MOTHER TONGUE- BASED EDUCATION

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According to Sec. 4 of RA 10533, otherwise known as “AN ACT ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM BY STRENGTHENING ITS CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES”, provides that:

“Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.

“For kindergarten and the first three (3) years of elementary education, instruction, teaching materials and assessment shall be in the regional or native language of the learners.

In my own perspective, the learning of the children will be free from anxiety if the medium of instruction used is their first language. There will be pleasure and satisfaction for the beginner for they can articulate themselves easily. In addition, the teacher will be convinced to teach for education will be uncomplicated since students will expand their comprehension and understanding of the lesson and communicate to each other better.

Mother tongue-based teaching, in a wide-ranging definition, refers to the use of students’ mother tongue as the medium of instruction. In this system of teaching, the teachers will use the learners’ mother tongue or their first or native language so that they will have a better understanding of the discussion. In the early years of the students, Mother tongue-based teaching is needed because it will be hard to understand English. Seeing that the students develop a solid foundation of comprehension and intellectual capacity with their first language, they will be progressively introduced to the secondary language during their later years of studying in school. It is evident that learning using language that is not your own is difficult since it will provide two-
fold set of challenges, the hardship in learning a new language and the hardship learning innovative knowledge enclosed in that language.

When all has been said and done, English Language is very vital for it provides us communication universally but, in my point, we should teach the students their native language first before teaching them the second language. If the students are fluent enough in the native language, we can systematically introduce them to the second language that is the English language.

References: