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A PROFESSIONAL DEVELOPMENT PROGRAM FOR THE MOTHER TONGUE-
BASED TEACHER: ADDRESSING TEACHER KNOWLEDGE AND ATTITUDES
ABOUT MTBMLE

A Dissertation Presented

by

REBECCA PAULSON STONE

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 2012

Education Policy and Leadership

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REBECCA PAULSON STONE

Approved as to style and content by:

Cristine Smith, Chair

John Comings, Member

Ralph Faulkingham, Member

Christine B. McCormick, Dean
School of Education

DEDICATION

To my father who always encouraged me to write and secretly wanted another Doctor in the family. This is for you Dad. I love you.

To my husband who endured three months of separation while I carried out my research in the Philippines, patiently encouraged me to focus on my dissertation instead of looking for full-time work, and supported me emotionally and financially until I did. I love you more than you can know.

Finally to my advisor Cristine Smith, who gave me endless encouragement and helped to tame my often wandering train of thought into a body of work that I am proud of. Your guidance over the years has been invaluable and I can't thank you enough.

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I would like to thank the members of my committee, Cristine Smith, John Comings and Ralph Faulkingham who have given me helpful feedback, advice and encouragement at so many points along the way. I wouldn't have made it without you. Thanks are also due to fellow student and friend Ricardo Gomez, who spent countless hours with me on Skype from Colombia to the Philippines helping me understand Q theory and what all the numbers really mean. You are a lifesaver!

I also want to thank the many wonderful people who have mentored me over the years and enlightened me about the field of mother tongue-based education. Special thanks go out to Penelope Bender, Carol Benson, Susan and Dennis Malone, and Ash Hartwell. I have benefited greatly from your expertise and I am ever so thankful that you took the time to share it with me.

Finally I want to thank the teachers worldwide who have inspired me to do this work and have helped me find my passion. I specifically thank the teachers in Mindanao who took part in this professional development program and gave such an incredible effort at making their classrooms a better place for students to learn. I can only hope that you learned half as much as I learned from you.

ABSTRACT

A PROFESSIONAL DEVELOPMENT PROGRAM FOR THE MOTHER TONGUE-BASED TEACHER: ADDRESSING TEACHER KNOWLEDGE AND ATTITUDES ABOUT MTBMLE

MAY 2012

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This study investigates teacher attitudes about language and education. The purpose of the study is to help program designers develop professional development efforts that successfully address some of the major identified challenges teachers face when transitioning into Mother Tongue Based Multi-Lingual Education (MTBMLE), including negative attitudes. It also suggests protocols and issues that trainers should consider when designing professional development for MTBMLE teachers.

The research question guiding this study is:

1. *Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?*
 - a. *What were teachers' knowledge and attitudes about MTBMLE before the professional development program?*
 - b. *Did teachers' knowledge and attitudes change after participating in the professional development program?*

c. Why did teachers hold particular attitudes towards MTBMLE prior to professional development and what factors influenced their change?

I conducted this research during a three-month MTBMLE professional development program with a group of indigenous first grade teachers and their school principals in Save the Children's outreach areas in rural Mindanao in the Philippines. I used a *Q* sort methodology for initial interviews conducted with a subset of five first grade teachers followed by a second interview after the professional development program.

The interview data showed that teachers came into the trainings with two distinct viewpoints; mother tongue supporters and one mother tongue resister. After the professional development program, however, teachers were all more positive about using the mother tongue as the language of instruction. Interviews revealed that teachers were more positive and confident in teaching the mother tongue when they had the opportunity to: 1) spend time learning about their own language, 2) create mother tongue teaching and learning materials, and 3) reflect on their early learning experiences and experience what it is like to learn in a language that is not familiar. This paper will discuss the research findings in depth and will provide a clearer picture of how to train and support teachers who are transitioning into MTBMLE.

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CHAPTER 1

INTRODUCTION

I conducted this study to investigate teacher attitudes about language and education in order to better understand how to use professional development to effectively address negative attitudes and support and encourage Mother Tongue-Based MultiLingual Education (MTBMLE¹) teachers during their transition into instruction in children's first language. The goal of the study is to use what I learn about teacher attitudes towards MTBMLE to help program designers develop trainings that successfully address some of the major identified challenges teachers face when transitioning into MTBMLE. I will also suggest protocols and issues that trainers should consider when designing professional development for MTBMLE teachers.

The research question guiding this study was:

1. *Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?*
 - a. *What were teachers' knowledge and attitudes about MTBMLE before the professional development program?*
 - b. *Did teachers' knowledge and attitudes change after participating in the professional development program?*
 - c. *Why did teachers hold particular attitudes towards MTBMLE prior to professional development and what factors influenced their change?*

1 The terminology in the field is now shifting from the use of "mother tongue" to the use of L1, first language or home language. I will continue to use the phrase "mother tongue" throughout this dissertation because it is the one I used with teachers while conducting research and training efforts.

This study proposes that teachers will act as a support, rather than a barrier, to MTBMLE if we:

1. Help teachers examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice.
2. Train teachers in how to teach English and Filipino as foreign languages and give them the experience of being a learner.
3. Prepare teachers for the role shift that occurs in mother tongue classrooms from authoritative figure to facilitator of learning.
4. Help teachers design and use their own and other locally relevant mother tongue teaching and learning materials, including graded storybooks, and help teachers to use them in the classroom.

The main activities of the study are:

1. Designing a professional development program for teachers consisting of three training modules which address the above four issues;
2. Implementing the three training modules over a three-month period;
3. Evaluating perceptions and attitudes towards MTBMLE of teachers who participated in the professional development program before, during and after the training modules were conducted;
4. Identifying the key training activities and characteristics of the professional development program that influenced teacher support for MTBMLE.

The training design tested in this study was developed to address four barriers to teachers' successful transition into MTBMLE: (1) teachers' attitudes towards mother

tongue-based instruction, (2) teacher's lack of knowledge about teaching second languages, (3) teachers' shifting role when teaching in the mother tongue, and (4) teachers' lack of skill in developing learning materials for mother tongue instruction. These barriers emerged from my previous research, including a review of the literature around MTBMLE at the primary level in West Africa (Paulson, 2010a), and interviews with leading experts in the field of MTBMLE (Paulson, 2010b).

CHAPTER 2

LITERATURE REVIEW

MTBMLE: Mother Tongue-Based Multilingual Education

Primary education in Southeast Asia

Whereas many countries experienced an increase in primary school enrollments after the start of the Education For All (EFA) initiative, the Asia Pacific region has seen a 7% decrease over the last decade (UNESCO, 2011a, p. 1). According to the 2011 EFA Global Monitoring report, there are approximately 7.9 million children still out of school in the Pacific region (p. 1-2). The Philippines has a particularly large number of out-of-school children and that number is not decreasing as quickly as it did in years past. From 1999 to 2004, the number of out-of-school youth fell by approximately 23,000 per year, whereas from 2004 to 2008 the number decreased to only 16,000 per year which is about 15% of the school-age population (UNESCO, 2011a, p.3).

School retention and completion rates vary greatly in the region. China and Brunei Darussalam boast almost 100% retention at the primary level whereas retention rates in other countries range from 54% in Cambodia to 74% in Myanmar, with Lao PDR, The Philippines, and Vanuatu falling inside that range (UNESCO, 2011a, p.16). The dropout rate is particularly striking at the first grade level. In Myanmar, 12% of students entering grade one drop out before the end of the academic year, and in the Philippines nearly 13% of first graders drop out (UNESCO, 2011a, p.3). Of those who enroll in first grade in the Philippines, only 73% of them complete the entire primary cycle, which means that 27% of students who enroll in primary education never complete the full cycle (UNESCO, 2011a, p.16). In addition to these education challenges, there are approximately 105 million illiterate adults in the East Asia and Pacific region (UNESCO, 2011a, p.1).

The median public expenditure on education as a percent of GDP is also fairly low in East Asia, at 3.3%. Education expenditures by countries in the region vary greatly, from Timor-Leste's tiny 1.2% to Vanuatu's 7.2%. The Philippines fall on the lower end, spending only 2.4% on education in 2008 (UNESCO, 2011a, p.17). Fortunately, there have also been positive improvements in education in the region, such as higher numbers of children participating in pre-primary education as well as higher numbers of students continuing on to post-primary education (UNESCO, 2011a).

It is clear from this summary of educational findings in the Southeast Asia and Pacific region that there are a variety of education issues that still need to be addressed. There is already a wealth of literature identifying critical supports and improvements across sectors that are necessary for quality primary education. A UNICEF paper called "Defining quality in education" identified provision of better health care and early nutrition, family support, safe and inclusive infrastructure, teacher and administrator professional development and support, employment, and adult education, as investments which could contribute to children's ability to complete the primary cycle (UNICEF, 2000). Another crucial element is the language of education. The next section will focus on the language of instruction as a fundamental factor that directly influences education quality.

The role of language of instruction

In Southeast Asia, as well as in many other regions of the world, the language of instruction in primary schools is typically not the first language (mother tongue) that children learn in their homes and communities. This sets up a challenging situation for young children: they enter primary school having to learn about schooling norms and content, often in a language with which they have little familiarity. The World Bank estimates that

half the world's out-of-school children do not have access to the language of school in their home lives (Bender et al., 2005, p. 1). **Figure 1** below shows the percentage of national populations in East, South and Southeast Asia who have access to education in their first language (L1) or mother tongue. In other words, the table depicts the percentage of people in each country whose mother tongue is also the language of schooling. In countries where more than one language of instruction is used, the total population speaking those languages as their mother tongue is counted.

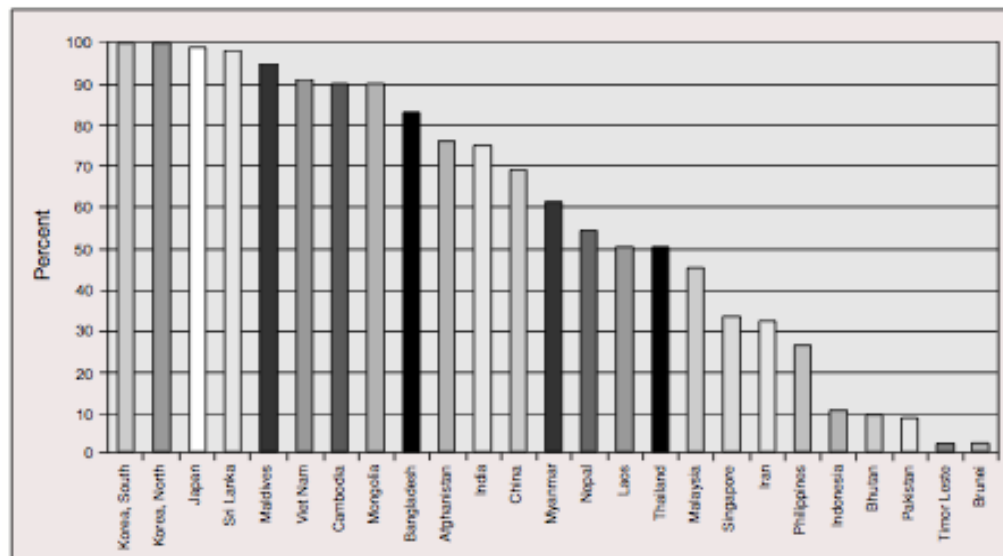


Figure 1. Estimated populations with access to education in their mother tongue in East, South and Southeast Asia

Source: Kosonen 2005, p. 3

In 11 out of 25 countries in the region, at least 50% of the people are not mother tongue speakers of the language used in schooling. In five of the countries: Brunei, Timor Leste, Pakistan, Bhutan, and Indonesia—between five and ten per cent of the population speaks the language of instruction, meaning that the mother tongue languages of 90-95% of the population are not used in school.

Language of instruction alone is not the only challenge in the current education systems in Southeast Asia. However, lack of access to the language of schooling creates

substantial barriers for children to succeed in school. Changing the medium of instruction to the mother tongue brings with it important benefits that can contribute to improving access and quality for millions of children. A shift to the local language helps to validate the local culture, allowing learners to start from what they already know and move towards the unknown, and building a bridge between the home and the school. In the classroom, it enables rich communication and deeper participation of students, helping learners feel more confident, and building a sense of identity in the classroom. As Benson (2008) notes, “in sum, using the learner’s language goes a long way toward resolving many of the access and quality issues that would lead us closer to reaching Education For All goals” (p. 2).

In the following section I will examine the linguistic situation in the Philippines, the country where I conducted this study. I will review both the linguistic history of the Philippines, as well as the evolution of language in education policies to the present day.

The linguistic situation in the Philippines

The Republic of the Philippines is an archipelago consisting of 7,107 islands in the southwest Pacific Ocean, about 800 kilometers off the Southeast Asian mainland. The Filipino population is spread out over these thousands of islands, and over the years, many different languages have evolved. Most estimates show between 120 and 180 separate languages spoken in the Philippines. Lewis (2009), for example, reports that there are 181 languages spoken in the Philippines, and 171 of them are indigenous languages.

Out of the 207 countries listed in the World Ethnologue, the Philippines is the 25th most linguistically diverse country (Lewis, 2009). The most linguistically diverse country is Papua New Guinea, with a total of 830 indigenous languages, and all but five of the other top 25 are African nations (Lewis, 2009). Within Southeast Asia, the Philippines is second only to Indonesia in terms of language diversity. **Table 1** below highlights the Philippine’s

linguistic diversity and shows that, out of a population of 76.5 million, there is no majority number of speakers of any of the indigenous languages (2000 Census). The table lists only the indigenous languages with at least one million speakers.

Table 1. Languages spoken in the Philippines (2000 Census data)

Language	# of Native Speakers
Tagalog	21.5 million
Cebuano	18.5 million
Ilocano/Ilokano	7.7 million
Hiligaynon	6.9 million
Bicol/Bikol	4.5 million
Waray	3.1 million
Kapampangan	2.3 million
Pangasinan	1.5 million
Kinaray-a	1.3 million
Tausug	1 million
Meranao	1 million
Maguindanao	1 million

Source: Adapted from Nolasco (2008), p. 1-2

The eight languages found in **Table 1** considered to be major regional languages in different parts of the country are: 1) Tagalog, 2) Cebuano, 3) Ilokano, 4) Hiligaynon, 5) Bikol, 6) Waray, 7) Kapampangan, and 8) Pangasinense. Sixty-six million Filipinos (86% of the population of 76.5 million people) speak these eight languages as their mother tongue. Populations of most of the ethnolinguistic minorities are much smaller. Orthographies already exist in most of the languages, and more than 100 languages possess written materials (Kosonen, 2009). In the following section I will review the Philippine's colonial past and its effect on the language of instruction today.

The Philippines' colonial legacy

The Philippines' varied colonial past left a legacy that remains today: the colonial languages were established as media of instruction in the schools. A brief history of the

Philippines' colonial past is important for understanding the larger language of education context in the present day. According to the U.S. Department of State background note from 2011, the history of the Philippines can be divided into four distinct phases: the pre-Spanish period (before 1521); the Spanish period (1521-1898); the American period (1898-1946); and the post-independence period (1946-present) (See **Figure 2** for timeline).

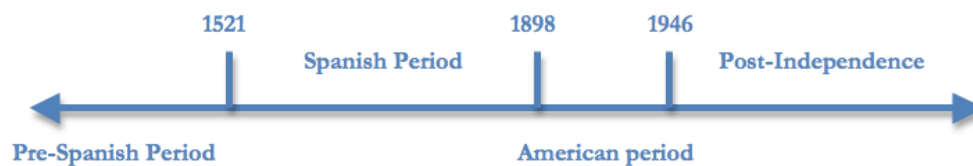


Figure 2. Timeline of Philippines colonial history

Each of the major occupiers of the Philippines had an effect on language and schooling. Ferdinand Magellan first claimed the Philippines for Spain in 1521; Spain would remain in control over the next three centuries (Malcolm, 1936). In 1896, the Filipino Emilio Aguinaldo led a revolt against Spain, which culminated with the American defeat of the Spanish fleet in Manila Bay on May 1, 1898, during what Americans now call the Spanish-American War (Malcolm, 1936). Under Spanish colonial rule, Spanish was the primary language of schooling and indigenous languages were strictly forbidden in the classroom during this time (Dekker and Young, 2005). However, a primary education system (as we know it today) did not exist until 1870, towards the end of Spanish colonial rule. Very few Filipinos, excepting the elites, were able to obtain an education through the Spanish system, and thus the Spanish language was not successfully adopted by the majority of the population (Dayag, Gustilo, Regala-Flores, Borlongan & Carreon, n.d.). Another reason scholars believe that Spanish was not widely adopted during their rule was that many of the early Spanish settlers came for religious purposes and were priests or other religious leaders (Dayag et al., n.d.). In order to gain converts and proselytize to the Filipino people, they

found it easier to use the local languages instead of Spanish (Dayag et al., n.d.). “Even after 300 years of Spanish colonialism, the Spanish language had not been widely propagated” (Dekker and Young, 2005, p. 184).

Upon the defeat of the Spanish in 1898, the Americans occupied the Philippines, and the Philippines were officially ceded to the United States by Spain through the Treaty of Paris on December 10, 1898 (Malcolm, 1936). The Philippines became a self-governing commonwealth of the United States in 1935, under the Tydings-McDuffie Act, and Manuel Quezon was elected as the first president of the Philippines (The Philippine Commonwealth and Independence Law). Shortly thereafter, the Japanese attacked, and in May 1942, U.S. forces in the Philippines surrendered, handing over the Philippines to Japanese control (Malcolm, 1936). Two years later, forces under the command of U.S. General Douglas MacArthur arrived in the Philippines to put an end to Japanese occupation. The Japanese surrendered and left the islands in 1945 (Malcolm, 1936). On July 4, 1946, the Philippine Islands became the independent Republic of the Philippines, in accordance with the terms of the Tydings-McDuffie Act, which was intended to “provide for the complete independence of the Philippine Islands, to provide for the adoption of a constitution and a form of government for the Philippine Islands...” (The Philippine Commonwealth and Independence Law). In total, the Philippines were under American control for a period of about 43 years.

Under American rule, public education was expanded, and local languages were recommended for use in the classrooms, although in reality this rarely happened (Dekker and Young, 2005). English was the sole medium of instruction in the Philippines from 1900 until 1954, with the exception of the two-year period of Japanese occupation when the language of instruction became Japanese (Dekker and Young, 2005). According to Gonzalez

(2003), during the American period, “English was made the language of government, and competence in English became a condition for work and advancement in the civil service”; thus, English took root in the Philippine nation (p.2).

The Philippine’s language policy

One of the challenges faced by a newly independent Philippines was unifying a country with 1,701 islands and people speaking approximately 171 different languages. One path often taken in newly independent nations is the adoption of a national language as a means of uniting people of different ethnic groups, languages, and religions under one common thread. In 1937, the Philippine’s first president, Manuel Quezon, followed this route by issuing *Executive Order 134* “proclaiming the adoption, development, and use of a national language” (Quijano and Eustaquio, 2009, p.86). This led to the creation of The National Language Institute, which recommended that the widely spoken language, Tagalog, be the basis of the new national language. In 1959, “Pilipino” was declared through Department of Education *Order No. 7* as the new national language (Quijano and Eustaquio, 2009). “Pilipino” was used “to distinguish it from its Tagalog base and give it a national identity” (Dekker and Young, 2005, p.185). In essence, renaming Tagalog “Pilipino” de-ethnicized the language and made it seem more inclusive of all peoples. The new language, Pilipino, is said to incorporate elements of many other regional languages (Gonzalez, 2003).

Fourteen years later, the 1974 Constitution declared that the national language of the Philippines is “Filipino”², which was also declared an official language along with English (Quijano and Eustaquio, 2009). The Bilingual Education Policy of 1974 declared that Filipino would be the language of instruction for social studies, social sciences, music, arts,

² “The change of ‘P’ to ‘F’ was based on the alphabet developed by the Institute of National Language, which increased the number of letters from 20 to 28, including ‘F’” (Quijano and Eustaquio, 2009, p.87).

physical education, home economics, practical arts, and character education. Science, math, and technology, on the other hand, would be taught in English (Quijano and Eustaquio, 2009). The vernaculars were also deemed “auxiliary languages of instruction” (Quijano and Eustaquio, 2009).

The new 1987 Constitution specifically states that the “national language of the Philippines is Filipino. As it evolves, it shall be further developed and enriched on the basis of existing Philippine and other languages” (1987 constitution, Section 6). It also states that the government shall “initiate and sustain the use of Filipino as a medium of official communication and as language of instruction in the educational system” (1987 constitution, Section 6):

For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English... the regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein (Section 7).

A new Bilingual Education Policy was established in 1987 to more clearly articulate the language provisions in the new 1987 constitution, setting the goal of “achievement of competence in both Filipino and English” (Quijano and Eustaquio, 2009, p.87). One of the differences from the earlier Bilingual Education Policy is that it specified that the regional languages should be used in grades one and two. Other goals defined in the policy are to:

- 1) *enhance learning through two languages to achieve quality education;*
- 2) *propagate Filipino as the language of literacy;*
- 3) *develop Filipino as a linguistic symbol of national unity and identity;*
- 4) *cultivate and elaborate Filipino as a language of scholarly discourse, i.e. continue its intellectualization;*
- 5) *maintain English as an international language for the Philippines and as a non-exclusive language of science and technology (Quijano and Eustaquio, 2009, p.87).*

Table 2 below provides an overview of the evolution of language policy in the Philippines from 1937 until 1987.

Table 2. Evolution of Philippine Language Policy

Year	Language Policy Document	Language Policy
1937	Executive Order No. 134	National Language Institute established
1959	DepEd Order No. 7	Pilipino declared the new national language
1973	Constitution	“Pilipino” renamed as “Filipino”
1974	Bilingual Education Policy	<ul style="list-style-type: none"> - Filipino shall be the medium of instruction for: Social studies, music, arts, physical education, home economics, practical arts and character education. - English shall be the medium of instruction for: Science, mathematics and technology. - Vernaculars are auxiliary languages of instruction
1987	Constitution	<ul style="list-style-type: none"> - National language is Filipino - The official languages are Filipino and English - The regional languages are the auxiliary official languages and serve as auxiliary media of instruction
1987	DepEd Order No. 52: Policy on Bilingual Education	<ul style="list-style-type: none"> - Goal is to achieve “competence in both Filipino and English at the national level” - “Regional languages shall be used as auxiliary languages in Grades one and two”
1987	DECS Order No. 54: Guidelines for the Policy on Bilingual Education	<ul style="list-style-type: none"> - “Bilingual Education is defined operationally as the separate use of Filipino and English as media of instruction in specific subjects” - “The phasing in of 2 or 3 languages shall be planned at the regional level” - DECS shall develop a program to train teachers to use Filipino as a language of instruction for content subjects.

The result of language policy in the Philippines

The current Bilingual Education Policy of 1987 decrees that English and Filipino be used as the media of instruction. These two languages are not the mother tongue of millions of students entering the formal education system. Students from minority language contexts are most adversely affected by the bilingual Filipino and English policy because they have less exposure to the official languages and often enter school with few verbal skills in either

language (Dekker & Young, 2005).

As a result of poor language comprehension, students' content knowledge and literacy skills suffer. "In 2003-2007, the national achievement scores in English of fourth year students were found to average at the 50-52% level, while their scores in Filipino were even lower", and these are the languages in which students are studying math and science and history (Nolasco, 2008, p. 3). Results from standardized tests at the primary level in the Philippines also show that students are not mastering the content: "the average young Filipino 6th grader barely masters 60% of the expected content and competencies they are supposed to have learned by the end of elementary school" (DepED Factsheet, 2008 as found in MLE Key Findings, p. 1). I would propose that one of the reasons for these poor results is that the languages of instruction, Filipino and English, are not the first language of the majority of the students. In the next sections I will review the research and theory around language of instruction.

Concepts and theories relating to language of instruction

This section covers current concepts and theories relevant to the debate about language of instruction. I begin by examining several views on bilingualism and language learning and then proceed into the various theories and concepts which link language of instruction with improved learning and specifically improved literacy skills.

According to Cummins (1994) there are two main types of bilingualism: 1) *additive bilingualism*, in which the first language is continually developed and the home culture valued while the second language is added; and 2) *subtractive bilingualism*, in which the second language is added at the expense of the first language and culture, which diminish as a consequence. According to (Baker, 2000), additive bilingualism is linked to high self-esteem, increased cognitive flexibility, and higher levels of proficiency in the second language.

Additive bilingualism should be encouraged for successful biliteracy. Many “myths” of bilingualism were built on looking only at subtractive bilingualism cases.

One of the common myths about language learning is that spending time developing the first language -L1³- (say, Cebuano) takes away from learning the L2⁴ (say, Filipino or English). This myth suggests that the two languages co-exist in a balance or weighted scale inside the brain (Baker, 2001). As one language grows stronger and more fully developed, it is assumed that the other language must then grow weaker. Another way to picture this is with two separate language balloons inside the brain. As one language balloon expands, the other one must decrease in size to make room (See **Figure 3** on right) (Baker, 2001).

Source: Baker, 2001, p. 164

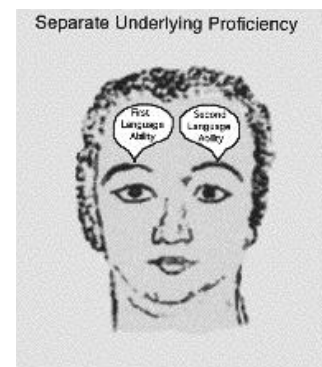


Figure 3. Separate Underlying Proficiency

This balance view of bilingualism seems to be intuitively held by many people. Cummins (1980) refers to this as the *Separate Underlying Proficiency Model*, which suggests that the two

Source: Baker, 2001, p. 164

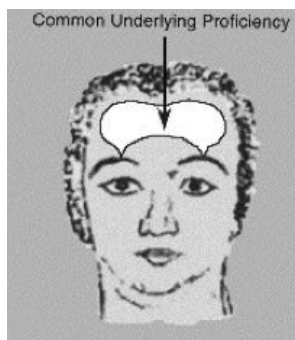


Figure 4. Common Underlying Proficiency

languages function separately, skills cannot be transferred between languages, and there is only a limited amount of space for languages in the brain. We know, however, that people are able to learn and be fluent in several languages, which challenges the idea that our brains hold only a limited amount of space for languages.

Cummins (1981) suggests instead the *Common Underlying Proficiency theory*, which states that when learning a second language, we make use of linguistic resources from our first language. In

other words, the set of skills that we learn in our L1 can also be transferred to use with the

³ L1 refers to the learner's first language or home language

⁴ L2 refers to the learner's second language

L2 (see **Figure 4** above). According to Cummins (1981), these skills include the knowledge of language, literacy, and concepts learned in the L1 that can then be drawn upon in the second language after oral L2 skills are developed, with no re-learning required. The significance of the ‘no re-learning required’ is that children are not disadvantaged by first studying their L1 and then learning a second language. Developing skills in the L1 greatly benefits L2 learning because most of those skills will not need to be relearned in the L2 (Baker, 2001; Alidou et al, 2006).

Baker (2001) depicts this theory of *Common Underlying Proficiency* as a set of icebergs.

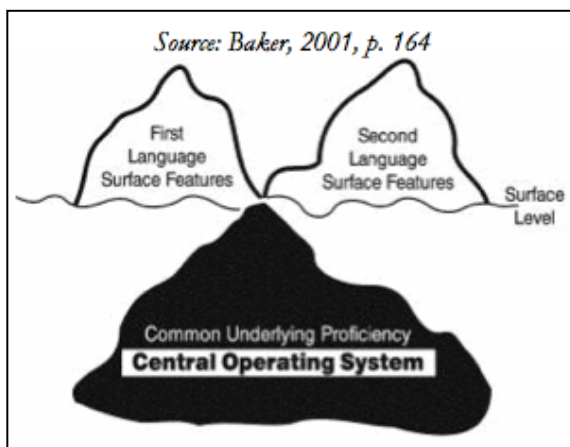


Figure 5. Central Operating System

As seen in **Figure 5**, the two languages look different on the surface and sound different in conversation, but under the surface, they share a common base of the iceberg and “operate through the same central processing system” (Baker, 2001, p. 165). Baker (2001) lays out some of the main characteristics of the *Common*

Underlying Proficiency model as follows:

1. “The thoughts that accompany talking, reading, writing and listening come from the same central engine” no matter what language a person is speaking (Baker, 2001, p. 165).
2. People have the capacity to learn and store multiple languages and they can do so with relative ease (Baker, 2001).

3. In order to deal with the complex cognitive learning demands in the classroom, the child must have a certain level of proficiency in the language of instruction (Baker, 2001).
4. If children are expected to learn in an second language they have not fully developed, the results will most likely be poor as they will be unable to complete the complex cognitive tasks required in a language they have not yet mastered (Baker, 2001).

A concept that is key to understanding Cummins' Common Underlying Proficiency theory is *cross-linguistic transfer* or simply *transfer*. Transfer enables second language learners to make use of the cognitive and linguistic skills they attained while learning to read in the L1 (Cummins, 1981). These very same skills gained during L1 reading such as visual and phonemic awareness, and speed of processing or automaticity “contribute to reading the L2 and any other language, even when the languages are typologically different and/or have different writing systems” (Benson, 2008, p. 4). Once they develop these skills in one language, according to the theory, they will not need to relearn them in their next language. The skill set will remain; the child will only have to focus on learning the new vocabulary and grammar of the second language. Thus, by focusing on fully developing their reading skills in the L1, students are also facilitating learning to read in the L2.

The process of transfer also works in both directions, as can be seen from the results of a study conducted in Niger (Hovens, 2002) with students who only studied in French immersion programs. Yet Hovens found they were still able to read their L1 even though they never officially studied it as a subject. Hovens' results from testing 1664 children, in both traditional French immersion programs as well as in mother tongue-based bilingual schools in Niger clearly demonstrate the power of transfer in either direction (p. 259). All students were tested in both French and their mother tongue, even though the students in

the French immersion schools had never studied their L1. Students in the French immersion schools were able to use their L2 literacy skills to decipher and decode their L1, even though they had never officially learned to read in their L1. It is also quite telling that these same students actually tested better in their L1 than they did in French, which they had been studying. The findings from this study support the theory that initial literacy learning is most efficient when conducted in a language the learner is familiar with and knows how to speak, “because so much of the automaticity and psycholinguistic guessing that are part of fluent reading rely on deep understanding of the language being read” (Benson, 2008, p. 5).

However, if the child has underdeveloped literacy skills in the L1, they will have very little to help them with the L2. Cummins’ (1981) *developmental interdependence hypothesis* states that “To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly” (p. 29). In other words, how students fare in their L2 is intricately related to how well they have developed their L1 at the point at which the medium of instruction switches to the L2. Cardenas-Hagan, Carlson, and Pollard-Durodola (2007) summarize this relationship by stating that “the acquisition of L2 is mediated by the level of L1 proficiency that children have at the time they begin to acquire L2” (p. 250). Thus, building a strong foundation in the L1 is more beneficial to L2 learning than early or long exposure to the L2. This theory maintains that the most efficient and effective way to help children acquire literacy and become bilingual is to invest in developing L1 language and literacy. Toukomaa and Skutnabb-Kangas (1977) support the *developmental interdependence hypothesis*, arguing that:

The basis for the possible attainment of the threshold level of L2 competence seems to be the level attained in the mother tongue. If in an early stage of its development a minority child finds itself in a foreign-language learning environment without contemporaneously receiving the requisite support in its mother tongue, the development of its skill in the mother tongue will slow down or even cease,

leaving the child without a basis for learning the second language well enough to attain the threshold level in it (p. 28).

There may also be a specific threshold level that, if not reached in the L2, would prohibit children from transferring reading skills to the L2. Clark's *Linguistic Threshold Hypothesis* (LTH) suggests that L1 reading ability only transfers to L2 reading once children have reached a certain level, referred to as the critical threshold of L2 proficiency (Cui, 2008, p. 1). This suggests that in order for transfer to take place, the transition from L1 to L2 must not happen too early. Children must have time to fully develop their L1 reading and writing skills as well as having a firm base in L2 vocabulary before they are able to successfully transfer L1 literacy skills to the L2.

These theories present a strong argument in favor of using the mother tongue as the language of instruction at the primary level before transitioning into an official language. Research clearly indicates that children learn both content knowledge and literacy best in the language in which they are most familiar. The difficulty is providing these children with both the skills they need to become literate, while at the same time teaching them oral L2 skills so that at a later point they are able to transition into using the official language as a language of instruction. The research is not yet clear on when this transition should occur, only noting that the longer children spend learning in their L1, the better they will do when they transition into the L2, assuming that they have also attained a certain level of oral fluency in the L2. A strong literacy program should focus on helping children develop literacy in their local languages as well as developing L2 oral skills if the children are transitioning into the L2 at a later point in their schooling.

Outcomes of mother tongue-based instruction

In addition to theoretical support, evidence from empirical research around the world indicates that teaching children in their mother tongue is an effective strategy and policy. A recent World Bank Education Note (Bender et al., 2005) labels the use of colonial languages as media of instruction as one of the “non-productive practices that lead to low levels of learning and high levels of dropout and repetition” and deems this “the biggest challenge to Education For All” (Bender et al., 2005, p. 1). According to the same Note, mother tongue instruction results in (i) increased access and equity, (ii) improved learning outcomes, (iii) reduced repetition and dropout rates, (iv) sociocultural benefits, and (v) lower overall costs (Bender et al, 2005). For each of these arguments, I’ll present the relevant research studies.

(i) Increased access and equity. Bilingual programs where students start in the L1 and transition into the L2 are most often implemented in rural areas where the population tends to have less access to the national languages. This greatly increases the probability of these children enrolling in school and remaining in school during the primary cycle (Bender et al., 2005). In terms of educational access, “those who do not speak the language of the school have less of an opportunity to understand enrollment procedures, communicate with school officials, or understand what is being taught” (Benson, 2005, p. 3). According to O’Gara & Kendall (1996), unless girls work in markets or factories, they are much less likely than boys and men to be exposed to the national language because they are generally restricted to the household where only the local language is spoken. This implies that girls have less opportunity than boys to understand school instruction, when schooling is conducted in the national language (Benson, 2005b).

According to Corson (1993), girls are one of the groups most affected by injustices in language policy and planning in education. Hovens (2002, 2003), Benson (2002a, 2002b), and Sichra (1992) have studied the differences between boys and girls in their research on bilingual education in Africa and Latin America, concluding that “girls who learn in familiar languages stay in school longer, are more likely to be identified as good students, do better on achievement tests, and repeat grades less often than their peers who do not get home language instruction” (Benson, 2005b, p. 4). Research in Guinea-Bissau, Niger, and Mozambique found that girls enrolled in bilingual programs were more successful in terms of retention and scores than girls enrolled in immersion classes (Benson 2001, 2002b; Hovens 2002, 2003).

Girls’ schooling is a determining factor in the social and economic development of a country. “Almost every aspect of progress, from nutrition to family planning, from child health to women’s rights, is profoundly affected by whether or not a nation educated its girls” (Hadden & London, 1996, p. 31). According to Lawrence Summers, former Chief Economist of the World Bank, “educating girls yields a higher rate of return than any other investment in the developing world” (Summers, 1992, p. 1). Two of the eight Millennium Development Goals endorsed by virtually all major international organizations relate directly to girls’ education, namely: **Goal 2 Target 3** - *Achieve universal primary education: ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*, and **Goal 3 Target 4** - *Promote gender equality and empower women: eliminate gender disparity* (Kane, 2004). At least four of the other Millennium Development Goals —improvements in child mortality and in maternal health, reductions in the incidence of HIV/AIDS and other diseases, and the assurance of environmental stability— will not be achieved or will be seriously hampered without progress in girls’ education (Kane, 2004).

(ii) Improved learning outcomes. The World Bank Education Note (Bender et al, 2005), estimates that, in Mali, the pass rates at the end of the primary cycle between 1994 and 2000 were on average 32% higher for children who began with instruction in their mother tongue and slowly transitioned into French, as opposed to children in traditional French immersion programs (p. 2). Results from a six-year mother tongue education program in Nigeria show that students who studied in their mother tongue scored higher in all subjects, including English, than students who were taught with English as the medium of instruction (Brock-Utne, 2001). The researchers concluded that since the students were taught subject knowledge in their L1, they fared better than their English-only counterparts as their only burden was to understand the concepts.

Results (Alidou et al., 2006) comparing French immersion and bilingual primary school exit exams in Burkina Faso show that students in the bilingual schools consistently outperform their peers. **Table 3** compares the results from bilingual and French immersion programs in Burkina Faso.

Table 3. Comparative evaluation of French and bilingual schools

The evaluation took place in Burkina Faso

	French Immersion Schools				Bilingual schools	
	Nomgana	Donsi B	Donsi A	Lombila	Bilingual school of Goué	Bilingual school of Nomgana
# of pupils evaluated	44	40	42	29	25	30
# of pupils who obtained ½ the expected target performance	18	8	18	1	17	23
Mean score per schools	40%	20%	42.85%	3.44%	68%	76.66%
Deviation	5.2-7.6	5-6.8	5-7.5	5-5	5-8.8	5-8.6
Standard deviation	1.9-4.9	1.7-4.8	2-4.9	1.5-4.8	1.6-4.6	3.4-4.9

Source: Ilboudo, 2003, p. 48

After only five years of instruction in local languages and French, students in the bilingual schools scored higher on the primary school exams than their peers who had 6-7 years of instruction in French. 85% of the students from the bilingual schools passed the end of primary examination compared to the national average of 62% (Skattum & Brock-Utne, 2006, p. 17).

(iii) Reduced repetition and dropout. Children in Mali who attend a bilingual primary school (10% of all primary school classrooms use mother tongues as the medium of instruction) are five times less likely to repeat the year, and more than three times less likely to drop out of school (Bender et al., 2005, p. 2). Grade repetition in bilingual schools in Guatemala is 50% lower than in traditional schools, and dropout rates are about 25% lower (Bender et al., 2005, p. 2). In Thomas and Collier's (2002) longitudinal study of language minority (LM) students in the United States, they found that LM students in traditional English immersion classes had the highest dropout rates compared to LM students with some level of mother tongue support (Thomas & Collier, 2002).

(iv) Socio-cultural benefits. Using the local language in the classroom can elevate its status in the eyes of the community, and also often brings with it locally relevant content instruction (Benson, 2000). Communities can gain a sense of pride when their language is valued in the academic context (Benson, 2000). Parents and community members also tend to be more involved in the schooling process since they are familiar with the language of the school (Bender et al., 2005). Parental participation is a widely cited factor in successful bilingual programs, and parents are much more likely to participate when they are able to use their home language to communicate (Cummins 2000; Dutcher & Tucker 1995). Bolivian parents interviewed by D'Emilio and others described being less afraid of dealing with school officials and the teacher when the language of instruction was the mother tongue

(D’Emilio, 2001). In Guinea-Bissau, Benson observed that parents hardly ever spoke their native tongue in or around Portuguese medium schools but were very likely to do so in the bilingual schools (Benson, 1994).

Research also suggests a link between mother tongue adult literacy programs and mother tongue primary schooling. Because of the importance of parental support for bilingual programs, bilingual education appears to be most successful in areas where there are also adult literacy programs for parents in the mother tongue (Benson, 2005a). Data from Mozambique and Bolivia show that bilingual primary education programs have the most support in areas where there is a functioning literacy program in the mother tongue (Benson, 2005a). Parental literacy programs in the mother tongue are an important way to valorize the local language, as well as helping parents achieve the education they need to be able to help their own children. This is part of creating a supportive environment to ensure that children not only attend school, but also succeed.

Parents in Mozambique showed overwhelming support for bilingual education when interviewed during their children’s fourth year of participation in the bilingual schools (Benson, 2000). When they were asked why they were so positive about the schools, half of the parents responded that bilingual education raised the value of the local language and culture (Benson, 2000). Similarly, Hovens’ parent interviews in Niger (2002) revealed the following reasons for support:

1. The home and school environments are brought closer together.
2. Children can express themselves in class.
3. Children can appreciate the home culture.
4. A more balanced personality is developed.

Research also demonstrates that children and adults are more confident interacting in their first language (Trueba, 1993). Paulo Freire (1985) described the imposition of an unfamiliar language in the classroom as a “violation of the structure of thinking” and thus a barrier to smooth communication and discussion (p. 184). Using a familiar language for primary schooling provides an opportunity for children to “understand, participate, and be empowered by their schooling” (Benson, 2005a, p. 251). In a four-country study, Benson (2002a) found that classroom participation is “dramatically higher among bilingual students than among their peers in non-bilingual classrooms” (p. 312). Benson suggests that one of the main reasons for the higher level of participation in the bilingual classrooms is that the children are more confident, as they are able to express their full range of knowledge in their mother tongue. When the medium of instruction is one in which both the students and the teacher are familiar and comfortable, this paves the way for them to effectively negotiate meaning.

Hovens (2002) conducted over 250 classroom observations from bilingual programs and traditional schools in Guinea-Bissau and Niger, and found that the bilingual schools had a more pupil-centered learning environment (Hovens, 2002). For the study, observers noted the occurrence of specific behaviors on a scale from one to five depending on how often that behavior occurred. These measured behaviors ranged from the teacher drawing on the knowledge of the students to the teacher stimulating the students to justify their answers. Hoven’s results showed that the bilingual classrooms were “more stimulating, interactive, and relaxed” than immersion classrooms (p. 249). In Niger’s bilingual schools, Hovens (2002) found that the teaching was more student-centered, there was a more “dynamic interaction” between the teacher and students as well as between the students themselves, and there was increased usage of open-ended questions (p. 260). This suggests that use of

mother tongue instruction promotes more interaction in the classroom and less reliance on traditional rote learning styles. If indeed language of instruction also affects teaching style, local language use in the classroom may contribute to active and interactive learning.

(v) Lower Costs. Initial start-up costs for mother tongue programming are higher than for traditional programs. Local language materials and texts must be created and printed, and teachers must be trained in teaching local language literacy. However, when we consider the costs over the entire primary school cycle, they are actually much lower for mother tongue programs, mainly because of the decreased rates of repetition and dropout. “Apart from its damaging consequences for UPE [Universal Primary Education], grade repetition is a source of inefficiency and inequity” (UNESCO, 2009, p. 4). Providing extra spaces for children who must repeat grades is costly. For example, “repetition consumes an estimated 16% of the education budget in Burundi and 12% in Mozambique” (UNESCO, 2009, p. 4). Grade repetition also results in increased costs of schooling (both direct and opportunity costs), which are difficult, if not impossible, for many of the poorest households to manage – often resulting in dropouts (UNESCO, 2009). A World Bank study in Mali found that on a per year basis, French immersion programs cost about 8% less than mother tongue-based schooling, however, over the six-year primary cycle, the total cost of educating a student is about 27% more, due primarily to the difference in repetition and dropout rates (Bender et al., 2005, p. 2).

According to Vawda and Patrinos (1999), who calculated the costs of producing local language materials in Guatemala and Senegal, the overall production, publication and printing costs would be higher than using the official language. However, they also state that “investments in local language education are justified on the basis of greater student participation in schooling as well as improved student learning and achievement” (p. 1).

Local language materials are more expensive on the average because their production involves additional expenses not necessary for the production of majority language materials. These expenses include the salaries of linguists, specialized teams to assist in the development/standardization of the language, as well as expenses incurred to prepare specialized materials suitable and acceptable to the local language communities...In many cases, scripts and often specialized vocabularies might need to be developed to translate theoretical concepts and scientific terms, resulting in additional time taken to complete the textbook production process (Vawda & Patrinos, 1999, p. 8).

It is true that language policies that seek to promote indigenous languages may be costly at the outset, “but when the costs are calculated, it should also be calculated what it costs to continue with a language policy where the language of instruction becomes a barrier to knowledge for millions of ... children” (Brock-Utne, 2001, p. 118). According to Grin (2005), “cost is meaningless in itself – it makes sense only in relation with what one gets in return for the cost incurred” (p. 11). This applies well to the language of instruction issue because, as the previous research has demonstrated, when students study in their mother tongue, the drop out rates are lower, they repeat fewer grades, and they perform better on tests of reading and other content knowledge. If we are truly seeking to provide quality education, we must understand that “even a high-cost policy can be perfectly reasonable on economic grounds, if the outcome is ‘worth it’; and paying for something which is worth paying for is a quintessentially sound economic decision” (Grin, 2005, p. 13).

Key barriers to effective MTBMLE

The previous section reviewed some of the current research about the major outcomes of mother tongue instruction: (i) increased access and equity, (ii) improved learning outcomes, (iii) reduced repetition and dropout rates, (iv) sociocultural benefits and (v) lower overall costs. There are also many challenges inherent to implementing a mother tongue-based educational system. In 2010 I conducted an initial study consisting of two research papers in preparation for my dissertation. In the first paper I reviewed the theory and research on language of instruction at the primary level in West Africa. Much of that

research is presented in the literature review for this study. I found that there is strong evidence that teaching children in their mother tongue has substantial benefits, and yet policies throughout the developing world do not seem to reflect these conclusions. This led me to believe that other considerations affect the decision to maintain schooling in the official language. In order to determine what these other barriers were that were preventing more supportive mother tongue-based education policies, I decided to investigate by interviewing MTBMLE experts.

Using Lewin's force field framework, I conducted a second study seeking to identify the principle positive and negative forces, or supports and barriers, which influence language of instruction policies. It also identified strategies that can be used to influence policy reform by strengthening the supports to overcome the barriers. To identify these forces and strategies, I interviewed four experts in the field of mother tongue education. Each of these experts had a degree in the field of international development education or a related field, at least 10 years of field experience working with mother tongue programming, and were involved in research and writing on the topic.

I used a force field analysis as the framework for the interviews since it allowed me to gain insight into the main supports and barriers, as well as strategies to overcome the barriers so that mother tongue-based education would be a more viable policy option. Originally developed by psychologist Kurt Lewin, force field analysis is essentially an analysis of the various forces acting on a given problem or situation and is also used to diagnose problems or to determine whether a plan of action is viable (Lewin, 1951). Lewin believed that looking only at the partial picture provides a misrepresentation of the problem, and that in order for change to occur, the whole situation must be taken into account (Lewin, 1951).

The force field analysis helps to determine the totality of forces acting for or against a given problem and to what degree, which can be the first step towards strategizing for change.

Data from the study indicates that the three most common barriers to successful MTBMLE programming are:

1. education policies,
2. the structure of the education system itself, including the nature of the examination system, and
3. the role of teachers (Paulson, 2010b).

The following section examines these three barriers in the Philippine's context and, since the focus of this dissertation is on the teachers in mother tongue instruction, I will present a more detailed review of the research on the role teachers play in supporting or hindering mother tongue instruction.

Education policies: The Philippines already has a language policy that is supportive of mother tongue instruction (at least in the early grades). There is a well-established trilingual education system for starting with the local languages in the early grades and then transitioning into Filipino and English for the remainder of the educational cycle. Although the policy exists, there still has not been a country-wide push for implementation of MTBMLE in the early grades through teacher preparation and materials development.

The structure of the education system: Even though the policy supports mother tongue instruction, at least in the early grades, the rest of the Philippine's education system does not value mother tongue instruction, since examinations are entirely in Filipino and English, and all levels of education after grade three are conducted entirely in those languages.

The role of teachers: An education system cannot run without teachers, and an intervention cannot succeed if teachers do not believe in it or support it. Much of the

evidence suggests that teachers have negative attitudes towards mother tongue-based education for various reasons. According to one expert, teachers act as a barrier to mother tongue education because they often don't read and write local languages (Paulson, 2010b). In order to teach effectively using the mother tongue, the “teachers have to be able to read and write in the language, and they also need all kinds of support,” which currently they are not getting (Bender, as cited in Paulson, 2010b, p. 21).

Aside from teachers being unable to read and write in their mother tongues, there is also the problem of the status and role of the teacher in the classroom, which has everything to do with “identity and power relationships” (Hartwell, as cited in Paulson, 2010b, p.22). According to Hartwell, teachers often believe that their goal “is to cover the syllabus. It’s not their responsibility to make sure the children get it, just to get through it” (as cited in Paulson, 2010b, p.22). Hartwell also describes the relationship of the teacher and student as very authoritative. According to Bender, this comes from a “cultural conception of learning” which is “deeply engrained in parents, teachers, students and evaluators” (Paulson, 2010b, p.22). They teach in the same ways they were taught when they went through the system, which is generally rote memorization and drills, the only model they have ever been exposed to.

Incorporating the mother tongue can be seen as threatening for teachers because they would have to “change what they’re doing in the classroom...it's a totally different classroom environment, the kids start asking questions, the kids talk back...all kinds of stuff happens” which changes the way that teaching and learning take place and creates a major role shift from an authoritative figure to facilitator of learning (Bender, as cited in Paulson, 2010b, p.22.) Bender also notes that teachers don’t have much incentive to change the way they are currently teaching. As a teacher, you “receive your salary whether you work or not,

or you don't receive your salary whether you work or not. It has nothing to do with performance...so that basic link of accountability doesn't exist” (Bender, as cited in Paulson, 2010b, p.22).

Teachers act as one of the principal barriers to enhancing learning and literacy through MTBMLE. The challenges that these teachers will face in an MTBMLE classroom require a marked shift in ingrained beliefs and practices, which is why teachers need intense training and support. According to Bender, support for teachers is a piece that “has been very neglected” (as cited in Paulson, 2010b, p.28). Malone also emphasizes that “good pre-service and in-service training and supportive supervision” are a must for any system attempting to implement mother tongue instruction and Hartwell insists that “there has to be a training and support system for the teachers that is on-going” and not just one or two short-term trainings (as cited in Paulson, 2010b, p.28). Based on the findings of my initial study, I concluded that three major barriers exist to MTBMLE: 1) education policies, 2) the structure of the education system, and 3) teachers (Paulson, 2010b). Since I am unable to have much effect on education policies or systems in the Philippines, I chose to focus this research on number three: teachers.

Before describing the methodology of the study, I will provide a brief overview of the literature on teacher beliefs and attitudes: how they form and change, particularly as a result of professional development and training.

Teacher attitude change

Teacher attitudes as a barrier to MTBMLE

Ultimately, the goal of educators is to help children learn better, and mother tongue instruction can do that, if teachers have the skills and knowledge to implement it. However, teachers may act as a barrier to effective MTBMLE for various reasons. Some of these

reasons are: a) deep-seated attitudes about indigenous languages and their suitability for the classroom, b) perceived extra work in teaching the mother tongue as a third language in the classroom, c) their own unfamiliarity with the grammatical and orthographic system of their mother tongue, and lack of confidence in teaching reading and writing in that language, d) attitudes and beliefs about the best way to learn to read based on their own personal schooling experiences and e) fear of losing authoritative control in their classroom (Paulson, 2010a; Paulson, 2010b).

Such attitudes and beliefs present a barrier to MTBMLE because they have a direct correlation to classroom practice (Karavas-Doukas, 1996). If teachers believe that students can learn to read in English through the same methods that they learned to read in English when they were young, they have little motivation to switch to teaching reading in the mother tongue. Therefore, if we want teachers to change their practice in the classroom, it is imperative that we first address their attitudes and beliefs.

Research on changing attitudes and beliefs

The evidence indicates that teacher attitudes toward educational change are “extremely influential in either facilitating or hindering the installation of a change relative to that issue” (Stern et al., 1975, p. 1). According to Karavas-Doukas (1991), introducing a new program (i.e. MTBMLE) creates competition with “well-established theories of language teaching and learning which are the product of previous teaching and learning experiences, prejudices, and beliefs” (p.188). She goes on to note that teacher attitudes are often unconsciously held and have a direct effect on what happens in the classroom, including teaching styles (1991). Attitude change is thus a critical component of any pedagogical innovation.

Because attitudes and beliefs are deeply ingrained and often unconsciously held, changing these beliefs can be very difficult. According to Hunzicker (2004), “Changing a teacher’s beliefs requires that new information be presented repeatedly over time, to the point that the person begins to feel disequilibrium between current beliefs and new information” (p. 45). This is where professional development programs enter the picture. Through professional development, we have the opportunity to present information about a new innovation, model it in action, and give teachers the opportunity to practice using it, hopefully resulting in changed attitudes and beliefs about that innovation. Professional development is particularly effective when it does not focus solely on implementation of a new program, but also focuses on teachers’ attitudes and beliefs around that particular innovation (Hunzicker, 2004, p. 45).

Professional development programs

Professional development programs have been identified as one of the most successful measures to bring about teacher change in knowledge, skills and attitudes, which in turn translate into better classroom teaching, and eventually gains in student achievement (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). Guskey (2002) defines professional development programs as “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students” (p. 381).

This next section will briefly review the literature on the how professional development leads to teacher change, as well as characteristics of effective and high-quality professional development programs. **Figure 6** below shows a model of how professional development leads to changes in student achievement. According to this model, professional development affects student achievement through three steps. First, it enhances teacher

knowledge and skills (and I would add attitudes). Second, these enhanced knowledge and skills lead to an improvement in classroom teaching. Third, better teaching leads to an improvement in student achievement (Yoon, et al., 2007).

How Professional Development Affects Student Achievement

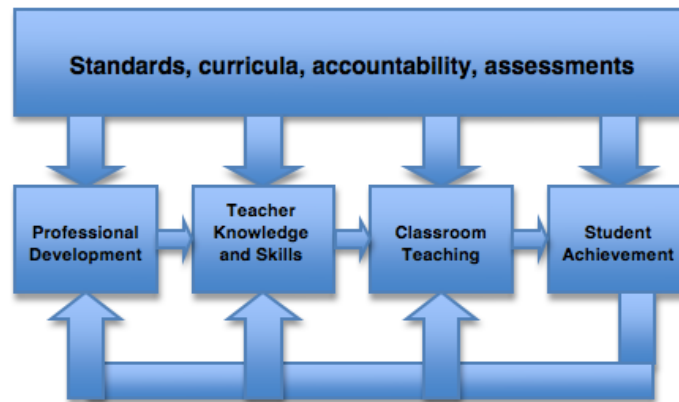


Figure 6. How professional development affects student achievement

Source: Yoon, et al., 2007, p.4

Guskey (2002) also proposes an alternative model of teacher change whereby changes in attitudes and beliefs occur only after changes in classroom practice have resulted in the desired learning outcomes for students. He proposes that the crucial element is not necessarily the professional development program itself, but teachers' successful implementation of changes in the classroom leading to improvements in student learning. It is at this point, when teachers have seen the actual improvements related to implementation of a particular pedagogy, that their attitudes and beliefs begin to change (See **Figure 7**).



Figure 7. A Model of Teacher Change

Guskey, 2002, p. 383

Guskey goes on to say, however, that the linear model represented above is overly simplified and that the actual process of teacher change is probably more cyclical (2002, p. 385). He notes that some changes in attitudes must occur for teachers even to be willing to change their classroom practice. The result of those changes in practice will either reinforce or negate those attitudes.

What is important to note about these models is that teachers enter a professional development program with a set of attitudes and beliefs about teaching and learning that have been developed over years, often starting with their own early schooling experiences. Anything they learn in a professional development program will be filtered through this set of pre-existing beliefs and attitudes. The way in which teachers will respond to a given innovation relates to their previous experiences, knowledge, beliefs and attitudes.

Thus, it follows that ignoring teachers' prior experiences is likely to hinder the assimilation of the new ideas and practices that teachers are encouraged to adopt; and encouraging teachers to reflect on their existing beliefs and behaviors could help them become more receptive to alternative perspectives and be prepared to modify their knowledge and work in ways that are consistent with their developing views and research-based standards. (Kuzborska, 2011, p.103)

Given that high-quality professional development plays such a key role in changing teacher knowledge, skills and attitudes, what characteristics make up a high quality professional development program? According to Guskey (2003) these characteristics are “multiple and highly complex” (p.17). The National Middle School Association’s research summary of professional development for teachers in 2004 indicates that the best professional development should:

- 1) Enhance teachers' content knowledge and pedagogical knowledge,
- 2) Be coherent, relevant and focused,
- 3) Incorporate principles of adult learners including collaborative learning and active learning,

- 4) Foster a collaborative learning environment among peers,
- 5) Be of sufficient duration (on-going and continuous),
- 6) Provide multiple opportunities for reflection, discussion and follow-up,
- 7) Advance teacher understanding of effective instructional strategies,
- 8) Engage leadership support (school principals).

Guskey analyzed 13 different lists of the characteristics of effective professional development to find out what the most commonly cited characteristics are (2003). He drew the lists from research agencies such as the Educational Research Service and the Educational Testing Service, teacher associations such as the American Federation of Teachers, national education organizations such as the National Partnership for Excellence and Accountability in Teaching, and the U.S. Department of Education (Guskey, 2003). He also compared these lists to the revised Standards for Staff Development, published by the National Staff Development Council (2001). The results of his analysis of the 13 different professional development lists show that there is still widespread disagreement about which elements are necessary for effective professional development, as there was not a single characteristic that showed up on every list (Guskey, 2003).

According to Guskey's (2003) analysis, below are the characteristics of effective professional development programs that appeared in the majority of the lists, in order of frequency cited:

- 1) Help teachers understand more deeply the content they teach and the ways students learn that content;
- 2) Provide sufficient time and other resources;
- 3) Promote collegiality and collaborative exchange;
- 4) Include specific evaluation procedures;

- 5) Align activities with other reform initiatives and model high quality instruction;
- 6) Conduct professional development at school or relevant site.

Combining elements found in both The National Middle School Association's list as well as Guskey's compiled list produces the following guidelines used to create the professional development program for this research:

- a) **Content**: Enhance teachers' content knowledge, pedagogical knowledge, and knowledge of effective instructional strategies and understanding of how students learn that content.
- b) **Duration**: Provide sufficient time, resources and an on-going nature that allows for follow-up.
- c) **Adult Learning Principles**: Incorporate principles of adult learning including active learning methodology, peer learning, collaborative groups, and opportunities for reflection and discussion.

A recent (2009) review of the literature on professional development by Desimone reflected these same categories of (a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation. Interviews with MTBMLE experts also revealed some specific strategies for MTBMLE professional development (Paulson, 2010b). These strategies, as well as the above elements of effective professional development, directly influenced the design of the professional development program developed for this research. These strategies are:

- Help teachers examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice;
- Train teachers in how to teach English and Filipino as foreign languages and give them the experience of being a learner;

- Prepare teachers for the role shift that occurs in mother tongue classrooms from authoritative figure to facilitator of learning;
- Support teachers to develop locally produced teaching and learning materials in local languages, including lots of graded storybooks, and help teachers to use them in the classroom;

There is still one critical factor that must be addressed even if all these characteristics are met by a professional development program. Teachers must have or acquire the attitudes, beliefs, and motivation to apply the professional development in the classroom context (Yoon, et al., 2007). If professional development provides the skills to influence student achievement but teachers are not motivated to implement them in the classroom, then the connection between professional development and improved student learning is lost. According to the research, examining teacher attitudes and giving teachers the opportunity to openly reflect on these attitudes is a key component for successful professional development programs. Richards' et al. (2001) investigation of teacher beliefs found that "teacher development courses which give participants the opportunity to reflect on their beliefs and make those beliefs explicit will be more likely to encourage professional development" (p. 12) Since teacher beliefs are often unconsciously held, giving teachers the opportunity to bring them to the surface and reflect on how and why they acquired those beliefs opens the door to change through the process of professional development or implementation in the classroom.

Investigating teacher attitudes also helps trainers to organize professional development programs that better suit teachers' needs. "The investigation of teacher attitudes can help identify the difficulties teachers face when implementing curricular innovations in the classroom (Dingwall 1985), and can help in establishing the most appropriate kind of

support that is needed in in-service teacher development (Breen 1991)” (Karavas-Doukas, 1996, p. 188). It is hard to change attitudes and beliefs if we don't know what they are in the first place. The following section will briefly explore five of the main elements needed to help teachers succeed in any MTBMLE program.

What teachers need for success

My earlier research (Paulson, 2010b) indicates that the five main strategies essential to the success of any MTBMLE program are:

1. Supportive and enabling language policy and government support
2. Measuring systems that incorporate the local languages
3. Local language materials
4. Advocacy
5. Teacher professional development and support.

I would argue that each of these five elements is vital to the success of a mother tongue-based program. However, without teachers' support, advocacy, and belief in such a program and without their input into the program, the program has minimal chance of success. Therefore, this study will focus on teachers as the critical component of any MTBMLE program.

MTBMLE programs can survive even without government support, as has been shown by many a pilot program funded by external agencies; MTBMLE programs can survive without measuring systems in the local languages, because students still perform better than their peers even when tested in the official language; MTBMLE programs can survive with few local language materials because they can be created in the classroom and in the community; and MTBMLE programs can even survive without much advocacy because

once a pilot has been implemented, the results generally speak for themselves. However, MTBMLE programs **cannot** survive without teachers to support them.

Professional development and support for teachers is a key component of any educational program, and even more so in an MTBMLE program for several reasons:

- Teachers must be able to read and write the local language. This is not always the case in the Philippines as local languages are not used for academic purposes, and most media and print communications are in the official languages of Filipino and English (Paulson, 2010b);
- Teachers must believe in the appropriateness of the local language for the academic context. People have come to associate local languages with uses in the home and local community, but not within the academic realm of the school. The general assumption is that indigenous languages are unsuitable for academic use (Benson, 2005);
- Teachers must understand and employ the pedagogical principles of teaching the L2 and L3 as second and third languages and be able to use the L1 as a bridge to the acquisition of the L2 and L3. This can be difficult since most teachers went through the traditional immersion style of schooling, and therefore have little experience seeing language taught as a subject (Hartwell as cited in Paulson, 2010b).

My review of the literature and interviews with experts produced certain recommendations for helping teachers become a support to MBTMLE rather than a barrier. The core recommendation is that MTBMLE programs must develop a strong pre- and in-service teacher training system that, through modeling desired practices and providing

opportunities for teachers to practice what they've learned, accomplishes the following four tasks:

- Helps teachers examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice;
- Trains teachers in how to teach English and Filipino as foreign languages and give them the experience of being a learner;
- Prepares teachers for the role shift that occurs in mother tongue classrooms from authoritative figure to facilitator of learning;
- Support teachers to develop locally produced teaching and learning materials in local languages, including lots of graded storybooks, and help teachers to use them in the classroom;

If teachers are the critical element determining the success or failure of MTBMLE, and teacher professional development and support are the ways to influence teachers' practice, then we need to know more specifically what kinds of support are needed, and what kind of professional development is most useful to change teacher attitudes and beliefs. This is an area still in need of more research. We have research on how to change attitudes and beliefs, research on the elements necessary for an effective professional development program and research on the needs of MTBMLE teachers but as of yet, there is little research putting these elements together to inform the design of appropriate professional development programs for these teachers.

Overall, this review of the literature on language of instruction and professional development for attitude change informed my understanding of how teacher attitudes and beliefs are formed as well as the factors that are necessary to effect attitude change. The review of the literature also indicated that although there is research in the separate areas of

effective professional development, attitude change, and the needs of MTBMLE teachers, there is little evidence that these have been combined to produce a professional development program specifically to help teachers transition from the traditional into the MTBMLE classroom. This is a problem as more and more countries are experimenting with MTBMLE programs and yet don't have any data on how to effectively train these teachers. Thus through this study I seek to fill this gap by designing, implementing and analyzing a professional development program that incorporates elements that are expected to lead to positive teacher attitude change and support for MTBMLE. The methodology of the study is presented in the following section.

CHAPTER 3

METHODOLOGY

Research Goal and Questions

With this dissertation I seek to address the dearth of knowledge about how best to prepare teachers to transition into Mother Tongue-Based MultiLingual Education. To do this, I investigate teacher knowledge of and attitudes about language and education in order to better understand how to use professional development to support and encourage MTBMLE teachers during their transition into instruction in children's first language. My goal for this dissertation is to add to our knowledge about the type of professional development needed to successfully address some of the major identified challenges teachers face when transitioning into MTBMLE. I also suggest protocols and issues that trainers should consider when designing professional development for MTBMLE teachers. My research question is:

1. *Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?*
 - a. *What were teachers' knowledge and attitudes about MTBMLE before the professional development program?*
 - b. *Did teachers' knowledge and attitudes change after participating in the professional development program?*
 - c. *Why did teachers hold particular attitudes towards MTBMLE prior to professional development and what factors influenced their change?*

Based on recommendations from the literature and from MTBMLE experts, I developed a professional development program for 15 first-grade teachers and their school

principals in the Philippines. The program consisted of three separate training modules of two and a half days each for a total of 69 contact hours. The goal of the professional development program was to increase participating teachers' knowledge about MTBMLE as well as to help them act as a support instead of a barrier. For the purposes of this study, I also chose a small sample of the teachers participating in the professional development program and conducted a *Q* sort⁵ and in-depth interviews before and after the program to gauge the effectiveness of the three training modules in bringing about a change in teacher knowledge and attitudes.

Research context

At the time of this research, Save the Children was in the first year of a pilot MTBMLE program in the Southern Philippines with minority language groups who were negatively affected by the bilingual education policy. These ethnic minority populations were chosen due to their location in remote communities where there were higher levels of poverty, marginalization, and disadvantage. The schools selected to participate in the program are home to the Tboli, Illongo and Maguindanaon indigenous peoples. Most of the children from these indigenous communities have little access to English and Filipino before entering school, and yet starting in grade one, they are studying subjects only in these two languages. According to Save the Children, the goal of the pilot program is to “move from the point where a child’s first language is weakened in society and absent from education, through to increasing value and respect of his or her language in school, to an effective mother tongue-based multilingual education programme” (MLE Formative Research Key Findings, n.d., p. 12).

⁵ A *Q* sort presents a sample of statements about a given topic (in this case MTBMLE instruction) to a sample of participants. Participants are then asked to rank the statements into ones they most and least agree with. They then explain why they ranked items as they did and the *Q* data is then analyzed to reveal social perspectives about the topic.

I selected this program as a site to conduct my research since it was still in the early start-up phase, and I would have control over the design and implementation of the teacher professional development program, as well as access to a sample of these teachers for further interviews and follow-up. Since my intention was to design a professional development program based on what I had learned from a previous review of the literature and interviews with experts (Paulson 2010a & Paulson 2010b), this was an ideal situation. In this scenario, I had full access to the teachers in the pilot before, during and after the program and was able to pursue my research questions about teacher knowledge and attitude change with a select sample of the participants.

Training Design

The goal of this research was to evaluate if teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice? Specifically I wanted to find out what knowledge and attitudes teachers' held about MTBMLE prior to the professional development program and why they held them, if their knowledge and attitudes changed after participating in the program, and what factors influenced their change.

The professional development program (a set of three – 23 hour training modules conducted in two and a half day increments, for 15 primary school teachers and their principals) needed a design based on the evidence gathered from the literature on high-quality professional development, teacher attitude change, and recommendations for MTBMLE teacher training. In collaboration with colleagues at Save the Children and MTBMLE experts around the world, I designed three separate training modules that would have the desired impact of preparing teachers with the knowledge and attitudes needed for

the MTBMLE classroom (See **Appendices D, E, and F**). I will now review various aspects of the professional development program for MTBMLE teachers and how they fit in with the best practices identified in the literature. Further I will examine how the professional development program designed for this research aligns with the three identified characteristics of effective professional development from the literature review (content, duration and adult learning principles) as well as recommendations from experts on strategies for development of MTBMLE teachers.

Content: The series of training modules I designed for this study focused solely on one topic: transitioning to mother tongue-based multilingual instruction, and the knowledge, attitudes, and skills needed to be successful in this endeavor. During the initial portion of the professional development program we focused on the benefits of MTBMLE for both the teachers and their students. Then we dedicated a large portion of the professional development program to helping teachers understand and practice instructional strategies ideal for the MTBMLE classroom. We discussed and modeled these strategies, shared examples, read stories, and gave teachers the opportunity to practice these strategies with their peers before returning to their classrooms.

We also emphasized four areas identified by MTBMLE experts as highly important when training MTBMLE teachers: 1) providing time and space for teachers to examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice, 2) helping them understand how to teach English and Filipino as foreign languages, 3) preparing teachers for the role shift from authoritative figure to facilitator of learning, and 4) working with teachers to design and use locally relevant mother tongue teaching and learning materials, including graded story books.

Duration: I designed a series of three training modules in collaboration with my Save the Children colleagues. Each module lasted two and a half days, generally from Thursday through Saturday. Each day started at 8am and ended at 6pm with a one-hour break for lunch. That equals nine hours of professional development per day for two days, and five hours on the half day. In total that equals 23 contact hours of professional development for each training module, or 69 total hours over the span of three modules. The training modules were spread out every two to three weeks so that teachers had the opportunity to go back to their classrooms, practice new instructional techniques or experiment with new materials, and then return to the next training module to discuss what happened or what they learned. Each consecutive training module always started with time for participants to discuss what they learned over the interim, what worked, what didn't, and any new ideas they had. In this way, each session built upon and reinforced what was learned in the previous session.

Adult Learning Principles: During the professional development program we asked teachers to work in pairs, triads and small groups and to collaborate with their peers on various activities. We selected training activities that catered to multiple learning styles, enabling participants to choose a method of expression that they were most comfortable with. We incorporated writing, speaking, drawing, hands-on activities and modeling to get across various points.

We chose to train first grade teachers and their school principals together along with some regional and district education staff to ensure that each teacher had adequate support from his/her school leadership. Since the principals and education officials all obtained the same knowledge as the teachers, they knew what the teachers were expected to implement

and were better able to support them. Collective participation, as described by Garet and Porter (2001), suggests that when there are multiple participants from each school they can then mutually support each other, discuss new concepts or skills and problem solve together when issues arise. Garet and Porter also note that “change in classroom teaching is a problem of individual learning as well as organizational learning, and that organizational routines and establishing a culture supportive of reform instruction can facilitate individual change efforts” (2001, p. 922).

In addition to designing the training modules on evidence-based features of effective professional development, previous research on preparing teachers to teach effectively in mother tongue language contexts indicated that the training modules should also follow the strategies listed in **Figure 8** below (Paulson, 2010b).

1. Help teachers examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice;
2. Train teachers in how to teach English and Filipino as foreign languages and give them the experience of being a learner;
3. Prepare teachers for the role shift that occurs in mother tongue classrooms from authoritative figure to facilitator of learning;
4. Build teachers’ skills to produce their own teaching and learning materials in local languages, including lots of graded storybooks, and help teachers to use them in the classroom.

Figure 8. Strategies for Effective Professional Development of MTBMLE Teachers

The manner in which each of these recommendations was incorporated into the professional development program is described in detail below.

1. Help teachers examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice.

On the first day of training, teachers participated in an activity where they were asked to reflect on their own language and learning experiences when they were in first grade. They went through a guided self-reflection process with their eyes closed, shared their reflections with a partner, and represented their early language learning experiences on paper through a drawing which they then shared with the larger group. I designed this activity to bring to the open the early experiences that were influential in forming these teachers' attitudes and beliefs about language and learning. Bringing them to the surface, reflecting on them, sharing them and even drawing them, helped participants to shed light on often unconscious ways of thinking that affect the way they teach in the classroom in the present.

2. Train teachers in how to teach English and Filipino as foreign languages and give them the experience of being a learner.

Several activities were used to help teachers better understand the process of learning a second language and to experience it for themselves. In one activity I wrote a phrase on the board in Hausa, a language none of the teachers spoke. Several teachers were asked to come up and read the phrase, and all were able to. When asked to explain what the phrase meant, however, no one was able to. I used this activity to give teachers the experience of trying to learn to read in a language that they don't understand (the situation that many of their students are in when learning to read in English or Filipino). Not only does the activity provoke empathy for students in this situation, but it also helps teachers to understand that a

critical component in literacy in a foreign language is learning the vocabulary. When I told them the meaning of the words making up the sentence, they were all able to understand it and gain meaning from the sentence.

Another example is an activity modeling and explaining the Total Physical Response (TPR) technique. The TPR technique encourages students to learn the new language through hearing, seeing, and doing. They hear meaningful language (directions), they see others responding to what was said, and then they respond to the directions through physical action. During the professional development program, I modeled this technique for participants so that they actually participated as learners. Then participants practiced the TPR technique with their peers while teachers took turns playing the role of the student.

3. Prepare teachers for the role shift that occurs in mother tongue classrooms from authoritative figure to facilitator of learning.

More than anything else, this recommendation was incorporated in the professional development program through modeling good teaching practices. I attempted at all times to model the teaching and facilitation practices that I would hope for teachers to emulate in their classrooms. These are practices based on what we know about how to help children learn. This included pair work and small group work, peer teaching and learning, active learning, and experiential learning. Additionally, teachers had the opportunity to create many of the materials they would be using in the classroom and had multiple opportunities to observe those materials being taught as well as to teach them themselves in the training environment. I also encouraged them to think of new ways to use the materials so that the focus shifted from the teacher reading the materials, to the students engaging with them.

4. Develop locally produced teaching and learning materials in local languages, including lots of graded storybooks, and help teachers to use them in the classroom.

A good portion of each of the training modules was devoted to better understanding the processes of learning to read, write and speak a known language and a foreign language, and then learning to create materials that develop those skills. Teachers went through the entire process of developing alphabet primers to teach reading and writing in the mother tongue. They also wrote stories that we developed into Big Books to be used in the classroom to supplement the alphabet primers and provide more exposure to text. Teachers were involved in every step of the materials development process from writing stories, determining key words, testing them in their classrooms, illustrating the stories and even binding the books. We also spent a significant amount of time discussing different uses for each of the materials and giving teachers time to practice using them with their peers. Microteaching sessions occurred quite frequently during the professional development program to allow teachers to practice teaching using the new material with a group of their peers. They then received feedback from their peers and suggestions for improving the use of that material in the classroom.

Data Collection and Research Methods

The research question guiding this study is:

1. *Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?*
 - a. *What were teachers' knowledge and attitudes about MTBMLE before the professional development program?*

- b. *Did teachers' knowledge and attitudes change after participating in the professional development program?*
- c. *Why did teachers hold particular attitudes towards MTBMLE prior to professional development and what factors influenced their change?*

When choosing a research method or methods, the question I asked is which method(s) “have the best chance of allowing [me] to make with confidence the sorts of claims that [I] want to make” (Knight, 2002, p.114)? According to Stringer, “the primary purpose of action research is to provide the means for people to engage in systematic inquiry and investigation to ‘design’ an appropriate way of accomplishing a desired goal and to evaluate its effectiveness” (2007, p.6). The goal of this study was to determine what attitudes a certain group of teachers hold about language and education and then to systematically study how and if those attitudes change after participating in a professional development program. Action research fit this context because I wanted to be able to first gather information about a problem, then analyze it to help me design an appropriate professional development program to rectify the problem, then implement the program and then go back to gathering information about what change occurred and why, in order to develop an even better program.

According to Stringer (2007), action research starts with a broadly defined question or issue and then seeks to 1) clarify that issue, and 2) discover how participants understand their experience or interaction with that issue (p. 19). In order to answer my research question I needed to know what attitudes and beliefs participants held about language and education as well as how participants related to the issue. Transitioning into an MTBMLE classroom is a change that will affect their daily professional life and I needed to understand

their attitudes towards this change as well as their previous experiences, which might have led to their current attitudes.

Therefore, I needed data on what attitudes and beliefs teachers held about language and education before participating in the professional development program as well as during and after completion of the program as well as an understanding of what influenced their change.

This led me to collect three main sets of data that are laid out in **Table 4**:

- 1) *Q* sort rankings pre and post professional development program to identify existing attitudes and how and why they change.
- 2) Interviews with teachers pre and post professional development program about their attitudes towards MTBMLE.
- 3) Data from two training activities conducted on the first day of the professional development program. One was the definitions of MTBMLE activity, which was also used again during my final interviews with each participant to see how their definitions had changed. The second activity was a reflection activity that asked participants to reflect on their language and learning experiences when they were in first grade and represent that experience with a drawing. The drawings they produced were also used during the final interview to get a better understanding of what their early educational experiences were like and how that influenced them, as well as how their understanding of MTBMLE had evolved.

Table 4. Sources, timing and methods of data collection

#	Research Question	Data Source	When data was collected	How data was collected
1.	<i>Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?</i>	<ul style="list-style-type: none"> • <i>Q sort</i> • <i>Interviews</i> • <i>Definitions activity</i> • <i>Reflection & drawing activity</i> 	Before, during, and after the professional development program	One on one and individual and group activities during the training
a.	<i>What were teachers' knowledge and attitudes about MTBMLE before the professional development program?</i>	<i>Q</i> sort of pre-defined statements about MTBMLE	Before professional development	One on one with the five teachers in the sample
		Selecting a definition of MTBMLE that they most agree with and explaining why	During the first day of professional development	5 definitions were posted around the room and participants stood by the one they most agreed with and explained why
b.	<i>Did teachers' knowledge and attitudes change after participation in the professional development program?</i>	Interview asking why participants ranked the <i>Q</i> statements in a particular order	Before professional development	One on one with the five teachers in the sample
		Reviewing definitions of MTBMLE and selecting which one they agree with most	After three ⁶ training modules	One on one with the five teachers in the sample
		Interview about initial <i>Q</i> sort rankings to see whether and why they changed	After three training modules	One on one with the five teachers in the sample
c.	<i>Why did teachers' hold particular attitudes towards MTBMLE prior to professional development and what factors influenced their change?</i>	Drawing of their own experiences with early education	During the first day of professional development	Individual reflection, sharing in pairs, individual drawing of their experience.
		Creating new drawings of what an MTBMLE classroom might look like	After three training modules	One on one with the five teachers in the sample
		Interview about specific training activities and their effect on the participant	After three training modules	One on one with the five teachers in the sample

⁶ Due to time constraints, the researcher was forced to conduct the final data collection after the third training module. Therefore participants had not yet undergone training in Total Physical Response (TPR) and other methodologies for teaching English and Filipino as foreign languages.

Q Methodology

I needed a research method that would allow me to measure attitudes but also to go deeper and delve into how and why these attitudes were acquired, and how they changed after participating in a professional development program. *Q* methodology is one such method. In brief, a *Q* study begins by identifying a concourse or body of literature (texts, print materials, interviews) on a topic of interest. A representative sample of *Q* statements are then selected from the larger concourse which represent the various views and opinions and which will be used in the *Q* study. These statements are then shown to participants who are asked to sort the statements into a rank order of statements they most agree with to statements they least agree with. *Q* sort data is then analyzed through factor analysis and correlation and the results are interpreted to reveal social perspectives around the topic studied.

According to Van Exel and de Graaf (2005) “an important notion behind *Q* methodology is that only a limited number of distinct viewpoints exist on any topic” (p.3). Therefore, if a *Q* sample is well structured and includes a wide range of existing opinions on the topic, the *Q* sort analysis will reveal this limited number of perspectives. “An advantage that *Q* method has over other forms of discourse analysis is that the participants’ responses can be directly compared in a consistent manner, since everyone is reacting to the same set of *Q* statements” (Webler, Danielson, & Tuler, 2009, p.5). This is generally not the case with other kinds of qualitative discourse analysis. For this reason I decided to use *Q* sort methodology which “is widely used to get a better understanding of individuals’ personality, beliefs and attitudes” (Knight, 2002, p.97).

According to Brown (1993), it is important to follow-up a *Q* sort with an interview.

*Before moving on, however, it is important to note that a completed *Q* sort should be followed where possible with an interview so that the *Q* sorter can elaborate his or her point of view. The *Q* sort*

provides focus to the interview by indicating which of various topics in the Q sample are most worth talking about: obviously those statements scored [highest and lowest] should be addressed first since they are demonstrably the most salient, but those scored 0⁷ can be revelatory by virtue of their lack of salience. (p. 106)

Since I wanted to go beyond identifying the social perspectives, and gain a deeper understanding of how these perspectives were acquired and how they might be changed through professional development, I coupled semi-structured interviews with my Q sort so that once participants had ordered the set of Q items from “most agree to least agree”, I could then delve into the “whys” of their exact placement. Thus the Q sort data actually provides the structure for the interviews with five teachers about their attitudes towards MTBMLE. Questions not only focused on eliciting the reasons for the participant teachers’ choice of one Q statement over another, but also included open-ended questions about their teaching experiences and history. During their initial interview, the questions focused on the Q sort items themselves and why participants ranked them as they did. The final interview reviewed the original Q rankings to find out if participants’ perspectives had changed as well as inquiring about specific training activities that may have influenced the change.

Defining and measuring teachers’ attitude change through Q methodology

This study focuses on teachers’ attitudes and beliefs about language and education before and after professional development. Using Q sort methodology, I examine their attitudes and beliefs regarding language and education as they prepare to transition into mother tongue-based instruction. I selected Q methodology for this study because it is meant to identify subjective social perspectives around a given topic, in this case language and education. Q is a “small sample investigation of human subjectivity” which according to Brown (1993) provides a foundation for the systematic study of peoples’ viewpoints,

⁷ A zero score indicates a neutral ranking. These are statements that the participant does not strongly agree or disagree with.

opinions, beliefs and attitudes. Since I was working with a small sample of teachers, and seeking to better understand their attitudes and beliefs around mother tongue language use and schooling, the *Q* methodology was a good fit for this study.

Q methodology is considered a form of discourse analysis, which is essentially a way to discover underlying meaning through analyzing texts (Webler, Danielson & Tuler, 2009). The results of a *Q* methodological study differ from a survey for example in that they end up describing a population of viewpoints instead of a population of people (Van Exel & de Graaf, 2005). It is used to identify the various social perspectives that exist around a certain topic, which is valuable information when seeking to bring about a change in attitudes or beliefs in a given population. When one knows what those attitudes and beliefs are, and some information about how they exist, where they came from, how they are propagated, etc., it is much easier to find a starting place for change. Thus “*Q* can be very helpful in exploring tastes, preferences, sentiments, motives and goals, the part of personality that is of great influence on behavior but that often remains largely unexplored” (Van Exel & de Graaf, 2005). As Addams and Proops (2000) note, *Q* methodology “has the additional capacity to reveal underlying or unrecognized social ‘discourses’ that can represent other agendas connected to an issue” (p.1). The following section will describe in detail the *Q* study process and how it was conducted with the sample of five teachers.

***Q* Methodology Process**

I will start with a brief overview of the *Q* methodology and then go into each step in detail.

- a) Each one of a sample of participants (**the p-set**);
- b) Sorts a sample of items (**the *Q* set**);
- c) Into a subjectively meaningful pattern (**the *Q* sort**);
- d) These *Q* sorts are analyzed for factors through a software program (***Q* analysis**);

- e) Interpretation of these factors reveals a set of points-of-view (**the f-set**) which are representative of the various points of view on a given topic.

Step 1: Select the Population & Topic to be Studied: Before the *Q* methodology can be used, the researcher must first identify a topic of study and a group of people whose viewpoints, perspectives or beliefs they are interested in learning about. I chose a sample of first grade teachers who were all about to transition from immersion-style Filipino and English-only medium instruction into mother tongue-based instruction. Each of these teachers was also about to participate in a professional development program to help them make this transition. Teachers had previously been identified in the literature and through expert opinion (Paulson, 2010a & Paulson 2010b) as one of the major barriers to successful MTBMLE implementation. As a result of this, I was interested in identifying the different perspectives teachers hold about languages and education in order to better understand how professional development might influence those attitudes towards support for MTBMLE.

For my study, the minimum recommended number of participants is six, and ten is the maximum (Webler et al., 2005, p. 22). Unfortunately, due to time constraints; (I first had access to these participants the night before the first training module and had to conduct all the *Q* sorts before the module started to make sure that attitudes weren't influenced by participating in the module); I only had time to conduct the *Q* sort with five individuals before the start of the professional development program. This is not ideal as it limits the amount of perspectives that can be found in the data.

Step 2: Identify the Concourse: The concourse consists of all available text and opinions on the topic to be studied (in this case, language and education). For this study, I relied on an extensive literature review on mother tongue-based education (Paulson, 2010a) as well as

a series of interviews with five experts in the field of MTBMLE (Paulson, 2010b). From these texts and interview material I culled a collection of over 100 statements about language and education with the idea that the concourse represent “all the relevant aspects of all the discourses” (Van Exel & de Graaf, 2005).

Step 3: Define the *Q* Statements: Once the concourse was defined and I had a large number of statements to work with, the next step was to identify a smaller yet representative sample of those statements to be used in the study (the *Q* sample). To do this I used strategic sampling by dividing each of my statements into broad categories, which emerged inductively as I studied the concourse. These categories were: 1) language, learning, and literacy attitudes, 2) teaching English and Filipino as foreign languages, 3) role shift from authoritative figure to facilitator of learning, and 4) design and use of relevant local language materials. In strategic sampling, “the final set of *Q* statements (i.e. the *Q* sample) is selected by choosing a small number of statements from each category” (Webler et al., 2009, p. 9). Thus my next step was to review the *Q* items in each of these categories and to choose the statements that best represented each category. It is generally recommended that a *Q* study consist of between 20-60 statements depending on the number of participants in the study (Webler et al., 2005). Since I only had five participants, I also chose a smaller concourse of only 30 statements (see **Table 5** below). Once the sample was set, I printed out each statement on a separate card (playing card size) to be used for the *Q* sort.

Table 5. Final Q Statements

Language, learning & literacy Attitudes:
It is just as easy for children to learn to read Filipino as their mother tongue.
Mother tongue should only be used as a way to learn Filipino and English.
Mother tongue literacy is not useful because there are very few mother tongue reading materials available.
Students in mother tongue-based classrooms have an advantage in learning Filipino and English.
The mother tongue is not suitable to be used as an academic language.
Students participate more actively in the classroom when the teacher and students are speaking the mother tongue.
Students will learn English faster if taught through the mother tongue.
Teaching literacy in the mother tongue is an added challenge for teachers.
I feel comfortable teaching in Mother tongue.
I feel comfortable teaching in Filipino.
I feel comfortable teaching in English.
Children cannot learn when education is in a language they do not understand.
We must invest in the mother tongue in order to improve the learning of other languages.
Teaching English & Filipino as foreign languages:
Students will learn a language faster if immersed in that language.
I use the same teaching methods in my classroom as were used by my teachers when I was a student.
I feel comfortable teaching English reading and writing.
I feel comfortable teaching Filipino reading and writing.
I understand the process of second language acquisition and apply it when teaching Filipino or English.
I am concerned that I won't receive enough support to successfully implement MTBMLE.
Teachers are not equipped to use a foreign language as the medium of instruction.
The process of bridging, or helping students transfer their literacy skills from mother tongue into Filipino and English, is difficult to master.
Role shift from authoritative figure to facilitator of learning:
The teacher's role is to impart knowledge to the students.
Students need to actively participate in the lesson in order to learn.
My goal is to get through the syllabus.
My biggest concern is to help students pass their exams.
I am in control of my classroom.
I see myself as a facilitator of learning.
Design and use of relevant local language materials
If I had enough materials, teaching mother tongue would be easy.
Mother tongue teaching and learning materials are difficult to create.
Writing in mother tongue is not difficult.

Step 4: Conduct the *Q* sort: (See **Appendix A** for the *Q* sort researcher protocol) When it was time to conduct the *Q* sort, I sat down with one participant at a time and gave them the stack of 30 *Q* statements. I then explained the purpose of the research (seeking to determine how best to train MTBMLE teachers so that they might be successful in the classroom). I explained the *Q* sort procedure and what I would be asking them to do. If they agreed to participate, I reviewed the informed consent form (see **Appendix B**), went over any questions, and obtained their signature. I also made sure participants understood that I would need to do a follow-up interview with them at a later point. I then requested permission to record the interview and *Q* sort (which all teachers permitted). After obtaining some basic data from each teacher (name, school, number of years teaching, qualifications, age, gender, mother tongue, language make-up of their class, etc.), I told them we were going to begin the activity.

I then explained that there were 30 different statements written on the cards in front of them and that I wanted to measure how strongly they agree or disagree with each statement or if they are neutral. I also assured each participant that there are no right or wrong answers. Finally I informed them that after they completed the *Q* sort, I would follow up with some interview questions. Next I asked the participant to read through each of the statements on the cards to make sure they understood the meaning. I asked them to let me know if any statements were unclear and then attempted to clarify the meaning. Once the participant seemed to understand all statements, I asked them to separate the statements into three piles: Agree, Disagree and Neutral, and I placed three pieces of paper with those headings on the table so they could easily sort the cards into the three categories.

Once the statements were arranged into these three piles, I showed the participant the *Q* distribution model and explained that I wanted them to arrange the statements into

this exact model (see **Figure 9** below). I kept the model in view during the entire sort so that the participant could keep referring back to it. The purpose of the normal distribution is that it “forces participants to contemplate the Q statements in a thoughtful way” and helps participants to reveal their preferences (Webler et al., 2009, p. 19). I clarified which side was “agree” and which side was “disagree” and explained that the middle column was considered neutral. I also followed-up by giving them the example that the statement they place in the far right +4 column is the one they most agree with. The three statements they place in the +3 column are also ones they strongly agree with but slightly less than the statement in the column to the right and slightly more than the statements in the column to the left. I then suggested that they work with their “most agree” pile and start putting it into the distribution from the ones they most agreed with to the ones they agreed with less. They then repeated this process with the “least agree” pile and finally sorted through the neutral statements and arranged those in the middle of the distribution.

Figure 9. Q Distribution model

participant that I would ask them some questions about why they ordered the items in that particular layout. Starting with the outliers, I then asked participants why they most agreed or least agreed while recording their answers and taking notes. If one of their answers provoked further questions I pursued that line of inquiry before returning to the Q sort to continue inquiring about their placement of Q items. In my interview, I focused on Q items that stood out because of where they were placed on the model (i.e. Q items that were placed at one extreme when they placed a similar item at the opposite extreme). In essence, the interview was unstructured except that it used the participant's Q sort as a jumping off point for questions with the ultimate goal being better understanding of each participant's beliefs and attitudes about their mother tongue as well as the L2 and L3 and their use in schooling.

Step 5: Analyze the Q Sort: I used a free online software program called PQMethod (<http://www.lrz-muenchen.de/~schmolck/qmethod/>) to analyze my Q data. I then followed three steps to analyze the data: correlation, factor analysis, and factor rotation and scoring. The results that emerged after completing all three steps were similar patterns of sorting shared by groups of individuals. We will now look at these three steps more closely.

- a) **Correlation:** The first step in the analysis process is to calculate the correlation matrix of each Q sort (Van Exel & de Graaf, 2005). The correlation matrix shows the level of agreement (or disagreement) between each Q sort. In other words, it tells us the degree to which the various participants share or have divergent points of view (Van Exel & de Graaf, 2005). In order to determine if a correlation is substantial we can calculate the standard error (SE) (Brown, 1993). The PQ Method software actually does this as a part of its factor analysis.
- b) **Factor Analysis:** In Q factor analysis we are looking for correlations among the

participants' viewpoints. "Factor analysis is a mathematical technique that reveals underlying explanations for patterns in a large set of data" (Webler et al., 2009, p. 25). In other words, factor analysis helps to identify patterns among the various Q sorts. The objective of factor analysis is to "identify the number of natural groupings of Q sorts by virtue of being similar or dissimilar to one another, that is, to examine how many basically different Q sorts are in evidence" (Van Exel & de Graaf, 2005, p.8). Participants who share a similar viewpoint or perspective will share the same factor. The PQMethod program computes the factor analysis and produces a table of Eigenvalues. Factors with Eigenvalues of less than one are generally removed as they are not considered significant (Webler et al., 2009, p. 10).

- c) **Factor Rotation and Scoring:** The next step is to use the PQMethod software to perform a *Varimax rotation* on all identified factors to verify the appropriate number of factors. The *Varimax rotation* ensures "that each factor only contained Q sorts that were highly correlated with each other and that were uncorrelated with the remaining Q sorts" (Doody et al., 2009, p.1132). Once the factors are defined, the researcher must go back and interpret them as social perspectives.

Sampling

Approximately 15 first grade teachers and 15 school principals participated in the MTBMLE pilot program, across 10 schools, in the Save the Children project area of the Southern Philippines. Of these, I selected a sample of five teachers to participate in the Q study and follow-up interviews. In order to select the sample of five teachers, I relied on my counterparts at Save the Children, as well as my early interactions with the teachers, to

determine which teachers best represented the group. To do this, I considered a range of characteristics including: gender, age, first language, classroom language (majority language of their students), years teaching, and educational qualifications. Priority was given to ensuring that the sample was representative of the various language groups. Since the majority of the teachers came from the Tboli and Illongo language groups, I decided to select two teachers from each of these language groups. I also wanted at least one teacher from the Maguindanaon-speaking group but there were only two teachers and two principals from Maguindanaon-speaking areas and only one teacher was available at the time of the interviews. When I began to interview this teacher, I learned that she was actually not a Maguindanaon speaker, but an Ilocano speaker who was placed in a Maguindanaon school. As far as selecting the sample, priority was also given to ensuring that teachers had various levels of experience. Due to the limited time I had access to these teachers for interviews, and the need to complete the interviews before the first day of training, I was forced to choose from among the teachers who were available. Within that group I chose teachers who represented the various languages and years of teaching experience. These teachers also had to agree to participate in a *Q* sort and interview as well as a follow-up interview at a later date.

Table 6 provides information on the basic individual characteristics of teachers in the sample.

Table 6. Individual Characteristics of Teachers in the Sample

Name*	Gender	Age	L1	Years teaching	Qualifications
Rosalie Gamulo	F	33	Ilonggo	7	Bachelor of elementary education (4yrs)
Maria-Lyne Unggo	F	28	Tboli	6	Bachelor of elementary education (4yrs)
Dinah Untang	F	33	Tboli	10	Bachelor of elementary education (4yrs) & Bach. of Science in community devt.
Fely Napone	F	46	Ilonggo	3	Bachelor of elementary education (4yrs)
Imelda Mariano	F	40	Ilocano	3	Bachelor of kindergarten education (4yrs)

*Participants agreed to share their real names for the study

As the table shows, all five participants in my sample were female. Out of the 15 teachers who participated in the professional development program, there were only two male teachers, and neither was available to be interviewed the night before the first training module. This was unfortunate as I would have liked to include a male perspective but due to time constraints this was impossible.

The teachers ranged in age from the youngest at 28 years old to the oldest at 46. Teacher age did not correlate with years of teaching experience, as the eldest two teachers at 46 and 40 both had only three years of teaching experience compared to the younger teachers at 26, 33, and 33 who had 6, 7 and 10 years of experience, respectively.

Eight of the ten schools participating in the professional development program, used Ilonggo or Tboli as the language of instruction. Therefore, I selected two teachers from each of these language groups for the sample. The other two schools were Maguindanaon-speaking schools, and one teacher was selected from these schools although she ended up being an Ilocano speaker. Finally almost all of the teachers had a bachelor's degree and little to no previous experience (formal training) for MTBMLE.

These five teachers that were selected are a reasonable representation of the larger group. They represent various ages, languages, and years of experience teaching. Although there are no males in the sample, there were only two male teachers present at the professional development program and there are far more females in the teaching force in the Philippines than there are males. According to UNESCO (2005), 87.3% of teachers at the primary level in the Philippines are female (p.3). Due to the timing of the interviews I was not able to interview a Maguindanaon speaker but I was able to interview an Ilocano-speaking teacher who was placed in a Maguindanaon school. This turned out to be quite informative as many teachers in areas with a mother tongue policy are placed in the situation where they only speak the mother tongue of a portion of their students.

Although this is a small sample, I have made an honest attempt to fully understand the teachers in my sample. Although I cannot claim to generalize the results of this study to the larger population, human attitudes have some regularities, although they are often shaped by particular contexts. These regularities make it reasonable to assume that the attitudes I identify in my research findings are in some ways representative of teacher attitudes in other contexts and can provide some understanding of how and why these attitudes are developed and can be changed. In the next section I will discuss the data collection before, during and after the professional development program.

Data collection

When & how was data collected?

I collected data at three different times throughout the study: 1) prior to, 2) during, and 3) after the professional development program and using various methods: Q sorts, interviews, and training activities.

Prior to the professional development program: I conducted the initial *Q* sorts with participants the evening before the first day of professional development took place in late June, 2010. Each *Q* sort was followed by an interview and the *Q* sort and interview together lasted between an hour and an hour and a half. The *Q* sort and interview were recorded.

During the professional development program: Since I used action research as the vehicle for answering my research question, I was also able to use data emerging from the training activities themselves to better understand teachers' attitudes and beliefs over the course of the professional development. Two activities were conducted on the first day of module one and these activities were recorded. One activity required teachers to select the definition of MTBMLE that they most agreed with and to explain why they chose that definition over the others. The other activity required teachers to reflect back on their early schooling experiences and to remember how they dealt with different languages in the classroom, and how the language of instruction affected their learning experience. They then represented this experience as a drawing and explained its significance to the group. The full description of the training activities that generated these definitions and drawings are included in **Appendices D, E and F**.

After the professional development program: After the three training modules were completed in late August of 2010, I traveled to each of the participants' schools and conducted follow-up interviews. At these interviews I presented to the participant the original *Q* statements, reminding them of how they scored each item during the original interview. I then asked each participant if their feelings about this item had changed or if they agreed or disagreed more than they had when they first did the *Q* sort before the professional development program. If there was a significant change, I then inquired into

what they felt led to that change or how it came about. The interviews were semi-structured in that I used the same interview protocol with each teacher in order to make sure all the material was covered. However, if a certain line of questioning was producing valuable or interesting information, I had the flexibility to further pursue that topic.

Below is the interview protocol I followed during the final interviews.

- 1) **Review of Q -items and placements from first sort.** I started each interview by presenting, one by one, the Q statements that participants most agreed with, least agreed with and were neutral about. I asked them to clarify for each item why they ranked it as they did at the time, and also if anything had changed since the first time they completed the sort. If so, I inquired into what had changed and why.
- 2) **Definition of MTBMLE.** An activity from the first training module helped to define what MTBMLE actually means. For this activity, I placed five different definitions of MTBMLE around the room and participants were told to stand next to the one they most agreed with (See list of definitions in **Table 7**). We then had a discussion about why they chose that particular definition over the others. In the final interview I reread them the definitions and asked which one they had originally picked. Then I asked them if today, they still agreed with the definition they picked at that time or would they now choose a different definition, and why.

Table 7. MTBMLE Definitions

Mother tongue-based multi-lingual education is education, formal or non-formal, in which the children's mother tongue and the national language/s are used in the classroom.
MLE is the use of more than two languages for literacy and instruction. It 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. (Nolasco)
MTBMLE makes the child's language, culture and context the foundation of learning. It starts by using the child's language throughout school, and gradually introduces a second or even a third language as the child progresses through education.
Multilingual education is, at its best, (1) multilingual in that it uses and values more than one language in teaching and learning, (2) intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural worldviews, and (3) education that draws out, taking as its starting point the knowledge students bring to the classroom and moving toward their participation as full and indispensable actors in society – locally, nationally, and globally. (Hornberger)
Mother tongue-based bilingual programs use the learner's first language, known as the L1, to teach beginning reading and writing skills along with academic content. (Benson)

- 3) **Early School Experience Reflection.** On day one of the first training module I led a reflection activity. I asked participants to think back to when they were in first grade and starting to learn to read and write. They were to reflect on language in the classroom (what language did the teacher speak, was it their own language, how did they feel, how did they feel when learning to read in English or Filipino, etc.) and how it affected their learning. After some reflection time participants shared their thoughts with a partner and then they represented that early schooling experience on paper through drawing or words or however they felt would best represent that experience. Most participants created a drawing which they then explained the

meaning of to the group. In the interview, I presented them with their original drawing and asked them to again explain its significance. Then I asked them to think about how implementing MTBMLE might change that picture or what that picture would look like if it took place in an MTBMLE classroom. I provided participants with another sheet of paper and crayons and they made a new drawing. They then explained the significance of the drawing and how it related to MTBMLE.

- 4) **Training Activities.** I then gave a brief description of some of the major activities from the professional development program. After each description I asked the participant if she remembered that activity and what were her thoughts about it.
 - a. What did you remember about it and why?
 - b. What do you think was the purpose?
 - c. What does it mean for how you teach in your classroom?

- 5) **Follow-up Questions:** These were other questions I asked each participant during their final interview.
 - a. What stands out to you most from the trainings?
 - b. What activity did you most enjoy? Why?
 - c. What activity did you least enjoy? Why?
 - d. What is your goal for your students?
 - e. What do you still feel unsure about?
 - f. If you had to implement MTBMLE tomorrow, would you feel ready?
 - i. In what areas would you like more support before implementation?

- g. If we were to do this over again, would you rather have been given the MTBMLE materials already completed (Big Books, lesson plans, alphabet primers) or would you want to participate in their creation?
- h. What do you see as the biggest challenges to MBTMLE implementation in your school or community? Why?

With these questions as my framework, I attempted to gain a better understanding of how and if these teachers' attitudes and beliefs about language and education had changed during the course of their professional development, and if so, what activities or other elements were responsible for that change.

By combining *Q* sort data with raw data from interviews and from the activities in the professional development program, I was able to draw a fairly clear picture of the attitudes my participants held about language and MTBMLE before, during and after the professional development program as well as what factors may have influenced any attitude change that occurred.

Data analysis strategy

As Rossman and Rallis note in their book *Learning in the Field: An introduction to qualitative research*, qualitative research is conducted in the real world by gathering information about what is seen, heard or observed with the purpose of learning about that world and generating new understandings (2003). I relied mostly on qualitative research because it made the most sense for my research question but I also used some quantitative data in the form of a *Q* sort analysis.

I analyzed the data from the *Q* sorts quantitatively through the online PQMethod software. The data output from this software then provided me social perspectives that I qualitatively identified and attempted to make sense of based on the qualitative data I had

from teacher interviews. For example, the quantitative data contained the top five statements that define one of the identified perspectives. Those statements led me to name that perspective *mother tongue supporters*. I then went back to my interviews with teachers to find out why they rated those statements so highly and what experiences, beliefs or practices led them to hold that particular perspective. The analysis continued to go back and forth from the qualitative to the quantitative data using one to help explain and define the other in order to create a clearer picture of teachers' attitudes and beliefs. The other perspective that emerged was that of *mother tongue resister*. Only one teacher defined this perspective. Analysis of the data included the following steps and timing:

- 1) I entered data from *Q* sort interviews into a *Q* analysis software program called PQMethod. I used the software to perform a factor analysis, which determined that I had two statistically significant perspectives among my participants.
- 2) I created an excel file to show each of the 30 *Q* statements and the corresponding ratings from each of the 5 teachers (See **Appendix G**).
- 3) Using the highest and lowest z-scores for each of the two perspectives, I wrote up an initial summary of each perspective. This was based upon the statements that were most agreed upon and least agreed upon by the teachers sharing that perspective (See **Appendix H**).
- 4) I transcribed all the interviews from before the start of the professional development program and the final interviews at the end of the program.
- 5) Using the interview transcripts and the *Q* data I then wrote up initial profiles of each of the five teachers in the sample.
- 6) Next I reviewed all of the interview transcripts and recorded each teacher's initial and final response to every *Q* item into an Excel spreadsheet. For example, next to

the statement “I feel comfortable teaching in Mother tongue”, I inserted any wording that the participants said during their interviews that related to that statement and created a separate excel sheet for each of the five teachers in the sample. This spreadsheet helped me to get a visual perspective of any change in attitudes or beliefs that occurred and to begin to tie those changes to specific training activities or other practices.

- 7) I then used this data to deepen my perspective on the identified teacher attitudes and to more fully develop the summary profiles of the two contrasting attitudes identified in the *Q* analysis.
- 8) I then reviewed the data on which definition of MTBMLE participants selected during the first day of training module one and how they explained their choice. I compared this with their choice of definition and explanation for that choice upon completion of the professional development program.
- 9) I also reviewed the drawings participants created on day one, representing their personal experiences in first grade with language and literacy. I compared this with their drawings of an MTBMLE classroom that were completed during the final round of interviews to see how their understanding of MTBMLE had evolved.
- 10) Next I created an Excel file listing each of the main training activities I asked participants about during their final interviews. Under each activity I listed participants responses about what they remembered, what they learned, what they felt was significant about that activity and how or if it changed or affected their teaching practice.

11) Finally, using all the data from the *Q* analysis, interviews, MTBMLE definitions, and drawings, I developed a list of some of the most important factors and activities that influenced teacher attitude change.

Limitations

1. It is difficult to ever know for sure that the *Q* statements chosen for this research accurately and fully represent the extent of ideas, beliefs and opinions about MTBMLE.
2. Results of any *Q* study are influenced by three choices: the set of *Q* statements used (i.e. do the statements accurately represent the range of opinions on the given topic?), the *Q* participants (i.e. do the participants represent the population of teachers with different views on the topic?), how the data is analyzed (i.e. there is much subjectivity involved in the process of how the researcher identifies and explains the various social perspectives that exist.)
3. As a lone researcher, I was only able to conduct in-depth interviews with five of these 15 teachers and so the outcome represents hypotheses for future research rather than generalized findings.
4. I do not speak any of the local languages of the Philippines. Because of this limitation, I was forced to conduct my interviews in English. I am particularly sensitive to this limitation since I am working with a program that is seeking to promote the use of local languages, and not being able to use those languages to engage with my participants takes away some of my credibility as a researcher.
5. It was clear during my *Q* sort interviews that some of the participants did not understand the language being used. I did my best to explain until I felt reasonably

sure they did understand but I could never be 100% sure that they grasped the full meaning of each *Q* statement.

6. I conducted this research over a three-month period. In this short time I attempted to conduct *Q* sorts and interviews, design and implement a series of three training modules and follow-up with my sample through interviews. This did not leave me enough time to observe teachers in their classrooms, which would have given me more data about how they teach.
7. It was extremely difficult serving in the role of teacher trainer and researcher simultaneously. As a trainer I was always thinking ahead to the next activity, keeping track of time, surveying participants to make sure they understood and were following and participating in the activity and just making sure things ran smoothly. As a researcher I was also trying to observe participants' level of involvement in each activity, what things they had difficulty with, what kinds of questions they asked, how they responded to different activities etc. Balancing these two roles did not allow me to commit 100% to my role as a researcher. I felt that my first and foremost duty was to ensure that the participants received the best training they could, and to do that, I had to cut back on my role as a researcher. Because of this I was unable to take as accurate or detailed notes as I would have liked during the training.
8. This was my first experience both in Asia and in the Philippines, so this was a new context for me, although I have extensive experience in the developing world.
9. One of the five teachers in my sample only attended the first teacher-training module. Because she spoke a language that was different than that of the majority of her students, she was transferred to teach at another level. I still conducted pre and

post interviews with her but the findings cannot be directly tied to the training design since she only participated in the first training module.

10. Before the program even began participants knew or at least assumed that I was a strong advocate of MTBMLE. This assumption most likely influenced their own opinions as well as their responses to my interview questions.

CHAPTER 4

FINDINGS

In this section I describe the sample of five teachers and present my findings by examining their attitudes before participating in the professional development program and how they came by those attitudes, and their attitudes after participating in the program and how they acquired them. This chapter will present all of the data and evidence gathered before, during and after the professional development program about the research question that guided this study, which was:

1. *Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?*
 - a. *What were teachers' knowledge and attitudes about MTBMLE before the professional development program?*
 - b. *Did teachers' knowledge and attitudes change after participating in the professional development program?*
 - c. *Why did teachers hold particular attitudes towards MTBMLE prior to professional development and what factors influenced their change?*

In the conclusion I will discuss other common themes that arose from the data on teachers' attitudes and beliefs as well as analyze what happened to teachers' attitudes and why. I will then suggest some hypotheses that emerged from my examination of the data.

Teacher profiles

Below I provide brief summaries of the educational background, language, and class make-up of each of the five teachers in my sample. These teachers all signed informed consent forms and agreed to have their real names used in my dissertation and other

scholarly work that might come out of the research. Therefore the names below are the real names of the five teachers in my sample.

Rosalie Q. Gamulo:

Rosalie is 33 years old and has been teaching for seven years. She received her Bachelor of Elementary Education from the University of Southern Mindanao and has received no previous MTBMLE training. Rosalie is Ilonggo speaking and says that 100% of her pupils share her mother tongue of Ilonggo.

Imelda G. Mariano:

Imelda is 40 years old and has been teaching for three years. She received her Bachelor in Kindergarten Education from Harris Memorial College in Manila and has never undergone any MTBMLE training. Imelda is neither from the community where she teaches nor does she share their mother tongue. Imelda's mother tongue is Ilocano whereas 100% of her students are Maguindanaon.

Fely B. Napone:

Fely is 46 years old and has been teaching for three years. She received her Bachelor of Elementary Education from Quezon College of the Southern Philippines. She has also attended a two-week curriculum adaptation and materials development training for MTBMLE put on by Save the Children and so is already familiar with MTBMLE concepts and practices. Fely is from the community where she currently teaches, however, the language makeup of her class is diverse. Fely is Ilonggo speaking, which is the mother tongue of approximately 30% of her class. 65% of her students are Tboli speaking and another 5% speak Cebuano. According to Fely, the majority of the Tboli and Cebuano speaking students also speak and understand Ilonggo as they grow up playing together. I was unable to test their Ilonggo language knowledge as a part of this research.

Dinah Untang:

Dinah is 33 years old and has been teaching for 10 years. She received her Bachelor of Science in Community Development as well as a Bachelor of Elementary Education from the Santa Cruz Mission School. She has not undergone any previous MTBMLE training. Dinah is also from the community where she teaches and she is an ethnic Tboli. Approximately 99% of her students are also Tboli and only 1% are Ilonggo. Dinah and 99% of her students share the same mother tongue - Tboli.

Maria-Lyne Unggo:

Maria-Lyne is 28 years old and has been teaching for six years. She teaches at the same school as Dinah. Maria received her Bachelor in Elementary Education from Mindanao State University and she has received no previous MTBMLE training. Maria is also an ethnic Tboli from the community where she teaches. She says that 98% of her class is also Tboli speaking. The other 2% are Ilonggo and Tagalog speaking.

Attitudes prior to the professional development program – Q sort Activity

If we ask the question “Do teachers’ attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice” then we need to know what teachers’ attitudes were when they first began the program. As I explained in the methodology section, I used a *Q* sort as the main method to learn about teachers’ attitudes and beliefs before they began the professional development program. Since a *Q* sort analysis identifies different perspectives that exist within the participating group, I will now present those perspectives and what we know about teachers’ attitudes and beliefs before the program as well as how they may have acquired these beliefs.

The *Q* Sort analysis I performed revealed two unique perspectives or attitudes towards (MTBMLE). Four teachers made up the first perspective, which I named *Mother tongue supporters*. Those teachers were Rosalie, Fely, Maria-Lyne and Dinah. One teacher made up the second perspective, which I named *Mother tongue resister*; that teacher was Imelda (the teacher whose mother tongue is different from all of her students). Below I will provide a summary of each of the two perspectives based on the highest and lowest z-score rankings. These rankings help define the perspective by identifying the statements which participants in that perspective most identify with, as well as the statements they least identify with. I will then use those statements, as well as participants’ responses during their initial interview, to define the perspective.

Attitude 1: Mother tongue supporters prior to professional development

Four of the five teachers interviewed shared a similar perspective on MTBMLE and were thus grouped into Attitude 1: *Mother tongue supporters*. Participants who share this

perspective tend to feel strongly that using the mother tongue helps children to learn, and they recognize that the language of instruction greatly influences whether or not their students are learning. They also tend to believe that students participate more actively in the classroom when the language of instruction is the mother tongue. They see themselves as facilitators of learning and tend to differentiate themselves from their own grade school teachers and believe that they are using vastly different teaching methods than were used in the past. Finally they feel strongly that in order to successfully teach MTBMLE, they need enough local language materials in a wide range of subjects. The defining statements for this perspective (statements with the highest and lowest z-scores per factor) are shown in **Tables 8 and 9**.

Mother Tongue Supporters: Most Agree

Table 8. Top five agree statements for Mother tongue supporters

Item #	Items: Most Agree	z-score
28	If I had enough materials, teaching mother tongue would be easy.	1.670
12	Children cannot learn when education is in a language they do not understand.	1.663
27	I see myself as a facilitator of learning.	1.271
23	Students need to actively participate in the lesson in order to learn.	1.221
6	Students participate more actively in the classroom when the teacher and students are speaking the mother tongue.	1.169

A) “If I had enough materials, teaching mother tongue would be easy.”

The most highly rated statement for Attitude 1 is “If I had enough materials, teaching mother tongue would be easy”. Being the most highly rated means that it’s the most agreed upon *Q* statement among all participants in the perspective. All of the teachers, even the teacher classified as the mother tongue resister perspective, spoke of the need for materials in the mother tongue in order to successfully implement MTBMLE. Several

participants also brought up the importance of materials and visual aids during other portions of the interview or when asked what else they would like to add. The statements participants made about the need for materials fell into two categories; the need for more materials to promote: a) better teaching and b) better understanding, as well as the need for a range of different materials such as local language dictionaries, visual aids and pictures, story books, and text books for science, math and other subjects.

Fely and Rosalie both emphasized the importance of materials to improve their teaching as well as the students' learning:

when we have materials about that in Mother tongue language, maybe it can help, it can help to improve our teaching (Rosalie, Interview 1).

more materials, more materials to be used in teaching in different learning areas, for example, English, Math, Filipino, Civica, because if we have no materials, it's really hard for a teacher to teach the lesson if we have no materials to be used (Fely, Interview 1).

Since the DepEd only provides subject materials and texts in English or Filipino, teachers feel they will have a much easier time teaching in mother tongue if they also have materials in the mother tongue to support their teaching. Rosalie also notes that "texts in the classroom is made of Filipino or English, so mostly if students is a reader, they just read, but they do not comprehend what is written in the texts" (Rosalie, Interview 1). Here she recognizes the difference between decoding text and reading for understanding and knows that although some of her students are able to pronounce the words in the textbooks, they do not yet have the vocabulary in Filipino or English to make meaning from the text. She suggests that "if there are materials that are made in their own mother tongue base, maybe they can learn them" (Rosalie, Interview 1).

They both also mention how these local language materials will influence student learning. Fely emphasizes pictures over texts as being important in helping first graders to learn. According to her, pictures coupled with explanations in the mother tongue helps

children to easily understand the lesson. Dinah also makes this point explaining the importance of visual aids when teaching new vocabulary:

children in grade one, they really need visual aids, the way you teach you could show pictures, especially if it is used in mother tongue, they could easily understand (Fely, Interview 1).

when we teach them, when we introduce like example, animals, they don't know when you say, 'have you seen any birds' without using any materials so that they could understand that it is a bird, like picture, you have to show picture so that they understand that it is a bird (Dinah, Interview 1).

The underlying theme here is that these teachers understand that using visual aids will help their students to learn better in all of their languages.

While Fely and Rosalie noted the need for mother tongue textbooks and visual aids, Dinah notes the need for local language storybooks and dictionaries. "For grade one...we need some storybooks, storybooks translated in Tboli, to their mother tongue, ... so that they could really understand easily. And a dictionary, Tboli/English dictionaries" (Dinah, Interview 1).

Fely also brings up the idea that visual aids can be easily created if the teacher is able to draw. She makes use of the chalkboard to draw pictures of vocabulary she is teaching such as leaf or "da-hon" in Ilonggo. "I have few materials, few pictures in mother tongue, but when I draw it in the chalkboard, I will easily write, automatically I will write the word in mother tongue"... "and that's easy for them to understand" (Fely, Interview 1).

A strategy used by Maria-Lyne to deal with the lack of materials in the mother tongue is to use the storybooks given to her by the DepEd in Filipino and English and translate them for her students in mother tongue.

Story books are not written in our own dialect, it is written in English or Filipino, but what I am trying...is I do not read anymore the English or Filipino passage in the book, I just read it to myself only and then have it told to the pupils it is already translated to our own dialect when I do story telling, and then the storytelling is told in our own dialect, oooh, the pupils are really, they are listening and they keep on telling, referring the character in the story in their own in their own lives, they keep on referring it, they are really, they are very very interesting (Maria-Lyne, Interview 1).

Teachers classified as *Mother Tongue Supporters* view materials as a key element to successfully teach MTBMLE and for students to successfully learn and comprehend the lessons. They indicate the need for local language textbooks, storybooks, dictionaries, visual aids and pictures that can help them better communicate meaning to their students. Although suggesting the importance of materials for making their teaching job easier, many of them have already found creative ways around the lack of local language materials such as drawing pictures on the chalk board or translating Filipino or English stories for their students.

B) Children cannot learn when education is in a language they do not understand.

The second item they most agree with is that “Children cannot learn when education is in a language they do not understand”. All of these four teachers were in agreement that using the mother tongue in the classroom is essential for their pupils to learn and understand the curriculum content. They are also already using the mother tongue in the classroom to varying degrees. They each provided examples of how using an unfamiliar language in the classroom disrupts student learning.

Maria-Lyne notes that in her almost 100% Tboli speaking school, it’s difficult to only use the official languages partly because it’s difficult for learning to take place if the teacher and students cannot interact. Fely uses the example of teaching in English. When she uses a word that the students are unfamiliar with, they don’t understand and in order for her to help them, she must use the mother tongue. She realizes that when she introduces concepts in Filipino or English (what she deems as foreign languages), most of her students do not understand. Rosalie rated this statement a (+4), meaning it is the one she most agreed with out of all 30 statements. She gives a similar example of how language affects learning in her classroom:

Maria-Lyne notes that in her almost 100% Tboli speaking school, it's difficult to only use the official languages partly because it's difficult for learning to take place if the teacher and students cannot interact (Maria-Lyne, Interview 1).

Say for example 'dog' you introduce first English, some children can recognize what is dog, they can identify what is dog, but some childrens, slow learners, they cannot easily understand what is dog, so you will bring it back to mother tongue, I will say 'ido' dog so they can understand, but if you will introduce directly in foreign language, it is hard for them to understand (Fely, Interview 1).

When you are teaching in the language that they do not understand, they cannot understand, they do not understand. For example, you are saying "a bird" they do have any idea what is a bird if you talk itwhen you say a bird, they do not know what is the bird but when you talk it in their language, this is "ibon" then they will know that this is a bird (Rosalie, Interview 1).

C) I see myself as a facilitator of learning.

The third item they most agree with is that "I see myself as a facilitator of learning."

These teachers all professed to be facilitators in their classrooms. They spoke of the importance of letting children learn and discover for themselves and helping them to go beyond just learning information but also ensuring that they comprehend and know how to use that information. Comprehension was a key for each of these teachers and most mentioned it when asked what their goal was for their students.

From their responses, it is also clear that these teachers have differing views on what it means to be a facilitator of learning. The way Fely describes herself as a facilitator tends more towards the traditional view of teaching. She states "I see myself as a facilitator of learning because I am the one who brings education to the children and I am the one teaching inside my classroom" (Fely, Interview 1). When pressed to describe what her goal is for her students she starts out by saying she wants them to be able to read, write and count but then she goes on to specify that more than those skills, "it is also important for them to have comprehension in whatever the lesson is emphasized for them. So that if they have comprehension, they could easily understand the lesson" (Fely, Interview 1). From this statement we can see that when she speaks of "bringing education to the children" she feels

it is her duty to make sure the students understand the material she is teaching so that she is truly facilitating learning and not just helping them memorize information to spit back on their exams.

Rosalie describes herself as a facilitator and states that “I am the one who facilitate to the students in order for them to learn, so as a facilitator you are trying your best in order for them to understand what you want them to understand” (Rosalie, Interview 1). Again, her emphasis is on understanding and helping her students to make meaning from the lesson as opposed to simply memorizing or reciting the material.

Dinah seems to struggle a bit with whether a teacher can be a facilitator when needed, or is always a facilitator of learning. She states, “sometimes a teacher is also a facilitator,...is always a facilitator (is always, ok) in learning, because uh, we have to teach our pupils then we have to offer ourselves for the development of our pupils” (Dinah, Interview 1). Dinah adds this new element that teaching the students the material is not enough but that a teacher’s role also includes offering themselves up so that their students can more fully develop. When asked what her goal is for her students, like Fely she responds that her goal is for them to learn to read and write and she adds “and of course they may understand what I am teaching” (Dinah, Interview 1).

Maria-Lyne connects the idea of being a facilitator with being child-centered as opposed to teacher-centered. She states, “the education trend is we are child centered, not a teacher centered but a child centered classroom, so it means, meaning the focus is the pupil itself, we are just um...we as a teacher we just guide them” (Maria-Lyne, Interview 1). Whereas Fely, Dinah and Rosalie’s statements tended to place them as the center and the giver of knowledge, Maria-Lyne seems to feel that her job is to “guide” the pupils in their learning. She says that “we just facilitate them, not...we are using what do you call the

discovery method in teaching. We teach a child what they learn..ok, we start to teach a child with what they learn.. because for now, the trend of teaching is not spoon-feeding.. we as a teacher are just a facilitator of learning" (Maria-Lyne, Interview 1). Like the others, she understands that her role is not to “spoon-feed” knowledge to her students, but to help them to comprehend and understand what they are learning.

While these teachers hold slightly different views of what it means to be a facilitator of learning, they all seem to share the common idea that their role as a teacher is to help children gain skills (reading, writing, math) but further to help children understand how to use those skills.

D) Students need to actively participate in the lesson in order to learn and
E) Students participate more actively in the classroom when the teacher and students are speaking the mother tongue.

The fourth and fifth most agreed upon statements for *Mother Tongue Supporters* were “Students need to actively participate in the lesson in order to learn” and “Students participate more actively in the classroom when the teacher and students are speaking the mother tongue.” Each of these teachers made a connection between using the mother tongue as the language of instruction and the increased student participation and learning that results.

Every response about statements D and E dealt with the relationship between using the mother tongue and student understanding. Each of the four teachers in Attitude 1 stressed how using the mother tongue, as opposed to Filipino or English, helped their pupils to better understand the instructions and lesson, which in turn meant that the pupils were able to more actively participate in the classroom activities. When using the official languages, most teachers reported receiving blank stares from their students until they began using the mother tongue to facilitate comprehension.

[when using the mother tongue], *they can easily understand* (Fely, Interview 1).

when you are talking in English, maybe they are just watching you, but when you translate it in your mother tongue they will participate actively (Rosalie, Interview 1).

[when I speak in Filipino or English], *only few could understand* and she attributes this to the fact that many of them *have not undergone kindergarten or day care center* (Dinah, Interview 1).

especially if the instruction is in Filipino or in English, maybe they have, they could not understand (Maria-Lyne, Interview 1).

According to the teachers in this perspective, the language of instruction is directly related to student understanding and specifically these teachers agree that using the mother tongue helps their pupils to understand the lesson. However, they also feel that the language of instruction affects more than student understanding. It also helps the children to participate, feel alive, communicate better with the teacher, answer questions and interact with the lesson.

students can participate more actively in the classroom because ... if we are talking with our pupils in mother tongue, ... they can response to our questioning (Fely, Interview 1).

the pupils could interact because they really understand what I am telling them, and when I ask questions, they could really answer (Dinah, Interview 1).

they're alive when you are using their language, they will follow you, they will understand what you are saying (Rosalie, Interview 1).

it's very important to use the mother tongue approach, for the pupils to communicate with you well and for them to actively participate in the task that you will be giving to them, because when they could not understand your instructions, there's nothing, learning's nothing (Maria-Lyne, Interview 1).

Thus for these teachers, using the mother tongue translates into students who understand what is being said, who can follow instructions and are actively participating, interacting and answering questions, and most importantly, students who are learning.

In summary, teachers sharing this perspective feel strongly that local language materials are needed to help them be successful at MTBMLE. Even though there is a paucity

of such materials, they have already developed ways of using existing materials or developing their own materials to suit the MTBMLE classroom. These teachers also strongly believe that using the mother tongue as the language of instruction helps children understand, participate, communicate, interact and learn. Finally they see themselves as facilitators of that learning with their goal being to help students comprehend the lessons so that they can actively participate. In the next section I will provide a summary of the statements that these teachers least agreed with in order to more fully define their perspective.

Mother Tongue Supporters: Least Agree

Table 9. Top five disagree statements for Mother tongue supporters

Item #	Item: Most Disagree	z-score
5	The mother tongue is not suitable to be used as an academic language.	-1.876
15	I use the same teaching methods in my classroom as were used by my teachers when I was a student.	-1.642
20	Teachers are not equipped to use a foreign language as the medium of instruction.	-1.476
3	Mother tongue literacy is not useful because there are very few mother tongue reading materials available.	-1.455
29	Mother tongue teaching and learning materials are difficult to create.	-1.189

A) The mother tongue is not suitable to be used as an academic language.

The item that teachers from Attitude 1 most disagreed with was “The mother tongue is not suitable to be used as an academic language.” This makes sense in light of their strong agreement with the statement that “Children cannot learn when education is in a language they do not understand.” Each of these teachers view the mother tongue as suitable to be used in the classroom, and in fact all of them stated that they are already using it to help their students better understand the lessons. All four teachers in this perspective rated this item a (-3), which shows how strongly they believe in using mother tongue in the classroom. Fely

explained why she so strongly disagreed with this statement by saying, "It [mother tongue] is suitable for teaching academic language because the reason is childrens can understand easily. They can speak, they can understand, they can comprehend" (Fely, Interview 1). For each of these teachers, the reason that they see using mother tongue as a viable option is that students can speak it, understand it and therefore learning is facilitated.

B) I use the same teaching methods in my classroom as were used by my teachers when I was a student.

The second item they disagreed with most was that "I use the same teaching methods in my classroom as were used by my teachers when I was a student." These teachers have all gone through higher education and received training in active and child-centered pedagogies. I asked each of them about the methods they remember their own teachers using and most firmly insisted that the methods they use in their own classrooms are much more modern and child-friendly.

Rosalie attributes this to globalization, "it is because times today is not like before, so you teach and globalization also, not only in what you learn before, but you need to improve teaching in order for the student to cope up in the global globalization" (Rosalie, Interview 1). Dinah also suggests that teaching styles must evolve over time to meet today's demands. "Our trend is not always the same, and we learn new techniques, new methods in teaching as years pass by. Sometimes what we learn today is not applicable tomorrow" (Dinah, Interview 1).

The teachers also make the point that discipline has changed since they were students. "Before when when a pupil cannot learn, the teacher will easily, will easily, reprimand but now as a teacher you need patience" (Rosalie, Interview 1). Several of the participants spoke about the corporal punishment they received from their teachers and how

that method of discipline is no longer appropriate in the modern classroom. They spoke of needing a “long patience” in dealing with their students and that includes finding new ways to discipline them and keep them on task.

Another change in teaching style that most teachers mentioned was a shift from a teacher-centered classroom to a child-centered classroom, where “the focus is the pupil itself” (Maria-Lyne, Interview 1). Rosalie tells how “before it’s just only the teacher was talking and talking and talking but now there is interaction between the teacher and students, you need to exchange ideas for the pupils, you must get their ideas, you must give the opportunity to the pupils to discover” (Rosalie, Interview 1).

In Rosalie’s teacher education program, she learned that students bring knowledge and experiences that must be drawn out and it is the role of the teacher to do so and to allow the pupil to discover knowledge through activities, games, and other tasks as opposed to simply telling them information. Maria-Lyne also notes that during her teacher training program she learned about child-centered teaching and the discovery method and how “for now, the trend of teaching is not spoon-feeding, we as a teacher are just a facilitator of learning” (Maria-Lyne, Interview 1).

C) Teachers are not equipped to use a foreign language as the medium of instruction.

A third item these teachers disagreed with is that “Teachers are not equipped to use a foreign language as the medium of instruction.” These teachers were protective and proud of the teaching profession and their role in shaping the lives of their students. I would submit that they disagreed so strongly with this statement because of the insinuation that teachers are not capable.

When asked why she disagreed so strongly with this statement (she rated it a -3), Fely responded that:

Teachers are equipped also to use foreign language, if the students are in the higher levels of education but in the first grader, mother tongue is really important and it is very useful for the teacher to use because childrens are in low education yet, if they can reach secondary or college level, teachers are equipped also to use foreign language because English is international language (Fely, Interview 1).

Here she seems to be implying that the issue is not teachers being equipped to use a foreign language, but students not being ready to be taught in that foreign language. She also implies that using the foreign languages (Filipino and English) is important in later levels of education (secondary and college level) since English is the international language and children need to learn it and be prepared to use it in the workforce. At the time of this *Q* sort interview, Fely does not seem to understand or agree that learning through the medium of the mother tongue can help children to learn foreign languages faster. We will revisit this point later to see if this perspective has changed at all after the professional development program.

It is also interesting to note that although teachers in this perspective disagreed strongly with this item, they also disagreed with the statements “I feel comfortable teaching in Filipino” and “I feel comfortable teaching in English”. Of the four teachers in this perspective, only one rated the statement “I feel comfortable teaching in Filipino” positively (+1) whereas the others were all neutral or negative. For the statement “I feel comfortable teaching in English”, each of the four teachers rated it as neutral or negatively, with one teacher choosing this as the statement she most disagreed with. This indicates that although they feel teachers may be equipped to teach in the foreign languages of English and Filipino, they don't necessarily feel comfortable doing so.

When pressed further about why they don't feel comfortable, most teachers responded that it was because when they used English or Filipino as the medium of instruction, their students did not understand, thus they were uncomfortable using those languages since they felt their pupils were not learning. According to Fely, "if we are teaching English, then the pupils cannot understand, it is not comfortable for teacher also, because the reactions the childrens cannot actively participate because they don't understand what the teacher is teaching about or talking about" (Fely, Interview 1). For Fely, using English is uncomfortable because her students are unable to participate in the lesson because they don't understand what is being said. Rosalie also reiterates this point by saying, "It is because when you are just teaching in English, your pupils will just look at you, just looking at you, what are you saying" (Rosalie, Interview 1) which is why she is uncomfortable.

D) Mother tongue literacy is not useful because there are very few mother tongue reading materials available.

Teachers in Attitude 1 also strongly disagreed that "Mother tongue literacy is not useful because there are very few mother tongue reading materials available." Each of these teachers clearly believed in using the mother tongue to support learning in the classroom regardless of the materials available. Dinah responded to this statement by saying, "I disagree with this statement because for me, I could easily teach mother tongue because our community is just my co-tribe so I can teach them easily" (Dinah, Interview 1). Since she shares a common culture and a common spoken language with her students and community, Dinah felt that even without a wealth of physical materials, like books, MTBMLE would not be that difficult. She says when using mother tongue, "it's only less materials that I would use because they really understand what I am saying to them...so they could easily understand, because we understand our language" (Dinah, Interview 1). This is an interesting

way of looking at the question of materials. Dinah seems to be saying that when teaching in mother tongue, you can actually get away with using fewer materials because the pupils already understand what is being taught. English or Filipino instruction, however, would require more materials because the students aren't as familiar with those languages.

E) Mother tongue teaching and learning materials are difficult to create.

Teachers who shared Attitude 1 also disagreed with the statement that “Mother tongue teaching and learning materials are difficult to create.” Put simply, they feel that given the time and resources, they are able to create mother tongue teaching and learning materials without much problem and several of them were already making their own materials, adapting foreign language materials, or using simple resources such as the chalkboard to create their own.

The statement these teachers most agreed with and one of the statements they least agreed with both had to do with local language materials. Combining these statements show that these teachers believe that MTBMLE would be easy if they had enough materials and that these materials are easy to create. In fact much of the professional development these teachers participated in after this interview involved the creation of local language materials, so later we can see how this may have affected their perceptions about MTBMLE.

In summary, teachers sharing this perspective feel strongly that local language materials are needed to help them be successful at MTBMLE and that these materials are not difficult to create. These teachers also strongly believe that using the mother tongue as the language of instruction helps children understand, participate, communicate, interact and learn and therefore believe strongly that mother tongue is suitable to be used as an academic language. These teachers also see themselves as quite different than their own grade-school teachers and feel that one way they are different is their child-centered, versus teacher-

centered, pedagogy. They also believe that teachers are equipped to use English and Filipino as languages of instruction but don't feel comfortable doing so because the students are unable to participate when they use those "foreign" languages. The next section will provide a summary of Attitude 2, *Mother tongue resister*, and the statements that the teacher in this perspective most and least agreed with in order to more fully define this second perspective.

Attitude 2: Mother tongue resister prior to professional development

One of the five teachers interviewed held a perspective that was statistically quite different from the *Mother tongue supporters*, and her perspective formed the basis for Attitude 2: *Mother tongue resister*. Imelda, the teacher who made up this perspective, clearly views MTBMLE as a challenge. This can partially be attributed to the fact that she doesn't speak the mother tongue of the majority of her pupils. Imelda is from a different ethnic group from her students and doesn't speak their language. She speaks Ilocano and 100% of her pupils speak Maguindanaon. Therefore, the mother tongue that she would be expected to use is not her mother tongue, nor is it one that she is very familiar with.

The following section will provide an overview of Attitude 2: *Mother tongue resister* by examining the defining statements for this perspective (statements with the highest and lowest z-scores per factor). Since only one teacher makes up this factor, I will really be presenting her perspective. For this reason I will only include her top four agree (+4 and +3) and disagree (-4 and -3) statements because the next level (+2) would add four more items.

Mother Tongue Resister: Most Agree

Table 10. Top four agree statements for Mother tongue resister

Item #	Item: Most Agree	z-score
24	My goal is to get through the syllabus.	1.919
10	I feel comfortable teaching in Filipino.	1.439
22	The teacher's role is to impart knowledge to the students.	1.439
27	I see myself as a facilitator of learning.	1.439

A) My goal is to get through the syllabus (+4)

The statement that Imelda most agreed with is “My goal is to get through the syllabus.” When questioned about what the word “syllabus” means to her Imelda replied, "Something of lesson plan" or “the plan for the whole year, and then the lessons for everyday" (Imelda, Interview 1). When asked if the most important thing for her in her teaching is to make sure she gets through that yearly plan and daily lessons, Imelda responded with a “yes”. What is interesting is that even though her other statements show that she is resistant to using the mother tongue as a learning strategy, she also states that she’s “interested to learn the strategies and techniques in teaching in using mother tongue, that’s why [she] want[s] to finish the syllabus" (Imelda, Interview 1). Although she’s resistant for some obvious reasons - she doesn't speak the language of her students - she is at the same time interested in learning more about MTBMLE and its possibilities.

B) I feel comfortable teaching in Filipino (+3)

The next item she most agreed with is that “I feel comfortable teaching in Filipino.” This makes sense considering that Filipino is probably the language that both Imelda and her students most share. Even though the first graders are not proficient in Filipino, they still hear it being used and have access to it through the television. Since Imelda is just starting to

learn Maguindanaon, she doesn't possess the vocabulary to teach in that language and so Filipino is the next best choice for all involved.

When asked which language she feels most comfortable in, Imelda replied "Filipino". She ranks her comfort with the Filipino language fairly high, as she must rely on it to communicate in her classroom. She rated this statement a (+3) and she rated the statement "I feel comfortable teaching in English" a (+2). Teaching in the mother tongue, however, she rated a (-2). Whereas the teachers in perspective one agreed that they were not comfortable teaching their first graders in Filipino or English because the pupils did not have a good grasp of those languages and therefore did not respond or participate, the teacher in perspective 2 was uncomfortable teaching in the mother tongue because she personally could not communicate well in that language.

C) The teacher's role is to impart knowledge to the students (+3)

Another statement that Imelda strongly agreed with was that the "teacher's role is to impart knowledge to the students." When asked to explain what this means to her she responded, "As a teacher mam, as a teacher you have to impart knowledge to the pupils. Not only the academic one but also the moral values" (Imelda, Interview 1). For her, imparting knowledge to her students involves academic knowledge as well as moral values and this statement seems to place her as the giver of knowledge in her classroom as opposed to a facilitator of that knowledge.

D) I see myself as a facilitator of learning (+3)

Another item that Imelda most agreed with is, "I see myself as a facilitator of learning." She explains that "I have to facilitate only the activities and instruct them what to do for the, for that subject matter or lesson" implying that her role is more a facilitator

rather than instructor (Imelda, Interview 1). She also states “I have to facilitate, not to dictate to the pupils what they should do” (Imelda, Interview 1). When I pressed her about why she felt it was important to facilitate rather than dictate she replied that “they [the pupils] can easily learn by their own...by their own experiences and they can create their own ideas about that subject matter that I want them to impart” (Imelda, Interview 1). Again, her statements indicate that she understands the importance of facilitating learning and allowing her students to discover meaning but that deciding what knowledge and how students get that knowledge is her task, not theirs.

Mother Tongue Resister: Least Agree

Table 11. Top four disagree statements for Mother tongue resister

Item #	Item: Most Disagree	z-score
30	Writing in mother tongue is not difficult.	-1.919
29	Mother tongue teaching and learning materials are difficult to create.	-1.439
14	Students will learn a language faster if immersed in that language.	-1.439
7	Students will learn English faster if taught through the mother tongue.	-1.439

A) Writing in mother tongue is not difficult (-4)

The statement that Imelda most strongly disagreed with was: “Writing in mother tongue is not difficult.” It makes sense that she would strongly disagree with this statement since she has only learned a small amount of Maguindanaon, the mother tongue of her students. When she starts to explain why she so strongly disagreed with this item it seems like she feels that although writing is difficult, speaking the language is even harder.

Yes, it's difficult for us to write because we cannot, it's more easy for us to write mam than to speak, because some words we can know and we can understand we have heard already to the pupils, we can also understand, but in speaking, it's hard for us to speak fluently and explain it to them, but in writing maybe we can write it. In simple words (Imelda, Interview 1).

One interpretation of this viewpoint is how difficult it is for her to communicate instructions, content and activities to her pupils using their language. At one point during the interview she explained that sometimes she has to ask another teacher or a student in a higher grade level to come explain a concept in Maguindanaon so that all the students could understand. She says, “I ask someone, maybe, especially as we start the school year, who can speak fluently in Maguindanaon, I ask the higher grades to explain them so that they can understand” (Imelda, Interview 1). This indicates that she sees the value of speaking the mother tongue of the pupils since she often has to make use of other Maguindanaon speakers to serve as a translator.

B) Mother tongue teaching and learning materials are difficult to create (-3)

One of the items that she also strongly disagreed with is that, “Mother tongue teaching and learning materials are difficult to create.” Imelda seems to feel strongly that visual aids and other materials are important to student learning. After she completed her initial *Q* sort, I asked her if there was anything she felt was missing or another statement she would have liked to see. Imelda replied, “something that I want to add to this is the use of visual aids, as one of the useful materials in teaching. I did not read anything of visual aids” (Imelda, Interview 1). When prompted as to what kinds of visual aids she responded, “Like using television maybe and...other created materials” (Imelda). She goes on to say that they don't have enough materials and that they also need “manipulative materials for children” (Imelda, Interview 1).

Imelda (like the teachers in Attitude 1) feels that materials are important, yet she faces the added challenge of not being comfortable with writing her students' mother tongue. Although she feels the need for more materials, she also finds it somewhat challenging to create them "because we need to research, or ask someone to interpret for us"

(Imelda, Interview 1). Imelda ranked this statement as strongly disagree (-3) but when she explained what she meant, it seemed that she actually agreed with the statement. This may be due to the double-negative nature of how the statement was worded.

C) Students will learn a language faster if immersed in that language (-3)

Another item she strongly disagreed with is that, “Students will learn a language faster if immersed in that language.” When asked about this statement, Imelda re-read it several times to herself and aloud and seemed unsure as to its meaning. Here is the explanation that I gave to help her understand immersion: “that basically means, students will learn English faster, for example, if they’re immersed in English. If they’re hearing English, if the teacher is speaking in English all of the time, if all of their materials are in English, that’s like immersion, so everything is in English” (Paulson, Interview 1). In retrospect, I may have confused her by selecting English to use in my explanation of immersion. After my explanation, she replied, “Maybe they can learn it faster mam, if we concentrate only with one language, but for us, it’s not only one language that we are using, that’s why it’s not fast for them to learn...” It’s possible she thought the statement meant that they should focus only on English instead of mother tongue or Filipino. She may also be referring to the Bilingual Education Policy, which mandates the subjects that teachers must teach in Filipino and the ones they must teach in English. Although teachers are supposed to use the “auxiliary languages” in the first few grades to promote understanding and aid in the learning of Filipino and English, their mandate is unclear as to how exactly they’re supposed to do that.

When asked what she thinks is the best way to teach the students Filipino and English to make it easier for them she replied:

We have to translate it mam, and then show them pictures, real objects about that, and then we will translate it in Filipino and English. That's the way we are using so that they can learn easily the words or we have to make examples, we use it in sentences and examples so that they can easily learn (Imelda, Interview 1).

What comes through from Imelda's interview is that she understands that she must use translation supported by examples, objects and pictures as a way to help students learn languages in which they are unfamiliar.

D) Students will learn English faster if taught through the mother tongue (-3)

Another item she most disagreed with is that, "Students will learn English faster if taught through the mother tongue." She disagreed with this statement because as she understands mother tongue education, she would need to translate the concept from mother tongue, to Filipino to English which takes too much time.

For us mam as a Filipino, we have to translate it first in Filipino before in English, that's why it's not too fast (to go from the mother tongue to Filipino and then to English, ok) Yes, it's more easy for us to teach or translate, teach English through translating Filipino to English not from mother tongue (Imelda, Interview 1).

Here she seems to be implying that this process of translation from one language to the next is time consuming and therefore it is better to just stick with the language being taught or to translate only from Filipino to English. She doesn't seem to view the mother tongue as being useful in the process of learning a second or third language.

The overall picture we get from this teacher is perplexing. Just by looking at the statements she most agreed and disagreed with, it seems she falls neatly into the category of mother tongue resister. However, when we take into consideration that she is not a native speaker of the language of her students, this lets us see her perspective in a new light. Also her responses to many of those statements indicate that perhaps she didn't fully understand the *Q* sort layout, as her explanations often were a mismatch with where on the scale she placed the statement. Is Imelda simply resistant to MTBMLE as a teaching methodology or

is she resistant because she feels that she cannot actually do it because of her own language deficiencies? At the same time she seems eager to learn more about it and even says that “I’m challenged to use maybe someday the mother tongue and...and test if it is effective, it is more effective if you use the mother tongue or the Filipino that we used in teaching” (Imelda, Interview 1). Although for now she doesn’t seem to see its utility, she remains open-minded and willing to perhaps change her perspective if she can be shown that it is truly more effective than the way she is currently teaching.

The previous section provides a summary of the two perspectives that emerged from the initial *Q* sort and interviews with the five teachers in the sample prior to the professional development program. The next section will review data collected from two training activities on day one of the professional development program: a reflection and drawing activity, and a definitions activity.

Attitudes on day one of professional development – Reflection and Drawing Activity

The reflection and drawing activity took place on the first day of module one of the professional development program.

Objectives: By the end of the activity participants will be able to:

- 1) express their memories of their own first grade experience,
- 2) recognize the difficulties they may have had in learning to read and how that related to the language of instruction in their classroom,
- 3) relate their own early learning experiences to those of the students they now teach in their classroom.

Purpose: This activity was designed to bring into the open the early experiences that may have been influential in forming these teachers’ attitudes and beliefs about language, literacy and learning. By bringing them to the surface, reflecting on them, sharing them and even

drawing, the intention was to help participants shed light on often unconscious ways of thinking that affect the way they teach in their current classrooms.

Activity: For this activity, I asked participants to close their eyes and reflect on their own early language and school experiences. I specifically asked them to try to remember what it was like when they were in first grade. I then guided their reflection with the following prompts:

- a. Think about what it was like for you to learn English and Filipino.
- b. How did you feel when you learned math in English?
- c. Remember what it was like to learn to read in Filipino and English.
- d. How did you feel? What did it make you think about yourself? About your home language?

I then asked participants to share with a partner their memories of early language learning experiences. Next I asked participants to work individually with a piece of scrap paper and to represent their experience on paper. They were told to use any form they wanted, (picture, words, symbols, etc). After everyone finished, I asked participants to come up and share their picture with the large group and explain why they drew what they drew. Pictures were then put up on the walls for all to see.

Observations about the activity

From my own observations during the activity, participants were very involved. Everyone participated in the guided reflection and they shared animatedly with their partners. In fact, I had to ask them several times when it was time to stop sharing, because they were so engaged. They also seemed to appreciate the opportunity to represent their experiences in a way that wasn't just using words. Although some teachers were nervous because they felt they weren't good artists, I assured everybody that the importance was in

the meaning, not in the actual picture. About 90% of the teachers also volunteered to come up and share their drawing and explain its meaning in front of the large group. They seemed eager to share their experiences and participants listened intently to the experiences of others in the group. They were also proud to put their drawings up on the wall, and during the lunch hour, I found many participants browsing through the drawings. This simply tells me that participants were engaged in this activity and found it interesting. A written evaluation of training module one also revealed that two participants listed the reflection activity as the one they most enjoyed (See **Appendix C**). One participant stated that the activity he/she most enjoyed was “when we let draw of our experience during our grade one” and another participant noted that what they most enjoyed was “the different unforgettable experiences of every teacher (reflection activity)” (anonymous participants, training module one evaluation).

The following section will review the drawings that participants in the sample drew on that first day of training, and their explanations for why they drew what they drew.

Mother Tongue Supporters: Reflection and drawings

Dinah's Reflection Drawing:

Dinah drew the following picture during the first day of training:

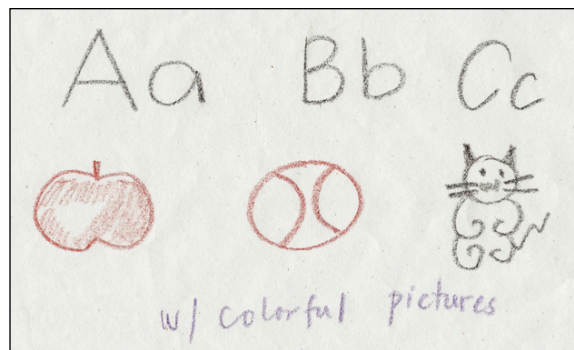


Figure 10. Dinah's Initial Drawing

When she described her picture to the whole group, here's what she said: "I draw A, B, C with drawings as what I experienced. My teacher forced us to memorize the ABCs." She goes on to say that "what bothers me is the drawing, especially in letter "A" because we don't have any apples or we can't see apples in our area. So our teachers use foreign books and I don't know if she herself can see or understand what is the drawing of apple" (Dinah, reflection activity, training module 1). For Dinah, one of her strongest memories of learning in the first grade was of being taught the alphabet through pictures that had no meaning to her, and no relation to her daily life, as she had never even seen an apple before. This seemed to bother her since she had no idea what an apple was, and yet the image of an apple was being used to teach her the alphabet. Dinah recognized a disconnect between the image of the apple and what she experienced in her daily life, and this has stuck with her after all those years.

Maria-Lyne's Reflection Drawing:

Maria-Lyne drew the following picture during the first day of training:

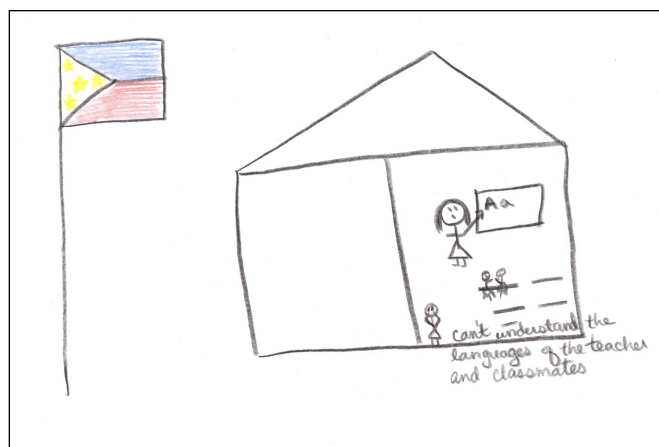


Figure 11. Maria-Lyne's Initial Drawing

When she got up to describe her drawing she said:

I am in school, entering grade one. Here is my teacher, my teacher is an Illongo. And in our classroom I think one percent of the total population is Tboli like me. So here are my classmates,

they are busy playing, they are busy interacting with each other, and here is me. Because I don't understand what my teacher is telling us, what my teacher's spoken language is. I don't understand it so I think when I was grade one, I finished grade one without any ... I don't know how to read, since the instructions of my teacher is hard for me to understand it (Maria-Lyne, Reflection activity, Training module 1).

Maria's explanation of her drawing focuses on her isolation, which she blames on her inability to understand the language used in the classroom. During her final interview, when I asked Maria-Lyne to again explain her original drawing and why she drew it, she responded:

In this drawing, it represents my own experience since when I was a grade one pupil. I drawn here, this illustrates a school, yes, and here I write "can't understand the languages of the teacher and classmates" because I place myself here at the corner since maybe I felt I was isolated at that time, because in our classroom, during my first grade, I could still remember that out of 100% maybe, 2 or 3% of the pupils are Tboli like me (Maria-Lyne, Interview 2).

Maria-Lyne again emphasizes her feelings of isolation, which she represents in the drawings by depicting herself alone in the corner of the classroom while the other pupils interact with each other and with the teacher. She also writes in words on the drawing, "can't understand the languages of the teacher and classmates" to further explain why she feels so isolated. Maria-Lyne goes on to say that although her parents are educated, they speak only Tboli in the home, and they didn't have TVs in her town when she was growing up so she had no exposure to other languages before entering school.

Because in our home, although my father and my mother are all educated, they gone to school, and in fact my father was an elementary school teacher also, so although they are yes educated, they didn't train us to speak foreign dialects, they stick on speaking our own dialect...only Tboli, And as far as, yes maybe 20 years or 21 years ago there's no such television yet here in our town so we are not exposed to that, and in our home, in our house, we just play with our play mates doing those traditional sports, traditional games, and since when I entered grade one, and enrolled automatically in a place where the majority are Ilonggos, so I felt, I was isolated at that time (Maria-Lyne, Interview 2).

Maria has strong memories of how she wanted to be able to communicate with her classmates and teacher and wanted desperately to be able to express herself. Even the desire to establish friendships was blocked since she couldn't speak the language.

I don't know how I wish to mingle with my classmates, with my teacher, but the problem is I couldn't express myself, I couldn't express myself...that's why I placed myself here (points to girl in corner in the drawing), I illustrated myself here standing at the corner and yes that's ...I am an isolated one, alone, I cannot establish good friendship, how I wish to establish friendship with other child but...the problem is I couldn't talk to them, I couldn't speak their dialect, so that's the unforgettable experience that I had during my first grade, so I could still remember that I finished first grade without knowing how to read (Maria-Lyne, Interview 2).

It's interesting that Maria's frustration over her inability to communicate stemmed not only from her desire to participate in class and ask and answer questions, but also from her desire to connect with her peers and establish meaningful relationships. Without mastery of the official language, she was friendless and isolated, and it's that sense of being alone that she still remembers after all these years.

Fely's Reflection Drawing:

Fely drew the following picture during the first day of training:



Figure 12. Fely's Initial Drawing

When asked to explain why she drew an owl, Fely explained, "This is the only picture that I remember in grade one, the owl. Because my teacher teach us how to memorize the owl. Until now I can't remember the words or lyrics to these poems, I only remember the big eyes of the owl" (Fely, reflection activity, training module 1) She goes on to say that she didn't learn to read until third grade and in grade one couldn't even tell "A from B".

During her final interview, when asked to again explain the owl drawing, Fely replied that she drew an owl because “every time my teacher asks question and I sometimes I can’t I can’t answer, he would always say, ‘you’re like an owl, your eyes is big’...because I don’t understand and I have nothing to answer to her” (Fely, Final Interview). Thus the owl picture with the big eyes represented how Fely looked to her teacher when she couldn’t answer questions because she didn’t understand English, the language of instruction. Fely goes on to say, “I can’t learn so many things because in grade one, they’re always telling in English,...so I don’t understand” (Fely, Final Interview). Her experience is similar to Maria’s in that neither of them was able to understand the language of instruction. Maria focuses on how this makes her feel alone and isolated and Fely focuses on how this keeps her from learning the alphabet and reading until much later because she simply can’t understand.

Rosalie’s Reflection Drawing:

Rosalie drew the following picture during the first day of training:



Figure 13. Rosalie's Initial Drawing

She didn’t volunteer to share her drawing with the group during the training, but she explained her drawing during her final interview. According to Rosalie,

I drew this picture because when I was in first grade I was shy, then, my teacher teach us on how to read, the first letter that I recognize, that retained to my mind was Ba, with opposite drawing, Bata,

... Bata is a baby...in Tagalog. So I learned how to read through the picture bata which was the phrase beginning sound was ba (Rosalie, Final Interview).

There seems to be a common theme among the teachers' literacy learning memories of the images that were used to help them learn to read. Dinah remembered the apple picture used to teach her the letter "A", Fely remembered learning the word owl through the image, and Rosalie distinctly remembers the image of a baby that was used to teach her the letter "B". The method that these teachers learned to use during the professional development program to teach their students reading also uses key words and images to teach reading, the one difference being that the images must be from the students' daily life. The new method of teaching reading is building on the way that they learned to read while making sure that the images used to teach letters and sounds are relevant to the daily lives of the learners.

Mother Tongue Resister: Reflection and drawings

Imelda's Reflection Drawing:

Imelda drew the following picture during the first day of training:

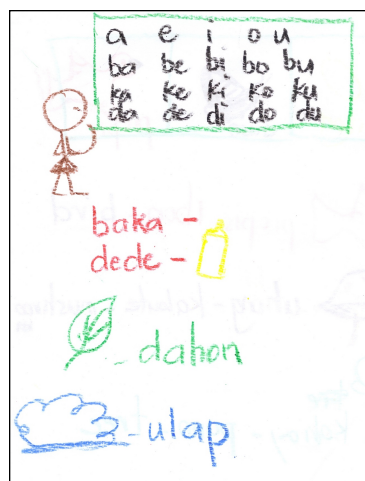


Figure 14. Imelda's Initial Drawing

Imelda didn't volunteer to share her drawing with the large group during the training but she described to me what she drew during our final interview. Imelda explained,

Grade one, at the start when I started to read, my teacher taught me first the vowels, and then followed by the consonant and we always memorized, “ba be bo bi bu, ca ce co ci cu, da de do di du” and after that, my teacher syllabicated and then we form a word, at the same time my teacher draw an object related to that word (Imelda, Reflection Activity, Interview 2).

Imelda’s teacher used Filipino to teach reading although Imelda’s mother tongue is Ilocano.

Imelda is the only teacher in the sample to actually depict reading instruction in her drawing (from letters to syllables to forming words). She also demonstrates that key images were used when she was learning to read to emphasize the words being learned. In her drawing she shows “dahon” or “leaf” and also “ulap” or “cloud”. When asked if she remembers learning to read being difficult or easy, Imelda replied,

It’s easy for me mam because my teacher spoon-feed. They teach us to read, say the word after me. That’s why we have to memorize only the words and imagine what’s the image that she draw on the blackboard. That’s why for me it’s easy to learn reading...because I can easily memorize the words and at the same time the pictures that my teacher was teaching during the grade one (Imelda, Reflection Activity, Interview 2).

Imelda seems to be one of the only teachers who doesn’t remember learning to read as a difficult or isolating experience. She notes that it was easy for her as she just had to repeat after her teacher and memorize the words with the pictures. It seems that the pictures helped her to understand the words she was reading since she didn’t speak Filipino well in first grade. Like the Mother tongue supporters, Imelda also connects her early reading experiences with the images used to help her remember words. But unlike the other teachers, Imelda distinctly connects learning to read with being taught the vowels and their sounds, adding consonants to form new sounds, and combining them to form words.

Attitudes on day one of professional development – Definition Activity

The definitions activity took place on the first day of module one of the professional development program.

Objectives: By the end of the activity participants will be able to:

1. express what they believe the meaning of MTBMLE is and why,
2. describe various perspectives of MTBMLE,
3. engage with others in discussion about what they believe to be the meaning and purpose of MTBMLE

Purpose: The purpose of this activity is to get participants to think about what MTBMLE means to them and to have the opportunity to discuss their various viewpoints.

Activity: During this activity, I posted five different definitions of MTBMLE on flipcharts around the room (see **Table 7** for a list of definitions). I gave the participants five minutes to walk around and read the definitions and then asked them to stand by the one they most agreed with. Next I asked participants from each group to explain why they chose that particular definition over the other definitions and why they thought that their definition best defined MTBMLE. This discussion was recorded. Data from this activity will help clarify teachers' beliefs about MTBMLE at the start of the professional development program.

Observations about the activity:

Everyone participated in this activity. Several teachers commented about how they had never done an activity like this before where they could get up and move around the room and where they could choose and defend the definition they most believed in. In fact on the final evaluation (**Appendix C**) one teacher wrote that the most memorable activity was “Standing by the preferred meaning of MTBMLE – because it’s a new one” suggesting that this was something unique that he/she had never done before.

Teachers took their time reading the definitions and finally chose the one they most agreed with. I then asked someone from each group to start by explaining why they chose that definition. Oftentimes that person would endeavor to speak for all the teachers who

chose that particular definition and it was difficult to get others to speak up. Once they got started, however, they were more willing to speak and were quite vocal about their beliefs and the definition choices they had made. Occasionally a teacher would move to a different definition if the reasoning of that group swayed him or her.

The following section will review the definitions that participants in the sample chose on that first day of training, and their explanations for why they chose that particular definition.

Mother Tongue Supporters: Definition⁸ Activity

Dinah's Definition Choice:

During the first day of the first training module, Dinah chose the following definition as the one she most agreed with:

MTBMLE makes the child's language, culture and context the foundation of learning. It starts by using the child's language throughout school, and gradually introduces a second or even a third language as the child progresses through education.

When asked why she picked that definition over the others she replied:

The experience that we have here, especially the beginners, when you teach them in English or in Tagalog, very first month, so they just see or just listen and they have no reaction because they don't know or they don't understand what you are saying. But you have to go on their level to speak so that they could understand what you are saying. You have to speak or you have to explain the Tboli words. And I think that mother tongue-based, or MTBMLE is a very good strategy to teach the first graders (Dinah, Interview 2).

One thing that stands out to me about Dinah's response is that she specifically states that MTBMLE is a good strategy to teach first graders. This makes me wonder if she also believes that MTBMLE is useful in the higher grades. But she has clearly experienced that when she uses Filipino or English with her students she gets blank stares because they can't understand. As a result, she recognizes that she must go to their level and speak a language that the children understand if learning is to take place.

⁸ See Table 7 for a full list of the five definitions participants could choose from. The definitions were presented in English.

Maria Lyne's Definition Choice:

During the first day of the first training module, Maria-Lyne chose the following definition as the one she most agreed with:

MLE is the use of more than two languages for literacy and instruction. It 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 piece that Maria-Lyne seems to identify most with is that “it starts from where the learners are, and from what they already know.” This makes sense as during the reflection activity on her own early learning experiences Maria focused on how lonely, left-out and unconnected she felt to her classmates and her teacher all because she didn’t speak the language of instruction. She mentions how starting with what her pupils’ know helps “them build self esteem and self confidence” unlike her own personal experience where she felt low because she could not communicate with anyone or even answer questions.

Fely's Definition Choice:

During the first day of the first training module, Fely chose the following definition as the one she most agreed with:

MTBMLE makes the child’s language, culture, and context the foundation of learning, starts by using the child’s language throughout school and gradually introduces a second or even third language as the child progresses through education.

Here she seems to identify with the idea of using the mother tongue first before introducing other languages. When asked about why she chose this definition, Fely replied,

I choose this one because...first in grade one children cannot understand the Filipino or second language even the third language, English, so they can understand their own language, and they can, um, speak also....so if we are talking in mother tongue, they can interact, they can reply they can participate in the lesson, and they can easily understand the lesson, because I the teacher speaks in their mother tongue language (Fely, Interview 2).

She speaks of using the mother tongue so that children can 1) interact, 2) answer questions and participate in the lesson, and 3) understand the lesson. It's interesting that like Maria-Lyne, her first reasoning for using the mother tongue is so that students can interact, and she mentions this before understanding. It seems these teachers have a cultural conception of learning that places a high importance on interaction and the characteristics that might promote higher interaction such as self-esteem and self-confidence.

Rosalie's Definition Choice:

During the first day of the first training module, Rosalie chose the following definition as the one she most agreed with:

MLE is the use of more than 2 languages, for literacy and instruction. It starts from where the learners are and from what they already know. This means learning to read and write in their first language, or language one, and also teaching subjects like mathematics, science, health and social studies in the language one.

When asked why she selected this definition she replied, "I choosed this definition because I apply this one already in my classroom. For example, in my English subject, I am teaching English, but sometimes I use their mother tongue, so I choose this one" (Rosalie, Interview 2). This seems to indicate that the mother tongue is not the primary language of instruction in her classroom but that she occasionally uses it to clarify issues or aid in understanding.

When asked to explain why she agreed with the rest of the statement, Rosalie replied, "It starts from where the learners are; it means the learners are Ilonggo, so you can use Ilonggo before you teach other languages like Filipino" (Rosalie, Interview 2). This statement seems to contradict her previous statement and suggests that it is preferable to start with the mother tongue before moving on to the second and third language.

Mother Tongue Resister: Definition Activity

Imelda's Definition Choice:

During the first day of the first training module, Imelda chose the following definition as the one she most agreed with:

MLE is the use of more than two languages for literacy and instruction. It 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.

According to Imelda's responses, she selected this definition based upon how she was currently teaching in the classroom. "I select that one because...it's more applicable because we use two languages at the same time in teaching the grade one pupils so we can translate at the same time. Their own language and their second language" (Imelda, Interview 2). It's interesting that she is saying that this is what she currently does because she herself admitted she doesn't speak the same mother tongue as the majority of her students. She also goes on to note that "it's not easy for us to do it at the same time...We will start it first in MT before translating in Filipino in all subject areas" (Imelda, Interview 2). She recognizes that it's not easy and she may be referring to the fact that she is not fluent in the mother tongue of her students which would make using both languages for instruction quite difficult, even if she recognizes that that's what her students need.

Attitudes after completion of the professional development program

The previous section reviewed existing teacher attitudes during the professional development program. In order to understand what happens to their attitudes after the professional development program, we must also look at the attitudes that exist after completion of the program. Having a clear picture of attitudes prior to the professional

development program and after completion of the program will allow us to see what kind of change occurred, if any, so that we can then take the next step of determining the causes of change. As I explained in the methodology section, the main method I used to learn about teachers' attitudes and beliefs after the professional development program was through an in-depth interview including a review of the initial *Q* sort items (see **Table 5** for a list of the initial *Q* statements).

The first part of the final interview focused on the same *Q* items that participants rated prior to the program. We reviewed their initial rankings of those items and as well as how they currently felt about each item. I also collected two other pieces of data during the final interview that were used to answer the question of what were teachers' post-professional development attitudes. One piece of data came from asking them to choose a definition of MTBMLE that they now most identify with. The second was asking them to draw a picture (based off the picture they drew in the first training) of what that classroom would look like if it were an MTBMLE classroom. With these three pieces of data (*Q* items, definitions, and drawings), I was able to identify new attitudes, or nuances within already existing attitudes, that these teachers held after the professional development program.

I will now review my findings on what attitudes these teachers held after the professional development program, and then in the following section, I will discuss how I believe those attitudes and beliefs were acquired. For each teacher in my sample I will analyze data from responses to the *Q* items, the reflection and drawing activity, and the definitions activity.

Attitude 1: Mother tongue supporters post professional development

DINAH:

Q Item Responses:

What stood out from Dinah's responses to the *Q* statements during her final interview was her understanding that learning to read in the mother tongue would enable the students to read for meaning. She indicated that she didn't feel it was hard for her students to read in Filipino, but that in Filipino, they were just reading the words without understanding what they meant. "I think it's just as easy for them to read Filipino as their mother tongue language. But they're just reading, and few of them can understand what is the meaning of the Filipino words...yeah, but if they will learn to read the T'boli language, and T'boli word, also they know what is the meaning" (Dinah, Interview 2). She is also quite positive about the alphabet primers that teachers created in training modules one and two because not only do they teach the learners in their own language, but they also use images and a context that the students are familiar with. Dinah says, "I think the primer, if it is ready, is very good in teaching the first beginner because the picture is name in T'boli and context is all T'bolis" (Dinah, Interview 2).

Dinah disagreed with the statement, "Students will learn a language faster if immersed in that language". She explains why by saying, "I think it's very difficult, especially in grade one, when you are teaching English and you have to speak English all the time. They don't understand what you are saying or what you are trying to teach them. So you have to as you teach, you have to explain, you have to tell them first in T'boli, to help them understand" (Dinah, Interview 2). She understands through experience that trying to speak only in English when teaching her students results in blank stares and little comprehension. Her solution is to use the mother tongue first, to make sure they understand the meaning, before using the L1 or L2. She goes on to say, however, that you can't leave the other languages out.

According to Dinah:

Learning other languages is...when you teach the mother tongue base, then you have to indicate the other language too, so they must understand their language first. Because if you will teach in other languages, or you have introduce your topics in other languages, maybe your pupils will not interest in schooling because they maybe not understand what you are teaching, what you want to teach for them (Dinah, Interview 2).

Thus, Dinah seems to feel that it's important to start with the mother tongue in order to promote understanding and keep the pupils interested in the subject. But at the same time it is important to teach the other languages as well so that they do not just learn the mother tongue.

Reflection & Drawing Activity:

During her final interview, I showed Dinah the picture she had drawn during the first day of training when asked to represent her experience with language and literacy in grade one (see **Figure 10**). I then asked her to draw a new picture representing what her experience might look like in an MTBMLE classroom and she drew the following picture displayed in **Figure 15**.

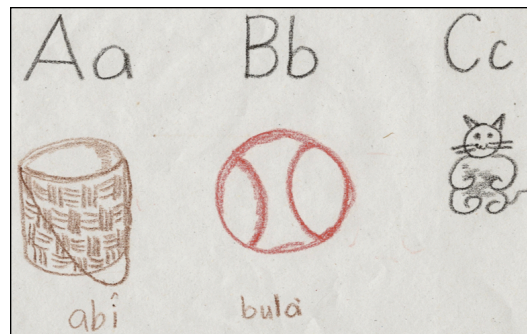


Figure 15. Dinah's Final Drawing

When I asked her to explain her new drawing she said, “this is a Tboli basket; this is called abi” (Dinah, Interview 2). When I asked her why she drew an abi, Dinah responded, “I choose this one that would be easily identified by my pupils, and if I use apple, only few would identify apple since our pupils are from other far-flung areas and they have no apples

there. Except if you will bring apple and you will present to them” (Dinah, Interview 2).

Here Dinah shows that she understands that MTBMLE is about starting with what children know and are familiar with. Thus she changes her drawing from something unfamiliar, the apple, to something familiar and from her local community, the abi. This is important because Dinah shows that her understanding of MTBMLE is about more than just the language being used, it is about incorporating the children’s’ culture and context into the classroom environment and using it to help them learn.

She also indicates that she understands the importance of manipulatives since she says that you could also bring an apple into class to show it to the students so they could see it and be familiar with it. She knows that learning is made easier when students are surrounded by objects that are familiar to them and from their local context and this is an important lesson that we taught throughout the training as the foundation of MTBMLE.

Definitions Activity:

On day one of module one, Dinah picked the following definition as the one she agreed with most:

MTBMLE makes the child’s language, culture and context the foundation of learning. It starts by using the child’s language throughout school, and gradually introduces a second or even a third language as the child progresses through education.

At our final interview she stated that this definition was still the one she most agreed with. When asked to explain why she chose this definition over the others Dinah stated, "It is very good also because you are teaching the pupil without forgetting what they are, what they are believing, especially the culture and traditions, especially telling some stories, stories that are very familiar to them in their culture” (Dinah, Interview 2). When asked to give some specific ways she might bring the children’s context and culture into the classroom, Dinah

replied, “It may be some telling stories, just like if you finish the Big Books and the stories they are based on their culture, based on their practices” (Dinah, Interview 2).

MARIA-LYNE:

Q Item Responses:

One of the Q statements that Maria rated very highly (+3) during her first interview was:

Teaching literacy in the mother tongue is an added challenge for teachers.

I would have thought Maria would feel less strongly about this after going through the professional development program, but Maria still felt strongly in her final interview that teaching literacy in the mother tongue is an added challenge for teachers. She actually states that after going through the trainings, she has realized that it is even more difficult than she originally thought.

Because in teaching MT as part of literacy is it's an added challenge for me because I for now, when I've gone through the service of trainings, I realize that teaching MT is not an easy task to do, because it needs more time, it needs more effort to do it, it needs more patience, yes, because although you teach the pupils in their own dialect, it doesn't guarantee that teaching them once, teaching them twice, could brought better learning. You need to teach them with patience, you need to teach them with...although pupils and you could interact thoroughly through the use of this mother tongue, it doesn't guarantee better learning if you, the teacher itself, couldn't, if you the teacher cannot give your whole effort and patience to make this pupils a better individual in the future (Maria-Lyne, Interview 2).

Maria indicates in her interview that teaching literacy in the mother tongue is an added challenge for her because it takes more time, effort, and patience. She recognizes that teaching the pupils “in their own dialect” would make it easier for them to learn and they can “interact thoroughly” in the mother tongue, but that this does not necessarily lead to better learning. She indicates several times in her statement that the teacher must demonstrate great effort and great patience in order for greater learning to take place. One reason that Maria may view teaching mother tongue literacy as an added challenge is because the teachers have not yet experienced it in action. They view it as an additional burden (i.e.

having to teach an extra language) as opposed to something that is going to make the teaching of content and other languages even easier. Perhaps once teachers have implemented MTBMLE in their classrooms, they will be able to see the actual effect it has on their students and whether or not it is truly more work for the teacher or if it actually makes their job easier.

Another reason Maria may feel that teaching literacy in Tboli is more of a challenge now that she's gone through the professional development program is that the Tboli language is quite complex compared to the other language groups represented. They use many stress and accent marks on the vowels to denote different sounds, and two distinct ways of writing the language have emerged among the Tboli. This meant that some of the participants at the workshop had learned to write Tboli in one way and the other group wrote the language using different marks. It was extremely difficult to come to a consensus during the program and this might have caused more confusion for teachers because some wrote the language in one manner while others wrote it in a different format. Dealing with this issue of not having one standardized format for writing Tboli made it challenging for the teachers to feel comfortable with actually teaching reading and writing in the Tboli language.

Another *Q* item that Maria strongly disagreed with (-4) during her initial interview and still disagreed with during her final interview was:

Writing in the mother tongue is not difficult

This was the item she most disagreed with and during her final interview she reiterated that she still strongly disagreed. She noted that “up to now, even me couldn’t, I am still confused with those glottal stops, the accent, I often ask mam Anding, what is the accent place in here or in here, because I am not used to that, so how much more I would speak in behalf of my

pupils, how much more them, who are beginners” (Maria-Lyne, Interview 2). Again, this speaks to why she feels that teaching literacy in the mother tongue is a challenge because she is not used to writing in Tboli and is still not familiar with the many accents that are part of the language. Therefore she does not feel comfortable or confident that she can easily teach this system to her students.

Reflection & Drawing Activity:

During her final interview, I showed Maria-Lyne the picture she had drawn during the first day of training when asked to represent her experience with language and literacy in grade one (see **Figure 11**). I then asked her to draw a new picture representing what her experience might look like in an MTBMLE classroom and she drew the following picture displayed in **Figure 16**.

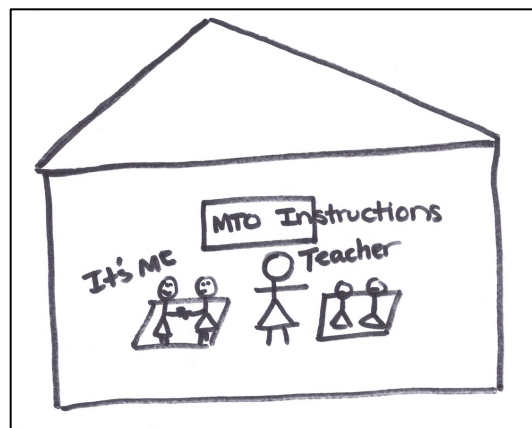


Figure 16. Maria-Lyne's Final Drawing

Now Maria explains that if this were an MTBMLE classroom, the instructions would be in a language she understands and she would be able to participate along with her classmates and express herself. “Maybe if...ok, I have here MT-based is the instructions, so here is our teacher and my classmates, and it's me, not at the corner anymore, because I can express myself and I can mingle with them. Maybe instructions for me is now easy to understand” (Maria-Lyne, Interview 2). She goes on to say that “maybe I felt that I was not

alone anymore, I felt the spirit of belongingness” (Maria-Lyne, Interview 2). She is equating a mother tongue-based classroom with participation, self-expression, inclusion, interaction with classmates and teacher, understanding, and belonging.

When I asked her how her learning is affected in the two different classrooms Maria responded that the two classrooms are very “different”. In the MTBMLE classroom Maria feels she can learn more easily because even if she doesn’t understand the lesson, at least she can ask for help, whereas in the traditional classroom, “questions are still in my mind without bringing it out because I couldn’t express myself, I couldn’t express myself with this classroom because foreign dialects are being used” (Maria-Lyne, Interview 2). Maria has the sense that her teacher when she was growing up “just left me behind” whereas in the MTBMLE classroom “maybe I’m not behind because I can communicate well and I can compete, I can go to the flow of the water, yes, how the water flows, yes I can go with it” (Maria-Lyne, Interview 2).

Definitions Activity:

The definition that Maria-Lyne picked during the first training module is the same one she picked upon completion of the professional development program:

MLE is the use of more than two languages for literacy and instruction. It 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.

When explaining why she selected this definition as the one she most identified with, Maria stated, “what is important is that we will start with what the learners already know, from what the learners already know, that would help them build self esteem and self confidence” (Maria-Lyne, Interview 2). By starting with what they know, the first thing she

identifies is that it builds their self-esteem and self-confidence, because they can participate, answer questions, and engage with their teacher and peers.

The second benefit of starting with what they know is “because if we start from what they don’t know, I think learning is difficult for them, learning is not easy for them” (Maria-Lyne, Interview 2). The second reason she believes in starting with the mother tongue is that it makes learning easier. Maria then relates this to her own experiences in first grade. She says, “Yes, as what I’ve experienced, learning for me starts with what I don’t already know. But when, but if learning starts with what the children already know, it’s for better literacy and instruction. It brought better literacy and instruction. Better learning” (Maria-Lyne, Interview 2).

FELY:

Q Item Responses:

Fely focuses on the theme of understanding and how that relates to the language of instruction. For example one of the items she rated as a (+3) during her initial interview and still strongly agreed with during her final interview was:

My biggest concern is to help students pass their exams.

When asked to explain this further Fely elaborated that the only way her students will pass their exams is if they understand the lessons. Therefore, “mother tongue is important because....if I am talking always English, then they cannot understand”, and that means that “if they don’t know the lesson, then they cannot pass the exams” (Fely, Interview 2).

A *Q* statement that Fely initially rated as neutral (not strongly agree or disagree) was:

We must invest in the mother tongue, in order to improve the learning of other languages.

During her final interview, however, Fely stated that she now agrees with this statement and feels that “we must invest in mother tongue because childrens through the process of learning, they can learn other languages through mother tongue, because they can understand easily” (Fely, Interview 2). After participating in the professional development program, Fely has come to believe that investing in the mother tongue will also help children learn other languages more easily. It would be interesting to know what specifically from the training helped her to understand that because this seems to be a point that some of the other teachers struggle with. Several of the other teachers indicate their fears that their students will be behind their peers, particularly in English, because of the emphasis on mother tongue.

Similarly Fely rated the following statement as neutral (0) during her initial interview:

Students in mother tongue based classrooms have an advantage in learning Filipino and English.

During her final interview, however, Fely indicated that although at first she didn't necessarily agree with this, now she sees that being in an MTBMLE classroom is “a big advantage for them because through mother tongue they can learn also Filipino and English” (Fely, Interview 2).

Reflection & Drawing Activity:

During her final interview, I showed Fely the picture she had drawn during the first day of training when asked to represent her experience with language and literacy in grade one (see **Figure 12**). I then asked her to draw a new picture representing what her experience might look like in an MTBMLE classroom and she drew the following picture displayed in **Figure 17**.

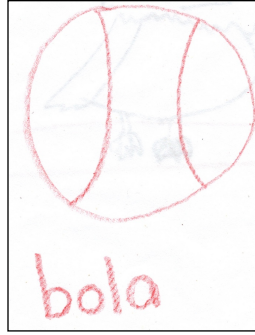


Figure 17. Fely's Final Drawing

When asked to explain the significance of the drawing, Fely responded,

I have drawn this ball because, ball represents, it covers all the languages that the children in their different ethnic groups. So if Ilonggo term is MT here, although they are mixed children, they some are Tbolis, Ilonggos, there are Cebuanos, but they know how to speak Ilonggo, they can speak Ilonggo, so ball represents if we will use MT an Ilonggo term version, they can understand, all the children can understand the lesson if I will use the MT (Fely, Interview 2).

Fely, like Dinah, recognizes the need to incorporate the local context to help children understand in the classroom. Fely teaches a class with students from three different language groups so she is particularly sensitive to the needs of those children whose first language is not Ilonggo. Although she describes Ilonggo as a playground language for all of the children in the school, she recognizes that it is important to still use images that will be familiar to all students, thus her choice of the common ball as a key image.

Definitions Activity:

Fely also chose the same definition at the end of the program as she did on the first day of training:

MTBMLE makes the child's language, culture, and context the foundation of learning, starts by using the child's language throughout school and gradually introduces a second or even third language as the child progresses through education.

She explained why the "culture and context" part of the definition was important by saying,

For example in our stories, our stories based on their culture, they can, they can understand and they can relate also the experiences through their culture, and that is the foundation of

learning because in their home, their parents can teach them also, they teach their children in their own language and in their own culture, so it is really the foundation of learning (Fely, Interview 2).

Here she emphasizes the importance of MTBMLE's relevance to learners' home and community lives. Not only does it bring their culture and experiences that they relate to and understand into their classroom, but it also creates a connection between the home and school. Parents also become teachers because they have a wealth of knowledge about their home language and culture and therefore the foundation of learning takes place in both the home and school environment. This idea was conveyed through the training particularly when participants were asked to develop themes from their local communities to integrate into the national curriculum. The stories and materials they developed were also based around these local themes.

ROSALIE:

Q Item Responses:

Rosalie's Q item responses from her final interview indicate that she believes using the mother tongue in the classroom is an advantage for her students because it will help them to 1) learn easier, 2) be more confident, and 3) participate more in class. However, in spite of these beliefs, Rosalie's understanding of MTBMLE is focused on translation and she still seems to struggle with this idea of helping them learn more easily but also that these students might fall behind their peers who have had more exposure to English and Filipino.

According to Rosalie, using the mother tongue in the classroom is an advantage because students "will learn faster if you are really using the mother tongue" (Interview 2). They will learn faster because the teacher is using a language that the pupils understand. However, "the pupils will not learn if you are just directly speaking in Filipino or English, but in mother tongue, uh you are step by step in order for them to learn Filipino and

English” (Rosalie, Interview 2). Rosalie seems to feel that translation in the mother tongue is both necessary and helpful in aiding the students in acquiring English and Filipino: “when you are seeing ‘ibon’ in Tagalog...this is an ibon, then you translate it in Ilonggo, ‘ishap pis pis’ so they will learn, they will retain in their mind that in Filipino, that pis pis is ibon or bird in English...you must translate in mother tongue so that they will learn faster” (Rosalie, Interview 2).

Rosalie believes students are more confident when the teacher and students are using the mother tongue in the classroom: “we must really strengthen the use of mother tongue in conversations so that the pupils will be confident, so that he will be, she will be easy for them to learn and they will be improve other languages, maybe in language one or language two” (Rosalie, Interview 2). Here she seems to indicate that not only will students be more confident if they are able to use the mother tongue, but also that using the mother tongue will strengthen their learning of other languages. She doesn't go into detail into how she believes this will happen, but from her other statements it seems that she sees this happening through translation. Although she understands that, when she uses the mother tongue to teach English, language transfer takes place, she doesn't necessarily understand how it happens.

Rosalie feels students will participate more in the classroom when the mother tongue is used. “They will actively participate if they understand you, so they can participate, but if they do not understand you, they will not participate” (Rosalie, Interview 2). Rosalie feels that her pupils “really need the MTBMLE” because they have not been exposed to the school environment prior to first grade. Most of them have not attended pre-school or kindergarten programs and they just enter first grade “because of their ages” (Rosalie, Interview 2). MTBMLE makes sense for these children because first grade will be their initial

exposure to languages other than their mother tongue and MTBMLE will ease them into it. This ties into increased understanding when able to use their home language and therefore their participation will also increase because they can contribute more when they understand the language of instruction.

Rosalie's statements indicate that she believes that MTBMLE benefits the students in helping them to learn more easily and faster, making them more confident and enabling them to participate more in class. However, her understanding of MTBMLE is that it involves translation rather than a whole curriculum which seeks to start with what the child knows (including language) and bring their home environment and culture into the classroom. Language is a big piece of MTBMLE but it is not the only piece, and Rosalie seems to focus solely on changing the language of instruction.

Even though Rosalie indicates that she understands all of the positive benefits that MTBMLE can have for her students, she also indicates that she still doesn't fully believe that MTBMLE will help her students learn English and Filipino better. During her final interview Rosalie stated that "when in first grade, you do not stick only to the mother tongue language, you can teach them also in Filipino and English so that they can cope up into the environment, like they will be prepared into the next step of their language" (Rosalie, Interview 2), indicating that students might not be prepared if the teacher only uses the mother tongue. One issue that needs to be clarified with the teachers in future trainings is that MTBMLE doesn't mean that Filipino and English will be ignored; it just means that they will be taught as subjects instead of being used as media of instruction. It seems that Rosalie fears that by implementing MTBMLE, her students may fall behind their peers in traditional schools because they will only be learning English and Filipino for a small amount of time during the day whereas their peers will be using English and Filipino for all their

subjects. Again, this is an issue that can be clarified through further training by spending more time on how to teach second and third languages as subjects as well as sharing the research on how students in MTBMLE classrooms perform on both content knowledge and second language acquisition tests.

Reflection & Drawing Activity:

During her final interview, I showed Rosalie the picture she had drawn during the first day of training (see **Figure 13**) when asked to represent her experience with language and literacy in grade one. I then asked her to draw a new picture representing what her experience might look like in an MTBMLE classroom, and she drew the following picture displayed in **Figure 18**.

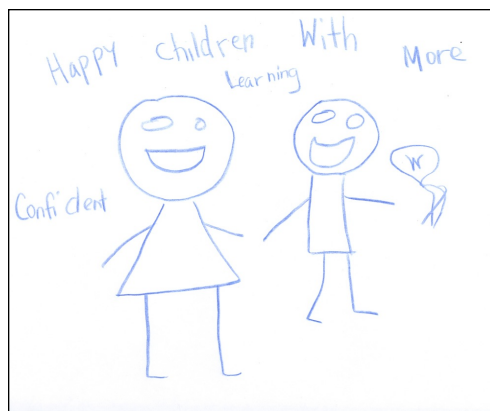


Figure 18. Rosalie's Final Drawing

She explained the new drawing by saying, “I drew these children mam, because I think if MTBMLE was really implemented, they will be easy to learn, they will be happy, they will not afraid to the teacher, but they have self-confidence” (Rosalie, Interview 2). This statement indicates that Rosalie associates MTBMLE with making learning easier, being happy, not being afraid of the teacher and having more self-confidence, all of this because the student is comfortable with the language of instruction and can therefore understand, ask questions, and feel confident in his or her own answers. She also wrote the words

“happy children with more learning, confident” as well as some speech bubbles which she explains “they can produce more words” because they are able to use their own language. Although Rosalie’s statements indicate that she doesn’t completely understand how MTBMLE works, and she is not completely convinced that students won’t fall behind in English and Filipino, she is convinced that using the mother tongue in the classroom helps kids learn, feel more comfortable interacting with their teacher, and therefore feel more confident and happier overall.

Definitions Activity:

During the first training, Rosalie chose the following definition as the one she most agreed with:

MLE is the use of more than 2 languages, for literacy and instruction. It starts from where the learners are and from what they already know. This means learning to read and write in their first language, or language one, and also teaching subjects like mathematics, science, health and social studies in the language one.

During her final interview, when asked to choose the definition she most agreed with at that point, Rosalie indicated that she now agreed more with the following definition:

Multilingual education is, at its best, multilingual in that it uses and values more than one language in teaching and learning, intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural worldviews, and education that draws out, taking as its starting point the knowledge students bring to the classroom and moving toward their participation as full and indispensable actors in society – locally, nationally, and globally.

When asked to explain why she now agreed with this definition, Rosalie responded, “I choose this one because when in first grade, you do not stick only to the mother tongue language, you can teach them also in Filipino and English so that they can cope up into the environment, like they will be prepared into the next step of their language” (Rosalie,

Interview 2). To me this indicates that Rosalie still doesn't have a clear understanding of the principles of MTBMLE and how teaching in the mother tongue can actually improve students' skills in English and Filipino, if they are taught as second and third languages. For example, when I asked Rosalie what questions she still has about MTBMLE implementation she asked "is this MTBMLE was be implemented to all schools or for us only in schools covered by Save the Children? So that we can know that the uniformity of our Department, so that our pupils will not be behind also or if they will be transferred to other schools, they will not be behind also" (Rosalie, Interview 2).

When I inquired as to why she thinks the students might be behind, she replied, "In some schools, because they do not permit mother tongue, they encourage the pupils to be fluent in English and Tagalog..." (Rosalie, Interview 2). She goes on to say that in her school they will start with the mother tongue so that if a student were to transfer to a non-MTBMLE school, "the pupil may be behind" (Rosalie, Interview 2). This tells me that Rosalie still believes that immersion in a language helps students learn the language faster, and translating into the mother tongue when students don't understand will also make it easier.

When asked to elaborate further on the definition, Rosalie said that she also strongly agrees with another definition:

<p>Mother tongue-based multi-lingual education is education, formal or non-formal, in which the children's mother tongue and the national language/s are used in the classroom.</p>

She explained that she agrees with this definition because:

before, you just taught English in English, you cannot, you do not use other languages but English only, but in MTBMLE we use English, we teach English through implementation of multilingual, through translation, you translate English to their language, so we call it non-formal (Rosalie, Interview, 2).

Here again she indicates that her understanding of MTBMLE is of translation. Specifically when teaching English through an MTBMLE approach, the teacher can translate the English words into the mother tongue to help the children understand.

Part of the reason for her belief that teaching English through an MTBMLE approach would involve translation is that at the time of this interview, the teachers had not yet undergone training in how to teach a second and third language. I had to leave the Philippines at the end of August, and therefore was forced to conduct final interviews with the teachers before the fourth training module was conducted. That fourth training module covered the TPR (Total Physical Response) technique, a method teachers can use to teach vocabulary in a foreign language, which was designed to address one of the recommended goals for good MTBMLE professional development: Building teachers' capacity to teach English and Filipino as foreign languages.

Rosalie's statements indicate that more training time needs to be devoted to the practical aspects of teaching the second and third language using a mother tongue approach, as well as promoting understanding of the research showing that becoming literate in the mother tongue first actually supports (rather than detracts from) learning to read in a second or third language. Teachers need to see it in action, experience it, and practice it before becoming comfortable enough to use it in their classrooms. Without exposure to the different methods of teaching a foreign language, teachers will simply rely on translation or fall back on immersion (using only English to teach English or only Filipino to teach Filipino without using the mother tongue to aid in understanding), which they themselves experienced when learning English and Filipino. Again this supports one of the goals of strong MTBMLE professional development, which is that teachers need to experience and be taught how to teach English and Filipino as foreign languages. Since this understanding

of using specific approaches for teaching second languages - rather than simply using translation to ease children's understanding of content - is critical to implementation of MBTMLE, future teacher trainings should devote some time in each module to second-language acquisition teaching and learning strategies.

Attitude 2: Mother tongue resister post professional development

IMELDA:

Q Item Responses:

One of the items that Imelda agreed with (+1) during her initial interview was:

The mother tongue is not suitable to be used as an academic language

At the time she explained that “mother tongue is not suitable, because if they will go out, Not, no Maguindanaon cannot be understood by other person or other people. So that’s why for me, it’s not suitable as academic language” (Imelda, Interview 1). Initially she seems to feel that Maguindanaon is not useful for children to spend time learning in the classroom because of its limited use for communication throughout the Philippines. During her final interview Imelda also noted that she initially agreed with this statement “because I’m not convinced to use mother tongue at first”. When I pressed Imelda about why she was not convinced that mother tongue was suitable for the classroom before attending the training, Imelda responded that there were two reasons. One was that she was teaching in a Maguindanaon classroom although she herself was not a Maguindanaon speaker: “So I cannot speak their language in teaching the pupils” (Imelda, Interview 2). The other reason was that “at that time, I’m already puzzled, how to introduce the mother tongue to the pupils while the plan that we have is already in English and Filipino” (Imelda, Interview 2). She was concerned about adding another language into the mix when the materials and

curriculum she receives from the Department of Education does not reflect the use of a local language.

Unfortunately, Imelda was only present for the first training module, but when asked in her final interview how she feels about this *Q* statement now, she states that “for now, maybe it’s okay” (Imelda, Interview 2), indicating that her perspective had changed somewhat. She goes on to say that she has changed her mind about using the mother tongue because of participating in the training and seeing the materials and curriculum that were developed for her to follow. She says, “After that, you introduced to us the steps and then the plans for mother tongue. That’s why I’m already convinced to use it. Because you have already the primer, we prepared the primer and all the visual aids, the curriculum that we have to use in teaching mother tongue” (Imelda, Interview 2). A large part of her concern was related to not having the materials she would need to be able to effectively teach in the mother tongue. But now that the materials and curriculum have been created, she feels that “It’s now suitable now to teach mother tongue, because the materials needed in teaching are already prepared” (Imelda, Interview 2). She elaborates:

As we go home after that seminar, I’m thinking the strategies and the situation of my pupils here at Mamali, and I’m studying why our pupils are slow in comprehension....and I got out with the line of maybe its suitable for us to teach now the mother tongue, so that our pupils can understand first what we are teaching then implementing what we want that they cannot understand (Imelda, Interview 2).

Imelda noted that upon returning to her classroom after the first training module, she observed her own students to see how it might be relevant, mentioning that she saw that her students were slow in comprehension and wondered if teaching in the mother tongue might solve that problem:

That’s why I say to myself and I discuss it with my husband I told him, maybe we have to teach first the mother tongue, at the same time translate it step by step so that the pupils, it’s more easy for them to understand and comprehension will be better (Imelda, Interview 2).

When I asked her what her husband's opinion was, Imelda replied, "He told me that you have to prove that it is suitable, in teaching them first the mother tongue". It's possible that if she is able to experience it in her own classroom and see the results for herself, then she might really believe, especially if she is able to use her own mother tongue in the classroom (Imelda, Interview 2).

After her participation in Module One of the professional development program, Imelda also came to believe that students can learn English better through the use of the mother tongue medium. During her initial interview, Imelda strongly disagreed (-3) with the statement:

Students will learn English faster if taught through the mother tongue.

At the time of the first interview she argued that they won't learn English faster because English is "more difficult for them to understand" and because it would take too long to translate (Imelda, Interview 1). She says, "yes, it's more easy for us to teach or translate, teach English through translating Filipino to English, not from mother tongue" (Imelda, Interview 1). Imelda, like other teachers, initially saw the addition of the mother tongue as an added burden because the teachers would now have to work with three different languages. In her mind, this would delay the learning of English because she would now have to translate from mother tongue to Filipino to English as opposed to just working with Filipino and English.

During her final interview, however, Imelda stated, "they cannot learn English well using the mother tongue, that's my opinion before. But for now, it's more easy for them to understand English if they already know their mother tongue at the same time" (Imelda, Interview 2). When I asked Imelda why she now believed students could learn English better

through the mother tongue she replied, “the teacher maybe mother tongue will directly teach English, not to pass already the Filipino, they can proceed to English in translating their language” (Imelda, Interview 2). This statement indicates that Imelda understands that the teacher wouldn’t have to translate from mother tongue to Filipino to English. Instead they could teach English directly only using the mother tongue, which is easier and less time consuming than she had initially assumed.

Reflection & Drawing Activity:

During her final interview, I showed Imelda the picture she had drawn during the first day of training when asked to represent her experience with language and literacy in grade one (see **Figure 14**). I then asked her to draw a new picture representing what her experience might look like in an MTBMLE classroom and she drew the following picture displayed in **Figure 19**.



Figure 19. Imelda's Final Drawing

When asked to explain the new picture, Imelda indicates that her understanding of MTBMLE after participating only in the first training module is that of translation. Starting with the children’s L1, then translating to Filipino, their L2, then translating to English, the L3.

In MTB mother tongue you have to teach first mother tongue and one example is this one “bird”, in Ilonggo we call this one “pis pis” and then we have to translate it in Filipino as their second language “Ibon” and then the third language English “bird”. Maybe it’s easy for the children to understand this. They can imagine that a “pis pis” is a bird before they will translate it into Filipino. Not in our time, we are imagining an object, not exactly what we are reading. But for them now, because it is their own language, they can understand first before they will translate it to another dialect. So maybe they can understand it easily (Imelda, Interview 2).

She also seems to be focusing on how using the mother tongue will help the children understand the meaning before moving into other languages which are less well known.

Imelda, like some of the other teachers, focuses on key images in her drawing to emphasize the words she wants to teach.

Definitions Activity:

Imelda also selected the same definition at the end of the program as she did on the first day (remember that Imelda only participated in training module 1). The definition she selected was:

MLE is the use of more than two languages for literacy and instruction. It 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.

Imelda notes that she agrees with this definition because:

We have to consider the situation of the children and their environment. Their surrounding, their environment here, especially in Mamali, we have to consider it that most of the parents are not educated. That’s why we see that learning here is slow, because the parents do not follow-up their children and then we have to consider the needs of the children also. So that we can, we can understand their situation and can choose the right topics or learnings that we should teach for that month or for that week (Imelda, Interview 2).

She seems to convey that the need to use the L1 in the classroom is a result of the parents’ lack of education and follow-up with their children; if parents were educated and taught their

children at home, then when they arrived at school, instruction could begin in Filipino and English without having to go through the extra effort of also incorporating the L1.

Another aspect of her choice of this definition is her belief that students have little comprehension when teachers use only Filipino or English to teach reading:

our school now is starting now to implement the mother tongue, so for me, it's more applicable and more helpful for us as teachers in our school using the mother tongue, especially in higher grades when the pupils reach grade two or grade three they can already understand what they are reading because here, most of the children can read but they have no comprehension (Imelda, Interview 2).

Thus, students get to the higher grades and are expected to read but they have little comprehension because they never learned the meanings of the words, which is particularly true in English:

Especially in English mam. They cannot understand what they are reading. Even a simple word they cannot define it. Especially, even in grade four when you ask, what is a tablespoon? They don't know what is a tablespoon. Maybe it's more applicable, maybe it's more applicable to use MT first in grade one so that they can already understand in higher grades, they have already comprehension when they reach higher grades (Imelda, Interview 2).

It almost seems like Imelda is convincing herself that using the mother tongue (at least in the early grades) is the best way to help children understand what is being taught. A big part of her hesitation probably stems from the fact that she doesn't speak the mother tongue of the majority of her students and is therefore unable to implement MTBMLE to the full extent.

The effect of training activities on participants' attitudes

I designed the training activities in this professional development program to build teachers' capacity to:

- 1) examine their early learning and literacy experiences,
- 2) teach English and Filipino as foreign languages,
- 3) adopt a facilitative approach to teaching and learning,
- 4) design and use local language materials and graded stories in the classroom.

These four goals were identified through an extensive review of the literature on mother tongue-based instruction (Paulson, 2010a) as well as interviews with MTBMLE experts (Paulson, 2010b) and are evidence-based principles of strong MTBMLE teacher training. The following are some of the specific activities that we conducted during the professional development program to build teachers' capacity in each of the above four areas.

- 1) **Goal 1:** Build teachers' capacity to examine their early learning and literacy experiences
 - a. **Activity:** Reflection activity and drawing of early learning experiences
- 2) **Goal 2:** Build teachers' capacity to teach English and Filipino as foreign languages
 - a. **Activity A:** The meaning of language – Hausa story-telling
 - b. **Activity B:** Review of the language bridging plan and Hausa writing activity
- 3) **Goal 3:** Build teachers' capacity to adopt a facilitative approach to teaching and learning
 - a. **Activity A:** Modeling through professional development training
 - b. **Activity B:** Microteaching with feedback
- 4) **Goal 4:** Build teachers' capacity to design and use local language materials and graded stories in the classroom
 - a. **Activity A:** Creation of local language alphabet primers and practice teaching them
 - b. **Activity B:** Creation of local language Big Books

During the final interviews with each participant, after giving a brief description of the above activities, I asked teachers what they remembered about each and what effect, if any, the activity had on their attitudes towards MTBMLE, using the following three questions:

- 1) What do you remember about this activity and why?
- 2) What do you think was the purpose of this activity?
- 3) What does it mean for how you teach in your classroom?

I did not follow these three questions for the Reflection and drawing activity under Goal 1 because during the final interview participants were asked to review and explain their initial drawing as well as to create a new one and explain its meaning. I also did not ask them about activities A or B for Goal 3, Modeling through professional development training or Microteaching with feedback as those are more the process of how the training was conducted. For those sections below I will rely on my personal observations during the professional development program.

Goal 1 – Build teachers’ capacity to examine their early learning and literacy experiences: Activity A: Reflection activity and drawing of early learning experiences.

The objectives, purpose and description of the activity can be found in the section titled, “Attitudes on day one of professional development – Reflection and Drawing Activity”, which can be found on page 103. Here I will describe only my conclusions.

There are common themes that stand out among the teachers in the sample. Almost all of them (except Imelda) noted how difficult it was for them when they were young learning to read in a language they didn’t speak or fully understand. They spoke of isolation and the inability to participate or interact both because they couldn’t speak the language and also because they feared their teacher. They also spoke of learning the alphabet through images that were irrelevant to their lives and learning by memorization. The teachers all seemed to share similar early learning experiences when they were in primary school. The Module One evaluation indicated that all the teacher participants were moved by what one

teacher described as “the different unforgettable experiences of every teacher” (Reflection activity, Training module 1).

After the professional development program, the teachers each gained an understanding of MTBMLE as combating those negative practices. They saw MTBMLE as being relevant to the learners’ lives, bringing what they already know into the classroom, increasing their self-confidence, making them feel happier and allowing them to understand and thus express themselves and participate in the lessons.

This activity appears to be particularly effective for several reasons. First, it allowed participants to reflect on how their own early learning experiences may have shaped the way they teach today. It also helped teachers to know that they weren’t alone in those experiences of feeling left out, isolated and unable to participate when they were children. The majority of the teachers in the room shared a similar experience, and it was powerful for teachers to see that although they were taught in a certain way, they were capable of change. Second, this activity gave participants several ways of reflecting on their experiences. They had time for personal silent reflection, they shared with a partner, drew a picture representing their experience and shared with the large group. Having a variety of modes of expression helped teachers to express the range of their experiences. Repeating the drawing process with the five teacher participants in my sample after completing the professional development program also allowed the participants (and me) to see a visual representation of their understanding of MTBMLE and to compare that with the way they were originally taught. The activity provided a type of visual map of where they came from and where they are going, and gave them time to reflect about these in relation to their own students.

Goal 2 - Build teachers' capacity to teach English and Filipino as foreign languages:

Activity A: The meaning of language – Hausa story-telling

Objectives: By the end of the activity participants will be able to:

- 1) express what it feels like to learn in a language in which they are unfamiliar,
- 2) recognize that teaching English by immersing their students in the language is not the best way to help them learn, since they cannot make meaning in a language they do not understand.

Purpose: To help participants see the link between language and learning.

Activity: For this activity, I read aloud a short story in the Hausa language⁹. I then asked participants to explain what the story was about. Most looked at me quizzically and a few tried to guess based on the few words they had understood. We then discussed as a group why they believed they didn't understand. Afterwards I told the same story in English, (a language everyone in the room was familiar with), and we discussed the difference between their understanding of the first and second stories. We then reviewed **Figure 20** and the relationship between thinking, language, learning and making meaning.

Source: Adapted from AusAID, 2005, p. 40

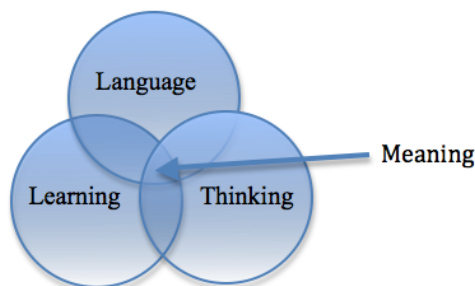


Figure 20. The meaning of language

⁹ A West African language spoken primarily in Niger, Nigeria and Mali. The researcher happens to be fluent in this language and none of the participants was familiar with it.

What teachers remember about the activity and why

Three months later during their final interviews, when asked what they remembered about this activity, all of the five teachers remembered it. Even though most of these teachers went through their initial schooling in an unfamiliar language, they were so long out of school that it was a powerful and memorable shock. Three of the teachers specifically remembered that when I read the story in Hausa they did not understand:

we do not understand, we laugh, we frown, because we cannot understand (Rosalie, Interview 2).

the first language you used, I can't understand what you're saying (Dinah, Interview 2).

we keep on staring, we keep on listening, but I couldn't understand actually when you used that different language (Maria-Lyne, Interview 2).

That is their explanation for why, when I asked them to explain the story during the training activity, few had answers; Fely remembered that my name, “Rebecca” was used in the story and that “mam Navio told some sentences...she was guessing” (Fely, Interview 2).

What teachers think is the purpose of the activity

Each of the five teachers also made the connection between what they experienced during the activity and what their students experience in the classroom when the language spoken is not their mother tongue:

when you translate it in English, we understand it and we we say to ourself that when you are talking, when you are teaching to pupils in a language that they do not know, same experience maybe, they are just frowning, they are just laughing maybe because they do not understand you (Rosalie, Interview 2).

I realized that in our pupils also, if we are always talking English, they don't understand also, like for us, we don't understand the words that you have said, the only thing we can remember is your name, Rebecca (Fely, Interview 2).

Both Rosalie and Fely seemed to realize that when they use English in the classroom, their students must be experiencing something quite similar.

How might this activity affect teachers' classroom practice?

For Dinah, this activity helped her recognize that she must use the students' language if she wants them to understand what she is saying.

Yeab, speaking in a foreign language, especially the first graders is very difficult for them to understand. Even in second or grade 6 if we'll just speak English all the time, they don't understand you. Or just fully understand you. But you have to go with their...you have to explain or you have to say it in their language so that they will understand fully what you are telling them (Dinah, Interview 2).

Maria-Lyne feels that "better learning and better instruction should start with what the learners know, already know" (Maria-Lyne, Interview 2). She talks of how when I read the story in English, instead of Hausa:

I could relate with story, so maybe when learning or yes, learning that starts with what the children doesn't know, make the children a stranger, but learning that starts with what the children already know, make them belong (Maria-Lyne, Interview 2).

It would be important to know if she only refers to language when she talks of starting with what the children know. In our professional development activities, language was only one of the many ways teachers were instructed to start with what the children know; others included bringing their culture into the classroom through relevant lesson material, objects from the community and use of community members to teach about local culture. She may be hinting at this when she says starting with what they know "make them belong" which seems to infer belonging as a whole person, not just fitting in with the language.

Imelda also recognized as a result of this activity that teaching in a language the students don't understand is a problem and suggests that teachers should first use the language of the students:

it's hard for us to teach languages that cannot be understood by the people around us (Imelda, Interview 2).

adopt first their language, so that they can understand us. Say to discuss new topics or new ideas (Imelda, Interview 2).

Imelda still associates MTBMLE with translation. She doesn't speak of starting with what the students know, but instead speaks of the students not understanding English, and therefore, "if you use plain English and you do not translate it, it's a big "ahhh" for them. You cannot get any idea or you cannot ask questions that they can answer. They can't understand the words that you are using, especially when teaching English" (Imelda, Interview 2).

Conclusion

The reason this activity was designed as it was, and that it was so memorable to each of the five teachers, is that it put them in the position of the learner. It gave them the chance, briefly, to experience what their pupils go through every day, trying to learn and understand when the language of instruction is unfamiliar. During their initial interviews, so many of these teachers spoke of the blank stares they received from students when teaching in English or Filipino, and during this activity, the teachers themselves were the ones giving the blank stares. This activity was a quick and easy way to drive home the point that language and understanding is directly related to making meaning. The teachers were able to experience it firsthand and it helped them to identify with what their students are going through while trying to learn on a daily basis.

Goal 2 - Build teachers' capacity to teach English and Filipino as foreign languages:

Activity B: Review of the language bridging plan and Hausa writing activity

Objectives: By the end of the activity participants will be able to:

- 1) explain how mother tongue, English and Filipino will be taught and at what stages throughout the primary cycle,

2) describe how children only need to learn to read in one language but they need to learn vocabulary in their L2 and L3 in order to transfer their reading skills to those languages.

Purpose: To clarify the Ministry of Education's MTBMLE language bridging plan so participants understand how the various languages will be incorporated throughout primary school.

Activity: During this activity, participants viewed a PowerPoint showing what bridging means and describing the bridging process. One slide (**Figure 21** below) also showed a visual example of the importance of bridging from the home language into English and Filipino.

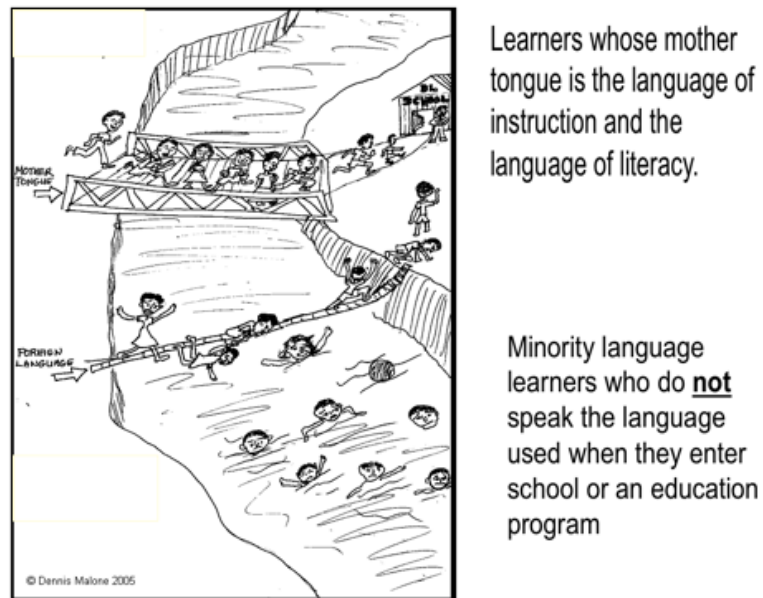


Figure 21. The Language Bridge
Source: Dennis Malone, 2005

As seen in **Figure 21**, students at the top who have the mother tongue as their base have a solid bridge to help them cross over to the second or third language. Those students at the bottom, who only learn through a foreign medium of instruction, have no such bridge to help them and often do not acquire the necessary language skills to succeed in later

schooling. During the bridging activity, I shared a copy of the Philippine's bridging plan (**Figure 22** below) with participants and went over it in detail. I gave participants time to review it and then we discussed grade by grade the plan for language of instruction (LOI) use and what skills in English and Filipino were to be taught at each stage. We then returned to grade one (since all of the teachers participating in the training were grade one teachers) and focused on what they would be expected to do with their students in grade one. According to the bridging plan, grade one teachers should use the mother tongue as the language of instruction throughout the entire year and should start introducing English and Filipino orally in the second half of the year.

Pre-School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Continue building oral, reading and writing skills in Mother tongue, Filipino and English <i>LOI: Filipino/Mother tongue (Makabayan, Filipino)</i> <i>English/Mother tongue (Science, Math)</i>		
			Introduce reading and writing skills in English Continue building oral skills in English Continue building oral, reading and writing skills in Filipino Continue building oral, reading and writing skills in Mother tongue <i>LOI: Mother tongue</i>			
			Introduce oral skills in English Introduce reading and writing skills in Filipino Continue building oral skills in Filipino Continue building oral, reading and writing skills in Mother tongue <i>LOI: Mother tongue</i>			
		Introduce English in poems, songs, games, stories Introduce oral skills in Filipino Continue building oral, reading and writing skills in Mother tongue <i>LOI: Mother tongue</i>				
	Introduce reading and writing skills in Mother tongue Continue building oral skills in Mother tongue <i>LOI: Mother tongue</i>					
Build oral skills in Mother tongue <i>LOI: Mother tongue</i>						

Figure 22. MTBMLE Bridging Plan

We reviewed the bridging plan so that the teachers could better understand what was expected of them as far as language teaching. Next they were told that this professional development program would focus on the attitudes, knowledge and materials needed to teach mother tongue reading and writing. In order to explain how reading and writing skills could transfer to the L2 or L3 once students start learning Filipino and English, I led another brief activity using the Hausa language. Since one of the perceived challenges that teachers identified to MTBMLE was the added burden of having to teach an extra language, I wanted to help participants understand how learning to read and write in their own mother tongue would actually make it easier to read and write in Filipino.

To do this I wrote a Hausa sentence on the board: “Ina kwana”. I then asked volunteers to come up and read the phrase. Several people volunteered, and read the sentence aloud. I asked if they could speak Hausa and they both said no. We then had a discussion about how they were able to read the phrase because they have already learned

the basic skills of decoding text. Now, in order to understand what they read, they would need to learn the vocabulary in Hausa. I then explained that “Ina” means “how” and “Kwana” means “morning”, so they could then understand that “Ina kwana” means “How is your morning” or “good morning”. They didn’t need to learn to read again, they simply needed to learn the new vocabulary.

What teachers remember about the activity and why

At the end of training module one, I conducted a written evaluation (see **Appendix C**) during which teachers were asked to list three things they learned during the module. Five of the statements related to concepts teachers learned from the bridging activity. Three teachers’ statements simply indicated that they learned the bridging process between mother tongue and the L2 or L3 and how difficult learning the L2 or L3 is without the mother tongue bridge:

how to bridge the mother tongue to the second language (Anonymous statement, Training module one).

crossing a barrier without a bridge is quite difficult or sometimes it is impossible (Anonymous statement, Training module one).

it is easy for kids to learn the second and third language when they master it on their first language (Anonymous statement, Training module one).

It is unclear to me from these statements if they actually understood the process of bridging, but it seems they at least understood that starting in the mother tongue makes it easier for children to transition to the second and third language.

During their final interviews, I also asked the teachers in my sample what they remembered about this bridging activity. Three of the teachers remembered the activity, one teacher didn’t remember it and I did not ask one teacher about it. Of the three who

remembered, they each connected reading with meaning, but didn't necessarily make the connection to their own teaching of languages.

What teachers think is the purpose of the activity

From the teachers' responses when asked what they remember or what they took away from this activity, I'm not sure it had the intended effect. Most teachers seemed to take away the idea that if you don't know the language, you might be able to read it, but there will be no understanding.

We, you can read, but not in proper intonation, you can read, but you cannot understand what was written (Rosalie, Interview 2).

Yeah, it maybe they can read but they don't understand what is the meaning (Dinah, Interview 2).

if we taught them to read, read something, they can read it, but the problem is better comprehension. Because when introducing some foreign terms, foreign words to them, they can read it if you ask them to read, when they they are familiar with those sounds as presented, but when those terms are asked by you, 'what does it mean?', so they don't understand it" (Maria-Lyne, Interview 2).

Conclusion

At the end of this activity, participants still seemed unclear about how MTBMLE would actually work on a day-to-day basis, and how all three languages (mother tongue, Filipino, and English) would interact and at what stages they would be taught. In fact, even at the end of the professional development program I still felt that this was a piece that we were not able to fully address to the point of the participants feeling confident and comfortable with how to proceed. During their initial interviews, several teachers suggested that they view MTBMLE as an added challenge because they perceived it as adding the teaching of yet a third language to their already busy schedules. Reviewing the bridging plan was intended to help them gain perspective on what was actually expected of them as first-grade teachers as far as language teaching. In retrospect, the bridging plan standing alone is

too abstract. While they may understand what they should do in theory, they still don't have a daily curriculum to follow that helps them know exactly how to do this. During the later training modules participants took part in some activities to adapt the current curriculum to fit the new MTBMLE model. I would recommend that when the curriculum plan is finished, teachers should undergo a new training along with the bridging plan to see the bigger picture of how it all fits together.

Also, the Hausa writing activity was intended to demonstrate to participants that teaching the children to learn to read in their mother tongue would not be detrimental to the learning of English and Filipino. Since the children would already have acquired the key reading skills in their mother tongue, they would simply have to learn the English and Filipino vocabulary. This activity needed more emphasis rather than just writing a short phrase on the board. Participants seemed to understand that if the students don't understand the language, then they may be able to "read" the words, but they will not be able to make meaning. I'm not sure, however, that they made the connection that their job is to help the children learn vocabulary in the L2 and L3 since they will already be learning the skills of reading in their L1.

Goal 3 - Build teachers' capacity to adopt a facilitative approach to teaching and learning: Activity A: Modeling through professional development training

I didn't ask teachers about what they remembered about modeling during their final interviews since it wasn't one specific activity but the process through which the training was conducted. Therefore in this section I will simply describe what I observed throughout the training modules, as opposed to organizing it by what teachers remember.

In order to help participants adopt a facilitative approach to teaching, the most important thing we did during the professional development program was to model what good facilitation looks like. I asked participants to work individually, in pairs, and in small groups. They had to move around the room for various activities, they engaged in peer learning, and they themselves were asked to lead portions of sessions. My colleagues and I, as facilitators, attempted at all times to model effective facilitation techniques so that teachers could have the experience first-hand of not only observing, but also of participating in a facilitated group process.

We also tried to bring this into the open so that participants could consciously reflect on the teaching style being used. For example, one activity we did early on in the training was called Definitions of MTBMLE. During this activity, I placed five different definitions of MTBMLE around the room and asked participants to stand next to the one they most agreed with. Then I asked representatives from each group why they chose one particular definition over the others. This created a dialogue among the different participants, which I only had to facilitate with a few leading questions here and there. At the end of the activity, when participants returned to their seats, I questioned them about why they thought we did that activity. After some discussion, I told participants that what they learn in this training is not just the content from the different activities, but the format of the activities themselves can also be learned from. We discussed what they got out of that particular activity and how I, as the “teacher”, was not at the center of the activity, but that I had set it up to create dialogue and interaction and only needed to interject questions when necessary to keep ideas flowing. I then asked participants to pay close attention to how the different activities were led during the professional development program in order for them to learn both content and process.

It is hard to measure if participants learned the skill of facilitation during the professional development program. It is a skill that takes time to learn, both through participating in facilitation to observe and learn how it is done, and by practicing the skill. Participants were given many opportunities to facilitate small portions of the training and also conducted microteaching exercises where they had to facilitate a lesson for their peers. I observed participants during these many microteaching sessions and noticed that they became much more comfortable with facilitating lessons as the training went on and were much more engaging and child-centered versus talking at their audience.

Goal 3 - Build teachers' capacity to adopt a facilitative approach to teaching and learning: Activity B: Microteaching with feedback

Another way we encouraged participants to adopt a facilitative style was through microteaching. After participants created alphabet primers (see **Goal 4 Activity A** below) we had demonstrations by facilitators of how to teach primer lessons, and then participants were split into small groups and asked to teach a lesson to their peers. The teachers were all trained on providing constructive feedback and were asked to take turns helping their fellow teachers to improve their teaching of the primer.

After the completion of a few Big Books (see **Goal 4 Activity B** below), we did a similar activity. Participants spent time reviewing materials about different ways of using and teaching Big Books, and then a facilitator used a Big Book to show some different ways of teaching. We then asked participants to use one of the Big Books their group had created and present it to their group as if they were the teacher and their peers were the students. More than just reading the book, we expected participants to elicit responses from their audience, use different questioning techniques, and get their audience to think ahead to what

might come next in the story. We intended all of these microteaching exercises to provide participants a safe and supportive environment in which to practice new ways of teaching and to receive feedback on how to improve before they try it out in their classrooms.

Participants were not asked to evaluate the microteaching experience, so I only have my own personal observations as to their effect. From what I observed during the training sessions, participants were at first a bit shy or afraid to teach in front of their peers, but after a while, they became more animated. They were lively and those who observed their sessions were able to give constructive feedback to help improve their performance. Because of the microteaching experience, participants raised questions about how certain parts of the primer should be taught or different methods of teaching they could potentially use. It was extremely helpful to participants when we discussed questions that arose from the microteaching as we could review together the best ways to teach the information they wanted to get across. From my perspective as a facilitator, I could see a shift in participants' understanding of the alphabet primers, for example, from before the microteaching sessions to after. I noticed a huge increase in their confidence after the microteaching session because they were able to practice using the primers and Big Books and to observe others teaching the lessons so they had clear examples of what they could do in their own classroom.

Goal 4 - Build teachers' capacity to design and use local language materials and graded stories: Activity A: Creation & practice of local language alphabet primers¹⁰

Objectives: By the end of the activity participants will be able to:

- 1) differentiate the sounds and symbols of their language,

¹⁰ We followed Susan Malone's (2006) *Teaching the sounds of your language: Guide to developing an alphabet-teaching book*. This guide was adapted from "The Sounds of Your Language" (1991), by the Department of Education, Papua New Guinea, Written by R. Litteral and S. Malone: ISBN 9980-58-659-1

- 2) understand the frequency of different symbols in their language and how the frequency affects the order in which the symbols are taught,
- 3) explain the purpose of an alphabet primer and the essential elements, which make it up,
- 4) demonstrate how to teach a lesson using the alphabet primer

Purpose: Develop alphabet primers in Tboli, Ilonggo and Maguindanaon and understand their application in the classroom and their importance for developing early literacy. The purpose of the primers themselves is to help new readers:

- Become familiar with all of the letters of their alphabet;
- Learn the sound(s) associated with each letter;
- Learn how to use that knowledge to help them become fluent readers.

Activity: According to Susan Malone, the SIL¹¹ linguist who developed the methodology used in these primers:

Learning to read, and to become a fluent reader, requires two separate processes:

- *We need to understand that a printed text has meaning; it communicates a real message.*
- *We need to understand that the letters on the page are associated with sounds and that letters go together to form written words, just as sounds go together to form spoken words* (Malone, 2008, p. 1)

With this in mind, the alphabet primers were designed to help children learn to use their knowledge of the *individual parts of words* such as syllables, letters and other marks, to sound out unfamiliar words (Malone, 2008).

Creating the alphabet primers was an iterative process that continued during all of the training modules across the professional development program. We first showed participants a sample primer in a language they didn't speak, and then modeled a sample

¹¹ The acronym SIL used to stand for the Summer Institute for Linguistics. They have since dropped the meaning and just go by the acronym. SIL is a Christian evangelical organization which started by translating the bible into local languages and teaching people local language literacy so they could read the bible.

lesson showing how they would eventually teach new letters, words, and sentences. Once teachers understood the basic idea of how it would work, they got into groups by language (there were three language groups present: Tboli, Maguindanaon and Ilonggo), and began to create the primers (See **Appendix D**).

Each language group started by writing two stories, each one about 300 words long. They were asked to write one story as a dialogue, and another about something familiar in their community. Once participants finished their two stories, they conducted a sound count. We provided them with charts to first record all of the sounds/symbols found in their stories, and then to count the frequency of each symbol. They then put the symbols in order of frequency so that they had a list of which symbols were used most often in their language down to those that were used least often.


At this point we asked participants to start creating their key words. The idea is to start by teaching the letters most frequently used in the language and adding one letter at a time to form new words with the other letters students have already learned. To start this process, participants wrote each symbol of their language on a note card, and used these to try and form different key words. The key words had to be something that would be recognizable to the students and something that could be easily represented with a picture. The first lesson might use two or three symbols in order to form a word, but each subsequent lesson could only add one new letter at a time, preferably in order of frequency. For example, if the first key word is *man*, and then next most frequent letter is *p*, the next key word could be “*pan*” since the “a” and the “n” have already been taught and “pan” is easy to represent as a picture and easily recognizable to the students.

Participants also developed other primer activities for each lesson, which included word making and breaking (syllables), a big box (separate symbols for building new words),

sentence making and breaking, and other short sentences or paragraphs for extra reading using only learned symbols. **Figure 23** shows a sample of a page from the Tboli alphabet primer produced during the professional development program.

Lesson 2

k



ken

ken

ken
ke
k

k
ke
ken

em	n	en
m	mk	k

mken

Mken ken Nelek
Mken ken
Mken

Mken
Mken ken
Mken ken Nelek.

Lelen mken ken Nelek.
Menek keken Nelek.

Key symbol

Key picture

Key word

Syllable box

Word breaking and making

Big Box (for word building). ken, mken, nem, men

Sentence making word

Sentence making and breaking

Words and sentences for spelling and handwriting practice

Figure 23. Tboli Alphabet Primer Page

Participants spent a significant amount of time during the training modules developing these primers and during each new session we spent time revising and editing the primers based on our testing in their local communities. For example, we tested the key word images with first graders in their villages to see if they could recognize the image. Oftentimes, the children saw something other than the key word we wanted the image to elicit, and we had to go back to the drawing table to find a new word or draw a better picture. This in turn affected the other lessons since they were all built on each other.

What teachers remember about the activity and why

A written evaluation of training Module One revealed that out of all the activities during that three-day session, participants most enjoyed writing stories and doing the symbol count (see **Appendix C**). When asked to list “one activity I most enjoyed and why”, 15 participants listed creating the 300 word stories and 11 participants listed the symbol count as the activity they most enjoyed. Two participants named the reflection/drawing activity, two listed the icebreaker activity, and one listed the definition activity. One participant wrote that the activity he/she most enjoyed was “Making a short story because we share our every ideas and we make it in our own language” (anonymous participant). This comment seems to sum up the main ideas from the other teachers, that they enjoyed and had fun a) creating the stories, b) sharing ideas and working with their peers, and c) creating something of value in their own language.

Four of the participants made specific reference to how the story-writing process was fun or made them laugh:

We just do it by laughing and laughing until we finish doing it (Anonymous participant).

It is fun because of the words and intonation and of their sounds (Anonymous participant).

I just laugh and my companion laugh together (Anonymous participant).

We just laugh and laugh (Anonymous participant).

This also relates to how participants enjoyed working together with their peers to create the stories:

I enjoyed in making a story because in our group, we shared ideas and opinion (Anonymous participant).

We share our every ideas (Anonymous participant).

Another enjoyable element was creating the primers and writing the stories in their own language. It appeared they had never before had the opportunity to do this, and many spoke specifically of the significance of creating materials in their own language:

We make it in our own language (Anonymous participant).

Writing a story in our language (Anonymous participant).

Making story in our dialect (Anonymous participant).

Although enjoyable and fun, the majority of the participants found that producing the alphabet primers was quite a challenge.

We could not express ourselves in finding better words of our own dialect for our good story result (Anonymous participant).

I cannot express well the thoughts and where the story ended (Anonymous participant).

It makes me think critically on how to reach or to complete the 300 words (Anonymous participant).

Eleven teachers also listed the symbol count as one of their most enjoyable activities, even though (to me) it was tedious and quite time consuming going through every word and counting the symbols throughout two 300-word stories. However, these teachers “enjoyed counting sounds and words in the story” (Anonymous participant, Training module 1 evaluation). One reason may be that these teachers had not previously had much exposure to their own languages as written text, since most were used exclusively as oral languages. Seeing their own language in print perhaps gave participants a sense of pride, and counting the symbols made the whole process seem more official and perhaps legitimate. They became aware through the process of symbol counting of the inner makings of their own language and were able to dissect it in a way that they had never done before. This could contribute to a new level of understanding of their own language and ultimately greater confidence in teaching literacy in that language.

During the final interviews with teachers in my sample, three out of five listed the creation of the alphabet primer as the activity that they most enjoyed or was most memorable, as well as challenging:

my favorite parts is especially making the primer, and creating some words that would rhyme, and sometimes it is very enjoying (Dinah, Interview 2).

The most memorable and the most interesting part of that seminar is the strategies and the one you teach us, the how to create primer and how to introduce that to the pupils (Imelda, Interview 2).

it was difficult (Rosalie, Interview 2).

At first we experienced it's hard, it's hard for us (Fely, Interview 2).

When prompted to explain why it was hard, Imelda explained that it was the process of developing key words that was so difficult. Each new word had to be exact and could only use one new letter plus the letters previously taught. The word also had to be able to be depicted as an easily recognizable image, which meant that many words created had to be thrown out as they did not fit one of the two criteria. This complicated process took many rounds of editing and changing and searching for new words and then more rounds of testing with the students. But it seems that rather than being frustrated by this process, the teachers enjoyed the challenge. Rosalie also noted that finding good key words was particularly difficult in the Tboli language as many words are quite long and sometimes several words are used to describe one concept. But again, instead of finding this difficulty tedious, Rosalie noted that they just laughed and carried on.

the making of symbols...because we wrote some words that did not go with the keywords, key letters (Imelda, Interview 2).

It was difficult, sometimes we in our dialect we can laugh also because the words was, you cannot...you are not comfortable in using that words in the primer... it is hard to find words with limited letters (Rosalie, Interview 2).

Maria-Lyne identified another challenge in the making of the primer, which is the development of key words that could be represented in picture form. Identifying key words that could be shown as pictures was definitely a challenge for all the language groups but they seemed to see it as a sort of game or puzzle where you had to keep mixing up the letters to find a word that could be drawn. Then if the students couldn't recognize that picture, the

letters went back on the table and a new word had to be created. According to Maria-Lyne it's "very exciting" to work within those given limitations and that sense of challenge motivated all of the teachers and made this activity fun.

We often create words but it's very hard illustrating it...although it keep on changing some words, that is very enjoyable, it's very exciting to create another word or another term that could suit the limitations, since the limitations is you will not go beyond those symbols that were not gone through (Maria-Lyne, Interview 2).

The stories, we enjoyed creating stories, together with our group, and counting all the letters and syllables are interesting for us, because it's difficult but it's more enjoyable (Imelda, Interview 2).

What teachers think is the purpose of the activity and how will this activity affect teachers' classroom practice?

Aside from being memorable and enjoyable, the interviews with my sample show that teachers also gained experience and confidence in writing stories using their mother tongues. As a result of the process, Rosalie became more motivated to use these skills to write stories for her classes (which was not the main intention of the activity but a nice bonus):

*What I was learned in making the book it is to experience, I can say to myself that I **can** [her emphasis in bold] make it, before I did not try to make stories, but when you can make one, two, you are eager to make more...and I enjoy writing books,...which is, you taught us (Rosalie, Interview 2).*

Fely seems to take away the importance of pictures and visual aids in helping her students learn. She refers to the importance of having a key word/picture to represent each new letter and how the picture should be simple and easily recognizable (preferably something from the child's own community):

the pictures that we will use for the childrens....easy for them to understand, and to recognize the letters through the pictures (Fely, Interview 2).

Maria-Lyne, although she is not currently teaching literacy in mother tongue, learned the idea of sequencing the introduction of new letters and symbols, taking the idea of

teaching only one new symbol at a time and is applying it to her current teaching of Filipino and English:

you should not teach symbols, or you should not insert symbols when it has not been taught already....for now, thanks to the idea, I never show a symbol that has not been gone through with my previous lessons (Maria-Lyne, Interview 2).

Imelda, who embodied the *Mother tongue resister* perspective during her first interview and who was not convinced that mother tongue was effective or appropriate, spoke of how for her, “using the primer, it’s convincing” (Imelda, Interview 2). When pressed to explain she responded:

Yes mam, because for me when we are there, totally, I’m not convinced yet, when we are making the primer, and after that I am already convinced to use it because I’m challenged to use the mother tongue so that the pupils can understand. And the primer maybe is a great help for us, the curriculum that we use so that in implementing it, it’s so easy for us to implement because it’s already ready for us to use (Imelda, Interview 2).

In her explanation of why creating the primer helped “convince her” Imelda brings up two points: 1) she believes it is relevant and useful since using the mother tongue will help her pupils understand, and 2) the primer is useful because it has already been created and therefore will be easy to implement in the classroom. It doesn’t leave a lot of ambiguity or guessing on the part of the teachers and in fact provides step by step lessons that the teachers can do every day to help students learn to read and write in their mother tongue.

Another reason that Imelda is convinced is that she has been teaching grade one “for a long time” and is “used to use our own curriculum in teaching grade one and I’m convinced to use the primer because I’ve already observed that there’s no comprehension for the pupils” (Imelda, Interview 2). She goes on to say that the way she is currently teaching is “difficult” because the students “cannot understand and they cannot answer our questions easily, because they cannot express themselves in the dialect that we want them to

answer us. So I'm already convinced to use mother tongue just so that the children can express their answers" (Imelda, Interview 2).

As a result of the alphabet primer activity, Imelda seems to have had a major change of heart about the best method for teaching. She says:

We are challenged to create new words and then translate it in our own words, come up with our own words, that's why we, the way we look before, is different after that seminar. Because the way we are teaching is we have to say it in English or Filipino and then we say it in our own language, but now it's different, we have to introduce first the mother tongue, and then the other languages that we have to introduce (Imelda, Interview 2).

After going through the alphabet primer creation activity, Imelda decided that it makes more sense to first introduce the mother tongue and then the second and third languages as opposed to the way she was teaching before which was to first speak in Filipino or English and then try to translate to the mother tongue. This is an incredible step from where she started with her beliefs and attitudes about MTBMLE and she made a leap perhaps even farther than some of the teachers who were already somewhat convinced of its usefulness.

When asked one final time how creating the alphabet primer helped convince her that MTBMLE is possible, she replied, "Yes mam. It's possible mam. We can use it, especially in grade one. They have plans to transfer me to pre-school. Because I'm a kindergarten major, so maybe I can implement mother tongue, if they will assign me in my dialect, in the dialect that I speak" (Imelda, Interview 2). Here she seems even excited to be able to try it out, assuming that she is assigned to a school where she can actually use her mother tongue. (Imelda was switched out for another teacher after the first training so she was only able to attend the first one.) It's remarkable that after just one training she became convinced that MTBMLE was possible and should be used. According to her, this change of mind was due in large part to the alphabet primer activity, which helped convince her that with the right materials, it would be easy to implement and help children learn.

Conclusion

Since such a large portion of the professional development program was spent working on the alphabet primers, perhaps it is normal that this would be the most memorable activity, although it doesn't explain why participants would enjoy the activity so much. They enjoyed the process of developing stories, working with their peers, seeing their language in print, and solving the puzzle of finding key words that fit with the right letters. The process of creating, illustrating, and learning to use and teach the alphabet primers was extremely time consuming. Just working on the primers took up about 40-50% of our total training time. SIL has developed a software program that will provide the list of symbols and frequency count for a language after you enter in texts or stories from that language. This software would greatly decrease the amount of hours needed to create the primer from scratch. Although it would save many hours, I found that the process of creating stories, counting symbols and developing a list of symbol frequencies was actually one of the most enjoyable (for the teachers) and effective activities that we did during the entire program. Teachers became intimately familiar with their own writing systems, became more confident in teaching literacy in their mother tongue, and gained a deeper understanding of the process for teaching reading skills to young children. This activity was so successful because it valued their language, it made the teachers the creators of what they would be teaching, they were able to work together with their peers, and it was seen as a motivating challenge.

Goal 4 - Build teachers' capacity to design and use local language materials and graded stories: Activity B: Creation of local language Big Books¹²

Objectives: By the end of the activity participants will be able to:

1. explain the key elements to writing a good stage one or two Big Book story;
2. describe the steps to making a Big Book;
3. confidently teach a lesson using their Big Book;

Purpose: To give participants practice in writing graded stories and creating Big Books out of those stories and to practice using them to help their students learn key reading skills.

Activity: Creating and learning how to use the Big Books did not take place in a single activity but rather as a series of activities that occurred throughout the separate training modules. Participants viewed sample Big Books, reviewed the elements of good story writing, discussed the elements of a stage one and stage two story such as repetition, familiar context, short easy words and only one to two sentences per page (see **Appendix E** for more details). Participants then split up into small groups (based on language) to write Big Book stories based on one of the themes they had developed earlier in the training; (participants developed themes to integrate their local context into the curriculum).

Facilitators and other language experts then helped edit the books, and illustrators from each language group designed clear, simple images to accompany the text. Teachers then took their books back to their communities to test with some adults and with first grade students to make sure the content and level were appropriate. Participants learned how to bind the books using cardboard, needle and strong thread (all locally available materials) and how to make them into usable books for their classrooms. We repeated this process

¹² A Big Book is an enlarged version of a beginning reading book, with clear simple pictures and very large print. It is useful for teaching emergent readers since they can read and follow along with the teacher.

over several sessions and gave participants the chance to practice teaching using the books. Facilitators gave demonstrations of teaching using the books, we gave teachers handouts with different activities they could use with the books, and then teachers were asked to practice teaching the books with their peers playing the role of students.

What teachers remember about the activity and why

All four teachers remembered the Big Book activities as they made up a substantial portion of the training time. Imelda was only present at the first training module and we did not work on Big Books until training module two, so she did not take part in any of the activities. Of the four teachers who did, when asked at their final interview what activity they most enjoyed or was most memorable to them, three out of the four listed the Big Books. Rosalie, Dinah and Fely all noted how they enjoyed writing the stories and making the books.

I like, I like to make stories (Rosalie, Interview 2).

it's fun... we enjoy, really enjoy (Fely, Interview 2).

During their final interviews both Fely and Dinah indicate that they are proud of the work they did in creating the Big Books and this is one of the reasons they enjoyed the work so much. Dinah was one of the talented illustrators in the group, so she ended up illustrating many of the stories, even for the other language groups. For her, she felt special in her role as illustrator and proud that she contributed the drawings to five Big Books.

the arranging of pictures with their stories (Fely, Interview 2).

I have illustrated five books. Five Big Books and I never thought that I could draw five books, but I really did it (Dinah, Interview 2).

Although most of the teachers seem to have enjoyed the process of creating Big Books, they also note that it was a challenge. For Dinah, although she enjoyed illustrating

five books, it was challenging to represent the stories visually. For her, this was something new that she had never done before and so became part of her learning process. She also learned how to teach using the Big Books, which was something new for her. This is important because many teachers have Big Books in their classroom, but don't know how to use them except for reading aloud to their students and having them repeat. Fely also notes that although coming up with appropriate words in Ilonggo was sometimes difficult, it was still an enjoyable process. Rosalie noted that making the books can be confusing because they were asked to write in pure Ilonggo although many Tagalog words have been adopted into the Ilonggo language. Sometimes teachers found it difficult to express what they wanted to say without relying on a "borrowed" word from another language.

I really think that when they finished their texts and I have to study what they wrote and what could suit to their text. For me it's really enjoying and also a part of my learning. Especially in drawing and in how to teach the materials, or how to use the materials that we are going to make (Dinah, Interview 2).

Uh, at first we are, we think so many things, how to write it in Ilonggo, the words that we will use and then the corresponding pictures or whatever, but we enjoy (Fely, Interview 2).

Ilonggo words sometimes it is also confusing...Because sometimes there are borrowed words, which is not permitted to use in the Big Book (Rosalie, Interview 2).

Maria-Lyne seemed to have a particularly hard time with the Big Books and specifically the editing process. She noted that she thought the stories her group wrote were acceptable, and they were within the 1-3 sentence per page limitations that we had given. However, when editors looked at her stories, they said the language was too difficult and that there were too many words per page. This made Maria feel discouraged. When trying to edit the text, Maria noted that "we find difficulties on how to shorten the text since our dialect, even one sentence is very long. When we reduce it, we find difficulties in how the pupils could, or for me the statement is not complete" (Maria-Lyne, Interview 2). Although groups were told to limit each page to one to three sentences, the Tboli language is

constructed so that several words are often needed to describe one concept so that sentences become quite long. Maria became discouraged after doing so much work on her stories and then being told they were too long for grade one students. She also had difficulty in shortening the sentences without losing the meaning.

How will this activity affect teachers' classroom practice?

Dinah, who found that drawing the illustrations and learning to use the books was most memorable, and Fely, both mention how the Big Books will affect their teaching:

how to teach the materials, or how to use the materials that we are going to make (Dinah, Interview 2).

really affects the teaching, the ability of teaching because we have...we know all the things we will be teaching them (Fely, Interview 2).

Fely feels more confident in teaching what she is expected to teach in the MTBMLE classroom and using the materials she is supposed to use because she has participated in their development and production, and therefore she is comfortable, familiar and experienced with using and teaching these materials.

Conclusion

Participating in the creation of Big Books was memorable as it took up a significant portion of training time. Writing and editing stories is quite time consuming and then physically sewing the books together and creating the illustrations adds even more time. We also spent time practicing with the books, getting familiar with different teaching techniques, and giving feedback on teaching practices. For this reason, the Big Book activity was quite memorable to participants, but another reason why it stood out as one of the most memorable and enjoyable activities was that participants had the opportunity to create their own teaching tool, in their own language. Just as with the alphabet primers, participants seemed to enjoy and take pride in being creators and authors of the resources they could

then use in their classrooms. They got to see their names listed as authors and illustrators and they felt confident in teaching the new materials because they were intimately familiar with the stories. Participants definitely learned how to write stories, how to create and bind the Big Books using locally available materials, and how to teach them to their students. Between training sessions, participants also took materials back to their villages and collectively created new Big Books from the stories they had written at the training. This tells me that they gained the skills necessary to produce Big Books on their own and thus the goal of building teachers' capacity to design and use local language materials and graded stories in the classroom was met through this activity.

Summary of Findings

Figure 24 below represents the preferred attitude change which took place:

Participants became much more comfortable and confident reading and writing their own mother tongue, teaching literacy, and leading an MTBMLE classroom; they gained a better understanding of how difficult it is for children to understand the content when taught in a language they don't speak, and how to create and use their own mother tongue language literacy materials. **Figure 24** also represents incomplete changes in attitude such as: an understanding of MTBMLE as translation when teaching a second language, uncertainty about specific teaching strategies for how to teach a second language as a subject, whether or not children in MTBMLE classrooms are disadvantaged in learning Filipino or English or how an MTBMLE classroom should look throughout the day, viewing teaching literacy in the mother tongue as an added challenge, fearing parents' reactions to MTBMLE, and feeling confused about education policy.

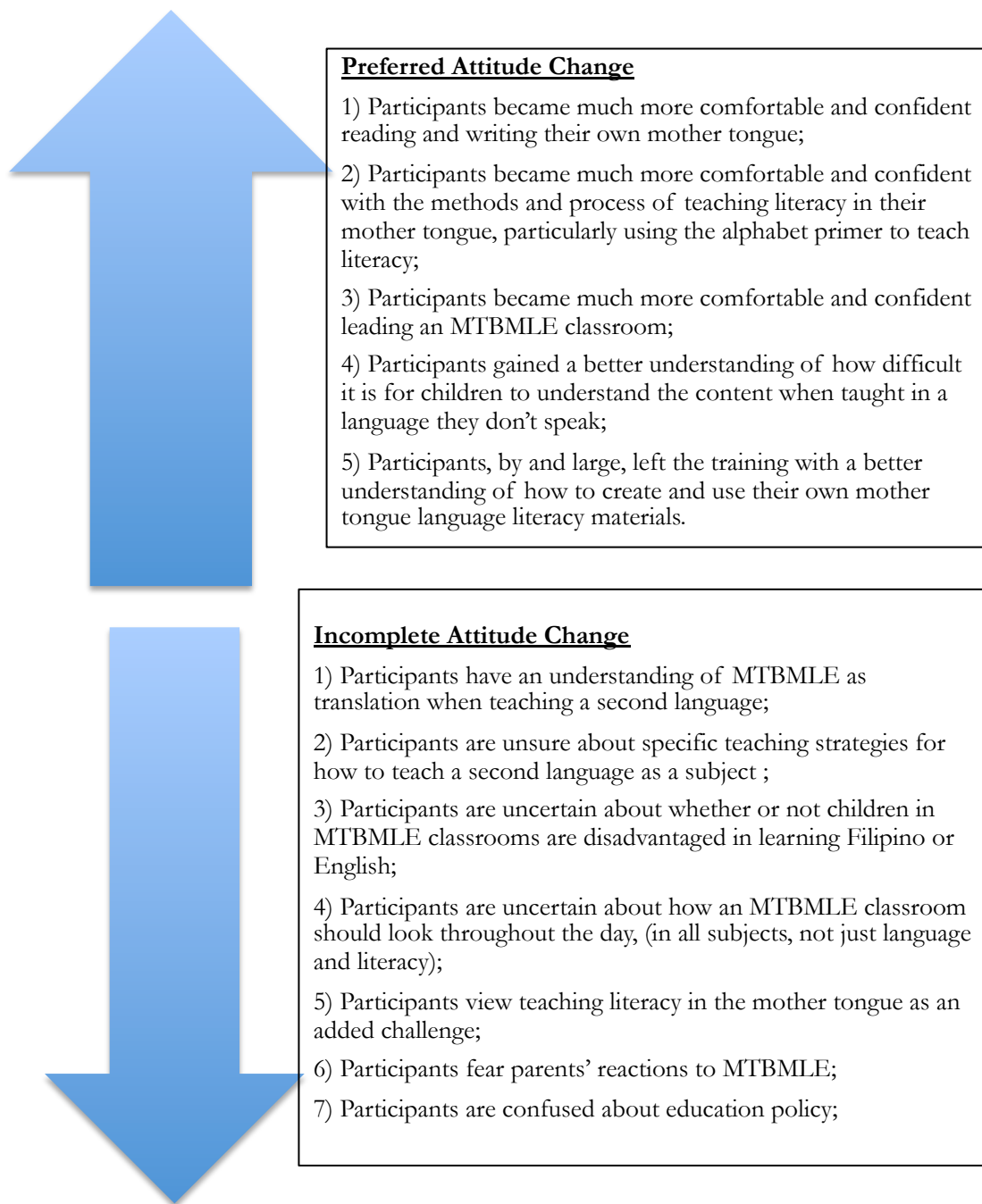


Figure 24. A Summary of Attitude Change

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

In this section I will analyze and answer the main research question:

1. *Do teachers' attitudes towards and knowledge about mother tongue-based instruction change after they participate in professional development that is consistent with good professional development practice?*
 - a. *What were teachers' knowledge and attitudes about MTBMLE before the professional development program and why¹³ did they hold those attitudes?*
 - b. *Did teachers' knowledge and attitudes change after participating in the professional development program?*
 - c. *What factors influenced teachers' change?*

I will review what attitudes teachers initially held, as well as ways those attitudes changed after participation in the professional development program. I will also examine implications of changing teacher perspectives after participation in the professional development program and make recommendations for future MTBMLE professional development.

What were teachers' knowledge and attitudes about MTBMLE before the professional development program and why did they hold those attitudes?

Each of the five teachers in the study came into the program with little to no previous MTBMLE training or professional development. I used a *Q* sort as the main method to learn about teachers' attitudes and beliefs before they began the professional development program and followed it up with a semi-structured interview to delve deeper

¹³ For the conclusion section I will combine parts a) and c) of the research question to make the narrative flow more smoothly.

into their *Q* sort rankings. The *Q* Sort analysis I performed revealed that within my sample there were two unique perspectives or attitudes towards MTBMLE. Four teachers made up the first perspective, which I named *Mother tongue supporters*. Those teachers were Rosalie, Fely, Maria-Lyne and Dinah. One teacher made up the second perspective, which I named *Mother tongue resister*; that teacher was Imelda (the teacher whose mother tongue is different from all of her students).

Mother tongue supporters

Participants who share this perspective tend to feel strongly that using the mother tongue helps children to learn and to participate more actively in the classroom. One of the reasons they believe this is because of their own early learning experiences when they attended first grade in a language they did not speak or understand. Most of the teachers in this perspective experienced lack of understanding and isolation when they were in school because the language of instruction was not their mother tongue. Therefore they are more prone to empathize with their own students and to recognize the importance of using the mother tongue (even if it's only through translation) in order to help their students understand and participate.

Teachers in this perspective also believe that they are equipped to use English and Filipino as languages of instruction but don't feel comfortable doing so because the students are unable to participate when they use those "foreign" languages. This belief comes from their own experience as teachers in the classroom. Although they feel comfortable with their English and Filipino abilities, when they use those languages in the classroom, these teachers have all experienced blank stares and little participation because their students don't understand what is being said.

They see themselves as facilitators of learning and tend to differentiate themselves from their own grade school teachers and believe that they are using more child-centered methods versus the teacher-centered methods that were used in the past. Most of these teachers went through a teacher training system that taught them about child-centered learning, discovery learning and ways to discipline children without using corporal punishment. As a result, they feel they run their classrooms quite differently than their own teachers did.

Finally they feel strongly that in order to successfully teach MTBMLE, they need a sufficient number of local language materials in a wide range of subjects. This was a key point for teachers because currently they only have Filipino and English materials and they are still not confident enough in reading and writing their mother tongue to transition into MTBMLE without a good number of materials to support them.

Although fairly positive about MTBMLE, these teachers also view MTBMLE as a challenge because they perceive it as additional work in their already busy schedules. Part of this stems from an understanding of MTBMLE as translation, because they think they will have to now translate from mother tongue, to Filipino, to English, which will take even more time. They also lack a solid understanding of reading transfer. Most of the reading skills they teach their students in the mother tongue, won't need to be re-taught in the L2 and L3, they will only need to teach the vocabulary in those languages, but prior to the professional development program, most teachers did not understand how learning to read in the mother tongue would facilitate reading in the L2 and L3.

Although these teachers feel strongly that MTBMLE helps children to learn and participate in the classroom, they also feel unsure about how it will affect students' English and Filipino language skills as well as how parents will feel about the program. Many of the

teachers saw MTBMLE as focusing on the mother tongue to the detriment of Filipino and English and didn't understand how starting with the mother tongue could actually improve the learning of those languages. Additionally they had dealt with parents in the past that didn't want the mother tongue to be used in the classroom because they wanted their children to focus on Filipino and English. Because of these experiences, teachers feared how parents would react to their children being placed in MTBMLE classrooms.

Mother tongue resister

One of the five teachers interviewed held a perspective that was statistically quite different from the *Mother tongue supporters*, and her perspective formed the basis for Attitude 2: *Mother tongue resister*. Imelda, the teacher who made up this perspective, clearly views MTBMLE as a challenge. This can partially be attributed to the fact that she doesn't speak the mother tongue of the majority of her pupils. Her statements indicate that she also views MTBMLE as an added burden because she understands it as translation from English to Filipino to Mother tongue and vice versa. For her, adding the mother tongue would just complicate the process instead of working only with two languages (Filipino and English).

Her statements also suggest that she understands the importance of facilitating learning and allowing her students to discover meaning but that deciding what knowledge and how students get that knowledge is her task, not theirs. Finally Imelda believes that visual aids and other learning materials are extremely important in the classroom and feels that they are not that difficult to make (except that she would need help translating the mother tongue).

Aside from the fact that Imelda doesn't speak the same mother tongue as her students, she is also resistant to MTBMLE because she doesn't feel that it is supported through the education system. Imelda mentions the examination system, which is in Filipino

and English, the textbooks and curriculum from the Department of Education, which are all in Filipino and English, and she is unsure how this small group of MTBMLE teachers fit into this larger system.

Did teachers' knowledge and attitudes change after participating in the professional development program?

Many of teachers' attitudes changed in a preferred direction while still other change remained incomplete: 1) Participants became much more comfortable and confident reading and writing their own mother tongue and leading an MTBMLE classroom; 2) Participants became much more comfortable and confident with the methods and process of teaching literacy in their mother tongue, particularly using the alphabet primer to teach literacy; 3) Participants gained a better understanding of how difficult it is for children to understand the content when taught in a language they don't speak; 4) Participants, by and large, left the training with a better understanding of how to create and use their own mother tongue language literacy materials. However, there were also many attitude changes that remained incomplete: 1) Participants have an understanding of MTBMLE as translation when teaching a second language; 2) Participants are unsure about specific teaching strategies for how to teach a second language as a subject; 3) Participants are uncertain about whether or not children in MTBMLE classrooms are disadvantaged in learning Filipino or English; 4) Participants are uncertain about how an MTBMLE classroom should look throughout the day, (in all subjects, not just language and literacy); 5) Participants view teaching literacy in the mother tongue as an added challenge; 6) Participants fear parents' reactions to MTBMLE; and 7) Participants are confused about education policy.

Change in the preferred direction

Participants became much more comfortable and confident reading and writing their own mother tongue and leading an MTBMLE classroom:

During their initial interviews, only one teacher (Rosalie) ranked the *Q* statement “I feel comfortable teaching in mother tongue” as higher than a (+1). Rosalie speaks Ilonggo, which is the easiest of the three languages as far as the writing system, explaining why she felt more comfortable teaching her mother tongue than the other teachers did. Four out of the five teachers ranked the statement as only slightly agree to neutral to disagree. The teacher who most disagreed with the statement is Imelda, which makes sense since she doesn’t speak the language she would be expected to teach in the classroom. For Dinah, who initially rated the statement a (-2), her discomfort was related to her fear of how parents would react. She had previously experienced anger from parents about teachers using Tboli too often in the classroom and their fear that their children would thus miss out on Filipino and English.

After the professional development program, Rosalie still agreed strongly with the statement and noted “I really feel comfortable, because this is the teaching in just simple way which is everybody can understand you” (Rosalie, Interview 2). Not only is she comfortable with the language and how to teach it to her students, but she is also comfortable because she knows her students will understand what she is teaching, which will make her job easier.

Maria-Lyne and Dinah, the two Tboli teachers, initially rated the *Q* statement “I feel comfortable teaching in mother tongue” as (0) and (-1) respectively. Dinah’s explanation for disagreeing with the statement was that she was uncomfortable because she had to deal with parents who preferred their children to focus on English and Filipino. It is unclear why Maria-Lyne feels uncomfortable but her response to the *Q* item “Writing in mother tongue is not difficult” can clarify the issue. This was the statement that Maria-Lyne most disagreed

with (-4) during her initial interview, indicating that she felt that writing in Tboli was quite difficult. When asked to explain why she finds it difficult, Maria-Lyne responded:

Speaking our dialect is not difficult, but writing it is very difficult...even I as Tboli teacher, I find some difficulties in writing our own dialect because of the spellings and because of the stress, yes the spelling of our words are very difficult because we have some stresses, and in Filipino and English you could not, it's plain, in our own dialect the letter "e" ok, "e" has many sounds, we have sounds (ub), sound (eb) there's no sound (ub) in Tagalog or English, but in our dialect we have it. That's writing our mother tongue is very difficult (Maria-Lyne, Interview 1).

Prior to the professional development program, she was already using Tboli quite often in her classroom to help her pupils understand the lessons, although she used exclusively oral Tboli. "If I translate English or Filipino word in our own dialect, I did not write it on the board, I just speak it because it's very easy, because it's much easier to speak it than to write it" (Maria-Lyne, Interview 1). This would explain why she rated the *Q* statement "I feel comfortable teaching in mother tongue" as (0), or neutral, because she is not comfortable with the writing system.

After the professional development program, Maria-Lyne still found it difficult to write in the mother tongue. During her final interview she notes that:

up to now, even me couldn't, I am still confused with those glottal stops, the accent, I often ask mam Anding, what is the accent place in here or in here, because I am not used to that, so how much more I would speak in behalf of my pupils, how much more them, who are beginners (Maria-Lyne, Interview 2).

Even though she had the opportunity to practice Tboli writing during the program, it did not help her feel more confident. I believe this is the case because there were two separate schools of thought on Tboli writing present at the training. The Tboli from the Lake Segu region had been trained in a writing system that SIL had developed for them. The Tboli from the Tbolu region used a different system of writing without the accent marks and stresses that the other group was trained to use. This became confusing during the training because they all believed that their way of writing was the best, and neither group wanted to

change. When it was suggested that they could each teach the writing system the way they had learned it and we would just create two separate Tboli alphabet primers, this was also difficult for them to accept as they wanted one standard form. Even though the Tboli teachers were able to practice reading and writing stories in the Tboli language, this rift between the two writing systems made it difficult for the Tboli participants to feel truly confident in teaching Tboli reading and writing.

After the professional development program, when asked if she felt comfortable writing for her students on the board in Tboli, Dinah, the other Tboli teacher in the sample, replied, “Yeah, I do. Writing in context works” (Dinah, Interview 2). But she goes on to say that “writing is not difficult, but just the glottals” indicating that, like Maria-Lyne, she too struggles with how and where to mark the glottal stops in the Tboli language (Interview 2).

In conclusion, most of the teachers (except the Tboli teachers) reported feeling more comfortable and confident teaching the mother tongue in their classrooms after the professional development program. For many this was related to having practiced developing mother tongue teaching and learning materials and having those available to use with their students. The Tboli teachers still felt unsure about Tboli writing, but felt confident with oral Tboli and were mostly unsure about the accents and stresses in the writing system. A future training to standardize the Tboli writing system should help to clarify this issue.

Participants became much more comfortable and confident with the methods and process of teaching literacy in their mother tongue, particularly using the alphabet primer to teach literacy:

Through my observations over the progression of three training modules, I was able to see these teachers completely revise their ideas about how to teach children to read. Many of them were taught by repeating after their teachers and were just forced to figure it out when they were in primary school. Although they were taught

different methods of teaching reading during university, they were also teaching reading in English and Filipino which were second and third languages to most of their students. In most cases they were really foreign languages as their students had little access to those languages before entering the classroom. As a result, these teachers spent much of their classroom time trying to help students understand the vocabulary and often the process of teaching reading skills got left behind.

When we started creating the alphabet primers, teachers were at first very confused. Even though we showed what primers look like, gave examples, and taught some practice lessons, they had a hard time imagining what a primer in their language would look like and how it would help them teach reading. As we went through the process of writing stories, counting and ordering symbols by frequency, and finally developing key words building on one new letter at a time, teachers gradually began to understand what the process was all about and how it could help their students learn to read. The only teacher I cannot speak for is Imelda as she was only at the first training when we began the primers and was not present as we continued with their development. Maria-Lyne commented several times in her final interview about what she learned about teaching reading through the alphabet primer activity:

I learned a lot in the making of the primer (Maria-Lyne, Interview 2).

you should not teach symbols, or you should not insert symbols when it has not been taught already (Maria-Lyne, Interview 2).

So because of that activity I've come to realize that for now in my classroom...so maybe for last years of teaching, I inserted some symbols, example, I made symbols and sentence, and in my sentence there was a symbol that had not been gone through. So for now, thanks to the idea, I never show a symbol that has not been gone through with my previous lessons. So maybe that's the learning I gained from the making of the primer (Maria-Lyne, Interview 2).

Participants also practiced teaching primer lessons in micro-teaching sessions with their peers at least three times during the training modules. During these sessions I was able

to see a big improvement in teachers' confidence and comfort moving through the different parts of the lessons and making them fun and exciting for their mock students. By the last microteaching practice, teachers were all volunteering to go first whereas during the first sessions it was difficult to get volunteers.

Participants gained a better understanding of how difficult it is for children to

understand the content when taught in a language they don't speak: Although hard to quantify, I noticed a definite increase in participants' recognition of the hardship their students go through attempting to learn in a second and third language. Although many of these teachers themselves went through schooling in a language that was not their mother tongue, over the years the impact of that situation had worn off and been forgotten. These teachers had also all managed to survive and to learn the second and third languages as well as learning how to read, and so this may have led them to feel less empathy for their students since they had gone through the same situation and come out on top.

After participating in several activities designed to put teachers back in the role of the learner (particularly the Hausa-speaking activity), teachers were reminded how difficult it is to be in that situation of not being able to understand and not even being able to communicate their questions. By the end of the professional development program, participants expressed a great deal more empathy for their students and were more positive about MTBMLE because of this empathy and the knowledge that MTBMLE would prevent their students' suffering from an inability to communicate, participate, and interact.

Participants, by and large, left the training with a better understanding of how to

create and use their own mother tongue language literacy materials: Fely, who originally rated the statement "I feel comfortable teaching in mother tongue" as a (+1), also

seems to be even more comfortable with implementing MTBMLE after participating in the professional development program. Both she and Rosalie emphasized how developing mother tongue materials helped them feel more comfortable. Fely asserts that her confidence in applying MTBMLE in her classroom comes from what she's learned at the trainings, and that she now has Big Books and stories in the mother tongue to use in her classroom. Imelda also notes that she changed her mind about the suitability of using the mother tongue in school, now that teaching and learning materials have already been prepared.

If we will apply it tomorrow, it is okay also because we have done seminars and we have Big Books, we have Big Books, we have stories, so it is not hard for the children and for me to apply and to teach them in MTBMLE (Fely, Interview 2).

if there is materials, enough materials, it will be implemented for us. It is easy on our part (Rosalie, Interview 2).

It's now suitable now to teach mother tongue, because the materials needed in teaching are already prepared (Imelda, Interview 2).

For Imelda, who initially was not at all convinced about MTBMLE, having teaching and learning materials available in the mother tongue to work from made her feel much more comfortable with the idea even after only attending the first session. Having access to mother tongue teaching and learning materials seems to be a big confidence-booster indicating that teachers' resistance to using the mother tongue before was at least partially due to not having any mother tongue teaching and learning materials to support their teaching.

According to Fely, the confidence comes not only from having mother tongue materials to use in her classroom, but from participating in developing those materials. When asked if she would have preferred to be handed ready-made materials for her to use in her

classroom or if she would rather have gone through the process of creating the materials, Fely replied:

I am preferred that I have done the seminars and we are the one who make the Big Books, the stories, because if we will teach it in automatically, and we did not done the seminars or make the Big Books, it's hard, I am preferred that it is good that we have done seminars and make Big Books (Fely, Interview 2).

it really affects the teaching, the ability of teaching because we have...we know all the things we will be teaching them (Fely, Interview 2).

Since she participated in developing the materials, she is intimately familiar with them and understands how and why they are meant to be used.

Incomplete Change

Although teachers exhibited change in a preferred direction, teachers' maintained their initial beliefs in some areas that the training sought specifically to address. Even after training, participants:

- 1) have an understanding of MTBMLE as translation when teaching a second language;
- 2) are unsure about specific teaching strategies for how to teach a second language as a subject;
- 3) are uncertain about whether or not children in MTBMLE classrooms are disadvantaged in learning Filipino or English;
- 4) are uncertain about how an MTBMLE classroom should look throughout the day (in all subjects, not just language and literacy);
- 5) view teaching literacy in the mother tongue as an added challenge;
- 6) fear parents' reactions to MTBMLE; and
- 7) feel confused about education policy.

1) Participants have an understanding of MTBMLE as translation when teaching a

second language: During the professional development program, MTBMLE was presented as a whole curriculum and way of teaching that is partially about language, but that encompasses so much more. We focused on how MTBMLE means starting with what the child knows, and that includes language, but also includes the child's culture and context. Getting participants to view MTBMLE as more than just a shift in what language they are using in the classroom was more difficult than I expected. Participants often spoke of MTBMLE as translation and using the mother tongue to help them understand the L1 and L2. Although this is part of it, I fear that, at the end of the professional development program, participants did not adequately understand MTBMLE as an entire curriculum for teaching and learning. I would recommend that future trainings seek to clarify this issue by exploring how MTBMLE brings the child's culture, context and language into the classroom. Bringing participants to visit model MTBMLE classrooms might also help them to get the bigger picture of what MTBMLE really means.

2) Participants are unsure about specific teaching strategies for how to teach a

second language as a subject: Unfortunately, we never explicitly taught participants methods for teaching the L2 or L3 as a foreign language during the first three training modules. The process was discussed and activities like the Hausa writing activity were used to show teachers that they would only need to teach L2 and L3 vocabulary and not the component skills of reading and writing since they were already teaching that in the L1. However, this was clearly not enough. During the fourth training module (after I left), participants were exposed to the TPR technique as a way of teaching a foreign language, but I propose that even this is not enough. From the bridging plan it is clear that first grade teachers are expected to start teaching oral Filipino and English half-way through the year.

Since this is the case, and since a review of the literature (Paulson, 2010a) and interviews with MTBMLE experts (Paulson, 2010b) indicated that we must teach teachers how to teach English and Filipino as foreign languages, I recommend that future MTBMLE program designers keep this mandate in mind and ensure that sufficient time is set aside to help teachers learn and feel comfortable with ways of teaching the L2 and L3 as foreign languages.

3) Participants are uncertain about whether or not children in MTBMLE classrooms

are disadvantaged in learning Filipino or English: Although from the first day of training we emphasized the benefits of MTBMLE for student learning of both content and second and third language acquisition, participants left the professional development program still feeling unsure that MTBMLE really enables students to learn an L2 or L3 more easily. They seemed to understand the importance of using a language the students understand for comprehension purposes, to increase participation, and even to help students feel connected and confident. During their final interviews, however, teachers consistently made statements questioning whether these students would fall behind their peers in English or Filipino.

Other than sharing more evidence from successful MTBMLE programs, or bringing teachers to see model MTBMLE classrooms where students are achieving good results, spending more time helping teachers experience and understand the process of second language learning will also help them to better understand and appreciate why spending time in the mother tongue will lead to better learning of the L2 and L3.

Teachers may not fully believe that MTBMLE works better until they actually see results in their classroom. As mentioned in the literature review on teacher attitude change in Chapter 2, oftentimes attitudes don't change until the teacher has implemented an

innovation, and actually seen that it works. This is Guskey's (2002) model, which suggests that changes in attitudes and beliefs occur only after changes in classroom practice have resulted in the desired learning outcomes for students. He proposes that the crucial element in teacher attitude change is their successful implementation of changes in the classroom leading to improvements in student learning. Only then, when they have seen actual results related to implementation of a particular pedagogy, will their attitudes and beliefs begin to change (See **Figure 7** in Chapter 2).

4) Participants are uncertain about how an MTBMLE classroom should look throughout the day (in all subjects, not just language and literacy): It makes sense that teachers would still be unsure about what their daily MTBMLE schedule will look like. During the professional development program teachers took part in adapting the curriculum to fit their local context, and the revised curriculum was still a work in progress at the end of the professional development program. Once this document is approved by the Ministry of Education and distributed to the teachers, that should help to clarify their questions about the curriculum layout and what their daily lesson plans will look like.

Another question several of the teachers in the sample asked was how does MTBMLE fit into the other subjects like math and science. Although we discussed using the local context to make math and science more familiar and understandable, and we developed lists of words in the mother tongue that would be useful in teaching math and science content, we did not actually spend any time on what a math lesson might look like. Much of the training time was dedicated to teaching mother tongue literacy and developing materials, and other subjects were therefore slighted. Future programmers should keep this in mind and also incorporate examples of lessons in other subjects into the training curriculum. This

is also another example of how a visit to a model MTBMLE classroom would be helpful in allowing the teachers to see what a full day looks like and not just one subject.

5) Participants see teaching literacy in the mother tongue as an added challenge: All

of the teachers in my sample (except Fely) initially rated the *Q* statement “Teaching literacy in the mother tongue is an added challenge” as (+1) or higher, indicating they agreed to strongly agreed with the statement. Two of the five teachers rated it as a (+3), which is the second highest rating, and those were both teachers who speak the same mother tongue as their students (Imelda rated the item a (+2)). This is significant because it indicates that going into the professional development program these teachers had a sense that MTBMLE meant more work for them.

In her initial interview, Maria-Lyne seemed to view MTBMLE as yet another approach teachers are being forced to learn and, in order to “insert” it into what she is already doing, she felt she would need some training to make that happen. Rosalie seemed to feel that implementing MTBMLE would be a challenge for two reasons: 1) not all the students in class together speak the same mother tongue, which creates a problem for the teacher trying to work with too many languages and 2) the teacher must now use three languages (Ilonggo, Filipino and English), which may be more difficult for the teacher than the previous system of using only Filipino and English. Dinah also mentions this challenge of the high learning curve of understanding and being able to use a new teaching method of MTBMLE to teach her students mother tongue literacy.

going to mother tongue based instruction is difficult, because...as a matter of instruction, it's very difficult to ...to... to insert this mother tongue instruction into ...it's very difficult so I think we need some, I need some time to, or maybe I need some trainings for the better implementation of this curriculum of this approach (Maria-Lyne, Interview 1).

because in a classroom there are many language of the students, so it is a challenge, because you need to know other languages (Rosalie, Interview 1).

not all the time you just um, use Ilonggo for them, you must translate also English and Filipino, so that they know English and Filipino also (Rosalie, Interview 1).

it's new teaching for us, so we have to learn the techniques, the methods, on how to introduce this mother tongue (Dinah, Interview 1).

Future practitioners and MTBMLE teacher trainers should be aware that many teachers hold a perception of MTBMLE as being an added challenge to their teaching practice. They feel it adds to their already busy workload, will be new and different for the students, will take them time to get used to, and adds to their responsibility to teach literacy in a new language. These are valid concerns that should be dealt with at the beginning of the training program so that teachers can see MTBMLE as something that will not only make learning easier for their students but also something that will improve their teaching as students will be able to participate more actively in the lessons.

6) Participants fear parents' reaction to MTBMLE: Another theme that arose from teacher interviews was a fear of how parents would accept this new way of teaching. At least three of the five teachers expressed concern over how parents would react to the implementation of MTBMLE and if the teachers would be blamed. Maria-Lyne recognizes that parents are stakeholders in their children's education and that parents don't necessarily understand why MTBMLE is beneficial since their focus is for their children to learn Filipino and English. Dinah also expresses the pressure she feels from parents to only use Filipino and English and not to focus on Tboli:

With this implementation of MTBMLE. What if there is some problems that arise. Because our stakeholders are not just our pupils, because parents are involved too. So maybe, our parents keep on, maybe when we stick on this mother tongue base, so we need to teach pupils in their own dialect, but what if some parents, although they are Tbolis, because some of them who are, not illiterate, but some of them are measuring the academic performance of their child through speaking English or Filipino so how can, when we teach their child in just purely Tboli dialect, maybe they keep on commenting or critiquing our ways of teaching (Maria-Lyne, Interview 2).

we don't know the reaction of the parents, because they always say that we have to teach the pupils by other language so that they could learn other languages also, not only always in Tboli language (Dinah, Interview 1).

Maria-Lyne and Dinah's statements indicate two things. First, the professional development program to prepare teachers to transition to MTBMLE needs to do a better job of helping them understand how using the mother tongue will help kids learn other languages better. Second, this information also needs to be shared with parents, as well as sharing evidence-based results from other MTBMLE programs which show higher scores for students in MTBMLE programs in both content knowledge and foreign language acquisition.

Imelda also indicated that she viewed parents as an obstacle to MTBMLE implementation and she suggests that:

The steps that we have to use first is to call all the parents and introduce to them, and we have to agree that they understand that we have to implement the mother tongue, so that there's no obstacles when we are teaching mother tongue. So only the community is the obstacle (Imelda, Interview 2).

She suggests meeting with parents to make sure they understand why MTBMLE is being implemented and to explain the benefits for their children. As a side note, community meetings were held in each of the pilot school communities with parents, teachers, PTA members and other community leaders to inform them about the pilot and seek their approval. It is my sense that these meetings were generally informal with the project staff explaining the project and then asking for support.

From teachers' comments, I would recommend that a more thorough meeting needs to be held where the research on MTBMLE is shared with parents as opposed to simply telling them this is a good thing for their children. From my observations, it seems that there is an assumption that parents don't understand and so they are simply told what is best. In order

for MTBMLE to be truly successful, parents must be on board, and for that to happen they need to actually understand why and how it works.

7) Participants feel confused about education policy: Another theme that emerged from my interviews with teachers is that they are confused about the overall policy concerning MTBMLE from the Department of Education. They are being trained in MTBMLE methodology but they know that not everyone is receiving the same training, and this raises questions about the support they will receive from the Ministry of Education as well as how it will affect their students when they move to a classroom that doesn't use MTBMLE. They are confused because the materials from the Department of Education are only in Filipino and English, the exams are only in Filipino and English, and yet they are being asked to teach in local languages, and they don't have a clear understanding of the big picture and how they and their students fit in.

At the end of her final interview, when asked if she had any questions, Rosalie answered, "My question is, it will be recognized by the department?" (Rosalie, Interview 2). Teachers want to know that MTBMLE is not just another trend that is being tried out on them, and the fact that this was a small pilot of only ten schools makes the teachers even more wary that they are being treated as guinea pigs. Rosalie goes on to ask, "this MTBMLE was be implemented to all schools or for us only in schools covered by Save the Children" (Rosalie, Interview 2)? Again she wants to know if this is just something that Save the Children is trying out or if it is actually sanctioned and supported by the Department of Education. Maria-Lyne also wonders about those who have not been trained asking, "I think the in implementing, for us who are gone through with training, it could be easy for us, but how about those who are teaching grade one but have not gone through the training"

(Maria-Lyne, Interview 2)? Again this question indicates that she wants to know what the larger plan is regarding MTBMLE and if it is going to be implemented on a larger scale.

Imelda brings up another policy issue, which is that national examinations are written only in Filipino and English. During her final interview, Imelda stated,

Because in MT we have to teach first the MT and at the same time translate in Filipino and if we can, if the child can catch up we will....in English. Because in our examination mam, given by the DepEd national, it's in Filipino and in English and it's hard for grade one teacher to translate it in Maguindanaon. That's why we have to do it at the same time, first in mother tongue, translate it at the same time in Filipino and English (Imelda, Interview 2).

The policy of conducting examinations in Filipino and English only (even in the lower grades) sends a conflicting message to teachers who are being asked to promote the mother tongue. These teachers are understandably worried because they are told to teach in the mother tongue and then they are given materials only in English and Filipino, the examinations are in English and Filipino, and none of their colleagues are being asked to teach mother tongue.

The Department of Education should clarify these issues early on in the training program, preferably by having someone from the Department of Education come in and explain where these teachers stand within the larger education system. Although we did have various members of the Department of Education attend and participate in the training, they did not play an active role in situating the pilot within the larger context of education in the Philippines. From teachers' comments, I would recommend that future trainers make sure to include representatives from the regional and national Department of Education offices and ask them to speak directly to the teachers about policy issues.

The teachers' comments highlighted these seven issues as being particularly worrisome, and dealing with them during the training period may help to alleviate teacher fears and therefore lead to an increase in positive feelings about MTBMLE. Therefore I recommend

that professional developers keep these issues in mind when developing future trainings to help teachers transition into the MTBMLE classroom.

What factors influenced teachers' change?

Teachers did change their attitudes and knowledge, sometimes incompletely, after participating in the professional development program. The second part of the research question is about factors influencing that change. I propose that teacher change was influenced by two elements of the training: 1) Features of the MTBMLE professional development program and 2) Specific training activities.

Features of the MTBMLE professional development program

Based on the evidence on effective professional development, five elements were included in the design of the professional development program for MTBMLE teachers. These features are: 1) Enhancing teachers' knowledge of the content they teach, how students learn that content, and how best to teach that content, 2) Providing sufficient time and resources for teachers to acquire that knowledge and practice the skills needed to use that knowledge in the classroom, 3) Supporting continued learning and practice after training, 4) Incorporating principles of adult learning theory, which includes active learning, peer learning, collaborative group learning, and opportunities for reflection and discussion, and 5) Supporting collective participation of teachers and head masters from the same school to participate together in professional development. Next we will review the effect of those elements on teachers' knowledge and attitudes regarding MTBMLE.

- 1) **Enhance teachers' knowledge** of the content they teach, how students learn that content, and how best to teach that content.

This professional development program covered a vast amount of content in the span of three months. Based on teachers' responses, it did a good job of helping teachers understand the benefits of MTBMLE and how it can affect student learning. The program also did a good job of teaching participants how to create local language resources such as alphabet primers, listening stories and Big Books. Interviews with teachers indicated that not only did they enjoy these activities, they were also challenged by them and learned how to make and use these resources in their classrooms. The program was also successful at modeling different ways to use these resources, giving participants the time to practice using them with their peers, and spending time reflecting on implementation issues once teachers had the opportunity to try out the resources in their classrooms.

The professional development program was less successful at one key element of MTBMLE and that is second language instruction. Participants were told that they should teach English and Filipino using the mother tongue, they were shown why that is more effective than immersion learning; and they participated in one concrete activity that showed them what MT-based L2 instruction might look like. (That activity was the TPR technique, which was conducted during the fourth training module, after I had already conducted the final interviews).

However, I believe that one second language activity would probably not be enough. Much more time needs to be spent on the process of teaching and learning second and third languages in the MTBMLE classroom. Since most of these teachers had themselves learned English and Filipino through immersion, they had no frame of reference for teaching a language through a different method. In our final interview, it was clear that they understood that they should be using the mother tongue to help teach English and Filipino but it was also clear that many of them understood that to mean that they should translate the English

or Filipino words into mother tongue, or vice versa. The concept of translation was one that was often mentioned by teachers as their understanding of how they will use the mother tongue to teach the second or third language; even though the word “translation” was never once used during the professional development program. MTBMLE teacher trainers will also need to combat the idea that using the mother tongue to teach a foreign language is the same as translation.

The first grade teachers in this study are obliged to start teaching oral English and Filipino halfway through the year. They need to be given many more opportunities to practice teaching these languages using good techniques of foreign language teaching. Additionally it would be helpful for teachers to see videos of teachers actually using the techniques in MTBMLE classrooms. Videos of teaching practice are difficult to come by, however, as there are not always functioning MTBMLE programs in the desired languages. Perhaps some simulations of good second language teaching practice could be recorded by trainers and shown to participants as an example. These teachers had never before experienced or observed mother tongue-based instruction and thus it was a considerable challenge for these teachers to imagine what this might look like in their own classroom.

Finally, the training needs to emphasize that the longer students learn in their mother tongue (while simultaneously learning vocabulary in a second and third language), the better they will acquire both content knowledge and second and third language skills. Trainers should discuss and demonstrate the relevant research during training. Relevant case studies from the region would also be useful, as participants might be more inclined to believe the evidence if it is from a program in their own country or region. In the case of the Philippines, results from the highly successful Luguaban MTBMLE program could have been used to drive this point home. While we did watch a brief video on the Luguaban

program in the Northern Philippines, we did not review evaluations of the program's results and evidence of improved student learning outcomes compared to traditional programs. It is important to share this information with teachers to help them understand evidence that MTBMLE does provide a stronger basis for content and second language acquisition.

- 2) **Provide sufficient time and resources** for teachers to acquire that knowledge and practice the skills needed to use that knowledge in the classroom.

The professional development program described in this study spanned three months. Teachers and their principals participated in three training modules of two and a half days each, totaling 69 hours. After the third session, I conducted the final interviews to see how participants' attitudes had changed. The teachers actually participated in a fourth training module after the final interviews, but I could not remain in the Philippines for this final module and therefore conducted the final interviews before the program was complete. Overall, the timeframe for the trainings was adequate.

The model of multiple two-and-a-half day training sessions, followed by time in the classroom for two weeks worked well. Two and a half days were just enough to focus on a few new objectives without overloading participants with too much information. Participants were then able to go back to their classrooms and communities and apply what they had learned in their local context. At the end of each training module, we generally gave participants a task to carry out in their classroom or community. We asked them to test out their Big Books and stories, test images for the alphabet primers, or practice teaching using a new strategy. The beginning of each new module then included time for participants to share what they had learned or any new questions that arose from their implementation. This proved a useful model to allow participants to get comfortable using a new skill during the training, then try it in their classrooms, then return to the training to reflect on how it

worked. This also follows the principles of good experiential learning (experience, reflect, adapt, apply, reflect).

The two-and-a-half day model also limited the time teachers were pulled out of the classroom. Being conscious of the effects of teacher absenteeism and the subsequent loss in instructional time for students, we purposely scheduled the trainings to take place from Thursday through Saturday. This way teachers only missed two days of school per training module. Later in the program, the Ministry of Education worried that we should not even be pulling teachers out of class for those two days. They recommended we conduct the trainings on the weekends or during teacher holidays.

However, the fact that some anticipated changes in knowledge and learning were incomplete indicates that more time is needed - perhaps two more training modules - to be able to adequately cover this information. A sample training design for those two modules is laid out in the section: **Recommendations for future MBTMLE-related professional development** on page 205. It is my recommendation that the additional two training modules take place in the months prior to the start of the new school year so that the information is fresh in the teachers' minds and they are still excited and motivated to implement what they've learned.

3) **Support continued learning and practice** after training

The design of this professional development program incorporated time for teachers to go back to their schools, practice new techniques, and test new materials before returning to the next training module. Each new training module also allowed time to discuss implementation and to troubleshoot any problems or issues that arose. District and regional education officials were also invited to most of the training modules. As they are the ones who are tasked with visiting schools and observing and providing feedback to teachers, we

felt that it was important for them to understand the principles of good MTBMLE so they would know what they are looking for and how to better support these teachers.

In practice, these officials were only partially present at the professional development program. Because of their busy schedules, they only attended some of the opening and closing sessions and would often send a different staff member in their place. I would recommend conducting a separate workshop for these officials, perhaps at their offices, to cover what they need to know about MTBMLE and how to provide support to the teachers.

I would also recommend that communities of practice be set up for the teachers and principals involved in the pilot program. It would be immensely helpful for them to have a space to come together on a regular basis and discuss the problems, challenges and successes of implementation. It would also be helpful for someone from Save the Children to be present at these meetings to increase their institutional knowledge around MTBMLE implementation and improve future professional development programs. Traditionally, the officials who are expected to observe and provide feedback on teachers' classroom practice rarely make it out to all of their schools during the academic year and definitely don't go often enough to provide sufficient support and encouragement to these teachers. Setting up a community of practice among teachers and principals in the pilot program would be a way for them to support and encourage each other through a learning community. The training should give them the mechanisms and structures for establishing these communities of practice.

- 4) **Incorporate principles of adult learning theory**, which includes active learning, peer learning, collaborative group learning, and opportunities for reflection and discussion

This professional development program was designed with the principles of adult learning in mind. The reason for the training and the benefits of MTBMLE for the students and teachers was clearly explained so that the participants would understand why they were there. The program also recognized that these teachers and principals had vast amounts of knowledge and experiences that could be built upon and shared. With this in mind, each training module always started by finding out what participants already know, then building on what they know and putting that into practice. Participants were given opportunities to reflect on their previous experiences, share with each other, and share ideas with the large group. We incorporated multiple learning styles and participants actively participated in program activities. This feature should remain part of any professional development program designed for MTBMLE teachers.

- 5) **Whenever possible, support “collective participation”** of teachers and head masters from the same school to participate together in professional development.

This program intentionally invited first-grade teachers and their school principals to attend the professional development program together. A few of the schools also had more than one first-grade teacher participating in the program. This was a successful strategy as teachers and principals traveled together to and from the trainings; they took projects back to their schools and worked on them together between trainings; and they acted as a support system for each other when they were back in the classroom. I would recommend in the future that program designers keep this principle in mind when selecting schools to participate in a pilot. Although there were one or two teachers and a principal from each school involved in the professional development program, it would have been useful to also have clusters of schools participating so that they could also support each other and develop communities of practice. Many of the schools that participated in the pilot were two to three

hours apart, and therefore it was not feasible for teachers from those schools to meet together outside the professional development program.

This section reviewed the five features of effective professional development and analyzed what this particular program did well, what it could have improved on, and recommendations to improve future MTBMLE programs. The following section will analyze particularly effective activities conducted during the professional development program and make recommendations for how they could be improved.

Effective training activities

Based on reviews of the literature (Paulson, 2010a) and interviews with experts (Paulson, 2010b), we set four goals for the professional development program. These goals were to build teachers' capacity to:

1. examine their previous language, learning, and literacy experiences and beliefs in light of their own teaching practice,
2. teach English and Filipino as foreign languages,
3. shift roles from authoritative figure to facilitator of learning and
4. design and use locally relevant mother tongue teaching and learning materials, including graded storybooks.

The most effective training activities for each goal were: Goal 1: *Reflection and Drawing Activity*, Goal 2: *The Meaning of Language – Hausa Story-telling*, Goal 3: *Modeling Through Professional Development Training*, and Goal 4: *Creation of Alphabet Primers*. These four activities were found to be particularly effective at developing the knowledge, attitudes, and beliefs that teachers need to be successful in the MTBMLE classroom. There were other useful and necessary activities, but these four stood out the most from participants' interviews as having brought about positive attitude change. Although the teacher participants and I found these

activities to be extremely helpful in building their capacity to be effective MTBMLE teachers, I will discuss suggestions, activity by activity, for future trainers and program designers to make them even more effective.

Reflection & drawing activity:

The reflection and drawing activity was designed to build teachers' capacity to examine their early learning and literacy experiences. This activity allowed participants to reflect on how their own early learning experiences and attitudes about teaching and learning language may have shaped the way they teach today. Most of these teachers went through an education system heavily focused on memorizing facts and learning language through immersion. According to Richards, et al. (2001), "The most resilient or 'core' teachers' beliefs are formed on the basis of teachers' own schooling as young students while observing teachers who taught them. Subsequent teacher education appears not to disturb these early beliefs, not least, perhaps, because it rarely addresses them" (p. 2).

If teachers' beliefs about teaching are formed based on their own schooling experiences, then it stands to reason that in order to change these beliefs, teachers must consciously recognize what they are. According to Richards et al. (2001), effective professional development gives "participants the opportunity to reflect on their beliefs and make those beliefs explicit" (p. 12). One reason this is so important is that "teachers' beliefs and understandings of teaching as well as learning play an important role in their classroom practices and in their professional growth" (Kuzborska, 2011, p. 102). By giving teachers the opportunity to reflect on their attitudes and beliefs about teaching, which are often below the surface, this activity opens the doors to potential changes in practice and acceptance of new innovations. According to Kuzborska (2011):

Teachers interpret and respond to innovations only in the ways which relate to their existing beliefs and practices. Thus, it follows that ignoring teachers' prior experiences is likely to hinder the assimilation of the new ideas and practices that teachers are encouraged to adopt; and encouraging teacher to reflect on their existing beliefs and behaviors could help them become more receptive to alternative perspectives and be prepared to modify their knowledge and work in ways that are consistent with their developing views and research-based standards (p. 103).

Another reason this reflection activity worked so well is because it gave participants several ways of reflecting on their experiences. They had time for personal silent reflection, sharing with a partner, drawing a picture representing their experience, and sharing with the large group. Having a variety of modes of expression helped teachers to truly express the range of their experiences.

This activity also helped teachers to know that they weren't alone. Many of them shared similar stories about their early experiences of feeling left-out, isolated, and unable to participate in their own learning because they didn't understand the language of instruction. For these teachers to see that their experience was shared and not unique to them was powerful, and also indicates that the problem is systemic and was not just unique to their classroom.

Repeating the drawing process upon completion of the professional development program also allowed participants' to see a visual representation of their understanding of MTBMLE and to compare that with the way they were taught. The activity provided a sort of visual map of where they came from and where they are going ,and gave them time to think about these in relation to their own students.

I would keep this activity and add another similar activity to help teachers reflect on how they were actually taught to read and write in English and Filipino. Most teachers experienced immersion teaching and were never explicitly taught English or Filipino as a second or third language. Getting them to reflect on the process they went through to learn a second and third language would also be beneficial in helping them understand what

research tells us about language teaching and learning and how they might need to adapt their teaching practices in the classroom.

The meaning of language – Hausa story-telling:

The “meaning of language” activity was designed to build teachers’ capacity to teach English and Filipino as foreign languages. This activity was designed to put them in the position of the learner. It gave them the chance, although brief, to experience what their pupils go through every day, trying to learn and understand when the language of instruction is unfamiliar.

This activity was only one brief opportunity for the teachers to become students again. It was effective in helping the teachers to put themselves in the position of their students but it could have gone much farther. During initial interviews I conducted with these teachers, many of them spoke of the blank stares they receive from students when teaching in English or Filipino, and during this activity, the teachers themselves were the ones giving the blank stares. This activity was a quick and easy way to drive home the point that language and understanding is directly related to making meaning. The teachers were able to experience it firsthand and it helped them to understand what their students are faced with on a daily basis while trying to learn in an unfamiliar language.

To be truly effective, however, this activity should be the first in a series of language modeling exercises to help teachers experience and learn about how to teach a foreign language. This activity only gave them the experience of what it is like to learn in an immersion classroom. The next step then, after this initial immersion activity, should be to model good practices for teaching a foreign language. One strategy for doing this would be using the TPR (Total Physical Response) technique. The TPR technique encourages students to learn the new language through hearing, seeing, and doing. They hear meaningful

language (directions), they see others responding to what was said, and then they respond to the directions through physical action. This technique can easily be modeled for the teachers in a language that is unfamiliar to them, so that they actually participate as learners. Since these first grade teachers are only expected to teach oral Filipino and English, the training should include several different methods of teaching foreign language vocabulary.

Modeling through professional development training:

The practice of modeling good facilitation was incorporated to build teachers' capacity to adopt a facilitative approach to teaching and learning. Modeling is an evidence-based strategy for changing practice. Because attitudes and beliefs about teaching and learning are deeply ingrained and often unconsciously held, changing these beliefs and therefore ways of teaching, can be difficult. According to Hunzicker (2004), "Changing a teacher's beliefs requires that new information be presented repeatedly over time, to the point that the person begins to feel disequilibrium between current beliefs and new information" (p. 45). This is where professional development programs enter the picture. Through professional development programs, we have the opportunity to present information about a new innovation, model it in action, and give teachers the opportunity to practice using it, hopefully resulting in changed attitudes and beliefs about that innovation.

These teachers experienced an authoritative, teacher-centered teaching style as children. The tendency then is for these teachers to replicate the same style that they themselves have experienced. Given that this method is challenged in an MTBMLE classroom, these teachers are confronted with the need for a change in practice. Helping teachers reflect on the kind of teaching that they experienced, along with modeling what good child-centered, active teaching and learning looks like, can help them to change their beliefs and adopt a more facilitative approach to teaching. The key is that they have to

understand how they were taught, experience being taught in a different way, and also be given the opportunity to reflect and practice teaching using this new method. Microteaching is one important way that teachers can practice using the new strategies they are learning and receive constructive feedback in a safe environment before taking such strategies into the classroom.

Creating local language alphabet primers & practice teaching them

Designed to build teachers' capacity to design and use local language materials and graded stories in the classroom, the activity of creating, illustrating, and learning to use and teach the alphabet primers was extremely time consuming. However, the feedback from teachers and my own personal observations indicate that the benefits gained from this activity were worth the time. The process of creating stories, counting symbols and developing a list of symbol frequencies was both enjoyable and enlightening to teachers. Teachers gained a new pride in their own language; they became intimately familiar with their own writing systems and more confident in teaching reading and writing in their mother tongue; and they gained a deeper understanding of the process for teaching reading skills to young children.

Teachers who went through the process of developing the primers and learning how to use them developed a deep knowledge of how their language works (including their grammatical and orthographic structures), how to build from letters, to sounds, to words to sentences, and how to help their students master reading and writing in their own language. Many of these teachers never explicitly taught reading in their classrooms and almost all of them reflected on how they themselves eventually just learned to read and write when they were young, even though they were never explicitly taught the skills of reading and writing. Thus creating the primers helped them understand how to explicitly guide students through

the process of learning to read and write, which is a huge achievement. I would strongly recommend that program designers allow teachers to participate in the alphabet primer production process. Even if there is a primer already in existence, it is worthwhile to go through the steps so that teachers gain a deeper understanding of the language they will be teaching as well as increase their confidence in how to teach students to read in that language.

Recommendations for future MBTMLE-related professional development

The findings indicate which activities should be kept in MTBMLE training as well as additional activities, follow-up training, and technical assistance, that might address teachers' concerns and incomplete changes resulting from the first three modules. Thus, I recommend that these training modules (once improved with the recommendations above) also be followed by:

1. Writers' workshops,
2. Follow-up trainings,
3. Community Awareness Raising Events, and
4. Teacher Support and Supervision.

1. Writers' Workshops

One recommendation is to develop writers' workshops. These workshops could involve teachers, school directors, parents and other community members from the different language groups as well as local artists. The workshops would give participants more practice in the skills of writing graded stories, Big Books, and other teaching and learning materials. Participants would work from the local themes incorporated into the curriculum to write and illustrate corresponding stories. Materials could then be tested in local communities with

students of the pertinent age level to ensure that they are grade appropriate and relevant before final printing.

There is not enough time during teacher professional development to create a sufficient amount of high-quality local language reading materials. Since these materials are essential for students to practice their newly acquired literacy skills, writers' workshops are a way to quickly add to the number of local language books available without having to pull teachers out of the classroom.

2. Follow-up Trainings for MTBMLE teachers

Prior to the start of the school year when teachers will be expected to begin MTBMLE implementation, teachers should participate in at least two more trainings. Each day of the follow-up training should include demonstrations and practice of specific methods of teaching oral Filipino and English, so that teachers better understand these strategies as part of teaching a second-language and so that they have practiced using specific techniques before returning to their classrooms. Teachers should also have the opportunity to review materials developed at writers' workshops to familiarize themselves with different ways of teaching the materials. Another important step covered only briefly at the professional development would be to review pre-reading and writing activities that can be used before teaching the alphabet primer. These activities help students become familiar with pencils, holding a book, drawing lines and shapes and preparing to move into the early stages of reading and writing.

The training should also review the curriculum framework with integrated themes that were developed during the initial professional development program. Trainers need to ensure that teachers are comfortable creating daily lesson plans from the framework.

Teachers should be given the opportunity to create sample lesson plans to ensure they are prepared for the new school year.

In addition to the curriculum framework, participants will need to review what their daily teaching schedule will look like (how many hours teaching MT, at what time, when will they teach the primer, and when will they have story time?) One way they can do this is to walk through a full day in an MTBMLE classroom. Teachers could work from the curriculum framework for the first week of school and create lesson plans for each subject. Then, based on the daily timetable, they could run through a mock school day with different teachers teaching shortened “mini lessons” to simulate a day in a real MTBMLE classroom.

Facilitators should also run a session on dealing with parents’ reaction to MTBMLE. In this session, teachers should review why MTBMLE is important, how it helps children learn both content and a second/third language faster and how they can best convey that knowledge to parents. Facilitators may want to conduct role plays where teachers simulate responding to angry parents to give them real-life practice. to help them successfully implement what they’ve learned.

3. Community Awareness Raising Events

I recommend that Save the Children conduct one more awareness raising session with parents and communities of all the pilot schools (during the summer before school starts) to remind them of the purpose of MTBMLE and how it can support their children’s’ learning. During these events, community members can review copies of the local language materials that teachers produced during the training. The facilitator should explain to parents how MTBMLE helps children to learn content faster since they already know the language, how it helps them learn to read and write faster (because they are first learning in the mother tongue), how it helps them learn other languages faster (because they are only focusing on

learning new vocabulary and not on learning to read in a language they don't understand), and how more time in the classroom is actually spent on learning since the teacher does not have to constantly translate every word.

4. Teacher Support and Supervision

My final recommendation is that Save the Children set up a schedule for semi-regular classroom observations to follow-up with teachers after implementation. The purpose of these visits is to observe teachers and identify areas for improvement. Supervisors should also answer teachers' questions about implementation, find out what challenges they are facing, and provide support to teachers so that they can better implement MTBMLE. Visits should be scheduled throughout the year, as teachers will be in different stages of implementation. If possible, Save the Children should bring all the teachers together half-way through the school year to discuss how things are going. This would give teachers a chance to share ideas, talk about what is working and what is not working, and get some added support from their peers and from the facilitators. This meeting should also focus on areas needing improvement that were noticed during previous classroom observations. If it's not possible to bring all the teachers together, regional meetings could be organized so that all the teachers from the same region could come together in a central place to discuss their progress.

Summary of Recommendations

Table 12. Summary of Recommendations

#	What	How	Why
1.	Local Language Materials Development	Writers workshops with parents and communities	Produce large numbers of high quality local language reading materials.
2.	Teacher Training	Session on how to teach the L2 and L3 as a foreign language	Help teachers learn methods other than translation or immersion for teaching a foreign language.
		Session on the curriculum framework, daily lessons and timetables for MTBMLE	Help teachers feel confident about their daily schedule in an MTBMLE classroom.
		Session on how to deal with parents	Help teachers feel confident about the benefits of MTBMLE so that they can share this with parents.
3.	Community Awareness- Raising	Advocacy meetings with parents	Share the evidence on MTBMLE with parents so they can see how it will benefit their children.
4.	Teacher Support and Supervision	Classroom observations	Provide feedback to teachers on what they're doing well and where they can improve. Also to provide support when teachers have questions.
		Teacher peer meetings	Enable teachers to learn from each other as implementation progresses.

Hypotheses for future research.

- 1) Creating mother tongue teaching and learning materials increases teachers' knowledge, confidence, and comfort in transitioning into the MTBMLE classroom.**

Evidence from this study indicates that teachers feel more confident using their mother tongue as the language of instruction when they spend a significant amount of time developing mother tongue materials. Creating the alphabet primers seems to be particularly useful in helping teachers understand the intricacies of their mother tongue and how it can best be taught. The process of materials development was significant in helping teachers understand how their language works and how they can teach it.

However, as an exploratory study, we still do not know the extent to which the teachers who participated in this training actually used the primers, nor whether they are now teaching reading in the mother tongue first. Further study could help identify how much of the increased confidence and comfort comes from actually participating in the development of the materials versus simply having access to those materials for the classroom. As materials production is quite a time consuming and potentially lengthy process, it would be helpful to know how many hours of materials development is enough to build a desired level of comfort and confidence with the language.

- 2) Teachers will be more likely to believe in MTBMLE if they are shown evidence that it can help students to learn a second and third language better.**

No matter how much teachers agreed that MTBMLE helped their students understand, feel included, participate and engage in the classroom, they still seemed to fear that these same students would also fall behind their peers in English and Filipino

subjects. We reviewed how the bridging process works from the mother tongue to the L1 and L2. We reviewed data on how starting with what the child already knows makes the process of acquiring initial literacy easier since the child only has to focus on decoding text and not also learning vocabulary. We reviewed how students can transfer those reading skills into the L1 and L2 once they have acquired sufficient vocabulary. Teachers also learned one way of teaching a language as a foreign language using the Total Physical Response (TPR) technique. However, teachers still seemed to believe that MTBMLE would be a disadvantage to their students when it came to learning Filipino and English.

My hypothesis is that teachers need to actually see MTBMLE in action in order to believe it. They need to see English and Filipino test results from students in MTBMLE classrooms which demonstrate that those students are performing equal to or better than their peers in traditional classrooms. Simply hearing the evidence is not enough. Future research should actually bring these teachers into MTBMLE classrooms that are already in existence. In the Philippines, for example, the Lubuagan project is considered a model MTBMLE program. If teachers were able to observe what the MTBMLE classroom looks like in practice, and talk with the teachers and parents, this might be the turning point in helping them believe that MTBMLE can be a solution to better content knowledge as well as proficiency in the L2 and L3. If it is not feasible to bring teachers into an actual model MTBMLE classroom then I would suggest videotaping an MTBMLE classroom so that teachers can still see what it actually looks like.

Allowing teachers to see and experience the daily routine of an MTBMLE classroom might also combat teachers' perception of MTBMLE as an added challenge. Once they

see that using the mother tongue can actually make teaching a second and third language easier, their view of it being an extra burden might cease to exist.

Conclusion

We know that MTBMLE, when done correctly, is the most effective way to help children learn, and that teachers are the vehicle through which this learning occurs. We also know that teachers need access to on-going, high-quality training and preparation if they are to implement MTBMLE. This action research was an attempt to add to our knowledge of how best to prepare teachers for the challenges of transitioning to an MTBMLE classroom. I present a professional development program designed based on the latest evidence on teacher attitude change, effective professional development and helping teachers transition to the MTBMLE classroom. I highlight teacher training activities that are effective for changing teachers' attitudes towards MTBMLE, provide ideas on how to enhance those activities, and suggest additional activities for enhancing and further influencing teachers' knowledge, beliefs, and attitudes about MTBMLE. However, this study was exploratory and small, and the challenges for NGOs and governments seeking to transition an entire formal education system into mother tongue-based education are great - not insurmountable - but great.

A thorough review of the literature on MTBMLE as well as a small qualitative study using force field analysis as the framework for identifying supports and barriers to MTBMLE indicated that the three most common barriers to successful MTBMLE programming are: education policies, the structure of the education system itself, including the nature of the examination system, and the role of teachers (Paulson, 2010a & 2010b).

Each of these three challenges must be addressed in order for an MTBMLE system to be successful.

Education Policies: At the highest level, policy must be clearly mandated that requires instruction in the mother tongue through a certain level of education (preferably as long as possible). The education system should support and value mother tongue teaching and learning in every way possible. This includes examinations in local languages, pre- and in-service teacher training and professional development in local languages, teacher supervision and support that values mother tongue teaching and learning, and the development and use of local language teaching and learning materials that align with the curriculum.

Structure of the education system: A significant amount of manpower and initial start-up money for materials development and teacher training will be needed to make the transition into a mother tongue-based education system. One of the factors that affects how fast and how smooth this process will go is whether or not the government is decentralized. There are advantages and disadvantages to both systems, but one benefit of decentralized systems, as in Ethiopia, is that regions can make decisions about which languages to use based on their own needs, instead of being mandated centrally. Decisions about which languages to use in the education system and what to do about urban areas where many language groups come together can cause disagreement among the different stakeholders. The use of a lingua franca might make more sense in areas where many language groups are situated. As much as possible, communities should be involved in the process of deciding which languages should be taught in their children's schools. Language mapping and language planning exercises should always be undertaken before implementing a mother tongue-based system to provide a make-up of the country's linguistic lay-out.

Role of teachers: In this dissertation I address the role that teachers play as a barrier to MTBMLE instruction and particularly their negative attitudes about MTBMLE, which I found is often linked to their lack of confidence teaching literacy in their mother tongue, lack of materials in mother tongue to support their teaching, and lack of clarity and alignment from the Department of Education. Addressing these issues through training which includes some of the activities recommended in this study would go a long way towards reducing the role teachers play as a barrier.

Implementing a mother tongue-based education system cannot take place overnight. In order to be successful, the various pieces must be high quality and they must all work together with one purpose. It's sort of like creating a lasagna. We can put noodles, sauce, meat and cheese in a casserole dish and call it lasagna but if we haven't prepared each of the individual ingredients and then cooked the dish, it won't look like lasagna and it certainly won't taste like lasagna. The same goes for an MTBMLE system. There are many ingredients needed to make it work and be successful. We can't just throw together teachers, books and a policy and expect it to produce results. We have to prepare the individual ingredients just as we would sauté the meat with garlic and vegetables. We must have a policy that mandates local language instruction and supports that mandate with local language examinations, teacher trainings, and materials. We must develop local language teaching and learning materials so that children have books to read in their own language and so that teachers have teaching and learning aids to use in their classrooms. We must train and prepare teachers so that they know what to expect and how to help children learn to read and write their own language and then transfer those skills to other languages. Finally we must address teachers', parents' and communities' attitudes and beliefs about MTBMLE so that they act as supports to the education system, rather than barriers. Addressing each of these pieces will take

significant time and money, but it is time and money that will be spent on an education system that might actually produce desired results – real learning – and it's hard to put a dollar value on that.

In this dissertation I suggest specific activities that could be done with teachers to improve their attitudes and perceptions of MTBMLE. These activities could be incorporated in the Philippines, and other countries that aim to develop a mother tongue-based system, during pre-service teacher training, and reinforced during teacher professional development. Incorporating these activities into any teacher training system will be a huge step towards breaking down one of the major barriers to a successful MTBMLE program.

Local language materials development is another major piece of the puzzle that could also be addressed through teacher training. Findings from this study indicate that when teachers spend time developing local language materials, they become more comfortable and confident teaching their mother tongue and more positive about their ability to run an MTBMLE classroom. Therefore, incorporating some local language materials development into pre-service or in-service teacher training would serve the multiple purposes of helping teachers better understand their language and gain confidence in teaching, as well as building up the number of local language materials available for classroom use.

Teachers do not intentionally act as a barrier to student learning. If they are not made aware of the benefits of an MTBMLE system and trained so that they are confident and comfortable teaching in such a system, then teachers themselves cannot be blamed for posing a barrier. This study sheds light on ways of working with teachers and specific activities which may help teachers better understand the benefits of MTBMLE and gain the confidence to use MTBMLE in their classrooms. Program planners and teacher development specialists can use these activities to further our knowledge of how to best

prepare teachers to transition to the MTBMLE classroom. Teachers are a key component of any education system, and if they are on board, then MTBMLE is one step closer to success.

APPENDICES

APPENDIX A

Q SORT RESEARCHER PROTOCOL

1. Explain the purpose of the research. How you would like them to participate.
2. Share the informed consent form. Ask them to read, ask questions about anything they don't understand and sign if they are comfortable.
3. Make sure you have their permission to record the interview.
4. Make sure they understand that you will need to do follow-up interviews with them at a later point.
5. Have them fill out the teacher biography.
6. Tell them you are going to begin the activity. Check recorder to make sure it's working.
7. Explain the activity. You're going to provide 30 statements written on post-it notes and you want to measure how strongly they agree or disagree with the statements, or if they are neutral.
8. Make sure to explain that there are no right or wrong answers. I just want to get an idea of their beliefs and perceptions. The activity will be followed up by a discussion, some interview questions.
9. First they should read through all 30 statements and make sure they understand the meaning of each one. Clarify any they are unsure about.
10. Then ask them to separate them into three piles Agree/Neutral/Disagree
11. Next show them the model of how you would like them to arrange the statements. Place it on the table for them to refer to. Make sure they are clear on which side is most agree to least agree. Ask them to go ahead and start arranging the items. Remind them that they can always move the stickies if they need to.
12. Wait until the participant is happy with their ordering then take a picture of the layout and also write the +1, +2, etc. on each stickie for later data analysis.
13. Tell them you'd like to ask some questions about why they ordered the items as they did and make sure the recorder is on, also keep some notes.
14. Start with the outliers. Why did they put those where they did? Ask open-ended, probing questions. Make sure to get them to address:
 - a. Their previous school experiences as it relates to language/thinking/learning/literacy.
 - b. Their beliefs about the suitability of the MT as an academic language.
 - c. Value of teaching the mother tongue?

APPENDIX B
INFORMED CONSENT LETTER

I volunteer to participate in this qualitative study and understand that:

1. I will be interviewed by doctoral student, Rebecca Paulson, using an open interview format.
2. The questions I will be answering address my views on language use at the primary level in the Philippines. I may be asked about my personal experiences with languages and learning, the challenges to implementing mother tongue programming, and my role in the process. I understand the primary purpose of this research is to provide a case study of Save the Children's mother tongue-based multilingual education pilot programs to provide a good picture of how it is working as well as to identify further areas for research.
3. I understand that my participation in the study will help to provide a clear picture of the Save the Children pilot program and that as a result of this research, practitioners may be able to implement higher quality programs in the future.
4. The results of the research will be presented as Rebecca's dissertation.
5. Interviews will be recorded to facilitate analysis of the data and the recording will be digitally loaded into my computer. The recordings will be transcribed upon completion of the interview. Rebecca will keep the recording in her computer, labeled with a pseudonym, if so desired by the participant.
6. I understand that I may give my consent for my name to be used in the research study or I may also choose to remain anonymous and Rebecca will respect this position. If I choose to remain anonymous, Rebecca will use a pseudonym to protect my identity.
7. I may withdraw from part or all of this study at any time.
8. I understand that the results from this research may be included in Rebecca Paulson's doctoral dissertation and may also be included in manuscripts submitted to professional journals for publication.
9. I am free to participate or not to participate without prejudice.
10. Because of the small number of participants, and the fact that this is a case study of a specific program, I understand that there is some risk that I may be identified as a participant of this study if I choose to remain anonymous.

Signature of Researcher_____

Date_____

Signature of Participant_____

Date_____

APPENDIX C

TRAINING MODULE 1, DAY 1 EVALUATION

Training 1 Day 1 Evaluations: July 1-3

Three things I learned today:

Categories	Statement from the participants	
Benefits of MTBMLE	Benefits to the pupils of having a mother tongue base.	Benefits of learning the mother tongue.
	MTBMLE is a process that our pupils can understand well.	Benefits of learning the mother tongue.
	The importance/benefits of MTBMLE	The benefits from MTBMLE
	Benefits of MTBMLE in learning.	The benefits of MTBMLE.
	The benefits of MTBMLE.	The benefits of MTBMLE.
	Benefits of MTBMLE.	Benefits of MTBMLE.
	I've learned the benefits of learning in teaching mother tongue.	Benefits of MTBMLE
		The benefits of the MTBMLE
Significance of MTBMLE.	Significance of MTBMLE.	Importance of MTBMLE.
	The meaning of MTBMLE.	The importance of MTBMLE.
	The definition of MTBMLE.	Importance of MTBMLE.
	Importance of MTBMLE	Definitions of MTBMLE
	MTBMLE is important in teaching pupils for the better understanding of the lessons and for the development of their self-confidence and self-esteem.	I learned most on the meaning of MTBMLE and the purpose of this and the importance.
	Importance of MTBMLE on the continuous education of the pupils in our school.	The purpose of MTBMLE and the importance.
	The significance of MTBMLE to learners	
Sound Count	Sound counting.	Teaching sounds.
	Symbol counting (worksheet and story made by the group.	Identifying the most frequently used letter in the alphabet.
	Identifying the sound in the story and tallying the number of times in the story.	Counting the sounds and words of the story.
	Identifying the most common letters from the story	How to count symbol sounds of words.
	How to count the sound and symbols.	Sound count.
	Symbols	Symbol counting.
	Symbol counts of sounds.	How to do a symbol count.
	Teaching the sounds of own language.	Counting the words.
Writing a story	Characteristics of story for the beginners/writing stories.	How to make a story.
	Organizing our ideas and fit in only one story.	How to write a story.
	Making a story.	Composed a story

	Composed a story using Ilonggo language.	How to make a good story.
What is MTBMLE.	Definitions of MTBMLE.	What is MTBMLE.
	Principles and definition of MTBMLE.	Learned different definitions of MTBMLE.
	I learned most on the meaning of MTBMLE and the purpose of this and the importance.	I learned most on the meaning of MTBMLE and the purpose of this and the importance.
	I learned most on the meaning of MTBMLE and the purpose	The concept and definition of MTBMLE.
	Overview of MTBMLE	Characteristics of MTBMLE.
	Definition of MTBMLE.	
Alphabet Primer	Why we need a primer.	The qualities of a good primer
Bridging	How to bridge the mother tongue to the second language.	Bridging the mother tongue to L2.
	Crossing a barrier without a bridge is quite difficult or sometimes it is impossible.	It is easy for kids to learn the second and third language when they master it on their first language.
	Bridging MTBMLE.	
Other	Learned different languages.	The concept of learning language.
	Pupils should be treated with enough patience since I experienced the experiences of the first graders of having fun when entering first grade.	Why we should shift from AALE (current method of teaching)?
	The strategies used in teaching for these neophytes in the school so that they (pupils) experience the nurturing and friendly school responds to their needs especially in academic.	Working cooperatively giving due consideration to other people's ideas.
	The teacher's assigned especially in grade 1 should know and adopt MTBMLE in teaching them.	Challenges of learning the MTBMLE.

Training 1 Day 1 Evaluations: July 1-3

One activity I most enjoyed and why:

Story writing:

- Story writing because I just laugh and my companion laugh together because we could not express ourselves in finding better words of our own dialect for our good story result.
- Making a short story because we share our every ideas and we make it in our own language.
- I enjoyed in making a story because in our group, we shared ideas and opinion and we just do it by laughing and laughing until we finish doing it.
- Making a dialogue (story)

- Writing a story in our language. It is fun because of the words and intonation and of their sounds.
- In making story in our dialect.
- Writing story
- Story making
- Making the story with 300 words.
- Making a story.
- Story writing, because it makes me think critically on how to reach or to complete the 300 words.
- Writing the story, because I cannot express well the thoughts and where the story ended. So, we just laugh and laugh per our no how.
- Writing stories.
- Making story in our own dialect.
- Writing story.

Counting Symbols:

- Counting sounds and symbols.
- Symbol counting using the story made by the group.
- Counting symbols.
- Counting the sounds.
- Counting of symbols.
- I enjoyed counting sounds and words in the story.
- I enjoyed counting words from the story.
- Process of making alphabet primer.
- Counting the letters
- Counting the sounds found in the story.
- Symbol counting

Others:

- When we let draw of our experience during our grade 1.
- The different unforgettable experiences of every teacher (reflection activity).
- Icebreaker. All the participants, including me, were enjoyed because each one explained the words we wrote about ourselves.
- Preliminary activity (ice breaker)
- Standing by the preferred meaning of MTBMLE – because it's a new one [definitions activity]

Questions that remain:

- How to make big books
- I do not know how to draw. It is difficult.
- How can I learn other dialects?
- When do we implement MTBMLE?
- What comes first when teaching beginners? Symbol identification or sound production?
- Does the program continue?
- What are the teaching techniques for MTBMLE?
- Advantage and disadvantage of MTBMLE?

APPENDIX D
TRAINING MODULE 1

Training 1

Day 1: Getting Started

I. Introduction & Icebreaker

Purpose: Welcome to participants and introduction of trainers. Housekeeping.

Time: 30 minutes

Materials: Blank slips of paper, basket,

Activity:

- Opening prayer
- Trainer introductions
- Participant introductions
 - Name, position, school, length of time teaching/in position, mother tongue

Ice breaker activity – Getting to know you

1. Write one thing on a slip of paper that no one knows about you. Something interesting about yourself, a favorite hobby, anything. Don't let anyone see. Fold it once and put it in the basket.
2. Trainer collects basket and redistributes strips of paper to all participants.
3. Participants must stand and walk around the room trying to find the owner of their new slip.
4. After everyone has found their person, return to seats. Go around the room and ask each person to read their slip of paper and people can guess whose it is. The real person should then raise their hand.

II. Overview of MTBMLE Training Plan

Purpose: The facilitator will ask for volunteers to give a review of what was covered at the previous two MTBMLE trainings. The trainer will then provide a brief overview of the purpose and details of the upcoming training workshops and follow-up visits.

Time: 15 Minutes

Materials Needed:

PowerPoint, training objectives, training expectations

1. Participant volunteers share reflections on previous two trainings
2. Brief PPT Presentation
 - Purpose of current trainings and follow-up visits:
 - Logistical Details
3. Review of training objectives & expectations

MODULE 1

Introduction to MTBMLE

Objectives:

By the end of this module, each participant will be able to:

- Evaluate and identify their strengths and areas they would like to learn more about in regards to MTBMLE teaching practices.
- Give a definition and at least three principles of MTBMLE;
- List at least five challenges of using a foreign language as the language of instruction;
- List at least five benefits of MTBMLE.

Materials Needed:

Name tags, sign in sheet, butcher paper, scrap paper, crayons, PowerPoint slides, laptop, projector, speakers, markers, tape, teacher self-evaluation form.

Part I: Finding Out What Participants Know and Do

Purpose: The purpose of this module is to give participants an introduction to the principles behind MTBMLE instruction and help them get comfortable with the What and Why questions. It will also provide a brief review of previously learned material.

Part 1 Activity #1: Self-Assessment Worksheet

Purpose: This activity allows teachers to identify their strengths as well as their needs and provides information for the trainers about what participants already know and what they want to learn.

Materials: Worksheet & pens

Time: 15 Minutes

Instructions:

1. Pass out the worksheets to all participants and ask them to take a minute to read the directions.
2. Explain that the trainers are the only ones to see the worksheets and they will just be used to help us build on what participants already know. This also helps to identify people with particular skills that they could share with others.
3. Collect the worksheets and tell them we will do them again after the last training to see what has changed.

Part 2: Building on What Participants Know and Do

Part 2: Activity # 1 Why MTBMLE and why not L2?

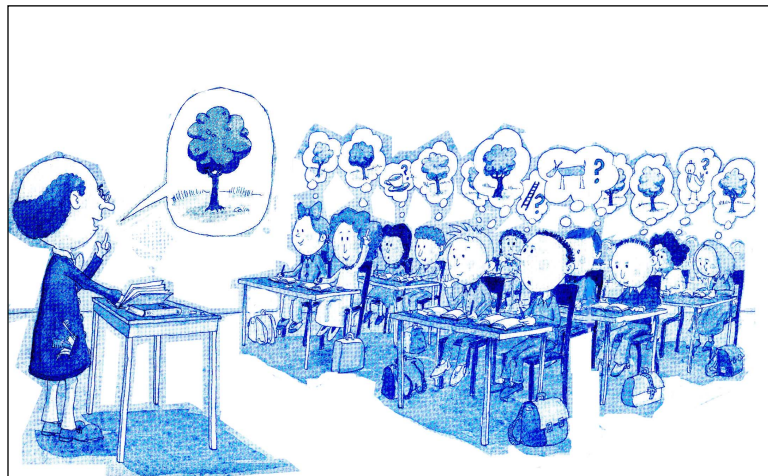
Purpose: The purpose of this activity is to help participants examine their own language experiences in school and relate these to their current classrooms.

Materials: Picture slide, scrap paper, crayons, tape, PowerPoint

Time: 45 mns

Instructions:

1. Tell participants that you want them to close their eyes and reflect on their own language and school experiences
 - Think about what it was like for you to learn English and Filipino.
 - Think about how you felt when you learned math in English.
 - Remember what it was like to learn to read in Filipino and English.
 - How did you feel? What did it make you think about yourself? About your home language?
2. Tell participants they have 10 minutes to share with a partner about their language learning experiences. Make sure both people get a chance to talk.
3. Now take a piece of scrap paper and try to represent your experience on paper. You have 10 minutes to try and put into picture form what it is you experienced with language and schooling. You can represent it any way you want. Use words, pictures, colors, shapes – anything goes. There is no right or wrong, and you will get a chance to explain why you drew what you drew to the group.
4. Make sure each table has scrap paper and crayons and give participants 5 minutes for their drawings.
5. After 10 minutes ask one person at a time to stand up in front and explain what they drew and why. Have participants tape up the drawings around the room.
6. After everyone has shared, asked participants what they can take away from this activity. What does it tell us about language and learning? Write up any insights on a flip chart.
7. Show participants the following picture:



8. Tell participants that this is one way of representing what is happening in a classroom where the students are not sufficiently familiar with the language of instruction.
9. Ask them what they think is happening in the picture and relate it to their own experiences.

Part 2: Activity # 2 MTBMLE Videos

Purpose: The purpose of this activity is to give participants an overview of what MTBMLE is and to expose them to a successful MLE program already happening in the Philippines.

Materials: MLE Overview video, Lubuagan Case Study video, laptop, speakers, screen

Time: 30mns

Instructions:

1. Tell participants that you are now going to watch a short video about MTBMLE.
2. Ask them to jot down some notes because after the video you will ask them to list some of the characteristics of an MLE program.
3. Show the 5-minute video and then ask participants for any comments on the video. Then ask them to call out some characteristics of MLE and write them up on a flip chart.
4. Then tell them that you will now watch a video showing a case study of an MLE program here in the Philippines. They should continue to take notes.
5. Ask if there is anything else they can add to the list of characteristics of an MLE program and write them up on the flip chart.
6. Tell them that next we're going to look at some other definitions of MLE.

Part 2: Activity # 3 Definitions of MTBMLE?

Purpose: The purpose of this activity is to get participants to think about what MTBMLE means and to have the opportunity to discuss their various viewpoints.

Materials: MTBMLE definitions on Flip chart paper (see below), tape

Time: 30mns

Instructions:

1. Before the activity, the facilitator should post up various definitions of MTBMLE in different areas of the room.
2. Tell participants that there is no right or wrong answer, but you would like them to take 5 minutes to read all the different definitions, and then go stand next to the one they agree with most. Afterwards they will have a chance to explain why they chose that definition.
3. Once participants have chosen their definition, go around and ask a couple of people from each grouping to explain why they chose that definition. Remind the group that if they change their mind or someone convinces them, they can always move.
4. If there are any definitions that no one chose, ask the groups why they didn't choose those definitions. Engage in a discussion around the definitions of MTBMLE.

5. Have participants return to their seats and ask them why they think we did this activity. What did it accomplish? Did I just want them to know the definition of MTBMLE?
 - a. Engaging with meaning, comprehension, analysis is it this or that, why is it this and not that? Etc.
 - b. I don't care if they understand that MTBMLE stands for Mother Tongue Based Multi-Lingual Education – I want to engage with what that means – something we'll look at later – difference between meaning and accuracy.
6. At the end of the activity, look back at the list “Characteristics of MTBMLE” and ask if there are any that participants want to add to the list that came out of the discussion about definitions.

MTBMLE Definitions

Mother tongue-based multi-lingual education is education, formal or non-formal, in which the children's mother tongue and the national language/s are used in the classroom.

MLE is the use of more than two languages for literacy and instruction. It 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 (Nolasco).

MTBMLE makes the child's language, culture and context the foundation of learning. It starts by using the child's language throughout school, and gradually introduces a second or even a third language as the child progresses through education.

Multilingual education is, at its best, (1) multilingual in that it uses and values more than one language in teaching and learning, (2) intercultural in that it recognizes and values understanding and dialogue across different lived experiences and cultural worldviews, and (3) education that draws out, taking as its starting point the knowledge students bring to the classroom and moving toward their participation as full and indispensable actors in society – locally, nationally, and globally. (Hornberger)

Mother tongue-based bilingual programs use the learner's first language, known as the L1, to teach beginning reading and writing skills along with academic content. (Benson)

Part 2: Activity # 4 Challenges of foreign language instruction

Purpose: The purpose of this activity is to help participants examine the challenges for students of learning in a language in which they are unfamiliar.

Materials: PowerPoint

Time: 15mins

Instructions:

1. Look back at the insights that came out of the earlier reflection activity. Then ask each group to think of five more challenges that learners might face when the LOI is not their home language.
2. Ask the groups to share and write up a list of challenges.
3. Then share the PowerPoint presentation with the following information:
 - A. Schools in minority language communities which do not use the mother tongue as the primary language for learning are characterized by:
 - Low intake, high repetition and high drop out rates.

- Schooling that lacks relevance and interest to children.
- B. In schools which do not use the mother tongue as the primary language for learning:
 - Concepts and competencies are difficult to learn, thus achievement levels are low.
 - The lack of knowledge and skills gained during schooling in a foreign language means that few are able to succeed at higher studies or find employment.
 - Children experience failure and rejection, which results in low self-esteem.
 - Children who do complete high school find it difficult to fit back into own culture and society.
- C. There are a number of other difficulties faced by children and communities when the mother tongue is ignored in the educational process. For example:
 - The heritage language and culture is lost and so linguistic and cultural diversity and indigenous knowledge is gone.
 - Children do not become sufficiently fluent in their mother tongue thus limiting their ability to learn the second language well.
 - Understanding can become confused if learning takes place in the second language only. They need to learn in a language they think in.
 - Many think that children who are immersed in a second language from the beginning learn the second language better. They do not.
- 4. Ask participants to add any that aren't listed.

Part 2: Activity # 5 Benefits of MTBMLE

Purpose: The purpose of this activity is to help participants examine the importance of MTBMLE for student learning and achievement.

Materials: PowerPoint

Time: 15mns

Instructions:

- Ask participants to reflect on the earlier videos and on their own experience. What benefits do they see from MTBMLE?
- Brainstorm as a group and see how many they can come up with in 10 minutes.
- Share out as a group.
- Show a PowerPoint with the following information:

So, if learning in a foreign language creates all these problems, how does MTBMLE address these problems?

A. What will it do for the problem of low attendance and high drop out? MLE...

- values local languages and gives respect to local culture making school interesting
- develops self-esteem and cultural identity, making school a friendly place

B. What will it do for the problem of low achievement? MLE...

- begins with the language the child knows best
- brings the child's world into the classroom

- develops a curriculum around what is familiar to the child
 - builds upon the acquired vocabulary of the child rather than plunging the child into a situation of not understanding the vocabulary of the medium of instruction
- C. *What will it do for the Filipino child-unfriendly school environment? MLE...*
- requires that the teacher be a speaker of the child's language and a member of the child's community
 - involves the local community in the development of the curriculum and the teaching learning materials
 - utilizes a thematic approach where the weekly themes are highly emotive ideas, concepts, generative ideas, from within the child's culture
 - emphasizes the values of the child's culture
 - provides a safe and developmentally sensible bridge to other cultures and other languages that the child will encounter
- D. *What will it do to help the tribal child's learning process? MLE....*
- begins with the known and moves to the unknown
 - uses cultural concepts to teach basic concepts.
 - builds on the vocabulary that the child possesses and then adds the L2 vocabulary equivalents for what the child has learned
 - allows the child to continue building cognitive skills in a language the child already is using for meta-cognitive processes.
 - emphasizes understanding, meaning and communication

Part 3: Practical Application

Part 3: Activity # 1 The meaning of language *Adapted from Malone (2005)*

Purpose: This activity encourages participants to reflect on the relationship of language to learning.

Materials: Story in a foreign language and in a language everyone understands, large copy of language/thinking/meaning diagram.

Time: 15 minutes

Instructions:

1. The facilitator reads or tells a short story in a language participants don't understand (see below for sample story).

Foreign Language Story

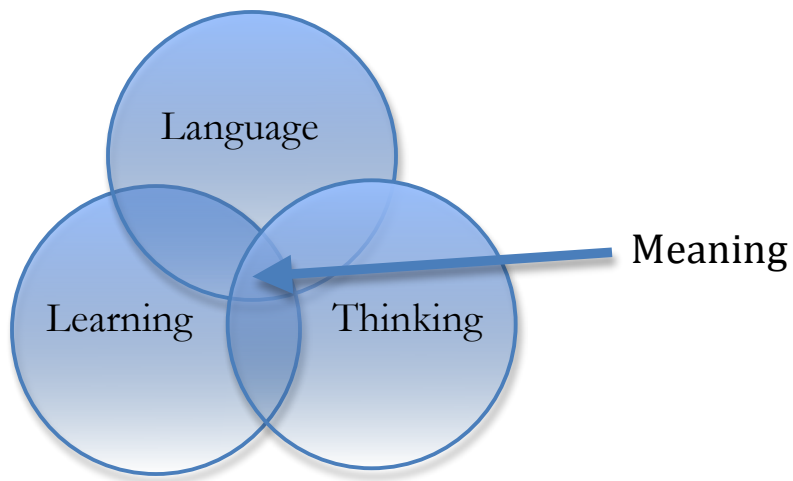
Hausa Story:

Ni Rekiya ce. Ina da iyali karami.
Ina wa gouda da baba da mama.
Su duka su zamin cikin Florida.
Ina sonsu dayawa.

English Version:

My name is Rebecca. I have a small family.
I have one brother and a mother and father.
They all live in Florida.
I love them a lot.

2. Ask the participants if they understood the dialogue and to try to guess what the story was about.
3. Ask participants to explain why they didn't understand.
4. The facilitator then tells the same story in English or a language that everyone understands.
5. Ask the participants "what was the difference between the first and second stories?"
6. Discuss the idea that "Meaning cannot be reached when we cannot understand each other"
7. Introduce Language/Thinking/Learning Diagram on the board and explain
 - a. Without understanding the language, we cannot use it for thinking;
 - b. Without thinking there is no learning;
 - c. Without language and thinking, there is no meaning, and no learning can take place.



Part 3: Activity # 2 Mother tongue bridging plan

Purpose: The purpose of this activity is to clarify the MTBMLE bridging plan and process so participants understand how the various languages will be used throughout primary school.

Materials: PPT slide with the government MTBMLE bridging plan (see below).

Time: 20mins

Instructions:

1. Tell participants that we will now look at how language will be used in the MTBMLE classroom.
2. Show the bridging plan PPT slide for all to see.
3. Go through each level of the plan and explain when and how each language will be used and introduced. Ask why they think the progression is laid out as it is?
 - a. Build upon what they already know.
 - b. Develop strong L1 skills and oral L2 & L3 to facilitate transfer...
4. Then bring the focus back to first grade. Tell participants that the main focus of first grade is developing oral, reading and writing skills in mother tongue. The second half of the year is when you add in an introduction to oral English and Filipino.

5. Therefore, at these trainings, we will focus on skills and materials needed to teach mother tongue reading and writing and those same skills can also be used to introduce Filipino and English.
6. Remember – once the students learn to read and write in mother tongue – they don't have to learn to read and write again in Filipino or English. They just need to build up their vocabulary in those languages.
7. Give an example: Write a Hausa phrase on the board and ask if anyone can read it? Have a couple of volunteers read the phrase. Do you speak Hausa? No, but you can read it, because you've already learned the basic skills of decoding text. What you haven't learned is how to make meaning from this text and that comes by learning the vocabulary. If I were to teach you that "Ina" means "how" and "Kwana" means morning, you could then understand that you were saying "How is your morning or good morning".
8. Are there any questions?

Department of Education Bridging Plan

Pre-School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Continue building oral, reading and writing skills in Mother tongue, Filipino and English LOI: Filipino/Mother tongue (Makabayan, Filipino) English/Mother tongue (Science, Math)		
			Introduce reading and writing skills in English Continue building oral skills in English Continue building oral, reading and writing skills in Filipino Continue building oral, reading and writing skills in Mother tongue LOI: Mother tongue			
			Introduce oral skills in English Introduce reading and writing skills in Filipino Continue building oral skills in Filipino Continue building oral, reading and writing skills in Mother tongue LOI: Mother tongue			
		Introduce English in poems, songs, games, stories Introduce oral skills in Filipino Continue building oral, reading and writing skills in Mother tongue LOI: Mother tongue				
			Introduce reading and writing skills in Mother tongue Continue building oral skills in Mother tongue LOI: Mother tongue			
Build oral skills in Mother tongue LOI: Mother tongue						

MTBMLE Alphabet Primers & Classroom Observations

Objectives:

By the end of this module, each participant will be able to:

1. Write a story that is relevant to the lives of students;
2. Explain the difference between reading for meaning and accuracy;
3. Differentiate the sounds and symbols of their language;
4. Explain the purpose of an alphabet primer and the essential elements, which make it up.

Materials Needed: Butcher paper, scrap paper, crayons, pencils, PowerPoint slides, laptop, projector, index cards, markers, tape, feedback handout, feedback work sheet, observation checklists, primer guides, training evaluation form.

Part I: Finding Out What Participants Know and Do

Part 1: Activity # 1: Reading for meaning and accuracy

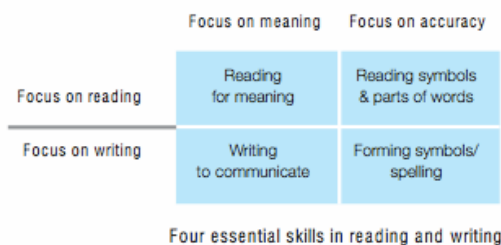
Purpose: Help participants understand the different types of reading so they can focus their activities on developing meaning and accuracy.

Materials: PPT presentation

Time: 15 mns

Instructions:

1. Explain that a good language education program has 4 essential elements:
 - a. Speaking, listening, reading, & writing
2. Uses a balanced teaching method that focuses on **meaning** and communication as well as **accuracy** and correctness to help students become fluent in S, L, R, W.
3. Show the following diagram about reading and writing and the focus on both meaning and accuracy.



4. Then tell them that we're going to focus on reading for the next activity, but that the alphabet primers can also be used to teach writing.
5. Show the following PPT slide and explain the difference (using the examples) of reading for meaning and reading for accuracy.

Meaning

Read in order to apply, analyze, evaluate and respond

Sample Activity:

After children have finished reading a story, they each create a picture that shows their own ideas about the story.

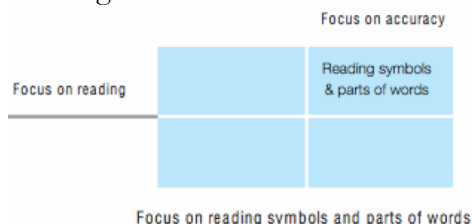
Accuracy

Identify letters, syllables, tone marks, syntax, grammar correctly

Sample Activity:

Write a letter on the chalkboard. Children see how many times they can find that letter around the room.

6. Explain that right now we will focus on developing an alphabet primer, which will help students to read symbols and parts of words and build up to whole sentences. Show the following slide.



7. Explain that reading for accuracy helps learners to:
- Recognize the symbols that are used for each of the sounds of their language;
 - Learn the sounds that each symbol represents and/or the purpose of each symbol;
 - Learn to combine symbols to make syllables, combine syllables to make words and combine words to make sentences.
8. But we also need to make sure that learners are reading for meaning which is why we don't just teach them the letters and parts of words but we help them form meaningful words right away and an alphabet primer helps us do this.

Part 1: Activity # 2: What is a primer and why do we need it? – Adapted from Malone, 2008

Purpose: Develop MT alphabet primers and understand their application in the classroom and their importance for developing early literacy.

Materials: Scrap paper, markers, index cards, pencils, highlighters, alphabet primer guides, worksheets, PPT of intro to primer, PPT of elements of a story, sample lesson

Time: 2 days

Instructions:

Review the primer PowerPoint. (15mins)

Why do we need a primer?

- Children need to understand that a printed text has *meaning*; it communicates a real message.
- They need to understand that the letters on the page are associated with sounds and that letters go together to form written words, just as sounds go together to form spoken words.

- But they also need to know how to use their knowledge of the *individual parts of words*—syllables, letters and other marks—to sound out words that are not familiar to them.

The purpose of the “primer” (alphabet learning book) is to help new readers...

- Become familiar with all of the letters of their alphabet;
- Learn the sound(s) associated with each letter;
- Learn how to use that knowledge to help them become fluent readers.

Three qualities of a good primer for children:

- Each lesson begins and ends with meaning;
- Each lesson teaches only one new letter (except at the very beginning when it may have to teach 2 or 3 new symbols together);
- The lessons help new readers develop confidence in reading.

Parts of a primer lesson

- Review of previously learned letters / keywords
- Identification of the new letter, relating it to that letter on the alphabet chart
- Keyword picture
- Keyword with new letter that is to be learned
- Syllable boxes (if the keyword has 2 or more syllables)
- “Word breaking and making” activity with the keyword
- Big Box with up to 16 small boxes to make already-learnt syllables or letters to make words
- Sentence making word
- “Sentence breaking and making” activity
- Short text for reading practice (not required)
- Spelling and handwriting practice (dictated by teacher)

Teach a sample lesson

- Give an example of what an alphabet primer lesson would look like. Show the examples of the primer page for 2 languages.

Part 1: Activity # 3: The Sound Count (30 mns)

Purpose: Determine the order of frequency of the symbols of each language in order to know which symbols to teach first.

Materials: Scrap paper, markers, index cards, pencils, alphabet primer guides,

Time: 1 hour

Instructions:

1. *Explain why:*
 - In order to make a primer for your language, you will need to know which sounds are used often and which ones are not used often.

- When you prepare your primer or alphabet teaching book, you should try to start with the most common sounds and gradually move to the less common sounds.
2. ***Explain how:***
- A good way to identify the most frequently used sounds is to write two short stories in your language about familiar people doing familiar things.
3. ***Getting started:***
- Show a brief PPT review of the elements of a story – leave it up for them to refer to.
 - Pass out Alphabet Primer Development Guides to all participants.
 - Split participants up by language group and split language groups into two separate groupings. Ask each group to write a story using the following guidelines.
 1. ***Story One:*** Write a story of about 300 words, about something that is very familiar to people in your community. It can be funny or sad. Try to base the story around one of your chosen curriculum themes so that we can use the story for a Big Book.
 2. ***Story Two:*** Write a story of about 300 words about two or three people doing something together and talking. This must be a dialogue. Again, write the story about things that are very familiar to people in your community. Try to base the story around one of your chosen curriculum themes so that we can use the story for a Big Book.
4. ***Calculate the sound count from the two stories:*** (1 hour)
- i. Once participants have written their stories (make sure they are around 300 words), they are ready to move on to the sound count.
 - ii. First give a sample lesson showing some examples of symbols that are a combination of letters:
 1. $N + G + NG = \textit{sing}$
 2. $T + H + TH = \textit{there}$
 3. $C + H + CH = \textit{chair}$
 - iii. Facilitator draws the symbol count template on the board and then writes two sentences on the board and asks for help in counting symbols. Move over each symbol with your finger and ask participants to call them out in order. Mark them on the template and make sure everyone agrees.
 1. *What time do they go to church?*
 2. *How much is that dog?*

<i>Sound</i>	<i>SOUND COUNT: Number of times found in Stories</i>	<i>Sub-total</i>

- iv. After the practice sentences ask participants to turn to the Practice Work page in their Alphabet Primer Development Guides. Ask them to individually do the count for the sentences provided. Give them 5 minutes and then tell them to check answers with their table. Ask someone to come up from each group and write their answers on the board. See if everyone agrees. What questions do they have? (This example is actually much harder than they will find the symbol count in their own language because English is so difficult).
- v. Tell them to turn to the symbol count templates in their primer guide. Ask each group to do the symbol count for their story on the template.
 1. One person should follow the symbols with his/her finger so as not to get lost or loose their count. One person should also be in charge of writing the symbols on the chart.
 2. Every time they come to a new sound, tell them to write the sound in the **"Symbol"** column.
 3. Every time they see that symbol in the story, they should put a mark in the column marked **"Number of times found in Stories"**.
 4. After they finish going through both stories, they should add up the total number of marks for each sound and write the sums in the **"Sub-total"** column.
- vi. Tell them to now turn to the total sound count template for both stories

Symbol	Story #1	Story #2	Total

Symbol	Story #1	Story #2	Total

1. Groups need to combine efforts at this point. They should list all the symbols found in story one and two and the subtotals for each of those symbols from both stories.
2. They might need to use highlighter to signify that they've counted the letter.
3. They should also check to make sure they haven't listed any symbols more than once.
4. Also check to make sure all letters of the alphabet and sounds are included. If not, add them to the list.
5. Add up the totals for stories one and two.

5. Ordering the sounds: Most to least frequent:

- i. Tell them to turn in their primer guides to the sound order template.
- ii. They should now go through the *Sound Count chart* and find the sound with the highest total count. Put that sound in the box labeled #1. Then find the sound with the second highest total and put it in box #2.
- iii. Do this with all the sounds, putting them in order from the sound with the highest total to the sound with the lowest total. (If 2 or 3 sounds had

the same total, put them in order according to your own preference.) Use as many boxes as you need to represent the sounds in your language.

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

IMPORTANT: NOTE that you may need to change the order for teaching some of the sounds. For example, the most common sound in your language might be a, the second most common might be i, the third most common sound might be m and the fourth most common sound might be p. However, you may need to teach the m and p before the i, so that you can make words (such as mat in English.) Use your knowledge of your language to decide if you should change the order of teaching language sounds as you identify key words.

Part 1: Activity # 4: Identifying key words, built words, sentence words and sentences

Purpose: Develop the actual words, pictures and sentences that will form the base of the primer.

Materials: Scrap paper, markers, index cards, pencils, alphabet primer guides

Time: 1 day

Instructions:

1. Sample lesson

- The facilitator should now show what a sample primer lesson will look like and also show the template they will be working with to create it.
- Explain the concepts: Key word/picture, syllable boxes, big box, sentence making word, sentence.
- If possible, the facilitator should actually teach a sample lesson and have the participants be the students. This way they will have a better idea of what they are working towards.

2. Key words

- Ask several group members to make index cards with all of the symbols written on them in marker. They should make 2 or 3 cards for the top letters and spread these out on the table. (Each of the groups can do this so they can work together).
- The groups must find a word to start with that uses two or three symbols. This will be followed by a review day and then after that they should only add one new symbol at a time.
- Tell them to look at their letters, starting with most frequent and find 2 or 3 that form a picturable word. Write this in the key word column.

- i. Reminder: they won't have any built words or sentences for the first 2 lessons. After 4 to 5 symbols they should be able to make simple sentences.
- d. Then find a new letter to add on which will form a new picturable word. Write this in the key word column. Then try to make as many words as possible using the new letter and already learnt letters.
- e. Think of a sentence making word using only already learned letters. Write a simple sentence using only letters they already know.
- f. Continue in this manner adding one symbol at a time and remembering that every 5th day, or every Friday will be for review.

Example from English

Lesson #	New Symbol	Key Word/ key	Built words	Sentence words	Sentence
1	r + a + t	rat			
2	Review r+a+t				
3	n	tan	tart, tar, at	ran	A tan rat ran.
4	e	net	tent, ten, rent	tear	Tear a net .
5	REVIEW				
6	s	star	sent, set, start, see	sees	Stan sees a star .
7	o	one	soar, stone, roar, otter	sat	An otter sat on one stone.
8	d	den	dent, dart, door, dean, done	dents	Dan dents a den door.
9	i	tire	Tin, sin, dine, stir, sit	sits	Dan sits on a tire .
10	REVIEW				

Part 1: Activity # 5: Creating the draft primer pages

Purpose: Develop the draft primer pages and add the Big Box and other necessary elements.

Materials: Scrap paper, markers, index cards, pencils, and alphabet primer guides,

Time: 2 hours

Instructions:

1. Tell participants to use the primer template on the last page of the alphabet development guide as a model to start creating their draft primer pages.
2. Each page should contain the key symbol, key picture, key word, work making and breaking, Big Box, Sentence word, sentence making and breaking, and extra sentences.
3. The facilitator will need to help each language group to make sure they are doing each of the steps correctly.
4. While some participants are working on the draft pages, others (the artists) can start drawing pictures of the key words.

5. If there are a lot of people in the group, a couple of people can also start making a list of words with each symbol at the beginning, middle and end of the word. This will be used later for a supplementary activity to reinforce the learning of symbols. Each of these words should also be drawn.

Symbol	Beginning	Middle	End
<i>Ex: a</i>	Apple	Cat	Mama

6. Collect the draft primer pages for editing and review. Participants should also take the images back to their villages for testing.
7. Ask participants to show the images (with out the key word) to their students to see what their students think it is. If they correctly guess the key word, the image is ok. If not, they should ask the students how they would represent the key word and come up with a new image that is more recognizable to the students.

APPENDIX E

TRAINING MODULE 2

Alphabet Primer editing & practice teaching

Objectives:

By the end of this module, each participant will be able to:

- Confidently teach a lesson from their alphabet primer;
- Explain the difference between constructive and non-constructive feedback.

Materials Needed:

Name tags, sign in sheet, butcher paper, scrap paper, crayons, markers, tape, alphabet guides with comments, index cards, feedback worksheets

Purpose: The purpose of this module is to further develop the alphabet primers developed during the first training. Participants will spend time in their language groups editing the primers, deciding on the best format, and developing new key words and images where necessary. They will also practice teaching an alphabet lesson to get comfortable with using the primer.

Activity #1: Ice breaker

Purpose: Get participants awake and ready to start the day

Time: 10 minutes

Materials: None

Ice breaker activity – Ask someone to come up and teach the group a song

Activity #2: Editing of Alphabet Primers

Purpose: The purpose of this activity is to give participants time to review the edits and suggestions from language experts on the primers. They will also have time to discuss the testing of their images and to draw new ones where necessary.

Materials: alphabet primers with edits and suggestion, scrap paper, index cards

Time: 3 hours

Instructions:

1. Participants should split up into language groupings. One facilitator will be assigned to work with each language group.
2. The facilitator will give a brief overview of what is expected during the group work and the intended outcomes.
3. Each group should work on the following things:
 - a. Review the typed version of the alphabet primer;

- b. Review the comments and suggestions by language experts and come up with new key words and sentences where necessary;
 - c. Decide on the format of the Big Box – review the suggestions regarding the use of letters, on-set rhymes or syllables;
 - d. Test out the big box on each other to see what words they can come up with, add new words when possible;
 - e. Fill out chart to see how often key symbols are reviewed (Make sure there are none that are overlooked).
 - f. Decide whether to go back and test big box first before making final decision;
 - g. Develop new sentences and extra paragraphs and short stories where needed;
 - h. Review alphabet charts;
 - i. Discuss the testing of images they did in their classrooms and make changes or new drawings where needed;
 - j. Discuss next steps.
 - k. *Make sure someone is recording all of the changes on a fresh sheet of paper to be collected by facilitators.
4. Give each group 10 minutes to share their progress with the rest of the groups.

Activity #3: Giving feedback

Purpose: The purpose of this activity is to learn about and practice giving constructive feedback.

Materials: Paper, pens, role-play situations, feedback handout, and feedback worksheet

Time: 1 hour

Instructions:

The facilitator and one participant should act out the two role-plays on good and bad ways to give feedback. After each role-play, ask participants to imagine they are a teacher receiving this feedback. Then ask some of the following questions:

1. How would you feel upon receiving that kind of feedback?
2. Would that feedback encourage them to improve their teaching or would it discourage them from trying?
3. Did it give you things you could do to get better?
4. Was it supportive?

Go through role-play number two and ask some of the same questions. Then ask participants which of the role-plays demonstrated constructive feedback. On a flip chart, have them list some of the principles they can derive about giving constructive feedback. Post these up for all to refer to.

- Handout the “Elements of a feedback system” and ask one person to read the definition of feedback. Then ask one person at a time to read each of the steps of giving feedback: Facts, Impact, and Commentary. Ask if each of these concepts is clear before moving on.
- Have them read the principles for giving feedback at the bottom of the page. Ask one person at a time to read and compare with the principles they listed on the flip chart. Add any new ones to the list. Any questions?
- Tell participants that now you’re going to practice giving good constructive feedback.

- Give participants the feedback worksheet and read the first statement aloud with the group. Ask someone to read the two examples of constructive and non-constructive feedback aloud. Ask if there are any questions or clarifications needed. *(The trainer may need to clarify the difference between positive feedback and constructive feedback).
- Ask participants to individually fill in the section on constructive feedback for the two examples provided on the worksheet. When everyone has finished, ask participants to share their examples of constructive feedback and have the other members of the group give feedback.
- Follow the same steps for the second and third sections.
- Tell participants that during tomorrow's micro-teaching they will serve as the lesson observers. They will need to take notes on the lesson and afterwards will have the chance to practice giving constructive feedback.

Activity #4: Practice teaching

Purpose: The purpose of this activity is to give participants time to practice teaching the alphabet lessons and receiving feedback on their performance.

Materials: Alphabet primers, white board, markers

Time: 2 hours

Instructions:

1. Participants should split into groups of 3 if possible. The teacher and principal from the same school and a DepEd staff as well. Together they should review the teachers guide for teaching the primer.
2. They should then practice within their small group. One person can teach the lesson, one person can be the student, and the other person can observe and give feedback.
3. Each teacher should also be encouraged to add on a short activity to help reinforce the teaching of the key symbol. It can be something they already use in their classroom or something new they make up.
4. After teachers have practiced in their small groups, they should each come up in front of the whole group and practice teaching a different alphabet lesson.
5. School heads and district staff should be observers and should take notes during the observations. They will be asked to practice giving constructive feedback after each lesson.
6. Debrief and discussion on teaching session. What was easy, hard, what did they have problems with, do they need more practice, does the manual need to be clearer... Which extra activities did they like or find useful, should we add those into the guide.

Integration of themes & competencies & lesson plan development 1st Quarter

Objectives:

By the end of this module, each participant will be able to:

1. Recognize the mother tongue competencies that will be covered during the first quarter as well as the themes that will be integrated into the curriculum.
2. Confidently write a lesson plan incorporating a theme and the government competencies.

Materials Needed:

Lists of themes, copies of government competencies for mother tongue language, scrap paper, theme webs, Power Points, examples of Big Books for display, Paper for Big Books, crayons, colored pencils, markers, pencils,

Purpose: The purpose of this module is to create the lesson plans that teachers will use to teach mother tongue literacy during the first quarter of the school year.

Activity #1: Themes & competencies

Purpose: The purpose of this activity is to integrate the chosen themes with the government competencies to develop frameworks for lesson plans as well as lists of needed materials.

Materials: Themes, Government competencies (1 per language group, 3 for Ilonggo)

Time: 2 hours

Instructions:

1. Pass out the list of themes developed by the initial 4 pilot schools and ask each language group to review and agree upon a final list. They may make changes so that the themes suit each of the involved schools.
2. Pass out the book of government competencies for mother tongue language and give participants 20 minutes to review it as a group. Explain that today's activity will involve selecting a certain number of competencies that will be taught during the first quarter and then incorporating their themes with those competencies through different activities.
3. Show a PPT on the theme web and give an example of how it works. Ask each group to create one web and then share with the large group to make sure everyone is on track.
4. Have each language group split up into 3's or 4's and each work on a couple of themes. They should be listing activities as well as materials needed to carryout those activities.
5. Once each small group has finished developing their themes, they should share with their larger language group so that everyone has input into the final product and to make sure none of the given competencies were left out.

Activity #2: Introduction to making Big Books

Purpose: The purpose of this activity is to teach participants how to create Big Books so they can continue to develop materials on their own.

Materials: The three little pigs, Power Point Presentation,

Instructions:

1. Show a PPT on the elements of a Big Book.
2. Pass out the copy of the Welsh story Rydw I'n hoffi darllen. Ask participants to “read” the story and try to figure out what it’s about. Ask participants to think about the aspects of the story that help them to understand.
3. After participants have had time to read, ask for a translation of the story frame by frame. Then get feedback on the features that helped them understand. Look for: visual support, repetition, familiar context, etc.
4. Focus on creating graded stories and since we’re looking at first quarter, stories should be level 1 and 2. Give each table a handout on level 1, 2, 3 stories (see below).
5. Have small groups write a level one story based on one of their themes. Trade with others in the group and edit each others work.
6. Facilitator gives a demonstration of how to make the book. Pass out materials to all the groups and ask them to create their book. The artists in the group can help out all of the groups with their images.
7. Develop a plan for testing the book.
8. Decide on how many books and on what topic each person/duo will create before the next training. Make sure everyone has the needed materials.

Graded Materials

STAGE 1: Develop oral L1; introduce L1 literacy	
Curriculum focus	<ol style="list-style-type: none"> 1) Develop fluency in oral L1 2) Learn to read and write L1 3) Learn other subjects in the regular curriculum, using L1 as LOI
Reading and learning materials—L1	<ol style="list-style-type: none"> 1) Big Pictures of familiar scenes, to stimulate children’s talk in oral L1 2) Listening stories (about 1 page) to model “reading for meaning” 3) Short, easy-to-read stories, songs, poems written by L1 speakers about familiar people, places, activities 4) Big Books or Poster Stories for shared reading 5) Primer to teach symbols in the L1 writing system
STAGE 2: Continue developing oral and written L1; Introduce Oral L2	
Curriculum focus	<ol style="list-style-type: none"> 1) Build fluency and confidence in reading and writing L1 2) Introduce and begin building confidence in using oral L2 3) Continue learning other regular school subjects, with L1 as LOI
Reading and learning materials—L1	<ol style="list-style-type: none"> 1) Big Pictures of familiar scenes to stimulate children’s talk in oral L2 2) L1 stories, songs, poetry and other materials that begin introducing new information (“Stage 2” materials) 3) Regular curricular materials translated or adapted to L1 by L1 speakers

APPENDIX F

TRAINING MODULE 3

Training 3 Big Books

Objectives:

By the end of this module, each participant will be able to:

- Explain the key elements to writing a good stage 1 or 2 Big Book story;
- Describe the steps to making a Big Book;
- Confidently teach a lesson using their Big Book;

Materials Needed:

Name tags, sign in sheet, butcher paper, scrap paper, crayons, markers, tape, Big Books, evaluation worksheets, string, needles, masking tape, duct tape, rulers, A-3 paper, erasers, card board book covers, PowerPoint on using Big Books

Purpose: The purpose of this module is to further develop the Big Books participants started working on at the first training and to edit the stories based on their feedback from the evaluations done in their villages.

Activity #1: Opening

1. Welcome to participants and introduction of trainers and participants
2. Opening Prayer
3. Logistics
4. Review of second training – ask for a volunteer

Activity #2: Icebreaker

Purpose: Get participants awake and ready to start the day

Time: 10 minutes

Materials: None

Icebreaker activity – Play Simon Says with the group.

1. Explain the rules. The facilitator (Simon, although you can use your real name) gives a command and the participants must follow.
2. However, the participants should only follow the command if the facilitator starts the command by saying “Simon says”.
3. If he/she just gives a command with out saying, “Simon says”, then any participants who follow that command must sit down.

Example: (what the facilitator says)

Simon says touch your head;
Simon says turn around;
Simon says touch your toes
Touch your nose

*Participants who touch their nose would be out, and should sit down since you didn't say, "Simon says". Give the commands faster and faster as time goes on so they have less time to think about it.

*Remind participants that Simon Says is a good game to play with their students to introduce new vocabulary and work on following directions.

Activity #3: Big Books

Purpose: The purpose of this activity is to give participants time to review the edits and suggestions from their Big Book evaluations. They will also have time to edit each other's work and continue finalizing the Big Books.

Materials: Big Book evaluations, scrap paper, A3 paper, markers, pencils, crayons, string, needles, masking tape, duct tape, cardboard book covers, rulers, erasers

Time: 4 hours

Instructions:

1. Participants should get into their language groups and share what work they have done on their Big Books since the last training.
2. If they were able to do the evaluation of their Big Book, they should share the results. What changes need to be made to the story?
3. Participants should also share the stories they have developed and help each other edit them so they are ready to be put into the book.
4. Those who have final drafts of stories can begin to put their pages together into a Big Book.

Activity #4: Using Big Books

Purpose: The purpose of this activity is to learn about and practice using the Big Books.

Materials: Using Big Books PowerPoint, Big Books, whiteboard, markers

Time: 1 hour

Instructions:

1. The facilitator should give a presentation on different ways to use Big Books.
2. Pass out the handout on using Big Books to participants and let them review it (or go through it together as a group).
3. The facilitator should then demonstrate the different methods that were discussed by teaching a sample lesson.
4. Debrief the lesson with participants. Ask them:
 - a. What they noticed about the lesson?
 - b. What kinds of questions did the teacher ask?
 - c. What different activities did the teacher use?
 - d. How did the teacher engage the students in the lesson?
 - e. What other ways can they think of that they could use the Big Book?

Activity #5: Practice teaching Big Books

Purpose: The purpose of this activity is to give participants time to practice teaching the Big Books and receive feedback on their performance.

Materials: Big Books, white board, markers, How to use Big Books handouts

Time: 2 hours

Instructions:

1. Participants should split into language groups. Depending on the time, each group should pick 2 teachers to present. (Encourage them to choose 2 teachers who did not present the alphabet primer lesson at the last training, it should be teachers that haven't had an opportunity to practice teach yet.)
2. Teachers will present to their language group only, not to the whole group. Give them 20 minutes to review the "Using Big Books" guide and to practice how they will teach their lesson.
3. Then ask the chosen teachers to present to their group and teach the Big Book lesson. Other participants should observe and participate in the lesson, and should provide feedback to the teacher when they finish the lesson.
4. Debrief with the whole group about teaching Big Books.
 - a. What questions do they still have?
 - b. Can they think of other activities that might work well with the Big Books?
 - c. Do they feel confident using the Big Books? If not, why not?

Integration of themes & competencies & Two-Track Method 2nd Quarter

Objectives:

By the end of this module, each participant will be able to:

- Recognize the mother tongue competencies that will be covered during the second quarter as well as the themes that will be integrated into the curriculum.
- Confidently write a lesson plan incorporating a theme and the government competencies.
- Explain what the two-track method is.
- Write a good listening story based on one of their themes.

Materials Needed:

Lists of themes, copies of government competencies for mother tongue language, scrap paper, Power Points, Two-Track method teacher's guides

Purpose: The purpose of this module is to create the lesson plans that teachers will use to teach mother tongue literacy during the second quarter of the school year. It will also introduce them to the two-track method and some of the materials they will need for the story track.

Activity #2: Themes & competencies

Purpose: The purpose of this activity is to integrate the chosen themes with the government competencies to develop frameworks for lesson plans as well as lists of needed materials.

Materials: List of themes per language group, government competencies, scrap paper,

Time: 2 hours

Instructions:

1. Pass out the list of themes developed by the three language groups and ask them to get out their list of government competencies.
2. Groups should go through the competencies (starting with number 40) and incorporate one theme per week. The order doesn't matter as much as it did with the pre-reading competencies, they should just write the themes in the order they want to teach them.
3. Make sure a facilitator gets the master copy that they create in order to type it up.
4. After integrating the themes, participants should go through and make a list of all the materials they will need for second quarter. The lists should be as specific as possible (i.e. Big Book about Tboli dance, listening story about healthy eating, etc.)
5. It would be helpful to have them list the materials on the "materials production chart" This will help give an overview of all the materials that need to be produced, and what's already been done.

Activity #3: Introduction to the two-track method

Purpose: The purpose of this activity is to introduce participants to the two-track method of language teaching that they will be using: Story track and Primer track.

Materials: Power Point Presentation on 2-track method, and Two track method handout,

Time: 1 hour

Instructions:

1. Show a PPT on the basics of the 2-track method. Ask for questions.
2. Pass out the Two-Track Method Teacher's Guide and tell participants that you will go through it together. Pass the microphone around and ask for volunteers to read through the manual one paragraph at a time.
3. Stop after each paragraph to check for understanding, reiterate key points, and ask for questions. Just read up through pg. 12 as after that it just explains how to teach the primer which participants already know. They can read that part on their own for homework.
4. If possible, actually do some of the examples with the participants or prepare the activities so you can show them what it might look like (for example, the sentence making activity on pg. 10).

Activity #4: Introduction to listening stories

Purpose: The purpose of this activity is to teach participants how to write listening stories so they can continue to develop these materials on their own.

Materials: Power Point Presentation on Listening story, Listening stories handout

Time: 2 hours

Instructions:

1. Show a PPT on the elements of a listening story. Read a listening story to the group to give them the idea.
2. Ask participants to pair up within their language groups and split up the themes from the first and second quarters among the pairs. (This should be between 15-24 total themes per language group). Each pair should then try to write 2-4 listening stories (2 per theme) for each of their themes depending on the time.
3. Tell participants that the stories will be copied and put into a “Listening Story Book” that each teacher will be given to use as a resource in their classroom.
4. After the pairs write their stories, they should exchange with another pair for editing. Give each pair the editing stories handout with what to look out for when editing. They should consider the following things when editing the stories:
 - a. Will the readers be interested in this story?
 - b. Will they understand the story?
 - c. Do the parts of the story fit together well?
 - d. Does the ending fit with the rest of the story?
 - e. Does it make sense?
 - f. Do the readers use this kind of language in their daily lives?
 - g. Are there any words or phrases or sentences that are not absolutely necessary to make the writing clear and interesting? Can you take them out?
 - h. Are there any mistakes in the way you wrote the sentences (grammar)? (Spelling is not as important since the stories will just be read).
 - i. Are there better or more interesting words that you can use?
 - j. If the book is for new readers, are there easier words that you can use?
 - k. Are there foreign words that you can remove and replace with words from the MT?
5. If the groups do not finish writing the listening stories for the first two quarters, decide how they will split up the rest of the stories for homework. Make sure the facilitator collects the finished stories for recording.

Activity #5: Review of Alphabet Primers

Purpose: The purpose of this activity is to give participants the opportunity to finalize the draft of their alphabet primer and ready it for printing.

Materials: Alphabet primers (copies of drafts for each language group)

Time: 1 hour

Instructions:

1. Pass out several copies of the draft of the alphabet primer to each of the language groups. Ask them to read through the primer very carefully and to look for the following things:
 - i. Spelling: Are there any spelling errors?
 - ii. Grammar: Are there any grammatical errors in the text?
 - iii. Review the Big Box, can they find all the words listed in the teacher’s box inside the Big Box? If not, cross out the extra words.
 - iv. Do they see any other mistakes that need to be corrected?

2. Groups should keep one master copy where they make all their corrections before it is turned into the facilitator.

Activity #6: Continuation of materials development

Purpose: The purpose of this activity is to give participants the opportunity to finalize their materials development for the first quarter and continue developing materials and planning for the second quarter.

Materials: Big Books, A3 paper, string, needles, scrap paper, pencils, erasers, pens, markers, masking tape, duct tape, cardboard for BB covers, evaluation of Big Books form

Time: 3 hours

Instructions:

1. Ask participants to continue working on their materials (both Big Books and listening stories for the first and second quarters.) They should split up the work as much as possible among the members of their language group.
2. They should try as much as possible to finish up their first quarter materials before moving on to the 2nd quarter. Before participants leave, make sure to discuss what they need to accomplish before the next training. As much as possible, ask them to continue work on their Books and listening story when they return to their schools. Make sure they have the materials they need so they can continue work.
3. Also discuss the evaluation of their Big Books. Make sure they have enough evaluation forms for each of their books.

APPENDIX G

Q SORT RATINGS CHART - INITIAL INTERVIEWS

<i>Q</i> Sort Item	Rosalie	Dinah	Imelda	Fely	Maria
Language, learning & literacy Attitudes:					
It is just as easy for children to learn to read Filipino as their mother tongue.	-1	0	-1	-2	0
Mother tongue should only be used as a way to learn Filipino and English.	+1	+2	+1	0	-1
Mother tongue literacy is not useful because there are very few mother tongue reading materials available.	-2	-4	-2	-1	-2
Students in mother tongue-based classrooms have an advantage in learning Filipino and English.	+2	0	-1	0	+2
The mother tongue is not suitable to be used as an academic language.	-3	-3	+1	-3	-3
Students participate more actively in the classroom when the teacher and students are speaking the mother tongue.	+2	+3	+1	0	+2
Students will learn English faster if taught through the mother tongue.	-3	0	-3	+1	+1
Teaching literacy in the mother tongue is an added challenge for teachers.	+1	+3	+2	-2	+3
I feel comfortable teaching in Mother tongue.	+3	-1	-2	+1	0
I feel comfortable teaching in Filipino.	+1	-2	+3	-2	0
I feel comfortable teaching in English.	-2	-1	+2	-4	0
Children cannot learn when education is in a language they do not understand.	+4	+1	-2	+2	+3
We must invest in the mother tongue in order to improve the learning of other languages.	0	+4	-2	0	-1
It is just as easy for children to learn to read Filipino as their mother tongue.	-1	0	-1	-2	0
Mother tongue should only be used as a way to learn Filipino and English.	+1	+2	+1	0	-1
Mother tongue literacy is not useful because there are very few mother tongue reading materials available.	-2	-4	-2	-1	-2
Students in mother tongue-based classrooms have an advantage in learning Filipino and English.	+2	0	-1	0	+2
The mother tongue is not suitable to be used as an academic language.	-3	-3	+1	-3	-3

Students participate more actively in the classroom when the teacher and students are speaking the mother tongue.	+2	+3	+1	0	+2
Students will learn English faster if taught through the mother tongue.	-3	0	-3	+1	+1
Teaching English & Filipino as foreign languages:					
Students will learn a language faster if immersed in that language.	-1	0	-3	-1	+2
I use the same teaching methods in my classroom as were used by my teachers when I was a student.	-4	-3	0	0	-2
I feel comfortable teaching English reading and writing.	-1	-2	0	-3	0
I feel comfortable teaching Filipino reading and writing.	0	-1	0	-2	+1
I understand the process of second language acquisition and apply it when teaching Filipino or English.	0	+1	0	0	+2
I am concerned that I won't receive enough support to successfully implement MTBMLE.	-1	-1	0	+1	-1
Teachers are not equipped to use a foreign language as the medium of instruction.	-2	-2	-1	-3	-3
Role shift from authoritative figure to facilitator of learning:					
The teacher's role is to impart knowledge to the students.	0	+2	+3	+3	+4
Students need to actively participate in the lesson in order to learn.	+3	+1	+1	+2	+1
My goal is to get through the syllabus.	-3	+1	+4	+2	-2
My biggest concern is to help students pass their exams.	0	+2	+2	+3	-3
I am in control of my classroom.	+1	0	0	+2	0
I see myself as a facilitator of learning.	+2	0	+3	+4	+3
The teacher's role is to impart knowledge to the students.	0	+2	+3	+3	+4
Design and use of relevant local language materials					
If I had enough materials, teaching mother tongue would be easy.	+3	+3	+2	+3	+1
Mother tongue teaching and learning materials are difficult to create.	-2	-3	-3	-1	-1
Writing in mother tongue is not difficult.	0	+2	-4	+1	-4

APPENDIX H

FACTOR 1 & 2 HIGHEST AND LOWEST RATED Q ITEMS

Mother Tongue Supporters – Most Agree Statements	
Item	Supporting Statements
1. If I had enough materials, teaching mother tongue would be easy. (1.670)	"Ok, yeah, if I had enough materials, teaching mother tongue would be easy. Yeah, childrens in grade one, they really need visual aids, the way you teach you could show pictures, especially if it is used in mother tongue, they could easily understand." (Fely)
	In response to the question of what kind of support would you like to have and what would be most useful she responded "More materials, more materials to be used in teaching in different learning areas, for example, English, math, Filipino, Civica, because if we have no materials, it's really hard for a teacher to teach the lesson if we have no materials to be used." (Fely)
	"Yes, because our texts in the classroom is made of Filipino or English, so mostly if uh students is a reader, they just read, but they do not comprehend what is written in the texts, so maybe if there are materials that made in their own mother tongue base, maybe they can learn them." (Rosalie)
	"For grade one, it is, we need some storybooks, storybooks translated in Tboli, to their mother tongue, and say for example, in numbers from English – Filipino to Tboli so that they could really understand easily. And a dictionary, Tboli/English dictionaries" (Dinah)
	"Um, Just like when we teach them, when we introduce like example, animals. They don't know when you say, "have you seen any birds" with out using any materials so that they could understand that it is a bird, like picture, you have to show picture so that they understand that it is a bird." (Dinah)
	"when we have materials about that in Mother tongue language, maybe it can help, it can help to improve our teaching, and it can help the pupils to easily understand and learn." (Rosalie)

	<p>"but in my school these last few weeks, we introduced the mother tongue, we have to draw some pictures on the chalkboard and I have to write it in Ilonggo, for example the leaf, the leaf I will write it "da-hon" and that's easy for them to understand. Because if I will show some pictures, if you will ask them what picture is this? They can easily answer in mother tongue, they will say "dahon mam". So I will write immediately the word "dahon". I have few materials, few pictures in mother tongue, but when I draw it in the chalkboard, I will easily write, automatically I will write the word in mother tongue." (Fely)</p>
<p>2. Children cannot learn when education is in a language they do not understand. (1.663)</p>	<p>"Yeah they cannot really understand if for example, the mother tongue in our school is Ilonggo, then you will teach in English, they can understand but, say for example "dog" you introduce first English, some children can recognize what is dog, they can identify what is dog, but some childrens, slow learners, they cannot easily understand what is dog, so you will bring it back to mother tongue, I will say "ido" dog so they can understand, but if you will introduce directly in foreign language, it is hard for them to understand." (Fely)</p>
	<p>"It is because mam, when you are teaching, in the language that they do not understand, they cannot understand, they do not understand. For example, you are saying " a bird" they do have any idea what is a bird if you talk it ...when you say a bird, they do not know what is the bird but when you talk it in their language, this is "ibon" then they will know that this is a bird." (Rosalie)</p>
	<p>"in our school, almost 100% of our pupils are speaking mother tongue, like Tboli language, a dialect that we have, it's very difficult to stick on that 2 languages, English and Filipino, languages because sometimes you could not interact with the pupils, you could not interact with them when you could not speak in their own dialect, so actually, this mother tongue based or multilingual education, is a really great challenge for us teachers, it is because that...um...it is because that...our pupils are not born as , are not born as, what do you call, as an American or a Tagalog, they were born as Tboli pupils, Tboli persons, so it is very difficult if we insist, ok if they come to school and then the teachers insisted that we use only English and Filipino languages, since they were born as that kind of person, example as Tboli person, so we could not totally, what do you call that, we could not insist that they will only use these two dial..languages since they are used to their own dialects, so it is very difficult for teachers toto....communicate, especially in our school we have, the teachers in first grades are not all Tboli like us." (Maria-Lyne)</p>
<p>3. I see myself as a facilitator of learning. (1.271)</p>	<p>"I see myself as a facilitator of learning because I am the one who brings education to the children and I am the one teaching inside my classroom." (Fely)</p>
	<p>"I see myself as a facilitator of learning because I am the one who facilitate to the students in order for them to learn, so as a facilitator you are trying your best in order for them to understand what you want them to understand." (Rosalie)</p>

	<p>"Uh, sometimes a teacher is also a facilitator,...is always a facilitator (is always, ok) in learning, because uh, we have to teach our pupils then we have to offer ourselves for the development of our pupils." (Dinah)</p> <p>"Um...in my classroom as a teacher, I am a facilitator of learning, um because today, the education trend is we are child centered, not a teacher centered but a child centered classroom, so it means, meaning the focus is the pupil itself, we are just um...we as a teacher we just guide them, we just facilitate them, not...we are using what do you call the discovery method in teaching. We teach a child what they learn..ok, we start to teach a child with what they learn.. because for now, the trend of teaching is not spoon-feeding.. we as a teacher are just a facilitator of learning." (Maria-Lyne)</p>
4. Students need to actively participate in the lesson in order to learn. (1.221)	
5. Students participate more actively in the classroom when the teacher and students are speaking the mother tongue. (1.169)	<p>"Yeah, students can participate more actively in the classroom because mother tongue, if we are talking with our pupils in mother tongue, they can easily understand, they can response to our questioning they can understand what is the lesson you had taught." (Fely)</p> <p>"Yes students participate more actively in the classroom when the teacher and students are speaking in the mother tongue Yes because they easily understand you, but when "you are talking in English, maybe they are just watching you, but when you translate it in your mother tongue they will participate actively." (Rosalie)</p> <p>"they're alive when you are using their language, they will follow you, they will understand what you are saying." (Rosalie)</p> <p>"Yeah, it's really what I'm experiencing in my classroom, especially when we have our storytelling, then I translated it in Tboli so the pupils could interact because they really understand what I am telling them. and when I ask questions, they could really answer." (Dinah)</p> <p>when you're speaking in Filipino or English, what does their participation look like then? " Only few could understand, but those especially in grade one, some of them have not undergone kindergarten or day care center, so it is really good to speak in the mother tongue." (Dinah)</p>

	<p>"Um, in my case, um...especially with the ..ok, teaching first graders is very very difficult actually, yes, because you need to have a very very ...um what do you call... long patience, ok so um...if I oftentimes when I have my activity in the classroom, when I conduct an activity in the classroom, almost, ok, almost um.. my pupils are not actively participated in what I am trying to do, or in what I am trying them to do, they are not actively participated on that, it is because sometimes the instruction, especially if the instruction is in Filipino or in English, maybe they have, they could not understand, especially when the class is um...when especially for now, we've just started, I think 3 weeks ago, ok, our class, yes, so it's very difficult for them to understand, how I try to convey them that this is the way ok, but if, it is because I always think, even I, even me as the Tboli teacher, I always confuse, if I always use my dialect to my pup.. in communicating with my pupils, maybe they will not learning English or Filipino anymore, that's the confusion that I have" (Maria-Lyne),</p> <p>"ok, so sometimes I, I, I used to communicate with them through English and Filipino languages, the two languages, but based on my experience, it's very hard, it's very difficult for my pupils to understand what I am trying them to do, since, example, if I give them some instructions that we are having our activity like this, we will group yourself like this, they are just looking at me, they are just looking at me, if I give my instructions in English and Filipino, but when I go to their level, when I go to their level, when I use mother tongue approach to them – oohh—that's the time that you could see the pupils are eager to, yes, to do what you are going, what you are trying them to do, they are very eag, they are eager to hands on on that activities since they understand you and the way you communicate to them because uh, when I use my dialect, so it's easy for us to communicate, and then the activities in the classroom, are eas, the activities in the classroom is just very easy and sometimes they have a great fun with the activities especially those first grades because sometimes they just want to, they just want to play" (Maria-Lyne),</p> <p>or when I am having a story telling, I used to have a story telling in my classroom, when my pupils are very busy doing something or when they are not listening to me anymore, I will just get some Big books, and "then some story books and then have the story told to them, but the story ok, in the story books are not written in our own dialect, it is written in English or Filipino, but what I am trying, what I am trying is, is I do not read anymore the English or Filipino passage in the book, I just read it to myself only and then have it told to the pupils it is already translated to our own dialect when I do story telling, and then the storytelling is told in our own dialect, oohh, the pupils are really, they are listening and they keep on telling, referring the character in the story in their own in their own lives, they keep on referring it , they are really, they are very very interesting, interested to listen to the story," (Maria-Lyne)</p>
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Mother Tongue Supporters – Least Agree Statements	
Item	Supporting Statements
1. The mother tongue is not suitable to be used as an academic language. (-1.876)	"It is suitable for teaching academic language because the reason is childrens can understand easily. They can speak, they can understand, they can comprehend." (Fely)
2. I use the same teaching methods in my classroom as were used by my teachers when I was a student. (-1.642)	"It's because.....it is because times today is not like before, so you teach and globalization also, not only in what you learn before, but you need to improve teaching in order for the student to cope up in the global globalization" (Rosalie)
	What do you remember about how you were taught? "Uh....before when when a pupil, uh, cannot learn, the teacher will easily, will easily, (reprimand) but now as a teacher you need patience, more challenge for the pupils, before um it's just only the teacher was talking and talking and talking but now there is interaction between the teacher and students, you need to exchange ideas for the pupils, you must get their ideas, you must you must be....you must give the opportunity to the pupils to discover." (Rosalie)
	"Yeah I disagree with that because our trend is not always the same, and we learn new techniques, new methods in teaching as years pass by. Sometimes what we learn today is not applicable tomorrow." (Dinah)
	What was the general trend when you were in school? "Just like during our years in school, usually our teachers just teach us directly, we alphabetical, you just memorize it and just unlike now, we have some uh...methods or some materials, new materials, just like Distar, the sounds, and we have a lot of materials provided by the DepEd to follow just like the BEAM and other from the SAVE." (Dinah)
	"Actually when um I were in school, it's um...what do you say....it's it is sometimes in our school it's very difficult to ..if I said I will apply every now and then ...what do you call.. the method that I mentioned earlier..the discovery method.. but often times I applied it because sometimes my pupils came from remote areas and basically they are not exposed to what do you call, to competent world, they are not exposed to that, so sometimes if in your lesson you want to ask them..example, my lesson is about..my lesson is about, it is just an example, my lesson is about computer, if I want to ask them what computer is all about, so it's totally blurred, ok, they could not answer me that the computer is like this or like that, because how could I apply the discovery method that I have since they have no idea what I am saying ok, what my lesson is all about, they have no idea since they are not exposed to that material." (Maria-Lyne)

3. Teachers are not equipped to use a foreign language as the medium of instruction. (-1.476)	"Foreign language is, attitudes can, teachers are equipped also to use foreign language, if the students are in the higher levels of education but in the first grader, mother tongue is really important and it is very useful for the teacher to use because childrens are in low education yet, if they can reach secondary or college level, teachers are equipped also to use foreign language because English is international language." (Fely)
4. Mother tongue literacy is not useful because there are very few mother tongue reading materials available. (-1.455)	"I disagree with this statement because for me, I could easily teach mother tongue because our community is just my co-tribe so I can teach them easily." (Dinah)
	"It's only less materials that I would use because they really understand what I am saying to them (right, yeah, that's true)...so they could easily understand, because we understand our language. (right)" (Dinah)
5. Mother tongue teaching and learning materials are difficult to create. (-1.189)	

<p>6. I feel comfortable teaching in English. (-1.126)</p>	<p>"uh actually the instructions in reading and writing Filipino or English is very much very much easy, but, because you just teach them ok...this is "a" this is " " ok, and in writing ...the is the small a, then you just instruct them the stroke of the letters, but in teaching vocabulary to the pupils, it's very difficult if you just teach them purely in English or Filipino since they couldn't understand, but in my classroom, I am teaching vocabulary both in English and Filipino, using the mother tongue approach. For example if I said, first I will draw, ok, first in my classroom, since I am teaching, since I undergone training in the Distar approach, (the what approach), the Distar approach (Distar) ok, in that approach, one of the approach is what do you call that, before, included it, the distar approach is both Distar language and Distar reading, so in our Distar language, we're using ok, we are using vocabulary, we are teaching vocabulary, example, ok, one of the approach on that is object identification, if I said, what is this? Example, if I would like the pupils to identify a ball pen, and then I will say, "what is this", I will speak first, what is this "a ball pen", again, "a ball pen", say the whole thing, "this is a ball pen". So it is instilled in the minds of the pupils that this is a ball pen, that the real ball pen is that is already a ball pen, a ball pen is not a chalk, a ball pen is not an eraser, a ball pen is a ball pen. Ok, so um....so when when I and then after that object identification, I draw a ball pen, example, this day I used the real ball pen, and then the following day, I have the ball pen drawn on the board, and then I ask "What is a ball pen" (in our own dialect), they can answer me because they have already identified that that is a ball pen, that the picture or the object that I am showing to them is a ball pen. So in teaching vocabulary it isvery....very important to know the dialect of the pupils, because sometimes um...if the teacher is not really good in drawing or, yes, the real object is different from the drawing of the teacher in the board, so...(laugh)...it's very easy or its very easy if you just tell them that a pencil is like, a pencil is ...this is a pencil in our dialect this is an eraser in our own dialect, this is a flower in our own dialect, a flower is ok, is in English language this is flower, in our own language, a flower is bulo, so that is (laugh)...." (Maria-Lyne)</p> <p>"Yeah it should be, as you said you have to immerse (these in?) either in English or Filipino so that our (language?) could be competent to other pupils in terms of their..or in terms of communication." (Dinah)</p> <p>"It is because when you are just teaching in English, your pupils will just look at you, just looking at you, what are you saying." (Rosalie)</p> <p>"What I've said a while ago, that if we are teaching English English, then the pupils cannot understand, it is not comfortable for teacher also. Because the reactions the childrens cannot actively participate because they don't understand what the teacher is teaching about or talking about." (Fely)</p>
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Mother Tongue Resister – Most Agree Statements	
Item	Supporting Statements
1. My goal is to get through the syllabus. (1.919)	"My goal is to get through the syllabus. I'm interested to learn the strategies and techniques in teaching in using mother tongue, that's why I want to finish the syllabus."
	when you hear syllabus, what does that mean to you? "Something of lesson plan "
	"Maybe, I think mam, the syllabus that I'm thinking is the plan for the whole year, and then the lessons for everyday. "
	And so for you in your teaching, the most important thing is to make sure you get through that you get through that yearly plan and the daily lessons? (yes, yes)
	"The syllabus for mother tongue maybe mam, is , we can understand or interpret in English or Filipino, as well as we as teachers can also speak to their to the mother tongue, that they are using."
2. I feel comfortable teaching in Filipino. (1.439)	of the three languages, Filipino, English and mother tongue, you feel the most comfortable in Filipino (yes, yes)
3. The teacher's role is to impart knowledge to the students. (1.439)	"As a teacher mam, as a teacher you have to impart knowledge to the pupils. Not only the academic one but also the moral values."
4. I see myself as a facilitator of learning. (1.439)	"Inside the classroom mam, as a teacher, I have also, I have to facilitate, not to dictate to the pupils what they should do. I have to facilitate only the activities and instruct them what to do for the for that subject matter or lesson." Why is it important to you that you facilitate and not, as opposed to dictate? "Because they can easily learn by their own mam, by their own experiences and they can create their own ideas about that subject matter that I want them to impart."
5. Teaching literacy in the mother tongue is an added challenge. (.959)	"I'm challenged to teach literacy in mother tongue mam, because most of our pupils cannot understand and translate it into Filipino or English, I'm challenged to use maybe someday the mother tongue and...and test if it is effective, it is more effective if you use the mother tongue or the Filipino that we used in teaching."

6. I feel comfortable teaching in English. (.959)	and you say you feel comfortable teaching in English, using English as the language of instruction? "Yes mam because there are subjects that it is difficult to teach especially in math, It's easy for me to teach in English"
7. My biggest concern is to help students pass their exams. (.959)	"I'm struggling with this mam, because most of the pupils cannot understand yet, the process even though you instruct them to circle, others cannot understand if you say multiple choice, you have to circle only one answer, most of the pupils circle all the answers, probable answers, that's why we are trying to practice them to take the exam."
8. If I had enough materials, teaching mother tongue would be easy. (.959)	"Maybe mam, something that I want to add to this is the use of visual aids. (ok) as one of the useful materials in teaching. I did not read anything of visual aids "
	"Like using television maybe and...other created materials." "And the manipulative materials for children."
	"Example mam, one object the cow, they cannot understand the word "cow" what is a cow. And then if you speak in Filipino also, they cannot understand also, you have to picture up, or show them a picture so that they can understand, that's why I want to..."

Mother Tongue Resister – Least Agree Statements	
Item	Supporting Statements
1. Writing in mother tongue is not difficult. (-1.919)	"Yes, it's difficult for us to write because we cannot, it's more easy for us to write mam than to speak, because some words we can know and we can understand we have heard already to the pupils, we can also understand, but in speaking, it's hard for us to speak fluently and explain it to them, but in writing maybe we can write it. In simple words."
2. Mother tongue teaching and learning materials are difficult to create. (-1.439)	"We have not yet started mam, but our visual aids we are making it in their, we are writing it in their mother tongue, and then at the same time in Filipino." But you find that it's a bit difficult? "Yes, mam, because we need to research, or ask someone to interpret for us. "
3. Students will learn a language faster if immersed in that language. (-1.439)	"Maybe they can learn it faster mam, if we concentrate only with one language but for us it's not only one language that we are using, that's why it's not fast for them to learn the, especially the English language, but for the Maguindanaon, it's more faster to learn than for the Filipino language, than the English." What do you think is the best way to teach the students language? "We have to translate it mam, and then show them pictures, real objects about that, and then we will translate it in Filipino and English. That's the way we are using so that they can learn easily the words or we have to make examples, we use it in sentences and examples so that they can easily learn."
4. Students will learn English faster if taught through the mother tongue. (-1.439)	"How can she learn faster in English mam? Because they are used to speak in their own language, it's more difficult for them to understand English." "For us mam as a Filipino, we have to translate it first in Filipino before in English, that's why it's not too fast (to go from the mother tongue to Filipino and then to English, ok) Yes, it's more easy for us to teach or translate, teach English through translating Filipino to English not from mother tongue."

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