CHALLENGES ON THE USE OF MOTHER TONGUE AS A MEDIUM OF INSTRUCTION

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It was noticed that mother tongue is a conventional term for an individual's local language—that is, a language gained from birth; and furthermore called as first language. It was additionally alluded to as the student's first language, known as the L1, to show starting perusing and composing aptitudes alongside scholastic substance. The second or unknown dialect, known as the L2, ought to be instructed methodically so the student can move the recognizable language to the new one. Also, the Department of Education (DepEd) (2018) expressed the child's first language or mother tongue is utilized as the basic language of education; and a child use mother tongue as an extension to learn different languages like English (Sumalinog, 2019).

Mother Tongue Based-Multilingual Education (MTB-MLE) policy in The Philippines includes usage of neighborhood mother tongues as the language of instruction in Kindergarten to year three (K-3), with the official languages (Filipino and English) being presented as the language of instruction after evaluation three. Already, the early long stretches of schooling utilized Filipino and English as the language of instruction, with nearby languages being utilized to help teachers and students in the classroom. MTB-MLE is being actualized the nation over from the 2012-2013 school year. While an exceptionally modest number of schools recently actualized MTB-MLE, numerous schools and teachers are presently learning how to utilize a nearby mother tongue as the language of instruction, and in the coming years this will be taken up by more schools, teaching a more extensive assortment of languages (Manabat, 2016).
Thus, with such information on hand particularly regarding the use of mother tongue language in teaching, the present study will be focused on determining and assessing the teachers’ perception regarding the benefits of the use of mother tongue as a medium of instruction of elementary school teachers since most of the schools and other educational institutions nowadays are becoming too much focused on making students to learn and be fluent in speaking and writing the English language that they tend to start elbowing the importance of also learning and speaking the mother tongue language (Nyika, 2015).

It was also noted in the article that some others are becoming too complacent and somewhat taking advantage of the use and application of the mother tongue language, arguing that they already know it; however, it was also observed by the proponent that some students nowadays didn’t even know the meaning behind simple Filipino words and phrases because they are becoming too accustomed in using other foreign languages that they are starting to forget their own.

References:

