

KAMAYO, KANATO IPASIGARBO: TOOL TO ENHANCE MTB-MLE

Rickjohn D. Gatub¹, Mary Lovely Suzzeth P. Mendez²

Bachelor in Elementary Education, Davao Oriental State University, Mahan-ob, Cateel, Davao Oriental, Philippines

ABSTRACT

Mother Tongue-Based Multilingual Education (MTB-MLE) refers to the use of students' mother tongue and two or more additional languages as languages of instruction in school. Having different languages in the country has been a concern. The problems include what strategies can be employed by the teachers in successfully implementing MTB-MLE. Hence, this study explored the strategies employed by the teachers in implementing MTB – MLE and the problems that they have encountered and how the least competency was utilized by using specific tools of enhancement with the least improve competency. The researcher employed in pure research design to further seek and understand the significant role of this tools and or strategy used to enhance the least learned competency. This study was delimited in analyzing the two competencies such as: (a) give the summary of the story and (b) participate actively during story reading by making comments and asking questions using complete sentences which are said to be least learned competency during the implementation of MTB-MLE as identified in the curriculum. After analyzing the related studies the researcher come up with the steps.

Keyword: *Competency-based learning, Curriculum², Department of Education³, Kamayo (Kinamayo or alternatively spelled as Camayo³, Mother Tongue-Based Multilingual Education (MTB MLE)⁵, Social Theory⁶,*

1. INTRODUCTION

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language it goes to his heart.” -Nelson Mandela

The role of language as a medium of instruction in promoting an effective teaching and learning is an issue that has occupied many scholars all over the world for many years (Orr 1987, 1997 as cited by Deyi, et al., 2007).[4] One of the latest developments in the Philippine educational system is the Mother Tongue – Based Multilingual Education (MTB- MLE). MTB-MLE refers to the use of students' mother tongue and two or more additional languages as Languages of Instruction (LOI) in school (Malone, 2007).

The official language policy of the 1987 Educational Act (revised in 2004), children in Grades 1 – 3 were to be instructed in their first language, while those in Grade 4 onwards are set to be instructed using a second language (L2), which is English. This language policy can be identified as a possible model for bilingual education (Borch & Tombari, 1997 as cited by Ndamba, 2008).[2] Teaching using the mother tongue in the early grades enhances children's ability to learn better compared to the use of a second or foreign language (UNESCO, 2003; SkutnabbKangas, 2003 as cited by Rai, et al., and 2011). Additional, research that has been conducted on language education has also shown that children are quicker to learn, to read, and to acquire other academic skills when instructed in the language that they speak at home rather than taught in an unfamiliar language (Borch & Tombari, 1997 as cited by Ndamba, 2008).[2]

In the educational center of the North, Baguio City, Philippines, some of the teachers encountered problems in the implementation of the mother tongue – based instruction (Lartec et.al, 2014).[5] This includes the absence of mother tongue books, lack of vocabulary, and lack of teacher – training. In addition, as stated by Cabansag (2016), the four major issues that stymie MTB – MLE implementation are the multilingual environment, translation difficulty, inadequacy of instructional resources, and mandatory compliance with the Department of Education.

To strengthen this, the Department of Education (DepEd) has implemented the use of mother tongue as a medium of instruction from Kindergarten to Grade 3 level. (DepEd order No. 74, series of 2009). Having different languages in the city has been a concern. The problems include what strategies can be employed by the teachers in successfully implementing MTB-MLE. Hence, this study explored the strategies employed by the teachers in implementing MTB – MLE and the problems that they have encountered and how the least competency are being utilized by using specific tools of enhancement with the least improve competency.

1.1 Theoretical Framework

This study was anchored on the Social Learning Theory by Albert Bandura (1977). This theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioral change. (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors (Bandura, 1977).

The principles of social learning are assumed to operate in the same way throughout life. Observational learning may take place at any age. Insofar as exposure to new influential, powerful models that control resources may occur at life stage, new learning through the modeling process is always possible. (Newman B.M. & P.R, 2007). SLT posits that people learn from one another, via: Observation, Imitation, and Modeling.

The people who are being observed are called models and the process of learning is called modeling, this point supported by (Newman B.M. & P.R, 2007). People can learn through observation which is known as observational learning. Secondly, mental states are important factor for learning it is also named as intrinsic reinforcement. Finally, it refers to this point that learning does not necessarily lead to a change in behavior and it follows by modeling process (Amineh, R. J., & Asl, H. D. 2015).[1]

Locke, K. (2014), Social Cognitive theory has influenced many areas of inquiry: education, health sciences, social policy and psychotherapy among others. On a closer observation, however, social cognitive theory has its roots in American behaviorism, but Bandura extends radical 21 behaviorisms to include cognitive factors in his account of social learning. Finally, as Green & Peil (2009), reported he has tried to use cognitive theory to solve a number of global problems such as environmental conservation, poverty, soaring population growth and etc.

2. METHODOLOGY

2.1 Research Design

The research design used in this study was a pure research design. This type of research according to Fomunyam (2020) is motivated by a desire to expand knowledge and aspires to acquire knowledge with no other motive but to learn. The primary aim of this research approach is to gather information in order to improve one's understanding.

2.2 Research Procedure

From the conception of the study, extensive search and collection of the relevant studies and literatures about least learned competency enhancement tools. From the collected literatures, extensive reading and understanding were done to formulate basic concepts needed for the study. Other related concepts essential to the study are also provided. Moreover, basic concepts and related studies were then collected and presented in the review of related literatures. Afterwards, the researcher underwent validation of the tools and activities developed through intensive checking by grade two teachers and a Master Teacher in MTB - MLE. Finally, the researcher created six (6) steps that helps meet the key concepts identified. Steps are then searched and formulated to support the application of the tool.

3. RESULTS AND DISCUSSION

The tool “KAMAYO, Kanato Ipasigarbo” is created to help improve the least learned competencies which where (a) give the summary of the story and (b) participate actively during story reading by making comments. After analyzing the related studies, the researcher comes up with the following steps:

3.1 k-ung mahimo kanato gamiton yang kinamayo na tiniyaban para mas masabtan ng mga iso yang ihatag na leksiyon. *(If possible, use the native language in order for children to understand more the given lesson)*

It is impossible to learn anything unless you relate it to what you already know (Yadav, 2014). These and other paybacks of teaching in the native language prompted world organizations to emphasize the education of children in the primary level using their native language (Khan, 2016).

In the study of Espada, (2012) children even performed better when exposed to the mother tongue. Similarly, as Singh, (2014) found, success in the use of the dialect in education can be achieved in places where the pupils thought lesson with the use of their language. Furthermore, Sario et al., (2014) found that the use of mother tongue in the classroom made pupils more active, participative and interactive with their sense of class belonging and receptiveness enhanced.

3.2 A-ngay na mapasayod sang mga magtu-onay yang mga elemento ng storya. *(Introduce to the pupils the elements of a story)*

Being familiar with the various elements that are combined together in good storytelling also helps students in their own writing. (Bennett, 2006). When students can describe literary elements such as character and plot, they are better able to interpret and respond to a text (PBS Language Group, 2008).

As such, these steps will guide the pupils to understand further and inculcate it to their minds the different elements of the story. It helps students to organize their thoughts and to competently weave together the various threads of their own stories.

3.3 M-ahimo na kanilan e-apply yang kanilan yatun-an sang yaagi na higayon. *(Apply their previous knowledge.)*

These broad pre-existing are the prior knowledge of the learners. Prior knowledge may help or hinder the student in learning, depending the nature of prior knowledge (David, 2017). According to (Eberly Center for Teaching Excellence & Educational Innovation, 2008). With their priorknowledge and other various characteristics, students may see the world differently and respond to problems in diverse ways.

For instance, this steps will help the pupils re-apply their previous knowledge and for the teachers to assess whether the pupils really understand the lesson.

3.4 A-kayon yang mga magtu-onay na mahimong aktibo sa pag apil sang klase. *(Encourage the pupils to participate actively during class)*

Student engagement is receiving a lot of attention lately — and rightly so. Students need to be actively engaged in order to achieve (Fredricks, Blumenfeld, & Paris, 2004).

Educators strive to design engaging experiences for students because engagement is explicitly associated with student achievement. For example, Skinner and Pitzer (2012) explains that engagement is “a robust predictor of student learning, grades, achievement test scores, retention, and graduation” (p. 21). In their analysis of the Program for International Student Assessment results, Brozo, Shiel, and Topping (2008) identified reading engagement as one of the most powerful factors affecting students’ reading achievement. Kirsch et al. (2002) found that engagement “has the largest correlation with achievement in reading literacy” (p. 124).

3.5 Y-ang mga magtu-onay kinahanglan masulayan ng mga himuonon para sang pagsusi. (Pupils should be tested with activity for evaluation.)

The University of Washington (2002) states that designing activities is an important part of assessing students understanding of course content and their level of competency in applying what they are learning. Recalling information, we've already stored in memory is a more powerful learning event than storing that information in the first place, he says. Retrieval is ultimately the process that makes new memories stick. Not only does retrieval practice help students remember the specific information they retrieved, it also improves retention for related information that was *not* directly tested (Karpicke, 2010).

3.6 O-g yang mga mga magtu-onay mahatagan da ng kagawasan yang tanan ng kanilan yatun-an. (The students will be given the opportunity to apply their leanings.)

As asserted by Cerbo et. al. (2017)[3] the use of a student's mother tongue language helps create better communication with their classmates, and it is up to the students to prioritize their first language which strengthens their communication skills and allows them to study more effectively. Moreover, mother tongue language affects the fluidity of communication during class participation (McLeod et. al., 2017).

As such, the step below is a unique way to seek a deeper understanding of students and encourage them to conceptualize and comprehend. The activity allows them to communicate what they understood and speak their mind with regards to what they learn from the reading material.

4. CONCLUSIONS

The study entitled, Kamayo Kanato Ipasigarbo: Tool to enhance the least learned of Competency of Grade 2 Level has led to a certain conclusion. The study successfully surfaced the teachers' experiences from Malibago schools in implementing the MTB-MLE in a multilingual setting reflected in the use of the strategies like translating of target language to mother tongue, utilizing multilingual teaching, utilizing lingua-franca, improvising instructional materials written in mother tongue, remediating instruction and utilizing literary piece written in mother tongue; and the problems they encountered like absence of books written in the mother tongue, lack of vocabulary, and lack of teacher training. Through these strategies employed by the teachers, they are able to effectively implement the use of MTB~MLE in helping their pupils acquire the necessary information and learning in the classroom. These innovative strategies help the students attain the maximum learning and helps build firm foundations, valuing and developing the oral and written skills that young children bring to school without rushing literacy. The problems indicated the major attention and effort necessary to be considered so that it will not hinder the meaningful learning and will not affect the way the teachers deliver their lessons.

The study advances the current literature by illuminating areas on the strategies and problems of MTB-MLE instruction previously not cited as well as concurring with the previous investigations. Clearly, findings generated in this study affirm the vital role of teachers in supporting pupil's learning relative to the implementation of the MTB~MLE through their innovative strategies and overcoming the barriers. Hence, the Department of Education are challenged to initiate a mechanism by which the teachers' innovative strategies and problems are assessed, monitored and evaluated at the same time design an effective program or model of MTB-MLE that is geared towards supporting these teachers' role in its effective implementation.

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