

## **Integration of Mother Tongue-Based Multilingual Education in the Teacher Education Program in Bicol University, Philippines**

Rebecca Rosario O. Bercasio  
Zenaida C. Cabrillas  
Helen M. LLenaresas

Bicol University College of Education, the Philippines  
bercasio\_rebecca@yahoo.com

### **Abstract**

The Mother Tongue-Based Multilingual Education (MTB-MLE), an important feature to the K to 12 Program in the Philippines, has been implemented since school year 2010-2011. This requires the teaching of Mother Tongue as a subject and as a medium of instruction from Kindergarten to Grade 3. Accordingly, the Teacher Training Institutions (TEIs) has to respond to the challenges of the MTB-MLE implementation by realigning the Teacher Education Program. This descriptive study identified and assessed the extent of integration of MTB-MLE integration in the Teacher Education Program in Bicol University, and proposed points of integration in selected professional, content and specialization courses. Data were gathered from focus group discussions and interviews with officials, faculty and students, and from analysis of 234 syllabi for all courses of the Teacher Education program for school years 2011-2014. Minimal MTB-MLE integration is noted during school years 2011-2014 but with an increasing extent throughout the three school years. The MTB-MLE concepts integrated in Teacher Education courses pertain to policies, history, foundations, goals and components, importance of MTB-MLE, and good practices in MTB-MLE while MTB-MLE competencies were found to be nil in the syllabi reviewed. Over-all, the University has been minimally responsive to the needs of the pre-service teachers as future MTB-MLE implementers, hence a comprehensive MTB- MLE Program for pre-service teachers, and a systematic and appropriate MTB-MLE integration in Teacher Education are deemed exigent.

**Keywords:** *curricular alignment, curricular assessment, mother tongue instruction, responsive curriculum, teacher preparation*

### **1. Introduction**

The Philippines is faced with an issue on the multiplicity of languages which significantly affects the educational system. Addressing this issue, the country has implemented the K to 12 Program also known as the Enhanced Basic Education Program (Republic Act No.10533) which includes as a major feature the Mother Tongue-Based Multilingual Education (MTB-MLE). With this policy, Mother Tongue is included as one of the learning areas and as a medium of instruction from Kinder to Grade 3 (Department of Education Order No. 74, s. 2009).

Mother Tongue-Based Multilingual Education is formal and non-formal education in which the learner's mother tongue and additional languages as used in the classroom (Department of Education Order No. 32, s 2012). Nolasco (n.d.) explains that MLE is the use of more than two languages for literacy and instruction, starts from where the learners are, and from what they already know. This means learning to read and write in their first language or L1, and also teaching subjects like mathematics, science, health and social studies in the L1. The term multilingual education was adopted by UNESCO in 1999 to refer to at least three languages, L1 or first language, a regional or national language, and an international language of education (Ball,

2011). In the Bicol Region, Philippines, the L1 or first language is any of the Bikol language varieties, the national language which serves as the L2 (second language) is Filipino, and the international language is English. This is in accordance with the law which provides that the official languages in the country are Filipino and English (Article XIV, Sec. 7, The 1987 Philippine Constitution).

As a fundamental educational policy and program of the Department of Education (Department of Education Order No. 74, s. 2009), MTB-MLE aims to develop the following areas: 1) Language development which establishes a strong education for success in school and for lifelong learning; 2) Cognitive development which focuses on Higher Order Thinking Skills (HOTS); 3) Academic development which prepares the learner to acquire mastery of competencies in each of the learning areas; and 4) Socio-cultural awareness which enhances the pride of the learner's heritage, language and culture (Department of Education Order No. 16, s. 2012).

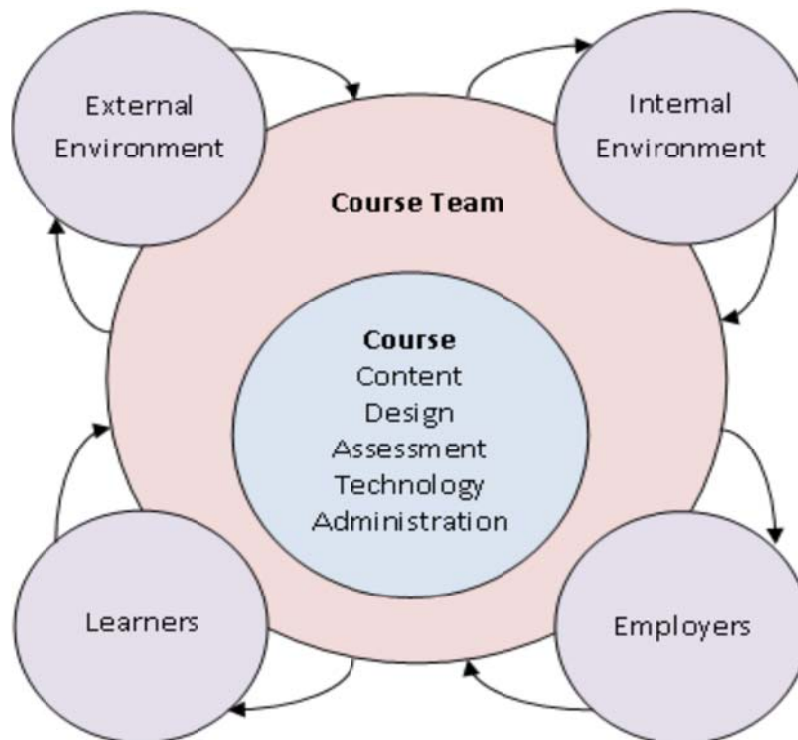
Aside from addressing the multiplicity of language in the country, this educational reform in the Basic Education including the preschool education and the Alternative Learning System (ALS) is a statement of the country's commitment to the attainment of the Education For All (EFA) goals, and response to the international initiative of promoting the use of mother tongue for educational purposes (UNESCO, 2003) and respect for linguistic rights (UNESCO, 1992). This reform is grounded by researches which affirm the benefits and relevance of MTB-MLE such as the enhancement of mastery of curricular content in the more critical areas of math and science, (Walter & Dekker, 2011), the enhancement of learning outcomes of students and promotion of the identification of the minority community (Bühmann & Trudell, 2008), the profound acceleration of the development of reading ability in the second language through reading in the first language (Krashen, 2004), and the validation that top performing countries in the Trends in International Mathematics and Science Study (TIMSS) are those that teach and test students in science and math in their own languages (Department of Education Order No. 74, s. 2009).

In the context of the MTB-MLE institutionalization in the basic education, a curricular realignment of the Teacher Education program is essential. The Teacher Training Institutions (TEIs) need to make innovations with the existing teacher training in order to match the competencies of the graduates to the demands of the field. This is important because what happens in the teacher preparation may influence what they would do in the classrooms as teachers (Newton, Poon & Stone, 2013) who have crucial roles in translating and shaping curricular goals and theoretical notions into effective classroom and school-wide practices (Broad & Evans, 2006). Moreover, the teacher factor impacts the learning achievement. For instance, teachers have sustained and cumulative effect on student learning, (Darling-Hammond, I., Chung Wei, R., & Johnson, C. M., 2009; Hightower, Delgado, Lloyd, Wittenstein, Sellers & Swanson, 2011), and teacher's knowledge is long associated with effective schools in developing countries (Levine, 2006).

These compelling premises support the need to enrich or innovate Teacher Education Program which requires assessment of the curricular integration, the results of which can serve as

vital inputs in making the Teacher Education Program truly responsive to the needs of the pre-service teachers.

**Theoretical Framework.** A curriculum needs to be reviewed and revised or enhanced in order to be aligned to the demands of the market. Essentially, this is an issue on the responsiveness of the academic program. According to Bird, Forsyth & Whitton (2012), a ‘responsive curriculum’ consists of two components: (1) the ability to identify that a change is needed; and (2) the ability to make that change in an appropriate time scale in the context of “responsiveness” as the ability to recognize change drivers, and to make changes in a timely manner. Bird, Forsyth & Whitton (2012) assert further that in developing a responsive curriculum, there is an interaction of three components of the model: the drivers (things that bring about the need for change); the course elements (things that can be changed); and the course team (the agents that mediate change). Below is Bird, Forsyth & Whitton’s paradigm of defining a responsive curriculum adopted by this study.



**Figure 1:** Defining a ‘responsive curriculum’ (Bird, Forsyth & Whitton, 2012)

Based on Bird, Forsyth & Whitton’s model, the change drivers include the external environment, including economic factors and changes in regulation and government policy; the internal environment, including changes in policy and systems, and other university departments, for example quality assurance; the learners; and employers and regulatory bodies. The change agents also called as the course team is at the core of this model. They are the people responsible for designing, delivering and supporting the course (including academic, support, technical and administrative staff), who are responsible both for identifying the need for change through

interaction with the drivers, and effecting change through interaction with the course. Lastly, the course elements contain five areas that can be subject to change: (1) the content of the course (what is being taught?), (2) the design of the course, including elements such as pedagogic design, delivery and support (how is the course taught?), (3) Assessment, (4) Technology, and (5) Administration, including systems and procedures.

This framework on responsive curriculum inheres the responsibility of the TEIs in adequately preparing the students for their future professions. In this case, the Bicol University has the responsibility to respond to the needs of the students by addressing curricular gap in the teacher education curriculum and the demands of the field in the context of the implementation of the K to 12 Program. In this study, the external environment considered includes the implementation of the educational laws and policies in the Philippines such as the Republic Act 10533 also known as the K to 12 Program, and Department of Education Order No. 74, series 2009 dealing on the implementation of MTB-MLE, Department of Education Order No. 31, series 2013 dealing on Mother Tongue as medium of instruction. The internal environment includes the institutional quality policy of the University and the college which provides that “the University continually strives for excellence in instruction...” The learners involved in this research are the pre-service teachers taking Bachelor in Elementary Education in the Bicol University Main Campus. The employers involved include officials and faculty of the Department of Education who serve as the major employer of the BEED graduates. The change agents involved in this study are the concerned officials of the university and the college. The course elements considered for the Special MTB-MLE Program for Pre-service Teachers include all the five areas; namely, the content of the course, the design of the course, assessment, technology to be utilized, and administration, including systems and procedures to be observed both in the development, implementation and evaluation phase of the special program.

This study focuses on the identification and assessment of the MTB-MLE integration in the Professional Education, Content and Specialization Courses in the Teacher Education Curriculum for Elementary Education. Bicol University, as a premier Teacher Education Institution (TEI) in the region is expected to ensure that its curricular program is responsive to the educational reforms in the basic education due to the implementation of RA. 10533 or K to 12 Program. The syllabi analysis allows for an objective assessment of the MTB-MLE integration which will help the change agents in the academe to determine the extent of responsiveness of the program, and thus propose points of MTB-MLE integration to serve as guide to the teacher-educators.

## **2. Objectives**

This study aimed to identify and assess the MTB-MLE integration in the Teacher Education Program in Bicol University for school years 2011-2014 as a response to the changes brought about by the implementation of the K to 12 Program. Specific objectives include the following:

1. Identify the integration of MTB-MLE concepts and competencies in the following:
  - a. Professional Education Courses
  - b. Content Courses
  - c. Specialization Courses for Pre-school
2. Assess the extent of MTB-MLE integration in the three clusters of courses; and
3. Identify points of integration of MTB-MLE in selected professional, content as specialization courses.

### **3. Materials and Methods**

This research used descriptive-evaluative method of research. Specifically, it used documentary analysis to identify the MTB-MLE concepts and competencies in the Teacher Education Curriculum in Bicol University. Data gathering techniques included document analysis of syllabi for school years 2011-2014, focus group discussions of the concerned faculty, interview of concerned officials and faculty in the university. A total of 234 syllabi were analyzed to determine the courses with MTB-MLE integration, as well as the MTB-MLE concepts and competencies integrated. The research was conducted in Bicol University in school 2013-2014 involving concerned university officials, concerned teachers, and randomly selected students taking Bachelor in Elementary Education as respondents and/or informants.

Descriptive statistics such as frequency count and percentage were used to interpret the extent of integration of MTB-MLE concepts in the Teacher Education Curriculum. The extent of integration was described guided by the following range of percentages: 0 – No Integration; 1-33% - Least Integration; 34-66 – Moderate Integration; 67-99% - High Integration; and 100 % - Full Integration.

### **4. Results and Discussion**

Integration of MTB-MLE Concepts in the Professional Education Courses, Content Courses and Specialization

The College of Education, the college mandated to offer the Teacher Education Programs, has integrated MTB-MLE concepts and issues in the different courses. As shown in Table 1, for Professional Education courses, one course for 2012-2013 and two courses for 2013-21014 included MTB-MLE concepts and issues. For Content courses, one course for school year 2011-2012 and two courses each for school years from 2012-2014 included MTB-MLE concepts and issues. Overall, one course had MTB-MLE integration during school 2011-2012, four courses during school year 2012-2013, and five courses during school year 2013-2014.

**Table 1:** Integration of MTB-MLE Concepts for Professional Education, Content Courses and Specialization Courses

Syllabi	School Year		
	Year 1 (2011-2012)	Year 2 (2012-2013)	Year 3 (2013-2014)
<b>Professional Education Courses</b>			
Nos. of Courses	22	22	22
Nos. of Syllabi Available/ Reviewed	72	37	28
Nos. of Syllabi w/ MTB-MLE	0	1	2
<b>% of Integration</b>	<b>0%</b>	<b>2.20%</b>	<b>7.14%</b>
<b>Content Courses (Elementary)</b>			
Nos. of Courses	18	18	18
Nos. of Syllabi Available/ Reviewed	25	25	22
Nos. of Syllabi w/ MTB-MLE	1	2	2
Nos. of Syllabi Not Yet Available	0	0	0
<b>% of Integration</b>	<b>4%</b>	<b>8%</b>	<b>9.1%</b>
<b>Specialization Courses (Preschool Education Regular Program)</b>			
Nos. of Courses	17	17	17
Nos. of Syllabi Available/ Reviewed	3	10	12
Nos. of Syllabi w/ MTB-MLE	0	1	1
<b>% of Integration</b>	<b>0%</b>	<b>10%</b>	<b>8.33%</b>
<b>OVER-ALL</b>			
Total Nos. of Courses	57	54	57
Total Nos. of Syllabi Available/Reviewed	100	72	62
Total Nos. of Syllabi w/ MTB- MLE	1	4	5
<b>Over-all % of Integration</b>	<b>1%</b>	<b>5.56%</b>	<b>8.1%</b>

The findings reveal an increasing integration through the three school years. This is expected since during the second year of MTB-MLE implementation, that is, school year 2011-2012, the least number of syllabus (one syllabus) was noted to have integrated MTB-MLE concepts and issues. Consequently, in the succeeding school years, 2012-2013 and 2013-2014, an increase in the number of syllabus with MTB-MLE integration is noted. This can be explained by more references, issuances, and materials on MTB-MLE, hence it was easy for the teachers to integrate MTB-MLE topics and references. Nevertheless, the percentage of syllabus with MTB-MLE integration is still noted as very low, which implies that the college has not been assertive about the institutionalization of MTB-MLE in the Teacher Education program to make it truly responsive to the changes and challenges in the basic education.

As shown in Table 2, during school year 2013-2014, two Professional Education courses, Education 5 –Principles of Teaching 2 and Special Topic 1-MTB-MLE, include MTB-MLE

concepts and issues. Education 5 includes the topic Principles and Strategies of Teaching/Learning Mother Tongue although it did not specify any objective, and number of hours allotted. Special Topic 1 – MTB-MLE include specific objectives on MTB-MLE and specific topics such as History Use of Mother Tongue in the Philippine Educational System, Theoretical Foundations to MTB-MLE, Pedagogical Foundations to MTB-MLE, Institutionalizing MTB-MLE, and 21 Reasons Why Filipino Children Learn Better While Using Mother Tongue with 18 hours allotment. Among the activities included is reciprocal teaching/writing reflection paper but it does not specify whether this activity is for MTB-MLE or for the two other special topics. Teachers who handled the course explained that the course did not include demonstration teaching in Mother Tongue as a subject or in other subjects using mother tongue as a medium of instruction. Moreover, the teachers explained that course did not include preparation and critiquing of instructional materials intended for preschool and primary level pupils. In brief, the course was primarily theoretical and therefore can be expected to enhance the level of awareness of the students on MTB-MLE, its history, the policies and or relevant issues. The course however did not included competency-based learning tasks that will prepare the students for the MTB-MLE implementation in Kinder Grades 1, 2 and 3. It should be noted that this cannot be considered as integration in a course because this is what the course is all about, but rather this can be considered as MTB-MLE integration in the Teacher Education Program.

Among the 18 content courses, English 7 Children and Adolescent Literature include topics related to MTB-MLE. The two different syllabi on this course both include the topic “Literature for Children in the Mother Tongue.” One syllabus includes a specific objective “Cites the importance of the use of Mother Tongue in facilitating teaching of learning in the schools” with corresponding three hours time allotment, while the other one does not mention any specific objective on MTB-MLE with two hours time allotment. The syllabus that does not specify an objective includes that note “the syllabus allows for flexibility.”

Among the 17 specialization courses for preschool education, Pre-School Education 17-Trends and Issues in Pre-school Education (S.Y 2013-2014) includes seven specific topics on MTB-MLE. These are as follows: Goal of Multilingual Education, Components of Multilingual Education, What is MTB-MLE?, Reasons why children Learn Better Using the Mother Tongue, Good Practices in Mother Tongue-, First Multilingual Education, and Issuance on MTB-MLE-Dep Ed Memo No. 19, s. 2011, DepEd Order No. 74, s. 2009. The syllabus includes ten hours for these MTB-MLE topics, but it does not include any specific objective on MTB-MLE, nor does it include books as references. Among the references included are magazine for teachers, Dep Ed Pamphlet on Multilingual Education, and handouts from The 2011 Kabikolan Conference on Language and Education. It should be noted that in this course, no activities specifying preparation of lesson plans or instructional materials in mother tongue or demonstration teaching in Mother Tongue as a subject and as medium of instruction are included.

**Table 2:** Integration of MTB-MLE Concepts by Objectives and Topics for Professional Education, Content Courses and Specialization School Year 2013-2014

Type of Course	Course Description	Year Level	MTB-MLE Integration		No. of Hours
			Objective/s	Topic/s	
Professional Education Courses	Education 5 – Principles of Teaching 2	2 <sup>nd</sup> year	Not specifically indicated	Principles and Strategies of Teaching/ Learning Mother Tongue	Not Indicated
	Special Topic 1- MTB-MLE	4 <sup>th</sup> year	<ul style="list-style-type: none"> <li>• Not indicated under general objectives</li> <li>• Under Specific Objectives; these include:</li> <li>• Explain concepts, principles, theories and laws related to MTB-MLE</li> <li>• Explain the Philosophy underlying MTB-MLE</li> <li>• Reflect on the issues related to peace education MTB-MLE</li> </ul>	<ul style="list-style-type: none"> <li>• History Use of Mother Tongue in the Philippine Educational System</li> <li>• Theoretical Foundations to MTB-MLE</li> <li>• Pedagogical Foundations to MTB-MLE</li> <li>• Institutionalizing MTB-MLE</li> <li>• 21 Reasons Why Filipino Children Learn Better While Using Mother Tongue</li> </ul>	18
Content Courses	English 7- Children and Adolescent Literature	4 <sup>th</sup> Year	Cites the importance of the use of Mother Tongue in facilitating teaching of learning in the schools	Literature for Children in the Mother Tongue	3
	English 7- Children and Adolescent Literature	4 <sup>th</sup> Year	None	Literature for Children in Mother Tongue Importance and Value	2
Specialization Courses (Preschool)	Pre-School Education 17- Trends and Issues in Pre-school Education (S.Y 2013-2014)	4 <sup>th</sup> year		Multilingual Education <ul style="list-style-type: none"> <li>• Goal &amp; Components of Multilingual Education</li> <li>• What is MTB-MLE?</li> <li>• Reasons Why Children Learn Better Using the Mother Tongue</li> <li>• Good practices in Mother Tongue-</li> <li>• First Multilingual Education</li> <li>• Issuance on MTB-MLE- Dep Ed Memo No. 19, s. 2011, DepEd Order No. 74,s. 2009, etc.</li> </ul>	10



The syllabus also did not include observation and immersions in actual classroom in the Kinder, Grades 1,2 and 3 level as a means of better preparing the students for MTB-MLE implementation aside from theoretical discussions provided in the classroom.

Table 3 shows that during school year 2012-2013, two Professional Education courses, Education 5 –Principles of Teaching 2 and Special Topic 1-MTB-MLE, include MTB-MLE topics. Education 5 includes the topic Principles and Strategies of Teaching/ Learning Mother Tongue although no specific objective is indicated. Likewise, the numbers of hours allotted for the topic is not indicated or included in the computation of the 54 hours, course allotment. The course Special Topic 1 –MTB-MLE which is allotted 18 hours does not indicate any general objective but includes the following specific objectives: Explain concepts, principles, theories and laws related to MTB-MLE; Explain the Philosophy underlying MTB-MLE; and Reflect on the issues related to peace education MTB-MLE. The specific topics include the following: History Use of Mother Tongue in the Philippine Educational System, Theoretical Foundations to MTB-MLE , Pedagogical Foundations to MTB-MLE, Institutionalizing MTB-MLE, and 21 Reasons Why Filipino Children Learn Better While Using Mother Tongue. Among the activities included is Reciprocal Teach/Writing Reflection Paper but it does not specifically indicate whether this is for MTB-MLE or for the 2 other topics Peace Education or Multi-grade Classes. Similar to the school year 2013-2014, the Special Topic 1course was primarily theoretical and therefore did not included competency-based learning tasks that will prepare the students for the MTB-MLE implementation in Kinder Grades 1, 2 and 3. Again, it should be noted that this cannot be considered as integration in a course because this is what the course is all about, but rather this can be considered as MTB-MLE integration in the Teacher Education Program.

As in school year 2013-2014, the two syllabi under content courses that include MTB-MLE topics are both English 7. In fact, these two syllabi on English 7 are exactly similar to the syllabi for the course for school year 2013-2014. Again, the topic included is “Literature for Children in the Mother Tongue.” One syllabus includes a specific objective “Cites the importance of the use of Mother Tongue in facilitating teaching of learning in the schools” with corresponding three hours time allotment, while the other one does not mention any specific objective on MTB-MLE with two hours time allotment. The syllabus that does not specify an objective includes that note “the syllabus allows for flexibility.”

Among the 17 specialization course for preschool education, Pre-School Education 17-Trends and Issues in Pre-school Education (S.Y 2012-2013) includes two specific topics which are “Multilingual Education” and “Mother Based Education Program” although no specific objectives are included. In terms of time allotment, the syllabus allots 6 hours only compared to 10 hours for the same course and syllabus for school year 2013- 2014. For the references, the same can be said for this syllabus compared to the 2013-2014 syllabus. It is important to reiterate that in this course, no activities specifying preparation of lesson plans or instructional materials in mother tongue or demonstration teaching in Mother Tongue as a subject and medium of instruction in other subjects are included. Furthermore, this syllabus also did not include observation and immersions in actual classroom in the Kinder, Grades 1,2 and 3 as a means of better preparing the

students for MTB-MLE implementation side from theoretical discussions provided in the classroom.

**Table 3:** Integration of MTB-MLE Concepts by Objectives and Topics for Professional Education and Content Courses School Year 2012-2013

Type of Course	Course Description	Year Level	MTB-MLE Integration		No. of Hours
			Objective/s	Topic/s	
Professional Education	Special Topic 1 MTB-MLE	4 <sup>th</sup> year	<ul style="list-style-type: none"> <li>• Explain concepts, principles, theories and laws related to MTB-MLE</li> <li>• Explain the Philosophy underlying MTB-MLE</li> <li>• Reflect on the issues related to peace education MTB-MLE</li> </ul>	<ul style="list-style-type: none"> <li>• MTB-MLE Topics</li> <li>• History Use of Mother Tongue in the Philippine Educational System</li> <li>• Theoretical Foundations to MTB-MLE</li> <li>• Pedagogical Foundations to MTB-MLE</li> <li>• Institutionalizing MTB-MLE</li> <li>• 21 Reasons Why Filipino Children Learn Better While Using Mother Tongue</li> </ul>	Not Indicated
Content Courses	English 7-Children and Adolescent Literature (Elementary)	4 <sup>th</sup> year	Not specifically indicated	Literature for Children in Mother Tongue Importance and Value	2
	English 7-Children and Adolescent Literature (Preschool)	4 <sup>th</sup> year	None	Literature for Children in Mother Tongue Importance and Value	2
Specialization Courses (preschool)	Pre-SchoolEd.17-Trends and Issues in Pre-school Education (S.Y- 2012-2013)	4 <sup>th</sup> year		<ul style="list-style-type: none"> <li>• Multilingual Education</li> <li>• Mother Based Education Program</li> </ul>	6

During school years 2011-2012, one year after the implementation of MTB-MLE in 2010, only one course under the Content Courses (Preschool Education) is noted to include MTB-MLE topics. English 7- Children and Adolescent Literature includes the topic “Literature for Children in Mother Tongue Importance and Value” but does not include any specific objective dealing on MTB-MLE. Two hours is allotted for the said topic. The syllabus includes five references on MTB-MLE and includes a noted that “the syllabus allows for flexibility.” For professional education courses, and specialization courses in preschool education, no syllabi is found to include MTB-MLE topics or objectives.

Evidently, the school years 2011-2012, can be considered as period of transition in the MTB-MLE implementation, and also in the re-alignment of Teacher Education program to the MTB-MLE implementation. Therefore, minimal MTB-MLE integration is noted which means

that the students enrolled during this school year received minimal discussions and learning experiences on MTB-MLE.

Over-all, in the three school years 2011-2014, there is an increasing MTB-MLE integration in the Teacher Education program. The greatest increase is noted from 2012-2012 to 2012-2013. The course that integrate MTB-MLE topics or concepts are similar courses which are Education 5, Special Topic 1, English 7, and Preschool Education 17. These courses are expected to include MTB-MLE topics although there are other courses that can appropriately include MTB-MLE topics and competencies. Differences were noted in the numbers of hours allotted, inclusion of specific objectives or change in the topics from broad to more specific among the same courses during the three school years.

The syllabi analysis reveals that that MTB-MLE integration was done on a piecemeal basis, not institutionalized, except for the Special Topic 1 which deals explicitly on MTB-MLE. This means that the college did not have a comprehensive curricular revisit of all the teacher education courses involving all concerned faculty. This could have allowed the college to explicitly identify all the courses where MTB-MLE can be appropriately. Neither is there any existing document that spells out the specific MTB-MLE concepts and issues or topics that should be included in specific courses, the number of hours to be allotted, the references to be used, and the specific learning activities or tasks that will be conducted to ensure that the students will be prepared for the MTB-MLE implementation during their practice teaching. Briefly said, there was no formal curricular review conducted in order to comprehensively and adequately integrate MTB-MLE in the Teacher Education program. Given this reality, the college is faced with the challenge of making the program responsive to the changes and challenges in the basic education which includes the MTB-MLE implementation. To address this challenge, the college should be able to conduct an assessment of the pre-service teachers' level of awareness on MTB-MLE concepts and issues, the literacy level in Bikol, and the pedagogical competence in teaching Mother Tongue and in using mother tongue as a medium of instruction.

Assessment of the MTB-MLE integration in the professional education, content and specialization (for preschool education) courses reveals either no or least integration. For Professional Education courses, no MTB-MLE integrations was noted for school year 2011-2012 and least integration (2.20% and 7.14%) was noted during school years 2012-2014. For content courses, least integration (4% and 4.55%) were noted during the three consecutive school years 2011-2014. An increasing extent of integration is clearly evident for both Professional Education and Content courses. For preschool courses, no integration was noted during school year 2011-2012 and least integration (10% and 8.33%) for school years 2013-2014. Over-all, least integration was noted during the three school years but with increasing extent of integration of MTB-MLE in the Teacher Education program.

The minimal integration of MTB-MLE reveals that the college has not been prompt in responding to the changes and challenges brought about by the MTB-MLE implementation starting 2010. This means that the efforts of the college have not been adequate to ensure that the Teacher Education program is highly responsive to the needs of the pre-service teachers. This

therefore calls for a comprehensive curricular review in order to determine the specific MTB-MLE concepts, issues topics and competencies which should be included appropriately and systematically in the different courses. In this manner, the MTB-MLE integration will be adequate, specific and not repetitive. This initiative requires the involvement of experts in the college and in the university together with experts from the Department of Education, in order to assure a truly comprehensive MTB-MLE integration in the Teacher Education Program of Bicol University.

**Table 4:** Integration of MTB-MLE Concepts by Category of courses per School Year for SY 2011-2014

<b>Courses/ Year</b>	<b>Nos. of Syllabi reviewed</b>	<b>Nos. of Syllabi with MTB-MLE Integration</b>	<b>% of Integration</b>	<b>Interpretation</b>
<b>Professional Courses</b>				
2011-2012	72	0	0%	No Integration
2012-2013	37	1	2.20%	Least Integration
2013-2014	28	2	7.14%	Least Integration
<b>Content Courses</b>				
2011-2012	25	1	4%	Least Integration
2012-2013	25	1	4%	Least Integration
2013-2014	22	1	4.55%	Least Integration
<b>Preschool Courses</b>				
2011-2012	3	0	0%	No Integration
2012-2013	10	1	10%	Least Integration
2013-2014	12	1	8.33%	Least Integration
<b>OVER-ALL % of Integration</b>				
2011-2012	100	1	1%	Least Integration
2012-2013	72	3	4.17%	Least Integration
2013-2014	62	4	6.45%	Least Integration

**Proposed Points of Integration of MTB-MLE Concepts and Competencies in Teacher Education Courses**

As shown in Table 5, out of the 28 Professional Education courses, 24 courses were identified as possible points of integration of MTB-MLE concepts and competencies which primarily deal on MTB-MLE Framework, preparing lesson plans in Mother Tongue as a subject and in other subjects a MOI for Kinder to Grade 3, sample assessment in Mother Tongue as a subject and in other subjects a MOI for Kinder to Grade 3, observation of classes in Mother Tongue and in other subjects as MOI.

**Table 5:** Proposed Points of Integration of MTB-MLE Concepts/Competencies in Professional Education Courses

Courses To Be Integrated with MTB-MLE Concepts/ competencies	MTB-MLE Concepts and Competencies to be Integrated
Education 1 – The Teaching Profession	Competencies Needed by MTB-MLE Teachers
Education 2 – Child & Adolescent Development	*
Education 3 – Facilitating Learning	MTB-MLE Framework
Education 4 – Principles of Teaching 1	MTB-MLE Framework
Education 5 Principles of Teaching 2	MTB-MLE Framework Preparing Lesson Plans in Mother Tongue and in other subjects using Mother as MOI (for Kinder-Grade 3)
Education 6 Social Dimensions of Education	MTB-MLE Policies and Issues
Education 7 Assessment of Student’s Learning 1	*Sample Assessment in Mother Tongue and in other subjects using Mother Tongue as MOI
Education 8 Assessment of Student’s Learning 2	*Sample Assessment in Mother Tongue and in other subjects using Mother Tongue as MOI
Education 9 Educational Technology 1	IMs in Mother tongue and in other subjects using Mother Tongue as MOI
Education 10 Educational Technology 2	Technology-supported/enhanced IMs in Mother tongue and in other subjects using Mother Tongue as MOI
Education 11 Developmental Reading 1	Reading Tasks/Activities
Education 12 Developmental Reading 2	Literature in Mother Tongue (Bikol)
Education 13 Curriculum Development	Preparing Lesson Plans in Mother Tongue and in other subjects using Mother as MOI (for Kinder-Grade 3)
Education 14 Guidance and Counselling	*
Education 15 Teaching Science and mathematics	Preparing Lesson Plans Science using Mother as MOI for Grade 3/ Peer Teaching
Education 16 Teaching communication Arts	Preparing Lesson Plans in Mother Tongue/Peer Teaching
Education 17 Pagtuturo ng Makabayan	Preparing Lesson Plans in Makabayan/Peer Teaching
Education 18 Sem in Teaching Multi-grade Classes	Preparing Lesson Plans in Mother Tongue and in other subjects using Mother as MOI (for Kinder-Grade 3)
Education 19 Seminar sa Pagtuturo ng Filipino	Preparing Lesson Plans in Mother Tongue
Education 20 Seminar in Teaching MAPE	Preparing Lesson Plans in MAPE using Mother Tongue as MOI for Kinder – Grade 3
Education 21 Seminar in Teaching Reading	Preparing Lesson Plans in Mother Tongue/Peer Teaching
Special Topic MTB-MLE (1 Unit)	MTB-MLE Framework, Policies and issues
Field Study 1 Learner’s Development and Environment	*
Field Study 2 Experiencing the Teaching Learning Process	Observing classes in Mother tongue and in other subjects using Mother Tongue as MOI
Field Study 3 Technology in the Learning Environment	Observing classes in Mother tongue and in other subjects using Mother Tongue as MOI focusing on instructional materials
Field Study 4 Understanding Curriculum Development	Observing classes in Mother tongue and in other subjects using Mother Tongue as MOI
Field Study 5 Learning Assessment Strategies	Sample Assessment in Mother Tongue and in other subjects using Mother Tongue as MOI
Field Study 6 On becoming a Teacher	*

For the Content Courses, 14 courses of the 18 courses (Table 6) were identified as points of integration of MTB-MLE concepts and competencies specifically along instructional materials

and translating texts written in English to Mother Tongue. Finally, 10 out of the 21 Specialization Courses for Enriched BEED Preschool Education, may be integrated with MTB-MLE concepts and competencies. The integration may be sample instructional materials in Mother Tongue and other subjects with Mother Tongue as medium of instruction (MOI), translating texts in English to Mother Tongue, and MTB-MLE framework, policies and issues.

The proposed points of integration of MTB-MLE concepts and competencies reveal that even without a new Teacher Education Curriculum passed by the Commission on Higher Education, the needs of the prospective teachers as MTB-MLE implementers can be adequately addressed using integrative approach. This approach would not require additional class hours, rooms and faculty complement but would simply require systematically planned MTB-MLE integration to avoid unnecessary repetition and ensure adequate coverage of necessary MTB-MLE concepts and competencies needed by Kindergarten and primary level teachers.

**Table 6:** Proposed Points of Integration of MTB-MLE Concepts and Competencies in BEED Content Courses

Courses To Be Integrated with MTB-MLE Concepts/competencies	MTB-MLE Concepts and Competencies to be Integrated
Math 3 Advanced Algebra and Trigonometry	*
Math 4 Plane and Solid Geometry	*
Math 5 Analytic Geometry and Introduction to Calculus	*
Math 6 Problem-solving	Sample IMs in math in mother Tongue
Lit 1 Mga Anyo ng Kontemporaryong Panitikang Filipino	Sample IMs in Filipino translated to Mother Tongue
Lit 2Pagpapahalagang Pampanitikan	Sample Literary pieces translated to Mother Tongue
Sci 1 Inorganic Chemistry	Sample informational texts in Science translated to mother Tongue
Sci 2 Physics for Health Sciences	Sample informational texts in Science translated to mother Tongue
Sci 3 Ecology	Sample informational texts in Science translated to mother Tongue
English 4 Philippine Literature in English	Sample Literary pieces translated to Mother Tongue
English 5 Masterpieces of World Literature	Sample Literary pieces translated to Mother Tongue
English 6 Interactive English: Listening, Speaking & Grammar	Sample IMs in Mother Tongue
Soc Stud Geo 1 Basic Geography	Sample IMs in AP using Mother Tongue
Soc Stud Geo 2 Geography and Natural Resources of the Philippines	Sample IMs in AP using Mother Tongue
Sci 4 Astronomy	Sample informational texts in Science translated to mother Tongue
HELE Home Economics and Livelihood Education	*
Values Ed 1 Personhood Development	Sample IMs in Values Education translated to mother Tongue
MAPE 1 Music, Arts & Physical Education	Sample IMs in MAPE

**Table 7:** Proposed Points of Integration of MTB-MLE Concepts and Competencies in Specialization Courses for Enriched BEED Preschool Education

Courses To Be Integrated with MTB-MLE Concepts/competencies	MTB-MLE Concepts and Competencies to be Integrated
Presch Ed 1 Introduction to Early Childhood Education	*
Presch Ed 2 Play and Social Living Experiences	*
Presch Ed 3 Children’s Literature in ECED	Sample children’s literature translated to Mother Tongue
Presch Ed 4 Creative Experiences , Music , Arts , Movements and Drama	Sample IMs in Mother Tongue
Presch Ed 5 Children’s Health , Safety and Nutrition	*
Presch Ed 6 Interaction with Children	*
Presch Ed 7 Multiple Intelligences in ECE	Sample IMs in Mother Tongue
Presch Ed 8 Multiage Teaching in Early childhood	*
Presch Ed 9 Assessing Behaviors of Children	Sample Assessment Tools in Mother Tongue
Presch Ed 10 The Learning Environment	*
Presch Ed 11 Characteristics of Young Filipino	*
Presch Ed 12 Preschool Curriculum	MTB-MLE Framework
Presch Ed 13 Language and Numeracy for Children	MTB-MLE Framework
Presch Ed 14 Preparation of Instructional Materials	IMs in Mother Tongue and other subjects using Mother Tongue as MOI
Presch Ed 15 Introduction to SPED	*
Presch Ed 16 Guidance and Counselling in Prschool Education	*
Presch Ed 17 Organization and Management of Child Development program	MTB-MLE Policies and Issues
Presch Ed 18 Technology in Preschool Education	IMs in Mother Tongue
Presch Ed 19 Home-School Relationship	*
Presch Ed 20 Trends and Issues in Preschool Education	MTB-MLE Framework, Policies and Issues
Presch Ed 21 Directed Study in Preschool Education	*

(BEED Preschool Education regular Program has 17 courses while Enriched BEED Preschool Education has 21 courses with 4 additional courses and 1 foreign language course.)

**5. Conclusion**

Realignment of the Teacher Education Curriculum is essential to match the competencies of the graduates to the demands of the field especially in the context of MTB-MLE implementation. Teacher Education Institutions need to ensure that the graduates of the program are equipped with the content and procedural knowledge and competencies related to MTB-MLE because what happens in the teacher preparation may influence what they would do in the classrooms as teachers (Newton, Poon & Stone, 2013) who have crucial roles in translating and

shaping curricular goals and theoretical notions into effective classroom and school-wide practices (Broad & Evans, 2006).

As revealed by this study, the Teacher Education courses either had least or no integration of MTB-MLE concepts and competencies for school years 2011-2014. The assessment of the MTB-MLE integration in the curriculum reveals inadequate institutional efforts to make the Teacher Education program responsive to the implementation of the K to 12 Program specifically the MTB-MLE implementation. The University should therefore synergize its efforts to develop and implement high-impact undertakings such as an innovation in the Teacher Education Program, and to strengthen the integration of MTB-MLE concepts and competencies in appropriate professional, content and specialization courses. The results of this assessment should be considered in designing and developing MTB-MLE intervention program for BEED students prior to their practice teaching, and the proposed points of integration for MTB-MLE should be validated and operationalized as soon as possible to address the gap between the Teacher Education curriculum and the actual needs of prospective teachers pertaining to the MTB-MLE implementation.

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## 7. The Authors

Three authors Rebecca Rosario O. Bercasio, Zenaida C. Cabrillas, Helen M. LLenaresas are Professors in Education at Bicol University, the Philippines. They share research interest in multilingual education as well as issues in educational practices, teachers' professional development, and innovation in curriculum and instruction.

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