



PARENTS' AND TEACHERS' ATTITUDES AND GRADE 1 LEARNERS' LISTENING COMPREHENSION IN MOTHER TONGUE AS MEDIUM OF INSTRUCTION

MARILYN P. POSADAS

Institution : Institute of Graduate and Professional Studies
Lyceum-Northwestern University
Dagupan City

Abstract : This study sought to establish the relationship between the attitude of teachers in Grade 1 towards the use of the mother tongue as a medium of instruction and the listening comprehension skills of their learners. The study also focused on the attitudes towards the mother tongue as medium of instruction of the parents of those learners from Grades 1. Questionnaires were distributed to 41 parents and 14 teachers from Grade 1 to determine their attitudes and language beliefs. Focus Group Discussions for the parent participants and individual interviews for the teacher participants were conducted for additional data. Three listening comprehension tests were administered to 30 grade 1 learners to measure their listening comprehension skills. The parents, in general had a positive attitude towards mother tongue as medium of instruction. They expressed pride in their own language heritage and most believed that the use of the Mother Tongue as Medium of Instruction in schools garnered positive results for their child's literacy development. However, they also expressed apprehension regarding their child's English proficiency since English continued to be perceived as the language of social, educational, and financial advancement. The teacher participants' attitudes towards Mother Tongue, on the other hand, were neither positive nor negative. Like the parents, they observed the positive results in their learners' grades and literacy development, but they experienced difficulties in the transition stage from mainly English Medium of Instruction to the mother tongue. They expressed their lack of guidance, training, materials, and preparation which resulted in the difficulty to implement the use of Mother Tongue as Medium of Instruction in the way they felt it should be implemented. The learners' listening comprehension tests showed that were able to answer questions from the literal, inferential, and application level of comprehension but had difficulty answering questions from the critical level. It also showed that they had difficulty with some vocabulary words which may have affected their comprehension of the stories. Through the use of the Pearson Correlation Coefficient test, it was concluded that in this study, there was no statistically significant relationship between the parents' attitude towards Mother Tongue as Medium of Instruction and the children's listening comprehension skills. Through the use of the Mann-Whitney U-test, it was proven that, there was a significant difference between the test scores of the learners whose teachers have a positive attitude towards Mother Tongue as Medium of Instruction and the test scores of the learners whose teachers have a negative attitude towards Mother Tongue as Medium of Instruction. Through the use of the t-test, the results showed that there is no significant difference between the test scores of the grade 1 learners. The results of the study show that the teachers' attitude towards Mother Tongue as Medium of Instruction had an effect on their learners listening comprehension development. It also shows that parents and teachers have specific attitudes towards the different languages used in school. It is recommended that training seminars be given to teachers to help them prepare for the change in the curriculum. Workshops on lesson planning in the new curriculum and construction of materials will also address some of the difficulties teachers encountered. This, in turn will help in improving their general attitude towards Mother Tongue as Medium of Instruction. Further, a strong partnership between the school and the parents is needed to address parents' apprehensions regarding the changes in the curriculum. The learners need more literacy experiences to help develop their listening comprehension skills and vocabulary in the Mother Tongue. Regular story reading in the mother tongue at home and in school will be advantageous for them in this area.

Keywords: Mother Tongue, medium of instruction, parents, teachers, learners

INTRODUCTION

Young children develop language through their experiences with adults and other children in their lives. From their early experiences with the people around them, children not only learn about "talking" but they also learn about language in general.

Meaning making for young children not only involves capturing words, it also involves interpreting messages. And this is when experience becomes vital since they understand the meaning of words through their schema. Through their different experiences, words are associated with different meanings depending on the child's previous concepts.

Parents, teachers, and the community play a vital role in shaping young children's development simply because they have control over what a child can or cannot experience. Adults, through informal conversations and formal schooling, show children how their culture interprets and responds to the world around them. Children learn how to behave in socially acceptable ways from their parents, teachers, and their experiences with society at large (Luria, 2006).

At an early age, children learn about the spoken language. However, as most children become competent speakers and listeners, they also learn about written language. Spoken language is composed of sounds that make up words. Words when put together convey meaning. Depending on the particular language in use, the meanings of these groups of words vary depending on the order of the words, the speaker's intonation, and the context in which these words are said.

Before becoming fully competent speakers and listeners, children will usually gain knowledge of the written language which involves reading and writing. Their ability to learn how to read and write, however, will largely depend on their familiarity with the spoken language. Children develop literacy in four stages: Beginners, Novice, Experimenters, Conventional Readers and Writers (McGee & Richgels, 2008). Beginners are mere observers of literacy activities around them. Novices, on the other hand, are aware of print and how it is used to convey messages. Some novices would attempt to convey messages in written form usually in the form of pretend play and not in the way adults or conventional readers and writers use.

As children enter preschool, they eventually begin to recognize the systematic way in which meaning is conveyed in printed matter. This is the time when they begin to experiment with the alphabetic principle. They would use inventive spelling or letter strings to convey meaning. Children who have mastered the alphabet recognition and letter-sound correspondence are now able to learn strategies in decoding words, acquiring new vocabulary, and understanding what they read. When they are able to do this, they become the conventional readers and writers (McGee & Richgels, 2008).

The medium of instruction (MOI) plays an important role inside the classroom because young children have an easier time adjusting to the school setting when they are familiar with the language used by the teacher (Duguiang, N. & Dekker, D., 2010). It has also been observed that preschoolers make friends more easily when their own language is the same as that of the majority of their classmates. Consequently, students who are normally confident and unreserved can become withdrawn and unwilling to participate in activities when a new language is introduced in class. In private schools, where the MOI is English, some students have shown resistance when Filipino is used or introduced as a subject and would say things like "I don't want to speak Filipino!" or "I can't speak Filipino!" Some would also unwittingly express their parents' opinions by saying, "Daddy told me I should speak English only" or "My mom doesn't like it when people use Filipino." However, there are also some students who have experienced being alienated from their classmates because they do not know how to speak Filipino. Some would feel frustrated and confused when the use of Filipino is encouraged inside the classroom.

According to Chomsky (2009), from the ages 5-10, children are still acquiring the structures of their first language. Therefore, young bilinguals will need to conquer two milestones: mastery over their first language and learning a second language (Coltrane, 2003). Although, the development of early literacy skills in a second language has some similarities with the development of early literacy in the first language, second language learning will be different in varying contexts (Pang & Kamil, 2004). Instruction for bilingual children learning how to read in a second language will be different from instruction of college students learning a foreign language. Depending on the first and second language, these skills involve the following: alphabetic knowledge, fluency, vocabulary, and comprehension (Pang & Kamil, 2004).

This study started with a germ of an idea – are children's ability to use their mother tongue affected by their parents' perceptions of that language? Young children need to use a language to promote its enjoyment and consequently to encourage its development (Gordon & Browne, 2007). Preschoolers depend largely on the environment and the people around them for their learning. Parents as well as teachers share a common goal in developing young children's literacy skills as well as their language acquisition. These goals should include increasing the children's desire to use the language whether in reading, writing, or speaking by building on their intrinsic motivation to learn these skills (Essa, 2003).

Language in the Philippines is an issue with a deeply rooted history. Aside from the languages brought by colonizers, there are 170 languages used in the Philippines (Nolasco, 2008) and 12 mother tongues used as media of instruction (DepEd, 2009). Language issues, and consequently language use in schools, are clearly not a simple matter.

Previous research by Ellen Bialystok (2004) on second-language acquisition and bilingualism and its impact on cognitive development shows the significance and influence of a bilingual education on a child's overall development. Research was mostly conducted in Canada where a national policy of second-language acquisition and bilingualism has been adopted by the government, owing in part to the growing immigration and consequently, its developing multi-cultural and multilingual society. In most urban Canadian schools, children come from diverse language backgrounds that use English/ French (the dominant languages) as a second-language. Conclusions from the studies show that the influence of bilingualism extends beyond the linguistic domain to the non-verbal cognitive abilities.

All the Grade 1 classes were taught using the lingua franca of the area. In schools where the lingua franca was either Cebuano or Ilocano, the pre-reading and reading skills were taught using the lingua franca and Wika (Filipino) was taught orally. For areas where Tagalog was the lingua franca, Filipino was taught as a subject. English was introduced as a subject in the second semester in all three areas.

The Lingua Franca Project yielded positive results. Conceptualization took place from the first day of school and pupils were active and responsive to the lessons. The project, initiated by then Education Secretary Andrew Gonzales, was a starting point in developing a curriculum in literacy using the lingua franca as the medium of instruction (Ocampo et al., 2006).

At the start of President Arroyo's administration, the results of the Lingua Franca Project encouraged then DepEd undersecretary, Isagani Cruz, to end the experiment and mandate the use of Cebuano, Ilocano, or Tagalog, depending on the lingua franca of the area, as MOI for Grades 1 and 2 (Ocampo et. al., 2006). However, this move was blocked by his superiors and the Basic Education Curriculum (BEC) was put in its place.

The Mother Tongue-Based Multilingual Education – MTB-MLE Probably the biggest step that was taken to develop proficiency in the languages was the establishment of DepEd ORDER no. 74, s.2009 which was entitled Institutionalizing the Mother Tongue-Based Multi-Lingual Education (MTB-MLE). DepEd recognized the numerous advantages and effectiveness of using the mother tongue as MOI – as shown by local initiatives and international studies – in yielding better cognitive results and providing Education for All (EFA). DepEd defines the Mother Tongue - Based Multilingual Education as the “effective use of more than two languages in literacy and instruction” (DepEd Order No. 74, s.2009). It has been institutionalized as an important part of the basic educational policy and programs including the Alternative Learning Systems (ALS). DepEd uses the Lingua Franca Project as well as the Lubuagan Experience as rationale behind the MTB-MLE because the studies support the following notions:

1. Learners learn to read more quickly when taught in their mother tongue;
2. Learners taught to read and write in their L1 learned to speak, read, and write better in their L2 and L3 than those taught in their L2 first;
3. Learners taught in their L1 acquire concepts more quickly than those taught in a second language. Further, a study conducted by DepEd (Lim & Giron) Region IV-B (MIMAROPA) "Double exposure in Mathematics: A Glimpse of Mother Tongue First" validated the observation that top performing countries in the Trends in International Mathematics and Science Study (TIMSS) teach and test learners in their L1. As a result of all these studies that support the use of MLE, regional directors and superintendents with the support of local government units were instructed to encourage and promote local participation. Together with the current support system of the MTB-MLE and within the framework of School-Based Management (SBM), they worked on accomplishing the following tasks (DO No. 74, s.2009)

1. Formulating designs specific to each region that will institutionalize and recognize the initiatives of schools and localities by giving incentives and supporting policies appropriate to the implementation and development of the MLE towards becoming financially sustainable and having instruction excellence

2. Providing exposures to successful and well-developed MLE programs through training and orientation

3. Effective immediately, MLE should be gradually integrated into all subject areas at all grade levels (beginning in PS - HS) including all ALS programs

4. Operating expenses and school funds are likewise enjoined to fund the following programs: a) Advocacy work and community mobilization b) Develop the orthography of the local language c) Teacher training and orientation to MLE d) Developing, printing, and distributing teacher's guide e) Provision of reading materials and instructional materials f) Developing assessment tools g) Evaluation and monitoring of learning outcomes 5. MLE technical working group at the regional and division level will be established to facilitate the planning, monitoring, and evaluation of the program. In the first three years, MTB-MLE Bridging Plan will be used as reference for curriculum development and it will be subject to adjustments and modifications depending on the monitoring and evaluation results. Further, MTB-MLE does not only mean changing the medium of instruction or code switching or translations of materials.

As a learning subject, the focus will be on developing reading and fluency skills in the mother tongue from Grades 1 to 3. The mother tongue will also be used as MOI for all other subject areas except for Filipino and English. It will also serve as transition or bridging program from Kinder up to Grade 3. Starting at Grade 1, Filipino will be introduced as a second language. It will first be used in the oral form only. Reading and writing skills in Filipino will only be introduced in the second semester of Grade 1. Starting Grade 2 up to Grade 6, Filipino as a subject will focus on developing four major skills: listening, speaking, reading and writing. In the second semester of Grade 1, English will also be introduced as a second language. Oral fluency will be the focus of its introduction, reading and writing skills will later be developed in the first semester of Grade 2. Again the four skills: listening, speaking, reading and writing in English (alongside Filipino) will be developed from Grade 2 up to Grade 6. The mother tongues (MT) to be used as MOI are Tagalog, Kampapangan, Pangasinan, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausog, Maguindanaoan, Meranao, and Chabacano. These languages include the 8-lingua franca cited in the Philippines with the addition of 4 other languages in the South (Tausog, Maguindanaoan, Meranao, and Chabacano) (DepEd Order No. 16, s. 2012).

Statement of the Problem

This study sought to assess the parents' and teachers' attitudes and Grade 1 learners' listening comprehension in mother tongue as medium of instruction in Bugallon I and II Districts, Schools Division Office I Pangasinan during the school year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What are the attitudes of parents and teachers towards the mother tongue as the medium of instruction?
2. What are the Grade 1 learners' listening comprehension skills in the mother tongue?
3. Is there a significant relationship between the parents' attitude towards the mother tongue as medium of instruction and the listening comprehension skills of Grade 1 learners in the mother tongue?
4. Is there a significant difference in the listening comprehension of Grade 1 learners whose teachers have a positive attitude towards mother tongue and the learners whose teachers have a negative attitude towards the mother tongue?

METHODOLOGY

This chapter discussed the research design, sources of data, instrumentation and data collection and the tools for data analysis.

Research Design

This study makes use of both quantitative and qualitative approaches in answering the research questions. For the quantitative part of the research, information regarding the parents' attitude towards the mother tongue as the medium of instruction was collected through questionnaires and correlated with the early grader's listening comprehension skills using the Pearson Correlation. Data regarding the teachers' attitudes towards the mother tongue were also collected through questionnaires and interviews. The teachers' attitudes towards MT as MOI were analyzed by calculating their mean scores on the rating scale (Part III of the questionnaire). The teachers with the score between 1–2.9 on the rating scale were identified as having a negative attitude towards MT as MOI. The teachers with the score between 3.9–5 on the rating scale were identified as having a positive attitude towards MT as MOI. The scores

of the students whose teachers had a negative attitude were compared with the scores of the students whose teacher had a positive attitude by using a t-test.

For the qualitative part of the research, interviews and focus group discussions were conducted to support the results of the questionnaires. On the other hand, for the listening comprehension tests, which were pen and paper exercises, its results were cross-verified through subsequent verbal discussions with the students on the same story. Further observations made by the researcher during the written exams also served to substantiate these findings.

The researcher followed this research plan to ensure that the data gathered were consistent and reliable.

Sources of Data

Forty-one (41) parents, fourteen (14) teachers, thirty (30) Grade 1 learners from Bugallon I and II Districts were invited to participate in this study. These groups comprise the sample of this study: teachers, grade 1 learners, parents/ guardians.

Instrumentation and Data Collection

Letters of requests were sent to the Schools Division Superintendent and Principal of the chosen schools asking for permission to conduct the study. Once permission was given, the school was visited and a suitable approved schedule for the data collection was set.

After the instruments were prepared and finalized, and with the approval letters already received from the schools, the participating schools were visited to personally meet the principals. A suitable schedule was set for the administration of the listening comprehension tests and the parents' questionnaires, as well as the FGDs.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

To answer the first question, questionnaires, interviews and focus group discussions were done. The results gathered from the parents and teachers were treated and analyzed separately. Their responses were grouped into:

1. Language Beliefs and Perceptions on English, Filipino, and Pangasinan
2. Attitude toward MOI
3. Perspectives on the MT as MOI

Parents' Language Beliefs and Perceptions on English, Filipino, and Pangasinan

The parents in this study show that they have a clear idea on the function of these three languages in their child's development. Pangasinan is the language to be used: a) in the home (41%); b) for the child's self-expression (32%); and c) to encourage love for their hometown (39%). Pangasinan is also the preferred language of communication by the parents (41%). The category "Others" was used to indicate answers that do not state any language.

Table 1. Distribution of Parents by Language Beliefs

Language Beliefs of Parents	E	F	P	E, F, P	E, P	F, P	P, F	Others	TOTAL
1. Preferred MOI	27	-	29	20	15	5	5	-	100
2. Language for Finding Work	66	2	2	10	10	-	5	5	100
3. Language parents want their children to learn	32	7	5	32	12	2	7	2	100
4. Language to Encourage Love for Country	10	41	10	7	5	2	-	24	100
5. Language to Encourage Love for Home	7	10	39	7	2	7	-	27	100
6. Perceived Hindrance for Learning	22	5	12	-	7	-	-	54	100
7. Perceived Language for Educated	46	2	7	10	10	5	-	20	100
8. Preferred Lang at Home	10	2	41	15	7	10	10	5	100
9. Preferred Lang in School	32	2	7	27	15	-	15	2	100
10. Needed Lang for Work	49	2	-	10	20	-	2	17	100
11. Perceived Needed Lang for Abroad	76	-	-	7	10	-	-	-	100
12. Language for Child's Self-Expression	7	10	32	10	7	5	7	22	100
13. Perceived Lang of Learned	59	-	5	12	7	10	5	2	100
14. Language Not Mastered	85	7	-	0	2	2	-	2	100
15. Preferred Lang of Communication	15	7	41	10	7	10	10	-	100

Figures are in percent

* - means zero

** E = English, F = Filipino, P = Pangasinan

Filipino does not play a major role in the parent-participants' language beliefs or perceptions. Participants claimed that English could be used to communicate with people outside the province just as well as Filipino. It is only in the category of developing love for the country where the Filipino language scored a noteworthy forty-one percent (41%), as compared to English (10%) and Pangasinan (10%).

For the parent participants, English is a desirable language to master. Parents believe that English: a) will help their children find jobs in the future (66%); b) should be taught in schools (32%); c) is also the language needed to find work outside the country (76%); d) will show scholarly knowledge (46%); and e) is used by “educated” people (59%). However, the English language also poses problems for the parent participants since eighty-five percent (85%) of them claim to have not mastered English. Twenty-two percent (22%) also believe that English is a hindrance to learning. It is worth noting that the only bigger hindrances to learning, according to fifty-four percent (54%) of parent participants, are other factors such as “*barkada*” (clique), TV, and teachers.

The preferred language of communication of parents was Pangasinan (41%). Fourteen percent prefer English and 7% prefer Filipino. Ten percent showed no preference among English, Filipino, and Pangasinan.

The participants are almost equally divided when it comes to their ideal MOI: twenty-nine percent (29%) claim it is Pangasinan, twenty-seven percent (27%) claim it is English, twenty percent (20%) claim that the ideal MOI is all three languages (Filipino, Pangasinan, English).

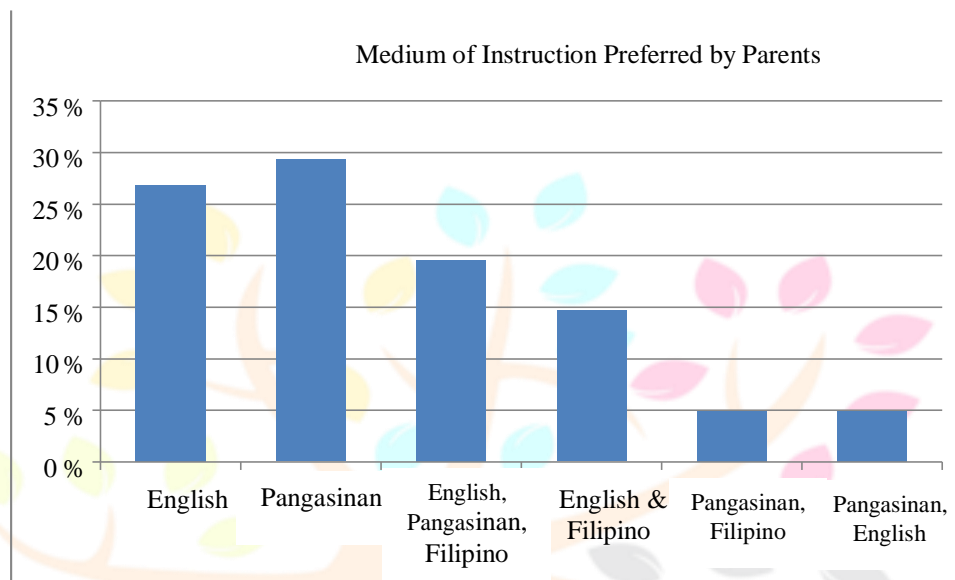


Figure 2. Distribution of the MOI Preferred by Parents.

The Parents' Attitudes toward MOI

In general, the attitude of parents towards the mother tongue as the medium of instruction is positive. Using the scoring system in the previous chapter (5 points for Strongly Agree, 4 for Agree, 3 for Not Sure, 2 for Disagree, and 1 for Strongly Disagree), each parent's total score was extracted. The overall total mean score of the parents was calculated. The parent participants from all three schools have an overall mean score of 4.28, which is higher than 3, signifying a positive attitude towards the MT as MOI.

Teachers' Language Beliefs and Perceptions on English, Filipino, and Pangasinan

The teachers believed that English: a) should be taught in schools (36%); b) is a language that should be mastered (71%); c) is a scholarly language (64%); d) used for formal communication only (57%); and e) is needed for finding work (86%). However, like the parents' responses, English also posed problems to the teacher participants.

Thirty-six percent (36%) of the teachers perceived English as a hindrance to learning while 50% cited other factors such as “*barkada*” (clique), computer, absences, and television as a hindrance to learning which is similar to that of the parents' responses.

None of the teacher participants believed that English is used as a language of self expression by the children, nor do they view English as the ideal language for learning.

Table 2. Distribution of Teachers by Language Beliefs

Language Beliefs for Teachers	E	F	P	E,F, P	E,P	P,F	F,E	Others	TOTAL
1. Preferred MOI	29	14	29	14	14	-	-	-	100
2. Language to be Taught in Schools	36	-	-	36	-	7	-	21	100
3. Language for finding Work	86	-	-	14	-	-	-	-	100
4. Language to Encourage Love for Home	-	-	64	7	-	7	7	14	100
5. L. to Encourage Love for Country	-	57	14	7	-	7	-	14	100
6. Perceived Language of Educated	64	-	-	7	-	-	21	7	100
7. Perceived Hindrance for Learning	36	7	7	-	-	-	-	50	100
8. Perceived Language for Learned	29	-	-	36	-	-	-	36	100
9. Aspirational Language for Students	36	-	-	21	-	-	7	36	100

10. Aspirational Language for Mastery	71	-	-	7	-	7	14	-	100
11. Language for Self-Expression of Students	-	-	86	14	-	-	-	-	100
12. Preferred Language Use	21	14	7	29	14	-	7	7	100
13. Preferred Language Use for Teaching	7	29	7	36	14	-	-	7	100
14. Ideal Language for Students' Learning	-	-	43	14	36	-	-	7	100
15. Perceived L. for Formal Communication	57	-	-	-	-	7	14	21	100

Figures are in percent

* - means zero

** E= English, F= Filipino, P= Pangasinan

Just like the parents' response, Pangasinan was viewed by eighty-six percent (86%) of the participants as the language the language use to express themselves; while, sixty-four (64%) of the respondents perceived Pangasinan as the language to encourage love for their hometowns. Forty-three percent (43%) of the respondents believed that Pangasinan alone is the learners' ideal language for learning, while thirty-six percent (36%) of them believe that it is both Pangasinan and English.

Teachers during the interviews, mentioned that when Pangasinan was used the learners actively participated in the lessons and that they were able to grasp concepts more easily than before. As seen in the Figure, 86% of the teacher respondents believe that Pangasinan is the language used by students to express themselves.

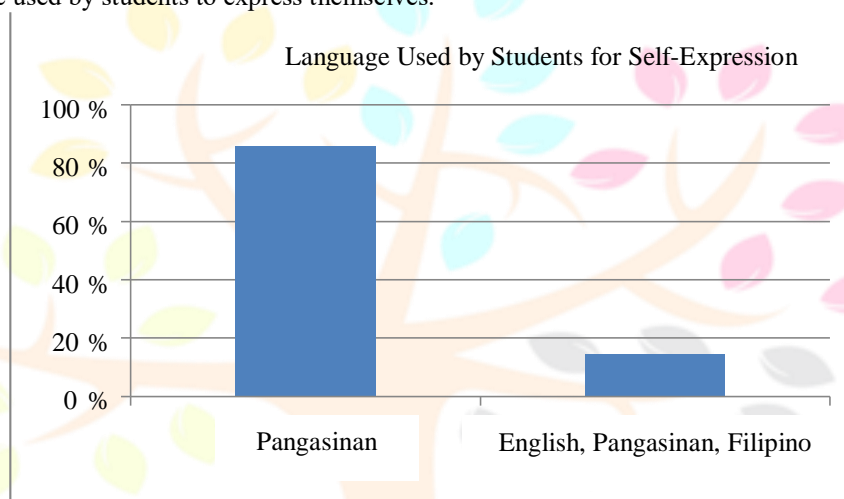


Figure 3. Perceived language preference of the learners to express themselves

The Principals' Perspectives on the mother tongue as medium of instruction

From the interviews with the principal, it appears that the students' overall grades (Mean Percentile Score), with the exception of math, were higher this year than in the previous years. The passing mark is seventy-five percent (75%) and this year twenty-six (26) out thirty-five (35) students got a seventy-five percent (75%) and higher for Reading in the Mother Tongue. Comprehension of concepts was also easier with the use of Pangasinan. The interaction between the students and teachers during lessons has also improved. According to the interviewed teachers and principals, the students participated more to the discussions in class when Pangasinan was used as the MOI as compared to the previous year when the MOI was English.

Although the interviewed principals all admit that switching to the mother tongue did achieve good results, they also echoed the difficulties encountered by the teachers. As one of the teachers mentioned, "It seems like the change of MOI was sudden. We weren't able to prepare well".

The teachers were unprepared for the big change in the medium of instruction. The lack of preparation, materials, orientation, and training in the new curriculum only added to their general feeling of apprehension in the change of MOI. Thus, they feel undecided towards the MT as MOI.

Teachers' Attitude toward the MT as MOI

The third part of the questionnaire dealt specifically with the teachers' attitude toward the mother tongue as medium of instruction. For the third part of the questionnaire, the mean score of the teachers was 3.45. This score shows their uncertainty in the use of the MT as MOI. It is lower in comparison to the parents' mean score of 4.28.

In general, the teachers do not have a positive attitude nor a negative attitude towards the MT as MOI. Their mean score shows their apprehensions regarding the use of the MT in schools. This seems understandable since the teachers had to deal with the effective operation of the policy. The parents, on the other hand, observe the positive results of using the mother tongue as the medium of instruction and are not directly involved in the implementation of the use of MT as MOI and do not experience the difficulties expressed by the teachers.

Interestingly, the only teacher without a BEED diploma had the most positive attitude towards the MT as MOI, which is 4.8. In the study of Panda et. al.(2011), teachers from the non-MLE schools were also undivided in their opinion regarding the MT as MOI.

Teachers have the most negative outlook towards the mother tongue since their score for the third part of the questionnaire is 2.98; School C's score is slightly higher with 3.61 mean score, showing that the teachers there have a more positive attitude towards the mother tongue. School A has the highest score with 3.77, which means that in comparison with the teachers in the other school, the teachers in School A have a more positive disposition towards Pangasinan as MOI. Even though all the teachers encountered difficulties

in implementing the policy, the teachers, maintained an open enough attitude towards the mother tongue with a score not going below 2.

It is surprising that the teachers' attitudes from each school do not match the attitude of the parents in the same school. The parents expressed the most positive attitude towards Pangasinan., It is also surprising that the teachers garnered the lowest scores (each having the lowest score of 2.4). Their negative attitude towards MT could also be rooted on their general fear of the unknown. In the previous studies, Duguang & Dekker (2010) and Panda et. al. (2011), teachers who have not experienced using the MT as MOI showed a general aversion towards using the MT as MOI. The score (4.15) of the teacher in Grade 1 indicated a positive attitude.

The parents' total score in the third part of the parents' questionnaires were matched with their child's mean score in the listening comprehension tests. The program SPSS (16.0 version) was then used to determine the correlation between the learners' test scores and the parents' attitudes towards the MT as MOI.

A Pearson Correlation Coefficient was computed to assess the relationship between the parents' attitude towards MT as MOI and the learners' listening comprehension scores. In this study $r = 0.321$, $p = 0.102$. Where $r = 0.321$ which is closer to 0, showing a weak correlation between the variables of the parents' attitudes towards the mother tongue the learners' listening comprehension skills. Probability is greater than 0,05 which is alpha. Therefore, the correlation between is the parents' attitude towards MT as MOI and the learners' listening comprehension skills is not significant, showing that there is no statistically significant relationship between the two variables.

Due to the small sample a non-parametric test was used to test the difference in the listening comprehension test scores of learners whose teachers had a positive attitude towards MT as MOI and the listening comprehension test scores of learners whose teachers had a negative attitude towards MT as MOI. The Mann-Whitney U-test was conducted. For the listening comprehension test scores of learners whose teachers had a positive attitude towards MT as MOI (positive group) $N = 10$, Mean Rank = 13.70. For the listening comprehension test scores of learners whose teachers have a negative attitude towards MT as MOI (negative group) $N = 10$, Mean Rank = 7.60.

The results of this study showed a significant difference ($U = 21.00$, $p = 0.028$,) at $\alpha = 0.05$. This implies that teachers' attitude towards MT is related to the scores of the listening comprehension skills of their learners.

Recommendations

For policy implementers:

The issues teachers raised regarding the lack of guidance, training, and materials in implementing the policy suggest a need to clarify their understanding of the policy.

The following are recommendations for policy implementers:

1. Regular seminars, FGDs, and workshops in the area could help the teachers become more effective in the use of the MTB-MLE as well as sway them to be more positive. The support of teachers who are the main implementers in using the mother tongue is vital for the MTB-MLE policy.
2. Easy access to materials and curriculum guides for the teachers.
3. Tap into outside resources such parents and the community to help teachers in their lesson planning and execution.

The results of the teachers' questionnaires and interviews raise issues that need to be addressed immediately by the policy implementers. Teachers, as the primary implementers of the policy, need to believe in the rationale of the policy. Despite their acknowledgment that their slightly negative disposition may come from their natural aversion to change, the difficulties they faced this school year need to be addressed. The results of their MPS is encouraging enough for them to know that using MTB-MLE can be more effective, workshops (especially in teaching Math concepts) could help them be more motivated and positive in using the MT in schools.

The results showing the parents' apprehensions regarding the students' learning of English imply that the policy may not have been understood well by the parents and could perhaps be the root of the negative disposition towards the use of MT as MOI. The questions raised by parents to the researcher during the FGDs are also indications that more clarification is needed.

Regular seminars, which would involve the parents in their child's schooling. The parents' positive attitude towards Pangasinan is an asset that should be tapped by the policy implementers to gain more support for the policy through open forums and discussions with teachers.

For the parents and teachers:

The results of the parents' questionnaires show their positive inclination and pride in their mother tongue. For the parents, the following are recommended:

1. Story reading and other literacy activities at home such as the ones mentioned in Carreon's study will help their children develop a positive attitude towards the MT and pride in their heritage.
2. Help develop their children's vocabulary through constant use of the mother tongue at home. This would also help in further developing their listening comprehension skills.
3. Relate their views and observations to the teachers: A sense of fulfillment can alleviate frustration with the difficulties encountered at the start of the implementation of the policy.

The results of the teachers' questionnaires imply that their difficulties in implementing the policy has affected their regard and attitude towards the MT. The following are recommended for the teachers:

1. Involve the parents in their lessons, they would also be fostering a more productive parent-teacher relationship.
2. Attend seminars and workshops to help better understand as well as clarify details in the policy. Workshops on the use the MT and strategies to develop oral fluency and listening comprehension will also help the teachers in implementing the policy and motivating them.
3. Reflect and be more aware of their attitude. Knowing that their positive attitudes garnered a higher mean score for the listening comprehension of students shows that, as teachers, they need to be aware of their views and attitudes they might be transferring to their students.
4. Encourage the parents to use the MT at home could help minimize their problem regarding the vocabulary development of the children. Through open forums or discussions, teachers could inform parents what they can do at home to help in its

implementation. Literacy activities using the home language and not English could also be suggested. In this way, the disparity between home-school practices can be minimized.

5. Hold seminars or discussions with parents to address the different issues or concerns they have. Home and school partnership is vital in the development of positive attitude towards MT as MOI among the parents.
6. Provide more activities for their students to develop literacy skills. The results of the students' listening comprehension tests and the researchers' observations denotes the need for book and print awareness, critical thinking and deeper comprehension skills to be developed.

For the school administrators/ educators:

The parents' positive attitude in this study is promising. It implies that they are satisfied with their child's education in the school so far. The FGDs, however, reveal that for some parents more information needs to be circulated regarding the MTB-MLE, its purpose, rationale, and objectives. The following are recommended for school administrators/ educators:

1. Hold FGDs and seminars that will clarify the purpose, rationale, and objectives of the MTB-MLE to parents. If this is done well then the school administrators can count on the parents' support in their endeavor.
2. Constant dialogue, such as the ones held by the principals and teachers in School B of this study, will also reassure parents of the benefits of using MT as MOI and assure them that the learning of English will not be compromised by the implementation of the MTB-MLE.

The teachers' attitude towards the MT serves as an eye opener since it implies that they need the support and encouragement from the school administrators. The students' scores in their listening comprehension tests signify that the teachers have developed the comprehension skills but would need the materials to provide more meaningful literacy activities for the students to develop higher order thinking skills.

Vocabulary development in the children, teachers, and parents seem to be an issue in the use of the mother tongue in schools. As mentioned in Wu's study (2005), family factors are the most positive force in helping maintain heritage language or in this case the mother tongue. Constant use of the MT at home and in the community will help children and teachers alike in developing their vocabulary in the MT. This, in turn, will help in the growth and preservation of the MT which is one of the objectives of the MTB-MLE policy too.

This study was localized. However, its impact should not be limited to that locale. It can be duplicated and improved to provide a bigger picture of the Philippine educational system as it stands now. Future researchers and educators could use this study as a jump-off point for other research based on the mother tongue.

With the community's support, there is a more positive atmosphere for them to work together and build on their strength to conquer the difficulties encountered.

For Future Researchers

This study was done on small scale of participants, perhaps with a larger population for the study a stronger relationship may be seen between the parents' attitudes and the listening comprehension of students.

Other researchers can also look at the relationship and even effects of the attitudes of parents and teachers on other aspects of the pupils' development such as the pupils' attitudes on the language, their self-esteem, identity, etc., For higher grades, it would also be interesting to find out how the attitudes of students towards the mother tongue affect their learning of the language and their learning in general.

This study seemed to tap on another issue regarding the differing attitudes of the male parent participants and the female parent participants. Other researchers could also investigate the gender factors in relation to language attitudes.

The implementation of MTB-MLE in the Philippines lies on a delicate wire without the support of stakeholders in children's education. The policy needs the cooperation of parents, teachers, and the community in influencing the development of young children.

Considering the big challenges facing the educational system right now, studies such as this could greatly help towards finding solutions for the future. And that future must include an educational system that is open to all and an education that allows each child reach their full potential.

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