



MOTHER TONGUE CLASSROOM INSTRUCTIONAL STRATEGIES OF NEWLY HIRED AND SEASONED TEACHERS: GROUNDWORK FOR PROFESSIONAL DEVELOPMENT PROGRAM

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ABSTRACT

The study determined the Mother Tongue classroom instructional strategies of the newly hired and seasoned teachers as groundwork for professional development program. It was found out that the newly hired teachers used differentiated instruction, visualization through learner-centered approach and discussion method and cooperative learning, while seasoned teachers used differentiated instruction or group activity, translation method, interactive discussion, and explicit teaching in teaching Mother Tongue. The study also revealed that newly hired and seasoned teachers encountered limited teaching resources, inadequacy of learning materials, learners' lack of vocabulary, and learners' exposure to multilingual environment as challenges in teaching mother tongue. Newly hired teachers were able to manage challenges through doing research or the internet, attending seminars and workshops and using multilingual instruction in facilitating the lesson, while seasoned teachers managed it through utilizing instructional materials, attending training and seminars, and using multilingual teaching.

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Keywords: *Mother Tongue, Classroom Instructional Strategies, Newly Hired Teachers, Seasoned Teachers, Professional Development Program*

INTRODUCTION

Basic education is now thirteen years instead of the usual ten years. In the K to 12 curriculums, the elementary grades will focus on the core learning areas namely: languages, mathematics, science and social studies. One of the highlights of the K to 12 Curriculum is the use of the eight major Philippines languages to teach Kindergarten to Grade 3 students. The Department of Education adopted the “Mother Tongue-Based Multilingual Education (MTB-MLE)” after the pilot tests showed that students learn better when the language used at home is also used in the classroom.

The use of MTB-MLE has multiple benefits. Using their mother tongue helps children adjust to the new school environment, adding to them learn more effectively and have more self-confidence. Thus, it makes the transition from home to school more natural. When children can use their language in school, they achieve better grades because it improves learning quality and is unlikely to drop out. The most productive focus for MTB MLE is to embed culturally relevant education in a comprehensive approach; thus, the needs and interests of linguistic minorities are compatible with the curriculum, and children learn more efficiently. Moreover, parents become more favorably disposed to send their children to school. Mother tongue has facilitated

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considerable advances in the psychosocial sphere. When the same language is used at home and in the classroom, it engenders greater confidence among children. In bilingual schools, children are happier to learn, are more expressive, and have higher self-esteem than those who are not in bilingual schools. Better communication and interaction encourage students to be more active and participate more readily in class. Moreover, family members play a vital role in non-formal education. The use of the mother tongue helps to promote better understanding and communication between home and school. In the same vein, parents and other family members can support the children's education. Mother tongue education has successfully reduced the educational gap between boys and girls since girls have been reported as having fewer opportunities than boys to complete primary school. Moreover, Mother tongue programs are cost effective. According to a cost-benefit analysis of Mother tongue, their implementation costs more to set up. Still, the longer-term leads to reduced repetition and dropout rates. Indeed, UNESCO has urged society to contemplate the cost of an education system that fails most learners who do not speak the Language of instruction.

Teachers must change what they have known, used, and practiced in their education and profession. It is a shift to teaching. Utilizing their mother tongue and integrating it to their instruction; it would mean relearning terminologies and changes in outlines, instructional materials, resources, references, educational strategies, and practices. These challenges are to be faced head-on and demands consistency and result from stakeholders such as schools,

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parents, students, and the government. This learning initiative's successful practice would bring about better understanding students, better learners, improvement of higher-order thinking skills, life skills, and whole rounded learners. It would also endorse unity in diverse localities in the same region, harmony in schools, and not having that glaring difference in status basing on the language spoken, unity in public and private school sectors, unity and uniformity in concepts taught.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study is to determine the mother tongue classroom instructional strategies of the newly hired and seasoned teachers as groundwork for professional development in the District of Lemery during the school year 2022-2023.

Research Method

According to Dawson (2019) a research methodology is the principle that will guide your research. It becomes the general approach in conducting research on your topic and determines what research method you will use. A research methodology is different from a research because research methods are the tools you use to gather data. You must consider several issues when it

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comes to selecting the most appropriate methodology for your topic. Issues might include research limitations and ethical dilemmas that might impact the quality of your research.

The research method utilized in the study was qualitative research using in-depth interview.

The interviewer together with the interviewee was allowed to sit in a distance and to think about the series of questions about a certain issue. The responses of the participants were aim to get the main or the necessary views of the participants in a certain issue in a social context.

Research Design

The study was a phenomenological research design. A philosophical strategy for conducting qualitative research is phenomenology. By concentrating on a person's subjective perceptions of what she encounters, phenomenology seeks to understand how others view the world and how this perspective may differ from widely accepted beliefs. Phenomenology, which is widely applied in disciplines like psychology, sociology, and social work, involves interviewing the subjects to learn about their impressions.

Phenomenology, according to Smith (2013), is the study of consciousness structures as they are perceived in the first person. As it is an experience of or about some object, the intentionality, or being oriented toward something, is the main structural component of an experience. By virtue of its content or meaning (which symbolizes the object) and the proper enabling conditions, an experience is directed toward an object.

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Participants of the Study

The participants of the study are currently teaching in the different levels which is grades one to three who are teaching only mother tongue subjects. The participants of the study were the (ten) 10 selected teachers, 5 of them are newly hired teachers coming from the different elementary schools, while the other 5 are considered seasoned teachers who were taken purposely from the total number of teachers in the Schools District of Lemery for the school year 2022-2023.

Sampling Design

Sampling design certainly like to have information from every person in your target market when your conducting research. Gathering data from your target market, you can select a representative sample to participate in the research. This sample is the foundation of your research in selecting the best sample design to obtain your sample.

The study's sampling strategy was purposive. A nonprobability sample called a purposive sample is chosen based on demographic characteristics and the goal of the study. Judgmental, selective, or subjective sampling are other terms for purposeful sampling.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had three (3) questions focusing on the purpose of study.

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Voice and video recorder were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who are considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification. A researcher's conclusions must be suitable, meaningful, correct, and valuable in order to be considered valid. The content and format of content-related evidence of validity must be consistent with the definition of variables and sample of the subject to be measured, and it also aids in validating the questionnaire's items.

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule will be considered using the appropriate form of Good and Scates.

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools, community, or place convenient on the part of the participants to conduct the interview.

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The researcher conducted the interview with the participants, but prior to this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words. The researcher consolidated all of the collected data after a series of interviews.

Data Analyses

The information gathered was analyzed using a thematic approach. Finding patterns or themes in qualitative data is the process of thematic analysis. The goal of a thematic analysis, according to Maguire & Delahunt (2017), is to find themes, such as fascinating or significant patterns in the data, and then utilize those themes to discuss the research or make a point about a problem. This involves condensing, evaluating, and interpreting the information gathered and giving it meaning.

RESULTS AND DISCUSSIONS

The study was conducted to determine the classroom instructional strategies of the newly hired and seasoned teachers in teaching mother tongue groundwork for professional development programs for Schools Division of Iloilo during the school year 2022-2023. The research method utilized in the study was descriptive using in-depth interview.

The study used phenomenology under qualitative research design.

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The participants of the study were the ten teachers, five are newly hired teachers and five are seasoned teachers in the District of Lemery for the school year 2022-2023.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview schedule, and the researcher considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools, community, or place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Minimum health protocols mandated by the Inter Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Orders on the Health protocols, Local Government Units and the Barangay health protocols were strictly observed and followed during the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after series of interviews.

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The information gathered was analyzed using thematic approach. The following are the findings of the study: Based on the results of the in-depth interview with the participants as to their classroom instructional strategies in teaching Mother Tongue, the newly hired teachers used differentiated instruction, visualization through learner centered approach and discussion method and cooperative learning. It was also found out that seasoned teachers used differentiated instruction or group activity, translation method, interactive discussion and explicit teaching in teaching Mother Tongue.

The results of the in-depth interview found out that newly hired and seasoned teachers are considered limited teaching resources, inadequacy of learning materials, learners lack of vocabulary and learners' experience bilingual education or multilingual environment as challenges.

It was also found out based on the results of the in-depth interview that teachers' ways on managing their challenges in teaching Mother Tongue newly hired teachers are doing research or internet, attending seminars and workshops and using multilingual instruction/remediation instruction in facilitating the lesson. The seasoned teachers found out that through creating SIMs and instructional materials, attend training and seminars, and using multilingual teaching they would be able to find ways in addressing their challenges encountered in teaching Mother Tongue.

Based on the findings, the following insights were drawn:

Teaching mother tongue as the first language of learners gives and enables school learners to express themselves easily in their own language and that they have no fear of committing

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mistakes as they are well verse in speaking their first language. It encourages active participation in class and makes them explain the things they have in mind using it. With this, teachers will effectively use the language at home as their medium of learning in school. Mother tongue bridges learners as teachers introduces another language or subject taught. This is also helpful as learners gain self confidence in using Mother Tongue as an oral and written language for everyday communication and learning.

Newly hired and seasoned teachers regardless of the number of years they dedicate into teaching have a lot in common when it comes to teaching strategies and approaches. This only means that although new program like this has some disadvantages in the personal pocket of teachers, this will ensure that the school children will understand what is being taught in the four corners of the classroom.

Improving the educational system through the K-12 Basic Education Curriculum and with Mother Tongue, school learners in the early grades has less chances of suffering at an early stage with the use of their first/mother language. Despite the overwhelming support, it is still evident that the program is struggling in terms of final resources and government rigid implementation and strategic planning as teachers and learners suffers under. Lack of trainings and workshops for newly hired teachers, insufficient supplies of SLMs and laboratory equipment, inadequate number of books for learners and teaching guides, and lack of classrooms and its facilities.

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CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations were forwarded:

The government, specifically the Department of Education and its implementing body, should review some of the salient features and implementation of the program. The need to review its implementation is very vital to the success of the present curriculum and its development.

Higher authorities in the Department of Education should focus on rigid trainings and seminars intended for the newly hired teachers and seasoned teachers as there is a need to redevelop their skills as their advantage in delivering 21st century skills to school learners.

Newly hired teachers should be introduced to the upskilling of strategies and approaches in the curriculum while the seasoned teachers should be given priority enhancement techniques using new technologies.

In the inadequacy of books and other support materials for learning, teachers should be encouraged to make their own SLMs, big books, storybooks, and other support aids for teaching and learning which will undergo Quality Assurance. These SLMs will be utilized by all teachers in the district in English, Filipino, and in Mother tongue languages. This will further enhance teachers' capabilities to work under pressure and will be of good use in the absence of books. The need to train teachers in the correct translation of different languages should be given utmost priority,

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most especially those who are handling primary grades as this will capacitate them to mobilize knowledge and skills intended for learning.

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