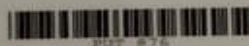


EXPERIENCES ENCOUNTERED BY TEACHERS IN THE
IMPLEMENTATION OF MOTHER TONGUE BASED
INSTRUCTION: A QUALITATIVE INQUIRY

A Thesis
Presented to the Faculty of
UM Panabo College Panabo City

In Partial Fulfillment
of the Requirements for the Course
Educational Research
(EdRes 1)

UM Panabo College LIC



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March 2020

ACCEPTANCE SHEET

This study entitled "EXPERIENCES ENCOUNTERED BY TEACHERS IN THE IMPLEMENTATION OF MOTHER TONGUE BASED INSTRUCTION: A QUALITATIVE INQUIRY", prepared and submitted by **Janica Lee D. Balagot, Ian Jay M. Castaños and Jaeza Mae M. Mutia** in the Research Subject under the **Department of Teachers Education, UM Panabo College, Panabo City** is hereby accepted.



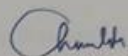
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APPROVAL AND ENDORSEMENT SHEET


This study entitled **EXPERIENCES ENCOUNTERED BY TEACHERS IN THE IMPLEMENTATION OF MOTHER TONGUE BASED INSTRUCTION: A QUALITATIVE INQUIRY**, prepared and submitted by **Janica Lee D. Balagot, Ian Jay M. Castaños And Jaeza Mae M. Mutia**, in partial fulfilment of the requirements for the course Educational Research, has been examined and accepted, and is hereby endorsed.

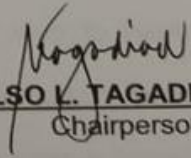

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Accepted and Approved, after examination during the final defense as per requirements of Educational Research (EdRes 1).

Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City


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ABSTRACT

This phenomenological study aims to investigate and analyze the experiences encountered by the teachers with the use of mother tongue as medium of instruction. This was conducted in one elementary schools in Panabo City participated by nine elementary school teachers. It reveals various judgments and encountered experiences of teachers.

The purpose of this study was to know what were the experiences and problems encountered, and their strategies to address the needs of the learners in the implementation of the mother tongue based instruction. The researchers wanted to provide an understanding on how does mother tongue creates effectiveness in teaching strategy.

Despite the rigors of life, the respondents shared insights based on their experiences. The researcher gathered those responses and it was grouped into major themes: the use of mother tongue, educational resources, remedial instruction and integrating technology. Teachers experienced a lot of these since they were the one who teaches the students and who make the students more productive. Moreover, the investigation aims not only to inscribe the experiences of these teachers but also to have the deeper analysis of their experiences and insights about the current implementation in the basic education curriculum which is the mother tongue based instruction.

Keywords: Mother Tongue, Experiences and Strategies

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Finally, to the **Lord our God**, who is our core of strength, the source of everything.

THE RESEARCHERS

DEDICATION

To all people who supported me in the entire process, to my family and friends, especially, this one is for you. Without your jam-packed love and support, I would not be able to do this. Of course, to our Almighty Father for giving me the reason to continue what I have started through His guidance and love. Cheers to this another success!

-Nica

I would like to dedicate this study to my beloved parents, for their moral and financial support, for their understanding throughout the completion of the study, to my friends for their words of encouragement, to face all the trials and obstacles along the way and to my special someone who are there helping us. Above all, to the Almighty God, who gives us guidance, wisdom and knowledge to make this study successful.

-Ian Jay

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Chapter 1

INTRODUCTION

Mga bata, tun-an nato karon ang addition nga unsa atong pinulungan mao ang pagdugang, pag-apon, ug pagpuno sa mga pundok. Sama niini, usa ka mansanas, dungagan ug usa ka mansanas mamahimong duha ka mansanas.

(Excerpt from a discussion in Mathematics using Mother-Tongue)

Based on the discourse above, how could teachers make their learners comprehend if that isn't the principal language learned by the students? What do instructors do to give the students a productive and robust exchange of the utilization of primary language? These were the questions that ignited us to conduct the study.

Given Philippines phonetic multifaceted nature, it isn't unusual that the nation has attempted to make a national language and standardize a school-based medium of instruction (MOI). Albeit English and Filipino had utilized as a bilingual instruction framework, the vernaculars had likewise consistently used in schools. Other than K-12 program, which is one of the significant changes in the Basic Education Curriculum here in the Philippines, is the implementation of Mother Tongue-Based Multilingual Education (DepEd Order No. 74, series of 2009). Mother Tongue-Based Multilingual Education (MTB-MLE), as characterized in Section 4 of the Implementing Rules and Regulations of Republic Act 10533, else known as the language or dialects learned initially by a child. That student relates to is recognized as a local language client of by others, which he/she knows best or uses most of the time.

Ocampo (2006) referred to that learning in a language well known to the child makes a solid establishment for the advancement of further training and proficiency. It will probably empower the students to express and manufacture certainty as they share their very own musings and emotions coming about to high-interest in-class exchange to make the students progressively free in their decision of articulation. For the students to utilize the language, they realize best that, in one way or another, encourages in clarifying some English words.

Nolasco (2010) of the Philippine Daily Inquirer additionally refers that utilizing primary language enables youthful students to construct and clarify promptly unafraid of committing errors, articulate their considerations and add new ideas to what they knew. Thus, educators can evaluate what has been realized all the more precisely and distinguish zones where they need assistance.

Notwithstanding, the Mother Tongue Based – Multilingual Education change here in the Philippines contains equivocalness and strife. The Department of Education (DepEd) orders determined what ought to do; however, it offered little help on how it ought to finish. The impediments connect to the shortage of instructional materials that thwart students' capacities to improve perusing, tuning in, talking, and composing. Added to this is the absence of preparing in encouraging primary language to forthcoming instructors.

Thinking about the present usage, we see that the execution isn't straightforward, given that the Philippines is bottomless in various dialects, for example: Ilocano, Kapampangan, Pangasinense, Maranao, Bisaya, Tagalog

and some more. There are more than 50 dialects spoken by bunches in a single piece of our nation. By that, we expect that the encounters of the educators in the use of Mother Tongue Based Instruction are an intense activity to think about that there are more than thirty-five students inside the classroom with no confirmation that every one of them does have the equivalent etymological foundation.

Researchers forwarded different advantages of directing classes through Mother Tongue. At the point when educational plan substance exhibits in a new dialect, a tremendous measure of time must be the first. Giving instructions to kids to comprehend, talk, read and compose second language (L2) or an unknown dialect, something that is incredibly troublesome and squanders excellent years in the early evaluations that could be spent figuring out how to peruse and learning scholarly ideas in the first language (L1). Additionally, students who can't comprehend the language utilized in the study hall can't show what they know pose inquiries and take an interest. Interestingly, giving youngsters a chance to learn in a language they comprehend beginning the first day of school offers noteworthy preferences for the training framework, instructors, guardians, and understudies (Walter and Dekker, 2011).

Purpose of the Study

The primary reason for this phenomenological study is to know the encounters of the teachers in the implementation of the first language-based guidance in grades one to three out of one government-funded school here in Panabo City.

As future teachers, we have perused a ton of research about the implementation of primary language guidance. We continually thought whether discoveries of those related studies are likewise parallel with our investigation. We need to see whether the issues they experience and how they tended to those issues are no different.

Research Question

As we have indicated the reasons and intentions as to why we are enthusiastic about conducting this study, the research questions provided below guided us in achieving our purpose.

1. What are the problems experienced by teachers in the implementation of Mother Tongue Based Instruction?
2. What are the strategies employed by the teachers in the implementation of Mother Tongue Based Instruction?
3. What insight gained by the researchers based on the finding?

Theoretical Lens

Instructive hypotheses connected to native language based multilingual training recommend that youngsters gain the best from a well-known beginning stage. Learning should start with what a child knows and gets it. Consequently, children adapt best when utilizing a language they talk and see well. Primary language-based guidance empowers students to start their instruction in the style they know best. As they use their very own language for learning, they are acquainted with the new and official language and start figuring out how to impart in that language. Simultaneously, educators help the students build up their academic jargon in the original dialect so they can comprehend talk about increasingly theoretical ideas.

Extensive proof exists that instructing students to peruse in their first language abilities that create in a first language causes them to read a subsequent language since language aptitudes that form in a first language are transferrable to the following word (UNESCO, 2008). The utilization of native language empowers the youthful students to promptly build and clarify unafraid of committing errors, articulate their considerations, and add new ideas to that which they knew. Like this, the educators can all the more precisely survey what has realized and recognize the regions where they need assistance (Nolasco, 2010), Philippine Daily Inquirer. First language-based training positively affects instructive and learning results. The kid's home language can successfully be utilized as a language of guidance in the long early stretches of tutoring as an extension to learning. The suitable style in training empowers the educators' to teach on the word a kid talks most at home and sees all around ok to learn scholastic substance through primary language.

Additionally, acing of the primary language elevates personal advancement expected to all the more effectively gain proficiency with subsequent communication. At the point when children don't learn and peruse in the early evaluations, they fall further and further behind their companions who can examine, and they keep on falling behind in another scholarly subject also. This wonder, known as the "Matthew Effect," depends on research indicating that understudies scoring underneath a specific perusing level before the finish of evaluation 1 remain behind all through their scholarly profession, and the hole augments as they become more established (Stanovich, K.E., 1986). Accordingly, numerous students, who do not initially

figure out how to peruse in a language they know never ace a subsequent communication, and they are bound to rehash evaluations or drop out of school. Furthermore, those students who figure out how to remain in school as often as possible need fundamental education aptitudes and face considerable difficulties in acing educational plan content. Albeit a usually heard contention is that kids learn the language effectively and immediately, children should be encouraged a word before they are relied upon to learn through that language. To do this, they should change into another dialect, a procedure that takes years whenever progressed nicely. At the point when educational plan substance display in a new idiom, a colossal measure of time must be first. It helps the kids to comprehend this language, something that is troublesome and squanders significant years in the early evaluations when kids could be learning in their first language.

DepEd noted observational investigations like the Lingua Franca Project and Lubuagan First Language Component Program, demonstrating that students figure out how to peruse all the more rapidly in their first language. The examination uncovered that students who have figured out how to examine and write in their first language adapt quicker to talk, read and write in a subsequent language and the third language than the individuals who are educated in a second or third language first. As far as intellectual improvement and its belongings in other scholarly regions, understudies taught to peruse and write in their first language obtain such abilities all the more rapidly (DepED, 2009).

Global and nearby explores suggested the utilization of primary language-based training, particularly in the early long periods of tutoring. It is

an observation that the usage of the student's first language as the mechanism of guidance in the necessary long periods of training improves students' masterminds and better students in both their first and second dialects (Nolasco, 2009). Besides, youngsters who have the chance to learn through their mom language or home language have the most obvious opportunity with regards to understanding what is instructed, making the association between the expressed and composed word, and taking an interest in their learning. No not precisely the UNESCO likewise suggested that instruction had accomplished through guaranteeing that the youngster first winds up proficient in quite a while native language before endeavoring to obtain an education in another dialect.

In the ongoing evaluations of the MTB-MLE program point to the vital jobs played by instructors as program implementers. In specific cases, in any case, educators are viewed as obstructions to program usage (Stone, 2012). Educators once in a while have negative, even open opposition toward instructing in the primary language as a result of their fundamental belief systems about the estimation of learning English versus that of the Mother Tongue (Burton 2013). Studies note that the negative dispositions spring from instructor's absence of certainty encouraging proficiency in their first language, thus, depending on methodologies demonstrating outward help for program approach yet inconspicuous demonstrations of obstruction practically speaking occur. The impression of monetary advantages to be harvested from ability in English exceeds any position in learning the Mother Tongue. In this way, instructors' convictions and demeanors shape and impact the techniques

they use in educating in the Mother Tongue, which could be utilized to subvert strategy usage.

Research (Stone 2012) proposes tending to educators guardians and networks mentalities and convictions about Mother Tongue Based-Multilingual Education (MTB-MLE), so they can go about as supports instead of as obstructions to execution. Explicit social exercises including the primary language, for example, verse perusing and verse writing in the mother tongue(MT), just as awareness-raising among guardians could improve the network's demeanor and view of the mother tongue (MT). Among educators, these exercises should be possible during pre-administration instructors preparing and strengthened during instructor proficient improvement programs. (Stone 2012) stated that educators do not purposefully go about as obstructions to understudy adapting, however without the direction of their bosses, their constrained comprehension of usage reason may genuinely bargain the consequences of the strategy.

Significance of the Study

This subjective research will demonstrate the importance of recognizing the usage of the Mother Tongue Based Instruction from grades one to three. It will likewise look to evaluate the experiences and problems just as the procedures utilized by the teachers. It will explicitly benefit the following:

Curriculum Planners. Through the discoveries of this research, educational plan organizers will, at that point, think about how compelling and helpful native language is as a vehicle of guidance in training subjects like

Mathematics, Makabayan, and so forth since school's educational program has prepared before being actualized.

Students. The discoveries of this exploration will enable the learners to learn with the utilization of Mother Tongue.

Teachers. The discoveries of this study will help the teachers on the most proficient method to effectively show the students with the utilization of Mother Tongue.

Limitations and Delimitations of the Study

This study had delimited on investigating the experiences of the teachers in the implementation of mother tongue-based instruction in one of the elementary schools in Panabo City. Notably, this study focused on the problems they experienced and how they addressed those problems. There were supposedly ten teachers who will participate during the conduct of the research; however, due to time constraints and the availability of our informants, we were only able to interview 9 of them.

The informants of the study were the seven teachers from grade one, one teacher from category two, and two teachers from grade three who are using mother tongue as medium of instruction.

They were the chosen informants as they were the ones who have the experiences in mother tongue-based instruction since its implementation. Also, we wanted to study the skills of the teachers at different grade levels if they have the same problems and ways of addressing those.

Definition of Key Terms

To explain the particular terms, then it is operationally characterized.

Mother Tongue Based Instruction refers to the native language of the learners. In this study, it pertains to the word as a medium of instruction inside the classroom.

Language 1 (L1) refers to the first language learned by the students. In this study, L1 refers to their mother tongue.

Language 2 (L2) refers to the second language. In this study, it pertains to the non-native language of the students.

Organization of the Study

The researchers arranged the contents by its chapter to provide clarity and organization of work.

Chapter 1 presents the description and vital information about the implementation of Mother Tongue Based Instruction. It amplifies the information as to how this phenomenon relates to this study. Moreover, bringing about all these essential facts on Mother Tongue Based Instruction would give way to why such this study is necessary.

Chapter 2 spotlights on the related studies and researchers of the implementation of Mother Tongue Based Instruction.

Chapter 3 accentuates the strategies that will utilize in leading the research that incorporates its structures, the job of the researchers, and the included informants. Reliability and Ethical Consideration of the study are additionally fused to give a better comprehension of its pertinence and significance in this exploration.

Chapter 4 talks about the results of the study based on the data transcribed and analyzed based on the interview of the participants. The findings and discussions are of great help in giving light and more precise

points of view regarding the experiences of the teachers in the implementation of the mother tongue-based instruction.

Chapter 5 shows the basis of findings and based on the link and its divergence of the other studies conducted by other researchers. The implication in practice and further research shall undertake, together with its concluding remarks is highlighted in this chapter.

Chapter 2

REVIEW OF RELATED LITERATURE

The writers underwent intricate research with regards to the different writings and amassed studies written from various materials such as books, journals, and the internet to the presentation of this manuscript. This chapter deals with several kinds of studies that discuss the topic of implementing Mother Tongue – Based Multilingual Education (MTB-MLE). Taken from different sources that we gathered, the researchers hoped that this would give support to the findings of the study.

Problems on the implementation of Mother Tongue Based – Multilingual Education

There were studies already conducted about Bilingual Education Policy (BEP), the policy before Mother Tongue – Based Multilingual Education (MTB-MLE) (Konsonen & Young 2009). Materials and tools which requires in teaching are a significant factor in the effect in the learning of the students. Aside from that, techniques and strategies all coming from the teachers are very well essential to foster new knowledge and experiences to the students. Language should also be considered in the teaching process, a connection with the use of the mother tongue to promote faster learning.

In (Nolasco, 2009) study, there are twenty-one (21) reasons why Filipino children learn better while using their mother tongue. The medium of instruction is essential in the teaching field, especially in grade school. Since the mother tongue has been used as a medium of instruction to teach the children, the teacher ensures that the students will actively participate in the

class. Teachers have undergone some pieces of training regarding the mother tongue as a medium of instruction. Teachers empower the use of mother tongue in teaching to develop the effectiveness and efficiency of the use of the mother tongue in the class.

Furthermore, in (Lartec,2017) he analyzed the teachers' experiences from the pilot schools in Baguio City, on the implementation of Mother Tongue – Based Multilingual Education (MTB-MLE), where the setting is multilingual. Lessons in the use of the mother tongue would be beneficial to the students not just in their learning but also for their self-enhancement. Although there are some problems that teachers encounter with the implementation of the mother tongue, they used their strategies to cope with those problems. Some common problems are lack of material, lack of vocabulary in the mother tongue dialect, and lack of teacher pieces of training. Teachers always find their ways to overcome these problems, so that it would not affect their teaching.

The Use of Mother Tongue

(Mahboob and Cruz 2013) Showed that the reality in the Philippines is the people regard English as the premium language with Filipino and other local words relegated to the background. Moreover, (Burton 2013) found that although contented with the increase in student understanding, teachers and parents expressed concern about the future implications for learning the dialect rather than in English. Furthermore, teachers have an ambiguous feeling towards the implementation of Mother Tongue.

Another study on the Mother Tongue Based – Multilingual Education (MTB-MLE) according to (Cruz, 2015) the most common problems that the

teachers encountered in the implementation of the mother tongue is the lack of teacher training. A teacher should be adequately trained and should provide the material for aid in their teaching. Grammar awareness also is essential in the learning process. But the most important thing that needs to know is vocabulary development, and they need to equip themselves with knowledge in regards to the use of vocabulary, especially the purpose and means of unfamiliar words.

Moreover, according to (Gorio 2014), the Philippines has been implementing the Mother Tongue Based – Multilingual Education for three (3) years. During the implementation of the mother tongue, teachers find it difficult. A child does not learn in the class; then there is a problem in the teaching methods of the teacher. A teacher should consider the medium of instructions to use in the class.

Furthermore, by (Naom and Ambiyu, 2016), they emphasized that the teachers need to update in the new curriculum. The mother tongue is the new curriculum that the Philippines have in this part teacher should know the process. It is the demand of the industry and to centralize our education system in the world. In the study of (Walter and Dekker, 2011) that having dialect in teaching the students will have a great chance to learn more. The mother tongue allows those who are not able to express their answers in the English form. The study showed that using the mother tongue beneficial to the students and the teacher. Therefore, in teaching, the mother tongue teacher must know all the local language of the school and community.

On the other hand, (DepEd, 2009) order No. 74 tackle the implementation of Mother Tongue in education; on this view, the use of

mother tongue is better in teaching. The study of (Dekker & Young, 2011) which showed that the use of the mother tongue in the classroom makes students feel good about school and their teacher. It happens because they are becoming knowledgeable in the language familiar to them. A positive attitude towards writing is about the feeling of being at home with the word. Learning a language goes with the beliefs of its users and persons who do not know the language. When one has a favorable consideration of the style used, a feeling of belongingness and identity exists. This medium makes them demonstrate what they know and participate in their learning and eventually express themselves (Giron and Lim, 2010).

In contrast, the Mother Tongue – Based Multilingual Education reveals that most of the educational resources here in the Philippines wrote in the English language form (Hillman, 2015). The effect of the mother tongue to the young generation is frequently affecting their prior knowledge and skills. Besides, in use of the mother tongue makes the learners inefficient in the usage of the English language (Li & Majhanovich, 2010).

Similarly, like the Philippines, who are in the third country and have multiple local languages, wherein the instructional materials produced are having a problem due to different dialects (Alberto, Gabinete & Ranola, 2010). The teacher not equipped in the implementation because of lacking training, which leads to ambiguity of the words used in the mother tongue. It would affect their performance in teaching the mother tongue (Medilo, 2016).

Therefore, a stable mother tongue foundation may also help strengthen learners' ethnic identity. Children who have a good mother tongue foundation learn additional languages faster than those who do not. This practice

is because of their prior knowledge of signs and symbols in their language helps them to learn of a new language. When students learned in their mother tongue, they think more effectively and perform better (Oyzon, 2014). Also (Mallareddy 2012), he emphasized the importance of mother tongue education in grade school. In his study, he found that we must know the first language (L1) than the second language (L2). This medium will lead to developing our skills and comprehension. A teacher is also learning the subject given by the new curriculum; this is why the burden is on the teachers because they are the ones who teach the mother tongue.

Educational Resources

In the contemporary research of (Basha and Abera, 2014), they state that Mother Tongue – Base Multilingual Education remains challenging despite initiatives of UNESCO over fifty (50) years. The implementation of the mother tongue is quite crucial to the teacher's distinct lack of educational resources, the terminologies used in the books, and inefficient vocabulary with the local language. The use of instructional materials in teaching and learning of social studies in secondary schools today is not new. What is new is the technological equipment that has been introduced recently into the teaching and learning process. The evolving of technology and the new communication media are efforts on the increase in the application of instructional aids to learning. This practice is a development that has been proven to be beneficial to the teachers.

According to (Phyllis, 2011) instructional materials possess some inherent advantages that make them unique in teaching. Lacking on instructional material can be a hindrance of learning of the teacher and to the

students. Not all the information can search on the website; some are in the books. Instructional materials are bought into play along the line to enhance educational achievement whenever they used. Nevertheless, it realized that there is a need for a coordinated source of information for pre-service teachers on the preparation and utilization of instructional materials.

(Najumba 2013) In his studies of school, equipped teachers with relevant educational facilities that comprise instructional documents such as textbooks, libraries, and even laboratories, do much better in the standardized examination. Then the major factor that ignites teacher effectiveness towards teaching in primary schools is the availability of instructional materials such as charts, textbooks, and syllabi. However, pupils still fail if teachers are lack of instructive and pedagogical skills

Again, the availability of the books appears to be the most consistent factor in predicting teacher effectiveness towards teaching in primary schools. Studies in different countries show a correlation between textbooks and educational achievement. In Uganda, a strong relationship was found between textbooks availability in the classroom and students' examination performance regardless of students' socioeconomic status. (Chingos & West 2010) Propound that children without textbooks achieved significantly lower test scores than those who had textbooks

Strategies Employed by the Teachers

Sharing with experiences is the most effective way to get an idea of how to make your strategy. Since teachers had encountered problems with the implementation of their mother tongue, they used their common sense on how to overcome these problems into an effective way in teaching, especially

for the learnings of the students. At the same time, teachers who have undergone and participated in different pieces of training can be a mentor to other teachers sharing with their own experiences (Opfer, 2016).

(Kane, 2011) Although improving the quality of the teacher workforce is seen as an economic imperative longstanding tradition that reward education and training offer financial incentives based on student achievement have met with limited success. If the teacher has its strategy in teaching, he/she will become more productive. The success of the learning of the students depends on the quality of education.

Integrating Technology

In the study (Cobb, 2010), integrated differentiated learning strategies have been shown to improve the teaching performance of a teacher. This medium shows that it's beneficial to technology in the teaching process. The teacher is the source of information, nowadays we are a new era, and we search for our resources to support our learning. Laptops and computers, with the help of the internet in just one click we can download the file and other documents that can impart in our teaching.

Moreover, (Chen 2009) suggested integrating technology in the education system is a must to move to new approaches of teaching and learning where the teachers play an essential role in integrating technology in the classroom. This way can enhance teacher and student learning. Teachers must undergo training in such they can know the new strategies in teaching technology. In the 21st century teacher, technology integration is essential in everyday life and to the teacher. There is traditional teaching, but in our

generation, most of the students are in the digital era, we teacher obliged to know this kind of learning resources (Honeycutt, 2010),

Also, technology has invaded everything in today's lives and made it more comfortable in workplaces, homes, and other areas of today's world. Teachers now can search and easy to connect to individuals using social media (Facebook, Twitter, Skype, Email, Instagram) it can help in understanding how to use the technology. These have significant opportunities for the teacher. They can engage more on social issues, what is new, the strategies and techniques of other people. The technology aims to have meaningful learning for us (Leece & Campbell, 2011). Furthermore, (O'Hara and Pritchard, 2009) reported the use of multimedia presentations (videos, images, sounds, text) enhanced access efficiency and created stronger memory for access to different components of the presentations. By providing this kit of the multimedia presentation, it can help the teachers to learn new techniques on how to deliver his/her discussion.

On the other hand, (Ross, Morriso, and Lowther, 2010) have been interested in determining the effects of technology compared to the traditional models of instruction. Today an exponential growth of technology usage in education (computer hardware and software, Internet access, and educational games and simulations) has occurred. It has a variety of strategies for learning, like online tutoring, teaching aid, and a learning tool for the teachers to enhance their learning.

Again, according to (Crompton, 2010) said this would help improve the pedagogy used by teachers and is essential for the educational institutions to train their teachers to use technology to enhance the learning process. While it

is distinct, technology is evolving rapidly for all ages in many aspects of daily life and education. Teacher and students now are engaging in the new technologies for having gadgets in the class not just for the game but for learning it easy to search for new ideas and presentation likes videos, pictures, and texts.

Likewise, the use of Information Communications and Technologies (ICT) in the classroom is essential for providing opportunities for students to learn and to the teachers. Integrating technology is suitable for both teachers and students to become sufficient in learning (Bingimlas, 2009). He indicated these four key elements are essential for every human being to know and Information Communications and Technologies (ICT) must be included in the curriculum since it is becoming a core skill for the 21st century teacher and learners. Technology has a high impact on the teacher for the rapid growth of computers and laptops; this can help the teachers to input the grade of the students, documents, and other files (Awan 2012).

Furthermore, (Tondeur, Cooper, and Newhouset, 2010) indicated integrating Information Communications and Technologies (ICT) in a school learning system is not just providing a computer and Internet to the teacher. The instructors must know the variety of tools in Information Communications and Technologies (ICT) that can deliver in the learning system and which leads to effective teaching in their classes. Teachers need to have a variety of tools available for them to use to help their needs in education. The teacher is also learning to have this differentiated instruction in technology. We teachers also have to read and learn from the new curriculum. Together teachers and

students are both learning in the context of technology(Nemeth & Simon, 2012).

In line with this, teachers need to have a clear understanding of how each of these practices can be effective. He found out that understanding your prior knowledge and experiences can be your gate pass to the better learning in the technology. It would be useful if you can picture out what is your skills to enhance teaching by bridging technology. The experiences of the teacher can shape their cognitive functioning and can reflect it to their students when they teach (Muijs,2014).

Furthermore, teachers should organize the teaching materials in a way that the concept in them can easily be acquired and processed by the learners' minds. Teachers need to use a variety of teaching techniques. It helps the teacher to explore the concepts from different angles. To seek the prior knowledge of the students, teachers must know how to manipulate the new technology, to accommodate the new generation's learner. To understand how the new curriculum used in the 21st century learners (Atherton, 2011). Therefore a teacher must globally competitive in terms of new technologies to plan new strategies and techniques to solve the problems in the young generations. This technology will evaluate if you are an excellent implementer in the new curriculum by incorporating technologies in your study as a teacher. To ensure that the traditional teacher can be a 21st-century teacher by integrating technology in the class setting.

Remedial Instruction

Thus, the importance of remedial education is to teach at a faster rate than regular training. According to (Huang, 2010), the goal of remedial

instruction is to provide low achieving learners with more chances to reinforce the necessary knowledge in common subjects so that they can meet minimum academic standards. In addition to this, the teacher also has a remedial instruction to the new standard form of curriculum. The Mother Tongue – Based Multilingual Education is crucial for them; with the help of remedial instruction, the old teacher becomes proficient in the use of the mother tongue.

The teachers will undergo pieces of training and seminars so that they will equip with the use of the mother tongue. Here the Philippines, the issue on the teachers training are visible such as lack of support, not all the teacher is having seminar and training that supposed to be given by the implementer on the said new curriculum which is the use of mother tongue. The school heads must conduct workshops and training for the old teachers who are teaching for the mother tongue integration in the grades school (Abeberese, 2013).

In the same way, remedial instruction can help the students to excel in the class. The teacher has given a chance to learn as well because the teacher doesn't stop in learning remediating is one way to cure their ambiguity in the new curriculum. Now, if the teacher is the right train, they can answer the questions on their students because they already what it is (Lartec, 2017).

First Language Acquisition

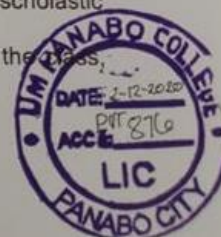
The cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire competencies more quickly. Pupils who have learned to read and write using the first language are fast learners than pupils who have learned and taught in a

second language or third language first. In terms of cognitive development, pupils who have learned from their first language acquire more competencies and considered as fast learners (DepEd Order No. 74, s. 2009).

Uniquely, bilingual education is the term originally meant the use of two languages as media of instruction. It merely means the utilization of two words as a means of instruction for students and considered part of or the entire school curriculum. In South Africa, understood bilingual education as mother-tongue used as the medium of instruction (L1 medium) throughout school plus a second language taught as a subject to a high level of proficiency (Ouane & Glanz 2011).

Together with, linguistic imperialism has limited the accessibility of many resources to specific language groups. Because of this phenomenon, (UNESCO, 2010) advocated the MTB-MLE policy as a way of upholding equal rights and opportunities for all (Ball, 2011). It also means safeguarding and preserving the indigenous language, and promoting sustainable development is the sector of education and society. Mother Tongue – Based Multilingual Education (MTB-MLE), however, poses potential adverse effects on English language acquisition considering the role of English in globalization and its importance.

Besides, the Philippines recently adopted the utilization of the first language of learners as a medium of instruction. Results of various researches as regards the benefits of mother tongue to the learners promote efficient and effective learning of the students in the educational system of the country. The benefits underscored in these researches enhanced scholastic capability (Walter & Dekker, 2011) includes active involvement in the class,



accessibility to instruction, and improve creative and critical thinking abilities. Studies also strengthened the relevance of multilingual education in the preservation of cultural heritage.

Furthermore, as MTB-MLE discussion became heated, another study led to positive findings in favor of the policy where the students' L1 was used to teach Math. (Espada, 2012) also found students who were involved in MTB-MLE performed significantly better than those who were not, the success of the students is in line with the quality of the teachers in teaching. (Besa 2013) Also referred to another recent study that led to positive outcomes in learning in a primary school, but with the use of code-switching between first language (L1) and second language (L2), which promotes effectively and efficiency in learning.

The success of mother tongue-based multilingual education program implementation inventory of challenges in mother tongue-based multilingual education emphasized that the effectiveness of mother tongue-based multilingual education necessitates thorough planning and commitment. The planners need to take into consideration measures to ensure that the program is active. These factors are language model, teacher recruitment and preparation, materials development and production, parental support, and education sector alignment (Malones 2012).

It is a common belief that school cannot exist without the help of teachers who will extend moral and financial support to the different programs and projects. The implementation of it is after the consultation with some or all of the teachers. It plays an essential role not just in school but also in the

community. The K to 12 programs that implemented in the Philippines in 2012 emphasized the use of the mother tongue both as subject and as a medium of instruction in Kindergarten, Grades 1, 2, and 3. After that, the English used. Teachers focus on the enhancement in reading proficiency and increasing the student outcomes on the other activities (Kadel & Malone, 2012).

In general, the latest developments in the Philippine educational system is the Mother Tongue – Based Multilingual Education (MTB-MLE) which is in the K-12 curriculum of DepED. The use of mother tongue in teaching in a multilingual setting affects the way pupils learn and interpretation. The role of languages as a medium of instruction benefited the learning and developing skills of the students. Teaching mother tongue in primary school enhances the learning abilities of the children compared to the use of the second language. Unfortunately, the implementation of the mother tongue has disadvantages in terms of material lacking the training of the teachers, which will need in teaching. Thus, this lack of content creates poor learnings and enhancement for both teachers and students.

Chapter 3

METHODOLOGY

This chapter presented the research design, the role of the researcher, research participants, and the process of data collection and the data analysis. Ethical consideration is also part of it. All individuals that have a concern with this study included as well as the process of moral reflection

Research Design

We chose qualitative research for our study in the implementation of Mother Tongue – Based Multilingual Education on the teachers who are experiencing the new curriculum of the Philippines. We wanted to know that in this type of research, we can gain more information to discover their experiences by having the prove questionnaire. In this approach, we will enable us to learn how they teach the mother tongue as a medium of instruction, problems in the implementation, and their strategies to solve that problem. Qualitative research is a type of social science research that collects the information by interviewing, works with non-numeric data and interpret their answers by transcribing, from these data we can able to understand their social life, place and the populations.

Also, the qualitative type of research used because it gives more valuable information and gets a detailed picture of issues, cases, and events(Arora and Stoner 2009). Qualitative researchers use a wide range of techniques to collect data, such as in-depth qualitative interviews, participant and non-participant observation, field notes, focus groups, document analysis, and several other data collection methods. A variety of methodological

approaches are also available for the collection and analysis of qualitative data such as phenomenology, ethnography, grounded theory, ethical inquiry, case studies, discourse analysis, and more.

As suggested by (Creswell 2012), sources of qualitative data include interviews, personal observations, and reliable documents profoundly. In this study, we used specific strategies in obtaining information such as substantial interviews using the audio recording, taking down notes, and focus group discussion. We gave focus on the emotional details of the participants to create a significant output and significance of the study. In this research, phenomenology is the best approach to learn the experiences of the teachers in the implementation of mother tongue-based instruction because it is one way of scrutinizing a particular phenomenon occurring in real life.

Role of the Researchers

In this study, we were the eyewitnesses who had the option to think of value inquiries about the experiences of the teachers in the implementation of the mother tongue-based instruction; we facilitated and observed the teachers while they were having their class discussions. Besides, to assemble the information required, we recorded the joint conversation inside the classroom, and we transcribed and translated all the data gathered. We interviewed with our participants, guided with the questions that we prepared.

Research Participants

Informants in this study were supposedly ten certified elementary school teachers in one of the schools here in Panabo City. However, due to the time constraint of the teachers, only 9 of them able to participate in our study. We chose them since they are the person of interest who helped us in

gathering the data needed about the problems experienced by the teachers in the implementation of mother tongue-based instruction and the strategies they used to address the said problems.

They are duly licensed teachers from the Professional Regulation Commission (PRC). Six of them were grade 1 teachers; 1 from grade two; 2 from grade three. All of them have been teaching using mother tongue-based instruction since its implementation in 2012 except for the two participants, and they are all residents of Panabo City.

Data Sources

This phenomenological study measures the nature of the linguistic features in context. It will explore the texts and the set of documents in the transcribed interviewed and informal discourses with more depth, in consideration with other variables. So it can be best achieved, sources of data considered even if it meant requiring more far-reaching situations.

The scene was covered in a classroom in an elementary school here in Panabo City, where the mother tongue used as a medium of instruction.

Data Collection

Data Collection is a significant part of an exploratory study, for it helps in surveying the soundness of the procedure of the research. It enables you to store and break down essential data about the existing problem. Incorrect information accumulation can affect the results of the study, and it will lead to invalid outcomes. Through purposive sampling, the informants distinguished. To conduct the research, a letter asking consent routed to the school head of one of the grade schools in Panabo City requesting to enable us to direct our

examination through observation, recording of the discussion, and interview to some educators as one form of gathering accurate data.

Observations. We observed a class in the most natural scene possible to see how the teachers deal with the students as they use the mother tongue as a medium of instruction.

Data recording. The sound recorder utilized as a method for precisely catching a setting. We unequivocally accept that it is increasingly veritable and genuine to use a recorder than to quickly compose notes and may overlook the subtleties after that.

Interview. The interviewees were given space to expand their responses and accounts of their experiences and feelings in qualitative interviews. It is useful to have conversations for it responded to the questions with regards to the encounters experienced by the teachers in teaching with the use of the mother tongue.

Our objective informants were given invitations beforehand, be that as it may, it was there through and through freedom to partake. The informants were informed already on when and where the meeting will be held to meet for informants' requirements.

Also, to have privacy and confidentiality of the experiences the participants have shared, audio during interviews taken. After all, data coded analyzed and reduced into the essential themes.

The meeting and interview ended adequately. Thank you for greeting by the researchers to the participants for participating in the discussion.

Data Analysis

As expressed by (Creswell 2012), phenomenological information examination through the methodology of reduction, the analysis of specific statements and themes, and search for all possible meanings. The researchers need not be one-sided and determined to break down the information. (Moustakas, 2012) thoughts are excellent stones to adjust the subjectivity and objectivity of thoughts.

As proposed by (Creswell, 2012), we played out the accompanying strides in dissecting the information as to refer to Initially read through the news, separate content into the fragment of data, name portion of data with codes, lessen cover and repetition of codes and breakdown codes into subjects.

We, the researchers, likewise utilized data reduction, which means erasing pointless information and altering them into valuable material for the investigation such a significant number of perusers can without much of a stretch get it (Suter, 2012). In this strategy, we solicited the assistance of our data analyst, an information investigator, especially in dealing with, arranging, and sorting out full subjective information for us to combine, oversee, sort, and classify data.

Themes of the phenomena from the six participants of the individual interview and with five members of the focus group discussions were described using thematic analysis, which used in the qualitative analytic method because of its flexibility (Roulston, 2001).The cases limited by time and action and specialists gathered accurate data utilizing an assortment of information accumulation systems over a continued timeframe. In

phenomenological research, the researchers distinguish human encounters concerning a marvel, as depicted by members in an investigation. Understanding the lived encounters marks phenomenology as a way of thinking just as technique, and the system includes concentrating few subjects through broad and delayed commitment to creating examples and relationships of importance (Stake, 1995 and Moustakas, 1994).

Trustworthiness

Trustworthiness. Parallel to the criteria of quantitative research, as suggested by (Guba, 1981), such as interval validity, reliability, and objectivity, qualitative research also has different standards for its evaluation. The trustworthiness criteria (Guba & Lincoln 1994), for credibility, confirmability or audibility, dependability, and transferability. Trustworthiness is the actual value of the findings of the study and the accuracy of data interpretations collected from the participants' experiences.

Credibility. To constitute the credibility of our study, we ensured firmness in our data collection, such as interviews, which taken from the informants and not craft-up stories. We preferred that included data were all-important data and deleted the irrelevant. During our discussions, we asked a colleague to assist primarily in taking down notes and taking photos and videos. Also, we asked a reliable person who could help us analyzed the collected data. It displays the results in more reliable findings of this study (Suter, 2012).

To ensure more credibility of our study, we made sure that we performed the following as suggested by (Polit, Beck & Hungler, 2006). Such as having multiple sources of data, debriefing, triangulation, and repeated

contacts with our participants. Credibility concerns the extent of how the viewpoints of the participants correspond with the description of the researcher. Sufficient times to interview, the participants facilitated the interview questions as a guide. We are quite confident to make proper representations of their viewpoints because we're also familiar with these experiences encountered by teachers in the implementation of mother tongue-based instruction. To be sure, on the processes and interpretation of the collected data, we employed peer debriefing to the dissertation adviser and someone quite familiar with the complexities of qualitative research. As researchers, we are a part of the entire research process, reflecting our personal experiences about the phenomenon is discussed in the role of the researcher (Marshall & Rossman, 2010). We conceded our own biases on the way we communicated our participants on how the data treated. The participants are informed with credible findings and interpretations during the interview.

Confirmability. It refers to the researchers' paper-trail, decisions, methods, and documentation related to the study. We did not include our viewpoints, hypothesis, and conclusions to avoid misinterpretation of data. We refrained from putting our own biases, that is why we used bracketing as one of our methodologies. We also used triangulation and peer debriefing to guarantee that the findings of the study have no biases.

Confirmability achieved when the researchers demonstrate that the results linked to the conclusions in a way that can be followed and, as a process, replicated. Its relevance to the application is similar to credibility, where confirmability has particular implications for studies that provide policy

recommendations. In qualitative research, the philosophical and epistemological position of the survey will be determined by both the problem and the predisposition of the researcher, in terms of their way of categorizing “truth,” (Moon and Blackman 2014).

Dependability. To set up the reliability of our study, we are predictable in the gathering and investigation of information through the coding-recording framework. During data reduction, we guaranteed that the applicable primary data were incorporated. Next, we applied companion questioning for the triangulation of the information gathered. (Suter, 2012) Worried that to improve constancy, primary subjective methodologies, for example, review, trail companion questioning, and triangulation. Dependability was ensured by monitoring the information through documentation of the exploration procedures or strategies embraced in the information gathering and gathering, the recorded interviews, and the usage of the careful transcripts. Copies of all transcripts and drafts were kept intact. This copy is following the belief of (Bond and Ramsey 2010) that researchers should monitor their information through wide-extending documentation of the research discoveries.

Transferability. To deal with transferability, we describe the research context and suppositions of our research in a possible detailed manner. We made sure that the data are thick and rich in descriptions so that any interested person who will transfer the result of this study to another context was held liable on the making of the transfer.

Transferability refers to the extent to which results and findings of the study can be applied or gained in other contexts or with other participants (Creswell, 2012). Parts of the transcripts of the interviews that are thick and

rich in detail, quoted and cited. Potential user facilitates transferability judgment through the full description and purposeful sampling. It means that participants in future studies like this will be selected reasonably. These participants can visibly provide affluent information on the research questions at hand. Transferability or fittingness of research findings means that findings of the study are fitting outside the particular research and may have meanings to another group or could apply in another context (EPPI-Centre, 2006; Suri & Clarke, 2009).

Ethical Considerations

The primary concern of our study were people who are an authority on the code of morals; they are proficient educators, ongoing to be proficient students, employees, and private people. Consequently, we need to guarantee their well-being, give full security with the goal that they won't lose their trust to us. We kept moral guidelines in directing this investigation as pointed by (Mack, 2005) these are the following: regard for people, beneficence, equity, consent, and privacy.

Regard for people needs a commitment of the researchers not to misuse the shortcomings of the research participants. Independence stayed away from to look after fellowship, trust, and certainty among the informants and the researchers. Beforehand, we asked authorization from the school principal before leading the study (Creswell, 2012). It was done to pay regard to the people concerned in our research.

Consent is another most significant method for demonstrating appreciation to regard to people during the research (Creswell, 2012). This consent is to let all members ended up mindful of the reason and targets of

the research study that they are involved. Written permission was given to them to get their approval. In the wake of getting their gestures, they have effectively taken part in the in-depth interview and focused group discussions. They were informed about the outcomes and discoveries of the research study.

Beneficence requires a dedication of limiting dangers to the research participants rather than augmenting the benefits that are due to them. The secrecy of the interviewee was maintained in control not to place every member into danger. Consistently, data of ensured informants was not left unattended or unprotected (Bricki and Green, 2007).

Confidentiality used towards the outcomes and results, including the safeguard of the participants, coding framework. As suggested by (Maree and Van Der Westhuizen, 2007), all materials, including tapes, encoded transcripts, notes, and others, ought to be obliterated after the examined information.

A portion of the sources was reluctant to be met from the start since they were apprehensive about what to state. Still, since of our consolation to them concerning the privacy of their reactions, they later gave us the possibility and demonstrated solace in responding to the inquiries questions. We were extra cautious with our inquiries, and due regard was offered significance to this examination.

Chapter 4

RESULTS

This chapter presents the result of the data as already transcribed, analyzed, and interpreted. These selected interview answers have equivalent English translation for formality sake, yet the official and original statements retained. The following findings displayed in the following tables and thoroughly explained.

TABLE 1

The Problems Experienced by the Teachers in the Implementation of Mother Tongue Based Instruction

Informant Responses	General Themes
<p>Informant 2:</p> <p>Nag lisod jud mi kay sa sinugdanan kay gikan gud mig English nga sauna og English dili jud na namo eh binisaya para ma train ang bata sa dihang na abot na ang Mother Tongue bisaya najud mi tanan so ang gi gamit gud namo nga mga binisaya sagul nay sa Cebu ug sa Mindanao mao na nga ug unsa amo.ang kuan atung gi gamit diri nga dayalugo mao jud na among gamiton.</p> <p><i>At first it's really difficult for us since we're teaching English, and before if it's English were not translating it into "Bisaya" to train the students, but when the time that mother tongue arrived we're using "Bisaya" form and our</i></p>	<p>The use of Mother Tongue</p>

“Bisaya” is incorporated in Cebu’s “Bisaya” form if in Mindanao that’s why if what dialogue is being used here that’s what we are using.

Informant 3:

At first kay mag 2 years paman gud nako ni nga naggamit kog Mother Tongue. Lisod sya both sides, para sa akua ug sa pupils. Kay lalom man gud kayo pud ang pag binisaya, Cebuano. So mao na siya. Pero through time, naa man guy mga references pud na pwede namo gamiton. So naka adjust mi ba.

At first, it was hard both for me and my pupils. Since this is just my 2nd year teaching the mother tongue. Because “Bisaya” is too profound. So, that’s it. But through time, we were able to adjust because there are references that we can use.

Nakadepende man gud siya sa subject kung unsa gani. Nakadepende siya ba kay kung Mother Tongue Based(MTB) lang, medyo mas dali sa bata kay kabalo sila nga mother tongue based siya. Pero pag abot na sa math, mao na akong gisulti, even man gud ang book sa math, ang heading man gud niya is English. Ang usually man gud pd text niya didto, halo ba, English-Bisaya.

It depends on the subject. It depends because if it’s only Mother Tongue Based (MTB) it’s easier for students because they know that its mother tongue based. But when it comes to math, as what I’ve said, even the mathematics book, the heading is English. The usual content of the text in book are mostly English-Bisaya.

The use of Mother Tongue

Informant 5:

Ang ka disadvantage lang niya kay ang iyang kuan way or paghatag sa iya og pag define sa word or pag ngalan sa tanang butang dili siya akma sa locality lahi baya ang binisaya sa Davao, lahi pod sa Cebu ang Cebu pinalalum jud.

Disadvantage it's hmm way or when you give and define the word or named all things is not appropriate in locality "Bisaya" is different in Davao, and also different in Cebu, Cebu is profound that's why students are wondering.

Naglisod jud pod me specially sa magbuhat og Daily Lesson Log (DLL) dili me mo sunod sa national na Daily Lesson Log (DLL) na gina hatag nila per week, katung downloadable dili siya, mag buhat jud meg usab, kailangan among mother tongue, naka English siya pero ang sunod na activities naka bisaya, ang among Edukasyon Sa Pagpapakatao (ESP) naka tagalog inform jud na siya pero pag instruct namo pag klasi namo bisaya tanan, translate pami ana tanan.

It's difficult for us to make Daily Lesson Log (DLL) we don't follow the national Daily Lesson Log (DLL) that they have given to us every week, it's not the downloadable, we create another one, it is important that our mother tongue, should be in English form but on the next activities it should be in "Bisaya" form, our Edukasyon Sa Pagpapakatao (ESP) is in "Tagalog" form but we discuss it into "Bisaya" form, and we translate everything.

The Use of Mother Tongue

Informant 6:

Davao Region has no exact Mother Tongue basis of language. People lived in this region were from different places, that's why we don't have the correct form of "Binisaya Language" therefore, Mother Tongue Based Implementation adopt the Sinugbuanong Binisaya which is from Cebu. The problem is there are some words which is different of meaning being used here in Davao and that difficulty sometimes put a hindrance towards the learners. The teacher must be equipped enough to understand its correct usage of the said language.

Informant 7:

Okay sa...ahh...pag teach nako sa mother tongue, akong na experience is ahmm...primero, kuan gyud mi nabag-ohan mi, nag adjust mi. Kay kung muingon kag mother tongue, bisaya gyud siya. Naay mga terms na bisaya nga maglisod pud mig translate bitaw. Kay ang mother tongue kay ang ginabasehan man gud sa Cebuano man gud siya. So sa ato, lahi ra siya. For example, muingon kag ahhh...halas! Sa atoa bitin mana sa atoa, didto sa Cebuano, Cebuhano pud siya nga binisaya nga basehan. So sa akong pag teach sa mother tongue, mag research pud mi. Unsa gyud ang tama nga kanang ahh...terms sa binisaya.

At first, we were really shocked so we had to make an adjustments. Because when you say mother tongue, you will really use "Bisaya". But there are terminologies that are hard to translate because we are

The Use of Mother Tongue

using Cebuano as our basis. For example the term “Halas” is called “Bitin” here. Therefore, as teachers using mother tongue as medium of instruction, we have to make researches as well.

Kuan gyud siya, naay terms nga pati ang ginikanan, mag lisod. Kanang mag hatag mig assignment sa mga bata...mangutana man sila sa amoa nga “teacher, unsa man pasabot ana teacher?” Pareha anang ‘ideboro’ wala man sila kabalo ana.

Actually, there are some terms which is difficult to understand not just only by the students but also the parents especially in giving assignments. They keep on asking “ma’am what does it mean?” just like the term “Ideboro” they don’t know what does it means.

Idrawing ang mga pictures. Mangutana ang mga parents, naay mga parents maglisod sila. Labi nag naa mi ipa assignment sa ilang mga anak. Mangutana gyud na pagka ugma. Wala sila kasabot sa assignment sa ilang anak.

Yes, to draw the pictures. But there are some parents who have difficulties especially in the making of the assignments on their children. Afterwards they will be asking that they don’t understand the assignments of their children.

Informant 8:

But there are some words that the teacher itself can’t understand because the words used was not commonly used or not even used in the community.

Informant 1:

The Use of Mother Tongue

Karun pod kulang sad meg libro, naa man pero more on activity, pero ka usa raman jud me nila gi issue han og libro since permiro sa pag implementation na bag.uhan ang mga teachers tanan specially ang grade 1 kami man gud ang una nag tudlo sa K-12 mother tongue , so sa permiro jud namo pagtudlo namo ani bali naa siya curriculum guide pero wala siya libro at first.

Now, we don't have enough books. We do have but it is more on activities. But we were only once given books since the first implementation, teachers are adjusting especially the grade 1 because we are the first one who teach the K-12 mother tongue, so during our first teaching there's a curriculum guide but it's not on the book.

Informant 2:

At first nag lisod jud me sa pag implement kay kami man ang una, amo jud pod problema sa una, wala jud libro, naa lang me, among sumbanan gani, guide or CG, CURRICULUM GUIDE, kami ang sigi og pangita ana og mga references sa sinugdanan, mas hasul jud kaau.

At first, it's very hard to implement it with the lesson. Our problem before is that we do not have books we only have Curriculum Guides or CG. We are the one who always look for the references, it is really hassle.

Informant 3:

oo. Provided man mi. Sa karon, isa isa gyud sila. Pero katung sa pag sugod jud nakog tudlo ani kay wala jud libro.

Educational Resources

Educational Resources

<p><i>Yes, we're provided. Right now, they have it individually. At first in handling mother tongue we don't have books.</i></p> <p>Informant 5:</p> <p>oo naa pd mi mga libro, pero sa pagka karun gamay ra kaau dili ma apod sa mga bata, sa sugod jud kay wala me libro.</p> <p><i>Yes we do have books, but in the main time we only have few books, not suitable in the class, in the first of implementation we don't have book.</i></p> <p>Informant 7:</p> <p>Naa. Bag.oh rapod nag abot kaso dili tanan mahatagan ang mga studyante ubay ubay sad baya sila 35 taga classroom. Gina peer group nalang nako ang mga libro kundi ako silang ipa photo copy.</p> <p><i>We have earlier this year just arrived the books. Not all the students can have book because of the class size 35 students per classroom. I use peer grouping when they use the books or they photo copy it.</i></p> <p>Informant 9:</p> <p><i>They are not hesitant to share their ideas because their using vernacular, sometimes it is quite difficult to teach them because of lacking of learner's materials that are based on our vernacular here in our region.</i></p>	<p>Educational Resources</p>
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Teachers have their own experiences and problems in the implementation of the mother tongue. Based on the data that we had gathered, we had derived two significant themes — the two fundamental ideas discussed in this chapter.

A. The Use of Mother Tongue

The study of (Vella 2015) revealed that teaching in the mother tongue would result in better performance of the teachers in suggesting that the everyday language of the learners is an active medium of instruction. According to (Walter 2011), the impacts of mother-tongue instruction would be beneficial not just for the students but also for the teacher, and it has a significant effect on teaching. Since the mother tongue is a native language, it helps the students to understand well, and they are comfortable to listen because the word used in teaching is the mother tongue.

(Mahboob and Cruz 2013) Showed that the reality in the Philippines is the people regard English as the premium language with Filipino and other local words relegated to the background. Moreover, (Burton 2013 and Wa-Mbaleka 2014) found that although contented with the increase in student understanding, teachers and parents expressed concern about the future implications for learning the dialect rather than in English. Children with a strong foundation in their first language often display a deeper understanding of themselves and their place within society, along with an increased sense of wellbeing and confidence. Naturally, this flows down into every aspect of their lives, including their academic achievement.

One of the informant expressed:

“At first it’s really difficult for us since we’re teaching English, and before if it’s English were not translating it into bisaya to train the students but when the time that mother tongue arrived we’re using bisaya form and our bisaya is incorporated in Cebu’s bisaya form if in Mindanao that’s why if what dialogue is being used here that’s what we are using.”

B. Educational Resources

In contrast with the preceding premise, global findings of contemporary research (Basha & Abera, 2014) are demonstrating that despite over 50 years of initiatives from UNESCO, mother tongue-based bi/multilingual and indigenous language education programs remain challenged by several variables. Studies report a lack of educational resources, and competent teachers lead to poor teaching and poor performances of the teachers. With the evolving technology and the new communication media, efforts are on the increase in the application of instructional aides to learning, a development that has proven to be beneficial to learners.

According to (Phyllis, 2011) instructional materials possess some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Further, the teacher assisted in overcoming physical difficulties that could have hindered his competent presentation of a given topic. They generally make teaching and learning more comfortable and less stressful. Nevertheless, it has realized that there is a need for a coordinated source of information for pre-service teachers on the preparation and utilization of instructional materials.

(Najumba 2013) In his studies of school, achievement discovered that teachers who equipped with relevant educational facilities, which comprise instructional documents such as textbooks and other instructional materials, affect the strategy of the teacher in teaching. Then the major factor that ignites teacher effectiveness towards teaching in primary schools is the availability of instructional documents such as charts, textbooks, and syllabi, which can help to the improvement of the learnings of every student. The availability of the books appears to be the most consistent factor in predicting teacher effectiveness towards teaching in primary schools. (Chingos & West 2010) propound that children without textbooks achieved significantly lower test scores than those who had books.

One of the informants expressed:

“At first, it’s very hard to implement it with the lesson. Our problem before is that we do not have books we only have Curriculum Guides or CG. We are the one who always look for the references, it is really hassle.”

TABLE 2

Strategies Employed by the Teachers to Address the Problems Experienced in the Implementation of Mother Tongue Based Instruction

Informant Responses	General Themes
<p>Informant 1:</p> <p>Uu, naghirap jud me at first, maong among ginabuhat as a teacher initiative nalang jud, like among mga guide gina book bind para dili nami mag lisod para sa sunod nga kuan maka plastar nami ba unsaon pag tudlo, unya pa nga strategies among gamiton, unya matama namo ang among pagtudlo hantud na, naanad</p>	<p>Remedial Instruction</p>

nami hantud karun.

Yes, it's difficult at first, but as teacher we need to be initiative, like in our guide we book bind it so that it will not be difficult for us the next time and so we can prepare on how to discuss it, and what are the strategies that can be use, and as we deliver the lesson correctly until, until were used to it.

Informant 2:

So far sa pag implement jud sa una, bagu ni kuan ani ni agi jud meg seminar sa Tagum kadtung implementation og Mother Tongue Based nga bisaya tanan jud.

So far during the implementation at first, before we hmm we undergone seminar in Tagum during the implementation of Mother tongue based and it's all bisaya,

Maong kami, every week sa una kami mga teachers naa mi School Learning Action Cell Session (SLACS), mag sabot me unsa among eh tudlo sa sunod na semana, pero karun ok namn nagka adjust name.

That is why we teachers have this so called School Learning Action Cell Session (SLACS) wherein we deliberate what to teach in the following weeks. But this time everything is okay.

Informant 3:

Uu ga undergo meg seminar sa mother tongue para mas makabalo pami unsa na ang bagu nga curriculum.

Yes we undergo some seminars in mother tongue to know what the new curriculum is.

Remedial Instruction

<p>Informant 4: Technique jud nako every day, kay ako wala man kabalo ana mga words, so ka basa ko ana many times din ga tapok me mga teacher para mangayo og mga idea kung unsa na siya. <i>My technique in everyday is to read it many times the passage. We teacher gathered for sharing ideas on what is the meaning of that certain word.</i></p> <p>Informant 5: Oo, naa name guide. Curriculum guide. Diha nga guide maka balo mi kung unsa ang mga topic karung semanaha. Kami sad mga teacher ga tapok aron maka buo og topic sa sunod nga semana. <i>Yes. There's already a curriculum guide. In that guide we can know what topic for the next week. We teachers collaborate and think for another topic on how we discuss it for the next week.</i></p> <p>Informant 6: <i>Reading published magazines about cebu-based writers; dictionary usage of binisaya languages; books/learning materials given to the teachers; having a conversation to the people who are really a Cebuano.</i></p>	<p>Remedial Instruction</p>
<p>Informant 1: Sa pagka karun mga visual aids lang, naga pa project sad meg Televesion kay karun gina incorporate na namo sa Information Communication and Technologies(ICT), naa mi laptop pero walay Televesion. <i>For the meantime, it's just visual aids, we also have Televesion project because we incorporate it in Information Communications and</i></p>	

Technologies (ICT), we have laptop but we don't have Television.

Informant 2:

Mga chart, flash cards ug kung naa kay Television mas maau. Karun naa naman me Television, so in the first place wala jud me ana, kung mag kuan jud ta sa sinugdanan jud sa mother tongue, wala jud me anang mga instrument, chart rajud na siya flash cards, manila paper, wala pami Television, og computer dati, tapos karun every year ga improve sad ang among mga devices na ginagamit sa pagtudlo.

Charts, flash cards, if you have Television it's good. Now that we already have Television, so in the first place we do not have that in our class. If we will go in the very beginning of Mother Tongue, we do not really have the instruments, we only used charts and flash cards, manila papers and we do not use Television and Computers before. Every year our devices in teaching is improving.

Informant 3:

Oo, ang modern na? Kuan siya, parehas nga imong gamiton. Kay kung presentation man gud siya, mas eye-catching labi na ug grade 2 imong tudluan. Labi na kasagaran karun more on research me sa mga topics, so kami mga teacher kailangan jud mugamit ug mga laptop, labi na sa pag tudlo ga Information Communication and Technologies (ICT) intervention me ana.

Yes, the modern? You should both use it because if it's presentation it's really eye-catching especially when you're teaching grade 2.

Integrating Technology

Integrating Technology

Most of the time we need to research on the topics, so we as the teacher we must use laptop, in terms of teaching we integrate Information Communication and Technologies.

Informant 4:

Walay best material pero kay teacher man ta ga search jud mig new strategies like mag kuan meg mga computers, dapat hawud sad meg mag manipulate sa mga equipment sa technology, kay krun man gud dapat apil na ang Information Communication and Technologies (ICT) sa among pag tudlo.

There is no best material but since we are teacher, we search for new strategies like computers, we should know how to manipulate the equipment in technology and this time we integrate Information Communication and Technologies (ICT) in teaching.

Informant 7:

Parehas sa PowerPoint, di mn tanan maka gamit og PowerPoint. Sama nako di kaau ko kabalo mo gamit ana, pero ga tuun ko unsaon pag buhat ana og pag view sa Television kay gina connect raman namo ang laptop sa Television. Ug us aka teacher kailangan jud namo magtuun sa bag.ong teknolohiya.

Like in PowerPoint not all can do and use it. I myself doesn't know how to manipulate it, but I'm trying my best to learn it on how to connect in the Television. As a teacher we should learn the new technology in teaching.

Integrating Technology

<p>Informant 8:</p> <p><i>The strategies employed by the teachers to address the problems we experienced is to make research of the words or phrases that are not commonly used in the locality. By the help of laptop and internet. The master teachers also create/ write stories using Mother Tongue Base (MTB) using the words that are commonly used in the society.</i></p> <p>Informant 9:</p> <p><i>I do the research of some difficult words and use the audio visual presentation. Also unlocking of difficulties before I start the lesson and bridging of words English to Filipino to Mother Tongue.</i></p>	<p>Integrating Technology</p>
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Strategies Employed by the Teachers

Teachers have their techniques and strategies in coping up with the implementation of the mother tongue. On the above data, we had gathered two major themes.

A. Remedial Instruction

The critical aim of remedial education is to teach at a faster rate than regular schooling. So if learners who academically have fallen behind their peers fail to implement speedier progress, they will have difficulty to reach the level of their peers. According to (Huang, 2010), the goal of remedial instruction is to provide low achieving learners with more chances to reinforce the necessary knowledge in common subjects so that they can meet minimum

academic standards. To do this, teachers need to make efforts to adapt instruction to learners' particular needs. In the remedial program, teachers need to undergo training and seminars for the effectivity of teaching. To differentiate the activities of the program with that of the regular classes, PowerPoint presentations, outdoor/field experiences, and interactive game activities conducted every session.

Each teacher needs different in terms of learning ability, academic standards, skills, and strategies, and each has its own in learning. Remedial instruction can help struggling learners shore up their necessary skills. This extra support can help them catch up with their peers. Remediation teachers play an essential role in a school. While they often get the benefit of working with students one-on-one or in small groups, they have a lot of work to do. Even though a remediation teacher's goal is to help students get back on track and build essential skills, not all students welcome their help, making the job even more challenging.

Newly appointed remedial teachers have to undergo training by the old remedial teachers — the issue of instruction foregrounded in the Philippines, (Abeberese 2013), before receiving the materials. In consultation with heads of schools, the remedial teachers decide on days feasible for them to conduct remedial education. Time for remediation lessons must appear on the master timetable in the school head's office, and remedial teachers have to be exempted from some, if not all, extracurricular activities. The responsibility of the remedial teacher is to form an individual instruction program that is suitable for the underachiever and to keep records of a particular child's area of need, and performance and assistance.

One of the informants expressed:

“My technique in every day is to read it many times the passage. We, teacher, gathered for sharing ideas on what is the meaning of that certain word.”

B. Integrating Technology

Many studies have shown the advantages of using technology in classroom instruction. The use of technology as a tool is for establishing meaningful projects to engage teachers in critical thinking and problem-solving. Technology can be used to restructure and redesign the classroom to produce an environment that promotes the development of higher-order thinking skills(Kurt, 2010). Technology also increases student and teacher collaboration. Collaboration is a highly useful tool for learning. Teachers cooperatively work together to either create lessons, or they can learn from each other by reading the work of their peers(Keser, Huseyin& Ozdamli, 2011).

The internet used as a source of teaching material that provides information and communication technologies for teaching and learning will have some advantages. The teachers will play a more active role, which will help the teachers to retain more information and improve their knowledge. New learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. The teachers

will follow-up the discussions that will contain more detail where students will become more independent teachers can gain the skills they will need to be successful in the future (Tutkun, 2011).

Technology is a big part of people's daily lives, and it is pertinent and vital that teachers learn how to use it at an early age. When teachers use technology tools in elementary schools, a sense of confidence and competence in their computer skills will grow as they get older, and it enhances their skills in using technology in effective teaching. Many teachers nowadays use technology to make their tasks more manageable and to search for some information that can help to enhance their strategies and techniques (Kenney, 2011).

One of the informants expressed:

“There is no best material, but since we are teachers, we search for new strategies like computers, we should know how to manipulate the equipment in technology, and this time we integrate Information Communication and Technologies (ICT) in teaching.”

Gained Insights of the Researchers

The implementation of mother tongue-based instructions awakens the sector of education. The mother tongue is the native language or first language. We, researchers, we gained an accurate and deep understanding of the experiences of the teachers in the implementation of the mother tongue. The mother tongue is beneficial not just for the students but also for the teachers. The themes that we had gathered emphasize the importance of this study.

The use of the mother tongue gives importance to the learnings of the children, especially in primary school. Teachers found out that they had found

difficulties in the implementation of the mother tongue. Teachers use their strategies and techniques to overcome those difficulties that they had experienced to promote effective teaching and learning. Educational Resources is essential in instruction, the use of instructional materials in education would be beneficial for both teachers and students, and teachers concluded that lack of materials leads to poor teaching. Those difficulties and lack of content, they used their techniques to find another source of references to cope with everything. Remedial Instruction is not all about for those students who have fallen behind in their lessons, and teachers also need to undergo corrective instructions. Training and seminars for teachers are essential in improving and promoting skills and strategies in teaching. These training and workshops help the teacher to guide on what the lessons are given to the students. Integrating Technology helps the teacher to promote faster learning and quality education. The use of technology would help find different references in teaching. Technology serves as teaching materials for teachers. With the help of technology, it helps them to make their tasks easier. At the same time, teachers use technology as their tool in researching, and with the help of researching, it broadens their knowledge not just for the academe but also for improving skills.

As we go through the process of our research, we have learned different experiences faced by the teachers during the implementation of Mother Tongue-based instruction. Also, this study enabled me to see the other side of being a teacher that the task of the teacher is not only to impart learning to the learners but also to become a second parent for each learner. Moreover, this study helps me able to know the importance of Mother Tongue,

also known as our native language, which we used in our daily lives. Students are eager to learn by the use of mother tongue as medium of instruction, and this resulted in high participation and active learning inside the classroom as learners are more comfortable in sharing their thoughts openly with the absence of fear that their ideas might be wrong. This study made me knowledgeable enough as it gives me a positive mindset that I can apply as a future educator. The experience I had throughout the process will help me immensely in becoming an effective teacher for my prospective students. I am delighted because I had a great experience with my co-researchers and will forever be grateful because of the unforgettable experience I had with them.

Chapter 5

IMPLICATIONS AND CONCLUSION

This chapter presents the discussion, conclusions, implications for practice, and implications for future research supported by themes that emerged during data analysis. This study clearly stated its purpose that is to identify and explain the experiences encountered by the teacher in the implementation of mother tongue-based instruction. It aims to emphasize and to find out what are the barriers and difficulties in the mother tongue experienced by the teacher.

Phenomenological research is a method with healthy philosophical origins, which can sometimes be challenging for novice investigators. However, developing an appreciation of this philosophical origin can enhance and strengthen the research design. A fundamental challenge is to understand the range of reflective and empirical approaches to situate one's research. Phenomenological studies investigate or interpret the live experience of the person (Wilson, 2014). In fact, (Creswell, 2013) adds that phenomenological research is an approach to qualitative research that focuses on the commonality of a "lived experience" within a particular group.

The participants of this study were the identified teachers of Rizal Elementary School. The respondents of the in-depth interview and the focus group discussion shared their insights and experiences as to how they experience the implementation of the mother based instruction. So that the participants didn't have apprehensions and reservations in sharing their

personal experiences, we explained to them the confidentiality and the ethics in the conduct of the investigation.

During the interview, we somehow felt the awkwardness in asking direct questions to our participants since we were hit with anxieties as this was our first time. But we managed to build a rapport and carried out our study. Participants also felt uneasy, and there was a sense of reluctance in their answers as we began. However, the participants handled the seriousness and weight of the study since they were the focus. Finally, they have disclosed their personal experiences, which made this easy on the part of the researchers to deliver spontaneous conversation.

The result of this study implicated that teachers have strategies and techniques in teaching the students even though some problems arise in the implementation of the mother tongue.

Upon conducting the study, these following themes emerged, namely:

The Use of Mother Tongue, Educational Resources, Remedial Instruction, Integrating Technology. These were how the researchers recognized the implementation of mother based instruction. However, its formation didn't end up in just mere words. It must realize in every action. There might be problems, but the level of growth must come from control and limitation. The participants believed that their experiences and insights were the first step to make it aware to advertisers how they stand and favor.

Experiences encountered by the teacher in the implementation of mother based instruction. Teaching mother tongue would result in better performance, teachers depend on their skills, and their understanding was the developed themes for this study. The participants asserted that **The Use of**

Mother Tongue increases student understanding, and the everyday language of the learners is an active medium of instruction, which is the mother tongue.

Educational Resources is the major problem of the teachers regarding the implementation of the mother tongue. It affects the performance of the teachers in teaching. It would lead to a lack of learning of the teachers and students. Also, the lack of books translates into an inability for teachers because the words used are unfamiliar. They expressed that **Remedial Instruction** implements faster progress in learnings of the teachers like pieces of training and seminars. Remedial instruction should be started immediately when the difficulties in education on teacher performances. **Integrating Technology** helps the teacher to promote faster learning — the internet used as a source of teaching material. Technology is a highly useful tool for learning, which will help them retain more information.

Implication for Practice

This study reveals various judgments and encountered experiences of teachers in the implementation of the mother tongue. And in line with this, they have to come up with their strategies and techniques in teaching. The researchers noted that despite great presentations and legalities, the fact that there are internal forces that could temper the teaching ability of the teacher.

On teachers. The result of this study encourages the teachers to serve as the mold and guider of the hopeful students and persons who want to be a teacher someday. They should still not just words and numbers to the student, but also courage and determination to pursue their desire. The students prepared for reality outside the premises of the school. They may impart problems and give solutions to it as well.

On students. The result broadens the knowledge of the students as to what is happening. Once they attempt to engage in the future, it serves as an overview of the challenges and experiences that might occur in the future. This overview would also help them to learn how to properly establish strategies and techniques on teaching based on the implementation of the mother tongue. The students would know the possible action that always thinks that they should study not just to become an employee but to be a successful teacher someday.

The implication of further research

The results of this study develop new ideas, which could probably be useful to provide more explanations and suggestions for further research. This study serves further investigation as to their references or bases about the encountered experiences of teachers in the implementation of the mother tongue. Since the participants of the study were the teachers of Rizal Elementary School. The recommendation that the ensuing investigation is to be done inside the campus as it is the scope of the first research.

Concluding Remarks

As the researchers prepared the informants, we are delighted with the discussion about the shared ideas of the participants. When the interview went long, we have got so much laughter, moments, and by that, participants shared their experiences willingly as to how they handle it. As the moment we are in the discussion, we gathered information overload as the participant are open to answer the questions without hesitation and intimidation. The researchers are overwhelmed to the result of the interview as the informants gave interesting and meaning answers.

The investigation of the study made the researchers deepen their understanding, not just about the experiences alone but the importance of teaching. We do know teachers have difficulties in coping up with the implementation of the mother tongue, but still, they have their techniques and strategies to overcome those difficulties. This result gave a hand of recommendations to other researchers for further study.

As we were conducting our research, we researchers learned a lot from this study. We now have a better understanding and views about the experiences of the teachers in the implementation of mother tongue-based instruction. We also aim to become better professional teachers someday because we think of it as a prestige, highly regarded in society. As we dig on the experiences, perceptions, and insights of the teachers about the implementation of mother tongue-based instruction, we have come to realize how big the responsibilities of the educational sector to uplift the education system with the use of mother tongue.



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APPENDICES

Appendix A

QUESTIONNAIRE

RESEARCH QUESTIONS	INTERVIEW QUESTIONS	PROBE QUESTIONS
1. What are the problems experienced by teachers in the implementation of Mother Tongue Based Instruction?	1.1 What are your experiences in the implementation of Mother Tongue Based Instruction?	<p>1.1.1 How's your class using the Mother Tongue as a medium of instruction?</p> <p>1.1.2 What are your observations in regards to students' participation as you use Mother Tongue as medium of instruction?</p> <p>1.1.3 How do you make them participate in class?</p>
	1.2 What are the problems you experienced in the delivery of lessons in the implementation of Mother Tongue-Based instruction?	<p>1.2.1 What are the causes of having a problem in teaching using Mother Tongue as a medium of instruction?</p> <p>1.2.2 What are the possible solutions to these problems?</p> <p>1.2.3 How do you consider them as solutions to the problems?</p>
	1.3 What do you expect from the students as you deliver your lesson using mother tongue as medium of instruction?	<p>1.3.1 Why do you expect that way?</p> <p>1.3.2 How do you manage if your expectations from them were not met?</p> <p>1.3.3 How do you prepare for the unexpected events in the class in using mother tongue as medium of instruction?</p>
2. What are the strategies employed by the teachers to address the problems experienced in the implementation of Mother Tongue Based Instruction?	2.1 What are the strategies used that are proven effective to address the problems experienced in the implementation of Mother Tongue Based Instruction?	<p>2.1.1 How do you consider those strategies effective?</p> <p>2.1.2 What kind of strategies do not work well to address the problems that you experienced?</p> <p>2.1.3 Why do you consider those strategies not applicable to address the problems that you experienced?</p>

Appendix A-1

RESEARCH QUESTIONS	INTERVIEW QUESTIONS	PROBE QUESTIONS
	<p>2.2 What instructional materials are best used to address the problems in the implementation of Mother Tongue Based Instruction?</p>	<p>2.2.1 How do you consider them best? 2.2.2. What instructional materials are not appropriate in addressing the problems? 2.2.3 How do you consider them ineffective?</p>
	<p>2.3 What do you do when a student does not understand the words as you go on with your lesson using Mother Tongue as a medium of instruction?</p>	<p>2.3.1 How will you know if the student does not understand? 2.3.2 How do you make your students understand your lesson? 2.3.3 How do you address the needs of the students who have different languages?</p>
<p>3. What insights gained by the researchers based on the finding?</p>		

Appendix B

Recorded Interview Data

INFORMANT 1	
Data	Transcribed
<p>Researcher: Good morning ma'am, para sa imuha ma'am unsa imong mga na experiences sa pag implement sa mother tongue karun sa K-12 program?</p>	<p>Researcher: Good morning ma'am, what is your experiences in implementing the mother tongue right now in K-12 program.</p>
<p>Informant 1: Sa sugod?</p>	<p>Informant 1: In the beginning?</p>
<p>Researcher: Yes po, until krun</p>	<p>Researcher: Yes, up until now.</p>
<p>Informant 1: Sa permiro sa pag implementation na bag.uhan ang mga teachers tanan specially ang grade 1 kami man gud ang una nag tudlo sa K-12 mother tongue , so sa permiro jud namo pagtudlo namo ani bali naa siya curriculum guide pero wala siya libro at first. Tapos ang objective didto kay English eh translate napod nimo og bisya, so paghimo namo sa lesson plan kay English pero pag magtudlo namo bisaya jud siya, gamiton jud ang bisaya, so kami mga teacher since wala me guide amo nalang siya, naa may nakabutang pod sa handbook by letter kami nalang nag.mugna sa mga, among mga Idea, kami nag create sa mga lesson, permiro namong tackle ani nga mother tongue sa K-12 starting math ana tapos karun ra yata naabot 2018 ang libro, nga naa najud me libro, pero sa una namo na tackle kay naa man kanang sa computer bitaw sa DepEd niya dili baya tanan teacher nay laptop niya wala me internet, so kung asa me, naa me source na tao kanang naga provide ana na mga materials siya ang pwede maka sulod ana nga website, kay naa may mga</p>	<p>Informant 1: At first during the implementation teachers are adjusting especially the grade 1 because we are the first one who teach the K-12 mother tongue, so during our first teaching there's a curriculum guide but it's not on the book. Then the objective there is written in English form and we're translating it to bisaya, so we're making the lesson plan in English form but in teaching we are applying bisaya, so we teachers since we don't have guide we are using our own. There are indicated in handbook by letter and we are just thinking for strategies based on our own ideas, we created the lessons, the first time we tackle mother tongue in K-12 starting math subject like that, and the book has just arrived on 2018, we finally have books, but during our first discussion it has but it's on the computer of DepEd and not all the teacher has laptop but we don't have internet connection, so wherever we are, we have source who provides us the materials and can access the website, and there are stories so we spend our own money to book bind it, because there are guide pictures, so</p>

<p>story so amo jud gasto kay amo paman to ipa book bind kay naa man didto ang mga guide pictures, so every week naa jud me story sa mother tongue so kami nag provide ana sa among sariling kwarta, mao na mag bagulbol ang teacher usahay mahurot ang kwarta.</p>	<p>every week we have story in our mother tongue so we provide our own money. That's why some teachers are complaining sometimes.</p>
<p>Researcher: Lisod jud diay nuh nga wala jud libro ma'am nuh wala moy guide pano mag tudlo.</p>	<p>Researcher: It's really difficult if there's no book ma'am right? You don't have guides on how to deal with it.</p>
<p>Informant 1: Uu, naghirap jud me at first, maong among ginabuhay as a teacher initiative nalang jud, like among mga guide gina book bind para dili nami mag lisod para sa sunod nga kuan maka plastar nami ba unsaon pag tudlo, unsa pa nga strategies among gamiton, unya matama namo ang among pagtudlo hantud na, naanad nami hantud karun.</p>	<p>Informant 1: Yes, it's difficult at first, but as teacher we need to be initiative, like in our guide we book bind it so that it will not be difficult for us the next time and so we can prepare on how to discuss it, and what are the strategies that can be use, and as we deliver the lesson correctly until, until were used to it.</p>
<p>Researcher: Pero ang mga studyante ma'am ok pod ilang respond sa mother tongue?</p>	<p>Researcher: But the student's ma'am do them respond ok in mother tongue?</p>
<p>Informant 1: Ok jud, kay sa first grading namo wala man me Filipino subject, more on oral raman siya, og ang English namo wala man gi discuss so ang Filipino kung baga diha name mag focus sa second grading niya ang third grading ang English, so sa ato pa sa subject namo na mother tongue, Mathematics, Aral-pan, og Mapeh, kanang bisaya, sa mother tongue pod na subject ganahan me kay gikan sa story pagka next day, kuan na letter kanang beginning sound, then sa second day dira.ah na ang syllables, pagka fourth kay writing, more on reading sila, dili siya diritso.on dayun ba, ug story tapos diritsoon nimo by letters, dili na siya ing ana, kung baga sa reading story sa si teacher unya oral oral, maau sila mo answer sa oral kay bisaya man</p>	<p>Informant 1: It's really ok, because in our first grading we don't have Filipino subject, it's more on oral, and on our English subject we don't discuss, so in Filipino like for example we focus in second grading and the third grading is English, so let's say in our subject in mother tongue, Mathematics, Aral-pan, and Mapeh, is bisaya, we like mother tongue subject because from the story the next day, It's letter like beginning sound, then on the second day is the syllables, on fourth is writing, they're more on reading, it should not be taught together at the same time it's not like that, like for example the teacher will tell story first then after it's oral recitation, they're good when it comes to oral recitation because it's bisaya but if the question is in written form they</p>

<p>pag eh writing nimo ang question mag tanga na sila kay dili naman sila kabalo, dili paman sila tanan kabalo mobasa mapili ra, so among strategy gi gamit by the end maka basa na sila, kay sa isa ka semana nimo nga letra syaro wala silay madawdaw na mahibaw.an.</p>	<p>have a hard time answering it because not all of them can read, so that the strategy that we use in the end is that they can read already, in a week of discussion it's impossible if they will not learn and remember some letters.</p>
<p>Researcher: Pag mag pronounce ninyu sa letters ma'am bisaya pod?</p>	<p>Researcher: When you pronounce the letter ma'am it is bisaya form too?</p>
<p>Informant 1: Ang una namo gamiton is kay English, parehas ani, unsa mani nga letter, mo ingun siya M, unya mu ingun dayun me eh recite nato, dako na M, gamay na m, unya unsay tingug, unya mo ingun dayun sila MMMMMMMM, tudlo.an dayun nimmo og mmmmmmmm, mo ana dayun ang teacher, makabalo najud sila sa beginning sound, pagka second day ana kay naa nami picture ana sa letter M, mag buhat meg visual aids, chart na nag sugod sa letrang M, para mas masab.tan sa bata kay makita namn niya.</p>	<p>Informant 1: At first we use English, like this, what letter is this, and the students will say it's M, then we tell them let's recite it, Big M, small m, then what is the sound, and they will tell MMMMMMMM, then you have to teach them mmmmmmmm, and the teacher will tell that, they know the beginning sound, on the second day we already have the picture of letter M, then we make visual aids, chart that starts with letter M, so that the students will understand it because they see it already.)</p>
<p>Researcher: Parehas anang Filipino na subject ma'am eh translate na ninyu into bisaya?</p>	<p>Researcher: Like Filipino subject ma'am do you translate it into bisaya?</p>
<p>Informant 1: Dili na kaau kay masabtan naman sa bata.</p>	<p>Informant 1: Not really because the child can understand it already.</p>
<p>Researcher: Pero ang English?</p>	<p>Researcher: But in English?</p>
<p>Informant 1: Sagulan jud nimo siya og binisaya, kay para masabtan sa bata, na mao ni pag eh bisaya nato, pero sa English siya madala naman gud kay maka basa naman ang mga bata sa mga words unya mabira man sa Filipino so dili na kaau me mag problema sa Filipino kay maka basa naman ang bata.</p>	<p>Informant 1: We should incorporate some bisaya words, so that the children will understand, this is when it's bisaya, but in English and Filipino it is better they can read already.</p>

<p>Researcher: Unsa imong mga ginagamit pa aron mas masabtan pa sa mga bata ang mother tongue ma'am?</p>	<p>Researcher: What are things you use so that the students will understand mother tongue more?</p>
<p>Informant 1: Sa pagka karun mga visual aids lang, naga pa project sad meg T.V kay karun gina incorporate na namo sa ICT, naa mi laptop pero walay T.V. so baliwala lang kay naa may mga bag.oh na story sa mother tongue na naa sa laptop, mas ok man to nga nay T.V kay dako ug makita sa mga bata ang mga pictures kay mas dali nila masabtan.</p>	<p>Informant 1: For the meantime, it's just visual aids, we also have TV project because we incorporate it in ICT, we have laptop but we don't have TV, it's better to have a TV because the kids can see the pictures and they can understand it more easily.</p>
<p>Informant 1: Naa, mao nay gi una namog kuan, mag unlocking word difficulties, bagu me mag, parehas anang mag story me Monday naa jud me mga pulong (words) nga lag.lum didto nga bisaya, mag pa vocabulary session sa me, parehas ana, OTAN, kay gulay mana kung sa atung pinulungan, ang spelling ana kay nay U or O, na maglibog samot ang mga bata, kay binisaya man sigi nalang bahala ma wrong spelling ang U or O, mao na pasabton jud ang bata parehas anang OTAN kay gulay na sa lag.lum na binisaya, example napod parehas anang IHALAS kay wild animal ang HALAS kay bitin na sa ato.ah, maglibog napod ang bata kay lahi naman, parehas anang EDIBOHO ang butang (drawing mana sa ato.ah) maon na permiro pati kami wala kasabot kadugay amo na nasabtan, mao na bagu me mag story ga unlocking words sa jud me para masabtan sa bata ang story. Kung mag libog gani ang bata imong pasab.ton na ang kanang mga words kay sa lag.lum na nga binisaya kay daghan mana nga equivalent words sa bisaya, ikaw teacher ipa emphasize nimo na sa ilaha. Ang mother Tongue man gud ga uyon sa imong linngwahi, parehas diri sa</p>	<p>Informant 1: Well, that was our first hmm... unlocking word difficulties, before we, like we do story telling on Monday we have profound vocabulary words in bisaya, we do vocabulary session, like for example, OTAN, it means vegetable in our dialect, the spelling has U or O, and it confuse the children, since it's bisaya it's ok if the spelling of U or O is wrong, that's why you should make them understand just like OTAN, it's vegetable in bisaya profound word, for example, like IHALAS to us it's wild animal and that HALAS means snake to us, children became more confuse like EDIBOHO it means (Drawing) at first we don't understand it but as time goes by we learn to understand it, that's why before we proceed to storytelling we do unlocking of words in order for the students to understand the story, so I don't tell the story without unlocking words for the student to understand the story. If the students get confuse you should let them understand that those words are bisaya profound words, and as a teacher you should emphasize it to them. Mother tongue agrees with your language, just like here in Davao it's acceptable.</p>

davao <u>mao</u> rapod ato.ah acceptable siya.	
Researcher: Mas hawud pod sila manubag ma'am kung pangutan.on nimo?	Researcher: Are they good in answering if you'll ask them ma'am?
Informant 1: Hawud sila mo oral kay binisaya man, kay makasabot man sila pati tung dili hawud maka tubag kay binisaya man, kay naa may bata na hawud og oral kaysa written, mao na acceptable siya, kay parehas karun sa first grading pwede dili sila mag sulat, oral lang sila, pero para sa amo.ah gina pasulat jud namo para ma hawud sad sila pag sulat, mao na ang teacher taas og pasensiya, maka tuun sad baya me ug maka buhat og bagg.on strategies tungug ani, unya kami na mga panghapon na teacher mag tapok para maghunahuna og bagu nga idea sa mga lesson, ug pagka morning kay ga remedial me katung mga kailangan pa og need sa pagbasa og pagsulat aron sila maka lampos sa grade one og makabalo na sila.	Informant 1: They're good in oral because it's bisaya, and they understand it including those students who are not that good can answer it also since it's bisaya, and because there are students who are better in oral recitation than writing, that's why it's acceptable, just like right now in first grading it's ok if they will not write down on their notes, but they have to do the oral recitation, but for us we encourage them to write so that they will be good in writing as well, that's why teacher has long patience, we learned from it and we make strategies because of this. Then we the afternoon session teachers will huddle to think for new ideas that can be applied on our lessons, and in the morning because we do the remedial session to those students who need more assistance in reading and writing so that they can learn and finish grade 1.
Researcher: Mao rato ma'am thank you kaau sa imong oras.	Researcher: That's all ma'am thank you so much for your time.

INFORMANT 2	
Data	Transcribed
Researcher: Good morning ma'am, sa imong pag tudlo karun sa mother tongue naa ba kay nakita na problem or experiences nimo sa pag implement?	Researcher: Good morning ma'am, as you teach mother tongue right now have you seen any problem or experiences in implementing it?

<p>Informant 2: So far sa pag implement jud sa una, bagu ni kuan ani ni agi jud meg seminar sa Tagum kadtung implementation og Mother Tongue Based nga bisaya tanan jud, nag lisod jud mi kay sa sinugdanan kay gikan gud mig English nga sauna og English dili jud na namo eh binisaya para ma train ang bata sa dihang na abot na ang Mother Tongue bisaya najud mi tanan so ang gi gamit gud namo nga mga binisaya sagul nay sa Cebu ug sa Mindanao mao na nga ug unsa amo.ang kuan atung gi gamit diri nga dayalugo mao jud na among gamiton.</p>	<p>Informant 2: So far during the implementation at first, before we hmm we undergone seminar in Tagum during the implementation of Mother tongue based and it's all bisaya, at first it's really difficult for us since we're teaching English, and before if it's English were not translating it into bisaya to train the students but when the time that mother tongue arrived we're using bisaya form and our bisaya is incorporated in Cebu's bisaya form if in Mindanao that's why if what dialogue is being used here that's what we are using.)</p>
<p>Researcher: Naa ba moy Libro?</p>	<p>Researcher: Do you have books?</p>
<p>Informant 2: Naa mi libro pero okay gikan man sa Cebu pero amo ng gi twist, pareha anang jutay kung sa Cebu, sa amo.ah diri gamay mas gamiton japon ng jutay og gamay, gamay jutay og minus pareha rana sila og pinulungan, pero unsay gamiton sa bata na masabtan sa tanan mao tuy among gamiton, naa sad me libro pero puros activity, karun pod kulang sad meg libro, naa man pero more on activity, pero ka usa raman jud me nila gi issue han og libro since permiro, ga basi rapod me sa among curriculum guide, kung unsa naa didto mao rapod among sud.on ug kami rapod mangita og mga references, kung nay mag mag observe, tan.awun mana nila ang among CG o curriculum guide kung na haum ba ani, ikaw napod mangita og paagi kung unsaon pag tudlo kay wala may objectives ang libro , kapa kapa lagi me, karun gi tagaan meg libro kada teacher pulo lang kabuuk dili pod baya na ma apod apod sa bata, among gihimo, gi pa photo copy namo. Kasagaran mo reklamo ang mga mama kay sigi rag photo copy, dili baya tanan mama nay kwarta ang uban uyamot rapod, ang akong gi himo ana ako nalay mag</p>	<p>Informant 2: We have good books and it is from Cebu but we put twist in it, just like the word "jutay" in Cebu, in our locality it is "gamay", (but) "jutay" and "gamay" are words that are used most of the time. "Gamay", "jutay" and "minus" they are just in the same language but we used words that are easy to understand by the children. We have books but it is more on activities, this time we do not have enough books, we have books but it is more on activities. Since the very beginning, they only issued us books for once. We only rely on our Curriculum Guides, we only follow what is in there and we will be the one look for the references. If there is an observation, the observers will just take a look at the CG if our lesson fits to its competencies. You will be the one to find ways on how you should teach it because there are no objectives written in books, we will really rush! Now, they only gave us 10 books but it will not suffice as to the number of the pupils we have in the class, so what we did we reproduced it. Some of the parents murmurs for the payment of the photocopy, not all mothers have their</p>

<p>reproduce sa photo copy sarili nakong kwarta, ok rapod kung muhatag silag bayad ok rapod ung wala, kay ikaw raman mag suffer ug sulat, kay ang mga bata dili baya magsulat gahi kaau na sila pasulaton grade 1 pa, maong ikaw nalang mag reproduce, ang mga grade 1 ga dula dula pana sila, katung akong mga bata na uyamot ako na silang gina pa remedial katung di pa kaau kabalo musulat og mubasa.</p>	<p>budget for it. What I did is that I reproduced the materials with my own money. It's okay if some of them will pay me back or not, because in the end, if I will not do it, I will be the one to suffer writing since some of the children in grade 1 are hard to convince when it comes to writing that is why you will be the one to reproduce. Grade 1 pupils are fond of playing, so I have remedial classes for those pity pupils of mine who can't read and write.)</p>
<p>Researcher: Ayus pod ma'am nuh kay naa moy remedial class sa ilaha para lang jud maka tuun.</p>	<p>Researcher: It's good ma'am that you have remedial class for them to learn and understand very well.)</p>
<p>Informant 2: Diri rapod na kay ga halfday halfday raman me kay over populated na kaau ang grade 1, maong daghan sad ga enrol diri sa lower grades, kay kami jud amo jud gina focus ang pagtuun sa bata sa pag sulat, og pagbasa.</p>	<p>Informant 2: It's only in here we're half-day here because grade 1 is over populated, that's why there are lots of enrollee's here in lower grades, because we focus the learning of students in writing and reading.)</p>
<p>Researcher: Pag mag teach baka og Mother Tongue, dali raba sila makasabot?</p>	<p>Researcher: When you teach mother tongue, do they understand it easily?)</p>
<p>Informant 2: Dali rajud sila ka sabot, kaysa mag English ka nga mag sigi ra sila ug nga nga, gwapo jud ang bisaya na pagtudlo.</p>	<p>Informant 2: They understand it easily, unlike when you speak English they'll just look at you because they don't understand you, bisaya is better.)</p>
<p>Researcher: What do you expect from the student as you deliver your lesson using Mother Tongue as a medium of instruction?</p>	<p>Researcher: What do you expect from the student as you deliver your lesson using Mother Tongue as a medium of instruction?)</p>
<p>Informant 2: Successful jud kaau, kay makasabot man jud ang bata nga kanang sa the way sa pagtudlo sa ilaha, parehas sa Math, more than one og less than one mao na siya sa binisay pana siya MAS JUTAY OG USA or Less than</p>	<p>Informant 2: It's very successful because the children can comprehend the way things are taught. Just like in Math "more than one" and "less than one" in vernacular "mas jutay sa usa" and "mas daghan og usa" "maglabaw og</p>

<p>one, MAS DAGHAN OG USA or more than one, mas daghan og usa, mag labaw og usa parehas rana sila, kung unsa dialogue sa atung katilingban mao jud na ang gamiton, pero ang libro namo gikan man sa Cebu, amo nang eh tuwison, usbon namo parehas anang Jutay, minus nga usa, isa rana sila.</p>	<p>usa” they are just the same. The dialogue being used in the locality should be used, but our books are from Cebu so we will change some of its word just like the word “jutay” “minus nga usa” they are just one.)</p>
<p>Researcher: Inyung eh modulate ang term ma’am, kay lahi man ang gi gamit nila dri sa ato.ah.</p>	<p>Researcher: Do you modulate the term ma’am, since they’re using different here.)</p>
<p>Informant 2: Uu, lahi jud amo ng eh ipang ilisan ang uban aron masabtan sa mga bata, mao na ang strategies para mas ma contextualize pa sa mga bata ang ilang gipang tun.an.</p>	<p>Informant 2: Yes, it’s really different we change some of it for the students to understand, that’s the strategy in order for the students to contextualize what they’ve learned more.)</p>
<p>Researcher: What are the best instructional material used to address the problems in the implementation of mother tongue based instruction?</p>	<p>Researcher: What are the best instructional material used to address the problems in the implementation of mother tongue based instruction?)</p>
<p>Informant 2: Mga chart, flash cards ug kung naa kay T.V mas maau. Karun naa naman me T.V, so in the first place wala jud me ana, kung mag kuan jud ta sa sinugdanan jud sa mother tongue, wala jud me anang mga instrument, chart rajud na siya flash cards, manila paper, wala pami T.V, og computer dati, tapos karun every year ga improve sad ang among mga devices na ginagamit sa pagtudlo. At first nag lisod jud me sa pag implement kay kami man ang una, amo jud pod problema sa una, wala jud libro, naa lang me, among sumbanan gani, guide or CG, CURRICULUM GUIDE, kami ang sigi og pangita ana og mga references sa sinugdanan, mas hasul jud kaau. maong kami, every week sa una kami mga teachers naa mi School Learning Action Cell Session (SLACS), mag sabot me unsa among eh tudlo sa sunod na semana, pero</p>	<p>Informant 2: Charts, flash cards, if you have T.V. it’s good. Now that we already have T.V., so in the first place we do not have that in our class. If we will go in the very beginning of Mother Tongue, we do not really have the instruments, we only used charts and flash cards, manila papers, we do not use Television and Computers before. Every year our devices in teaching is improving. At first, it’s very hard to implement it with the lesson. Our problem before is that we do not have books we only have Curriculum Guides or CG. We are the one who always look for the references, it is really hassle. That is why we teachers have this so called School Learning Action Cell Session (SLACS) wherein we deliberate what to teach in the following weeks. But this time everything is okay. The government also helped us, they</p>

<p>karun ok namn nagka adjust name. First year namo pait, next year kay nagka anam anam og ka improve kay ga tabang man pod ang gobyerno para mag hatag og materials para mas mo lambo pa ang pag implement sa mother tongue, kami jud every Friday ga tapok me, manguha meg mga idea sa mga teachers kung unsa man ilahang ma hatag na idea, gina tapok namo na siya ang among na gather na idea para himoon namog lesson.</p>	<p>gave us materials to improve the implementation of Mother Tongue. We teachers gather every Friday to share and benefit each other's ideas so we can make a meaningful lesson.</p>
<p>Researcher: Ang purpose ba sa Mother tongue ma'am kay para maka tuun og tarung ang mga bata og makasabot sa lesson?</p>	<p>Researcher: Do the purpose of Mother tongue ma'am is for the students to learn and to understand the lesson better?</p>
<p>Informant 2: Uu, kay para masabtan jud sa bata, parehas sa Japan, diba hapon man jud ilang ginagamit, aron maka sabot og tarung ang mga bata.</p>	<p>Informant 2: Yes, for them to understand it, just like in Japan, they're using Japanese so that the students will understand it well.</p>
<p>Researcher: Ma'am parehas anang Math diba, naa man MTOP, kay naa koy na interview is aka teacher ba na iyang isa ka student hawud sa Math kung mag binisaya sila, tapos pag abot sa MTOP review ang bata dili nman kabalo kay English man ang gi gamit nila, para sa imuha ma'am unsa imong buhaton?</p>	<p>Researcher: Ma'am, just like the subject Math, there is an MTOP, I interviewed one teacher, she said that she has this one pupil who performs well in Math if it is in vernacular but during MTOP review, the child no longer know how things are to be done because it is in English. In your part ma'am, what will you do?</p>
<p>Informant 2: Eh train ang bata, eh one on one jud nimo ang bata, eh translate tu nimo ang English into bisaya, more on problem solving mana nuh, eh English nimo sa iyaha din tanawun nimo ilahang score kung nakuha ba jud niya, kung wala imo siyang pasab.ton thru English with bisaya para ma klaro nila, kung English ilang question eh English jud nimo sila, tapos kanang MTOP, programa na siya sa bangko, kung pananlitan makapasar ka sa school level, district level, national level, kung sa national ka ma daug</p>	<p>Informant 2: Train the child, you are going to have one on one session with the child. You will translate it into English. It is more on problem solving right? You are going to translate it in English and then you observe the scores if he/she was able to get it in that way. If he/she still don't get it, you will explain it in English along with vernacular language so he/she can clearly understand it. If the question is in English, you should also do it in English. MTOP is a bank-sponsored program wherein if you will pass the</p>

free naka gikan elementary to up naa pod na incentives na eh hatag, adopt school kung baga, scholarship na ilang gipang hatag.	school level, district level, and will win in the national level you will have free education from elementary to up and then you will also have incentives, it is more like adopt school scholarship.
Researcher: Based pod sa akongn observe ma'am pati sad ang mga parents dili kabalo sa mother tongue mag lisod sad sila, labi nag mangutana ilang anak sa ilaha.	Researcher: Based from I observed ma'am also the parents don't know mother tongue it's difficult for them, especially when their child will ask them.
Informant 2: Gani sad pati sila nagkalisod sama sad sa amo.ah naglisod sad me pero sabtun lang pod nato, sama anang ang lima labaw ug usa kay upat, mao na amo ah sa pag minus, ang upat minus sa lima edi usa.	Informant 2: Yes, they also struggle, just like us we are also struggling but we also have to understand. Just like "ang lima labaw sa usa" is four, that is what we do in subtraction "ang upat minus sa lima" is one.
Researcher: Dapat jud taas kag pasensiya ma'am nuh sa pag tudlo.	Researcher: You must have enough patience in teaching ma'am right.
Informant 2: Dapat lang jud taas jud kag pasensiya kay, lisod mag tudlo sa grade 1 kay diri ang ilang foundation sa ilang learning maong ginapaningkamutan jud namo na maka balo jud sila og sulat, og basa bagu sila mo ambak sa sunod nga an gang sa hagdan.	Informant 2: You should have enough patience because it is hard to teach grade 1 pupils because this is the foundation of their learning that is why we should strive hard to let them learn how to read and write before they stepped in to the next level.
Researcher: Mao pod ma'am nuh kailangn jud tag taas nga pasensiya kay teacher man ta og para maka learn jud pod sila, so katu ra ma'am og salamat sa pagpa interview	Researcher: You are right ma'am! It is really a must that we should have enough patience because we are the teacher, so they can learn a lot from us, so that is all ma'am and thank you for allowing me to interview you.

INFORMANT 3	
Data	Transcribed
Researcher: Kamusta ang inyohang klase nga ang inyohang medium of instruction nga ginagamit is Mother tongue?	Researcher: How was your experience in teaching the class that uses mother tongue as medium of instruction?
Informant 3: At first kay mag 2 years paman gud	Informant 3: At first, it was hard both for me and

<p>nako ni nga naggamit kog Mother Tongue. Lisod sya both sides, para sa akoa ug sa pupils. Kay lalom man gud kayo pud ang pag binisaya, Cebuano. So mao na siya. Pero through time, naa man guy mga references pud na pwede namo gamiton. So naka adjust mi ba.</p>	<p>my pupils. Since this is just my 2nd year teaching the mother tongue. Because bisaya is too profound. So, that's it. But through time, we were able to adjust because there are references that we can use.</p>
<p>Researcher: So unsa inyong problems nga na encounter regarding ana, ma'am?</p>	<p>Researcher: So what are the problems that you encounter with regards to it, ma'am?</p>
<p>Informant 3: Siguro kuan kanang naa man gud syay mga lessons nga nay lessons sa Filipino. Examples naay Filipino nga lesson so Tagalog ang gigamit then pag abot sa MTB nag binisaya na siya. So ang transition ba...Mura bag, para sa akoa lisod pud siya ikuan sa bata.</p>	<p>Informant 3: Maybe it's actually, there are topics that has lessons in Filipino. Examples, there's Filipino lesson so, Tagalog is used then when it comes to MTB it's already bisaya. So, the transition is like, for me is difficult to teach to children.</p>
<p>Researcher: Pero ang ano ma'am...Ang kanang reaction sa students, ilang participation, okay ba?</p>	<p>Researcher: But ma'am what about the reaction and participation of the students, is it okay?</p>
<p>Informant 3: Okay lang man pud, so far. Okay raman pud siya.</p>	<p>Informant 3: So far, it's okay.</p>
<p>Researcher: So, naa kay mga ma encounter na student's nga dili ganahan mag participate or naay mga estudyante nga dili kasabot bsta mag Mother Tongue kay usually diba, ang mga bata karon kay exposed sa gadgets so mag English2 na sila. Dili ba lisod para sa imoha na i-explain ang inyong lesson.</p>	<p>Researcher: So, have you encountered students that don't want to participate or students that don't understand when you are using the mother tongue because usually, children nowadays are exposed to gadgets so they tend to speak English. Isn't it hard for you to explain the lesson?</p>
<p>Informant 3: Unsaon. Kung i-rate nako siya mura bag 70/30. Especially sa math nga subject, kay ang term man gud sa math kung i-english nimo, mas dali and mas precise then mas mubo ang iyang explanation. I-compare man gud nimo sa bisaya, mas taas sya ba. Ana.</p>	<p>Informant 3: How to say this, If I were to rate, it would be 70/30. Especially in Math subject, because the terms in math if translated in English is easier and more precise and has shorter explanation. If compared to bisaya, it's longer. That's it.</p>
<p>Researcher: By far ma'am, dghan man ug subjects nga gamit is mother tongue. Unsa</p>	<p>Researcher: By far ma'am, there are lots of subject that uses mother tongue.</p>

man ang pinakalisod nga subject nga gigamitan ug mother tongue?	What is the most difficult subject using mother tongue as medium of instruction?
Informant 3: Gigamitan ug mother tongue? Math.	Informant 3: Using mother tongue? Math.
Researcher: Math gyud ma'am? Okay. Naa ba kay mga expectations ma'am nga in regards sa mother tongue instruction na, "Ay kabalo ko nga ingon ang reaction sa mga studyante. Or ing-ani ilang thinking?" Dili ba sila mag behave ug tarong?	Researcher: Is it really math ma'am? Okay. Do you have expectations with regards to mother tongue instruction ma'am like, "Oh I know that their reaction would be like this or they would think like this?" Don't they behave properly?
Informant 3: Kung mugamit ug mother tongue?	Informant 3: When using mother tongue?
Researcher: At first, kadtong pinaka una gyud nimong tudlo ug mother tongue ma'am.	Researcher: At first, when it's your first time teaching mother tongue ma'am.
Informant 3: Wala man kaayo. Unsa ba?	Informant 3: Not really. What do you mean?
Researcher: Kanang ang expectation nimo nga, "ah for sure ang mga studyante kay dili kaayo ni sila makasabot. Or mas dugay sila maka catch-up kay mother tongue ang gigamit." Mga ingon ana.	Researcher: Expectation like, "ah for sure the students cannot really understand. Or they can't catch-up easily because mother tongue is being used.
Informant 3: Dili man. Pero naa lang gyud siyay term nga lisod para sa ilaha. Okay lang man siya. Kung unta pud kanang siguro ang reference ba nga gipanggamit pud gani.	Informant 3: Not really. But there are terms that are difficult for them. It's actually okay. If the references that are being used are helpful enough.
Researcher: Pero sa inyohang part ma'am, nag undergo mo ug trainings, seminar?	Researcher: But in your part ma'am, did you undergone trainings, seminar?
Informant 3: Uu ga undergo meg seminar sa mother tongue para mas makabalo pami unsa na ang bagu nga curriculum.	Informant 3: Yes we undergo some seminars in mother tongue to know what the new curriculum is.
Researcher: So unsa imong mga strategies na gigamit, gina employ para mas mapadali ang inyong discussion gamit ang mother tongue?	Researcher: So what are your strategies that were used and employed to make your discussion easier using mother tongue?
Informant 3: Nakadepende man gud siya sa subject kung unsa gani. Nakadepende	Informant 3: It depends on the subject. It depends because if it's only MTB it's easier for

<p>siya ba kay kung MTB lang, medyo mas dali sa bata kay kabalo sila nga mother tongue based siya. Pero pag abot na sa math, mao na akong gisulti, even man gud ang book sa math, ang heading man gud niya is English. Ang usually man gud pd text niya didto, halo ba, English-Bisaya.</p>	<p>students because they know that its mother tongue based. But when it comes to math, as what I've said, even the mathematics book, the heading is English. The usual content of the text in book are mostly English-Bisaya.</p>
<p>Researcher: Ah. Ana diay siya? Dili siya fully...</p>	<p>Researcher: Ah. So it's like that? It's not fully</p>
<p>Informant 3: Dili. Dili siya fully bisaya. Pag ukab pud nako, oy nag halo man diay siya. Oh an aba.</p>	<p>Informant 3: No. It's not fully bisaya. When I opened it, oh it's mixed.</p>
<p>Researcher: naga gamit diba mo ma'am ug technology? Asay mas better para sa imoha? Or asa ang nakita nimo nga mas nindot siya nga ingon ani akong gamiton nga instructional materials kay dali ko maka catch ug attention. Ang traditional way of teaching or ang?</p>	<p>Researcher: But you're using technology ma'am right? Which is better for you? Or which instructional material that is more helpful to use because it can easily catch the attention of my students. The traditional way of teaching or the?</p>
<p>Informant 3: Oo, Ang modern na? Kuan siya, parehas nga imong gamiton. Kay kung presentation man gud siya, mas eye-catching labi na ug grade 2 imong tudluan. Labi na kasagaran karun more on research me sa mga topics, so kami mga teacher kailangan jud mugamit ug mga laptop, labi na sa pag tudlo ga ICT intervention me ana. Pero pag abot na sa evaluation, labi nag activities, mas Makita nimo ang kahanas sa bata kung traditional way. Mas dali nimo ma test ang ilahang, so parehas nga gamiton nimo sya.</p>	<p>Informant 3: Yes, he modern? You should both use it because if it's presentation it's really eye-catching especially when you're teaching grade 2. Most of the time we need to research on the topics, so we as the teacher we must use laptop, in terms of teaching we integrate ICT. But when it comes to evaluation especially in activities you can really see the student's capability if traditional way. You can easily test them So you should both use them</p>
<p>Researcher: Naa ba kay gigamit na instructional materials ma'am nga feeling nimo nga dili siya suitable/swak or wala sya naka ano sa mga studyante?</p>	<p>Researcher: Are you using instructional materials ma'am that is not suitable or it's not effective to your students.</p>
<p>Informant 3: Murag swak man siya, depende lang kay naay time nga dli siya mu jive ba. So, halimbawa, kung mag research man gud ka online, so lahi man gud, example nalang sa, direction. Pag abot sa book kay lahi pud. So diha</p>	<p>Informant 3: I think it suitable, it depends because there are times that it's not really working. So, like for example, when you do research online, it's different, for example, direction. When it comes to book it's different. So they</p>

naga vary ba.	vary.
Researcher: So ang imong ginahimo ma'am is, pa change2 gyud ka ug mga strategy? Instructional materials? Para dili ma bore ang mga studyante?	Researcher: So what you do ma'am is you change your strategies from time to time? Instructional materials? For students not to be bored?
Informant 3: Para dli ma bore ang mga bata, oo, tama. Naga change gyud.	Informant 3: For the students not to be bored, yes, I really changed it.
Researcher: Ginaunsa ma nimo ma'am, say for example, kanang dili kaayo siya kasabot or dili siya ganahan sa klase kapag mother tongue na ang gamiton. Naa ba kay ingon ana na mga experiences? Like, mapansin nimo nga dli kaayo mag participate kung ang gamit nimo is mother tongue.	Researcher: What do you do ma'am, for example. There is student who didn't understand and get the lesson or not interested in the class during mother tongue? Do you have experiences like that ma'am? Like, when using mother tongue did you notice that they are not participating in the class?
Informant 3: Mu participate man sila. Pero sguro kung naa sa level sa bata. Kay diba, hetero man gud mi. heterogeneous. So halo2 ang bata. Naay 90, naay 75 nga average. Naay 80. So expected nga kadtong 75, dli sa na bore sila, siguro ang ilang level of comprehension. Halimbawa kung ang imong medyo lisodon ang lesson, ang level sa comprehension sa mga below na kuan...dli kaayo sila ksabot. Niya kung paspas kaayo ka, dli sila kaapas. Kung ibaba pud nimo ang imong level, kadto pung taas ug level sa comprehension. Ma bored pd to sila. So wala sa nag ingon nga dli sila mag participate, pero depende sa level sa comprehension sa bata.	Informant 3: They actually participate. But maybe it also depends on their level. You know, we're heterogeneous. So, the students are different from each other. There are students can get 90 average, there are also who can get 75, or 80. So expected those who get 75 are not really bored but maybe because of their level of comprehension. For example, if you'll make the lesson difficult so those students who are below average cannot really get the lesson. So if you're fast they can't catch-up. But if you'll gonna lower the level of your teaching those who have higher average will get bored. So it doesn't mean that they will not participate, but it really depends on the level of comprehension of the students.
Researcher: So overall ma'am, unsa ang imong masulti sa mother tongue?	Researcher: So overall ma'am, what can you say about mother tongue?
Informant 3: Sa akoa, okay lang man. Okay ang mother tongue. Okay siya kay siguro, sa mga bata pud ba nga ang ilang cultural ano pud. Mahibaw-an nila pero man gud, after man gud ug grade 3, back man gud sila sa normal. So	Informant 3: So for me, it's actually okay. Mother tongue is okay, because the students can embody the culture through this. But after grade 3 it's back to normal, mother tongue is not included anymore. So the transition of the

<p>ang transition sa bata ba, gkan sa medium sa mother tongue unya mukalit lang ug English. Dba mulahi napud sila, so naga sulti ang higher level nga medyo naglisod pud sila labi na sa math. Sa akona okay lang, pero siguro mas dapat, sa mga references, mas dapat precise pud na gina, ang ilang gina gamit ba.</p>	<p>medium of instruction from mother tongue quickly change into English. So it changed, so the higher level state that they find it difficult especially in math. For me it's okay, but maybe for references it should be precise.</p>
<p>Researcher: Provided man mo ma'am noh. Pero kadtong ang libro, same ba sauna ma'am, sa among na experience nga share2 ug libro? Or isa isa gyud sila sa karon?</p>	<p>Researcher: You're provided ma'am, right? Is it still the same before like sharing books or they have their individually own book?</p>
<p>Informant 3: oo. Provided man mi. Sa karon, isa isa gyud sila. Pero katung sa pag sugod jud nakog tudlo ani kay wala jud libro.</p>	<p>Informant 3: Yes, we're provided. Right now, they have it individually. At first in handling mother tongue we don't have books.</p>
<p>Researcher: Ah okay so dghan jud diay. Dba gihati man mo pang hapon, pang buntag? So isa isa gyud mo?</p>	<p>Researcher: Ah okay so there are lots. You were divided into morning and afternoon session right? So you have books individually?</p>
<p>Informant 3: Kay at first pud noh, abi nako ang mother tongue is halimbawa, ang math na subject, English man gyud atong nahibaw-an noh, so abi nakog I explain lang nimo into...kumbaga ang imong strategy sa imong teaching ba pwede nmo gamiton ang mother tongue para maksabot ang bata. Dli diay. Ang medium gyud diay sa tanan subject so...Ang naglahi lang ug gigamit, Filipino ug English. So halos tanan.</p>	<p>Informant 3: At first, I thought mother tongue is for example, in math subject we know that it's written in English form, So I thought that it will be explained using mother tongue so that the students can understand. It's not like that. The medium of instruction for all subjects should really be the mother tongue. Only Filipino and English are different. So, mostly all.</p>
<p>Researcher: Niya kanang ingon ana na scenario ma'am, na say for example, pila imong studyante, ibutang nato, fifty.</p>	<p>Researcher: So for example, a scenario ma'am like how many students you have, let's say, fifty.</p>
<p>Informant 3: 40</p>	<p>Informant 3: Forty</p>
<p>Researcher: Ah, 40, lahi lahi mana silag Maranao. Diba lahi mana silag ano, so maglisod ka ma'am? Naa ba kay ingon ana nga</p>	<p>Researcher: Ah, 40, so different dialects like maranao. They have different interpretations of terms or words. So,</p>

na encounter?	it's not difficult for you ma'am? Have you encounter such scenario?
Informant 3: At times, oo, last year, naa koy Ilonggo. So di sya kasab...di siya kasabot.	Informant 3: At times, yes, last year I have student who speaks Ilonggo. So he can't understand.
Researcher: Niya unsaon mana maam?	Researcher: So, how did you deal with it?
Informant 3: Kuan nalang...ginapa tawag nako ang parent kintahay, naa siya mababa ba. Paki tabangan nalang ko. Kay even ako, di kaayo ko ka gets sa ilahang language. Sa ilang ginagamit.	Informant 3: So what I do is I call the parent if he gets low score. I asked the parent to assist and help the student because even I, cannot understand their language.
Researcher: So overall, okay lang gyud siya?	Researcher: But overall, is it okay?
Informant 3: Yes, over all okay lang gyud siya	Informant 3: Yes, it's okay.

INFORMANT 4	
Data	Transcribe
Researcher: Sa imuha ma'am unsa mga problems or mga experiences na imong nakita sa pag implement sa mother tongue sa pag tudlo?	Researcher: In your own opinion ma'am, what are the problems or experiences that you've seen in implementing mother tongue in teaching?
Informant 4: Mga improvement ba niya or tabang?	Informant 4: In there improvement or contribution?
Researcher: Upo ma'am	Researcher: Yes ma'am
Informant 4: Sa ako.ah naa siya'y good side og bad side, First adto ta sa goodside ok kaaui siya kay dali ra masabtan sa mga bata kay maoy medium of instruction sa balay mao ilang pag storya sa ilang mama maoy ilang perminte ginagamit kung makig dula sila sa mga kadula nila og ka edad nila tapos kung with incomes of instruction sa school ok pod siya kay makarelata. tay mo, ang ka disadvantage lang niya kay ang iyang kuan way or paghatag sa iya og pag define sa word or pag ngalan sa tanang butang dili siya akma sa	Informant 4: For me it has good side and bad side, First let's talk about the good side it's really ok because it can easily be understood by the students since it is the medium of instruction at home it is commonly use when they interact with their mother, when they play with their playmates on the same age then when it comes to the instruction in school it's also ok you both can relate, and the disadvantage it's hmm way or when you give and define the word or named all things is not appropriate in locality bisaya is different in Davao, and also different

<p>locality lahi baya ang binisaya sa Davao, lahi pod sa Cebu ang Cebu pinalalum jud siya mao na ang mga bata diri matigala nganong bayente, nganong singkwenta, nganong niyubentay nuwibe, nga ilaha mas dali man unta kung eh English siya, ninety five, oh! Ninety five ana lang abi nila katung five nga PAYB, ing ana ilang spelling lahi jud siya kung atu po sundun ilang process ok siya ana, pero masabot jud pod nimo ang bata dili ka makahatag og strict implementation ana kay kailngan nimo eh consider ang way sa pag spell sa bata since mother tongue man siya kung unsa iya natun.an mao to, mao tung dinha mo magkalisod og coincide pero sa pag deliver sa instruction og sa mga lesson dali jud siya maka pahatag sa bata then and second diay nga disadvantage niya kay pag abot nila sa higher grade gud mag lisod silag cope sa spelling sa numbers sa taanang butang.</p>	<p>in Cebu, Cebu is profound that's why students are wondering why it's twenty (bayente) fifty (singkwenta) , why ninety nine (niyubentay nuwebe) that for them it's more easier if it's in English form only, ninety five, oh! Ninety five like that they thought five like PAYB, it is how they spell it, it's really different if we will follow the process, it's ok at that, but you will understand the student and you can't give a strict implementation because you need to consider the way they spell it since it's mother tongue if what the students have learned that's it, in there it's difficult to coincide but in delivering the instruction and the lesson it's easier to provide it to students and second disadvantage about it is that when they reach on higher grade it will be hard for them to cope-up in spelling, numbers and everything.</p>
<p>Researcher: Sa English</p>	<p>Researcher: In English</p>
<p>Informant 4: Upo sa English, Eh English nila ang bisaya nga word mag lisod sila</p>	<p>Informant 4: Yes in English, if they will turn bisaya into English do they find it difficult?</p>
<p>Researcher: Pati tagalog ?</p>	<p>Researcher: Also tagalog?</p>
<p>Informant 4: Upo, kay ilahang forty, kuwarantay japon permi ilaha or forty, PORTY, madala nila, lisod siya balion kay sa grade 1 ma implement ang English murag sa last grading na or third to fourth grading, maong ang mga bata mag lisod jud og cope pero noon kung sa pag HUBAD oh pag explain sa matag subject, sa mmatag word, sa mga panghitabo ok jud siya.</p>	<p>Informant 4: Yes, because their forty, still it's kuwarantay or forty, PORTY, they carry it, it's hard to break it because in grade 1 English was already implemented I think it's on the last or third to fourth grading, so it's difficult for the children to cope-up but then if you HUBAD or Explain it in every subject, in every word, and in every scenario it's really ok.</p>
<p>Researcher: Pero sa mga materials nila? naa ba silay libro?</p>	<p>Researcher: But in their materials ma'am? do they have book?</p>
<p>Informant 4: In terms of libro, ang ilahang libro kay</p>	<p>Informant 4: In terms of books, their books are</p>

<p>obsolete,dili akma sa ilahang pag pa sunod sa lesson kay ang alphabet sa mother tongue kay mag sugod ta sa M, din sa book nila nagka ramble ilaha, M, A, T, Y, S, K, N, L, P, B, G, D, H, W, I, U, R, O, E and Ng, in.ana siya dili siya normal A, B, C, D, dili siya ing ana mao na siya tapos ang ilang book na gi hatag dili siya pareho lahi naa me LM, naa me TG, naa me CG. Curriculum Guide ang (CG), (Lm) Learners Manual, og (TG) Teachers Guide, mao ni siya kailangon pa namo siya pangitaon didto isa isa lahi lahi sila og chapter para lang mag coincide kuntahay lesson na M pangitaon namo ang example sa CG eh coincide napod nimo sa LM ing ana siya ka kuti as.in.</p>	<p>obsolete, the way they arrange or categorize the lesson plan is not precise, because the alphabet of the mother tongue starts with letter M, also in their book it's rambled, M, A, T, Y, S, K, N, L, P, B, G, D, H, W, I, U, R, O, E and Ng, like that it's not usual A, B, C, D, it's really not like that and the book that they had given was not the same with us we have LM, TG, and CG. Curriculum Guide is (CG), (Lm) Learners Manual, and (TG) Teachers Guide, so we still need to look for it in there one by one on different chapters just to make it coincide with our lesson let's say M we need to find the example on CG we will coincide it to LM just like that it's really hassle.</p>
<p>Researcher: Naglisod sad ka ana ma'am?</p>	<p>Researcher: Do you find it difficult ma'am?</p>
<p>Informant 4: Naglisod jud pod me specially sa magbuhat og DLL dili me mo sunod sa national na DLL na gina hatag nila per week, katung downloadable dili siya, mag buhat jud meg usab, kailangan among mother tongue, naka English siya pero ang sunod na activities naka bisaya, ang among ESP naka tagalog inform jud na siya pero pag instruct namo pag klasi namo bisaya tanan, translate pami ana tanan.</p>	<p>Informant 4: It's difficult for us to make DLL we don't follow the national DLL that they have given to us every week, it's not the downloadable, we create another one, it is important that our mother tongue, should be in English form but on the next activities it should be in bisaya form, our ESP is in tagalog form but we discuss it into bisaya form, and we translate everything.</p>
<p>Researcher: Medyu kuti pod siya gamay ma'am nuh?</p>	<p>Researcher: You find it a bit hassle ma'am right?</p>
<p>Informant 4: Dili lang jud siya gamay hasta jud niyang kutiha, dapat complete na daan ang ilang lesson para dili siya complex pag kuan sa word kay lahi baya ta og binisaya diri, kay atu dri ah kay atu ah skwelahan lang, ang ilaha kay skuy, skuylahan, daghan kaau siya og kalahian.</p>	<p>Informant 4: It is not just slight, it is really scrupulous, the lessons should be complete first so that it is not too complex to explain the word, because we have different Bisaya language here, in our context we say "skwelahan" in their setting they say "skuy" for "skuylahan" there is really a big difference.</p>
<p>Researcher: Siguro ang mga bata murag, dili pajud makita karun ang resulta karun,</p>	<p>Researcher: I think the students are like, the result can't be seen for now, and I think it</p>

<p>kay murag naa sa higher grade.</p>	<p>can be seen in higher grades.</p>
<p>Informant 4: Sa higher grade jud, as in, mao daghan reklamo sa high school karun nga ang bata mag lisod nag basa sa English , ang uban ang naka sugod sa K-12 based sa among observation, unlike sa una nga ang first grade palang na implement na ang English mao na siya nga sa ilaha pag abot nila og high school ay normal lang, parehas anang pag basa anang year mga 1995, siyam libong siyam naraan, kabalo na karun kay one, nine, nine, five, one thousand nine hundred ninety five ing ana naon jud nila kay kung unsa ang foundation mao pod ilang ma carry sa higher.</p>	<p>Informant 4: In higher grades, as in, that is why there are a lot of complains in high school about children who cannot read English, those who started with the K-12, based in our observations. Unlike before, English was being implemented as early as Grade 1 that is why when they reached high school everything is already in place. Today, reading the year “1995”, “siyam libong siyam naraan” dissimilar in our world today for they read it as “one, nine, nine, five”. They will read it as it is because it’s their foundation and they will carry it as always even in higher grades.</p>
<p>Researcher: Unsa imong mga strategies labi na kanang nagka lisod ang bata sa pag basa kana nga word kay wala siya kabalo na, kay lahi iyang pag sabot ana?</p>	<p>Researcher: What are your strategies especially when it’s difficult for the student to read the word because he doesn’t know, and he understands it differently?</p>
<p>Informant 4: Technique jud nako every day, kay ako wala man kabalo ana mga words, so ka basa ko ana many times din ga tapok me mga teacher para mangayo og mga idea kung unsa na siya. Kay ga gamiit jud meg tulo ka lingwahi, English, Tagalog oh wikang Filipino, og bisaya kana jud perminte imohang ibalik balik diba ganina sa lesson nako nako na Laso ang tinagalog pod ana niya Laso pod na siya sa binisaya sa English Ribbon, kailangan jud nimo eh storya ang tulo bagu na sila kasabot mao na every day imo siya eh translate, kung unsa ang pinaka sayun nga term ug unsa ilahang makita mao na imo eh ingun, ing ana jud na siya, so pareha ani Paper, Teacher Papel mana, Oh papel, oh kana siya paper, pareho rana usa rana sila imo jud silang isa isahon, piece by piece word by word.</p>	<p>Informant 4: My technique in everyday is to read it many times the passage. We teacher gathered for sharing ideas on what is the meaning of that certain word. We use three languages every day- English, Filipino and Bisaya. Those three should be reiterated and reiterated. As what you have seen in my lesson a while ago that “Laso” is the Filipino term of it and also “Laso” is the bisaya term and in English it is called “Ribbon”. You need to tell the three before they will understand you that is why every day you have to translate it. The easiest term and what they can see, you are going to tell it to them, that is really it. So like this, paper, teacher it’s “papel” , yes “papel” oh this is “paper” it is just the same, they are one you should do it to them one by one, piece by piece, word by word.</p>
<p>Researcher: Mapagaw jud ka taga adlaw ana ma’am ba.</p>	<p>Researcher: Your throat will get sore every day ma’am.</p>

<p>Informant 4: Mapagaw jud ka, niya naa pa juy bata nga teacher mao mana siya, tagaan kag kabuang, mukuan jud ka sa ilaha, ma confuse pod kag apil, pati ikaw imong eninglish mag binisaya na, imong binisaya kay, lamesa, murag mahumok ka, mag libog ka, ay mali diay ko pag pronounce ma conscious sad ka as a teacher, malingaw ka nga na medyu shaky siya gamay kay dili baya tanan expectation nimo ang eninglish niya ana mao pod iyang binisaya, lahi lahi baya siya og interpretation.</p>	<p>Informant 4: Our technique is to use three languages every day- English, Filipino and Visayan. Those three should be reiterated and reiterated. As what you have seen in my lesson a while ago that “Laso” is the Filipino term of it and also “Laso” is the Visayan term and in English it is called “Ribbon”. You need to tell the three before they will understand you that is why every day you have to translate it. The easiest term and what they can see, you are going to tell it to them, that is really it. So like this, paper, teacher it’s “papel” , yes “papel” oh this is “paper” it is just the same, they are one you should do it to them one by one, piece by piece, word by word.</p>
<p>Researcher: What are the best material na imong gamiton para mas masabtan sa bata?</p>	<p>Researcher: What are the best materials you use to make student understand it more?</p>
<p>Informant 4: Walay best material pero kay teacher man ta ga search jud mig new strategies like mag kuan meg mga computers, dapat hawud sad meg mag manipulate sa mga equipment sa technology, kay krun man gud dapat apil na ang Information Communication and Technologies (ICT) sa among pag tudlo. Need jud nila ang pictures or mas kailangan nimo sila eh inlove sa paper and pencil test og kanang with the aid of multimedia presentation kay mas hawud ang mga bata karun mo timaan sa salida kaysa sa imong gina storya dili sila kaau ka recognized og letters pero pasalida.eh sila kabalo sila kaila sila sa pictures kuan sila visual Spatial sila pero dili sila verbally linguistic na mga bata karun ang na experimentuhan sa K—12 nga implementation then mao na siya after ana tungod sa K-12 pod para mahibal.an pod namo ang kanang difference gud nila on how they improve or ga improve ba jud ba ang</p>	<p>Informant 4: There is no best material but since we are teacher, we search for new strategies like computers, we should know how to manipulate the equipment in technology and this time we integrate Information Communication and Technologies (ICT) in teaching. They really need pictures or you need to fall them in love with the paper and pencil test with the aid of multimedia presentations because pupils nowadays are adept in remembering movies than the things you discussed in front. They can hardly remember letters but if you play movies, they can recognize pictures they are visual spatial but they are not verbally linguistic. The pupils were somehow a guinea pig being experimented for K-12. Because of K-12 also we will know the difference if the pupils really improved or how they improved. We created this EAGLE SECTION, in EAGLE SECTION pupils will just have 1 (one) teacher from grade 1 to</p>

<p>learning sa bata nag create me og EAGLE SECTION, kanang EAGLE SECTION, mao na siya ang gikan grade 1 hantud grade 3 mao rana iya teacher, or gikan Kinder to grade 3 mao na ilang teacher, experimentohan sila kung mas mo bright ba ang bata or dali ba siya kasabot kung kana lang iyang teacher oh kung mas dali ba siya maka sabot kung lahi lahi iyang ma encounter na teacher, pero sa ilaha jud kailangan jud nila with pictures and words.</p>	<p>grade 3 or from kindergarten to grade 3. They will be experimented if they are more intelligent or can they comprehend better if they will only have 1 teacher? Or can they better comprehend if they have different teachers in each grade, but in their part, they really need pictures and words.</p>
<p>Researcher: So mao rato akong question ma'am thank you sa imong time.</p>	<p>Researcher: So that's all ma'am thanks for your time.</p>

INFORMANT 5	
Data	Transcribed
<p>Researcher: Good morning, Ma'am. So, naa mi interview about ni siya sa mother tongue. Your experiences about the implementation sa Mother Tongue, kung unsa imong mga experiences or mga na encounter na mga problems or...pag implement sa bago na curriculum sa Dep-Ed.</p>	<p>Researcher: Good morning, Ma'am. Our interview is all about your experiences and the problems that you encountered in the implementation of Mother-Tongue based instruction.</p>
<p>Informant 5: Sa Mother Tongue? Ang mother tongue, binisaya jud na siya noh? Kanang mother tongue, gi kuan na karon para daw masabtan ug dali sa bata kay mao na an g atong sinultian sa atong panimalay. Diri pud gi kuan na karon diri gi gamit kay tungod aron pud na direct gyud sa mga bata masabtan. Kay abi nimo sauna, wala pa ng Mother Tongue, Filipino-English atong nagamit noh? So lahi biya sa atong balay, bisaya biya...Mother tongue biya sa atong balay. So gi emphasize na siya kay aron ug unsa imong gamit sa balay ug sa eskwelahan, mao ra. Dali kaayo ang interaction sa bata. Dali ang answer.</p>	<p>Informant 5: About mother tongue? Well, mother tongue uses visayan language. This was implemented because they believe that this could help the students to understand the lessons easily because we also use the same language at home. Before, we used Filipino and English as medium of instruction in school and there's not enough interaction between the teacher and the students. But now, because of mother tongue, students can give their answers directly. They also express their opinions freely because they know exactly that the language that they are using is acceptable. Unlike before, no one</p>

<p>Nakuan gyud nako nga dali ra gyud tinuod...kaayo...kay ngano? Makakuan man sila...maka express sila sa ilahang mga answers. Makuan gyud nila nga mag binisaya ang maestro so naa gyuy mutubag. Lahi rgyud atong Filipino nato sauna nga wala pay manubag.</p>	<p>has the guts to answer the question</p>
<p>Researcher: Halos di na mu raise.</p>	<p>Researcher: Seems like they do not want to participate?</p>
<p>Informant 5: Ohh...kay dili man kabalo noh</p>	<p>Informant 5: Yes. Because they do not know how to speak the language</p>
<p>Researcher: Kay di man kablo man English.</p>	<p>Researcher: Because they do not know how to speak in English</p>
<p>Informant 5: Oh dili. Pero na syay naa syay huna huna pero di siya maka istorya. Sauna naa siyay huna huna kdtong English Filipino, pero dili siya maka participate tungod kay dili man siya kabalo mustorya. Whereas sa mother tongue karon kung mangutana ta, dghan kaayo mu hands-up kay ngano ang inistoryahan sa balay ug sa skwelahan nag abot diri. Maka relate sila. Maka answer sila directly. Although dili sila kabalo musulat, pero in reasoning maayo sila. Mao nay naka advantage sa mother tongue.</p>	<p>Informant 5: Yes. Though they have something in mind, they would not mind sharing it because they do not know how to use the English language. But now, you will really see that all students will participate because they can freely express their ideas using mother tongue because it is the same language used at home. Though they are not really good in writing but in terms of reasoning, they are really good at it. That's the advantage of mother tongue based instruction</p>
<p>Researcher: Pero ang iyang disadvantage ma'am?</p>	<p>Researcher: What about the disadvantage, ma'am?</p>
<p>Informant 5: Naa puy disadvantages pud sa mother tongue kay ngano although ang bata maka kuan...maka makaistorya ana pero dili pud sila ingon na makasulat dayon. (Nindot) lang ang mother tongue sa reasoning. Pero when it comes na gani sa Filipino na, mag kuan name sa English, murag hina na silang makasabot tungod kay late na amoag kuan kay tungod second sem na gud. Sabagay ang Filipino is fluency raman</p>	<p>Informant 5: Disadvantages are...they are able to speak but they could not write. They do not participate well in classes like English and Filipino because they are already engaged in using mother tongue. They will always depend in mother tongue reason that they cannot focus in English subjects.</p>

<p>ang kuan namo, dili man sa ingon sa kuan...fluency lang gyud pero kanang lahi ragyud karon sa mother tongue na. kay ang disadvantage pud, mudepende pd sila sa mother tongue. Sa English murag dili na kaayo sila focus.</p>	
<p>Researcher: Dili na sila mu interact ug maayo?</p>	<p>Researcher: So, they do not interact well?</p>
<p>Informant 5: Dili na kaayo kay murag layo na kaayo ilang pagsabot. Mao gyud na akong napansin. Sauna sa atoa nga wala pa ang mother tongue, naa man gyuy mga bata nga pirte ka bright noh na maka reasoning gyud kaayo. Karon ang mga bright kaayo kay maglisod na sila sa English kay murag naanad sila sa mother tongue. Mao nay akong...lagi! Hasta sa Filipino. Mao pd na akong napansin.</p>	<p>Informant 5: Yes. There are really students who excel and who have this reasoning skills. However, based on what I have observed, they do not do well in subjects like English because they are more focused on mother tongue based instruction.</p>
<p>Researcher: Giunsa pd nimo imong mga strategy para mag interact gyud sila bahalag gamay lang kaayo? Murag itranslate na nimo ang bisaya sa English?</p>	<p>Researcher: What are your strategies for them to really have interaction? Do you translate from Visayan language to English, Ma'am?</p>
<p>Informant 5: Ana jud. Kinahanglan kay gikan ka sa mother tongue, mugamit gud mi anang mother tongue, Filipino ug English. Kanang tulo gyud na kuan amoa gyud nang gi emphasize aron lang gyud makuha sa mga bata. Ikaw naa man gyud ka sauna noh.</p>	<p>Informant 5: Yes. It's necessary because we are using the three: mother tongue, English and Filipino. So we should give emphasis so students can easily understand. You were here before right?</p>
<p>Researcher: Filipino raman tog English dati, Pa memorize, basahon, mao ra.</p>	<p>Researcher: We only used Filipino and English before, we were only asked to memorize or read...that's it</p>
<p>Informant 5: Gani noh...karon lahi na.</p>	<p>Informant 5: Yes, but it's different now</p>
<p>Researcher: Karon atleast ang mga bata...</p>	<p>Researcher: Now, the students are atleast...</p>
<p>Informant 5: Late sila..Murag late...</p>	<p>Informant 5: I guess, they are a bit late</p>

<p>Researcher: Ang mga libro nila, naga kuan mo sa ilang mga libro.</p>	<p>Researcher: How about books? Do you have?</p>
<p>Informant 5: oo naa pd mi mga libro, pero sa pagka karun gamay ra kaau dili ma apod sa mga bata, sa sugod jud kay wala me libro. Naa pd mi libro na amo pung answer answeran. Kani among libro, naa tanan. Naa man silay gikuan diha, mathematics, mother tongue, English. Naa man pud. Pero bisan naay libro, I guide lang gihapon sila unsa ilang buhaton. Kay dili sila tanan makabalo mubasa. Kay sa kinder man gud nila, wa gyud na sila ginapugos ug pabasa.</p>	<p>Informant 5: Yes we do have books, but in the main time we only have few books, not suitable in the class, in the first of implementation we don't have book. We have books that students can also answer. We have mathematics, mother tongue, and English books. But even if we have those, they are still guided accordingly because not all of them can read. Because when they were still in kinder, they were not forced to read</p>
<p>Researcher: As in ma'am? Dili sila kuan...So sa ato pa ma'am, kamo gyud diay ang mag kuan sa ilag pabasa gyud? Kami kdtong kinder dati, murag ginapabasa naman mi.</p>	<p>Researcher: Really ma'am? So you were the one who thought in reading? But I guess when I was in kinder, we were already taught how to read.</p>
<p>Informant 5: Ang uban. Ang uban pero mostly karon, sa kinder naa pay ingon ana mugunit ug lapis. (Ana ko) Hoy! Dili mana. Nganong ingon ana man? Wa mo tudlui sa kinder? Ana siya mag gunit oh. Abi nimo karon, na obserba sa mga bata nga naka agi ug kinder, dili sila tanan makamao musulat. Kuan kaayo sila...Tungod kay sa kinder daan, wala gyud na sila gipugos. Wala jud. Mao na pag abot sa grade one, kami gyud ang mag develop ana sa ilaha unsaon pag gunit. Naa pay ingon ana. Musaka bisan naay mga linya. Sa tunga sa linya musulat. Upat ka space. Upat. Meaning, wala ma develop ilang writing sa kinder.</p>	<p>Informant 5: Yes, some were taught but now, most of them do not even know how to use the pencil properly. I was telling them if they were not taught about it during their kindergarten days. They do not even know how to write because they were not forced. But because they are already in grade one, we try to develop their skills.</p>
<p>Researcher: So more on oral ra sila?</p>	<p>Researcher: So they are more on oral recitation?</p>

<p>Informant 5: oral lang unya drawing ug stroking, ana. Ana-ana. Di gyud sila ingon nga naga focus kay naa man gud na sa ilaha, dili pugson. Kami pud dri sa grade one ang mag kuan gyud sa ilaha na makabalo gyud kay naa nagud gina sunod na skills na itudlo kada.</p>	<p>Informant 5: Yes, they did drawing and stroking like that. They are more focused on things like that but since we already have something to follow.</p>
<p>Researcher: Naa nay learning guide?</p>	<p>Researcher: There's already learning guide?</p>
<p>Informant 5: oo, naa name guide. Curriculum guide. Diha nga guide maka balo mi kung unsa ang mga topic karung semanaha. Kami sad mga teacher ga tapok aron maka buo og topic sa sunod nga semana. Karong adlaw, ugma mao gyud na among ginasunod. Mao nap ag abot diri sa grade one, amoa nagyud na silang gina hinay hinay sa batasan. Parehas ani ron, gina hinay hinay ilang batasan ug discipline, unya gina hinay hinay gyud namo sila aron munindot ang agi. Karon, mga okay okay nanig mga agi. Dili tanan nga muagig kinder kuan..So mao nato, balikan nato. Mas advantage ang mother tongue itudlo kay maka relate ang bata. Naay interaction between sa teacher ug sa bata. Pero lang pag abot na sa second sem, pag abot sa English ug Filipino, mura ganig ilang mind naka depende sa mother tongue.</p>	<p>Informant 5: Yes. There's already a curriculum guide. In that guide we can know what topic for the next week. We teachers collaborate and think for another topic on how we discuss it for the next week. This guides us what to do on a daily basis. In grade one, we try to discipline them. We also train them when it comes to writing and now, their handwriting is getting better. So going back, mother tongue has really its advantages because students can easily relate. But when it's time for them to learn English and Filipino, they find it a bit difficult.)</p>

INFORMANT 6	
Data	
<p>Researcher: What is your experiences in the implantation of mother tongue based instruction?</p>	
<p>Informant 6:</p>	

<p>Davao Region has no exact Mother Tongue basis of language. People lived in this region were from different places, that's why we don't have the correct form of "Binisaya Language" therefore, Mother Tongue Based Implementation adopt the Sinugbuanong Binisaya which is from Cebu. The problem is there are some words which is different of meaning being used here in Davao and that difficulty sometimes put a hindrance towards the learners. The teacher must be equipped enough to understand its correct usage of the said language.</p>
<p>Researcher: What are the strategies you employed in addressing your problems in the implementation?</p>
<p>Informant 6: Reading published magazines about cebu-based writers; dictionary usage of binisaya languages; books/learning materials given to the teachers; having a conversation to the people who are really a Cebuano.</p>
<p>Researcher: In that strategies ma'am, can you say that is effective to you to be good in the use of language?</p>
<p>Informant 6: Yes, it is effective because I can learn as well and I can taught it to my students. Children will understand better the language if you are knowledgeable in language. It starts from Bisaya, Tagalog and English it will enhance the correct usage of the language.</p>
<p>Researcher: Now, what are the difficulties you've encounter in mother tongue?</p>
<p>Informant 6: The difficulties is on how we understand the mother tongue because of sp much deeper words of binisaya.</p>
<p>Researcher: What do you do when the student does not understand the words used in your lesson?</p>
<p>Informant: I'll gonna use bridging program to them, in such the students will learn more. You must to be positive and patience in teaching them.</p>
<p>Researcher: Ah, ok that's nice ma'am, in your teaching what is the hardest part to be teach in mother tongue?</p>
<p>Informant 6: Inculcating the meaning of each word especially the languages and reading be incorporated in English.</p>
<p>Researcher: It right having this is very hard to translate it, are you enjoying in teaching mother tongue?</p>
<p>Informant 6: Yes, because I myself learned a lot form it.</p>

INFORMANT 7

Data	Transcribed
<p>Researcher: Sa imong teaching experience, unsa ang imohang mga nakita na...Or pwede ba nimo iingon kung unsa imong experiences sa imong pag teach using the Mother Tongue as medium of instruction?</p>	<p>Researcher: In your whole teaching experience, can you cite everything that you see...or perhaps state your experiences in teaching using the mother tongue as medium of instruction?</p>
<p>Informant 7: Okay sa ahh pag teach nako sa mother tongue, akong na experience is ahmm...primero, kuan gyud mi nabagohan mi, nag adjust mi. Kay kung muingon kag mother tongue, bisaya gyud siya. Naay mga terms na bisaya nga maglisod pud mig translate bitaw. Kay ang mother tongue kay ang ginabasehan man gud sa Cebuano man gud siya. So sa ato, lahi ra siya. For example, muingon kag ahhh...halas! Sa atoa bitin mana sa atoa, didto sa Cebuano, Cebuhano pud siya nga binisaya nga basehan. So sa akong pag teach sa mother tongue, mag research pud mi. Unsa gyud ang tama nga kanang ahh...terms sa binisaya.</p>	<p>Informant 7: At first, we were really shocked so we had to make an adjustments. Because when you say mother tongue, you will really use "bisaya". But there are terminologies that are hard to translate because we are using Cebuano as our basis. For example the term "halas" is called "bitin" here. Therefore, as teachers using mother tongue as medium of instruction, we have to make researches as well.</p>
<p>Researcher: Ano ba ma'am, isa lang bana siya ka subject or ang Mathematics, bisayaon ghaon siya?</p>	<p>Researcher: Is just in one subject ma'am? Or do you use visayan language in Mathematics as well?</p>
<p>Informant 7: Bisayaon ghaon</p>	<p>Informant 7: Yes, we have to use mother tongue</p>
<p>Researcher: I isod kaayo siya ma'am?</p>	<p>Researcher: Is it difficult ma'am?</p>
<p>Informant 7: Lisod gyud siya. Kung first pa nimo nga kanang kuan, first pa nimo nga tudlo pero sa ngadto-ngadto na, ma kuan naman nimo, naa nakay mga techniques ba kung unsa imong</p>	<p>Informant 7: It's really difficult the first time but through time, we got used to it. We already knew the techniques to be used.</p>

buhaton. Ana, strategies.	
Researcher: Pero nag ano pud mo ma'am, trainings, seminar	Researcher: Do you have trainings about the implementation ma'am?
Informant 7: Oo, training.	Informant 7: Yes. We do have.
Researcher: Ah mao?	Researcher: Really?
Informant 7: Naa jud mi training and seminars. Before ni gi implement ni siya na curriculum. Kay para mas masabtan namo ang bag.oh nga curriculum.	Informant 7: Before this was implemented, we had our training and seminars first. In such, we can know what the new curriculum is.
Researcher: Naunsa man ka ma'am pag ingon sa imo nga, "Oh ikaw magtudlo kag mother tongue." Okay rapud sa imo, gidawat rapud nimo?	Researcher: How did you reacted when you knew that you will be teaching mother tongue as medium of instruction? What was your initial reaction?
Informant 7: Gidawat ra pud. Mas sayon man pud siya kay mao mana ang ato jung, atong ahh...linggawahe nato. Pero naa gyuy mga term jud nga lisod siya. Pero pag sa actual na nga teaching sa bata, sayon na. Kay mao mana ang ilang language sa balay. So kung muingon tag mother tongue kuan man gud ang teaching nimo, kanang spiral siya ba. Magsugod siya sa bisaya, anam-anam siya, Filipino. So ana siya.	Informant 7: I accepted it. It's actually easier for me because that is our language. But there are terms that are too deep that I cannot even understand. However in actual teaching, it is easier because that is the language they also use at home. When you say mother tongue, it's actually spiral. Because from mother tongue to Filipino.
Researcher: Pila pud mo ka subject dba hangtod Grade 3 mani siya ma'am? Pila pd siya ka subject...? Math?	Researcher: How many subjects do you have? This is until grade 3, right? How many subject is it...? Math?
Informant 7: Kuan siya. ESP, ahmm...ang Mother Tongue?	Informant 7: It's ESP, The Mother Tongue?
Researcher: Ahh , So naay subject nga mother tongue gyud ma'am?	Researcher: Ahh So there is really a mother tongue subject?
Informant 7: Naa gyud siya. Naa gyuy subject nga mother tongue. So, Math, Araling	Informant 7: There really is. There is a mother tongue subject. So, there's Math,

Panlipunan, tapos Mapeh.	Araling Panlipunan then Mapeh.
Researcher: Wala moy Science ba ma'am?	Researcher: Don't you have science, ma'am?
Informant 7: Wala mi science. Bale sa first quarter, lima lang ka subjects ang among itudlo sa mga bata. Pag second quarter na, naa nay Filipino.	Informant 7: We don't have science yet. During the first quarter, we only teach the pupils three subject. On second quarter, we already have Filipino class.
Researcher: Ang assessment ninyo ma'am, mother tongue siya?	Researcher: How about your assessment, ma'am? Is it mother tongue based?
Informant 7: Mother tongue siya. Mother tongue ghaon siya. For example sa Mapeh, ahh...muingon tag kanang sa...sa arts. Apil na dha ang shapes, ang atong shapes kay kuan sa mga bata ang...ang...square, kabalo man siya unsay square. Unsaon mana nimo pag translate sa bisaya?	Informant 7: Its Mother tongue based. It is still mother tongue. For example, in Mapeh, ahh... if we say... in arts. Shapes are included there. Example, square. Pupils know what square is but how do you translate it to bisaya?
Researcher: Lisod?	Researcher: It's hard?
Informant 7: Kwadrado mana siya. Muingon kag triangle, triangle, trianggulo or sinudang, lisod na siya nga terms para sa bata. Niya isa pa pud, magsulat taas. K-w-a-d-r-a-d-o. Ibutang natog square, dali ra siya masulat.	Informant 7: In bisaya, its "kwadrado." If you say triangle, its "trianggulo" or "sinudang." The terms are quite difficult for the pupils. Also, it's too long when you will write it. K-w-a-d-r-a-d-o. If we say square, that's easy to write.
Researcher: Bitaw.	Researcher: True
Informant 7: Ana siya.	Informant 7: It's like that.
Researcher: Unya ang mga kuan sa bata ma'am, ang so far ang reactions sa bata nga mother tongue na ang inyohang instruction, okay lang pud or naay...nabag-ohan pud sila?	Researcher: Then, how about the student's reaction when you already used mother tongue as your medium of instruction, ma'am? Was it okay? Or is therewere they shocked?

<p>Informant 7: Nabag-ohan pud gyud sila. Labi na sa writing. For example sa mother tongue mi, mu introduce mig letter “s”, kuan man gud siya sa first/day 1 namo, story na siya. Sa day 2, introduce napud mig kanang...letter. For example, letter “s”, kuan pana siya...beginning sound pana siya. Pagka day 3, didto naka mukaon ug syllables. Niya sa day 4, kuan na siya, naa siyaymurag phrase. Mabag-ohan ang bata kay mukuan naman siyag kanang pulong—sapatos. Di mana kabalo ang bata for example karon na month, di paman na sila kabalo mubasa. Nabag-ohan sila nga ‘mmm-mangga’ di na kasulat ug mangga. Di mana sila kabalo...Di paman na kabalo tawn anang mga pulong. Kuan naman jud na siya, mao naman gyud nang naa sa curriculum namo. Sa kanang competencies ana nga week.</p>	<p>Informant 7: The students were astonish about in writing. For example in mother tongue, we introduce the letter “s”, in the first day we tell a story. In day two we introduce letter “s” this is the beginning sound. Third day the syllables, fourth day the phrases. The student will feel new to it about the new terms like the word “Sapatos”. Student don’t know that, for example in the first month, they don’t know how to read. Because they are astound, like they read “M” with words “mmmm-mangga” they are not able to write the “mangga”. They don’t have knowledge about the new terms of the curriculum because this is the competencies that should be acquire of the students within the week.</p>
<p>Researcher: So nag lisod pud jud diay ang bata ma’am?</p>	<p>Researcher: So they have hard time in on that ma’am?</p>
<p>Informant 7: Pero naa puy advantage kay ma familiar nila nga “ah mao diay nang word na mangga” mao diay na siya ang pulong nga sapatos. Ana ba. Ana siya.</p>	<p>Informant 7: But there’s an advantage on it because they can recognize some words like “Mangga and Sapatos”.</p>
<p>Researcher: So, unsa man ang para sa imo ma’am pinaka major problem nimo sa mother tongue?</p>	<p>Researcher: What is the major problem you encounter in mother tongue ma’am?</p>
<p>Informant 7: Sa mother tongue...Unsa may pinaka major problem nako...Kuan...Sa pagtudlo nako or sa bata?</p>	<p>Informant 7: In the teaching or in the students?</p>
<p>Researcher: Pwede both po.</p>	<p>Researcher: If possible both.</p>

<p>Informant 7: Ahh sa both...Sa akona, wala man koy major problem, kuan man gud siya kanang...matun-an man nimo.</p>	<p>Informant 7: For me, I don't have problem because you can able to learn it.</p>
<p>Researcher: Pero ano ma'am, bisaya gyud ka?</p>	<p>Researcher: But you are speaking in vernacular ma'am?</p>
<p>Informant 7: Bisaya gyud. Pero naa gyuy time nga mukuan kog English. Di gyud na malikayan.</p>	<p>Informant 7: Yes, but not all the time because sometimes I use English.</p>
<p>Researcher: Nga mag inenglish pud mo.</p>	<p>Researcher: They do talk in English too?</p>
<p>Informant 7: Niya itranslate napud nimo. For example kanang, kanang...kanang sa colors. Kung unsa ang naandan sa bata, mao gyud na siya. For example, green. Ang green ibinisaya nimo siya ug lunhaw.</p>	<p>Informant 7: Yes, I translated it, for example in colors they already know what that is, like green but in the mother tongue it is "Lunhaw".</p>
<p>Researcher: Unsa ma'am?</p>	<p>Researcher: What ma'am?</p>
<p>Informant 7: Lunhaw.</p>	<p>Informant 7: "Lunhaw"?</p>
<p>Researcher: Lunhaw ang green?</p>	<p>Researcher: "Lunhaw" is green?</p>
<p>Informant 7: Dili man sila kabalo unsa ang lunhaw. So imo syang ikuan sa green.</p>	<p>Informant 7: They don't know what "Lunhaw" is you need to translate it into green.</p>
<p>Researcher: Miskan ako siguro ma'am oy, maglisod.</p>	<p>Researcher: I also get hard time to understand.</p>
<p>Informant 7: Ana lang siya ang kuan namo ginabuhay.</p>	<p>Informant 7: This is we do in that scenario.</p>
<p>Researcher: Tapos ano ma'am, unsa man ang imong mga expectations before nga kadtong pag dawat nimo sa mother tongue. Unsa man ang imong mga</p>	<p>Researcher: What is your expectations about the new curriculum the mother tongue and what is the reaction of the students in implanting the mother</p>

expectation sa sa mga bata, nga ingon ani ilang probably, reaction sa ingon ani nga implementation. Na aba kay mga expectation nga “Ah kabalo gyud ko maglisod ang mga bata.”	tongue?, you think they will find it hard
Informant 7: Kuan gyud na akong expectation, ang bata maglisod gyud siya ug bisaya.	Informant 7: My expectation is the students will hard to cope the mother tongue.
Researcher: Na aba moy libro nga mother tongue?	Researcher: Do you have book in mother tongue?
Informant 7: Naa. Bag.oh rapod nag abot kaso dili tanan mahatagan ang mga studyante ubay ubay sad baya sila 35 taga classroom. Gina peer group nalang nako ang mga libro kundi ako silang ipa photo copy.	Informant 7: We have earlier this year just arrived the books. Not all the students can have book because of the class size 35 students per classroom. I use peer grouping when they use the books or they photo copy it.
Researcher: Ang mga libro sa math ma’am, nakabisaya na siya?	Researcher: In math ma’am they have book like the content is in the mother tongue?
Informant 7: naka bisaya siya.	Informant 7: They have already translated in mother tongue.
Researcher: Ahh. Okay. Okay lang siya?	Researcher: Isn’t good the book?
Informant 7: Okay lang siya.	Informant 7: Yes, it’s ok.
Researcher: Ang ano lang ana, ang definitions na wala nimo na ano...(familiar)	Researcher: The definitions ma’am that you are not able to know.
Informant 7: Naa puy time nga kanang, kuan naa sa among, CGs or curriculum guide nga kami na mag create2 ug unsa among kuan. Unsay among buhaton gani—Story ana. Kami na mag translate, kay usahay wala man sa libro. So kami na mag kuan ana. Mao nang mu research pud mi.	Informant 7: In such we use C.G (Curriculum Guide) to see the competencies. We as teacher are the one who made topics. For example in this week the topic is story. We search some stories to support in that topic and translate it into mother tongue because some of the topics not stated in the book.
Researcher: So sa imong mga na mention na problems ma’am, unsa imong possible na or gigamit nimo nga strategies para mas mapadali ang imohang delivery	Researcher: All the problems you’ve mention ma’am, what is the possible strategies you can use to address that one to be easier in using mother

using mother tongue?	tongue?
<p>Informant 7: Sa akong na observe, ang kasagaran sa mga bata dali ra sila makasabot kung naa silay makita like powerpoint presentation, malipay sila ana. Labi nag makakita silag pictures, kuan siya kanang pictures gyud siya kasagaran. Unya kanang naay group dynamics, kanang mag grupo grupo sila sa activity, ma enjoy man sila ana.</p>	<p>Informant 7: Based on my observation, they learn easy when there's a power point presentation they enjoy that one. Same as pictures they tend to be active when they see some pictures. If there is group dynamics they enjoy also.</p>
<p>Researcher: Na aba kay gigamit na mga strategies na feeling nimo dili siya kuan ma'am, dili siya, wala sya nag work ba. Dili siya okay para sa mga studyante.</p>	<p>Researcher: In your teaching ma'am, do you have strategies that are not use or working, because they are not good to the students?</p>
<p>Informant 7: Kuan kanag, lecture. Kanang ikaw ray nag istorya istorya.</p>	<p>Informant 7: The lecture, because you are the one talking.</p>
<p>Researcher: Kanang wala silay makita? So mas gwapo gyud kung naa silay makita?</p>	<p>Researcher: So the best way is that they see what is your talking about?</p>
<p>Informant 7: Mas gwapo jud siya. Ang kuan sa bata ahmm...teacher pupil reaction, pupil to pupil reaction. Ana siya. Kung kuan kung...ang bata gusto kag naay makat-unan, di lang ang teacher pirmaminte sailaha. Sila pud mukuan pud naa pud silay mga questions sa maestro then pupil to pupil pud sila.</p>	<p>Informant 7: It is good that the students will interact with you. This is the one you should to take account, students learn when they asking question to you. Because not all the time the teacher is talking students also, like students to students and teacher to students.</p>
<p>Researcher: So ano ma'am...ahm...aside from power point, naa pa ba kay gigamit na sa instructional materials nga imong ano...gi apply ghaon sa imong teaching? Aside sa powerpoint.</p>	<p>Researcher: Ma'am, aside from power point, do you use other instructional materials to support in your teaching profession?</p>
<p>Informant 7: Naa ghaon. Kung sa dati na mga kuan...mga kuan...Chart...lectures...</p>	<p>Informant 7: Yes, I have, lastly I use chart and lectures.</p>
<p>Researcher: So, naa ghaon ang traditional?Mao jud ma'am</p>	<p>Researcher: So they exist the tradional?, Your right ma'am.</p>

<p>Informant 7: Parehas sa powerpoint, di mn tanan maka gamit og powerpoint. Sama nako di kaau ko kabalo mo gamit ana, pero ga tuun ko unsaon pag buhat ana og pag view sa Television kay gina connect raman namo ang laptop sa Televison. Ug us aka teacher kailangan jud namo magtuun sa bag.ong teknolohiya. Naa gihapoy traditional. Di na siya pwede mawa ma'am.</p>	<p>Informant 7: Like in power point not all can do and use it. I myself doesn't know how to manipulate it, but I'm trying my best to learn it on how to connect in the Television. As a teacher we should learn the new technology in teaching. Yes, they exist the traditional one, it cannot be forfeit.</p>
<p>Researcher: Pero syempre pud ma'am ang mga bata, ma engganyo bsta powerpoint dba? Computer...Projector...So mas ano nila ang ano...Mas maka gain kag attention ba. So kung sakali ma'am na ano...dili gyud kasabot ang bata, ginaunsa mana nimo ma'am? Gina kasab-an ba nimo? Or naa man juy uban na lisod jud...Dba naa may uban man gud nga sa balay palang gitudluan na mag inenglish niya pag abot dri nag mother tongue, ginaunsa mana nimo ang ingon ana nga situation ma'am?</p>	<p>Researcher: But in the power point presentation, computer and projector students will be having fun in learning you can gain there attention. So ma'am what if there's a student that are not able to cope up the discussion, what would you do? You get mad at them? Because some of the students they use English language at home and they hard time to understand mother tongue in the class.</p>
<p>Informant 7: Mapugos gyud kag tudlo sa binisaya.</p>	<p>Informant 7: They are forced to learn the mother tongue.</p>
<p>Researcher: So taas gyud ka kaayog pasensya ma'am?</p>	<p>Researcher: So you should have more patient ma'am?</p>
<p>Informant 7: oo, tapos kanang mga...kana bitawng mga ginatawag nato nga slow learners. Naa mi mga remedission (remedy).</p>	<p>Informant 7: Yes, like the slow learners we have remedy for that.</p>
<p>Researcher: Unsa man? Like?</p>	<p>Researcher: Like what?</p>
<p>Informant 7: for example kana karon, buntag. Nag remedial class mi sa ilaha.</p>	<p>Informant 7: For example, in the morning they have remedial class.</p>

Researcher: Ahh okay... so, mao ni sila ang mga slow learners.	Researcher: Ah ok, this is the slow learners.
Informant 7: Aside sa among kanang classroom teaching, naa pajuy ginagahin nga time. Tagaan namo silag special attention.	Informant 7: Aside from that, in the classroom we have time to take their special attention.
Researcher: Pero wala na diba, additional na.	Researcher: They don't have additional.
Informant 7: tuition? Kay dili man jud pwede nga for example 35 kabuok bata, dli gyud nimo na makuan tanan. Dili man jud pud ang uban maminaw. Kana na mga bata.	Informant 7: In tuition? For example 35 students you cannot accommodate all. Some of the students doesn't listen.
Researcher: Grade 1 ma'am noh...lisod!	Researcher: It's hard to teach in grade one (1) ma'am?
Informant 7: Oo kay ang attention span sa grade 1, 10 minutes taas na gani na. 15 minutes wala nana siya.	Informant 7: Yes, because the attention span of the grade one (1) is more or less ten (10) minutes. If more than that like fifteen (15) minutes they are not able to listen to you.
Researcher: Pero ang inyong klase ma'am is 1 to 4?	Researcher: Your time in teaching ma'am from one (1) to four (4)?
Informant 7: Ang klase namo kay afternoon session man mi, 12-5pm.	Informant 7: Our class in the afternoon is from twelve (12) to five (5) pm.
Researcher: Ah mao? 12-5?, So taas diay siya... 12, 1, 2, 3, 4,5...5 hours.	Researcher: Ah, twelve (12) to five (5)? , So it take five (5) hours.
Informant 7: Oo, 5 hours.	Informant 7: Yes, five (5) hours.
Researcher: Usually ana, mga bata ma boring na	Researcher: Usually the students will get bored.
Informant 7: Ma boring na.	Informant 7: Yes, they get bored.

<p>Researcher: Mao. Unsa man inyong ginahimo ana ma'am nga pag feeling ninyo na boring na ang klase...ana?</p>	<p>Researcher: What would you do if that is the case they are bored in the class?</p>
<p>Informant 7: Ah imo silang kuan...mag kanta kanta ka sa ila. *laughs* Pa kuanon nimo sa tv...story...ana siya na konektado sa class.</p>	<p>Informant 7: I would do is to sing and watch story in the television that are connected to our topic.</p>
<p>Researcher: Mao na siya imong (ways para dili ma boring ang klase?) Pero overall rate nimo sa implementation sa mother tongue ma'am? Okay lang or naa bay...kailangan ba siya iretain ang implementation sa mother tongue kay nakatabang siya sa studyante? Or wala siya at all nakatabang.</p>	<p>Researcher: That is your way for they are not to get bored? But in overall what can you say about the implementation of the mother tongue? If there's any changes about it, if the implementation is useful to the students or not?</p>
<p>Informant 7: Nakatabang siya ma'am kay diba sa dati nga curriculum, wala may mother tongue noh. Niya ang mga bata sa balay mother tongue ang ilang gamit, pag abot sa skwelahan, English siya, mura siyag ma shock samanatalang kung mother tongue ang gamiton, mura silag maganahan sila kay pareha man diay sa balay ug sa skwelahan.</p>	<p>Informant 7: Way back, we use English and the students get shock, cause they don't about that one, in their home they use mother tongue. The implementation of mother tongue is helpful to us because the students will interact in the use of mother tongue.</p>
<p>Researcher: Say for example ma'am, ang ingon nimo ganina kay Cebuano ang ginagamit nga medium of instruction? Say for example naa kay studyante na ibutang nato, Ilonggo niya ikaw pud kay kuan...lahi pud imohang ano.</p>	<p>Researcher: Say for example ma'am, you said earlier that you use Cebuano as medium of instruction, but when you have a student like he/she is Ilonggo, what would you do?</p>
<p>Informant 7: For example siya ra isa, bisaya gyud siya ma'am</p>	<p>Informant 7: For example he/she is one, the medium is mother tongue.</p>
<p>Researcher: Bisaya gyud siya..</p>	<p>Researcher: Yes, the medium is mother tongue.</p>
<p>Informant 7: For example, dghan name naka</p>	<p>Informant 7: For example, we have experiences</p>

<p>experience nga kanang naay mga studyante nga Muslim, mga Maranao, ana? Bisaya gyud ang itudlo.</p>	<p>that there are muslim students like maranao, we used Cebuano as medium of instruction.</p>
<p>Researcher: Pero makasabot raman sila ma'am.</p>	<p>Researcher: Still they can understand ma'am.</p>
<p>Informant 7: Madugay makasbot raman sila. Duha tulo raman sila so ang majority gyud ang tagaan ug kuan...makabalo raman sila madugay.</p>	<p>Informant 7: While it lasts, still they can understand. But majority are given with the use of Cebuano as medium of instruction, afterwards, they know and understand.</p>
<p>Researcher: Pero ginatagaan man kaya gihapon ninyo silag pagtagad ma'am?</p>	<p>Researcher: But still, you give them with attention ma'am?</p>
<p>Informant 7: oo. Pero dili sa ilang linggwahe, bisaya gyud siya.</p>	<p>Informant 7: Yes, but not in their own language, it's the use of Cebuano.</p>
<p>Researcher: Bisaya gyud siya. Pero atleast dba, ma ano pud...ma enhance pud nila ang ilahang bisaya na mga speaking skills...ana...naa byay uban na gahi kaayog pronunciation... So nindot gyud diay para sa imoha ang mother tongue ma'am?</p>	<p>Researcher: It's Cebuano, but at least they can enhance their skills in speaking Cebuano, because there some student who have difficulties in pronunciation. So for you ma'am the use of mother tongue is convenient?</p>
<p>Informant 7: Oo kay murag kanang kung kuan pa imo sa silang paanaron bitaw...kay ang uban mangundang kay English mura man silag ma...makalitan. Ana siya.</p>	<p>Informant 7: Yes, so that they will be trained well, because some of the student dropping out in the class because of the usage of English and that's the reason why they become shock.</p>
<p>Researcher: Pero ang burden ma'am at first, naa sa imoha? Kay ikaw man ang mag ano diba...mag tanan2 na.</p>	<p>Researcher: But the burden at first is on yours ma'am it's because you are the one who will discuss on everything and makes it clear.</p>
<p>Informant 7: Kuan gyud siya, naay terms nga pati ang ginikanan, mag lisod. Kanang mag hatag mig assignment sa mga bata...mangutana man sila sa amoa nga "teacher, unsa man pasabot ana teacher?" Pareha anang 'ideboro' wala man sila kabalo ana.</p>	<p>Informant 7: Actually, there are some terms which is difficult to understand not just only by the students but also the parents especially in giving assignments. They keep on asking "ma'am what does it mean?" just like the term "Ideboro" they don't know what does it means.</p>

<p>Researcher: Unsa ma'am?</p>	<p>Researcher: What does it mean ma'am?</p>
<p>Informant 7: Draw...Ideboro... Ideboro ang mga larawan...mga hulagway. Ideboro ang mga hulagway.</p>	<p>Informant 7: Ideboro which means to draw the pictures.</p>
<p>Researcher: So idrawing ang mga..hoy ginoo</p>	<p>Researcher: So they need to draw the pictures, oh God!</p>
<p>Informant 7: Idrawing ang mga pictures. Mangutana ang mga parents, naay mga parents maglisod sila. Labi nag naa mi ipa assignment sa ilang mga anak. Mangutana gyud na pagka ugma. Wala sila kasabot sa assignment sa ilang anak.</p>	<p>Informant 7: Yes, to draw the pictures. But there are some parents who have difficulties especially in the making of the assignments on their children. Afterwards they will be asking that they don't understand the assignments of their children.</p>
<p>Researcher: Kay even akoang pag umangkon ma'am, nag ano man siya...entrance exam dria sa una. Sa ASC..Ay ASC ba tawag ana?</p>	<p>Researcher: Even my nephew ma'am he had an entrance exam here before in ASC.</p>
<p>Informant 7: ASC</p>	<p>Informant 7: ASC</p>
<p>Researcher: Grade 1. Niya paggawas niya, natingala mi dugay kaayo siya nakagawas niya naglisod daw siya kay apil man diay daw sa entrance exam ang kaning tawag ani... Mother tongue. Niya Surigaonon man siya ma'am. So lahi iyang bisaya, sa atong bisaya diri. Niya mas lisod pa jud kay Cebuano.</p>	<p>Researcher: When he goes out after the entrance exam, he had some difficulties because mother tongue was being included. Since he is a Surigaonon, so the Cebuano language there is totally different in the Cebuano language that we used.</p>
<p>Informant 7: Cebuano binisaya.</p>	<p>Informant 7: Cebuano which means bisaya</p>
<p>Researcher: Mao to gi ano nalang...ug Montesorri. Gibalhin nalang ug Montesorri ba kay maglisod man jud siya. Dli gyud niya ma...didtoa man kay wala man silay mother tongue gud.</p>	<p>Researcher: So that's why we decided to transfer him at Montesorri because of his difficulties in coping up in the class.</p>

<p>Informant 7: Pero murag naay mga private schools nag mother tongue...Ang uban.</p>	<p>Informant 7: But there some private schools that uses mother tongue.</p>
<p>Researcher: oo, ang uban.</p>	<p>Researcher: Yes, some of the private schools.</p>
<p>Informant 7: Pero ang Montesorri kuan man gyud na sila.</p>	<p>Informant 7: But the Montesorri is a Canada based.</p>
<p>Researcher: unsa man ang imong stand ana ma'am?</p>	<p>Researcher: What is your stand about that ma'am?</p>
<p>Informant 7: For example sa math noh, usa duha tulo...ana...onse dose trese...pag abot ddto sa grade 4, English naman didto. So ang bata, mabag-ohan napud sila sa terms. Mag shift napud sila.</p>	<p>Informant 7: For example in math, during in grade 3 they are going to read the numbers in Cebuano, but when the moved on Grade 4 they used to read numbers using the English language and that's the time they need to shift</p>
<p>Researcher: So wala na ang mother tongue?</p>	<p>Researcher: So there is no mother tongue?</p>
<p>Informant 7: wala nay mother tongue.</p>	<p>Informant 7: Yes, no more mother tongue.</p>
<p>Researcher: So sa inyohang na seminaran ma'am, ngano man daw gi implement ang mother tongue?</p>	<p>Researcher: So, during conduction of your seminar ma'am, why do they implement the mother tongue?</p>
<p>Informant 7: Sa akong... Sa among seminar, mao to siya ang purpose, para murag ma...kanang walay mangundang. Walay dropouts kay kasagaran ang mga bata, ma kuan sila sa medium of instruction kung dretsohon nimog English. Diretso nimo siyag Filipino. Okay rag Filipino. Mao na ang among Filipino, gi offer siya sa second quarter.</p>	<p>Informant 7: During the conduction of our seminar, the purpose of the implementation of the mother tongue is that to avoid drop outs in the class, because most of the children they find difficulties in medium of instruction especially if you directly use the English. Usage of Filipino is okay, that's why Filipino is being offered in the second quarter.</p>
<p>Researcher: Ah okay pero...naa moy Filipino pero second quarter.</p>	<p>Researcher: But still you have Filipino for Second Quarter?</p>
<p>Informant 7: Second quarter na. Niya ang English pud namo kay 3rd quarter na.</p>	<p>Informant 7: Yes, we have, and then the English would be on the third quarter.</p>

<p>Researcher: Ah okay pero retain gihapon tong mother tongue?</p>	<p>Researcher: But still the mother tongue will retain?</p>
<p>Informant 7: oo, retain siya.</p>	<p>Informant 7: Yes, it will retain</p>
<p>Researcher: So bale nadungagan siya.</p>	<p>Researcher: So it increased.</p>
<p>Informant 7: Bale spiral progression siya. Kay anam anam ba. Para ang bata ang iyang kuan makuha nimo ang iyang kuan...iyang interest.</p>	<p>Informant 7: It seems like spiral progression, so that you can catch the interest of the children</p>
<p>Researcher: So okay lang man diay.</p>	<p>Researcher: So it seems like it's okay</p>
<p>Informant 7: So bisaya gyud siya.</p>	<p>Informant 7: So it should be cebuano</p>
<p>Researcher: Bahala nag bisaya. Bahala nag magkamamo at first.</p>	<p>Researcher: It's okay to use Cebuano, its okay to have difficulties at first.</p>
<p>Informant 7: Pero naa gud mi Filipino, English gud pud per o dili pa sa first quarter. Naa gud gihapon.</p>	<p>Informant 7: But we have Filipino, and we also have English but not in the first quarter.</p>
<p>Researcher: So okay rana ma'am kay along the way, matun-an raman gihapon na sa bata.</p>	<p>Researcher: So it's okay ma'am because along the way they can understand on it.</p>
<p>Informant 7: labi nag grade 1, kasagaran ang grade 1 naa may uban dili gyud manulod hangtod march, mangundang.</p>	<p>Informant 7: Especially in in grade 1 there some students who do not enter the class until March, they quit on the class.</p>
<p>Researcher: Mao ma'am?, ngano man?</p>	<p>Researcher: Is that so ma'am?, Why?)</p>
<p>Informant 7: Oo dili sila kalahutay. Kapuyan sila. Ana. Pag abot December ang uban ana di na mamalik. Paghuman ug bakasyon, di na mamalik uban ana. Nagtoog humana ang klase.</p>	<p>Informant 7: They can't survive for so long, they feel tired. When it comes on December and after the long vacation some of them are not coming back to school, they think that the class is over.</p>

Researcher: Sge ma'am. Mao rato. Salamat kaayo.	Researcher: Okay ma'am, that's all. Thank you so much
Informant 7: Okay pud ang mother tongue. Sa part sa teacher dli siya maglisod, di na siya mag english2 diha. Bisaya ragyud ka diha.	Informant 7: Mother tongue is also good for teachers for them to find easy and without hesitating the usage of English.
Researcher: Bisaya gyud tanan.	Researcher: It's all about mother tongue.
Informant 7: Usahay...pero na puy times na naay word nga maka English mi. Di jud pwede...	Informant 7: Sometimes, there are times that we can speak some words with English which is not necessary.
Researcher: Di gyud malikayan, para man pud na sa ano ma'am...para maksabot mayo ang mga bata.	Researcher: It's unavoidable, It's for the betterment of the children for them to understand well.
Informant 7: Di gyud malikayan. Isa pud kung mag bisaya mi kay ila pung exam bisaya man pud ang test questions.	Informant 7: Unavoidable, At the same time if we speak in Cebuano their test question would be also Cebuano.

INFORMANT 8	
Data	
Researcher: What is your experience during the implementation of mother tongue based instruction?	
Informant 8: Mother tongue based instruction for me as teaching primary grade really helps me in giving instruction and teaching them to read. They can easily understand the lesson as well as they can express their opinions in all the lessons because of the use MTB. But there are some words that the teacher itself can't understand because the words used was not commonly used or not even used in the community.	
Researcher: Ok, maa'am, so what is your strategies and technique to address that problem?	
Informant 8: The strategies employed by the teachers to address the problems we	

<p>experienced is to make research of the words or phrases that are not commonly used in the locality. By the help of laptop and internet. The master teachers also create/ write stories using MTB using the words that are commonly used in the society.</p>
<p>Researcher: In this strategies ma'am you can say that is effective?</p>
<p>Informant 8: All of the strategies were effective because we can assess that the learner understands the lesson.</p>
<p>Researcher: What do you do when there is a student who are not able to know that certain word?</p>
<p>Informant 8: We used pictures in order for the student to fully understand and comprehend the lesson.</p>
<p>Researcher: Do you incorporate it with the new technology?</p>
<p>Informant 8: Yes, with the use of ICT equipment the lesson were properly delivered.</p>
<p>Researcher: For you ma'am what is the hardest topic you encounter?</p>
<p>Informant 8: Mathematics is the hardest subject to teach because the terms used is also MTB. The children/learners can't understand the numbers in MTB language.</p>
<p>Researcher: Do you enjoy teaching mother tongue?</p>
<p>Informant 8: Yes, I enjoy teaching using Mother Tongue as medium of instruction because the learners become responsive and they can easily comprehend the lesson easily.</p>

<p>INFORMANT 9</p>
<p>Data</p>
<p>Researcher: What is your experiences in teaching mother tongue based instruction?</p>
<p>Informant 9: For me the Mother Tongue Based Instruction is effective. It is effective because pupils can easily understand/relate the lessons. They are more</p>

participative in classroom discussions. They are not hesitant to share their ideas because their using vernacular, sometimes it is quite difficult to teach them because of lacking of learner's materials that are based on our vernacular here in our region.

Researcher:

What kind of strategies you employed to solve those problems?

Informant 9:

I do the research of some difficult words and use the audio visual presentation. Also unlocking of difficulties before I start the lesson and bridging of words English to Filipino to Mother Tongue.

Researcher:

In this strategies you employed, is this effective to your students?

Informant 9:

Bridging of words English to Filipino to Mother Tongue unlocking of difficulties, and showing pictures it is effective because pupils can now understand/relate each word and what it means.

Researcher:

Is there any strategies that not do work well?

Informant 9:

Researching of some difficult words in Mother Tongue and using of learners' materials that are not based on our vernacular but based on Cebu.

Researcher:

What do you do when the students does not understand the words?

Informant 9:

By, bridging of words English to Filipino to Mother Tongue and unlock the difficult words.

Researcher:

Ah, ok ma'am when you do bridging of words, when it be?

Informant 9:

Before I start the lesson I'll always do the unlocking of difficulties. Show pictures to them for them to relate/understand the words.

Researcher:

Is there a hardest subject in teaching mother tongue?

Informant 9:

For me the hardest subject to teach using Mother Tongue instruction is the Mathematics subject especially in numbers pupils find it difficult to count the numbers in Mother Tongue can't pronounce it well. It is easy to count using English.

Researcher:

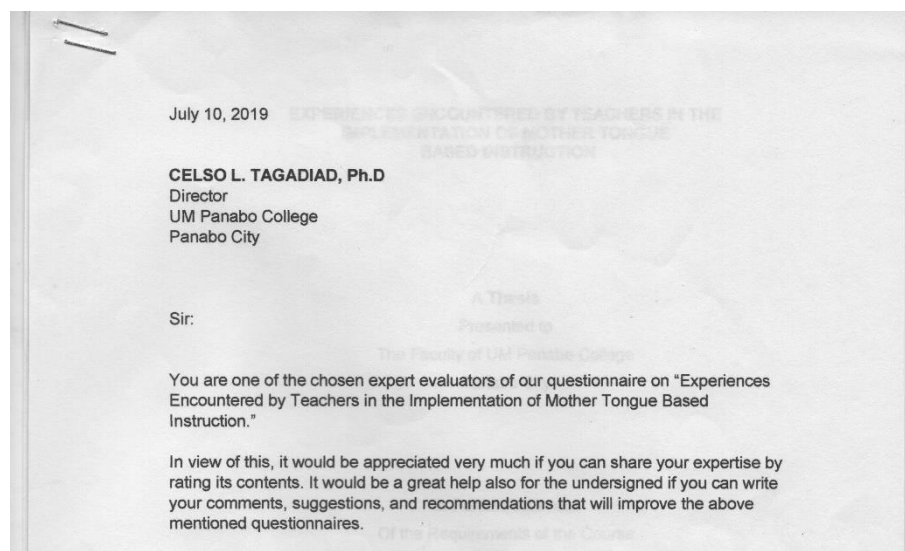
Oh Math, meaning to say its hardest when I'm going to teach the Mathematics, so do you enjoy in teaching mother tongue?

Informant 9:

Yes, I enjoy teaching Mother Tongue as medium of instruction because pupils are actively participating in my class discussions. They can fully understand and relate the lessons.

Appendix C

LETTER FOR VALIDATION



Appendix C-1

July 10, 2019

DR. AMELIE L. CHICO
Research Coordinator
UM Panabo College
Panabo City

Ma'am:


You are one of the chosen expert evaluators of our questionnaire on "Experiences Encountered by Teachers in the Implementation of Mother Tongue Based Instruction."

In view of this, it would be appreciated very much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write your comments, suggestions, and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contribution to this request.


Respectfully yours,


JANICA LEE D. BALAGOT


IAN JAY M. CASTAÑOS


JAEZA MAE M. MUTIA


Researchers

Noted by:

LIEZEL V. CHAN, Ph.D
Research Adviser

*ok content for study
Jan - 7/11/19*

Appendix D

VALIDATION SHEET



UM Panabo College
 Research Office
 Arguelles St., San Francisco
 Panabo City

**QUALITATIVE RESEARCH INTERVIEW GUIDE QUESTIONS
Validation Sheet**

Name of the Researcher/s: Janica Lee A. Palagot
Jan Jay M. Castano
Janza Mae M. Mula

Name of the adviser: Cheryl V. Chan, Ph.D.
 Signature of the Adviser: _____

Research Title: Experiences Encountered by Teachers in the Implementation of Mother Tongue Based Instruction

Name of the Evaluator: _____ Date of the Evaluation: _____
 Profession/Degree of the Evaluator: _____
 Work Position of the Evaluator: _____ Signature of the Evaluator: _____

Directions: Kindly check the column which fits your evaluation of the questionnaire items.

Items	Yes	No
Ethics		
1. Questions contain conciliatory (not offensive and disgusting) terms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Questions are polite and courteous tones.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Questions are sensitive to the interviewees' background (e.g. socio-cultural, socio-political, socio-economic background, educational and health background).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Questions are sensitive to privacy and confidentiality concerns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Artistry		
5. Questions are stated in an organized manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Questions are appealing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Grammatical wise, the questions are constructed correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Questions are finely focused on specific concerns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Questions contain appropriate words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rigor:		
10. Questions are open-ended to encourage in-depth responses (avoid close-ended questions which are answerable by yes or no).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Questions are stated in affirmative manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Probe questions are provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Questions are logically ordered as in the highest priority concerns first (Opinion, questions follow information questions).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Questions are stated in clear, simple and understandable terms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Questions are in-lined with the interest of the study (as indicated in the research Questions).	<input checked="" type="checkbox"/>	<input type="checkbox"/>


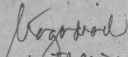
INTERPRETATION: Count the number of YES marks

() 13-15 Completely accepted.
 () 10-12 Generally accepted but with little apprehension on some items.
 () 7-9 No need for a revalidation but some items have to be improved based on advised correction.
 () 4-6 Revalidation of identified unfavorable/faulty/flawed items.
 () 0-3 Overhaul of the entire questionnaire.

REMARKS: _____

Kynginil

Appendix D-1

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input checked="" type="checkbox"/> Branch <u>PANABO</u>																																																
QUESTIONNAIRE VALIDATION SHEET																																																	
Title of Research: <u>Experiences Encountered by Teachers in the Implementation of Mother Tongue</u> Band Assessment																																																	
Proponents: <u>Janice Lee R. Palagol, Len Jay M. Castanos, Janice Mae M. Nalica</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings.																																																	
Point Equivalent:	5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 10%;">5</th> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td> 1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner. </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td> 2. 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ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research. </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td> 5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed. </td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td> 6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher. </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td> 7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items. </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		5	4	3	2	1	1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. 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ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<div style="text-align: center;">  <u>CEISO L. TAGANIAD</u> Signature Above Printed Name </div>																																																	
R-13100-004 / Rev. # 1 / Effectivity: July 24, 2017																																																	

Appendix D-2



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

QUALITATIVE RESEARCH INTERVIEW GUIDE QUESTIONS Validation Sheet

Name of the Researcher/s: Jonica Lu D. Palasot
Jan Jay M. Castano
Carra Mae M. Mula

Name of the adviser: Amelie L. Chico, Ph.D.
Signature of the Adviser: _____

Research Title: Experiences encountered by Teachers in the Implementation of
Mother Tongue Bilingual Instruction (MTBI)

Name of the Evaluator: AMELIE L. CHICO, DM, FRIM Date of the Evaluation: 7/11/19
Profession/Degree of the Evaluator: DM
Work Position of the Evaluator: RC Signature of the Evaluator: _____

Directions: Kindly check the column which fits your evaluation of the questionnaire items.



Items	Yes	No
Ethics		
1. Questions contain conciliatory (not offensive and disgusting) terms.	/	
2. Questions are polite and courteous tones.	/	
3. Questions are sensitive to the interviewees' background (e.g. socio-cultural, socio-political, socio-economic background, educational and health background).	/	
4. Questions are sensitive to privacy and confidentiality concerns.	/	
Artistry		
5. Questions are stated in an organized manner.	/	
6. Questions are appealing.	/	
7. Grammatical wise, the questions are constructed correctly.		/
8. Questions are finely focused on specific concerns.	/	
9. Questions contain appropriate words.	/	
Rigor:		
10. Questions are open-ended to encourage in-depth responses (avoid close-ended questions which are answerable by yes or no)	/	
11. Questions are stated in affirmative manner.	/	
12. Probe questions are provided.	/	
13. Questions are logically ordered as in the highest priority concerns first (Opinion, questions follow information questions).	/	
14. Questions are stated in clear, simple and understandable terms.	/	
15. Questions are in-lined with the interest of the study (as indicated in the research Questions).	/	

INTERPRETATION: Count the number of YES marks

- () 13-15 Completely accepted.
- () 10-12 Generally accepted but with little apprehension on some items.
- () 7-9 No need for a revalidation but some items have to be improved based on advised correction.
- () 4-6 Revalidation of identified unfavorable/faulty/flawed items.
- () 0-3 Overhaul of the entire questionnaire.

REMARKS: ok

Appendix D-3

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER <input type="checkbox"/> Main <input checked="" type="checkbox"/> Branch <u>PANAPO</u>																																																
QUESTIONNAIRE VALIDATION SHEET																																																	
Title of Research: <u>Experiences Encountered by Teachers in the Implementation of Mother Tongue Based Instruction</u>																																																	
Proponents: <u>Javica Lee D. Palagot, Jay M. Castanos, Javiza Mae M. Melia</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings.																																																	
Point Equivalent:	5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good																																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 5%;">5</th> <th style="width: 5%;">4</th> <th style="width: 5%;">3</th> <th style="width: 5%;">2</th> <th style="width: 5%;">1</th> </tr> </thead> <tbody> <tr> <td> 1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner. </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner. </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured. </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> 4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research. </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> 5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed. </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> 6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher. </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> 7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items. </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		5	4	3	2	1	1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/					2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	/					3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/				4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		/				5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		/				6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	/					7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	/					
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AMELIE CHICO, DM, FRM  Signature Above Printed Name																																																	

Appendix E

RESEARCH PERMISSION LETTER

July 15, 2019

RAMELYN F. ANTALAN
Principal II
Rizal Elementary School
Panabo City

Ma'am:

The undersigned are fourth year students of UM Panabo College who are currently conducting their research study entitled, "**Experiences Encountered by Teachers in the Implementation of Mother Tongue-Based Instruction**" as final requirement to the Educational Research subject.

Anent to this, we would like to ask permission from your good office to allow us to conduct the study in your teachers specifically, who are handling mother tongue as medium of instruction. We further ask, if you may allow us to conduct interview and observation to your 7 teachers as our informant for the above mentioned study.


The data shall be treated with utmost confidentiality.

We highly appreciate your positive response to this matter.

Thank you and God bless!


Respectfully yours,

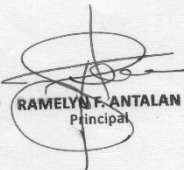

JANICA LEE D. BALAGOT


IAN JAY M. CASTAÑOS


JAEZA MAE M. MUTIA
Researchers

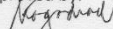
Noted by:


LIEZEL V. CHAN, Ph.D
Research Adviser


RAMELYN F. ANTALAN
Principal


7/15/19

Approved by:


CELSO L. TAGADIAD, Ph.D
School Director, UMPC

Appendix F

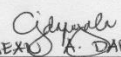
CONSENT FORM FOR RESEARCH STUDY


 **UM Panabo College**
Research Office
Arguelles St., San Francisco
Panabo City


Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the
Pisal Elementary School and conducted Research Activity
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Experiences Encountered by Teachers in the Implementation of"
Mother Tongue Based Instruction
during the period 07/10/19
(State inclusive dates)


CAROL JEAN K. DAPOSALA
Name and Signature of Authorized Personnel

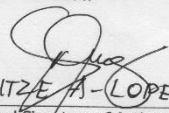
 **UM Panabo College**
Research Office
Arguelles St., San Francisco
Panabo City


 **UM Panabo College**
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance


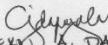

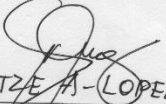

This is to certify that the students whose names are listed below have appeared at the
Pisal Elementary School and conducted Research Study
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Experiences Encountered by Teachers in the Implementation of"
Mother Tongue Based Instruction
during the period 07/10/19
(State inclusive dates)


MITZE A. LOPEZ
Name and Signature of Authorized Personnel

 **UM Panabo College**
Research Office
Arguelles St., San Francisco
Panabo City

Appendix F-1

	UM Panabo College Research Office Arguelles St., San Francisco Panabo City
Certificate of Appearance	
This is to certify that the students whose names are listed below have appeared at the	
<u>Pisal Elementary School</u> <small>(Name of Office/Agency)</small>	and conducted <u>Research Activity</u> <small>(State activity)</small>
in relation to their thesis/FS entitled " <u>Experiences Encountered by Teachers in the Implementation of</u> " <u>Mother Tongue based Instruction</u>	
during the period <u>07/10/19</u> <small>(State inclusive dates)</small>	
	 <u>CAROL JEXA A. DAROSALA</u> Name and Signature of Authorized Personnel
=====	
	UM Panabo College Research Office Arguelles St., San Francisco Panabo City
Certificate of Appearance	
This is to certify that the students whose names are listed below have appeared at the	
<u>Pisal Elementary School</u> <small>(Name of Office/Agency)</small>	and conducted <u>Research Study</u> <small>(State activity)</small>
in relation to their thesis/FS entitled " <u>Experiences Encountered by Teachers in the Implementation of</u> " <u>Mother Tongue based Instruction</u>	
during the period <u>07/10/19</u> <small>(State inclusive dates)</small>	
	 <u>MITZE A. LOPEZ</u> Name and Signature of Authorized Personnel
=====	
	UM Panabo College Research Office Arguelles St., San Francisco Panabo City


Appendix G

INFORMANT JUSTIFICATION

Agree or Disagree? Justify!

The observation of the
Researchers are true based on
the data that they gathered to
us as a public school teacher
implementing the Mother
Tongue or MTB.

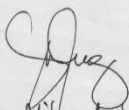
A Big... Agree!!


HENIE D. CASTILLO

Appendix G-1

Agree or Disagree? Justify!


Agree that the results being conducted by the researcher's correspond to the real situation of this experiences encountered by teachers thru MTB-MLE subject.


Mrs. Mitze A. Lopez
Grade 3 Teacher
RES

Appendix G-2

Agree or Disagree? Justify!

Agree . . . the observations of
the researchers are true and
correct.


ADELAIDA T. VELOSO
T-3 RDM ETC

Appendix G-3

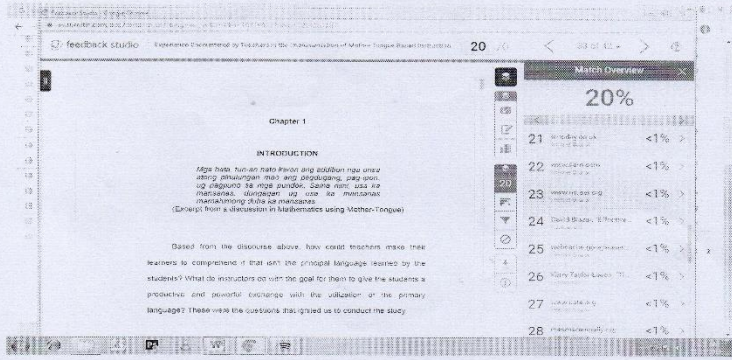
Agree or Disagree? Justify!

I agree the presentation of the gathered data
by the researchers specifically the MTB-BLE subject.

^{Meita}
MEITA T. MANLIGUEZ

Appendix H

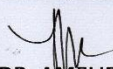
PLAGIARISM TEST



The screenshot shows a plagiarism detection software interface. The main window displays a document titled "Chapter 1" with an "INTRODUCTION" section. The text in the document is partially obscured by a watermark. To the right, a "Match Overview" window is open, showing a total match percentage of 20%. Below this, a table lists individual matches with their respective percentages, all of which are less than 1%.

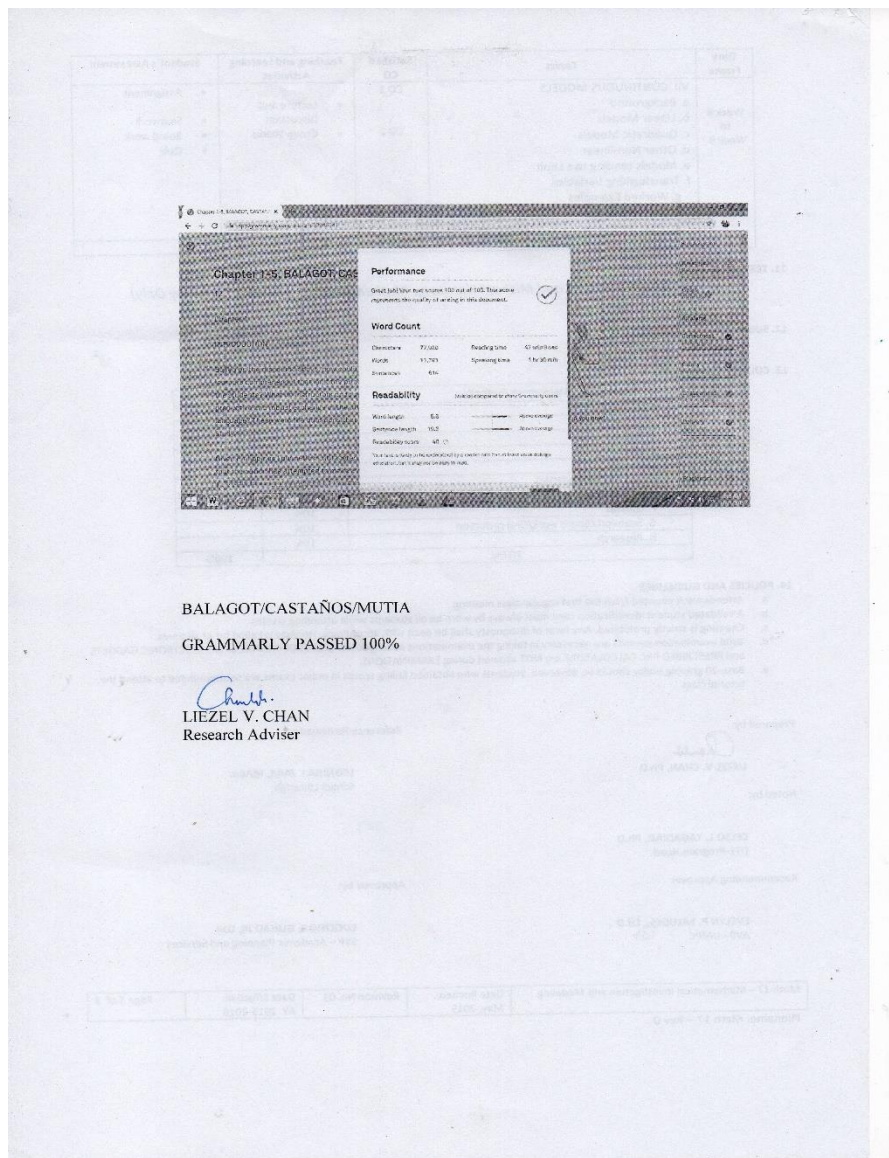
Match ID	Match Percentage
21	<1%
22	<1%
23	<1%
24	<1%
25	<1%
26	<1%
27	<1%
28	<1%

BALAGOT CASTAÑOS MUTIA
CONGRATULATIONS
(November 15, 2019)
PLAGIARISM RESULT FIRST RUN PASSED 20%


DR. AMELIE L. CHICO
RESEARCH COORDINATOR

Appendix I

GRAMMARLY CERTIFICATION





JANICA LEE D. BALAGOT

1869 Medalla Subdivision, Barangay New Pandan,
Panabo City
heyitsthequeenbee@gmail.com
09506588804

PERSONAL DATA

Age : 23
Gender : Female
Date of Birth : February 1, 1996
Place of Birth : Tagum City
Civil Status : Single
Citizenship : Filipino
Religion : Roman Catholic
Mother's Name : Erlinda D. Balagot
Occupation : Public Teacher
Father's Name : Edito G. Balagot
Occupation : Government Employee

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Bachelor in Secondary Education
Major in English
Arguelles St., Brgy. San Francisco, Panabo City
March 2020
Secondary : Maryknoll High school of Panabo
National Highway, Brgy. Sto. Nino, Panabo City
March 2013
Primary : Rizal Elementary School
Brgy. San Francisco, Panabo City
March 2009

Ian Jay M. Castaños
7748 Gamao Subdivision, Barangay San Francisco,
Panabo City
iancastanos30@gmail.com
09234431380

PERSONAL DATA

Age : 24
Gender : Male
Date of Birth : December 06, 1995
Place of Birth : Davao City
Civil Status : Single
Citizenship : Filipino
Religion : Catholic
Mother's Name : Elizabeth M. Castaños
Occupation : Sales Associate
Father's Name : Avelino S. Castaños
Occupation : Inventory Cleck

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Bachelor in Secondary Education
Major in English
Arguelles St., Brgy. San Francisco, Panabo City
March 2020
Secondary : Quezon National High School
Brgy. Quezon, Panabo City
March 2014
Primary : Rizal Elementary School
Brgy. San Francisco, Panabo City
March 2009



Jaeza Mae M. Mutia
Purok.17 Nordida, Sto.Tomas, Davao del Norte
jaeza98@gmail.com
09554106024

PERSONAL DATA

Age : 21
Gender : Female
Date of Birth : January 02, 1998
Place of Birth : Davao City
Civil Status : Single
Citizenship : Filipino
Religion : Roman Catholic
Mother's Name : Smeah M. Mutia
Occupation : Ofw
Father's Name : Jerson R. Mutia
Occupation : Electrician

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Bachelor in Secondary Education
Major in English
Arguelles St., Brgy. San Francisco, Panabo City
March 2020
Secondary : Sto. Tomas National High School
Menzi, Sto.Tomas, Davao del Norte
March 2015
Primary : Nafco Central Elementary School
Nafco, Brgy.Bobongon, Sto.Tomas
March 2011