

THE CONVERSATIONAL PREPAREDNESS OF TEACHERS IN TEACHING MOTHER TONGUE – BASED MULTILINGUAL EDUCATION SUBJECT

TAWAGEN, JANE I.

Tawagen, Jane I., Benguet State University, Philippines.

E-mail: iminganjane@gmail.com

Abstract: The study aims to determine the conversational preparedness of Mother Tongue Subject Teachers specifically in grammar preparedness, sociolinguistic preparedness, and strategic preparedness in purposively chosen public schools in Baguio City. The Canale and Swain (1980) Communicative Competence determined the Level of Conversational Preparedness and the Level of Competence in Conversational Preparedness. The Pearson Product Correlation was used to test the correlation between the level of conversational preparedness of Mother Tongue Subject Teachers and the level of competence in conversational preparedness of Mother Tongue Subject Teachers.

From the quantitative analysis of the data, the finding showed that the MTB-MLE Subject Teachers in public schools in Baguio City are advance; particularly advance in grammatical preparedness; along with sociolinguistic preparedness was intermediate; along with strategic preparedness is a beginner. There is a moderate significant difference in the level of conversational preparedness along with grammatical preparedness, sociolinguistic preparedness, and strategic preparedness when compared according to non-mother-tongue users and mother-tongue users. Specifically, significant differences occurred along grammatical preparedness and sociolinguistic preparedness. Otherwise, there is no significant difference along strategic preparedness. The overall level of competence of Subject Teachers teaching mother tongue in conversational preparedness is moderately competent. Specifically, along with grammatical preparedness, sociolinguistic preparedness and strategic preparedness is moderately competent. There is a small significant difference in the level of competence along grammatical preparedness, sociolinguistic preparedness, and strategic preparedness when compared according to non-mother-tongue users and mother-tongue users. Specifically, significant differences occurred along sociolinguistic preparedness and strategic preparedness. There is a positive correlation between the level of Preparedness of mother tongue subject teachers and the level of competence of mother tongue subject teachers in conversational preparedness.

Keywords: conversational, preparedness, MTB-MLE, subject- teachers.

I. INTRODUCTION

Conversational preparedness in mother tongue requires an individual to know vocabulary, functional grammar, and the functions of language. That is, a language user needs to use the language not only correctly but also appropriately. Moreover, language user have the ability to communicate.

Cenoz (2015) stressed that conversational preparedness in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts, and opinions in both oral and written form (listening, speaking, reading, and writing). It is the skill to interact linguistically in an appropriately and creatively in a full range of societal and cultural contexts in conversation.

Culture is the essential ingredients of conversational preparedness. Bucker et al. (2014), defined cultural intelligence as “a system of comprehension and preparedness, associated with cultural metacognition that allows people to adapt, to select, and shape the cultural aspects of their environment.” An understanding of the sociolinguistic background of the language user can produce conversational conflict. For instance, the Mother Tongue Subject Teacher who is non- Iloko language user translates the language to his/ her mother tongue such as the term “ikit” it means “aunt” for Ilocano while for Kankana-ey means “grandmother” so if the MTB-MLE Subject Teacher is a Kankana-ey and without formal training for Iloko language, encounters this word in Ilocano. It is no doubt that the Mother Tongue Subject Teacher may be conveying the wrong concept.

Teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in a multilingual place like Baguio City is quite a challenge for a Mother Tongue Subject Teacher. For example, a non- Ilocano Subject Teacher teaching in one classroom in a public school whose learners have different mother tongue (Kankana-ey, Ibaloi, Pangasinense, Maranao, Tagalog, Ilocano, and English) need to teach Iloko language which is not quite familiar to him/ her. Another situation is a non – Ilocano Subject Teacher teaching in one classroom in a private school whose learners are more competent in English and Filipino languages than in the Iloko language. As per DepEd Order No. 13, s. 2015, the “Komisyon ng Wikang Pambansa” chose Iloko as the medium of instruction and as a learning area under MTB-MLE in the Schools Division of Baguio City (Division Memorandum No. 513, s. 2018).

When the Philippine Education embraced the K-12 curriculum, the policymakers also recognized the use of teachers’ first language that is the teacher’s mother tongue through the Republic Act No. 10533 or Enhanced Basic Education of 2013. Multilingualism started to develop in the education sector. Mother Tongue-Based Multilingual Education (MTB-MLE) is certified or non-certified learning in which the teachers’ mother tongue and supplement languages are utilized in the classroom (Mother Tongue Curriculum Guide, 2013). The triumph of Mother Tongue-Based Multilingual Education (MTB-MLE) programs depends on an enormous part of the teachers in the classroom. Teachers play a huge part in the implementation not only mother tongue instruction policy but also of other educational reforms at the classroom level.

REFERENCES

- [1] BUCKER, J., O. FURRER, E. POUTSMA, and D. BUYENS. 2014. The impact cultural intelligence on communication effectiveness, job satisfaction and anxiety for Chinese host country managers working for foreign multinationals. 25(14). <http://doi.org/10.1080/09585192>. Accessed on July 2, 2020.
- [2] CENOZ, J. 2015. Multilingual Education Between Language and Translanguaging. University Printing House, Cambridge CB28BS, United Kingdom
- [3] MOTHER TONGUE CURRICULUM GUIDE. 2013. Department of Education DepEd Complex, Meralco Avenue Pasig City
- [4] MULTILINGUALISM IN THE CLASSROOM. 2015. https://www.open.edu/openlearncreate/pluginfile.php/294900/mod_resource/content/2/LL12_AIE_Final.pdf. Accessed on August 5, 2020