

Teachers Beliefs on Multilingualism in Science Classes

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Abstract— Multilingualism depicts an influential issue in a classroom the instructional preparation of teachers. According to Mohammed, (2006), teachers' beliefs show a complex system that binds values, facts, and assumptions and gives information and experiences to guide the educators. The study aimed to explore the views of teachers on multilingualism as an advantage to learning other languages in science classes. This is a type of qualitative research design wherein an interview method, FGD, and observation were used to explore the study. Results showed that multilingualism has the advantage of connecting one language to another, as observed in science.

Keywords— Teachers Belief, multilingualism, science class.

I. INTRODUCTION

In the 21st century, language and communication skills are an advantage. Globalization has established strong attachments among the global populace. More and more industries with different foreign investors transact business but don't speak the same language. The goal of each nation in stabilizing relationships from a global perspective is to target proficient English-speaking staff. English has indeed become a common language in the international arena Bencherki, et al., (2016). It is a vital force that helps to convey ideas, it bridges people together in unity to achieve a greater purpose. The acquisition of language remains an influential aspect of human linguistic development. It is important to understand the challenges involved with the acquisition of the global lingua franca, which is English.

Innumerable research studies have established the different stages and development of linguistics in an individual. Given the idea of a multilingual society, it is imperative for educational managers to recognize how dialect is used to make an impact on learners. According to Marian (2009), a person who speaks one or more languages is believed to be highly skilled compared to an individual who only knows one language. UNESCO commits to quality education for all, especially in communities with several cultures and linguistic diversity in education (UNESCO 2003). It has encouraged the use of native languages in primary education. Recent findings proved that L1 (mother tongue) is convenient for learning foreign languages (McMillan and Rivers, 2011:252; Storch and Wigglesworth (2003).

The linguistic diversity causes multilingual speakers to dominate over monolingual speakers (Tucker, 1999). Many countries have multilingual and multicultural societies, and this has endangered the demands of globalization. This had led to the use of the advantage of using multiple languages. An

individual in contact with a culturally diverse community, will open new avenues of opportunities for work, career, etc. The quest for proficiency in the English language has caused multilingualism (Jessner 2006, 2). With the significance of multilingualism in instruction, the study on the teachers' beliefs about

II. RESEARCH QUESTIONS

The study aimed to discover the teachers' beliefs about multilingualism in science classes. Specifically, answer the following questions:

1. What are the views of teachers on multilingualism as an advantage to learning another language in science class?
2. To what extent do teachers draw on student's previous knowledge of language?

III. METHODOLOGY

A. Research Design

The current study was a qualitative research design, according to Creswell (2013), which emphasizes the importance of exploring the depth of the problem or issue being discussed to evaluate the phenomenon, which is immeasurable. The essence of the qualitative method is understanding the problem, which requires communication with the respondents, visiting their homes, schools, or other venues and providing an avenue through which they can freely express their views and experiences.

B. Research Respondents

With the emphasis of the investigation, it was imperative to select ten elementary teachers from School A. The school was chosen because they cater to multi-cultural pupils who are multilingual. They were invited to participate, and they willingly confirmed their participation. The table provides an overview of the teachers' profiles.

TABLE 1. Teacher's name, language competence, and teaching experience.

Name	L2	L3	Linguistic Competence	L2 & L3 teaching experience (n=yrs.)
T1	F	E	Yakan	15
T2	F	E	Tausug	7
T3	F	E	Chavacano	5
T4	F	E	Tausug	8
T5	F	E	Chavacano	12
T6	F	E	Chavacano	18
T7	F	E	Chavacano	20
T8	F	E	Yakan	13
T9	F	E	Yakan	20
T10	F	E	Tausug	18

Legend: F Filipino, E English

C. Data Analysis

The qualitative method is a manner of defining the affirmation of accepting the true essentials under analysis (Cho et al., 2006). In the present study, to establish validity, interviews would be appropriately documented and transcribed. A copy of the transcript would be sent to the participants for correction or to enhance some information pertaining to the questions. The respondents were not identified and all the responses will be treated with high confidentiality.

IV. RESULTS AND DISCUSSION

All of the respondents agree that multilingualism is helpful in learning other languages. This was confirmed by the result of De Angelis (2011) existing home language helping enhance learning in a multilingual class. Haukas (2016) says that learners with multiple languages have an edge in learning other languages. Two of the teachers emphasize that when learning a new language, pupils use their previous knowledge. They were mentioning individual differences in learning, in which students use different ways to learn science topics. Some also mention considering some factors in language acquisition, such as the translation method used by the student, motivation, cognitive skills, and social aspects of the child. It further emphasized the importance of motivation in learning.

All teachers revealed that the learners frequently turn back to previously acquired linguistic knowledge. Teacher M, Teacher R, Teacher L, and Teacher J said a *tausug*, *yakan*, *bisaya*, and *chavacano* child use their first language to understand oral or written text in English. This is being practiced in the class to assure that the children absorb the information. Teachers provide examples that will allow students to use their L1 to understand L2 and L3. However, they noted that there are a few activities available that encourage learners to use their first language. Teacher M even said that there are children who use their first language more frequently, especially during discussions in L3 English class. Teacher R, Teacher Z, Teacher L, and Teacher K feared that the manner could lead to more language mistakes. They usually interchange the linguistic patterns of their first language with their second language.

The extent of learning English using Filipino is limited, they emphasize the comparison of the terms in English and Filipino. Some teachers mention that Filipino is a difficult subject, and they seldom observe learners using it. Some teachers emphasize factors that might be reasons for not using Filipino in learning English. The students find it hard to use Filipino because the subjects are all taught at the same time. Mother tongue was introduced for three years, and it was only in the fourth grade that these two languages were taught. One of the teachers mentioned the age of the onset of learning the language, which is also important to consider.

In conclusion, the educators partaking in the interview seem to have developed numerous stages on the track of multilingualism, not only as an affirmative effect for learners but likewise as an instrument to help learners discover

linguistic relations between the L2 and L3 and previously learned languages.

V. RECOMMENDATION

Based on the results, it is recommended that educational administrators, and faculty develop a range of techniques in order to facilitate the learning. Prepare educational curriculum that effectively uses multilingualism in science instruction. It is likewise recommended that research study such as this must be continued by other Colleges and Universities, for it assists and reveals information about the benefits of the integrating multilingualism in the classroom setting.

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