

Experiences of Parents and Teachers in Handling English - Speaking Pupils under Mother-Tongue-Based Instruction

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Abstract: *This study explored the experiences of parents and teachers in dealing with pupils in the mother tongue-based instruction. It specifically answered the questions (a) what is the profile of the respondents in terms of age, sex and economic status (b) to what extent is the experiences of parents in handling English-speaking children under mother tongue – based instruction in terms of content knowledge, communication skills, mentoring strategies and learning performance (c) to what extent is the experiences of teachers in handling English-speaking children under mother tongue – based instruction in terms of content knowledge, quality of instruction and availability of resources? (d) is there a significant relationship between the extent of experiences of parents and teachers in handling English-speaking learners under mother-tongue based instruction that are grouped according to their profile? (e) based on the results of the study, what intervention program on MTBI may be proposed?*

Descriptive survey and causal comparative research design were used in this study. It was conducted in the Division of Surigao City with 110 teachers and 120 parents as respondents of the study. The data was systematically treated through mean and standard deviation and thematic analysis.

Findings revealed that most of the parent-respondents were females with 87 or 71.90%, followed by males with 34 or 29.10%. Most were aged 38 or 9% and received a salary of P13, 000.00 and above with 75.54%. While for teachers, most were females with 109 or 99.09% followed by male with 1 or .91%. Most aged 37 or 8.89% and received a salary of P23,705.00. Parents found difficulty in handling English-speaking learners under mother-tongue based instructions according to content knowledge, communication skills, mentoring strategies, and learning performance while teachers shared the same encounter with parents that they, too, found difficulty in areas like the knowledge on content, quality of instruction, and available learning resources. There is no significant difference between the extent of experiences of parents in handling English-speaking pupils who are under mother-tongue based instruction in terms of content knowledge, mentoring strategies and learning performance and their sex and age. However, there is a significant difference between their communication skills and economic status.

Findings of the study, the following conclusions were drawn: (a) parents found “difficulty” on matters related to content knowledge, communication skills, mentoring strategies, and learning performance as they deal with English-speaking learners under mother tongue based instruction (b) teachers found “difficulty” on areas related to knowledge of content and quality of instruction while dealing with English-speaking pupils who are under mother-tongue based instruction (c) considering content knowledge, teachers found it “very difficult” to Handle English-speaking pupils who are under mother tongue-based instruction, particularly on matters related to availability of resources (d) parent’s sex and age do not affect the experiences they have in handling English-speaking pupils who are under mother-tongue based instruction. Their economic status does. (e) teacher’s sex, age and economic status do not affect the experiences they have while handling pupils who are under mother-tongue based instruction.

Keywords: tongue-based instruction

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