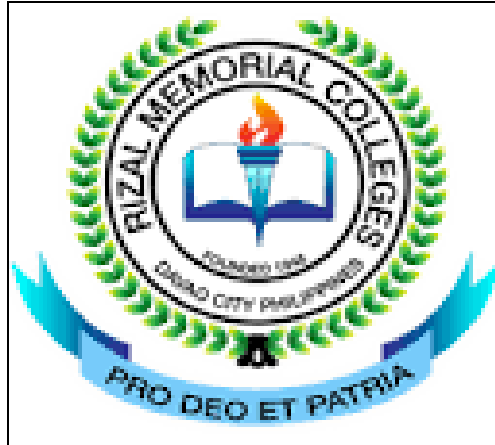


Bridging Mother Tongue Instruction: Linguistic Dilemma of Public School Teachers



A *THESIS*

Presented to
The Faculty of the Graduate School
RIZAL MEMORIAL COLLEGES
Davao City

In Partial Fulfillment of the Requirements for the Degree
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

MERCY P. GORGONIO

ABSTRACT

This study unfolded the experiences of teachers of Talomo District, Davao City on the use of mother tongue instruction. There were eight (8) teachers who participated in the study. This study made use of a phenomenological approach to extract the ideas of the participants. The participants were purposely selected as representatives from the group of school teachers in the same division. The virtual in-depth-interview was employed to gather some information as regards to their respective experiences on the use of mother tongue instruction as part of the teaching profession. Using the thematic analysis, the following themes emerged as pertains to the experiences of the participants: inadequate learning materials, unfamiliarity on profound vernacular words, student relying on mother tongue. The coping mechanisms to address the struggles of Self Learning Modules were: Adaptability to challenges, utilizing online educational resources, taking advantage of the ease of speaking the mother tongue. The educational management insight gained from the experiences of the teachers was primarily focused on providing teachers with high quality instructional materials. The principals may be more receptive on the current problems and issues of the teachers. The school heads may equip the teachers and students with proper materials throughout the school year. The teachers may continuously adapt coping mechanisms to address issues and be vigilant in finding classroom solutions to their problems.

Keywords:- Mother Tongue Instruction, The Teaching Profession.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude and appreciation to all those who have supported and guided me throughout the process of completing this thesis. Without their invaluable assistance, this work would not have been possible.

To Dr. Blancia, for her guidance and her persistent mentoring of the researcher to have a better output of the study. To the panellist, headed by Dr. Pablo Busquit and members, Dr. Remigilda D. Gallardo, Dr. Marciano B. Melchor, Dr. Cindy Rosil, and Dr. Binag, for their suggestions to have a quality research material as well as their encouragement and commendations to boost the researcher's confidence to overcome the challenges throughout the period of the conduct research.

To Ma'am Maria Ines C. Asuncion, CESO IV, the Director III and concurrent Officer-In-Charge of the Office of Schools Division Superintendent of Davao City for allowing me to conduct this study.

To Mr. Deony M. Ferolino, Talomo B District Supervisor for allowing me to make this study possible.

To Doctor Maria H. Latiada, Doctor Leah Huevos, and Mr. Marlon Paul G. Sampayan, my former and present School Heads of Baliok Elementary School respectively, and to the teachers, my research participants who supported me for the success of this research work.

To my loving family, for the prayers, financial and moral support from the very start up to this time.

Above all, to the Almighty Father for His wisdom for guiding me the process of conducting this research and for the bountiful blessing. He showered upon me when the study was conducted. This success belongs to You, Lord.

THE RESEARCHER

DEDICATION

To my Almighty God and to my Son Ivan Raphael,

This thesis is dedicated to you with immeasurable love, gratitude, and admiration. Throughout this arduous journey, you have been my unwavering source of strength, inspiration, and unwavering support.

Your unwavering belief in my abilities, your constant encouragement, and your unyielding faith in my dreams have propelled me forward when doubts clouded my mind. Your love has been the guiding light that illuminated the path, reminding me of the purpose and significance of this endeavor.

I am profoundly grateful for your unwavering belief in me, your willingness to listen, your insightful feedback, and your unwavering support. Your mere presence has made this journey worthwhile, and I am forever indebted to you for your unconditional love and unwavering support.

May this dedication serve as a token of my profound love and appreciation for everything you have done and continue to do for me. This thesis stands not only as an academic achievement but also as a testament to our shared journey, love, and unwavering bond.

With all my love,

Mercy

TABLE OF CONTENTS

	Page
Title Page	1114
Abstract	1115
Acknowledgement	1116
Dedication	1117
Table of contents	1118
List of Figures	1119
 CHAPTER	
1 The Problem and Its Setting	1120
<i>Purpose of the study</i>	1120
<i>Research Questions</i>	1121
<i>Review of Significant Literature</i>	1121
<i>Conceptual Framework of the Study</i>	1124
 2 Method	 1126
<i>Philosophical Assumptions of the study</i>	1126
<i>Qualitative assumptions</i>	1126
<i>Design and procedure</i>	1126
<i>Research Participants</i>	1127
<i>Role of the Researcher</i>	1127
<i>Ethical Consideration</i>	1127
<i>Data Collection</i>	1127
<i>Data Analysis</i>	1128
<i>Analytical Framework</i>	1128
<i>Trustworthiness of the study</i>	1130
3 Results and Discussions	1131
4 Implications and Future Directions	1137
References	1139
Appendices	1141
A. Letters of Permission to conduct the Study	
B. Validations Sheets	
C. Participants Informed Consent	
D. Participants Validation Form	
E. Interview Guide	
F. Transcriptions of the interview	

LIST OF FIGURES

		Page
Figure 1	Conceptual Framework of the Study	1125
Figure 2	Analytical Framework of the Study	1129
Figure 3	The Key Issues on Teaching Using the Mother Tongue Instruction	1133
Figure 4	Coping Mechanisms of Teachers on Mother Tongue Instruction Issues	1135
Figure 5	Educational Management Insights Drawn from the Experiences and Challenges of Teachers	1136

CHAPTER ONE THE PROBLEM AND ITS SETTING

We only learn language once.
-Butzkamm, Wolfgang

Multilingualism can offer significant cultural and cognitive benefits. However, it can also be a complicating factor in the pursuit of national unity. Countries with a lot of different languages, like those where more than 180 are spoken, have the potential to develop unique cultural norms in each group and loyalties that differ from those of other groups, potentially challenging the creation of a cohesive national identity. This may lead to problems that affect many parts of society as each language carries its own culture, social knowledge, and sense of community. Thus, having too many of it can create disparities. This has long been an issue in the Philippine educational system and over the years, there have been multiple attempts to tackle this concern—the most notable one is the Mother Tongue-Based Multilingual Education (MTB-MLE) policy. Grounded on extensive research, this policy calls for the use of multiple languages for literacy and instruction. Multiple languages are used for literacy and instruction. However, it creates big problems because classrooms across the country have students from a wide range of linguistic backgrounds.

Since 1953, UNESCO has advocated for the use of mother tongue in early childhood and primary education, emphasizing its benefits especially for children. Despite this, monolingualism in dominant or official languages still predominated globally. In 2007, UNESCO brought attention to the often-ignored benefits of multilingual education in early education stages, noting that mother tongue instruction enhances school enrollment and success. Additionally, it also encourages greater parental involvement in children's education. By 2008, UNESCO reported a renewed global interest in mother tongue education, with numerous models and resources developed to support learning in native languages. However, these kinds of programs mostly focus on primary education.

Globally, whenever school starts, native language different from the dominant societal language is spoken by a huge percentage of the student population. This means that many kids start school speaking a language other than the main language spoken by most people. These children possess a valuable asset—their mother tongue. Several global initiatives now formally support the development of children's native languages alongside additional languages, which aims to boost both linguistic skills and self-confidence. Additionally, promoting parental teaching of local languages and the incorporation of mother tongue education in early learning programs are strategies to mitigate losses in languages and cultures brought by different historical factors, such as colonialism, contemporary political, economic, and social influences. In turn, this trend has become increasingly visible in Southeast Asia, with more educational programs adopting mother tongue methodologies.

In the Philippines, the Department of Education took a significant step in 2009 by challenging the existing Bilingual Education Policy, instituting an order to implement MTB-MLE. This was further detailed in 2012 when specific guidelines under the newly adopted K to 12 Basic Education Program sealed the reform in place. Following this directive, teachers receive official materials from the government in the languages spoken in their respective regions. They are then required to modify these materials to align with the students' primary languages. The Enhanced Basic Education act of 2013 also mandated that instruction materials and assessments be in the regional or native languages from kindergarten through third grade, with a Transition to the Mother Language Program in grades four to six. This policy has positioned the Philippines as a leader in national language inclusion in early education, being the only country to implement a national policy mandating the use of non-dominant languages, serving as a model for the whole of Southeast Asia region.

In the local scenario particularly in Baliok, Davao City, the use of mother tongue as the language of instruction has its own share of benefits to the teachers. Nevertheless, teachers have encountered challenges in bridging mother tongue instruction to the current grade-level expectations, especially with the recent resumption of traditional face-to-face classes. As a researcher, I want to dig deeper into the experiences of teachers on the linguistic dilemmas brought about by multilingualism inside the classroom.

A. Purpose of the Study

This study provided insight into the experiences of teachers on the implementation of Mother tongue-based Multilingual Education. The strategies along with the challenges faced by the teachers shall be identified by the end of this study. With these, the teachers shall give their insights based on their personal experience.

B. Research Questions

- What are the key issues encountered by elementary teachers in teaching using mother tongue as the language of instruction?
- How do teachers cope with their struggles related to the use of mother tongue in teaching?
- What educational management insights can be drawn from the experiences of teachers on the use of mother tongue?

To clearly determine the outcomes of this study and to whom the findings are addressed, the following persons or agencies were the beneficiaries.

- *Department of Education Personnel.* The DepEd, particularly the District of Baliok, Davao City, to identify challenges observed by elementary teachers on the use of mother tongue as the primary language of instruction.
- *The School Principals and Head teachers.* For the school principals and school heads to gain a clear thought on the implications of the use of mother tongue on effective instruction.
- *The Elementary Teachers.* The findings of this study shall benefit the teachers as the participants of this study unravels their thoughts and personal experiences related to MTB-MLE.
- *The Future Researchers.* For the future researchers to take into consideration some other aspects of Mother tongue based-Multilingual Education and to gain other information that may be useful in furthering this study. Other areas pertaining to this study may be conducted in other grade levels and districts.

➤ *The Following Terms are Operationally Defined to Make this Study More Comprehensive*

- *MTB-MLE.* Mother Tongue-Based Multilingual Education (MTB MLE) refers to an educational approach where instruction is delivered primarily in the students' mother tongue (i.e., their first language or the language most familiar to them) alongside the introduction and eventual integration of additional languages. This policy aims to enhance literacy and learning outcomes by using children's native languages as a foundation for building knowledge and skills, particularly in the early years of education.
- *Language policy.* This term includes the legislative and practical measures taken by governing bodies to address the linguistic needs and rights of their population. In an educational setting, language policy dictates the languages used for instruction and administrative purposes within schools. It aims to promote linguistic equity and may seek to preserve linguistic heritage, enhance multilingualism, or integrate minority and regional languages into mainstream education.
- *Multilingualism.* This refers to the ability of individuals or the characteristic of societies to use and understand multiple languages. In a societal context, multilingualism can reflect a region's historical, cultural, and migratory patterns which contribute to the linguistic diversity within its population. It involves the coexistence of different language communities within a single geopolitical entity and impacts various aspects of social life, including education, business, and interpersonal communication.

C. Review of Significant Literature

In an attempt to describe the existing status of the study, a review of related literature is hereafter presented. This review includes studies and researches which provided insights about the veracity of the problem.

➤ *Mother Tongue-Based Multilingual Education*

In response to UNESCO's call to preserve national identity and provide education for all, the Philippines enacted Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, which was published in the Official Gazette. In addition to extending the duration of basic education, this legislation mandates that teaching, educational resources, and evaluation must be conducted in the students' native language from kindergarten to the first three years of elementary education.

Malone (2016) characterized Mother Tongue-Based Multilingual Education (MTB-MLE) as an educational model where learners begin their formal education in their mother tongue, transitioning to more dominant languages as their educational journey progresses. This approach is designed to leverage the cognitive and linguistic strengths that come with the learners' first languages.

Milambiling (2011) described multilingual teaching as an approach where teachers employ various languages throughout instruction to accommodate all students, including those who may not speak the main language of the classroom which, in turn, ensures their inclusion in the classroom. Furthermore, he emphasized that teachers of multilingual students must have a deep understanding of multilingual language awareness. The researcher added that it is imperative for teachers to have a comprehension of the political struggles and social circumstances that their students may face, in addition to knowing about languages, subject matter, and teaching methodology. This strategy also allows the students to explore and learn foreign languages.

Milambiling (2011) further emphasized that multilingual individuals tend to have a different level of awareness of sociolinguistic nuances and are better equipped in navigating different linguistic contexts, thereby gaining cognitive advantages over monolingual peers. This means people who speak more than one language are also better at switching between different regional dialects, registers, and formal and informal language styles.

Both Ball (2012) and the Sumalinog study (2019) noted the challenges that came with the implementation of MTB-MLE. Just a few of the many difficulties were the selection of appropriate mother tongues given the linguistic diversity, the linguistic competence of teachers, and the limited availability of tailored educational materials. The Sumalinog study specifically highlighted that parents perceive a discrepancy between the mother tongue used at home and the one taught at school, which complicates children's learning processes, particularly in subjects like Mathematics and Science.

Wa-Mbaleka (2014) pointed out the linguistic challenges in the Philippines, noting that while the country recognizes 185 languages, only a few are utilized in educational settings. This situation creates unique challenges in classrooms where multiple linguistic backgrounds converge. This is echoed by the Sumalinog study by highlighting the societal prestige that is associated with English. While MTB-MLE aims to reinforce local languages, English continues to be viewed as a language of higher socioeconomic status. The researchers pointed out how the Philippines has achieved success in utilizing the English language as it engages in competition within the global market. So much so that it has deployed workers globally to operate in English-speaking settings. Ironically, the nation strives to go back to learning the mother tongue again with the execution of the MTB-MLE.

Valerio (2015) criticized the current state of instructional materials, which often do not align with the mother tongue languages of learners. The lack of materials that reflect local linguistic realities not only hampers learning but also affects students' engagement and interest in their mother tongue, particularly among those who do not envision staying in their local communities.

Tupas (2014) explored the implications of multilingualism in Southeast Asia. Numerous languages all carry equal importance, thus resisting classification or being labeled as a minority language. This dynamic complicates the implementation of mother tongue education, as materials are not always available in the languages that learners speak natively. Currently, the challenge has become more difficult due to the proficiency of the societies in the English language, which is a result of the many Southeast Asian countries being previous colonies of the English empires. From a broader standpoint, learners are exposed to a larger world beyond the confines of the classroom, necessitating the use of English for effective communication.

Mondez (2013) and Cruz & Mahboob (2015) both addressed issues related to the application of mother tongue instruction, noting that learners often have more proficiency in English due to early exposure. This situation makes learning in the mother tongue feel like learning a foreign language, which can hinder educational progress and engagement. Cruz, P., & Mahboob, A. (2015) further added that the local languages that were found to be mother tongues have been used for local reasons and purposes. Lack of registers in mother tongues has been a serious problem, even though it doesn't happen very often.

Nolasco et al. (2010) that giving more weight to the educational argument over the cultural one has had huge political effects. Most Filipinos don't even speak Filipino as their first language, so it can't be that it's the language that most Filipino students know best as there are many other dialects that students are more proficient in. As a result, the issue of Filipino being used as the mode of instruction is no longer linked to the issue of Filipino as the national language. While several studies have implied that opposition to Filipino as the national language has decreased, the opposition to Filipino as mode of instruction has not. This means that for many, just because a language is a national language doesn't mean it's the best and most useful MOI.

Manila Standard Today (2013) reported that lawmakers are still trying to change the role of mother tongues in basic education, even though the MTB-MLE policy is already in place. At the moment, four bills are being considered in the 16th Congress. These bills aim to improve the use of English in schools. Representative Gerald Anthony Gullas Jr. of Cebu defended his plan by saying that English would again be made the main language of communication in schools.

➤ *Philippine Language Policy*

Espina (2015) noted the growing emphasis on English proficiency in the Philippines, highlighting its economic implications. As one of the leading global Business Process Outsourcing (BPO) hubs, the nation gets substantial economic benefits, generating approximately \$18.9 billion in revenue and providing employment to nearly one million individuals within this sector alone. The proficiency in English has not only facilitated the expansion of the BPO industry but also supported the employment of over two million Overseas Filipino Workers (OFWs) whose job opportunities often depend on their English language skills. Furthermore, English serves as the medium of instruction (MOI) for critical subjects like Science and Mathematics and is predominant in higher education and professional sectors such as business and law. This widespread use reveals the strategic importance of English proficiency in maintaining the country's competitive edge in a globalized economy.

Minh (2014) observed how globalization affects English Language Education (ELE) in the Philippines and the problems and changes that happen there. While the country benefits from English as a tool for global communication, its status as a non-native language presents unique challenges, particularly for Filipino teachers. It's hard for these teachers to find a balance between the different languages spoken in the area and the need for everyone to speak English well. This difference often makes it hard for teachers to balance the need to protect local languages with the need to meet international standards for English proficiency. This is an example of a larger conflict between local realities and global goals in language education.

Canagarajah (2005) criticized the bigger discussion of globalization, focusing on how it affects local school systems like those in the Philippines. He advocated for a more nuanced approach that does not just put the global against the local, but instead tries to find a middle ground that takes into account and incorporates local language and culture into global educational practices. His arguments suggest that successful English language education shouldn't give up on local linguistic identities, but should instead build them up by consciously incorporating global linguistic trends, creating a more welcoming and relevant learning space.

Bernardo (2004) focused on the historical backgrounds of English language instruction in the Philippines, going all the way back to the time when the United States ruled the country as a colony. Americans are known to have made the first attempt to formally teach English to the Filipino people with the aim of bringing together Filipino groups that spoke different dialects. English was introduced in order to create a level ground for all the different Philippine linguistic groups. This was the case for many other previously colonized areas. This historical background is important because it shaped the country's educational policies and has become the foundation of English education in the country.

In 2014, Dawe talked about the bigger effects of English proficiency to individuals. He linked it to the opportunities to be competitive in both national and international settings. In multilingual countries that have English as the official language being able to speak and write English well can make or break your job prospects. Being fluent in English not only increases your job prospects, but it's also highly valued by multinational companies, which want employees who can communicate clearly in English. This shows how useful it is to be able to speak English well in a world where business is becoming more globalized and communication and understanding other cultures are important for success.

➤ *Language Related Struggles of Teachers*

The Philippine educational system is facing several issues in the development of Filipino students' while improving their academic achievements. This balancing act is harder to do because the country is losing ground in English language skills, which used to be a big part of its education system. Various factors contribute to these educational challenges, including socio-economic issues such as poverty and malnutrition. A serious problem that Philippine public schools face is the lack of facilities which results to overcrowding in classrooms with some classes having 75 or more students which makes it nonconductive for learning. In the same manner, learning materials such as textbooks may become inadequate. Furthermore, public schools often have problems with not having enough classroom space (some can hold up to 75 students), and they don't have enough learning materials like textbooks.

Other factors were revealed at the 2016 APEC conference on Competencies and Skills for All, where the Philippines identified teacher capacity building as a critical concern. Issues that made this problem much worse include the migration of skilled teachers abroad for better job opportunities, a deficiency in the necessary degrees and training for English language teaching, and the prevalence of non-thesis graduate programs due to financial constraints, which limit teachers' exposure to essential research experiences. These factors contribute to a diminished capacity to effectively teach English, particularly in a multilingual and diverse educational setting. It looks like language facility isn't just a problem for students; it's also a problem for teachers who don't get enough training to teach the subject, especially when it comes to teaching English in different places, languages, and levels. One problem that makes this problem even worse is that basic education in this country is at least two years shorter than in other countries. At the tertiary level, for example, basic courses in English, Science, and Math are taught as part of the general education curriculum.

Madrunio et al. (2016) brought up another issue: many people who want to get into education degree programs only meet the minimum requirements to get into college. Senior teachers have a lot of work to do and aren't interested in trying out new ways to teach. This means they don't have time for professional development or getting ready for the classroom.

The struggle extends to teaching in the mother tongue. Dutcher (2004) noted that pronunciation is a common challenge both for teachers and learners, which critically impacts communication skills. Morley (1991) argued that neglecting students' pronunciation needs can be seen as a failure of professional responsibility, emphasizing the importance of addressing these linguistic skills comprehensively.

Gabinete (2017) highlighted specific challenges in teaching the mother tongue, particularly Hiligaynon. Teachers reported difficulties in effectively teaching speaking skills due to their own lack of fluency and insufficient professional training, compounded by a scarcity of instructional materials. This situation is made more complex by the teachers' responsibilities to teach other subjects predominantly in English, which may detract from their ability to focus on mother tongue proficiency.

Similarly, Wa-Mbaleka (2014) discussed the linguistic power struggles evident in the Philippines, where over 180 languages exist. Resistance to the national language, Filipino, is particularly strong in regions far from the capital, Manila. Language attitudes significantly influence which languages are learned and used, affecting the implementation of bilingual education policies.

Tonio (2019) observed mixed reactions to the introduction of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy, which utilizes the mother tongue as the medium of instruction. The varying acceptance levels among teachers, parents, students, and other stakeholders underscore the complex dynamics involved in language policy in education.

Oyzon & Fullmer (2014) and Paulson (2010) previously analyzed the challenges and drawbacks of MTB-MLE. They noted the scarcity of instructional materials in local languages, insufficient training for teachers in these languages, and a lack of foundational understanding among primary school teachers regarding first and second language learning theories. Additionally, deep-seated attitudes toward indigenous languages, concerns about the additional workload, unfamiliarity with the linguistic intricacies of mother tongues, and fears of losing authority in the classroom were identified as significant barriers to the effective implementation of MTB-MLE. Paulson (2010) added that teachers' strong feelings towards MTB-MLE stems from the difficulties brought by teaching the mother tongue as a third language on top of Filipino and English, as they don't know much about the grammar and spelling of their own mother tongue or local dialect.

D. Theoretical Lens

This study draws upon the concept of affordances, originally introduced by Gibson (1977) and later extended within the field of multilingualism. Initially discussed from a linguistic perspective by Segalowitz (2001), the concept has since been elaborated upon from an applied linguistics standpoint, focusing on both language learning and teaching. Key contributions include those by Dewaele (2010), Otwinowska-Kasztelanica (2009, 2011), and Van Lier (2007), who have applied the concept to content and language integrated learning as well as to exploring the personal traits of multilingual individuals.

Aronin and Singleton (2010) expanded the concept further by distinguishing between social and individual language affordances, emphasizing the dependency of individual affordances on social ones. Despite these advancements, the application of the affordance framework in multilingualism studies remains irregular and unsystematic. This fragmented approach often reflects the varied interests of researchers rather than a cohesive exploration of the potential of affordances in understanding multilingualism.

To harness the full potential of the affordances concept in the realms of language teaching, learning, and multilingualism, it is crucial to align and integrate it with these specific domains. This study begins with a summary of relevant findings and revisits some of Gibson's critical ideas, which are still underexplored but highly relevant. We then proceed to identify and describe various manifestations of affordances in multilingual contexts, providing a detailed analysis of how these affordances function in the acquisition and learning of additional languages. Furthermore, this study proposes a comprehensive model that integrates the concepts of complexity and affordances with the core elements of multilingualism, including settings, users, and languages. This model aims to provide a more structured and insightful framework to study the dynamic nature of multilingualism and its implications for language acquisition and pedagogy.

E. Framework of Analysis

According to Braun and Clark (2006) methods of qualitative data analysis fall in two groups. The first group consists of methods driven by an epistemological or theoretical position, which have limited variability in how they are applied within their frameworks, such as conversation analysis (CA) and interpretative phenomenological analysis (IPA) and methods which are situated within a broad theoretical framework and can therefore be used in a variety of ways within those frameworks, such as grounded theory (GT), discourse analysis (DA) narrative analysis (NA).

The second group includes methods independent of theory and epistemology, which can be applied across a range of different theoretical and epistemological approaches and are therefore very flexible. One such method is thematic analysis, which through the theoretical freedom "provides flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data (Braun and Clark, 2006).

I observed several steps in conducting thematic analysis. The first stage in extracting qualitative data for analysis from the tape recordings was transcription. This was done to gain greater familiarity with the data and deeper insight. I relied on my own resources to do the transcription with the use of my personal computer and some reliable headphones. I use several nights to listen to the interviews to deepen my understanding on the nuances of the language and semantics of the participants.

Practice varied considerably in terms of agreeing conventions with transcribers. Some negotiated themselves to lay-out and conventions required, including researchers who wanted the kind of detailed transcriptions appropriate for conversations or narrative analysis. Others were sometimes less directly involved, and accepted the conventions generally used by the one transcribing the information.

The next step as data extraction and analysis. I used manual techniques based on note taking and summary while listening to the recordings. My manual technique usually included some process of verbatim recordings of selected spoken words. I selected quotations about central issues, or when what was said seemed important or interesting.

I used a number of different techniques as taught to me by my thesis adviser. I marked up transcripts with colored pens or sorted data by cutting and pasting. I used forms of thematic grids and charts, the framework technique as develop by the National Centre for Social Research (Ritchie et al, 2003). This technique was useful tome in the process of coding, sorting and collecting data for interrogation. This technique was very useful in understanding links and relationships between issues. All these efforts and procedure included saving verbatim spoken words from the transcripts, which could be cross referenced to the thematic displays or the maps.

To summarize, the thematic analysis method outlined by Braun and Clarke (2006) which consisted of six (6) phases used in analyzing the data.

- Phase 1. I familiarized myself with the data by reading the whole data set and noting down initial ideas;
- Phase 2. I generated initial codes, with coded being the most basic segments of the raw data that can identify a feature of the data that appears interesting;
- Phase 3. I searched for themes by sorting different codes into potential themes and collated all data extracts within identified themes;
- Phase 4. I reviewed the themes and refined them further (at the level of coded data extracts and the entire data set) and produced a thematic map showing relationships between themes and sub themes;
- Phase 5. I defined and named themes, making sure they give the reader immediate sense of what the theme is all about.
- Phase 6. I wrote the report to convince the reader of the merit and validity of the analysis (within and across the themes), used data extracts embedded within an analytic narrative to make arguments in relation to the research question.

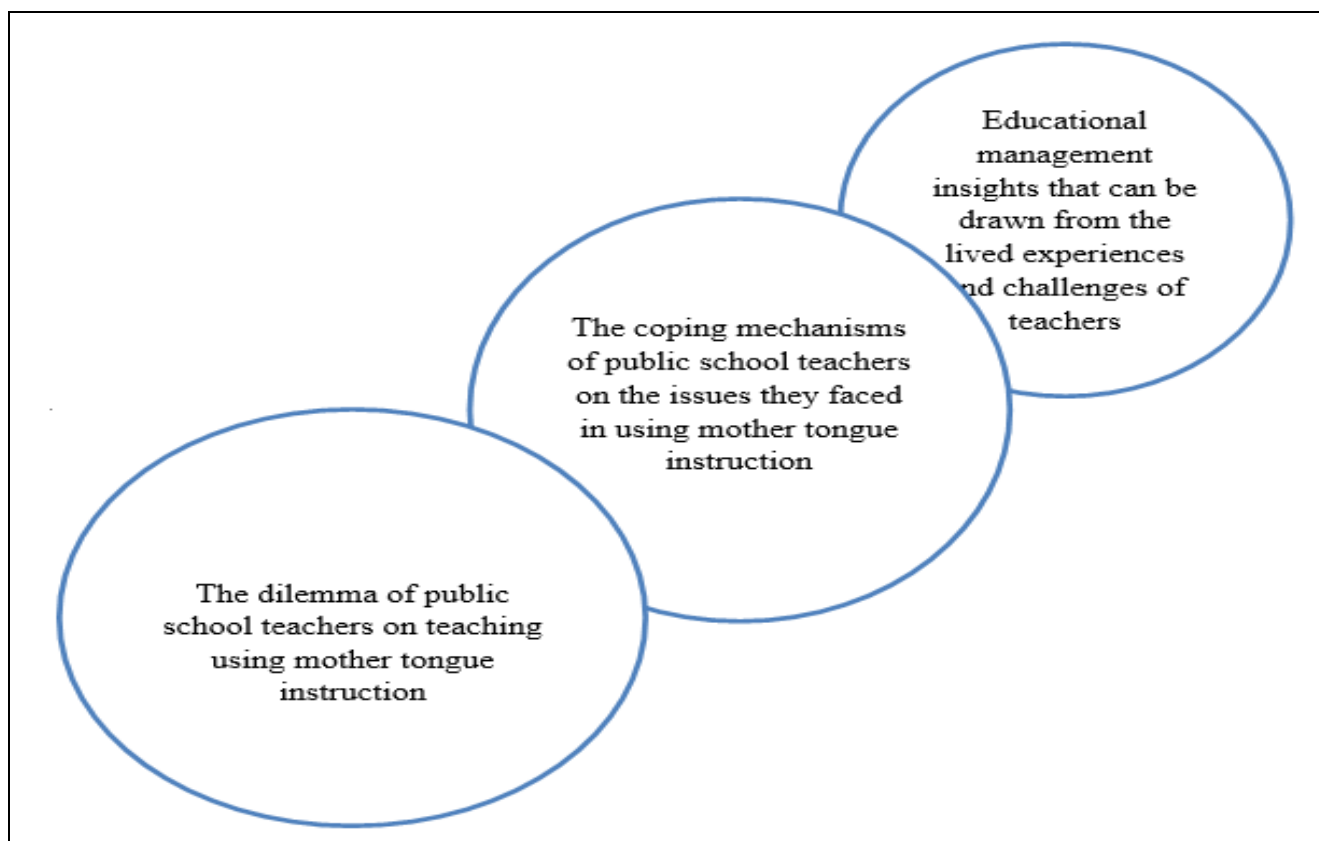


Fig 1: Conceptual Framework of the Study

CHAPTER TWO METHOD

This study utilized a qualitative research approach to explore the experiences and perceptions of individuals who have recently undergone the phenomenon under study. The purpose of this research was to gain a deeper understanding of how teachers, particularly the use of mother tongue instruction.

A. *Philosophical Assumptions*

The philosophical assumption is a framework used to collect, analyze and interpret the data collected in a specific field of study. Ontology is the study of the nature of reality. Epistemology is the study of the nature of knowledge. Axiology is the study of values. These three philosophical assumptions underlie all research, but they are particularly important in qualitative research.

- Ontology is an important consideration in research, as it influences how researchers think about the nature of the world and the phenomena they study. There are various ontological positions that researchers can take, and each has implications for the research process and the types of questions that can be asked. In this study, the experiences of the teachers on the assessment of the competencies of learners are drawn out. This study relied on voices and interpretations of the participants through extensive quotes, themes that reflected their words and provided evidences of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct for the commonality and discreteness of responses.
- Epistemological assumptions shaped the research process through the use of methods such as interviews, focus groups, and observation. These methods allow the researcher to explore the perspectives and experiences of the participants, and to understand how they interpret and make meaning of the world around them. I assured to establish a close interaction with the participants to gain direct information that will shed light to the knowledge behind the inquiry particularly on the experiences and coping mechanisms of the teachers on measuring competencies from a distance.
- Axiology refers to role of values in research. Creswell (2013) avers that the role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes own interpretation in conjunction with interpretation of participants.
- I uphold the dignity and value of every detail of information obtained from the participants. The researcher understands the personal and the value-laden nature of information gathered from the study. I therefore preserve the merit of the participant's answers and carefully interpreted the answers in the light of the participant's personal interpretation.
- Rhetorics. It is the philosophical assumption that focuses on the art of persuasion and is an important part of qualitative research. Qualitative researchers use rhetoric to persuade their readers to accept their interpretations of the data. They do this by using language in a way that is clear, concise, and engaging. They also use rhetorical devices, such as metaphors, similes, and personification, to create vivid images and make their arguments more persuasive. In the context of the study, the researcher used the first person in explaining the experiences of the teachers in assessment and measuring competencies during distance learning.

B. *Qualitative Assumptions*

Qualitative assumption in qualitative research is the belief that the researcher's own perspectives, values, and biases are an integral part of the research process. This assumption acknowledges that research is not conducted from an objective, neutral standpoint, but rather from a particular perspective that shapes the research questions, methods, and findings.

By acknowledging these qualitative assumptions, the researcher conducted the research in a way that is more reflective, nuanced, and sensitive to the complexities of the lived experiences of the teachers. These assumptions help to highlight the importance of context, perspective, and subjectivity in shaping research, and can help to ensure that research is conducted in a rigorous and thoughtful manner.

C. *Design and Procedure*

For this study, I conducted semi-structured interviews with 8 participants who had experienced the phenomenon of interest. The interviews were audio-recorded and transcribed. I then used a thematic analysis approach to analyze the data. The interview(s) attempts to answer two broad questions (Moustakas, 1994). The data was then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process the researcher constructed the universal meaning of the event, situation or experiences and arrived at a more profound understanding of the phenomenon.

In this study phenomenology attempts to extract the most pure, untainted data and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is memoing (Maxwell, 2013).

D. Research Participants

The participants in this study were composed of eight (8) informants. The selected informants were the elementary teachers coming from Davao City. All the teacher participants were coming from the elementary who handled classes since last school year 2020-2021. The participants must have at least 3 years' experience in teaching. The participants were further selected regardless of their age, sex and marital status.

Qualitative analyses typically require a smaller sample size the quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all of the perceptions will lead to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25 and Morse (1994) suggests at least six (6). There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

E. Role of the Researcher

The role of the researcher in this study was to work closely with participants to gather data and to interpret and analyze findings. It involved asking informants to talk about things that may be very personal to them. Sometimes the experiences being explored are fresh in the participant's mind, whereas on other occasions reliving past experiences may be difficult. However, the data are being collected, a primary responsibility of the researcher is to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins.

F. Ethical Considerations

The ethical considerations of this study included protecting the confidentiality and privacy of my participants. I obtained informed consent from all participants, and I used pseudonyms to protect their identities.

The relationship and intimacy that is established between the researchers and participants in qualitative studies can raise a range of different ethical concerns, and qualitative researchers face dilemmas such as respect for privacy, establishment of honest and open interactions, and avoiding misrepresentations.

Richards and Schwartz (2002) emphasize that a fundamental ethical requirement of all research should be scientifically sound. The research must be properly designed and carried out by researchers with adequate levels of expertise and supervision. It should be worth doing in a sense that the result generates tangible benefits.

In addition, Sanjari (2014) informed that consent has been recognized as an integral part of ethics in research carried out in different fields. For qualitative researchers, it is of the utmost importance to specify in advance which data will be collected and how they are to be used. He also stated that informed consent is a prerequisite for all research involving identifiable subjects, except in cases where an ethics committee judges that such consent is not possible and where it is felt that the benefits of the research outweigh the potential harm. A minimum requirement for an interview study should be that written consent be obtained from the participant after they have been informed, verbally and in writing, about the following issues: the purpose and scope of the study, the types of questions which are likely to be asked, the use to which the results will be put, the method of anonymization and the extent to which participants' utterances will be used in reports. Participants should also be given time to both consider their participation and to ask questions of the researcher.

In this study, the researcher would follow the ethical considerations as part of the process in qualitative research. It was the responsibility of the researcher to completely inform the participants about the different aspects of the research in comprehensible language. The needed clarifications include the following issues: nature of the study, the participants' potential role, the identity of the researcher, the objective of the research, and how the results will be published and used.

In same manner, this study will be submitted to the ethics committee of the Rizal Memorial College, graduate school for verification and approval.

G. Data Collection

The researcher is responsible for collecting data through methods such as interviews, focus groups, and observation. This may involve building rapport with participants, establishing trust, and creating a safe and supportive environment for participants to share their experiences and perspectives. According to Creswell (2013), an important step in the process is to find people or places to study and to gain access to and establish rapport with participants so that they will provide good data. A closely interrelated step in the process involves determining a strategy for the purposeful sampling of individuals or sites. Once the inquirer selects the sites or people, decisions need to be made about the most appropriate data collection approaches. To collect this information, the researcher develops protocols or written forms for recording the data such as interview or observational protocols. Also, the researcher needs to anticipate issues of data collection, called "field issues," which may be a problem, such as

having inadequate data, needing to prematurely leave the field or site, or contributing to lost information. Finally, a qualitative researcher must decide how he or she will store data so that they can easily be found and protected from damage or loss.

➤ *In this Study, there are Seven Steps in the Process of Data Collection*

- First is the site or individual; the participants were teachers from Talomo District, Davao City.
- Second is the access and rapport; letter from the Dean of the Graduate School is given to the graduate student for the approval of the division superintendent; letter of permission for the Schools Division Superintendent, the school Principal and the concerned elementary teachers were prepared for easy collection of data.
- The third is the purposeful sampling strategy; all participants have experienced the phenomenon being studied. There were eight (8) informants selected in this study. The qualified elementary teachers were considered group of individuals who can best inform the researcher about the research problem. They were also considered as individuals who have experienced the phenomenon and can facilitate the collection of data.
- The fourth is the forms of data; the process of collecting information involved primarily in the Virtual In-Depth Interview (IDI) with the eight (8) informants.
- The fifth is the recording procedures; the use of a protocol was used in the observation and interviewing procedures. A predesigned form used to record information collected during an observation or interview.
- The sixth was the field issues; limited data collection was engaged in this study.
- The last or the seventh step was the storing of data; Davidson's (1996) suggested the use of database in backing up information collected and noting changes for all types of research studies.

The COVID 19 Health Protocols. The data was collected during the Corona Virus Pandemic (COVID-19) time; therefore, the collection of data was based on the protocols set by the Inter-Agency Task Force (AITF) standards. It is a task force organized by the executive of the Philippine government to respond to affairs concerning emerging infectious diseases in the Philippines which was convened in January 2020. The Collection of data or the Virtual In-Depth Interview (IDI) was conducted following the protocols for Social Distancing which is one of the mandates of AITF to avoid being contaminated and infected by COVID-19. In this study, the virtual IDI was conducted with utmost care so that social distancing is followed and that at least 2 meters between persons was made. For some participants who missed the face-to-face social distancing efforts, the videocall via messenger, viber, zoom or google meet was used to gather the data or responses from the participants.

H. Data Analysis

Thematic analysis was the primary method used to analyze data gathered in this study. Thematic analysis is a commonly used method for analyzing qualitative data in which the researcher identifies and interprets patterns, themes, and meanings within the data. My analysis began by familiarizing the data. This involved reading and re-reading the data (e.g., transcripts of interviews, field notes, etc.) to become familiar with the content that needs to be textual and then I organized meanings found in the data into patterns and, finally, themes. While conducting the analysis, I strived to understand meanings embedded in experiences and describe these meanings textually. Wellington (2010) emphasized that through the analysis, details and aspects of meaning were explored, requiring reading and reflective writing. Parts of the text need to be understood in terms of the whole and the whole in terms of its parts. However, the researcher also needed to move between being close to and distant from the data. Overall, the process of analysis was complex and therefore I needed to be flexible.

I. Analytical Framework

According to Braun and Clark (2006) methods of qualitative data analysis fall in two groups. The first group consists of methods driven by an epistemological or theoretical position, which have limited variability in how they are applied within their frameworks, such as conversation analysis (CA) and interpretative phenomenological analysis (IPA) and methods which are situated within a broad theoretical framework and can therefore be used in a variety of ways within those frameworks, such as grounded theory (GT), discourse analysis (DA) narrative analysis (NA).

The second group includes methods independent of theory and epistemology, which can be applied across a range of different theoretical and epistemological approaches and are therefore very flexible. One such method is thematic analysis, which through the theoretical freedom "provides flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data (Braun and Clark, 2006).

I observed several steps in conducting thematic analysis. The first stage in extracting qualitative data for analysis from the tape recordings was transcription. This was done to gain greater familiarity with the data and deeper insight. I relied on my own resources to do the transcription with the use of my personal computer and some reliable headphones. I use several nights to listen to the interviews to deepen my understanding on the nuances of the language and semantics of the participants.

Practice varied considerably in terms of agreeing conventions with transcribers. Some negotiated themselves to lay-out and conventions required, including researchers who wanted the kind of detailed transcriptions appropriate for conversations or narrative analysis. Others were sometimes less directly involved, and accepted the conventions generally used by the one transcribing the information.

The next step as data extraction and analysis. I used manual techniques based on note taking and summary while listening to the recordings. My manual technique usually included some process of verbatim recordings of selected spoken words. I selected quotations about central issues, or when what was said seemed important or interesting.

I used a number of different techniques as taught to me by my thesis adviser. I marked up transcripts with colored pens or sorted data by cutting and pasting. I used forms of thematic grids and charts, the framework technique as develop by the National Centre for Social Research (Ritchie et al, 2003). This technique was useful tome in the process of coding, sorting and collecting data for interrogation. This technique was very useful in understanding links and relationships between issues. All these efforts and procedure included saving verbatim spoken words from the transcripts, which could be cross referenced to the thematic displays or the maps.

To summarize, the thematic analysis method outlined by Braun and Clarke (2006) which consisted of six (6) phases used in analyzing the data.

- Phase 1. I familiarized myself with the data by reading the whole data set and noting down initial ideas;
- Phase 2. I generated initial codes, with coded being the most basic segments of the raw data that can identify a feature of the data that appears interesting;
- Phase 3. I searched for themes by sorting different codes into potential themes and collated all data extracts within identified themes;
- Phase 4. I reviewed the themes and refined them further (at the level of coded data extracts and the entire data set) and produced a thematic map showing relationships between themes and sub themes;
- Phase 5. I defined and named themes, making sure they give the reader immediate sense of what the theme is all about.
- Phase 6. I wrote the report to convince the reader of the merit and validity of the analysis (within and across the themes), used data extracts embedded within an analytic narrative to make arguments in relation to the research question.

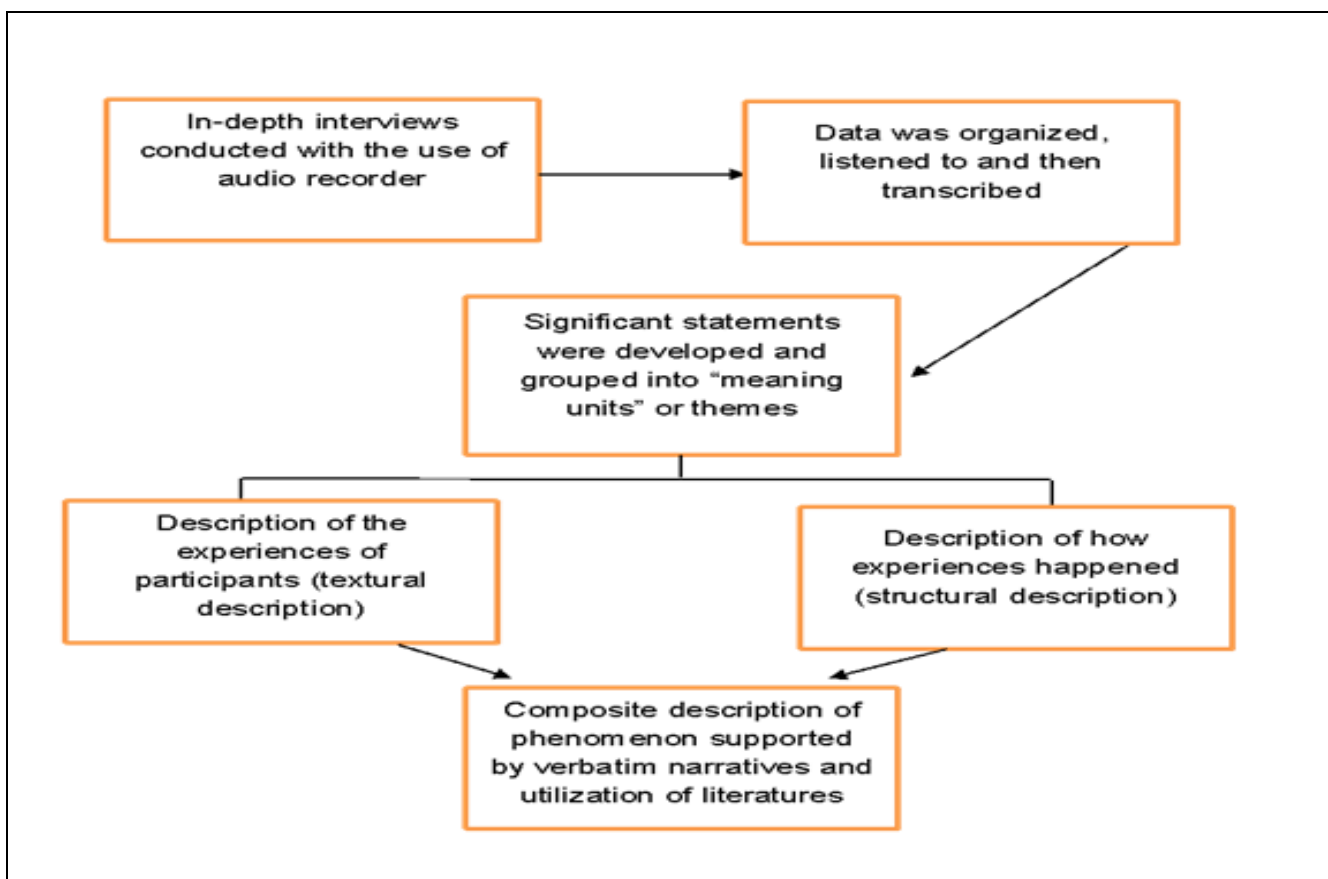


Fig 2: Flowchart

J. Trustworthiness of the Study

Qualitative researchers have identified four key elements of trustworthiness, namely credibility, dependability, transferability, and confirmability.

Credibility is how confident the qualitative researcher is in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do is essential to attain worthwhile success. The researcher has no derogatory records or administrative issues which ruin her integrity. Lincoln and Guba (2000) state that credibility refers to the idea of internal consistency, where the main issue is "how we ensure rigor in the research process and how we communicate to others that we have done so."

Dependability aimed to ensure that findings of this qualitative inquiry were repeatable if the inquiry occurred within the same cohort of participants, coders and context. To do this, I provided a rich description of my study methods. I also developed a details of track record of the data collection process.

Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena

Confirmability aimed to extend the confidence that the results would be confirmed or corroborated by other researchers. To make sure this paper can be confirmed, I applied a triangulation technique which was the focus group discussion. This helped confirmed the result of the study.

CHAPTER THREE RESULTS AND DISCUSSIONS

In this part, the findings from the interviews with the subjects are discussed. During the interviews, their verbal comments were analyzed and summarized.

A. *The Dilemma of Public Teachers on Teaching using Mother Tongue Instruction*

According to research, mother tongue education is an important factor in promoting inclusion and quality learning, as well as improving learning outcomes and academic performance. To prevent knowledge gaps and accelerate learning and comprehension, it's critical to prioritize this concern especially in primary school. However, many complex factors can cause issues and setbacks for both the teacher and the students.

- *Instructional Materials.* All the participants' answers regarding issues on mother tongue instruction boiled down to inadequate learning materials and resources such as audio recordings which is considered vital in teaching mother tongue. While inadequate learning materials has long been a problem in the Philippine public school setting, this is an extra challenging issue when teaching mother tongue because of the complexity of the instruction.

➤ *Some of the Participants' Comments were as Follows:*

We still hope that the Department of Education will also provide us audio recordings so that it will add more interest to the students can listen to. Most of the time, they cannot comprehend when they listen to profound bisaya words. (T2)

There are simply not enough instructional materials. (T3)

Teaching mother tongue is so complex and needs really high-quality materials. But we don't have that sadly. (T5)

In 2012, He talked about how important learning and teaching resources are for giving students support. By directly referencing students' existing conception about their mother tongue and pointing out the similarities and differences between languages and dialects, educational materials can get students thinking about what they already know. The researcher insisted that this approach not only increases learning efficiency but also ensures a smooth learning process by allowing students to build on their existing conceptual, strategic, and linguistic knowledge. This "cumulative development" and "intellectual continuity" in language development are essential for students to learn a new language without starting from scratch.

According to Reimers (2020), the pandemic has been the cause of the most significant educational setback of this century. This highlights the importance of developing effective reading strategies that go beyond simple text recognition. In order for students to develop their ideas and arguments, they need to engage with texts in a critical manner, extracting information, questioning content, and forming judgments. Having such a profound involvement guarantees that the information is stored in the long-term memory, which in turn makes it easier to form connections with a variety of sources and encourages the development of new information.

In the context of teaching one's mother tongue, it is very important to place equal emphasis on the development of one's reading and listening abilities. According to Barrentine (2000) and Sipe (2000), reading aloud is an effective strategy that helps children develop their listening abilities as well as their overall language development. Reading out loud, repetition, and dictation were the three most common methods that the participants in this study utilized in order to improve students' comprehension and the development of their listening skills. This was accomplished by exposing the students to a variety of terminologies. The limited availability of audiovisual materials, on the other hand, severely restricts the effectiveness of these strategies, which prevents them from being implemented in classroom settings to their full potential.

- *Unfamiliarity of Profound Vernacular Words.* There is a challenge associated with mother tongue instruction that is identified as the lack of familiarity with profound vernacular words. The shift toward the use of virtual platforms for educational purposes during the pandemic has made the difficulties that were already present in relation to the teaching of mother tongues even more severe. Teachers and students faced numerous hurdles, significantly impacting literacy development, as detailed by participant comments.

➤ *Some of the Participants' Comments were as Follows:*

Siguro tungod kay lain ang pagpanimuyo sa mga bata habang nag pandemic mao grabe ang pag atras sa ilahang abilidad sa pagsulat ug pagbasa. (Maybe it's because of the household struggles during the pandemic that led to the regress on the children's reading and writing skills.) (T3)

It's very hard because some of the parents were too stressed during the pandemic. None of them had the time or the right mental headspace to put focus on their child's learning. I think it's one of the reasons why many students came back to school without learning how to read and write. (T4)

I'm certain there's a lot of issues at home and out of school that had a direct impact on the literacy skills of the students. That is even harder to address because teachers typically no longer have access with their students outside of school. (T6)

Alberto (2019) identified the primary concern with mother tongue instruction as the insufficient availability of educational resources, such as vocabulary in Hiligaynon, coupled with inadequate teacher training. These deficiencies hinder effective teaching and learning, complicating the educational process in vernacular languages.

Skutnabb-Kangas (2000) described the challenge of teaching through a language that learners do not fully understand as "submersion." This method is likened to submerging learners underwater without teaching them to swim, exacerbating difficulties due to inadequate teacher training, poorly designed curricula, and insufficient educational facilities. The mismatch between the language of instruction and the teacher's proficiency creates a barrier that impedes both teaching and learning.

He also discovered that the main problem with mother tongue-based multilingual education is that students don't learn many words or phrases in the vernacular language, and most of them say some vernacular phrases incorrectly. One more problem is that teachers have trouble speaking vernacular properly because they don't get enough training and seminars to know how to teach it. In addition, the fact that most teachers teach subjects that are mostly taught in English, which is a second language, makes things even more confusing for them. It's even worse for the students.

- *Students Rely on Mother Tongue.* Participants of this study have collectively expressed that the way students rely on their mother tongue can sometimes be a disadvantage in teaching it. When they are given the go signal to speak in vernacular, it may diminish their learning of other language specifically English. As English is the universal language and is frequently used in both higher education and the workplace, the respondents believe that teaching mother tongue might not be necessary in the future.

➤ *Some of the Participants' Responses were Noted as Follows:*

Some parents who lacked education also lacked the skills to assist their children during the pandemic. This was quite common among those from lower economic background. (T3)

Some parents are not aware of the significance of education, so they don't care much for it. They didn't prioritize teaching their kids to read or write. (T4)

Most parents who are illiterate believe that they aren't qualified to teach their kids. This is why most kids whose parents are illiterate ended up coming back to school not knowing how to read and write at all. (T7)

Bialystok (2011) discusses the cognitive benefits of bilingualism, including improved executive functions. However, the study also touches on challenges such as potential interference between languages, which can support the concern that reliance on the mother tongue might hinder the acquisition of additional languages like English. This phenomenon was identified as linguistic interference which happens when two or more languages used by the same person can get in the way of each other. This interference can sometimes make it take longer to learn new words and can make processing language more difficult in both languages, especially when the brain is busy or when switching between languages quickly. In addition, linguistic interference can also lead to confusion in grammar structures and pronunciation, further complicating language acquisition. Therefore, it is important for educators and learners to be aware of these challenges in order to effectively navigate the process of learning multiple languages.

The British Center (2018) highlights the crucial importance of English in the global arena, emphasizing its widespread use in science, diplomacy, and business. Having a strong command of the English language not only helps with global communication and collaboration, but it also opens up more opportunities for employment in multinational companies and overseas. The British Center (2018) also emphasized the significance of acquiring English language skills during childhood. English is widely recognized as the most frequently used language across the globe. Proficient English not only promotes effective international cooperation and communication, but also significantly improves employment opportunities in multinational corporations and overseas. Research has established that children who commence English language instruction during their early years are more likely to attain advanced levels of proficiency and fluency that are on par with those of native speakers.

Cambridgeforlife.org (2020) reported that children who begin learning a language before the age of five are more likely to achieve a level of fluency similar to that of native speakers and maintain this advantage throughout their lives. The early years are deemed the "golden age" for language acquisition, underscoring the potential long-term benefits of early exposure to multiple languages, including English.

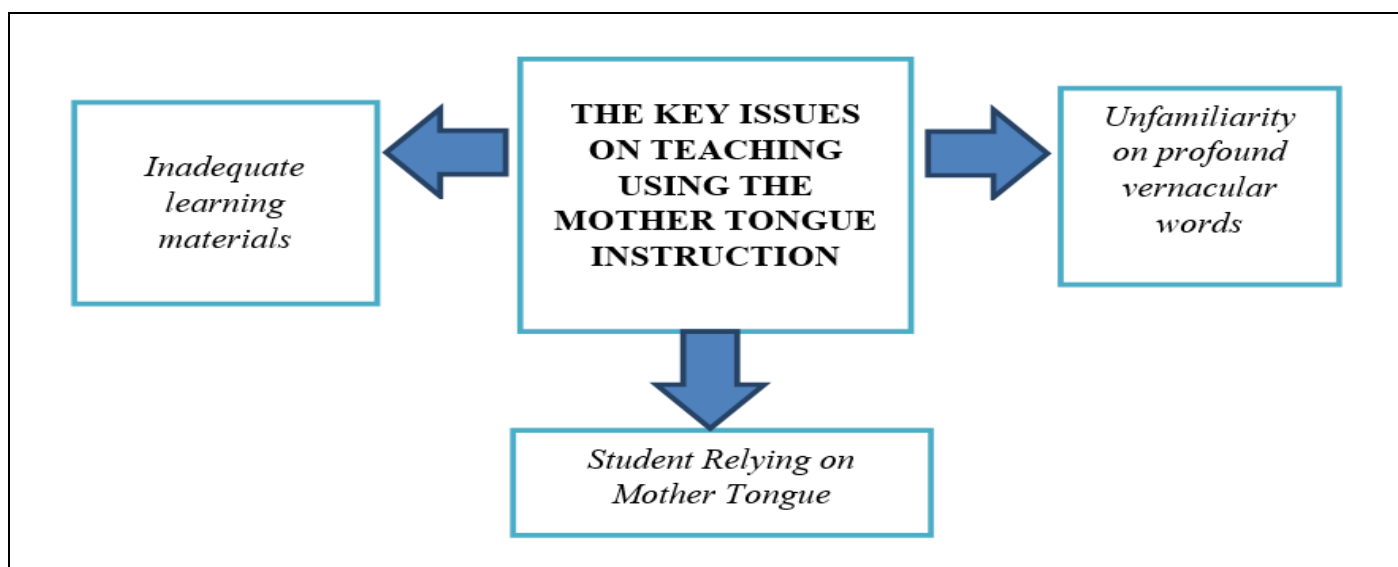


Fig 3: The Key Issues on Teaching using the Mother Tongue Instruction

B. The Coping Mechanisms used by Teachers on Teaching Mother Tongue

Teaching using the mother tongue instruction is challenging due to the several complex issues that comes with it. It is therefore important that they come up with specific coping mechanisms so they can continue being effective in their roles and responsibilities despite the setbacks.

- *Adaptability to Challenges.* Teachers face a lot of struggles in the teaching profession. They have to sometimes use mediums or instructions that are extremely challenging because they do not get enough support or they are not provided with materials that they need. However, teachers are still able to survive the times and the struggles because of how well they adapt to changes and to challenging situations.

➤ Some of the Participants' Comments were as Follows:

Since the department of education have had teachers trained with technology-based instructions, I was able to adapt to such concerns through video chat, phone calls, parents submit recorded videos of how learners perform test which was very helpful. (T3)

One of the skills a teacher should possess is adaptability. With the abrupt changes during pandemic, teachers should always be ready to address to its demand. (T5)

The teachers' capacity to adapt, versatility and patience is important to cope with the changes. (T6) Collie & Martin (2015) contend that teachers need to be very adaptable because their job is to deal with and respond to constant change. Teachers need to be able to adapt to these changes in order to do their jobs well in the classroom, in the staff room, and elsewhere. As students' needs change, teachers must adapt the lesson pace, change the activities to fit the needs of each student, or look for new resources to better explain or show important points. Teachers also need to be able to work well with others when things are changing, like when their job role changes, when they need new materials to teach a different part of the curriculum, or when big changes are being made to the medium, like the changes made under the new normal. One of the most important skills for teachers to have is the ability to deal with the constant novelty, change, and uncertainty that come with their job.

Innovative teacher behavior is a related idea that Evers and Vermeulen (2015) talked about that shows how important this topic is. Teachers use new ways of doing things to get better at what they do. Notably, innovative behavior and adaptability are similar in that they both involve changing the way you think, act, or behave. One big difference between the two ideas is that adaptability is a response to something new, changing, or uncertain, while innovative behavior is a planned process with the main goal of making things better.

According to Corno (2008), it is important for teachers to be able to adapt their methods to meet the needs of students from a range of socio-economic backgrounds, language and cultural backgrounds, and developmental stages. Researchers have also thought about the role of adaptability in a broader sense, one that goes beyond changing how lessons are taught and includes how teachers do their jobs. Researchers also looked at what new teachers said about what it means to be a resilient teacher. They found that being able to adapt and change was a big theme in their answers.

- *Utilizing online educational resources.* Another coping mechanism that most of the participants have in common is utilizing materials from the internet. Participants noted however that utilizing materials from the internet is not easy because of how limited they come. Teachers cannot depend on the materials provided by DepEd alone considering they are very hard to understand because of the profound vernacular terms. Therefore, they have the need to utilize materials online that are easier to understand and are more interesting for the learners.

➤ *Some of the Participants' Comments were as Follows:*

Unlike before, I put extra attention on including reading activities on our daily timeline. I even put extra minutes on the students that are struggling the most. (T1)

I think reading tutorial sessions could be very beneficial to students. I understand though that some parents do not have the budget for this so if there is time, I give a few extra minutes to tutor students specifically to read. (T3)

There's been a few reading intervention programs that the school initiated. It would be very helpful if we can have more of this. Students get extra time working on their reading specifically. (T8)

Elearningindustry.com (2020) talked about how technology has changed many parts of our lives. In the past few years, it has also become more important in school. Technology in education has opened up new opportunities for students to learn and engage with material in a more interactive way. This shift towards incorporating technology in the classroom has shown positive results in student engagement and achievement. Every year, educational technology improves and grows. Teachers and students use it more and more to plan lessons, review, and do their own studying. The way students learn and teachers teach is changing because of it. It's still important to note that online learning can't take the place of traditional ways of teaching. Going to school and learning in a classroom has its own benefits, like teaching social skills and letting students work together to learn. But by combining online learning with traditional methods, educators can create a more dynamic and engaging learning environment for students. This hybrid approach allows for personalized learning experiences that cater to individual needs and preferences, ultimately enhancing the overall educational experience.

Additionally, the ease of access that online educational resources offers make learning accessible to anyone with an internet connection, making education more affordable and accessible to students of all backgrounds. These resources include websites, games, podcasts, and audiobooks, making learning more engaging and accessible for both teachers and students.

- *Taking Advantage of the Ease of Speaking the Mother Tongue.* Even though the participants have expressed how hard it is to teach using the mother tongue instruction due to its complexity and profoundness, mother tongue can also be beneficial since teachers and students are able to express themselves better when using their hometown language or dialect. Taking advantage of this privilege make classes easier and smoother.

I print reading materials at home just so we have reference materials we can use in our activities. (T1)

I just know how beneficial it would be if only we get enough learning materials for the students. Sadly, teachers need to make their own effort to provide this to their students. (T2)

I have books that I photocopy and distribute to my students. Although most of the time they have to share this among each other, I still think it is very beneficial for them. (T6)

The National Education Policy (2020) implies that children be taught in their mother tongue starting when they are very young. To improve the core of education and learning, it is important to know the advantages of being taught in one's mother tongue. Several studies have demonstrated that students who are proficient in their native language tend to experience accelerated intellectual development compared to those who are not. It has also been shown that students who learn from a challenging medium do better in school when they are taught and learn in their mother tongue. Furthermore, the language or native tongue plays a vital role in sustaining and advancing cultural development. The utilization of a distinct language may gradually impede the vitality of an individual's culture. Studies indicate that utilizing one's native language enhances cultural development, fostering a stronger sense of connection to the cultural fabric of our society. The native language can evoke immediate connections with one's origins and past. It is important to recognize and address this critical issue in order to benefit current and future generations, as this essential progress appears to be deteriorating rapidly.

This is echoed by Rowete (2019) who noted the importance of language in maintaining cultural development. He agrees that using the mother tongue promotes connection to societal roots and history, benefiting future generations. According to him, teachers can also benefit from using this technique, as it simplifies instruction and communication for primary class students, allowing them to express themselves and pass knowledge effectively.

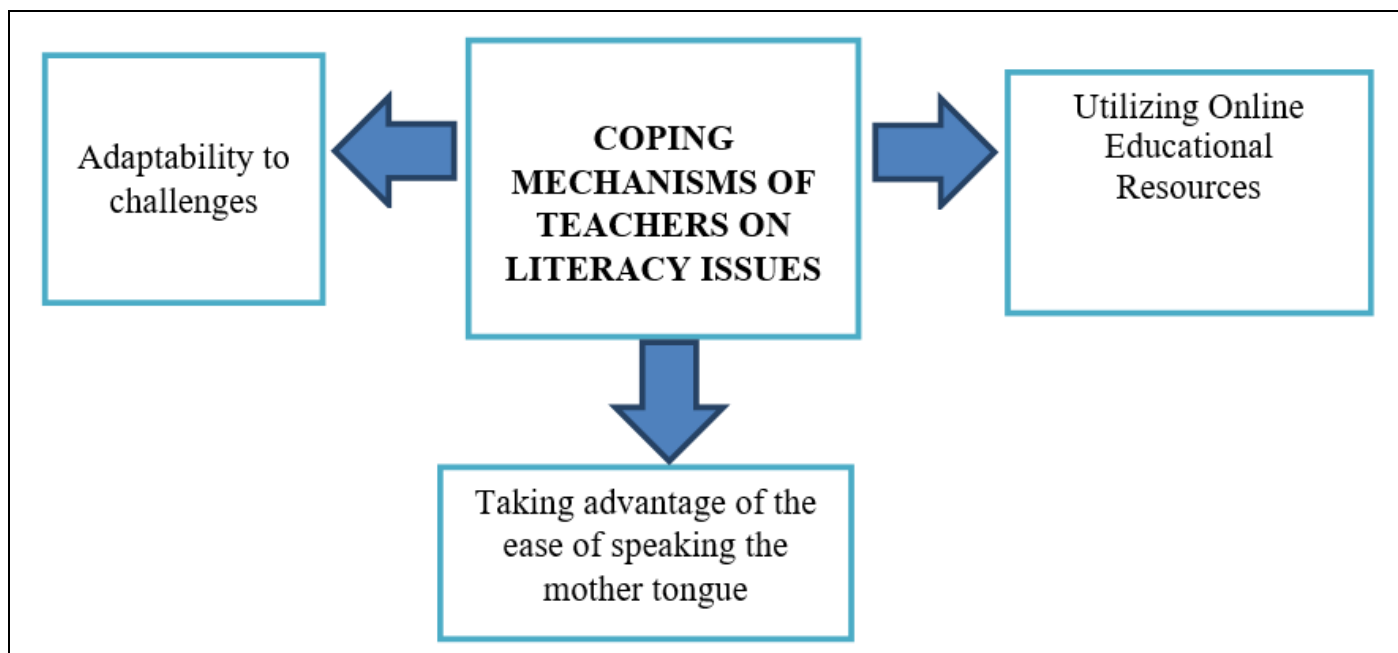


Fig 4: Coping Mechanisms of Teachers on Mother Tongue Instruction Issue

Challenges come inevitably for the teaching profession. Part of the things they must cope from are the challenges in using unfamiliar and complex instructions. Their struggles and coping mechanisms provide a good avenue for learning and for improvement that require action ranging from the classroom level to global. If all issues are carefully looked into and addressed, the academic sector would be able to adapt to the evolving needs of the students.

- **High Quality Instructional Materials.** The main problem with mother tongue-based education is that there aren't enough teaching materials. There aren't many books for students to read in order to improve their reading skills. The problem is that some words are hard for the students to understand because they are old and outdated. Because of this, leaders and teachers need to look into this issue if teaching in the mother tongue is continuously imposed. The provision of high-quality learning materials that are easily comprehensible to students would greatly facilitate the delivery of instruction, resulting in enhanced effectiveness by a factor of a hundred.

➤ *Some of the Participants' Comments were as Follows:*

- It is high time that leaders take action on this problem. Reading has already been a problem before the pandemic. It is a pain to see almost the entire classroom not able to read properly. I wish this was an exaggeration, but it is reality. I hope to see the schools take action and provide better support. (T5)
- School wide programs like the reading assessment program DepEd implemented during the start of the year was very helpful to us- I wish we had more of those. (T1)
- We could increase the budget to buy more reading materials for the students. It would also be nice to have an assessment program to see where the students are at the beginning of the school year so we know how to start the intervention process. Teachers do not have superpowers, neither do we have the budget to help out every student at school. It's about time that the leaders act upon this issue. (T2)

A growing body of research shows that, alongside teacher influence, curriculum has a substantial impact on student learning and teacher experience altogether. An excellent curriculum is a valuable resource for teachers as it not only saves them time but also allows them to prioritize engaging with their students. High-quality instructional materials allow students to engage more deeply and meaningfully with the standards. Additionally, high quality instructional materials produce better learning outcomes than others. Furthermore, switching to a more effective curriculum seems to be a cost-effective way to improve student outcomes. Investing in a well-designed curriculum can lead to increased student achievement and overall satisfaction among teachers. By providing clear guidance and resources, a strong curriculum can help create a more cohesive and successful learning environment for all involved.

Boser et al. (2015) suggested that curricula, including teacher guides and textbooks, significantly influences lesson content and approach. However, academic curriculum is often overlooked as a factor in student outcomes. Whitehurst (2012) found that using higher quality curricula increases student learning more than other interventions. Morgan Polikoff (2014) argued that using better curricula is an inexpensive yet impactful intervention, as school districts regularly change their curricula. By prioritizing the selection of high-quality curricula, educators can ensure that students receive the most effective instruction possible. This approach can lead to improved academic achievement and overall success for all learners.



Fig 5: Educational Management Insights Drawn from the Experiences and Challenges of Teachers

CHAPTER FOUR

IMPLICATIONS AND FUTURE DIRECTIONS

In this chapter, the implications that were derived from the results and discussions in the previous chapter are presented. Future directions are also forwarded. The purpose of my study was to find out the experiences, coping mechanisms and insights of teachers on the reading proficiency of learners after the pandemic. The participants were coming from Baliok, Davao City.

To achieve the research objectives, this study employed non-experimental qualitative-phenomenological approach using an interview guide. In adherence to Cresswell's (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of people's experiences. Furthermore, through this interview approach, I encouraged my participants to discuss their own definition or meaning of the phenomenon being explored fully and openly.

A. Findings

Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: The experiences of teachers on learners' literacy issues after the pandemic were mainly: inadequate learning materials, unfamiliarity on profound vernacular words, student relying on mother tongue. The coping mechanisms to address the struggles of teachers were: Adaptability to challenges, utilizing online educational resources, taking advantage of the ease of speaking the mother tongue. The insight of the participants was to provide teachers with high quality instructional materials.

B. Implications

The Results of my analysis revealed the following significant findings.

The experiences of teachers at Talomo District, Davao City related to the dilemma of teaching using the mother tongue instruction were revealed in this part of the research. The following themes emerged after consolidating all the responses gathered from the participants of the study.

The experiences of the teachers were focused inadequate learning materials. Teachers must use instructional materials that are inadequate and hard to understand. They have been provided with textbooks that use profound vernacular terms that even native speakers, like teachers themselves, have a hard time understanding. Audio recordings for one is very hard to find and is not provided, therefore, instructional materials that are interesting for the learners is close to none. Another theme to the experiences of teachers was unfamiliarity with profound vernacular words. Mother tongue's complexity is embedded on its profoundness. Especially considering that language is ever evolving, many of the vernacular terms found in the book and used in the instruction is no longer used in modern society. Therefore, teachers and students alike struggle in navigating the instruction because of many unfamiliar terms used. The last theme gathered was student relying on mother tongue. Because students have the privilege to use the mother tongue, they often struggle in other subjects that use the English language. Another setback that teachers have noticed is when students transition to higher grade level wherein English is the medium. Because students primarily learned using the mother tongue in their formative years, they eventually struggle as they move on to higher levels.

The coping mechanisms of teachers revealed these themes: The first one is adaptability to challenges. Teachers' adaptability and their innovative nature is what allowed them to remain effective despite the many changes and challenges in their profession. Due to their adaptability, they have found turnarounds and solutions despite the complexity of the mother tongue instruction. The second theme on the coping mechanisms of teachers is utilizing online educational resources. Working with parents have been proven to be very effective in improving the students' academic output. Collaborating with parents gives even more time for students to improve their reading skill. Even just a few minutes of assisted practice at home can already make a huge difference on the student's development. The third theme was taking advantage of the ease of speaking the mother tongue. Because of limited resources, teachers and students alike struggle with the materials that they have. Most of them are outdated and no longer serve its purpose. Because of this, some teachers have taken it upon themselves to provide students with reading materials.

The experiences of the teachers related to reading proficiency after the pandemic focused mainly on one insight: to implement a school-wide literacy building plan. School based initiatives and programs are very helpful to teachers and would also alleviate the pressure to come up with personal intervention strategies. When teachers have school wide literacy building plans to back up their individual efforts, it makes it a whole lot easier for them to identify the specific issues and struggles of their student. Once they have this data, they can start working on the specific approach and strategy to solve the individual issues.

C. Future Directions

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for.

For the principals or school heads to be more receptive of the current problems and issues of the teachers and learners especially related to the learners' reading proficiency. The school heads may further provide their teachers support in forms of school level initiatives and programs to address the reading literacy gap brought by the pandemic.

The teachers may continuously adapt to the fast-changing needs of the education sector. The teachers may also indulge in proper training that are centered towards targeted intervention strategies focused on the reading skills of the learners.

For the learners to be more proactive in actively taking part in the individual and collaborative efforts of the teachers and the institution. The learners may also further work on their reading skills by practicing at home either on their own or with the assistance of family members.

For the future researchers, they may conduct the same study in a different location. Other factors may also be explored to open good avenues for the learner's enhancement of academic, emotional and social aspect of their lives.

REFERENCES

- [1]. Arriero, M. L. (2006). Beginning Learning in the Home and School Readiness. University of the Philippines (Dissertation).
- [2]. APEC conference (2016). Competencies and Skills for All. Manila, Philippines.
- [3]. Aronin, L., & Singleton, D. (2010). Multilingualism as social accomplishment. In L. Aronin & B. Hufeisen (Eds.), *The dynamic nature of multilingualism: In honor of Ludmilla Isurin* (pp. 37-56). Amsterdam, Netherlands: John Benjamins.
- [4]. Arriero, M. L. (2006). Beginning Learning in the Home and School Readiness. University of the Philippines (Dissertation).
- [5]. Ball, J. (2012). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In J. A. Mangahas (Ed.), *Mother tongue-based multilingual education in Asia: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [6]. Bernardo, A. (2004). The history of English instruction in the Philippines. Quezon City, Philippines: Rex Bookstore.
- [7]. Bialystok, E. (2011). Reshaping the mind: the benefits of bilingualism. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale*, 65(4), 229.
- [8]. Blair, S. L. (2014). Parental involvement and children's educational performance: A comparison of Filipino and U.S. parents. *Journal of Comparative Family Studies*, Retrieved from <http://www.jstor.org/stable/24339542>
- [9]. Brofenbrenner, U. (1994). Ecological Models of Human Development. *International Encyclopedia of Education*, Vol. 3, 2nd Ed. Oxford: Elsevier.
- [10]. Canagarajah, S. (2005). Negotiating the local and the global in English language teaching. In S. Canagarajah (Ed.), *Reclaiming the local in language policy and practice* (pp. 17-39). Mahwah, NJ: Lawrence Erlbaum Associates.
- [11]. Cruz, P. & Mahboob, A. (2015). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In P. Cruz & A. Mahboob (Eds.), *Mother tongue-based multilingual education in South Asia: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [12]. Dawe, G. (2014). English language education in the Philippines: Challenges and prospects. Quezon City, Philippines: Rex Bookstore.
- [13]. Department of Education, Republic of the Philippines. (2009). Order No. 55, s. 2009: Institutionalizing mother tongue-based multilingual education (MTB-MLE). Manila, Philippines: Department of Education.
- [14]. Department of Education, Republic of the Philippines. (2012). Order No. 20, s. 2012: Guidelines on the implementation of mother tongue-based multilingual education (MTB-MLE). Manila, Philippines: Department of Education.
- [15]. Dewaele, J. M. (2010). The bilingual advantage in emotion processing: More data, more replications, more explanations. *International Journal of Bilingual Education and Bilingualism*, 13(6), 607-622.
- [16]. Dutcher, N. (2004). Pronunciation and second language learning. Cambridge, UK: Cambridge University Press.
- [17]. Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76,701-712.
- [18]. Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview.
- [19]. Epstein, J. L., & Lee, S. (1995). National patterns of school and family connections in the middle grades. In B. Ryan, G. Adams, T. Gullotta, R. Weissberg, & R. Hampton (Eds.), *The family-school connection: The theory, research and practice* (pp. 108-154). Thousand Oaks, CA: Sage.
- [20]. Epstein, J. L., and Sander, M. (2000). *Handbook of the Sociologic of Education*. New York, NY: Springer.
- [21]. Epstein, J. L., Salinas, K. C., & Jackson, V. (1995). *Teachers Involve Parents in Schoolwork (TIPS) in the middle grades*. Baltimore: Johns Hopkins University, Center on School, Family, and Community Partnerships
- [22]. Espina, M. (2015). The importance of English proficiency in the Philippines. Quezon City, Philippines: Rex Bookstore.
- [23]. Evangelista, A. D. (2008). *Academic Involvement of Parents and their Children's Scholastic Performance*. Trinity University of Asia (Thesis).
- [24]. Gabinete, M. (2017). Challenges in implementing MTB-MLE in Hiligaynon: A case study of a public elementary school in Bacolod City. Unpublished master's thesis, University of the Philippines, Diliman.
- [25]. Gibson, J. J. (1977). The theory of affordances. In R. Shaw & J. Bransford (Eds.), *Perceiving, acting, and knowing: Toward an ecological psychology* (pp. 67-82). Hillsdale, NJ: Lawrence Erlbaum Associates.
- [26]. Goodall, J., & Vorhaus, J. (2010). Review of Best Practice in Parental Engagement. Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE), United Kingdom.
- [27]. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67,3-42.
- [28]. Hoover-Dempsey, K., and Sandler, H. (2005). *The Social Context of Parental Involvement: A Path to Enhanced Achievement*. Final Report OERI/IES grant No. R305T010673. Nashville, TN: Vanderbilt University.
- [29]. Katz, L. G. (1984). Contemporary perspectives on the roles of mothers and teachers. In *More talks with teachers* (pp. 1-26). Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document No. ED250099)
- [30]. Lightfoot, S. L. (1978). *Worlds apart: Relationships between families and schools*. New York: Basic Books.
- [31]. Madrunio, M., et al. (2016). The challenges of implementing MTB-MLE in the Philippines: A case study of two schools in Cebu City. *International Journal of Bilingual Education and Bilingualism*, 19(1), 1-17.

- [32]. Malone, B. (2016). Mother tongue-based multilingual education (MTB-MLE): A review of the literature. *International Journal of Bilingual Education and Bilingualism*, 19(1), 1-17.
- [33]. Manila Standard Today (2013). MTB-MLE policy faces stiff opposition. Manila, Philippines: Manila Standard Today.
- [34]. Milambiling, J. (2011). Multilingual teaching: A necessity for teachers of multilingual students. In J. Milambiling & J. A. Mangahas (Eds.), *Multilingual education in the Philippines: Theory and practice* (pp. 1-16). Quezon City, Philippines: Rex Bookstore.
- [35]. Minh, T. (2014). *English language education in the Philippines: Challenges and prospects*. Quezon City, Philippines: Rex Bookstore.
- [36]. Mondez, R. (2013). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In R. Mondez & J. A. Mangahas (Eds.), *Mother tongue-based multilingual education in the Middle East and North Africa: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [37]. Morley, J. (1991). *The pronunciation factor in second language learning*. Oxford, UK: Oxford University Press.
- [38]. Nolasco, R., Mangahas, J. A., & Tupas, J. (2010). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In R. Nolasco, J. A. Mangahas, & J. Tupas (Eds.), *Mother tongue-based multilingual education in Europe: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [39]. Official Gazette (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. Manila, Philippines: Official Gazette.
- [40]. Otwinowska-Kasztelanic, A. (2009). Metalinguistic awareness of Polish-English bilinguals: Evidence from a picture-word matching task. *International Journal of Bilingual Education and Bilingualism*, 12(6), 647-664.
- [41]. Oyzon, A., & Fullmer, A. (2014). Challenges of implementing MTB-MLE in the Philippines. In S. Wa-Mbaleka & J. A. Mangahas (Eds.), *Mother tongue-based multilingual education in Africa and Asia: Challenges and prospects* (pp. 31-47). Quezon City, Philippines: Rex Bookstore.
- [42]. Paulson, J. (2010). Teachers' beliefs about mother tongue-based multilingual education in the Philippines. Unpublished master's thesis, University of the Philippines, Diliman.
- [43]. Philippine Congress. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. Manila, Philippines: Philippine Congress.
- [44]. Powell, D. R. (1989). Families and early childhood programs. (Research monographs of the National Association for the Education of Young Children No. 3). Washington, DC: National Association for the Education of Young Children. (ERIC Document No. ED309872)
- [45]. Powell, D. R. (1998). Reweaving parents into the fabric of early childhood programs. *Young Children*, 53(5), 60-67. (ERIC Journal No. EJ570801)
- [46]. Sapungan, G., & Sapungan, R. (2014). Parental involvement in child's education: importance, barriers and benefits. *Asian Journal of Management Sciences & Education*, 3(2).
- [47]. Segalowitz, N. (2001). Second language learners' verbal self-monitoring strategies. *Studies in Second Language Acquisition*, 23(1), 91-119.
- [48]. Tonio, M. (2019). Teachers' perceptions of MTB-MLE in the Philippines: A qualitative study. Unpublished master's thesis, University of the Philippines, Diliman.
- [49]. Tupas, J. (2014). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In J. Tupas & J. A. Mangahas (Eds.), *Mother tongue-based multilingual education in Oceania: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [50]. UNESCO. (1953). *The use of vernacular languages in education*. Monographs on Fundamental Education, No. 8. Paris, France: UNESCO.
- [51]. UNESCO. (2007). *Education in a multilingual world*. Paris, France: UNESCO.
- [52]. UNESCO. (2008). *Mother tongue-based multilingual education: Good practice guide*. Paris, France: UNESCO.
- [53]. Valerio, J. (2015). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In J. Valerio & J. A. Mangahas (Eds.), *Mother tongue-based multilingual education in the Americas and Europe: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [54]. Van Lier, L. (2007). *Introducing language awareness*. London, UK: Routledge.
- [55]. Wa-Mbaleka, S. (2014). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In S. Wa-Mbaleka & J. A. Mangahas (Eds.), *Mother tongue-based multilingual education in Africa and Asia: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [56]. Wa-Mbaleka, S. (2014). Mother tongue-based multilingual education in the Philippines: Challenges and prospects. In S. Wa-Mbaleka & J. A. Mangahas (Eds.), *Mother tongue-based multilingual education in Africa and Asia: Challenges and prospects* (pp. 11-30). Quezon City, Philippines: Rex Bookstore.
- [57]. Zhao, Yong. (2020, April 3). Beyond does it work: meaningful questions to ask about online education amid covid19 [Creative, Entrepreneurial, and Global: 21st Century Education].

Rizal Memorial Colleges
F. Torres St., Davao City
Office of the Graduate School

BRIDGING MOTHER TONGUE INSTRUCTION: LINGUISTIC DILEMMA OF PUBLIC SCHOOL TEACHERS

INTERVIEW GUIDE

Research Questions	Guide Question	Probing Questions
1. What are the key issues encountered by elementary teachers in teaching using mother tongue as the language of instruction?	1.1 How do learners respond to MTB-MLE?	1.1.1 What are the advantages of teaching using the mother tongue? 1.1.2 What are the disadvantages of teaching using the mother tongue?
2. How do teachers cope with their struggles related to the use of mother tongue in teaching?	2.1. What strategies do teachers deploy to combat the issues related to MTB-MLE?	2.1.1 How do teachers deal with the advantages of mother tongue based instruction? 2.1.2 How do teachers deal with the disadvantages of mother tongue-based instruction?
3. What insights can be drawn from the experiences of teachers on the use of mother tongue?	-	-

INTERVIEW TRANSCRIPTION

Legend:

Q = Question

P = Participant

RQ = Research Question

Research Question 1. What are the key issues encountered by elementary teachers in teaching using mother tongue as the language of instruction?

(Follow – up Questions)

Q1: *What are the main drawbacks in teaching using the mother tongue?*

Q2: *What are the disadvantages of teaching using the mother tongue?*

P1: Siguro tungod kay lain ang pagpanimuyo sa mga bata habang nag pandemic mao grabe ang pag atras sa ilahang abilidad sa pagsulat ug pagbasa. (Maybe it's because of the household struggles during the pandemic that led to the regress on the children's reading and writing skills.)

P2: We still hope that the Department of Education will also provide us audio recordings so that it will add more interest to the students can listen to. Most of the time, they cannot comprehend when they listen to profound bisaya words.

P3: There is simply not enough instructional materials.

P4: It's very hard because some of the parents were too stressed during the pandemic. None of them had the time or the right mental headspace to put focus on their child's learning. I think it's one of the reasons why many students came back to school without learning how to read and write.

P5: Teaching mother tongue is so complex and needs really high quality materials. But we don't have that sadly.

P6: I'm certain there's a lot of issues at home and out of school that had a direct impact on the literacy skills of the students. That is even harder to address because teachers typically no longer have access with their students outside of school.

P7: Most parents who are illiterate believe that they aren't qualified to teach their kids. This is why most kids whose parents are illiterate ended up coming back to school not knowing how to read and write at all.

P8: Some parents are not aware of the significance of education so they don't care much for it. They didn't prioritize teaching their kids to read or write.

Research Questions 2. How do teachers cope with their struggles related to the use of mother tongue in teaching?

(Follow – up Questions)

Q1: How do teachers cope with the drawbacks of mother tongue based instruction?

Q2: How do teachers deal with the disadvantages of mother tongue based instruction?

P1: Unlike before, I put extra attention on including reading activities on our daily timeline. I even put extra minutes on the students that are struggling the most.

P2: I just know how beneficial it would be if only we get enough learning materials for the students. Sadly, teachers need to make their own effort to provide this to their students.

P3: Since the department of education have had teacheres trained with technology-based instructions, I was able to adapt to such concerns through video chat, phone calls, parents submit recorded videos of how learners perform test which was very helpful.

P4: The thing about my colleagues is that they are also like family to me. We understand each other and it helps when we talk about it.

P5: One of the skills a teacher should possess is adaptability. With the abrupt changes during pandemic, teachers should always be ready to address to its demand.

P6: The teachers' capacity to adapt, versatility and patience is important to cope with the changes.

P7: I have books that I photocopy and distribute to my students. Although most of the time they have to share this among each other, I still think it is very beneficial for them.

P8: There's been a few reading intervention programs that the school initiated. It would be very helpful if we can have more of this. Students get extra time working on their reading specifically.

Research Questions 3. What insights can be drawn from the experiences of teachers on the use of mother tongue?

(Follow – up Questions)

Q1: What insights have you drawn from your experiences?

P1: School wide programs like the reading assessment program DepEd implemented during the start of the year was very helpful to us- I wish we had more of those.

P2: We could increase the budget to buy more reading materials for the students. It would also be nice to have an assessment program to see where the students are at the beginning of the school year so we know how to start the intervention process. Teachers do not have superpowers, neither do we have the budget to help out every student at school. It's about time that the leaders act upon this issue.

P3: Do more studies and fix the materials.

P4: Increase funding for better and more accurate materials.

P5: It is high time that leaders take action on this problem. Reading has already been a problem before the pandemic. It is a pain to see almost the entire classroom not able to read properly. I wish this was an exaggeration, but it is reality. I hope to see the schools take action and provide better support.

P6: Divert the funds for programs that actually work and stop experimenting that do not create long term solutions.

P7: They should provide us better materials and programs that are tailored to address children's needs.

P8: More funding on materials