

Assessing the Attitude of Teachers on MTB-MLE and the Acquisition of English Literacy Skills Among Grade 3 Learners

Queennie Ann N. Arabala, Nathasia Kaye P. Raganas, Pauline Mae Cañete, Glezy Mae S. Gelig, Ma. Angelica R. Mediana, Ma. Elizabeth S. dela Cruz, Rhena Mae L. Ancajas, Ariel O. Tinapay

College of Teacher Education, Cebu Roosevelt Memorial Colleges, Bogo City Philippines 6010

Email address: queenarabala@gmail.com, raganasnathasia4@gmail.com, pauleenmae1030@gmail.com, glezygelig123@gmail.com, angelicamediana98@gmail.com, delacruzmaelizabeth78@gmail.com, rhenamaeancajas@gmail.com, arieltinapay288@gmail.com

Abstract—This study was prompted by the standard of developing learner's literacy skills, such as vocabulary, spelling, and comprehension, in grade 3 learners. Understanding the teachers' attitudes toward the MTB-MLE and their development of English literacy skills may aid in the decision-making of policymakers, school administrators, parents, and students. This study was conducted in the elementary department and focused on grade 3 pupils because the researchers wanted to examine whether pupils encounter difficulty learning and mastering the second language at this level. Therefore, this study aimed to determine the English proficiency of 3rd grade primary school students, with a focus on reading comprehension and grammar.

Keywords— Acquisition, attitude, english, learners, literacy, skills, teachers.

I. INTRODUCTION

English is taken into consideration in the lingua franca. This language is widely used as a means of communication around the world. In numerous divisions, such as the business world, politics, medicine, engineering, and education, English has played a severe role in multiple divisions, such as the business world, politics, treatment, and education, which are known by far as those where the said language is required. It was mentioned that English is an international language. Hence, the Philippines is not an exemption. The government issued Executive Order 210, which ordered the Department of Education to utilize English as a second language as soon as possible. It is deemed a significant subject, is taught in the Philippines from grade one to college, and is the means of instruction in many schools, which signifies that Filipinos should be capable of using the said language. However, despite all the exposure, the low English proficiency of students still needs to be addressed.

In addition, in 2009 the Ministry of Education issued the Institutionalization of Multilingual Mother Tongue Education (MTB-MLE). This requires the use of the students' native language as the language of instruction for all subjects from kindergarten through third grade, with English and Filipino being separate subjects. Additionally, in 2013, Republican Act #10533 known as the Expanded Basic Education Act. This

right entitles DepEd to adhere to the MTB MLE Principles and Frameworks.

It is expected that Kindergarten and Grades 1-3 will receive schooling, instruction, materials and assessment in their respective regional/native language, with a transitional program into the native language from Grades 4-6. Therefore, the fourth grade is a transitional year in which the mother tongue plays only a supporting role in teaching English in all subjects and is not used as a medium of instruction. However, mother-tongue-based multilingual education can negatively impact students' English proficiency as they have less exposure to that language. Learners who are struggling with the English language may encounter a myriad of problems with communication and their academic performance. In addition, it may cause these learners to trouble other subjects that use English as the means of instruction, which can become a more severe problem.

II. LITERATURE REVIEW

Mother Tongue-Based Multilingual Education (MTB-MLE).

In 2012, the Philippine government implemented the K–12 Curriculum, which included the MTB–MLE program. This initiative was designed to enhance students' foundational skills, cultivate more proficient individuals, and provide graduates with the necessary tools for continuous learning and professional growth (Apolonio, 2022). The objective of the program is to facilitate the development of learners who are proficient in two languages, possess a deep understanding of two cultures, and simultaneously attain high levels of academic achievement (Benson and Kosonen, 2021; Heugh and Mohamed, 2020). The passage of Republic Act 10523, also known as the "Enhanced Basic Education Act of 2013" (Official Gazette of the Republic of the Philippines; 2013), underscores the significance of this issue.

The significance of the MTB-MLE implementation at the K3 level has been acknowledged in the literature (Dekker, 2017), as it contributes to the development of a curriculum design that is very effective (Facullo Khunakene et al., 2022). An essential aspect of its implementation is the incorporation of reconfiguration, which posits that pupils acquire and

internalize things through the effective utilization of their native or first language (Son, et al., 2021).

The Department of Education (DepEd) has officially acknowledged the crucial role of language in the process of learning. The integration of the MTB-MLE program into the primary education curriculum aims to prioritize the acquisition of native languages found in various places, beginning at the foundational level of education. The objective is to develop the learners' proficiency in both languages, literacy in both written forms, and understanding of both cultures, all while ensuring they receive the high-quality education they are entitled to. The MTB-MLE program aims to enhance and optimize the "medium of instruction in order to facilitate and enhance the teaching and learning processes." The implementation of the program resulted in both advantages and disadvantages in terms of curricular integration across all public schools in the country.

According to Perez (2019), it is important to take into account several factors such as the development and design of the curriculum, effective policy formulation, and training in order to address the educational demands. Additionally, attention should be given to teaching approaches and tactics (Tirol, 2022). It has been observed that numerous public schools in the Philippines face challenges during the implementation of the curriculum. The challenges encompass a range of issues, such as the inadequate provision of instructional materials for both learning and teaching purposes, the absence of printed materials written in the native language, the insufficient use of specialized terminology, and the limited opportunities for professional development among instructors (Caldas, 2019) at the elementary and secondary school levels.

According to Angelo et al. (2019), the mother tongue refers to the primary vernacular of a kid and the dialectal expression used within their community. It can also be considered as the primary mode of communication, or the language that a child has acquired from early childhood. This method of education embodies a society characterized by syntactic homogeneity, wherein the instructor use the native language and all instructional materials are likewise presented in the native language. Furthermore, the provision of education in one's mother tongue serves to instill a sense of identity and cultural belonging, since it encompasses the fundamental linguistic proficiency of the individual (Opiniano et al., 2022; Ngugi, 2018). The successful execution of the program is of utmost importance as it enhances the learners' capacity to acquire and master the indigenous language of the region. According to Adriano et al. (2021), learners exhibit enhanced comprehension and retention abilities due to their proficiency in their first language.

Several studies (Rose et al., 2020; Xolmurodova, 2021; Akintunde and Ohiare-Udebu, 2021) have found that introducing mother tongue instruction at an early age within the educational system offers benefits such as reducing dropout rates and fostering a more supportive learning environment, particularly for marginalized groups. Not all learners are situated in an educational context where their

parents alone provide all the necessary assistance and resources for their upbringing (Neuman et al., 2018).

In fact, a considerable number of students originate from marginalized segments of society and are affiliated with economically disadvantaged households (Fernandez and Abocejo, 2014). The adoption of Mother Tongue-Based Multilingual Education (MTB-MLE) serves as a catalyst for creating a shared foundation that promotes the individual and socioeconomic growth of students. According to Pamittan (2019), learners who have progressed via the integration of MTB-MLE in the curriculum demonstrate improved performance in subsequent language acquisition.

The complexity of language policy in the Philippines arises from the diverse linguistic and cultural backgrounds of its population (Tonio & Ella, 2019). The task of formulating and executing language policy within the educational domain presents a formidable barrier due to the vast number of islands, approximately 7000, and the presence of 181 distinct languages in the Philippines (Lewis, Simons, & Fennig, 2013). As a customary practice, the educational curriculum of the country undergoes periodic adjustments and modifications around every decade. The language policies in the Philippines have seen significant transformations and variations throughout the past century, with each successive generation witnessing the implementation of various policies (Burton, 2013).

The Bilingual Education Policies of 1974 and 1987 have established English and Filipino as the official languages of instruction, despite the fact that a significant majority of the people does not use or speak these languages as their first language (Burton, 2013).

The rapid pace of transformations in Filipino society, particularly in the realm of education and worldwide requirements, has compelled legislators to revise the curriculum in order to meet the evolving needs of the 21st century (Valerio, 2015). In response to the difficulties posed by the Bilingual Education Policy, the Department of Education (DepEd) implemented a directive in 2009 that established the Mother Tongue-Based Multilingual Education (MTB-MLE) as an institutionalized approach.

The Philippines Department of Education (2012) implemented a new order in 2013, which outlined the precise rules for MTB-MLE. This reform was integrated into the recently established K to 12 Basic Education Program. A total of twelve prominent languages were recognized and designated as languages of instruction (LOI), so facilitating the transition towards the utilization of mother tongue instruction. The order also places emphasis on the four areas of development that the new policy directly influences: (1) language development, which serves as the fundamental basis for a comprehensive education that leads to success in both academic and lifelong learning pursuits; (2) cognitive development, which focuses on the cultivation of students' Higher Order Thinking Skills (HOTS); (3) academic development, which enables learners to fully grasp and master the competencies in various learning domains; and (4) socio-cultural awareness, which fosters and enhances a sense of national identity and pride in the student's heritage, language,

and culture (Philippines Department of Education, 2012). Several research studies undertaken in the Philippines and other locations have shown the potential advantages of mother tongue instruction, particularly for linguistic minority pupils. These findings have motivated policy makers to change the educational curriculum in the country.

The findings of Ramires, Yuen, and Yamey (2019), Thomas and Collier (2019) in the United States, and Walter and Dekker (2019) in the Philippines exhibit congruent outcomes, indicating that students exhibit enhanced learning outcomes and achieve higher levels of academic success when their first language (L1) is employed as the medium of instruction in educational settings, as opposed to learners who are instructed primarily in their second or third language (L2 or L3).

Furthermore, it has been demonstrated in various research endeavors that the acquisition of a second language can be facilitated and optimized when it is predicated upon the learner's proficiency and comprehension of their first language, as expounded upon by Cummins in 2000. Additional investigations carried out in non-Western settings, albeit with comparatively lower levels of methodological rigor, have produced analogous findings (Burton, 2013). One of the most notable endeavors in the realm of MTB-MLE investigation is the Ife Project in Nigeria, which transpired between the years 1970 and 1978.

The empirical investigation revealed that individuals who engaged in the process of acquiring knowledge utilizing their first language for a duration of six years exhibited superior performance compared to their counterparts who were exposed to their first language for a mere three years, as evidenced by their overall advancements in academic accomplishments. Notwithstanding the fact that the first group had a shorter duration of exposure to English as the Language of Instruction (LOI), it is noteworthy that there was no discernible disparity in English proficiency between the first and second groups (Fafunwa, Macauley, & Sokoya, 1989 as cited in Burton, 2013, pp. 28-29).

English Literacy

It is clear that language is important in many facets of our daily lives. Its function has been expanded to encompass a wider range of academic learning and knowledge acquisition. The ability of students to read academic materials and critically analyze abstract concepts and ideas depends on their proficiency in language, which is characterized as a crucial instrument for thinking and learning.

The concept of literacy encompasses a range of cognitive skills and abilities that facilitate effective communication. These include the capacity to read, write, observe, comprehend, discuss, create, listen, and respond in a manner that enables individuals to engage in meaningful exchanges of information and ideas (Tirol, 2021). Furthermore, it is imperative to acknowledge that this cognitive faculty encompasses the aptitude to effectively apply said proficiencies in order to proficiently establish connections, unearth hidden meanings, decipher, and fully grasp textual as well as auditory data (Tinapay & Tirol, 2022). Henceforth, it

can be posited that literacy, in all its multifaceted glory, stands as an indispensable aptitude, replete with a plethora of language proficiencies such as reading, writing, introspection, and inquiry. These proficiencies, in turn, serve as the bedrock for the acquisition of knowledge and the pursuit thereof (Tirol, 2023).

English language literacy has garnered a lot of interest recently from many people. Worldwide academics and the development of pupils' English language proficiency. The Chinese Ministry of Education stated in The Opinions on Deepening Curriculum Reform to Implement the Basic Tasks of Lideshuren that the standards of academic evaluation and college entrance examination should be developed based on the students' English language literacy (Fu & Qian, 2018). The development of English language literacy has shifted into the primary focus of Chinese educators who are constantly examining how to cultivate pupils' English language literacy as part of the global education reform (X. Cheng, 2017).

On the other hand, research from empirical research currently does not adequately support the topic of English language literacy. Famous English language teachers often struggle to comprehend the different aspects of English language literacy, and they often lack clarity regarding the crucial elements that influence English language literacy.

Many educators in numerous nations or pertinent regions have advocated and used the literacy framework's techniques, as well as various educational policies. The effects of literacy abilities on China's educational reform have also been studied by numerous Chinese academics (Cheng & Zhao, 2016). Two keywords—"English" and "language literacy"—have been used to find the pertinent articles in CNKI (a database of Chinese academic publications) in order to gather data on the English language proficiency of Chinese scholars in prior studies.

Additionally, between 2014 and 2016, it showed a propensity to rise gradually, and since 2016, it has accelerated. The amount has risen to its highest level in 2019. The study by Cheng and Zhao (2016) has been identified as one of the most significant ones in this area. The definition of English language literacy was briefly covered by Cheng and Zhao (2016), who also went into detail about the four components of English language literacy: language competence, cultural character, thinking quality, and learning ability. Additionally, they suggested investigating the meaning and make-up of literacy in the field of English. Additionally, English language literacy can be examined in four areas of the academic standards: hearing and speaking, reading, and writing, according to Cheng's (2017) analysis of the subject and its relationship to the English curriculum. Shu (2017) emphasized the two elements of literacy in the English language. Shu (2017) pointed out that two characteristics of English language literacy should be highlighted: foreign-related and supplementary.

Wang (2017) investigated the connection between the instruction of English reading methods in the context of Chinese EFL and literacy in the English language. Wang (2017) critically examined the issues with how English is now taught to read, and she proposed certain guidelines, objectives,

and strategies that may be followed in English teaching methods.

The study conducted by Wyk et al. employed an experimental methodology to examine the learning conditions of students who received education in their mother tongue versus those who were instructed in English from the outset. The current arrangement deviates from the focus of this study as, within the context of the Philippines, the Mother Tongue-Based Multilingual Education (MTB-MLE) program is employed for Grades 1, 2, and 3, alongside the utilization of English as the medium of instruction for other subjects. The aforementioned statement implies that the participants of this study received MTB instruction and English language-based instruction simultaneously, which is in contrast to the circumstances seen in the Wyk et al. study.

Similarly, the research design employed by Wyk et al. lays the foundation for a profoundly conclusive inquiry into the ramifications of MTB instruction on the process of acquiring a second language. On the contrary, the present study under consideration assumes a comparatively restrained inquiry. The present study aims to establish a correlation between the academic performance of students in their native language subject and their English subject, with a specific focus on students who are simultaneously enrolled in both courses. A meticulously designed proficiency assessment will additionally ascertain the difficulty index, thereby aiding in the identification of specific areas of challenge pertaining to English-related competencies among the students.

The analysis and interpretation of the difficulty index will be conducted in conjunction with an examination of the linguistic characteristics of the individual's native language. This examination aims to determine whether any interference between the native language (L1) and the second language (L2) exists and, if so, to identify the factors that may influence this interference, such as simultaneous instruction in both the native language and English. While conducting analyses on the potential implications of using MTB (Mother Tongue-Based) mediums of instruction on the development of English skills in pupils, it is important to note that the theory suggesting such an impact can only be inferred from the prospective findings of this study. This inference may then serve as a catalyst for future research endeavors, which could employ a research design capable of establishing a more definitive causal relationship between the variables under investigation.

MTB-MLE to English Literacy

According to research by Adhikari and Subedi (2018) in Nepal, MTB-MLE greatly enhanced the reading and writing abilities of primary school children in English. The researchers found that students who received MTB-MLE instruction scored higher on English reading and writing tests than those who received education solely in English.

Similarly, a study by Edralin (2018) in the Philippines found that using MTB-MLE as a medium of instruction in the early grades improved the English literacy skills of students. The study found that students who received MTB-MLE

instruction had better English reading and writing scores than those who received instruction solely in English.

The investigation by Ong'uti et al. (2016) into the various factors that affect tutoring and literacy in the local language known as "mama lingo" within public lower elementary schools in Kenya is another noteworthy study. Based on their respective findings, both instructors and students exhibited unfavorable attitudes towards the practice of tutoring and the acquisition of literacy skills in their native language. It has been deduced that the inadequate attitude of educators towards the native language and their inclination towards foreign languages as a means of communication can be attributed to insufficient training among the educators and the availability of resources for teaching and literacy in the native language. Meanwhile, learners exhibit a preference for English and Kiswahili.

Still, it should be noted that not all studies have shown MTB-MLE to be effective in perfecting English knowledge. For illustration, a study by Gonzalez (2016) in Ecuador showed that there was no significant difference in English reading and jotting scores between scholars who entered MTB-MLE instruction and those who entered instruction solely in Spanish. The findings of the papers examined are divided into two essential orders. One, MTB-MLE, can be successfully espoused if acceptable trouble is put into producing culturally applicable tutoring accoutrements, perfecting preceptors' faculty, and empowering parents and communities (Sario, et al., 2015). Also, as Mahboob and Cruz (2013) note, there's a need to modify people's attitudes toward English as the ultimate language to be studied and toward mama speeches and other original cants as simply good for diurnal conversations.

However, it is worth noting that Dahm and Angelis (2019), as referenced in Dagdag and Santiago (2021), concur with prior research in asserting that the utilization of one's native language yields favorable results and impacts not solely confined to language acquisition but extending to mathematical comprehension as well. As per the scholarly work of Casinillo (2022), it has been established that the utilization of English and MTB-MLE as instructional mediums in the domain of mathematics education yields favorable outcomes. The outcome, my dear interlocutor, is contingent upon the manner in which the instructor imparted the lesson, the educational resources she employed, and the disposition of the students towards the subject matter.

In the realm of English language proficiency, Namanya (2017) posited that the utilization of the maternal language, colloquially known as "mama lingo," may have exerted an adverse influence on the acquisition and advancement of learners' English language aptitude. Numerous interventions have been implemented; however, the utilization of the term "mama lingo" reveals a notable disparity between the pre-test and post-test scores. According to Namanya (2017), in abecedarian seminaries, novel sources of knowledge pertaining to the various subjects taught in academia are prominently displayed throughout the classroom.

In this esteemed academic institution, it is worth noting that the aforementioned documents and visual aids continue to

be presented in the English language, despite the fact that the instructional sessions are conducted in the vernacular tongue. This particular practice, along with several others, pertains to the relatively elevated level of English proficiency within the academic community. Indeed, it is worth noting that throughout the duration of the treatment phase, the individuals comprising the experimental group would actively engage with their respective schoolteacher, seeking clarification and requesting the reiteration of specific general concepts and terminologies in the English language.

In addition to responding on an hourly basis, they also provided answers in English to inquiries posed in their native language. The English proficiency level is likewise manifested in the pre-test outcomes of both cohorts. This particular practice may potentially give rise to inquiries and skepticism regarding the academy's successful implementation of the policy. The findings of the investigation elicit both a sense of trepidation and inspiration. It is quite daunting to observe that within a mere span of approximately two weeks, individuals who have received exclusive instruction in their native language have exhibited a notable decrease in their aptitude for the English language.

A notable concern pertaining to the performance of MTB-MLE in the Philippines lies in the disposition of the populace towards this particular approach. In the context of the Philippines, it is observed that English is commonly perceived as a language of elevated prestige, while Filipino and other indigenous languages are often marginalized and given lesser prominence. Indeed, it has been determined that a significant majority of the individuals surveyed perceive themselves to possess a high level of proficiency in the English language. Furthermore, at the academic level, a staggering 90% of respondents expressed a preference for English as the primary language of instruction, surpassing any other linguistic alternative.

Furthermore, as the level of comprehension among pupils continues to rise, both educators and parents have voiced apprehension regarding the potential consequences for language acquisition in the vernacular as opposed to English. Educators exhibit an ambiguous emotional attachment to the efficacy of Mother Tongue-Based Multilingual Education (MTB-MLE). In adhering to the established protocol, it has come to light that they have surreptitiously contravened the prevailing system due to their prospective endeavors concerning the matters pertaining to the MTBMLE (Burton, 2013).

An additional matter of concern pertaining to the performance of MTB-MLE lies in the absence of standardized assessment practices within the domain of primary education. The issue at hand pertains to the challenge encountered when attempting to rephrase technical terminology in the English language. This predicament arises due to the instructors' inability to effectively translate said technical terms into the vernacular. Consequently, this lack of proficiency leads to confusion and subpar outcomes in standardized assessments that employ English as the primary medium of communication. The aforementioned scenario pertains to the utilization of specialized terminology within the domains of

mathematics and wisdom-based disciplines. In certain instances, it is observed that a given term within the domain lacks any surviving original words in the vernacular. The aforementioned instances have the potential to engender perplexity in the rephrasing of the term within the vernacular, thereby potentially impeding the scholars' comprehension during standardized assessments that employ the English language as the medium (Dio & Jamora, 2014).

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MTB- MLE Acquisition

The acquisition of MTB-MLE has been the subject of several studies that have investigated the effectiveness of this approach in enhancing language acquisition. In this review, I will examine some of the key findings from these studies.

Its significance in developing a highly effective curriculum design is well recognized with the MTB-MLE implementation at the K3 level (Dekker, 2017 quoted; Faculty Khunakene et al., 2022). Reconfiguration, which maintains that students acquire and assimilate concepts by effectively utilizing their native or first language, is one of its key implementation aspects. The importance of language in learning has been affirmed by the Department of Education. The MTB-MLE program has been incorporated into the primary education curriculum to emphasize the learning of the local native languages beginning in the primary grades. The aim is to provide the students with the excellent education they deserve while assisting them in becoming completely bilingual, biliterate, and bicultural. The MTB-MLE program seeks to enhance and improve the "medium of instruction supportive to the teaching and learning processes." The program's adoption had both advantages and disadvantages with regard to the country's public schools' integration of the curriculum (Tinapay et al., 2021).

A study conducted by Kheang and Chhun (2019) in Cambodia found that using MTB-MLE improved the acquisition of both Khmer and English languages among primary school students. The researchers found that students who received MTB-MLE instruction had better Khmer and English language skills than those who received education solely in English.

However, it should be noted that some studies have reported mixed results regarding the effectiveness of MTB-MLE in language acquisition. For example, a survey by Chaudhary and Zaidi (2018) in Pakistan found there was no discernible difference between students who received MTB-MLE teaching and those who got instruction only in English in terms of their acquisition of English language abilities.

Using MTB-MLE has shown promising results in enhancing language acquisition among students in various countries. However, further research is needed to fully understand the factors that contribute to the effectiveness of this approach and to develop best practices for its implementation.

Effectiveness of MTB- MLE Education.

Mother tongue-based multilingual education (MTB-MLE) is an educational approach in which children are taught their first language (native language) before moving on to a second language such as English. The literature on the effectiveness of MTB-MLE in acquiring K-3 level English skills is extensive, highlighting the benefits of her use of MTB-MLE in early childhood education.

A study conducted of Wyk et al. (2016), he used a causal comparative quantitative research design to investigate the effects of native language education and gender on second language acquisition. His two different groups compared were: (a) learners taught in their mother tongue (such as Afrikaans); (b) a learner who was taught in English instead of her mother tongue from grade 1 through her grade 3; The dependent variable was second language acquisition, measured by the learner's performance on her three tests in fifth grade. H. Vocabulary, syntax and verbal communication

tests. The sample consists of two schools in Windhoek and a total of 70 learners from the first year to her third year. 35 use Afrikaans as their language of instruction and 35 use English as their language of instruction. The purpose of this study was to shed light on the ongoing debate about whether mother tongue instruction or L2 immersion is more beneficial for children's second language acquisition and competence. The survey above indicates the following regarding the types of respondents: H. Students in grades 1, 2, and 3 showed results very similar to the studies conducted.

Moreover, it is imperative to acknowledge the intricate nature of the Filipino linguistic landscape, characterized by a rich tapestry of native languages. Consequently, it becomes evident that certain concepts articulated in the English language lack direct counterparts in these diverse linguistic frameworks. Educators continue to depend on the Spanish-to-English translation provided by Medilo (2016). It is imperative that educators undergo enhanced training in order to effectively impart knowledge in their native language, as this has a direct impact on the caliber of instruction provided to students. The aforementioned references, namely Wa-Mbaleka (2014, 2015) and Medilo (2016), have been cited.

The utilization of MTB-MLE is employed in such instances. This phenomenon has the potential to impede an individual's acquisition of novel self-knowledge and hinder their exploration of the external world. Moreover, it is undeniable that globalization is an inherent phenomenon. From a global standpoint, it is worth noting that there exist certain privileges that are exclusively accessible to individuals who possess the ability to speak or demonstrate fluency in the English language (Hillman, 2015). The author Wa-Mbaleka (2014b) asserts the presence of noteworthy privileges in the domains of tourism, business, and education. In both Uganda and the Philippines, it has been observed that a significant proportion of individuals employed by multinational corporations possess a commendable level of proficiency in the English language, as noted by Tembe and Norton (2011) and Wa-Mbaleka (2014b). In accordance with the critical time hypothesis, it is posited that a potential consequence of this phenomenon could manifest in the hindrance of numerous individuals from accessing said advantages, thereby depriving them of the prospect to remain abreast with the ever-evolving globalized realm (Hummel, 2014).

Studies have shown that MTB-MLE helps children develop a stronger foundation in their first language, which in turn, facilitates the acquisition of second language skills. For instance, a study by Bautista and colleagues (2016) found that students who received instruction in their mother tongue first before switching to English performed better on tests of their mother tongue and English language proficiency than students who received English education exclusively.

Moreover, MTB-MLE helps improve the overall quality of education by making the learning process more engaging, relevant, and culturally appropriate. A study by UNESCO (2018) highlights how using MTB-MLE helps children develop a sense of pride in their language and culture, motivating them to learn and achieve academic success.

Regarding specific English literacy skills, MTB-MLE has improved reading comprehension, vocabulary acquisition, and language proficiency. For example, a study by UNESCO (2016) found that children who received MTB-MLE education had better reading comprehension skills in their mother tongue and English than those who did not receive such instruction.

Additionally, MTB-MLE is particularly effective in improving the literacy skills of disadvantaged and marginalized populations, such as children from rural or indigenous communities. A study by Garcia and colleagues (2016) found that children from indigenous communities who received MTB-MLE education had significantly higher scores in their mother tongue and English language proficiency tests than those who received conventional English-only education.

In conclusion, the literature suggests that MTB-MLE education is a practical approach to improving English literacy skills in K–3 students. Using a child's mother tongue as a foundation for learning, MTB-MLE promotes better comprehension, vocabulary acquisition, and language proficiency. Furthermore, MTB-MLE is particularly effective for disadvantaged and marginalized populations.

In a seminal study conducted by Zergani (2016), the profound impact of mother tongue utilization and its correlation with educational outcomes in the primary school setting is comprehensively examined. The latter individual arrived at the deduction that incorporating instruction of the native language in conjunction with the acquisition of a second language facilitates a more seamless transmission of phonetic and grammatical elements inherent to said language. Young individuals construct new knowledge and comprehension by building upon their existing foundation of understanding. The effective transmission of reading and writing strategies, sensorimotor skills, and coordination skills is facilitated, despite potential disparities in the written structures employed by various languages.

As the progression of language development ensues, it becomes readily apparent that concepts that have already been comprehended within the confines of the initial language can be effortlessly transposed to the subsequent language. Nevertheless, a notable shift occurs wherein individuals gradually shift their reliance from their native language to their second language. Therefore, it has been unequivocally established through research that the concurrent acquisition of both a native language and a secondary language enhances linguistic proficiency and pedagogical growth. Enhance your comprehension and develop the ability to analyze, differentiate, and apply various linguistic systems, thereby fostering a more profound level of understanding.

III. CONCLUSION

The MTB-MLE acquisition approach has been studied for its effectiveness in enhancing language acquisition. It is integrated into primary education curriculums at the K3 level, prioritizing the acquisition of native languages. The goal is to help learners become bilingual, biliterate, and bicultural while achieving quality education. A study in Cambodia found that MTB-MLE instruction improved the acquisition of Khmer and English languages among primary school students. However,

some studies have reported mixed results, such as no significant difference in English language skills between students receiving MTB-MLE instruction and those receiving education solely in English. Further research is needed to fully understand the factors contributing to the effectiveness of this approach and develop best practices for its implementation.

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