The Implementation of the Mother Tongue-Based Multilingual Education in Grade I in the Public Elementary Schools in Pangasinan I

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Abstract: Three years into its implementation, the utilization of the mother tongue both as a medium of instruction and as a learning subject is still found wanting. In the Division of Pangasinan I, Grade I teachers in particular have to contend with modules that are either found inadequate or inappropriate. Add to this the performance of the Grade I pupils who, sadly, are still processing their manner of learning with the use of the mother tongue, a language which has become secondary to Filipino. The aforesaid data led the researcher to look into the status of the implementation of the mother tongue-based multilingual education in Grade I in the public elementary schools in the Division of Pangasinan I. Utilizing a survey questionnaire as well as documentary analysis, the study assessed how the Grade I pupils were faring in the Mother Tongue as a learning subject. It also looked into the Grade I teachers’ proficiency in the mother tongue (Pangasinan) as well as the problems they encountered with the implementation of MTBMLE. Results show that majority of the instructional objectives in the mother tongue as a subject are not being met as indicated by the areas where they are found weak, particularly here grammar awareness, vocabulary development, and reading comprehension are concerned. Moreover, the Grade I teachers use another language as accessory to the mother tongue. They, too, encountered serious problems with the implementation of MTBMLE such as attendance to relevant trainings and the provision of evaluation instruments.

Keywords: K to 12; learning areas; mother tongue; MTBMLE; strategies