

# The Attitudes, Usage, and Role of Mother-Tongue Based-Multilingual Education in Pedagogical Teaching among Primary Level Teachers in Marawi City

Sittie Hassanah T. Pundaodaya<sup>1\*</sup>, Alaysah H. Ali<sup>1</sup>

<sup>1</sup> Mindanao State University - Main Campus

\* [pundaodaya.st341@s.msumain.edu.ph](mailto:pundaodaya.st341@s.msumain.edu.ph)

Date Submitted:

**May 10, 2026**

Date Accepted:

**May 15, 2026**

Date Published:

**June 01, 2026**

DOI:

**10.5281/zenodo.20491926**

## ABSTRACT

This study examined the attitudes of primary level teachers in Marawi City toward the use of Mother Tongue-Based Multilingual Education (MTB-MLE) in pedagogical teaching. Specifically, it focused on the teachers' perceptions, classroom practices, and challenges encountered in the implementation of MTB-MLE. The study aimed to determine the effectiveness of using the mother tongue as a medium of instruction in improving students' understanding and academic performance. The researchers employed a mixed-method approach, combining both quantitative and qualitative research designs. The quantitative approach was used to gather numerical data regarding the opinions, attitudes, and practices of primary level teachers toward MTB-MLE. The findings

revealed that the respondents generally had positive attitudes toward the use of MTB-MLE. Teachers believed that students learned more effectively when lessons were delivered using a language familiar to them. The use of the mother tongue also improved classroom interaction, comprehension, and comfort among both teachers and students, particularly at the primary level. Most respondents agreed that MTB-MLE was effective in giving instructions and facilitating learning. Based on the results, the study concluded that MTB-MLE plays an important role in promoting meaningful and effective learning experiences. However, challenges in implementation remained evident, emphasizing the need for continuous support and improvement. Therefore, the researchers recommended strengthening teacher training programs, developing quality instructional materials, and enhancing policy support to ensure the successful implementation of MTB-MLE and contribute to a more inclusive and culturally responsive education system in Marawi City.

**Keywords:** *Attitudes, Mother-Tongue, Language, Teaching*

## INTRODUCTION

In the realm of education, the integration of language plays a pivotal role in shaping pedagogical practices and fostering effective learning environments. Relative to this, Puno, de Guzman and Ferrer (2023) see language as a key to communication, for it can create barriers to equality or open doors to new opportunities; it makes connections and breaks them, and it brings people together and may lead to conflict.

As diverse linguistic landscapes continue to define educational contexts, the embarks on an exploration of the nuanced interplay between language, teaching strategies, and attitudes among primary

level educators. Research shows that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension. And most importantly, multilingual education based on the mother tongue empowers all learners to fully take part in society. It fosters mutual understanding and respect for one another and helps preserve the wealth of cultural and traditional heritage that is embedded in every language around the world.

The implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) Policy in 2012 brought forth changes in the Philippines education realm specifically in all public schools. (Berowa & Agbayani, 2019). The MTB-MLE is a formal or non-formal medium of communication, in which the learner's mother tongue and additional languages are used in the classroom. The MTB-MLE is a program where the medium of instruction is the mother tongue or the first language (L1) of the learners (Aggabao, Bernardo & Tarun, 2018). The use of native language as a medium of instruction have always been a debate for many people. However, researchers have shown that mother-tongue is an effective language in teaching as it allows the students to participate more in the classroom and enable them to interact with teachers and peers. Starting in the language they know best allows pupils to create a strong foundation, which subsequently enables them to make an effective transition into other national or international languages in due course (Asia Multilingual Education Working Group, 2014 as cited in Puno, de Guzman and Ferrer, 2023).

However, despite the effectiveness of mother-tongue as a medium of instruction in the Philippines, Naom and Sarah (2014), as cited in Berowa and Agbayani (2019) argued that its effectiveness, even in the other parts of the globe, will be realized only when it does not solely focus on the implementation of the new program but also centers on the attitudes of the teachers about the policy. The success of Mother Tongue-Based Multilingual Education (MTB-MLE) programs, as well as the overall quality of education, largely depends on the teachers who implement instruction in the classroom. Thus, teachers are not only the conduits of knowledge but also the architects of a vibrant and engaging learning environment. A successful educational policy must recognize the pivotal role teachers play in shaping the educational landscape and consider their expertise, insights, and feedback in its formulation.

Therefore, this study seeks to unravel the attitudes of primary level teachers towards its usage and implementation in pedagogical practices. By delving into the educators' perspectives, examining the practical applications, and discerning the perceived roles of mother-tongue-based multilingual education, this research aims to contribute valuable insights to the discourse surrounding language-inclusive teaching methodologies. The pivotal role of language in the early stages of education cannot be overstated, particularly in diverse cultural contexts like Marawi City. This study is not only poised to enrich the existing body of knowledge on multilingual education but also to inform policy decisions that can positively impact the teaching and learning experiences within the primary education landscape

## **Literature Review**

### ***Mother Tongue-Based Multilingual Education Policy***

The important role of language is beyond debate. It is a reasonable conclusion to say that success of any educational process relies much on the language to be used because it is instrumental in the transmission of knowledge. The language of instruction plays a crucial role in the learners' educational development, and is essential in the realization of communication and understanding between and among teachers and students (Ejeh, 2004). MacKenzie (2009, cited in Alieto) as language means culture, multicultural settings mean multilingual contexts. The richness of cultural and linguistic characteristic of a multicultural society posts challenges in the development of language in education policies. The Philippines, being a multicultural society, is faced with the concern of determining what language to use in the classroom where learners come from diverse cultural orientations and backgrounds.

Language-in-education policy becomes a recent tendentious concern in the context of the Philippines as it has recently adopted the Mother Tongue based Multilingual Education or the MTB-MLE. This is an educational policy that uses the first language or the mother tongue of the child in early education (Alieto, 2018).

MTB-MLE is a language-in-policy in education implemented by the Philippine National Government through one of its education agencies, the Department of Education (DepEd, 2016; Gempeso & Mendez, 2021). It has been implemented since 2012 (DepEd, 2012). It has been for the Kindergarten through Grade 3 in almost all subject (DepEd, 2016). Filipino and English subjects are exceptions (DepEd, 2016). At first, there were twelve languages as a mother-tongue to be used in schools (DepEd, 2012)—Bikol, Chavacano, Hiligaynon, Kapampangan, Ilocano, Maranao, Maguindanaoan, Pangasinense, Sinigbuanong Bisaya, Tagalog, Tausug and Waray— however, seven more languages were added in 2013—Aklanon, Ivatan, Kinaray-a, Sambal, Surigaonon, Yakan, and Ybanag (DepEd, 2013)—and that makes nineteen languages altogether. (Rozales, 2022)

### ***The Attitudes of Teachers towards MTB-MLE***

According to all the teacher respondents of Anudin (2018), the use of Chavacano as LOI does not produce a better performance among the learners in subjects like Math and Science. Also, majority of the respondents do not believe that Chavacano will lead the learners to easily learning the English language. However, on the other hand, the respondents hold the view that the use of mother-tongue would have a positive impact on the academic advancement of the learners. Chavacano, as a vernacular, is widely spoken in Zamboanga City where Anudin (2018) conducted his study.

In 2018, Alieto conducted research entitled “Language Shift from English to Mother Tongue: Exploring Language Attitude and Willingness to Teach among Pre-service Teachers.” The study indicated that respondents are showing a little positivity towards the mother tongue. For the said study, two main reasons were accounted for the findings. One is the expectation of parents that their children learn English because it gives better chances for employment which pressures the respondents, and the sets of training given to the student teachers which was in English. Additionally, the respondents perceived the mother tongue use in education as a policy to be realized. The possible reason to this is that the use of mother tongue will usher the understanding in so far as the discussion of the class is concerned and that students would not parrot without understanding words, phrases, or sentences which is very much evident in primary education that do not use the mother tongue.

Tonio and Ella’s study in 2019 which focuses on the attitudes of pre-service teachers towards the use of mother tongue as medium of instruction revealed that pre-service teachers agree that the use of mother tongue in Grades 1-3 is good in principle and that its use as a medium of instruction in Grades 1 to 3 would enable teachers to express themselves clearly and would make the lessons interesting to pupils, thus allowing pupils to understand the lessons easily. Likewise, pre-service teachers view the use of mother tongue as a way to enable parents to take part in the learning of their children. However, pre-service teachers also realized that the use of mother tongue as medium of instruction in teaching all the subjects in Grades 1 to 3 is not feasible since pre-service teachers agree that it is impossible to translate in mother tongue all the technical terms and expressions in their subjects, not to mention the difficulty to produce textbooks in mother tongue that could help them in teaching.

Similarly, the study of Berowa and Agbayani in 2019 resulted that the respondents have a favorable attitude regarding the mother tongue despite of the challenges in terms of the availability of books, dictionaries, and learning materials.

However, the study of Andrino and Arsenal in 2022 shows that that teachers in the secondary and senior high school levels have unfavorable attitude towards the implementation and use of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy. Based on the findings, it is safe to claim that high school and senior high school teachers disagree on the notion that the use of mother tongue as the

language of instruction in Grades 1-3 is in good principle as they believe that it will not make the lessons interesting to students, and that it will not enable them to understand their lessons easily.

### ***Language on Education***

According to Mustapha and Argungu (2019) instructional language involves the process of sharing ideas, knowledge, skills and attitudes between the teacher and the learner in the classroom situation the way and manner the teacher is able to pass across the ideas skills and knowledge goes a long way in helping learners. If the language is one with which the learners are familiar communication is enhanced and learners can participate actively in the learning process on the other hand if the language is strange to the learners learning may be adversely affected.

Language plays a very important role in human life. It is the light of mind. It shapes thoughts and emotions and determines one's perception of reality. Language is the road map of a culture. It tells you where its people are coming from and where they are going. English medium has created a brain fog in our children putting an undue stress on them. They have become crammers and imitators. They have been rendered incapable of producing original thoughts, they have lost their power of expression and these English –educated students are incapable of infiltrating the learning to the family or the masses. The English medium has practically made our students foreigners in our own land (Sardeshpande, 2020).

Qorro (2006, as cited in Patrick) believe that only the language which teachers and students understand can effectively function as the language of instruction. In fact, only when teachers and students understand the language of instruction are able to discuss, debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge (Patrick, 2020).

### ***Role of Mother tongue***

As mentioned by Sardeshpande (2020) Though all natural languages are capable of expressing sublime thoughts, modern scholars believe that the language one acquires as the mother tongue is the best medium for transmitting information, ideas, and knowledge. The concepts presented in the mother tongue are grasped much easier than any language that one learns later through formal instructions. The mother tongue is to the mind as blood is to the body. Therefore, teaching children in the mother tongue can produce better results.

The researchers aimed to address the central research question of the Attitudes, Usage, and Role of Mother-Tongue Based-Multilingual Education in Pedagogical Teaching among Primary Level Teachers in Marawi City. Hence, this study aims to answer the two questions:

1. What are the overall attitudes of the primary level teachers towards the use of MotherTongue inside the classroom?
2. What are the factors affecting their attitudes towards Mother-Tongue?

## **METHODS**

### **Research Design**

The researchers used both quantitative and qualitative (mixed-method) approach to collect the opinions and perception of the Primary level teachers on the Attitudes, Usage, and Role of MTB-MLE in Pedagogical Teaching. Quantitative is appropriate and suitable to establish causeand end effect relationships, to testing hypotheses and to determining the opinions, attitudes and practices of a large population. The researchers used this approach since it allows them to gather numerical data that can be analyzed to draw solid conclusions. This helps to make more informed decisions and recommendations based on concrete evidence. On the other hand, qualitative design was observed through the use of written interview. Hence, this design allows to collect data in a structured and systematic way, providing a clear picture of the teachers' perspectives on this topic.

### **Research Locale**

The study was conducted in three (3) different schools in Marawi City Lanao del Sur. Hence, these schools were chosen for ease of access to the research participants. One (1) of which is public schools, Amai Pakpak Central Elementary School, and two (2) of which are private schools, AL-Khwarizmi International College SLS and Philippine Integrated School (PIS) which contains diverse of students and teachers. Diversity is important in this study since it allows the researchers to capture a wide range of perspectives, experiences, and insights. By including participants from diverse backgrounds, researchers can better understand the various factors that influence attitudes, usage, and the role of MTB-MLE in pedagogical teaching.

### **Participants**

The participants of this study were 30 primary level teachers from Amai Pakpak Central Elementary School, AL-Khwarizmi International College SLS, and Philippine Integrated School (PIS). The researchers chose these teachers to further investigate their attitudes regarding the use of mother-tongue inside the classroom as well as the role it plays in the everyday life of their pedagogical teaching. In addition to knowledge, excellence and experience, they have the ability to communicate and express their insights as they are believed to be one, among many people who were more exposed towards the use of mother-tongue in the field of teaching.

### **Instrument of the Study**

#### ***Questionnaire***

The researchers employed a survey questionnaire to gather the data needed from 30 primary level teachers both from public and private schools of Marawi City Lanao del Sur. The research questionnaire is divided into two parts. In part one, the participants were asked to provide their personal information which includes their name, gender, age, ethnicity, and year of service. Meanwhile, the part 2 of the questionnaire was adapted from Berowa and Agbayani (2019) which consisted of twenty (18) questions regarding the attitudes of Ilocano teachers towards Mother-tongue Based Multilingual Education (MTBMLE) policy. The research questionnaire opted 4- point Liker Scale that carried from Strongly Disagree (1) to Strongly Agree (4).

#### ***Interview***

The second gathering tool used was a written interview. In order for the researchers to better understand the Attitudes, Usage, and Role of MTB-MLE in Pedagogical teaching as well as the factors affecting their attitudes. Accordingly, interviews help the researchers explain, explore research subject's opinions, behavior, experiences, and phenomenon. Interviews was used in the study as it was a big advantage in obtaining the data and clarify participants' responses, leading to a deeper understanding of the topic.

#### ***Procedure***

Purposive sampling was used in this study to select participants who possessed characteristics relevant to the research objectives. The researchers chose primary level teachers as respondents because they were considered suitable and capable of providing the needed information for the study. This sampling method allowed the researchers to focus on participants who fit a particular profile related to the study.

The researchers first secured permission from the school head before conducting the survey. After the approval, questionnaires were distributed to the respondents, and the purpose of the study was explained to ensure proper understanding and avoid confusion. Participants were given enough time to answer the questions, after which the questionnaires were collected immediately. The researchers also expressed gratitude for the participants' cooperation an contribution to the success of the study.

### Methods of Analysis

The collected data, obtained through questionnaires, underwent tabulation, computation, and analysis using descriptive statistics, particularly the mean and standard deviation. These statistical tools were used to interpret the significance of each statement and variable in the study.

In addition, the factors were categorized according to teachers' perceptions, classroom practices, and teachers' challenges. The researchers conducted one-on-one written interviews with teachers handling primary levels to gather relevant data regarding the implementation of MTB-MLE. Through this process, the researchers gained deeper insights into the challenges and opportunities related to MTB-MLE in Marawi City.

### RESULTS AND DISCUSSION

Table 1. *Attitudes towards the use of Mother-Tongue Multilingual Education*

Item	Mean	Description
1	3	Agree
2	2.96	Agree
3	2.86	Agree
4	3.1	Agree
5	1.96	Strongly Disagree
6	3.43	Strongly Agree
7	3.06	Agree
8	3.1	Agree
9	3.36	Strongly Agree
10	3.33	Strongly Agree
11	3.36	Strongly Agree
12	3.43	Strongly Agree
13	3.13	Agree
14	3.1	Agree
15	2.93	Agree
16	2.8	Disagree
17	3	Agree
18	1.8	Strongly Disagree

**Note:** *Scale: 1.00 – 1.74= Strongly Disagree; 1.75 – 2.49= Disagree; 2.50 – 3.24= Agree; 3.25 – 4.00= Strongly Agree*

As shown in the table 1, the mean score of almost all the statements indicate that majority of the primary teachers have favorable and positive attitudes towards the use of mother-tongue inside the classroom. This means that the use of mother-tongue language in their pedagogical teaching is very effective for the learners, and teachers' view this as a tool for instruction. It can also be concluded that learners learn and interact more in classroom when the language used in their learning is the language they already know. This indicate the idea that success of any educational process relies much on the language to

be used because it is instrumental in the transmission of knowledge (Ejeh, 2004). From the items, there are statements that were highly agreed by the respondents as shown in Table 2.

Table 2. *Statements Accepted by the Participants*

Items	Mean	Descriptive Interpretation
6. <i>Students participate more actively in the classroom when the teacher and students are speaking the mother-tongue.</i>	3.43	Strongly Agree
9. <i>I feel comfortable teaching in Mother-tongue.</i>	3.36	Strongly Agree
10. <i>I feel comfortable in teaching Filipino.</i>	3.33	Strongly Agree
11. <i>I feel comfortable teaching in English.</i>	3.36	Strongly Agree
12. <i>Children cannot learn when education is in a language they do not understand.</i>	3.43	Strongly Agree

**Note: Scale:** 1.00 – 1.74= Strongly Disagree; 1.75 – 2.49= Disagree; 2.50 – 3.24= Agree; 3.25 – 4.00= Strongly Agree

As presented in Table 2, the participants highly agreed to the statements 6, 9, 10, 11, and 12 which illustrated with the idea that using mother-tongue as a language inside the classroom helps the learners learn and interact with others and the teachers are confident in using mother-tongue as part of their teaching process. According to Berowa and Agbayani (2019) the language used as a medium of instruction plays a very significant role for teachers to effectively impart their knowledge and for the learners to better understand what are being communicated to them. In this investigation, primary teachers is seen to have a strong belief that mother-tongue plays a pivotal role in teaching and learning, and that native language is a way for the students to be more active and participative without feeling excluded. This conclude how language is important in education as it will affect the learning of students. Education in mother-tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension. The importance of mother-tongue inside the classroom was also articulated by the following participants:

**PARTICIPANT 1:** *Using mother-tongue in the classroom is very important as it will help the students in terms of communication and learning. Mother-tongue in education plays an important role for learners as it is their foundation of knowledge and in understanding the lesson.*

**PARTICIPANT 4:** *Mother-Tongue, is important for children, especially from a very young age to know their roots. Using it in teaching really helps to make our students understand our topics better. It does help in creating the best results or in helping the students be the best they can academically.*

Generally, the participants believe that the use of native language inside the classroom is effective as it not only fosters the minds of the students but also provide an understanding of how they will achieve and understand their lessons, which help them in their academic success. In addition, the participants see mother-tongue as an important tool in education, and students will better learn if the language used in the classroom, both in communication and in teaching is the language they are capable of using with. This asserts the idea of Qorro (2006, as cited in Patrick) who believes that only the language which teachers and students understand can effectively function as the language of instruction. In fact, only when teachers and students understand the language of instruction are able to discuss, debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge. In addition, this will help them learn easily and participate more in any classroom activities. Moreover, when children are taught in a language they don't understand, it creates a significant barrier to learning. Language is a fundamental tool for communication and comprehension, and without a clear understanding of the language used in education,

children may struggle to engage with the material, leading to a potential disconnect and hindrance in their overall educational development.

Apart from widely accepted statements, Table 3 also highlights statements that participants disagreed with during the presentation.

Table 3. *Statements Disagreed Upon by the Participants*

<b>Item</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
5. <i>The mother-tongue is not suitable to be used as an academic language.</i>	1.96	Strongly Disagree
16. <i>Mother-tongue literacy is not useful because there are very few mother-tongue reading materials available.</i>	2.8	Disagree

**Note: Scale:** 1.00 – 1.74= Strongly Disagree; 1.75 – 2.49= Disagree; 2.50 – 3.24= Agree; 3.25 – 4.00= Strongly Agree

As presented in Table 3, the statements 5 and 16 were highly disagreed by the participants. The statement “The mother-tongue is not suitable to be used as an academic language” got the lowest mean score. This means the participants of this study disagreed with this statement as they believe that mother-tongue is suitable to be used as an academic language. Utilizing a language familiar to children enhances the learning process, fostering effectiveness. Classroom research underscores the significant connection between the language of instruction and the interactive, participatory, or learner-centered dynamics within the class. Research by Laitin, Ramachandran, and Walter (2015) demonstrate that comprehension of instructional content boosts children’s motivation to stay engaged in school. Also, as stated by Mustapha and Argungu (2019) if the language is one with which the learners are familiar communication is enhanced and learners can participate actively in the learning process. On the other hand, if the language is strange to the learners, learning may be adversely affected. Thus, this study concluded that mother-tongue is suitable as an academic language.

In addition, the second lowest mean score is found in the statement “Mother tongue literacy is not useful because there are very few mother-tongue reading materials available”. The significance of materials like books in learning one’s mother-tongue within the classroom cannot be overstated. Reading materials such as books serve as invaluable resources that facilitate language and comprehension. They provide a tangible foundation for language skills, aiding students in grasping vocabulary, syntax, and cultural nuances inherent in their mother tongue. However, despite the challenges posed by the lack of reading materials and textbooks, participants maintain a steadfast belief in the utility of mother-tongue literacy. This resilience suggests a recognition of the intrinsic value that learning in one’s native language holds, transcending the limitations imposed by resource constraints. The participants’ commitment underscores the enduring importance of mother-tongue education, emphasizing its role in fostering meaningful learning experiences and cultural connections, even when faced with material limitations.

Furthermore, the findings shows that the participants of this study have a favorable and positive attitude towards the use of mother-tongue inside the classroom and therefore, it is effective among primary level teachers as part of their pedagogical teaching. Thus, this attitude is influenced by several factors.

### **Factors influencing attitudes towards the use of MTBMLE in the classroom**

This research study also employs factors affecting the attitudes of the participants regarding the use of mother-tongue in their pedagogical teaching.

#### **I. Teacher’s Perception**

A strong foundation in the mother-tongue significantly enhances children’s literacy skills in school. Proficiency in languages forms the basis for developing knowledge and skills. The adoption of Mother Tongue-Based Multilingual Education (MTB-MLE) empowers learners to effectively utilize various

languages, fostering success in their academic journey and establishing a foundation for lifelong learning. Such belief is supported by the following statements:

**PARTICIPANT 5:** *Mother-tongue in the classroom is very important because it is the vehicle for expressing thoughts and emotions, conveying ideas and concepts. Using it inside the classroom is really good because the learners can express their feelings and thoughts.*

**PARTICIPANT 6:** *Mother-tongue helps develop the child's personal, social and cultural identity where they can understand the content more effectively and become more interested in the subject. It also can improve the learning outcome and academic performance of the child.*

**PARTICIPANT 7:** *Using mother-tongue is a huge help because the students will understand the topic and some deep words easily. It is also very useful for the students to feel belong and to have a nice environment.*

**PARTICIPANT 8:** *Mother-tongue is very important because this is the first language of the learner and the language used at home. In addition, using mother-tongue makes teaching and learning more understandable.*

Based on the responses, the participants strongly believe the effectiveness of mother-tongue inside the classroom. It is also been concluded that students can understand easily the lessons using mother-tongue and it help them develop their cognitive aspect. In addition to learning, mother-tongue is a tool for both teachers and learners to communicate and to easily express their feelings, ideas, and emotion. It helps them to improve in terms of their academic performance. As articulated by Tonio and Ella (2019) mother-tongue would enable teachers to express themselves clearly and would make the lessons interesting to pupils, thus allowing pupils to understand the lessons easily. When students feel they are able to express their ideas freely and they have agency in their own learning, this can lead to increased engagement, decreased classroom disruption, and an overall improved sense of belonging to their school and classmates. It was also added that mother-tongue plays a significant role in terms of the classroom environment and for the learners to feel belong in the process of embracing his/her education. As asserted by Verma (2019), a positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes.

## II. Classroom Practices

In addition to the teacher's perception in using mother-tongue inside the classroom and as part of their teaching process, classroom practices are also seen as a factor affecting their attitudes in using mother-tongue.

**PARTICIPANT 9:** *When I use mother-tongue in teaching, students respond better because they are more comfortable using our primary dialect and because they understand the topic better.*

**PARTICIPANT 10:** *Mother-tongue is very useful inside my classroom because some of my students are not capable of expressing themselves. And through their mother-tongue, they can communicate with me and the surroundings beside.*

Based on the findings, it is evident that both teachers and students feel comfortable utilizing their mother tongue as the language of instruction. This practice not only fosters a shared understanding but also empowers students to express their ideas seamlessly, without facing communication challenges. The use of the mother tongue enhances the overall teaching and learning experience, creating a conducive environment for effective communication and comprehension between educators and students. Communication is the blood of success in every walk of life. Effective communication plays an important role in building up the character and standard of student's education. Teacher's skills and ways of communication motivate the

students to increase their ability in the field of education. Love, affection, sincerity, obligation, responsibility and dedication from the teacher may bring the prosperity and love which students require towards education (Asrar et al., 2018).

### III. Teacher's Challenges

**PARTICIPANT 11:** *What challenges a teacher more in a teaching process using MT is the students. There are students who don't talk using mother-tongue.*

**PARTICIPANT 12:** *There are few students who are not very well versed in our mother-tongue. And as a teacher we try to teach them as much as possible, for example, we teach them also the Filipino language which is our national language.*

**PARTICIPANT 13:** *There are students who are spoken dollars. When we have our examination in mother-tongue, we need to explain it again using English language.*

These participant statements highlight challenges faced by teachers in a teaching process that utilizes the mother tongue (MT). Participant 11 emphasizes that some students refrain from using their mother tongue, creating a challenge for teachers. Participant 12 adds that there are students who may not be proficient in the mother tongue, prompting teachers to go the extra mile by teaching them additional languages such as Filipino, the national language. Participant 13 mentions a specific challenge where some students are more comfortable with the English language, leading to the need for explanations in English during mother tongue examinations. These insights underscore the complexity of language dynamics in the classroom and the efforts teachers make to address linguistic diversity among students. In the case of primary level teachers in Marawi City, they have experienced the difficulty of translating mother-tongue to English as some of the students are not capable of understanding their native language. The English medium has practically made our students foreigners in our own land (Sardeshpande, 2020). In these classrooms, students may come from diverse linguistic and cultural backgrounds. They might speak one language at home and another language at school, or they could be in the process of learning the language of instruction as an additional language, or they may know only one language. This affirms the idea of Parveen et al. (2022) that multilingual classrooms are widely regarded as the most difficult challenge for teachers and students worldwide. Due to the various local languages used by pupils in the classrooms, teachers and students confront a variety of issues. Multilingual classrooms are challenging to manage, and teachers can find it difficult to cope with the problems at times.

### CONCLUSION

This study illustrates the attitudes of the teachers from primary level teachers in Marawi City towards the use of Mother Tongue in their pedagogical teaching, as well as the factors that influence their attitudes such as their perception, practices, and challenges. With the implementation of MTB-MLE in the Philippines, the researchers find out that the use of native language inside the classroom is effective as it not only fosters the minds of the students but also provide an understanding of how they will achieve and understand their lessons, which help them in their academic success. In addition, the participants' perception on the use of mother-tongue is an essential tool in education, as according to them, students will better learn the lesson if the language used in the classroom is the language they already know.

Based on the findings, the attitudes towards the use of Mother Tongue based Multilingual Education was effective to those teachers who practice this type of language in their classroom setting. Respondents agreed that this is an effective in terms of giving instruction since a lot of students was accustomed with this type of language especially in the primary level. It was also proven that the success of every type of learning was based on the language they are using as well as it is evident that both teachers and students

feel comfortable utilizing their mother tongue as the language of instruction. Therefore, the researchers recommend strengthening teacher training, developing quality learning materials, promoting community engagement, establishing continuous monitoring, and advocating for policy support. Since the researchers believe that these recommendations will support the effective implementation of MTB-MLE and contribute to the improvement of education in Marawi City. By addressing these recommendations, we can pave the way for a more inclusive and culturally responsive education system that empowers both teachers and students.

## References

- Agbayani, R. S., & Berowa, A. M. C. (2019). The MTB-MLE policy: Attitudes among teachers on the ground. *Asian EFL Journal*, 21(2.3), 123–141.
- Alieto, E. (2018). Language shift from English to Mother Tongue: Exploring language attitude and willingness to teach among pre-service teachers. *Online Submission*, 13(3), 134–146.
- Andrino, F. M. H., & Arsenal, N. M. S. (2022). Mother Tongue-Based Multilingual Education: The attitudes and challenges faced by high school and senior high school teachers in Zamboanga del Sur. *The Online Journal of New Horizons in Education*, 12(2), 40–51.
- Anudin, A. G. (2018). Six years of MTB MLE: Revisiting teachers' language attitude towards the teaching of Chavacano. *Asian Journal of Multidisciplinary Studies*, 1(3), 68–79.
- Asrar, Z., Tariq, N., & Rashid, H. (2018). The impact of communication between teachers and students: A case study of the Faculty of Management Sciences, University of Karachi, Pakistan. *European Scientific Journal*, 14(16), 32–39. <https://doi.org/10.19044/esj.2018.v14n16p32>
- Bernardo, E. C., Aggabao, N. T., & Tarun, J. Z. (2018). Implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) program: Reactions, attitudes, and perceptions of teachers [Paper presentation]. In *Asian Conference on Education & International Development 2018 Official Conference Proceedings*, Japan. [https://papers.iafor.org/wp-content/uploads/papers/accid2018/ACEID2018\\_39734.pdf](https://papers.iafor.org/wp-content/uploads/papers/accid2018/ACEID2018_39734.pdf)
- Ejeh, M. U. (2004). Attitudes of student teachers towards teaching in mother tongue in Nigerian primary schools: Implications for planning. *Language, Culture and Curriculum*, 17(1), 73–81. <https://doi.org/10.1080/07908310408666682>
- Gempeso, H. D. P., & Mendez, J. D. S. (2021). Constructive alignment of Mother Tongue-Based Multilingual Education (MTB MLE) language policy implementation to the practices of a multilingual classroom. *English Language Teaching Educational Journal*, 4(2), 125–137. <https://doi.org/10.29408/eltej.v4i2.4111>
- Jhingran, D. (2021). Policy, advocacy and programs for multilingual education. In *Language Issues in Comparative Education II: Policy and Practice in Multilingual Education Based on Non-Dominant Languages* (p. 301). Brill. [https://doi.org/10.1163/9789004449671\\_016](https://doi.org/10.1163/9789004449671_016)
- Laitin, D. D., Ramachandran, R., & Walter, S. L. (2015, July). *Language of instruction and student learning: Evidence from an experimental program in Cameroon* [Paper presentation]. 15th SAET Conference on Trends in Economics, Cambridge, UK.
- Lovato, C., & Junior, O. S. (2011). *Motivation in second language acquisition: Gardner's socio-educational model* [Paper presentation]. 9th Symposium on Graduate Education, Piracicaba, Brazil.
- Malone, D., & Malone, S. (2011). *Teacher education for mother tongue-based education programmes* (pp. 1–15). SIL International.
- Mustapha, G. H., & Argungu, I. A. (2019). Importance of language in teaching and communication. *International Journal of Research and Innovation in Social Science (IJRISS)*, 3(11), 382–385.
- Naom, N., & Sarah, A. (2014). Mother tongue in instruction: The role of attitude in the implementation. *International Journal of Research in Social Sciences*, 4(1), 77–87.
- Parveen, A., Dar, M. A., Rasool, I., & Jan, S. (2022). Challenges in the multilingual classroom across the curriculum. In *Handbook of Research on Teaching in Multicultural and Multilingual Contexts* (pp. 1–12). IGI Global. <https://doi.org/10.4018/978-1-7998-8884-0.ch001>

- 
- Patrick, M. S. (2020). *Effects of language of instruction on students' academic performance in community secondary schools in Bunda District* (Doctoral dissertation, The Open University of Tanzania). Open University of Tanzania Repository.
- Puno, A. Q., de Guzman, B. G., & Ferrer, C. P. (2017). Teacher's perception of MTB-MLE implementation in teaching English and Mathematics. *Journal of Asia Pacific Studies*, 4(1), 34–45.
- Qorro, M. (2006). *Does language of instruction affect quality of education?* HakiElimu.
- Rosales, A. S. (2022). Language attitude toward the use of mother tongue after a decade of implementing the MTB-MLE: A brief review. *European Online Journal of Natural and Social Sciences: Proceedings*, 11(4), 433–442.
- Sardeshpande, M. (2014). Role of language in education. *International Journal of Research*, 1(7), 612–617.
- Tonio, J., & Ella, J. (2019). Pre-service teachers' attitudes towards the use of mother tongue as medium of instruction. *Asian EFL Journal*, 21(2.3), 231–253.
- Verma, G. (2019, August 12). *The importance of a positive learning environment*. LinkedIn. <https://www.linkedin.com/pulse/importancepositive-learning-environment-geeta-verma>