

**IMPLEMENTATION AND CHALLENGES OF MOTHER TONGUE-BASED
CURRICULUM AMONG SELECTED UPLAND ELEMENTARY
SCHOOLS IN GOA**

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ABSTRACT

This study aimed to determine the implementation and challenges of Mother Tongue-based Curriculum among selected Goa upland Elementary Schools. Specifically, this study was conducted to find out the percentage of the respondent-teachers implementing MTB-MLE, how acceptable is MTB-MLE to the teacher-respondents, and what are the challenges met by the teachers-respondents handling MTB-MLE instruction and how can these be addressed.

The study utilized the descriptive method of research. This study was conducted in the following schools: Abucayan Elementary School, Buyo IMPACT Elementary School and Pinaglabanan Elementary School. The respondents were the teachers who are handling Kinder to Grade III classes.

The study used a researcher's made questionnaire and semi-structured interview to find out the percentage of teachers who are implementing the MTB-MLE, how acceptable is MTB-MLE to the teacher-respondents, challenges they met and how they addressed these challenges.

Statistical analysis was done using the percentage and weighted mean. The percentage method was utilized to determine the percentage of the respondent-teachers implementing MTB-MLE. Weighted mean method was used as the statistical tool to find out how acceptable is MTB-MLE to the teacher-respondents, and the challenges they have and how they addressed these challenges. After the statistical analysis, the researchers found out that:

One hundred percent of the respondents are implementing Mother Tongue-Based Multilingual Education. Ninety-five percent of the respondents have a policy regarding MTB-MLE in their school. One hundred percent of the respondents have applied MTB-MLE immediately after its implementation. Thirty-eight percent of the respondents have answered that they have adequate materials for MTB-MLE instructions while sixty-two percent have said that they don't. Ninety and a half percent of the respondents have said that they use other resources for MTB-MLE instructions.

It is easier for them to teach effectively the subjects to their pupils through the use of mother tongue than English. It helps create closer relationship between the teacher and the pupils. It helps improve the native vocabulary of the respondents. It helps them promote a healthier and a more personal interaction inside the classroom. It helps explain complicated topics to the pupils. It helps build and develop the local communication skills of the pupils. It helps build the confidence of the pupils. It helps the respondents teach comprehensively to the pupils. It helps pupils appreciate their culture when mother tongue is used and it develops patriotism of the pupils.

There are limited workshops, seminars and trainings given by the Department of Education for teachers regarding MTB-MLE. The modules provided by the Department of Education are not applicable to some local dialect used in the classroom. There are not enough reading materials and references to use in teaching in which the medium of instruction is MTB-MLE. Teachers lack of adequate mother tongue vocabulary. There are limited teacher's manuals which are published in mother tongue. In some classrooms, there are multiple home languages spoken by the pupils. Some

learning concepts/activities are not appropriate to local context. The spoken language of the teachers does not match to the local dialect of the pupils. There are no vocabularies in the local dialect for some technical terms in Science and Math.

Based from the interview that had been conducted, the following are other problems met by the teachers:

The words used in the instructional materials/books are patterned after Legazpi dialect which is different from the dialect used in Partido. During the class discussion some awkward words were raised or recited by the pupils using the local words which they've learned at home which are not comfortable to be heard. (E.g. tir-is ngurapak, bugrak, inayot, kastor etc.) There are insufficient materials. Although pupils can express their ideas in Mother Tongue they get confused with the words and the spelling.

Teachers addressed those challenges they had met regarding MTB-MLE through the following strategies:

Teachers study their lesson in advance and translate those unknown words into Partido dialect which are easier and simpler for the pupils so that the teacher would facilitate better teaching and learning. Teachers guide the pupils in a right way so that the use of awkward words or bad words would be controlled. Teachers use other references in teaching their subjects.