MOTHER TONGUE- BASED MULTILINGUAL EDUCATION (MTB-MLE): SUSTAINABLE DEVELOPMENT THROUGH MULTILINGUAL EDUCATION

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MTB-MLE the “first-language-first” education in school, which begins with the maternal language and transitions to additional languages particularly in Filipino and English. The main reason is to address the high functional illiteracy of Filipino pupils where language plays a significant role and factor in understanding the lesson and expressing themselves.

Department of Education promotes the mother tongue-based bilingual or multilingual approaches in every schools in entire country - an important factor for the inclusion and quality education. This shows that this has a positive impact on learning outcomes. The DepEd provides frameworks for language policy and education and shares an honest practice in bilingual and multilingual education and within the instruction of maternal language.

Mother Tongue- Based Multilingual Education (MTB-MLE) refers to any form of instruction in school that makes use of the dialect or languages that children are most familiar. Usually, it is the dialect or language that children speak at home with their family. It does not have to be the dialect or language spoken by the parents. Pupils can often speak more than one or even two dialects or languages at school and home. They may speak one dialect with their mother, another with their father and a different language with their grandparents.

Teaching a child’s first language, dialect or “mother tongue” in the early stage of grade level facilitates their learning, because it is the dialect or language a child can
understand best. It is the best way to help develop critical thinking skills essential to learning and opportunity to learn to read and write. Pupils will then use those skills to learn a second or third language introduced in higher grades.

First-language-first shows a positive transformation of attitudes of young learners toward education and improvement in classroom success.

References:

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