given importance as teachers greatly affect the success of the implementation. In most Southeast Asian Countries, the degree in teaching is one of the major requirements for qualification (Perez, 2019) Training and seminars are essential for instructors who teach multilingual students since they must be orientated and instructed on how to deal with students who speak multiple languages. Seminars and training sessions also provided opportunity for instructors to learn from and connect with various participants (Lartec, 2014). Countries like Philippines, Singapore and Thailand's pre-service programs include training in Mother Tongue-Based instruction in some teacher education institutions (Perez, 2019).

In local context, multiple studies had revealed the challenges and attitudes faced by teachers on the first practice of teaching MTB-MLE and along the years of teaching MTB-MLE with the its implementation on the run for how many years already. Monje et al., (2019) stated that they found out there were many places in the country, where there weren't available books for references that teacher could use to delivery their lesson. At times, teachers create lessons without any basis or used their own knowledge and sometime teachers would have to source out for materials just to deliver the lesson. Yu et al., (2017) corroborates this claim highlighting the different difficulties and challenges faced by teachers were frequently about the apparent lack of preparation of the policy. In addition, teachers have complained and reported challenges faced with teaching language skills such as speaking, listening, reading, writing, grammar and vocabulary (Aliñab et al., 2018).

## Methodology

This study employed a phenomenological research design, a type of design that describes what experiences, concept or phenomena meant to a population (Creswell, 2009), as this study aimed to determine the challenges experienced by non-Chavacano Pre-service teachers teaching Mother Tongue-Based Multilingual Education.

### Participants

The respondents of this study were ten (10) non-Chavacano Fourth year Pre-Service Teachers from Western Mindanao State University who taught Mother Tongue-Based Multilingual Education to primary grade learners in the school they were deployed. An inclusion criterion was established that meets the characteristics of the respondents, the criterion include: non-Chavacano Fourth year Pre-Service Teachers who were teaching MTB-MLE were part of this study. Intermediate grade non-Chavacano Fourth year Pre-Service Teachers who did not teach MTB MLE were excluded from this study.

### Instruments of the Study

This study employed a phenomenological research design, a type of design that describes what experiences, concept or phenomena meant to a population (Creswell, 2009), as this study aimed to determine the challenges experienced by non-Chavacano pre-service teachers teaching Mother Tongue-Based Multilingual Education through one-on-one interview. It aimed to look into and comprehend the global significance of a problem. This design dived into the daily happenings of people while appending the prior assumptions of the researchers regarding the phenomenon. This meant that this design studies lived experiences of the population to gain knowledge on how the populace comprehended and address these experiences (Ho & Limpaecher, 2022).

### Procedure

Following the phenomenological research design, this study utilized a researcher-made instrument. The researchers crafted sets of questions based on the research problems that elicited the respondents' experiences. A transcript was produced from the interview meetings that served as the primary source of data to generate codes and themes that was utilized by the researcher to synthesize answers to the research questions. From the information gathered in the interview, this study utilized thematic analysis by using codes and patterns on the transcripts and gathered information during the interview among the non-Chavacano Pre-Service Teachers until data were saturated and the researchers were able to come up with a general perspective of the challenges faced in teaching MTB MLE. Themes and core ideas were identified, sorted, analyzed and presented. Thematic analysis was a qualitative data analysis technique that encompassed interpretation of a data set to include transcripts from in-depth transcripts or focus groups discussions and classifying core ideas in sense through the data to develop themes, this method involved the researchers' subjective experience which somehow played a central role in deriving meaning from the data gathered (Ho & Limpaecher, 2020).

## Ethical Considerations

In compliance to the Research Ethics Protocol, an informed consent was given in the orientation of the respondents that was done face-to-face, where any concerns were addressed and consent to participate in the study were signed. Ethical considerations were strictly practiced, in case the respondents declined the participation in this study, the researchers respected the decision of the respondents. The respondents' permission to be audio-tape recorded were asked before the interview process for the entire proceedings.

## Results

This section presents the findings according to the study's research questions. Using a thematic analysis, the interviews were transcribed by the researchers and manually coded. The data were sorted and synthesized to generate subordinate and general themes that were interpreted by the researchers. The emerging themes from the analyzed interview transcripts were:

<i>Superordinate Themes</i>	<i>Subordinate Themes</i>	<i>Codes</i>
Ineffective instruction	Difficulty in language terms	Lesson planning <ul style="list-style-type: none"> <li>• Challenge in the proper usage of terms</li> <li>• Lack of reference</li> </ul> Preparation of Instructional Materials <ul style="list-style-type: none"> <li>• Need for familiarization</li> <li>• Limited resources</li> <li>• Difficulty in usage of terms</li> </ul> Classroom management <ul style="list-style-type: none"> <li>• Challenge on language differences</li> </ul> Instruction (teaching) <ul style="list-style-type: none"> <li>• Ineffective instruction due to language differences</li> </ul>
	Language barrier	<ul style="list-style-type: none"> <li>• Struggle on understanding of terms</li> </ul>
	Negative impact on performance	<ul style="list-style-type: none"> <li>• Perceive negative impact on performance</li> </ul>

## SOP 1. Challenges in Teaching MTB-MLE: Ineffective Instruction

### 1.1 Difficulty on language terms

Ten (10) of the Pre-Service teachers, which is a 100% of the respondents encountered difficulties in language terms as they do not know how to pronounce or even to spell the words in Chavacano especially when doing their lesson plan and in delivering their instruction to the class when teaching the Mother Tongue subject. When they encounter language difficulties in teaching MTB-MLE, they had to seek for help from those who can translate for them or provide them with appropriate words to use in delivering lessons to the students, prior to teaching a class, sometimes they would confer with their mentors to ensure that there are no errors that could confuse the pupils during the teaching process.

*"As a pre-service teacher who's not a speaker of the language so it's hard. Because as a teacher, you are not just going there to speak, you are there in-front of your students to share them a concept... so like how are you able to teach using a language you do not know,*

using a language you are not fluent in, it took me a lot—a lot of effort, time, and preparation... I need to memorize the script...”

Superordinate Themes	Subordinate Themes	Codes
Language reinforcement	Assistance from co-PSTs and mentors	Lesson planning <ul style="list-style-type: none"> <li>Asking help from co-PSTs and mentors</li> </ul> Preparation of Instructional Materials <ul style="list-style-type: none"> <li>Asking help from co-PSTs and mentors</li> <li>Avoid cramming</li> </ul> Classroom management <ul style="list-style-type: none"> <li>Translate to English or Filipino</li> <li>Asking help from co-PSTs and mentors</li> <li>Make a script</li> </ul> Instruction (teaching) <ul style="list-style-type: none"> <li>Memorization</li> <li>Translating to other language</li> <li>Asking help from co-PSTs and mentors</li> </ul>
	Code switching	<ul style="list-style-type: none"> <li>Translate from Chavacano to English or Filipino</li> <li>Asking help from co-PSTs and mentors</li> <li>Adjustments</li> </ul>
	Learning the language	<ul style="list-style-type: none"> <li>Learn the language</li> <li>Asking help from co-PSTs and mentors</li> <li>Preparation</li> </ul>

## 1.2 Language Barrier

100% of the respondents experienced language barrier in the classroom. This happens in a communication when two people are unable to speak in a common language. Most of the PST's struggles in identifying and comprehending some terms or words and how to deliver lessons using Chavacano as a medium of instruction. Having different language inside the classroom causes misunderstanding and ineffective class discussions. It is challenging for the non-Chavacano Pre-service teachers-respondents as they shared that it has taken them a lot of effort to find means and ways to deliver their instruction in a way that both teacher and students understand what is being taught.

*“For example, when you teach, in the motivation part how will I greet, the only thing I know was “Buenas Dias mga Bata” then what would I say next? I wonder what will I say next... how will I respond back... how will I approach... it’s really challenging because imagine you are not a speaker of the language and you need to teach using the language. Teaching alone is hard, what more teaching in a language you are not fluent in”*

## 1.3 Negative Impact on Performance

Ineffective instruction is evident when teachers are unable to deliver their content well and thus this result to negative impact on their performance. Ten (10) of the non-Chavacano Pre-service teachers-respondents shared their unsatisfied remarks on themselves as they perceive low scores on their performance in teaching Mother Tongue unlike teaching other subjects. The PSTs shared to have perceived negative impact on performance in teaching MTB MLE as it was challenging for them to use Chavacano in teaching and they should have reinforcements for students to understand the lessons, they find it hard as how would they effectively teach a concept when they do not know the language itself.

*“It really affected because sometimes there are a lot of things or thoughts that you can share about the lesson but sometimes you will hold back because you will think how to say these things in to Chavacano, how can I translate this like you know this but you sometimes forget. Unlike if you are fluent, it is easy for you to say.”*

## SOP 2. Approaches to Address the Challenges in Teaching MTB-MLE: Language Reinforcements

### 2.1 Assistance from co-PSTs and mentors



Pre-service teacher's needs to undergo excessive practice and guidance before they could perform in the classroom well. Challenges and struggles are part of the process, and this may involve downfalls or failures. The struggles faced by non-Chavacano PST-respondents of this study may have affected them greatly which does not only include their academic endeavors, but as well as their well-being and emotional stands, which is why a 100% of the PST-respondents shared that asking help from co-PSTs and mentors may be one of the most convenient ways to cater their challenges in teaching Mother Tongue-Based Multilingual Education.

*"I faced these challenges by asking for some help from my co-PSTs about the translation of the sentences about as well to my mentors"*

## 2.2 Code switching

Most of the PST's switch language when teaching MTB MLE. They do this to cater diverse students who have different Mother Tongues inside the classroom, and they usually translate Chavacano to English or Filipino for their students to understand easily their lessons. Even if the PSTs are required to teach the Mother Tongue subject using the required medium of instruction, which is Chavacano (in Zamboanga), they find it hard to do so due to their lack of knowledge on the specified language and the students themselves do not usually use or even do not know the language at all, requiring the PSTs to translate word for word just to make learning possible.

*"... you really need it translate it in English, Filipino or Chavacano"*

## 2.3 Learning the language

In most cases, effective teaching inside the classroom focuses on the qualities and abilities the teacher can serve to his or her students. In Mother Tongue, the teacher should be well equipped with knowledge and skills in delivering the lesson without lapses. The majority of Pre-service teachers who are not Chavacano find it challenging to teach MTB-MLE in Chavacano, due to the language differences, these Pre-service teachers encountered numerous difficulties when teaching in their native tongue. A non-Chavacano speaker are advised to learn the Chavacano language before using it to deliver the lesson or teach the language alone.

*"Teachers should not be contented on what they know. Expand with new discoveries to be able to deliver the lesson properly"*

## Discussion

### SOP 1. Challenges in Teaching MTB-MLE: Ineffective Instruction

#### 1.1 Difficulty on language terms

Difficulty on language terms includes difficulty in translating the language, lack of words in the teachers' vocabulary and language terminologies. When talking about difficulty on language terms, this also includes that there are not enough instructional materials especially textbooks and dictionaries written in the mother tongue where teachers can refer for words that they themselves find hard to understand. Stress and other issues such as understanding terms, uncertainty about the appropriate phrase to use and having hard times when translating the language posed as threat to the success of MTB-MLE teaching (Corlet and Tarusan, 2022).

This supports the subordinate theme, as the non-Chavacano PST-respondents teaching MTB MLE faced difficulties similar to the aforementioned study, which implies that these struggles are prevalent not only among neophyte teachers but among teachers who have had actual years in teaching MTB MLE and other subjects. This theme was also noted in a study of Andrino and Arsenal (2022) as other frequent adversity that teachers faced regarding the implementation of the language policy includes the difficulty in reading and understanding what was read, deprivation of English linguistic literacy and aptitude, the gap between the different language used by teachers and the learners, word deficiency and other language rules issues. Similarly, in a different setting as that of Bisayas, there are difficulties in translating Sinugbuanong Binisaya into student-friendly terms (Yap-Dequiña & Oliva, 2022).

#### 1.2 Language Barrier

It was noted that among other challenges, the gap between the different language used by teachers and the learners, Billones & Cabatbat (2019) corroborates this theme as it was found that teachers find it difficult to study a subject or area in which medium of instruction used is not both students and teachers Mother tongue. With this, language barrier is evident and so, teachers are in need to switch language for them to understand the lesson. Shortage of educators results to forcing other teachers to teach students when their native language is different from their students, which causes a discrepancy between the teachers' Mother Tongue and the language used in teaching, which then leads to the conclusion that they also lack proficiency of the language (Adriano et al., 2021).

Additionally, MTB MLE become a threat to multilingualism's disparities as they used the dominant spoken language in the community, with the minority being disregarded and this resulted to difficulties in understanding each other inside the classroom as this method is used as the medium of instruction (Andrino & Arsenal, 2022). This goes both ways between teachers and students, although teachers may exert so much effort in explaining lessons using mother tongue, the learners may still have difficulties interacting well in classroom discussions simply because they are not fluent in using the same mother tongues (Pai, 2005).

### 1.3 Negative Impact on Performance

Ineffective instruction is evident when teachers are unable to deliver their content well and thus this result to negative impact on their performance. Significantly, Alieto et al., (2019) states that it caused the teachers' cognitive process to be tested with the effect of pedagogical pattern on a multilingual classroom which the PSTs faced a dilemma such as the difficulty in translating each word.

Teachers tend to experience stress, lack of appropriate support and anxiety which results in a negative impact on their academic performance and it was determined that the respondents commonly perceived an adverse attitude toward the language used which was Chavacano when teaching their class (Anudin, 2018). Ong'uit et al., (2016) also noted down different challenges that contributes to negative attitude as well and this includes lack of trainings, unavailability of resources and lack of vocabulary and language terminologies.

## SOP 2. Approaches to Address the Challenges in Teaching MTB-MLE: Language Reinforcements

### 2.1 Assistance from co-PSTs and mentors

A mentor has the capability to transform a novice teacher either way. Pre-service teachers have the opportunity to review their own performance, pinpoint strengths and weaknesses, make improvements and to establish a working relationship with their mentors (Wexler, 2020). Jita and Munje (2022) support this that pre-service teachers have the opportunity to review their own performance, pinpoint strengths and weaknesses, make improvements and to establish a working relationship with their mentors.

As Pre-service teachers, practicum teaching would teach a lot of things that will be useful in the actual field of teaching, it is not just a requirement phase that PSTs needs to comply but it is a set of events which will help hone great teachers in the future. With regards to teaching MTB-MLE, training-workshops and seminars for teachers must be offered frequently and appropriately, however Anudin (2018) found out that trainings do not necessarily address the real problems, which essentially the use of mother tongues as the language of instruction. The mentors should guide, correct mistakes, help what needs aid and ensure that the PSTs are developing to their full potential. The PSTs gain a lot of experience when they try to master how teaching is being done inside the classroom, but they still need someone to guide them, and that is through their mentors who are experienced in this kind of specialization Professional progress requires intense supervision and the modeling of practice by knowledgeable mentors since mentorship constitutes an important component of teacher preparation.

### 2.2 Code switching

Most of the PST's switch language when teaching MTB MLE. They do this to cater diverse students who have different Mother Tongues inside the classroom, and they usually translate Chavacano to English or Filipino for their students to understand easily their lessons. As stated by Abrea et al., (2020), translating mother tongue language to English is a strategy used by the teachers to their learners as some were seen their lack of first language vocabulary caused more issues in comprehension, spelling and solving word problems, thus this is used by the PSTs.

It was also revealed that PST's are code switching to students' mother tongue to the language they are comfortable of speaking as the students themselves having difficulties in understanding some words and the lack of common knowledge about their first language (Tonio & Ella, 2019), this does not only make us aware of the teachers' code switching patterns but it also deepens our understanding on the importance of code switching as a linguistic tool or scaffolding device in language teaching and learning (Mangila, 2018).

Moreover, a study posited by Ramos (2022), may support the positive result of code-switching but it contradicts the idea that it does not have negative effects as it was stated their when they switch to language that were easily understood by the students in English class the essence of teaching English language is affected as comprehension declines when students are used to code- switch language. It somehow, affect their vocabulary, comprehension, language skills, reading abilities and others. This also applies when teaching MTB MLE to learners, since using mother tongue language were mandated for Grade 1 to 3 learners. In addition, Kolman (2019) indicated that teachers teaching Mother Tongue employs translation as an approach. Students' understanding of the teachings is improved when



teachers use borrowed and translated resources from one language to another.

### 2.3 Learning the language

In most cases, effective teaching inside the classroom focuses on the qualities and abilities the teacher can serve to his or her students. In Mother Tongue, the teacher should be well equipped with knowledge and skills in delivering the lesson without lapses. It is a prerequisite for teachers to be trained in using the mother tongue in classrooms and that the necessary resources like instructional materials, should be suitable, accessible, and thought provoking for learner (Dutcher, 2004).

Also, in the study conducted by Nishanthi (2020), "Language policy must consider Mother Tongue learning in order to raise the quality of education. A child's ability to learn might be negatively impacted by teachers that neglect the Mother Tongue in the early years. Mother-tongue education at least in early years can enable teachers to teach, and learners to learn more effectively". We live in a multilingual world and knowing a second language can always give you an unfair advantage, and it is necessary for every teacher teaching Mother tongue to learn to speak the Chavacano as their second language for effective teaching.

Furthermore, Parba (2018) stated that "preservice and in-service teachers deals with not only in MTB-MLE workshops and trainings but also in ideological conversations on multilingual education is a necessary and vital step in reversing the challenges and inequalities of MTB-MLE in the Philippines". To prevent a PST to face these challenges in using the Chavacano language, they must focus on learning the language itself and focus on communicating inside the classroom and try to speak with other students the way on how to make the learning more effectively.

### Conclusion

Based on the data gathered from the interviews done by the researchers and from the themes generated from the interview transcripts, the following conclusions can be drawn: as results to Research Question 1, non-Chavacano Pre-service teachers experiences a challenge of ineffective instruction due to difficulty in language terms, language barrier, and negative impact on their own performance, and as results to Research Question 2, the non-Chavacano Pre-service teachers address the challenges by language reinforcements, such as asking help from co-PSTs and mentors, code switching and learning the language they are required to use as medium of instruction.

This study found out that prevalent challenges faced by non-Chavacano Pre-service teachers lead to ineffective instruction, and there are ways of addressing such challenges, hence, the pedagogical implications are as follows based on the results of the study:

Neophyte and experienced teachers both Chavacano and non-Chavacano speakers should utilize a variety of strategies that could help with the challenges they faced in teaching MTB MLE. Experienced teachers should train the neophyte teachers in the field of MTB MLE.

Institutions should craft an intervention program to address the challenges faced by non-Chavacano teachers in teaching Mother Tongue-Based Multilingual Education (MTB MLE) whether they may be native or non-native speakers of the language assigned. Assign items of teaching MTB MLE to teachers made to teach Mother Tongue-Based Multilingual Education (MTB MLE). Craft a proposal for language learning workshops to address the challenges that teachers faced in teaching MTB MLE.

It should be done to ensure that these non-Chavacano Pre-service teachers would gain tips on how to learn the language that they may become competent not only in teaching other subjects but teaching Mother Tongue as well, as the subject itself serves as a foundation of learning language among students, with all these challenges faced, it may seem that in the future the goals of the implementation is not achieved or will be hindered by inadequate teachers who are competent enough to teach the subject.

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