

BEHAVIOR MANIFESTATIONS OF PUPILS USING MOTHER TONGUE IN THE CLASSROOM

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ABSTRACT

The study aims to identify the behavior manifestations of pupils when using Mother Tongue in the classroom. The study uses descriptive survey and questionnaires as a tool in data gathering. The data yield the following findings: 1) The use of mother tongue in the classroom makes pupils more active, participative and interactive. This is because they have a common tool to express their ideas, feelings, opinions and the like; 2) Pupils' sense of classroom belonging is enhanced because they have the opportunity to participate meaningfully and to develop a foundation of mutual interest that leads to positive peer and teacher relations; 3) Pupils' receptiveness is enhanced because lessons build on their comprehensive knowledge of their own language and culture.

The performance of pupils using Mother Tongue are manifested in the affective, psychomotor and cognitive behaviors. Based from the findings, the following are recommended: Teachers of the MTB-MLE must have varied instructional materials to be used in the classroom.

Teachers must have a continuous coordination with the parents. Since the language in school is also the language at home, parents could act as para-teachers to their own sons and daughters.

Pupils' discipline in the classroom should not be neglected. Since pupils are expressive with their mother tongue, teachers should develop the critical thinking skills of the pupils by asking thought provoking questions and problem solving situations.

Keywords: cognitive, affective, psychomotor, behavior, mother tongue.

INTRODUCTION:

Education in the Philippines begins in a language the learners do not understand, like using English in teaching Science and Mathematics. Because children do not understand the language of education, many of them become discouraged and even dropped out from school. Content of instructional materials is often culturally distant and even unfamiliar to learners resulting to poor or low achievement. Hence the limited education learners received do not prepare them to lifelong learning. Mother-Tongue Based Multilingual Education (MTB-MLE) as one of the features of the K-12 curriculum is conceived to help solve the problem. Researches had proven the importance of using the child's first language (L1) in acquiring new knowledge. As stated in the MLE primer, "*21 Reasons Why Children Learn Better While Using Their Mother Tongue*" by Dr. Ricardo Ma. Duran Nolasco, One's own language enables a child to express him/herself easily, as there is no fear of making mistakes. MLE encourages active participation by children in the learning process because they understand what is being discussed and what is being asked of them. They can immediately use the L1 to construct and explain their world, articulate their thoughts and add new concepts to what they already know.

The full implementation of the K-12 curriculum started last school year 2012-2013. Part of this is the issue of mother-tongue in teaching all the subject areas as stipulated in DepEd Order No. 74, 2009, institutionalizing the MTB-MLE. Mother Tongue will be the medium of instruction from kindergarten to grade 3.

With the multiple claims on the effectiveness of MTB-MLE and its implementation, the researchers want to find out if the strongly voiced opinions are completely meaningful to the local context and what are the indicators that pupils learn best in the native tongue.

STATEMENT OF THE PROBLEM:

This study aimed to determine the behavior manifestations of pupils using the mother-tongue of the children (Ilocano/Tagalog) in the classroom.

Specifically, it sought answers to the following questions:

What are the manifested behavior of pupils using mother in the in the classroom under the cognitive, affective, and psychomotor domains as perceived by the teachers, school heads and parents? To what extent do they manifest these behaviors?

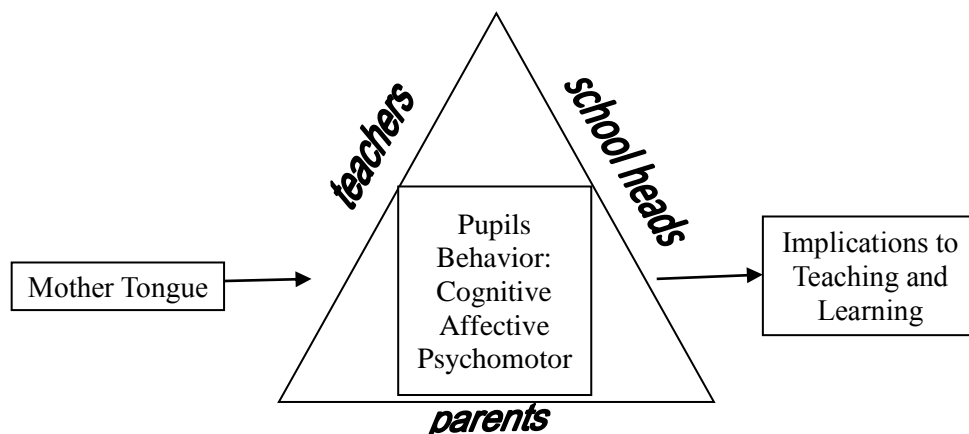
Is there a significant difference among the perceptions of the three groups of respondents on the behavior of pupils under the three domains?

NULL HYPOTHESIS:

The study was anchored on this hypothesis:

There is no significant difference on the perception of the teachers, school heads and parents on the manifested behavior of the pupils using mother tongue in the classroom.

Conceptual Framework



The conceptual paradigm of the study shows that the use of the pupils mother tongue affects their behavior in the classroom. These behaviors are categorized as cognitive, affective and psychomotor. The manifested behavior of the pupils are perceived by the teachers handling these pupils, the school heads and the parents of the pupils.

SIGNIFICANCE OF THE STUDY:

Awareness to children's behavior using the mother tongue in the classroom enables the teachers to make the necessary adjustments in the way they teach. They could make learning more challenging by providing activities that can stir the mind of the children in order to develop their critical thinking and reasoning abilities.

Teachers can capitalize on the children's behavior in the classroom in developing the children to become what are expected of them in the near future.

For the parents, knowing their children's behavior will enable them to guide their children into meaningful and productive learning.

To the school heads, they will be fed with data in order for them to make appropriate programs in the school that could fit to the needs, levels, and interests of the pupils.

SCOPE AND DELIMITATION OF THE STUDY:

This study focused on the perceptions of teachers, school heads and parents on the behavior of children in the classroom when mother tongue (Ilocano/Tagalog) is used as a medium of instruction. These behaviors was categorized under cognitive, affective and psychomotor domains. This study was delimited to the Grade I teachers, school heads, and selected parents of the Jones West District for the school year 2012-2013.

METHODOLOGY:

Respondents of the Study:

The respondents of the study were 26 Grade I teachers, 24 school heads and 26 parents with Grade I children of Jones West District, Jones, Isabela. All Grade I teachers in the whole district were involved. All school heads were also involved. The school heads were composed of 11 Teacher In-Charge, 5 Head Teachers and 8 Principals. One parent representative per class in the whole district was taken with a total of 26 parents. All in all, there were 76 respondents.

Instrument Used:

The instrument used was a questionnaire developed by the researchers through observations of demonstration lessons on MTB-MLE at PNU Alicia, Isabela during the conduct of the K-12 Seminar in SY 2012-2013. A lesson in Reading using Ilocano as medium of instruction and Mathematics Lesson using Ibanag language were conducted. The behavior of the pupils during the demonstration lessons were taken into consideration by the researchers in coming up with the items in the questionnaire. The items were categorized under cognitive, affective and psychomotor domains. The questionnaire made used of a 4-point scale with 4 as the highest and 1 as the lowest to determine the extent of behavior of the children in the MTB-MLE class. The questionnaire was validated and was conducted at Jones West District, Jones, Isabela after seeking permission from the District Supervisor of the said district.

Data Collection Procedure:

The questionnaires were floated and retrieved from the respondents through the Dep. Ed. partners in the district, a principal and a teacher in-charge.

There were 24 schools in the district. Each school was given 1 questionnaire for the school head; 1 for the Grade I teacher/s and for the parents, 1 questionnaire per class.

Data Analysis:

Upon retrieval of the questionnaire, the data gathered were tallied using the Microsoft excel and were later processed using the SPSS computer software. To determine the extent of behavior children manifested, weighted mean was used. T-test was also used to determine the significant relationship of the perceptions of the group of respondents.

RESULTS AND DISCUSSIONS:

1. Extent of Pupils Manifested Behavior as Perceived by the Teachers, School Heads and Parents

Table 1. Manifested behavior of pupils under cognitive domain as perceived by the three groups of respondents

Manifested Behavior	Teachers	Sch. Heads	Parents	Mean	Description
Children manifest reasoning skills.	3.07	3.04	3.19	3.10	Often
They show high level of achievement.	3.42	3.41	3.26	3.36	Often
Pupils interact meaningfully with the material, teacher and peers.	3.15	3.58	3.53	3.42	Often
They manifest the ability to comprehend concepts and facts.	3.15	3.16	3.34	3.22	Often
Children can learn on their own.	3.07	3.16	3.03	3.09	Often
Pupils show the ability to draw conclusions and generalizations.	3.11	2.95	3.30	3.13	Often
Children are inquisitive. They always ask questions	3.15	3.08	3.34	3.21	Often
Children are reflective	3.34	3.25	3.38	3.32	Often
They can easily learn other learning areas like Math, Science, etc	3.34	3.25	3.34	3.31	Often
Children can easily comprehend what they have listened to or read.	3.23	3.58	3.19	3.32	Often
The slow learners manifest a coping mechanism to learn the lesson.	3.30	3.33	3.11	3.25	Often
They manifest the ability to apply what they have learned in the classroom.	3.15	3.41	3.30	3.28	Often
Grand Mean	3.21	3.27	3.28	3.25	Often

Table 1 shows the cognitive behavior of pupils when mother tongue is used in the classroom as perceived by their teachers, school heads and their parents. All the listed cognitive behaviors are often observed among the pupils. With the mother tongue as medium of instruction, children interact meaningfully with the material, teacher and peers (3.42); they show high level of achievement (3.36); they are reflective (3.32); they can easily comprehend what they have listened to or read (3.32); they can easily learn other learning areas like Math, Science etc. (3.31); they manifest the ability to apply what they have learned (3.28); slow learners manifest a coping mechanism to learn the lesson (3.25); they manifest the ability to comprehend concepts and facts (3.22); they are inquisitive (3.21); they show the ability to draw conclusions and generalizations (3.13); they manifest reasoning skills (3.10) and children can learn on their own (3.10).

As stated by Thomas and Collier (1977), cognitive dimension is a natural subconscious process that occurs developmentally from birth to the end of schooling and beyond. An infant initially builds thought processes through interacting with love one on the language at home. It is extremely important that cognitive development continue through a child's first language at least through the elementary school years.

The results prove that by using the pupils' first language in the classroom to teach literacy skills as well as subject content, their cognitive skills would be developed (Baker,2001; Cummins,2000); and by teaching concepts in the first language, the pupils would be exposed to comprehensible input (Krashen,1991,2000) and develop concepts further.

When content learning is separated from new language learning, and acquisition of literacy skills, pupils focus on one discipline at a time using the first language, thus, basic literacy and content are mastered.

The fact that the teachers speak the language of parents increase the parental involvement and support for their children's learning. This and the reinforcement of children's sense of self as a result of using their own language and culture in the classroom would contribute to long-term academic growth.

Table 2. Manifested behavior of pupils under affective domain as perceived by the three groups of respondents

Manifested Behavior	Teachers	Sch. Heads	Parents	Mean	Description
Children feel the sense of belongingness	3.80	3.65	3.61	3.80	Very Often
Children express their ideas, opinions and feelings more freely	3.57	3.66	3.73	3.57	Very Often
Children are not afraid to talk in the classroom.	3.80	3.79	3.69	3.80	Very Often
Children understand more the feelings, needs, and interests of their classmates.	3.46	3.70	3.50	3.46	Often
Children show high motivation to go to school.	3.73	3.50	3.73	3.73	Very Often
They find learning as informal, natural and interesting.	3.61	3.66	3.80	3.61	Very Often
They feel that learning is enjoyable and fun.	3.61	3.62	3.65	3.61	Very Often
They feel that the school is just like an extension of their home.	3.15	3.16	3.19	3.15	Often
They show longer span of attention.	3.19	3.20	3.23	3.19	Often
Children show more enjoyment and appreciation to their folk literature.	3.26	3.04	3.15	3.26	Often
Children manifest greater love and appreciation to their native language.	3.11	3.16	3.00	3.11	Often
Grand Mean	3.48	3.46	3.48	3.47	Often

Table 2 shows the affective behavior of pupils when mother tongue is used in the classroom as perceived by their teachers, school heads and their parents. As shown in the table, there are behaviors that are observed very often among the children. They are the following:: Children feel the sense of belongingness (3.80); they are not afraid to talk in the classroom (3.80); Children show high motivation to go to school (3.73); They feel that learning is enjoyable and fun (3.61); they find learning as informal, natural and interesting (3.61) and they express their ideas, opinions and feelings more freely (3.57). The remaining listed behaviors are often observed. With the mother tongue, children understand more the feelings, needs, and interests of their classmates (3.46); they show more enjoyment and appreciation to their folk literature (3.26); they show longer span of attention (3.19); they feel that the school is just like an extension of their home (3.15) and they manifest great love and appreciation with their native language (3.11)

It can be deduced from the data that pupils feel more comfortable and free when L1 is used in the classroom. This can be attributed to Stephen Krashen's Affective Filter Hypothesis that children learn better in a free and democratic atmosphere. The use of their L1 makes them feel free and move naturally in the classroom.

If pupils and parents feel that the school is a wonderful place for them, the pupils benefit from the relationship. When the teacher has the support of the parents, from different backgrounds and value the language and cultural resources they can bring to the school, there is collaboration.

Cummins (2000) said that every child has the right to have their talents recognized and promoted in the school because his/her cultural and linguistic experience in the home is the foundation of their future learning and teachers must build on that foundation rather than undermine it.

Table 3. Manifested behavior of pupils under psychomotor domain as perceived by the three groups of respondents

Manifested Behavior	Teachers	Sch. Heads	Parents	Mean	Description
Pupils recite/talk/sing/ dance with confidence.	3.37	3.79	3.73	3.75	Very Often
Children learn by doing or by discovering.	3.61	3.66	3.84	3.71	Very Often
Pupils talk with fluency in their mother tongue.	3.38	3.50	3.65	3.51	Very Often
Pupils exhibit greater interaction with their parents and community people.	3.43	3.37	3.65	3.48	Very Often
Children manifest hyperactive behavior (talkative, naughty, bully, playful).	3.19	3.54	3.38	3.36	Often
They recite in chorus.	3.34	3.04	3.23	3.21	Often
Children manifest a great deal of creativity in their lessons.	3.15	3.12	3.34	3.22	Often
Children can execute what they have learned.	3.15	3.25	3.53	3.31	Often
Children are more communicative: story tellers, reporters, gossipers etc.	3.50	3.62	3.42	3.51	Very Often
Grand Mean	3.38	3.43	3.53	3.45	Often

Table 3 indicates the psychomotor behavior of children as perceived by their teachers, school heads and their parents. Using the mother tongue, the following are observed very often among pupils: They recite, talk, sing, dance with confidence (3.75); they learn by doing and discovering (3.71); They are more communicative-story tellers, reporters, gossipers, etc. (3.51); and they talk with fluency in their mother tongue (3.51). The rest of the listed behaviors are often observed like children manifest greater interaction with their parents and community people (3.48); they manifest hyperactive behavior (3.36); they can execute what they have learned (3.31); they manifest great deal of creativity in their lessons (3.22) and they recite in chorus (3.21).

It can be gleaned from the data that children act naturally to circumstances with their L1. Using the L1 they are free to express themselves even in their movements. This is because they understand the language. They can carry out what they have learned.

Table 4: Summary of the respondents' perceptions on pupils manifested behavior

Behavior	Teachers	Sch. Heads	Parents	Mean	Description
Cognitive	3.2177	3.2778	3.2857	3.25	Often
Affective	3.4956	3.4697	3.4675	3.47	Often
Psychomotor	3.3978	3.5231	3.4603	3.45	Often

As shown in the table, the three domains of behavior are often observed among pupils. However, the affective behavior ranks first with a mean of 3.47; psychomotor, second with a mean of 3.45; and cognitive, last with a mean of 3.25.

Based from the data, it can be deduced that through the use of the children's first language in the classroom, they feel more comfortable and because of this they are more expressive. They can express their feelings freely (affective). These can be seen through their movements, too (psychomotor).

Changes in the sociocultural context in school cannot happen easily and quickly, but with thoughtful, steady changes nurtured by teachers and pupils, the school climate can be transformed into a warm, safe, supportive learning environment that can foster improved achievement for all pupils in the long term. (Thomas & Collier 2002).

The study reaffirms that every child has the right to have their talents recognized and promoted within the school by using their mother tongue. However, there is a need to address the development of the pupils' intellect to develop the higher order thinking skills (HOTS) as cognitive behavior came last in the list.

2. Relationship on the Perceptions of the Teachers, School Heads and Parents on the Manifested Behavior of Pupils Using Mother Tongue in the Classroom

Table 5: Relationship among the perceptions of the teachers, school heads and parents on the manifested behavior of pupils using mother tongue in the classroom

Category of Behavior	Test of Probability	Decision	Interpretation
Affective	.379	Accept Ho	No significant difference
Psychomotor	.415	Accept Ho	No significant difference
Cognitive	.111	Accept Ho	No significant difference
Total	.183	Accept Ho	No significant difference

Table 5 shows the relationship among the perceptions of the three groups of respondents on the manifested behavior of pupils when mother tongue is used as medium of instruction in the classroom. It can be seen that all the category of behaviors exceeded the .05 level of significance which means that the perception of the teachers, school heads and parents on the behavior of children have no significant difference. Meaning to say, they have the same perception.

To sum up, the data yield the following findings:

The use of mother tongue in the classroom makes pupils more active, participative and interactive. This is because they have a common tool to express their ideas, feelings, opinions and the like.

Pupils' sense of classroom belonging is enhanced because they have the opportunity to participate meaningfully and to develop a foundation of mutual interest that leads to positive peer and teacher relations.

Pupils' receptiveness is enhanced because lessons build on their comprehensive knowledge of their own language and culture.

CONCLUSION:

The performance of pupils using Mother Tongue are manifested in the affective, psychomotor and cognitive behaviors.

RECOMMENDATIONS:

The interactive atmosphere in the classroom must be sustained. Teachers of the MTB-MLE must have varied instructional materials to be used in the classroom. Aside from print materials like books, magazines and newspapers, non-print materials should also be installed in the classroom such as TV, computer and other high-tech gadgets.

Teachers must have a continuous coordination with the parents. Parents are partners in the total development of the pupils. Lessons in school must be followed-up at home. Since the language in school is also the language at home, parents could act as para-teachers to their own sons and daughters. Pupils' discipline in the classroom should not be neglected. Since children are free to talk because of the use of the mother tongue, there is a tendency that pupils abuse their freedom for expression leading to a noisy environment. Teachers must be tactful to enough to guide the children on proper classroom behavior.

Since pupils are expressive with their mother tongue, teachers should develop the critical thinking skills of the pupils by asking thought provoking questions and problem solving situations.

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