



**MOTHER TONGUE BASED-MULTILINGUAL EDUCATION (MTB-MLE):
TEACHERS' TEACHING STRATEGIES, LEARNERS' EXPERIENCES,
AND PARENTS' SUPPORT AS BASES FOR
PROGRAM ENHANCEMENT**

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ABSTRACT

The qualitative research study using phenomenology aimed to formulate a program enhancement to teachers' teaching strategies, learners' experience, and parents' support in MTB-MLE. The researcher used a researcher-made interview guide for the in-depth interview to gather information on the teachers' teaching strategies, learners' experience, and parents' support in MTB-MLE in the Schools District of Banate. The interview guide focused on the purpose of this study. A video recorder was also used for data gathering and documentation depending on the permission of the participants. The data-gathering instruments were subjected to face and content validation by a panel of experts. Thematic analysis was utilized for descriptive data analysis. Based on the information gathered, the teachers' teaching strategies were helping learners build fluency and using colorful varied resources. As to learners' experience in MTB-MLE, they found it easy to understand and learned a lot of words. Moreover, parents support their children through helping them read MTB-MLE and conducting follow-up lessons at home.

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Keywords: *Provisions of Technical Assistance, MTB-MLE, Teaching Strategies, Learners' Experience, Parents' Support*

INTRODUCTION

Mother Tongue-Based Multilingual Education (MTB-MLE) teaches learners in kindergarten through grade three (K-3) in their mother tongue. To help teachers and students, education is given in both Filipino and English while utilizing regional languages. Many educators are currently acquiring the skills necessary to instruct in the mother tongue of the student body (Williams, 2017).

The service society provides to prepare the workforce of the future generation is education, education that should aim to fulfill the needs of a dynamic society. The idea of learner-centered, active learning is becoming increasingly popular in the research literature as the teaching strategy that best supports learning for contemporary students, as confirmed by empirical data (Freeman et al., 2014).

Mother Tongue-Based, Multilingual Education (MTB-MLE) get academic instruction in reading, writing, and math in their first language (L1), the second language, sometimes referred to as the preceding language (L2), ought to be properly instructed to enable learners to make the transition from the familiar to the foreign language progressively. MTB-MLE not only explains curriculum material in the learners' native tongue but highlights how crucial it is

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to have a curriculum that is based on the traditions of the area and to use an approach to teaching that fosters critical thinking and cognitive growth (Skutnabbs-Kangas, 2000).

Teachers' teaching practices are deemed important to guarantee the successful execution of the program and the accomplishment of more learning outcomes. It ought to affect academic achievement and, above all, the well-being of all learners in the institution (Halliberg, 2010).

On the other hand, the provisions of teachers' teaching practices and parents' support are essential for learners to master the fundamentals of reading. Ensuring learners have a strong understanding of the importance of reading stands as one of the finest methods to prepare them for success now and in the future (Rashid, 2015).

Learners who do well in school can better mature into adulthood and succeed professionally and financially (Miambo, 2011).

Effective integration of various strategies into the learning environment will depend on teachers' ability to reorganize instruction to integrate technology in ways that create socially engaged classrooms, promote cooperative learning and interaction, and support group projects by providing technical support (Guzey, 2020).

To provide the groundwork for program enhancement in the Schools District of Banate for the school year 2022– 2023, the study was conducted to determine the teachers' teaching strategies, learners' experiences, and parents' support of MTB-MLE.

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MATERIALS AND METHODS

Research Methodology

The research technique, research design, study participants, sampling strategy, data collection process, research instrument, data analysis, and statistical tools are all covered in this chapter. The goal of this study was to gather information about the Mother Tongue Based-Multilingual Education (MTB-MLE) teachers' teaching strategies, learner's experiences, and parents' support as bases for program enhancement in the Schools District of Banate during the school year 2022–2023.

Research Method

The research method utilized in the study was a descriptive research method using in-depth interviews.

Boyce and Neale (2006) claim that an in-depth interview is useful when the researcher wants specific details about a person's beliefs and behavior or wants to thoroughly investigate new concerns. Interviews are frequently used to contextualize other data.

Research Design

The study used qualitative research design using phenomenology.

According to Smith (2013), phenomenology is the study of consciousness structures as they are perceived in the first person. In the middle system of an experience is its functionality, its being directed toward something, as it is an experience of or about some object. An experience leads an object to its content or meaning, representing the object with appropriate enabling conditions.

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A philosophical strategy for conducting qualitative research is phenomenology. This is widely employed in disciplines like psychology, sociology, and social work and is accomplished by interviewing the subjects to learn their perceptions.

Beginning from the bottom and working their way up, the many processes of qualitative analysis include data transcription, categorization of information using codes, creation of themes or kinds, description of themes, and interpretation of data (Creswell, 2009).

These steps are critical to check for the accuracy and consistency of the findings. In a qualitative study, interviews allow interviewees to provide their viewpoints, perceptions, and explanations without predetermination by the researcher (Galanes, 2003).

The existing literature supported the findings regarding teachers' teaching strategies, learners' experience, and parents' support in MTB-MLE as bases for enhancement program intervention. Findings also led to implications for the discipline and future research.

Participants of the Study

The study participants were twenty – four (24) teachers, learners, and parents from selected central and non-central schools from grades 1-3 on MTB-MLE in the Schools District of Banate during the school year 2022-2023.

The participants were determined through purposive sampling: six (6) from the central school, six (6) from selected non-central schools, three (3) from learners, and three (3) from parents of learners. The participants were selected based on prior information provided.

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The researcher may have made an error, or he/she may not be correct in estimating the representatives of a sample of their expertise regarding the information needed (Fraenkel & Wallen, 2007).

Sampling Design

The study's sampling strategy was purposive. A non-probability sample chosen with consideration for the characteristics of the population and the goal of the study is known as a purposive sample.

Purposive sampling, often referred to as judging sampling, selected sampling, or subjective sampling, is a kind of non-probability sampling in which researchers pick survey respondents based on their best judgment. The researcher acknowledged the participants and those who contributed significantly to the study (Fraenkel & Wallen, 2007).

Research Instrument

The researcher used a researcher-made interview guide for the in-depth interview to gather information on the teacher's teachers' teaching strategies, learners' experience, and parents' support in MTB-MLE in the Schools District of Banate.

The interview guide focused on the purpose of this study. Depending on the participants' permission, a video recorder was also used for data gathering and documentation.

The analysis utilized to compile the study's findings into a single theme was thematic.

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Validity of the Research Instrument

Before determining the validity of the questionnaire checklist made by the researcher, the items were submitted for review and modification by the panel of jurors who were considered for their expertise in research, testing, assessment, and English.

The degree to which empirical data and theoretical justifications support the sufficiency and appropriateness of interpretations and actions based on test results or another way of evaluation is referred to as validity. Inferences based on any method of observing or documenting consistent actions or features also fall under the umbrella of the validity principle, as do interpretive and action inferences drawn from test results as typically understood (Brains, 2011).

Data Gathering Procedures

The thesis advisor obtained approval to carry out the study from the dean of the graduate school, the superintendent of the schools division, the public schools district supervisor, and ultimately the principals of integrated schools in the schools district of Banate.

The researcher was granted permission from each participant to carry out the study. In order to conduct the interview, the researcher personally showed up at the participants' homes or their respective schools.

A waiver or authorization for the conduct of the study had to be signed by each participant first, as per the researcher's requirements.

To record the interviewee's comments and reactions, voice and video recorders were made available.

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The participants comfortably sat with the researcher to get the responses to the questions. The objective was to get the participants' views about the study. The researcher consolidated all of the collected data after a series of interviews.

For ethical considerations, data from the conduct of the study was treated with utmost confidentiality.

Data Analyses

The information gathered in the study was adequately analyzed using a thematic approach.

A technique for assessing qualitative data is thematic analysis. Usually, it is used with texts like interview transcripts. To find recurring themes, ideas, and patterns of meaning in the data, the researcher carefully reviewed the information (Caufield, 2019).

This technique for representing data also involves interpretation in the choice of codes and the development of themes. Then, using these themes, he or she composes a narrative account of the phenomenon (Fraenkel & Wallen, 2007).

RESULTS AND DISCUSSIONS

The descriptive research study using phenomenology design aimed to formulate an enhancement program based on teachers' teaching strategies, learners' experiences, and parents' support to Mother Tongue Based-Multilingual Education (MTB-MLE) in selected teachers in central and non-central schools in the Schools District of Banate for the school year 2022-2023.

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The participants were selected MTB-MLE teachers, learners, and parents in central and non-central schools. There were six teachers, three parents, and three learners taken from the central school and six teachers, three learners and three parents from a non-central school. A total of twenty – four participants were employed by the researcher. The purposive random sampling was employed in the selection of the participants of the study.

An interview guide on the provisions of teachers’ teaching practices, learners’ experiences, and parents’ support on MTB-MLE was used to gather the data. The data-gathering instruments were subjected to face content validation by a panel of experts. After incorporating the comments and suggestions of the jurors, the instrument was conducted to the participants of the study.

The narrative outcome of the in-depth interview was interpreted and examined using thematic analysis.

The study's findings are listed below.

According to the data acquired throughout the in-depth interviews, the teaching tactics used by teachers in the MTB-MLE included assisting learners in increasing fluency, employing engaging and interesting instructional materials, and enhancing learners' learning abilities.

During the in-depth interview, the experiences of learners in learning MTB-MLE were easy to understand, and they learn a lot of words.

As to parents’ support to their children in MTB-MLE during in-depth interviews were helping read MTB-MLE and conducting follow-up lessons at home.

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CONCLUSION

The following suggestions are based on the study's findings:

Teachers' teaching strategies aid in helping learners build fluency, instructional techniques or using colorful and varied instructional materials help them teach effectively and develop learners' listening skills. The help provided to their students in the MTB-MLE is successful in carrying out their duties.

Learners' experiences are strengthened, and their knowledge is improved when they are instructed in the language, they know best and when exposed to certain activities in MTB-MLE by addressing their different needs for support from their parents and teachers.

Support extended by parents reinforces the successful implementation of MTB-MLE in the different schools. The support to their children and teachers facilitates the preparation and execution of the programs of the school and helps develop learners' interest to learn.

A district-wide series of seminars and training on MTB-MLE may help the school improve the teaching techniques of its instructors.

By providing high-quality learning resource materials in MTB-MLE, DepEd officials may assist in meeting the demands of the students.

Together, parents and other school staff members should strive toward a single goal that necessitates sincere dedication, tolerance, and comprehension of the program's viability.

Further research may be conducted duplicating the same research study.

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