

THE IMPACT OF MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE) IN FACILITATING THE LEARNING

by:

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In the Philippines, one modification in the Basic Education Curriculum moved by including an array of proposed native languages in the primary education system by international organizations like UNESCO, academic discussions, and advocates of fair, culturally-appropriate, and attainable education. Mother Tongue is taught as unconventional Learning Area in Grades 1 to 3. Concerning willingness to teach, the respondents are willing to perform both – use MTs as the language of instruction.

The positive stance of our pupils will signify a successful campaign that we teachers support, the MT in education as we know. There must be a reinforcement of the mother tongue, especially when these beginning teachers become front liners when they eventually become part of the public education system and encounter problems inherent to the program's implementation (Alieto, 2019). Implementing this ten-year-old language policy has been coupled with research justifying its need in the Philippine educational system's "Education for All" program. The UN has come out backing the move because its goal is to improve education, believing there needs to be a general recognition of linguistic minorities. Initially, with the language one speaks at home, the bridged gap in understanding, and our pupils can better learn the curriculum. With curriculum indigenization, pupils will find the subject matter more interesting—the reinforced connectedness of the classroom lessons with life outside the classroom. It is complemented on a study that, if learners, parents, local specialists, and leaders will actively design and implement the curriculum, then the curriculum will be more relevant (Gorio et al., 2019). There must be sound elements of cultural preservation. According

to research, the state's increasing involvement in the daily activities of individuals in their community had a dramatic side effect. The children, being free to use their native language and learn it, now found themselves obliged by the state to submit to the language preference of the majority (Varenes, 1996).

Because of the discussions, this geared research toward revitalizing vernacular languages to aid in developing literacy among our pupils. MTB-MLE helps our pupils build a 'good bridge' when we introduce other languages orally through meaningful and non-threatening activities. It presents writing and reads different languages by building on what they have learned through the oral teaching of language and their foundation in first language literacy. Finally, it builds eloquence and confidence in using the undertaken study along this line. Furthermore, problems in the showed native-language teaching to possess significant strength implementation process are determined and is likewise one of the research concerns.

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