

MTB-MLE IMPLEMENTATION IN THE PHILIPPINES

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The study assessed the Mother Tongue-Based Multilingual Education (MTB MLE) in Casiguran Central School (CCS), municipality of Casiguran, province of Sorsogon, Bicol region, in Philippines. It is a qualitative study which employed a descriptive-case study method as it sought to describe the manner of implementation of the MTB MLE program at CCS, and to determine if the program had a positive effect on the performance of pupils. The learning aspect was measured through the performances of pupils in their classes as reflected by their grades during the First and Second Grading Periods. Cummins BICS/CALP theory of ideal transition of learning was also used in the evaluation. The researcher conducted observations in MTB MLE classes and interviews with teacher-coordinators. The study also involved two groups – a Treatment Group (those with previous MTB MLE instruction), and a Control Group (those with previous bilingual instruction) – which were compared based on their class performances and their teachers' evaluations. The analyses revealed that the manner of implementation of the MTB MLE at CCS concentrated on the oral skills development of the children. Moreover, the research revealed that the Treatment Group consistently outperformed the Control Group in all subjects during the First and Second Grading. The study also showed that there were significant differences in the performances of the two groups in specific subjects during the first two grading periods. Thus, further results showed that the group with previous MTB MLE performed better and obtained consistently higher grades than the group with previous bilingual instruction.