

MTB-MLE: MOTHER TONGUE EDUCATION, SHOULD WE GO OR FOREGO?

by:

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The K to 12 curriculum has been a hot issue when President Marcos and Vice President Sarah Duterte, who is also the Department of Education Secretary, came into power. In June 2022, the Department of Education (DepEd) has been tasked by the incoming president with assessing the efficacy of the K-12 curriculum in terms of improving students' knowledge and skills for the workplace, their comprehension, and competitiveness.

One of the hotly debated topics is the teaching of the mother tongue and English. Some state legislators claim that we do not give enough time to our pupils to learn and enhance their English. There was even news about abandoning the mother tongue as a subject, but not as a medium of instruction (Philippine Star, 2022). Experts in the field of linguistics and language education say otherwise. According to experts in language education, mother tongue-based multi-lingual education has been proven to be effective by empirical data especially the Lubuagan study in 2011 (Walter and Dekker, 2011).

With polarizing opinions on this topic, should we continue to go for MTBMLE or should we forego implementing this program? I believe that the MTBMLE program should continue. While it is true that there are problems in its implementation, we cannot deny the gains of this program to our education system. Economically and scientifically progressive countries such as Japan, South Korea, and China have maintained using their mother tongue to teach science and mathematics. Numerous studies have already proven that mastery of the mother tongue will lead to a more successful academic performance among pupils. Yes, problems and challenges abound, but the best way forward is for us

to address this problem. MTBMLE is a groundbreaking system, that celebrates our linguistic diversity and addresses the local needs of our pupils and of our community. MTBMLE, let's go!

References:

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