

Evaluation of the Mother Tongue-Based Multilingual Education Program in the Philippines

Abba Joy L. Dagalea¹, Sharon B. Peralta², Ferdinand T. Abocejo^{3*}

¹Department of Education, Jaro II District, Jaro`, Leyte, Philippines

²Philippine National Police, Burauen Police Station, Burauen, Leyte, Philippines

³Graduate School, Eastern Visayas State University, Tacloban City, Leyte, Philippines

*Corresponding author: ferdinand.abocejo@evsu.edu.ph

Abstract

This study is a critical evaluation of the “Mother Tongue-Based Multilingual Education (MTB-MLE)” program implemented in the Philippine primary education level. The MTB-MLE program plays a vital role in the learners’ development process specially in the language acquisition domain. Lending to a content evaluation analysis approach, the study analyzed the strengths and weaknesses of the Program implementation. Findings revealed that the Program implementation within the educational context in the Philippines has brought far reaching beneficial effects like adherence to cultural and linguistic origin while learning and deeper native language comprehension. Meanwhile, the enactment also resulted to some drawbacks as confirmed by the DepEd where the public schools were not yet ready towards the implementation of the MBT-MLE as it requires additional funds concerning to address the inadequacy on instructional and developmental resources. In conclusion, the Program realized valuable effects to the learners, teachers, and within the community context. The authors recommend for a reconfiguration of MTB-MLE strategies and goals to be aligned with the linguistic, economic, and cultural condition. The National Board of Education must engage in language mapping to determine the language distribution in schools where the program is implemented. The local government units can provide vital supports particularly in the provision of operational funds along the implementation of the program.

Keywords

mother tongue; multilingual education; language acquisition; language learning and comprehension; language mapping



I. Introduction

Every country has aspired to provide high-quality education to its learners with the end goal of producing competitive and high-quality professionals in the global context. It is in this context that the curriculum for early years of schooling must be effectively developed (Alzhanova and Chaklikova, 2022). These ever-changing needs entail a sense of dynamism that adheres in the changes of society. Whether viewed as issues in the micro standpoint or as the totality of learning in the macro perspective (Govender and Mudzamiri, 2022), language enrichment plays a significant role in the entire education system (Campbell-Phillips, 2020).

The MTB-MLE was established through DepEd Order No. 74 in 2009 which puts emphasis of using the native language as the medium of instruction (Metila et al., 2017) from the kindergarten up to grade 3 level. The implementation of program bear significant

role in the learning process of K3 level pupils in the Philippines' primary education system.

The inclusion of the program intends students to get familiar on their native language. Essentially, the MTB-MLE is also envisions to transgress suitable cognitive and rational abilities, helping children to adapt and respond in different vernaculars - formally beginning with the native language of the child (Tajolosa, 2022).

This study endeavored to put forward a critical and content analysis of the MTB-MLE program implementation in the Philippines. It attempted to examine the strengths, weaknesses along the implementation processes and discussed vital issues in view of eliciting policy redirections and recommendations. The authors argue that evaluating the program implementation can shed light whether the learners succeeded in honing their understanding and comprehension in the classroom learning process. The primary objective of this present study is to analyze vital issues of MTB-MLE along encountered difficulties of program implementation. Likewise, the study identified possible solutions and recommendations for a more impelling implementation.

II. Review of Literatures

The Philippine government established the K-12 Curriculum in 2012, and along with it, the MTB-MLE program aimed at improving the learners' fundamental abilities, develop more competent citizens, and prepare graduates for lifelong learning and career development (Apolonio, 2022). The aim program is for learners to become effectively bilingual, bicultural and at the same time, achieve excellence in education (Benson and Kosonen, 2021; Heugh and Mohamed, 2020). This bear importance with the promulgation of the the "Republic Act 10523", otherwise known as the "Enhanced Basic Education Act of 2013" (Official Gazette of the Republic of the Philippines; 2013).

With the MTB-MLE implementation at the K3 level (Dekker, 2017), its importance is well noted towards the creation of a highly effective curriculum design (Facullo Khunakene et al., 2022). One of its important implementation features is the reconfiguration with the assertion that students learn and ingest concepts by appropriately employing the native or the first language.

The DepEd has confirmed how language is vital and integral in the learning process. The MTB-MLE program is integrated in the primary education curriculum to prioritize the acquisition of the native languages present in different localities starting from the basic education. The goal is honing the learners to become fully bilingual, biliterate, and bicultural while achieving the quality education that they deserve. The MTB-MLE program hopes to enrich and make effective the "medium of instruction supportive to the teaching and learning processes". The program implementation yielded benefits and drawbacks as to curriculum integration in all public schools of the country.

Perez (2019) indicated the needs to consider, along the formulation of effective policies and the training when it comes to curriculum development and design, teaching techniques and strategies. Apparently, there are problems that various Philippine public schools encounter along the implementation of the curriculum. Such problems include the lack of instructional materials for learning and teaching, unavailability of printed outputs inscribed in mother tongue, insufficiency of jargon, and the deficiency of professional development for teachers (Caldas, 2019) in the primary to secondary education levels.

The mother tongue is the child's primary vernacular and the dialectal expression spoken within the community (Angelo, et al., 2019). It can likewise be regarded as the language of principal interaction, or the language that a kid has established starting from infancy. This type of education represents a syntactic uniform society where the teacher speaks the mother tongue and all resource materials are also in the mother tongue. Besides, mother tongue education inculcates one's identity and culture as it encompasses the underlying linguistic competence of the learner (Opiniano et al., 2022; Ngugi, 2018). Essentially, the implementation of the program is crucial as it hones the learners' ability to acquire and learn the local native language. The learners understand faster and better because they are articulate in their native tongue (Adriano et al., 2021).

Some studies (Rose et al., 2020; Xolmurodova, 2021; Akintunde and Ohiare-Udebu, 2021). revealed in their findings that the inculcation of mother tongue at a young age in the school system is an advantage as it lessens the percentage of dropouts and creates a more conducive learning environment especially for the ostracized groups. Not all learners reside and grew up in an environment where all their supports and needs are vested upon them by their parents (Neuman et al., 2018).

In fact, there are many students who come from marginalized sectors of society and belong to poor families (Fernandez and Abocejo, 2014). The implementation of MTB-MLE paves the way in establishing a common ground supportive to the personal and socioeconomic development of learners. Essentially, the learners who advanced from the integration of MTB-MLE in the curriculum perform better in their succeeding language (Pamittan, 2019).

III. Research Method

Secondary data mining technique was employed in this study utilizing an argumentative essay approach in the evaluation and analysis of the MTB-MLE program implementation. Secondary sources from published peer reviewed research journals were the principal sources of the information used to supplement the critical evaluation and analysis. Content analyses were carried out to highlight salient features and arguments in the discussion of the processes of the MTB-MLE program implementation. The assessed strengths and weaknesses, as well as the issues met along the implementation of the MTB-MLE program were discussed with substantive arguments and facts articulated in the various research article sources.

IV. Discussion

The critical evaluation and analysis of the MTB-MLE program are presented alongside its key strengths, weaknesses and issues encountered as the scope and focus of this study. The discussions that follow articulated relevant attributes of the program as assessed, dissected and analyzed critically supported through citations from a wide range of research article sources.

4.1 Strengths of the MTB- MLE Program

The implementing MTB-MLE in the K-12 curriculum is a daunting task. It coincides with various processes enforced by the DepEd to the regional divisions before going to the local schools' context. Pupils acquired concept recognition, mastery, intellectual skills and familiarize intent material as they were exposed to the integration of an accustomed language (Espinosa, 2021). Through the incorporation of their native language, their cultural awareness increases. Moreover, their pedagogical

knowledge continues to thrive as the native language and the L2 were harnessed at the same time (Zhang et al., 2019). Children's mother tongue helps students to gain early reading skills and comprehension as it builds the foundation for learning (Tunmer and Hoover, 2019).

The use of "mother tongue as a main language of instruction" in the K3 level provides local communities and school age children to reconnect with their local or regional identities (Apolonio, 2022; Namanya; 2017). Gempeso and Mendez (2021) affirmed that the MTB-MLE improves the pupils' language literacy and specifically their sociocultural awareness. It is paramount that through the MTB-MLE program implementation, the pupils acquire the concept of their nativity such as their original place of existence and their language culture which eventually result to their conception of personal identity (Dimaculangan and Gonzales, 2020).

The mother tongue-based curriculum opened windows of opportunities for learners to get acquainted with their native tongue that is integral, logical and effective for them to use as they partake in the society (Chin, 2021; Chiatoh and Chiatoh, 2021). It is vital for the learners to be competent in their native language first before proceeding to the next one as it will serve as the foundation of their logical thinking in the community they belong. Accordingly, the MTB-MLE develops the speaking and critical thinking skills (Draper, 2019) of the learners to improve their knowledge and competence (Rodriguez and Abocejo, 2018).

The incorporation of mother tongue in the educational system prepares the learners in their day-to-day engagement at homes and in their community. In the mother tongue, the learners understand and comprehend the unfamiliar world of the conventional education (Soruç et al., 2018) where children do not mislay attentiveness with their schoolwork because of the clear association of the language utilized at home and in school (Saneka, and de Witt, 2019).

Consequently, they are able to attain self-assurance as their customary and practices are encompassed in classroom interface (Vilcapoma-Perez, 2019; Yu and Liu, 2022). There is a clear indication that the native language does not only play vital role in school, but also in the home and community of the learners (Neuman et al., 2018). The native tongue serves as the groundbreaking window for the learner to get familiar of a language spoken at home.

The integration of MTB-MLE in the primary level teaching provided the sense of rights and diversity to the learners (Cruz and Mahboob, 2018). The "United Nations Convention on the Rights of the Child" echoed the right of every child to access and utilize from his or her native tongue (Carpenter and Tsykarev, 2020). It becomes imperative to know that MB-MLE, from the very beginning, since it entails the constitutional rights of the child. The difference when it comes to culture and language is culturally rooted in the society. This renders essential that the implementation of mother tongue helps in the continuous expansion of knowledge from the previous, up until the present and to the future generations.

The MTB-MLE program ascertains that learners acquired educational competencies and standards as teachers integrate the it as the primary language of instruction in the K3 level where learners are exposed to the basics of communication (Schmid and Köpke, 2017). Teachers used mother tongue in pair with English for educating in later grades which enable learners to obtain eloquence and mastery in utilizing the school medium of teaching for understanding theoretical concepts. The MTB-MLE assists the learners to create a "strong foundation" when their teachers associate other languages during school activities and undertakings. In this context, the

program can result for more multi-faceted and cross-cultural learners who can use their language as a response to their environment.

4.2 Weaknesses of MTB-MLE Program

Although the “MTB-MLE program implementation” offered many advantages, yet it also resulted to drawbacks. For one, the public schools in the Philippines are not yet equipped and primed for the integration of MTB-MLE system (Monje et al., 2021). Many crucial factors need be considered in the integration of the program among various implementing public schools. Some challenges include the insufficiency of pertinent resources for teaching like dictionaries and printed materials; deficiency of competence in the schools’ language modalities, among others. Basically, the implementation of MTB-MLE did not undergo intensive planning and preparations as lots of fallback emerged along its implementation paths.

Carrying out the MTB-MLE policy raised the concern that this could cultivate an inferior English skill notwithstanding the positive responses from the learners. The period of adjustment of Grades 1-3 to Grades 4-6 is also a vital point for students as they are gradually exposed to both Filipino and English languages. Teachers also need to resist with inadequate instructive materials in local vernaculars. The mandated implementation of MTB-MLE can lead, for some students, to struggle when the English language which is also vital when they grow up.

As previously pointed out, there is a problem when it comes to the availability of materials to teach the local languages which may somehow result to limited knowledge and strategies of teachers (Facullo et al., 2022) whose pedagogical expertise and skills are not reinforce by on-the-job trainings. Meanwhile, one of the weaknesses which hinders the implementation of MTB-MLE is the compulsory compliance for its implementation as mandated by the National Board of Education of the DepEd.

4.3 Issues Encountered by MTB-MLE Program

With 183 living languages, the Philippines is known to be a linguistically diverse country in the world (Jorolan-Quintero, 2018). This clearly expresses the issue that curriculum developers are confronted in producing high-quality, locally relevant resources. The MTB-MLE program has required for a greater monetary support as from the government (Lone and Efstratopoulou, 2022). Notably, there is a minimal support for the program implementation in view of fund provision from the government (Lee et al., 2021). There is operationally influenced by the current disposition of each locality and the inadequacy when it comes to the preparation of the implementation of the program. Consequently, the budget allocation needs to be considered as MTB-MLE program requires inherent provisions such as support for teachers’ trainings, local books acquisitions, and instructional materials (Perez, 2019) to be used both by the teachers and the learners.

Language policies in the country possess a sense of ostracism of local languages and kept them in ancillary situations (Tenorio, 2022; Albana and Yeşiltaş, 2022). There are dialects and various languages that are spoken in the Philippines. Some of these languages are innate to the users making them complex to effect changes and integration into the Filipino language.

In addition, teachers confirmed some problems like the “lack of references written in mother tongue, unfamiliarity of terms used in books, discrepancies of learning materials ‘content, lack of vocabulary, lack of teachers’ training in accordance to the program, and pupils’ lack of interest in their mother tongue as an instructional language” (Gaylo, 2020). Understandably, the complexities of the implementation lie

of various aspects like the scarcity of resources and professional teacher development (Galdo and Serdan, 2019) and the lack of students' engagement to the implementation of their native language (Gempeso and Mendez, 2021).

V. Conclusion

The MTB-MLE guarantees to produce a high-quality education producing globally competitive students. It is a crucial tool for learners who use the native tongue in their day-to-day basis of interactions. From the foregoing discussion, it comes to evidence that the MTB-MLE can be a bridge or an intermediary to learn other languages in guaranteeing that children understand and assimilate every lesson being taught in school. With the support of the government in terms of funding, the challenges experienced in the MTB-MLE program, the implementation can be transformed into opportunities thereby support towards sustaining the program in achieving its goals of producing competitive teachers and professionals over the long term.

Grounded on the findings discussed in this paper, there is an apparent need to redirect the MTB-MLE strategies and goals in addressing the linguistic, economic, and cultural condition of the community. Among these are to retain and to continue the trainings of teachers in MTB-MLE, expand and sustain the advocacy towards full awareness of the various stakeholders thereby put premium on the needs of strengthen community involvement and the importance of LGUs collaborations supportive to MTB-MLE implementation improvement.

The National Board of Education must carry out various fora and conduct a nationwide conference to address the issued concerning to the subject. Curriculum design and methodologies can be devised based on efficacy, pedagogy, for adoption by local schools. Moreover, the national government must provide enough funds for learning resources, appropriate learning assessments, and contextualize curriculum. Accordingly, local government units (LGUs) and their respective education districts must efficiently monitor and evaluate whether the application of MTB-MLE in their localities towards effective and sustainable objectives achievements.

References

- Adriano, M. N. I., Franco, N. T., & Estrella, E. A. (2021). Language-in-education policies and stakeholders' perception of the current MTB-MLE policy in an ASEAN country. *The Australian Journal of Language and Literacy*, 44(1), 84–99. <https://doi.org/10.3316/informit.743231975707872>
- Akintunde, A. F., & Ohiare-Udebu, M. F. (2021). Language, culture and identity: Implications for language teaching and language policy. *Journal of Economics and Environmental Education*, 5(1), 133-146. Retrieved from <https://iafee.org/wp-content/uploads/2021/08/AKINTUNDE-Femi-and-OHIARE-UDEBU-jeee-vol-5-No-1-pp-133-146.pdf>
- Albana, M.J., & Yeşiltaş, M. (2022). Impact of linguistic ostracism on knowledge sharing, hiding and hoarding and the moderating role of cultural intelligence. *Kybernetes*, 51(3), 1180-1198. <https://doi.org/10.1108/K-12-2020-0906>
- Alzhanova, A., & Chaklikova, A. (2022). Multilingual Education: Development of Professional Foreign Language Communicative Competence of Students in a Digital Environment. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 17(1), 1-13. <https://doi.org/10.4018/ijwltn.294572>.
- Angelo, D., Fraser, H., & Yeatman, B. (2019). The art of recognition: Visualising contact

- languages with community vernacular language posters. *Babel*, 54(1), 34-40. Retrieved from https://openresearch-repository.anu.edu.au/bitstream/1885/204025/2/01_Angelo_The_art_of_recognition%253A_2019.pdf
- Apolonio, A. L. (2022). Mother tongue-based multilingual education (MTB-MLE) in the Philippines: Its implications to language learning. *Erudio Journal of Educational Innovation*, 9(1), 1-12. Retrieved from <http://www.erudio.ub.ac.id/index.php/erudio/article/download/398/296>
- Benson, C., & Kosonen, K. (2021). The State of Research on Multilingual Education in the Context of Educational Development. In *Language Issues in Comparative Education II* (pp. 1-22). Brill.
- Caldas, B. (2019). To switch or not to switch: Bilingual preservice teachers and translanguaging in teaching and learning. *TESOL Journal*, 10(4), e485. Retrieved from <https://publicacionescientificas.fadu.uba.ar/index.php/construccioncontierra/article/download/866/1254>
- Campbell-Phillips, S. (2020). Education and curriculum reform: The impact they have on learning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 1074-1082.
- Carpenter, K., & Tsykarev, A. (2020). (Indigenous) Language as a human right. *UCLA Journal of International Law and Foreign Affairs*, 24(49)
- Chin, K. W. J. (2021). *Mother tongue use in informal indigenous education: The perspectives of Orang Asli volunteer teachers in Peninsular Malaysia* (Doctoral dissertation, The University of Western Australia).
- Chiatoh, B. A. A., & Chiatoh, B. A. A. (2021). Original paper from oracy to literacy in the classroom: Implications for mother tongue-based bilingual education in Cameroon (Note 1). *Studies in Linguistics and Literature*, 5(2), 43-65. <http://dx.doi.org/10.22158/sll.v5n2p43>
- Cruz, P. A. T., & Mahboob, A. (2018). Mother-tongue-based multilingual education in the Philippines: Perceptions, problems and possibilities. In *Plurilingualism in Teaching and Learning* (pp. 37-53). Routledge. Retrieved from <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315392462-3/mother-tongue-based-multilingual-education-philippines-priscilla-angela-cruz-ahmar-mahboob>
- Dekker, D. E. (2017). *Finally Shedding the Past: Filipino Teachers Negotiate Their Identities Within a New Mother-Tongue-Based Multilingual Education Policy Landscape* (Doctoral dissertation, University of Toronto - Canada).
- Dimaculangan, N. G., & Gonzales, M. A. (2020). Revisiting stakeholders' attitude towards MTB-MLE and ELT. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 6(12), 81-91. <https://doi.org/10.36713/epra5838>
- Draper, J. (2019). Language education policy in Thailand. In *The Routledge international handbook of language education policy in Asia* (pp. 229-242). Routledge.
- Espinosa, D. L. A (2021). Look into the sense of efficacy of non-IP elementary public school teachers teaching mother tongue language: A parallel convergent approach. *International Journal of Innovative Science and Research Technology*, 6(5), 1467-1509. Retrieved from <https://www.ijisrt.com/assets/upload/files/IJISRT21MAY749.pdf>
- Fernandez, R. C. C., & Abocejo, F. T. (2014). Child labor, poverty and school attendance: Evidences from the Philippines by region. *CNU Journal of Higher Education*. 8(1), 114-127. Retrieved from <http://www.jhe.cnu.edu.ph/index.php/cnujhe/article/view/151>
- Facullo Khunakene, F., De Guzman, B. M., Del-ong, D. M. B., Dongail, G. F. A., Dulay, N. P. L., & Jane, K. L. (2022). Towards integrating mother tongue based–

- multilingual education (MTB-MLE) subject in the teacher education curriculum: Lessons from the administrators and teachers. *International Journal of Recent Research in Interdisciplinary Sciences*, 9(2), 37-47. <https://doi.org/10.5281/zenodo.6517776>
- Galdo, M., & Serdan, G. (2019). School Language versus Home Language: The Paradox of Mother Tongue-Based Multi-lingual Education in the Philippines. *Journal of Educational and Human Resource Development (JEHRD)*, 7, 110-121. Retrieved from <https://www.ijterm.org/index.php/jehrd/article/download/290/224>
- Gaylo, P. J. B. (2020). Implementing mother tongue based–multilingual education (MTB-MLE): Outcomes and challenges. *International Social Science Review*, 2(2020), 148-183. Retrieved from <https://uz.edu.ph/wp-content/uploads/2020/08/ISSR-VOL2.pdf#page=155>
- 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. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1311541.pdf>
- Govender, N., & Mudzamiri, E. (2022). Incorporating indigenous artefacts in developing an integrated indigenous-pedagogical model in high school physics curriculum: views of elders, teachers and learners. *Cultural Studies of Science Education*, 17(3), 827-850.
- Heugh, K., & Mohamed, N. (2020). Approaches to language in education for migrants and refugees in the Asia-Pacific Region. Retrieved from <https://researchspace.auckland.ac.nz/docs/uoa-docs/rights.htm>
- Jorolan-Quintero, G. (2018). Oral traditions: An aid to implementation of mother tongue-based multilingual education in the Philippines' basic education programme. *International Review of Education*, 64(6), 759-777. <https://doi.org/10.1007/s11159-018-9743-9>
- Lee, H. Y., Hamid, M. O., & Hardy, I. (2021). Language and education policies in Southeast Asia: reorienting towards multilingualism-as-resource. *International Journal of Multilingualism*, 1-19. <https://doi.org/10.1080/14790718.2021.2002333>
- Lone, R. A., & Efstratopoulou, M. (2022). Linguistically responsive educational framework for multilingual contexts: Supporting children's academic achievement. In *Rethinking Inclusion and Transformation in Special Education* (pp. 196-213). IGI Global. <https://doi.org/10.4018/978-1-6684-4680-5.ch012>
- Metila, R., Pradilla, L., & Williams, A. (2017). Investigating best practice in Mother Tongue-Based Multilingual Education (MTB-MLE) in the Philippines, Phase 3 progress report: Strategies of exemplar schools. *Report prepared for Australian Department of Foreign Affairs and Trade and Philippine Department of Education. Melbourne and Manila: Assessment, Curriculum and Technology Research Centre (ACTRC)*. Retrieved from <https://actrc.org/projects/understanding-best-practices-in-mtb-mle-in-the-philippines/>
- Monje, J. D., Orbeta Jr, A. C., Francisco, K. A., & Capones, E. M. (2021). 'Starting where the children are': Process evaluation of the mother tongue-based multilingual education program implementation. Research Paper Series No. 2021-02. *Philippine Institute for Development Studies*. Retrieved from <https://www.think-asia.org/bitstream/handle/11540/13661/pidsrp2102.pdf?sequence=1>
- Namanya, S. J. C. (2017). The effects of mother tongue-based multilingual education on the English literacy of children in Silang, Philippines. In *International Forum Journal* (Vol. 20, No. 2, pp. 160-177).

- Ngugi, M. W. (2018). *The rise of the African novel: Politics of language, identity, and ownership*. University of Michigan Press.
- Neuman, S. B., Kaefer, T., & Pinkham, A. M. (2018). A double dose of disadvantage: Language experiences for low-income children in home and school. *Journal of Educational Psychology*, 110(1), 102–118. <https://doi.org/10.1037/edu0000201>
- Official Gazette of the Republic of the Philippines. (2013). Republic Act 10523, "Enhanced Basic Education Act of 2013. Retrieved from <https://www.officialgazette.gov.ph/>
- Opiniano, G. A., Jackson, L., Cortez, F. G. F., de los Reyes, E. J., Mancenido-Bolaños, M. A. V., Altez-Albela, F. R., & Azada-Palacios, R. (2022). Philosophy of education in a new key: A collective writing project on the state of Filipino philosophy of education. *Educational Philosophy and Theory*, 54(8), 1256-1270.
- Pamittan, F. A. (2019). The impact of mother tongue on the performance of ESL students' in listening and speaking skills embracing Mother Tongue Based-Multilingual Education (MTB-MLE) curriculum. *The Asian ESP Journal*, 15(2), 320-340.
- Perez, N. B. (2019). A comparative study of the MTB-MLE programs in southeast Asian countries. *Journal of Humanities and Social Sciences Research (AJHSSR)*, 3(6), 47-55. Retrieved from <https://www.ajhssr.com/wp-content/uploads/2019/06/F19364755.pdf>
- Rodriguez, K. F. R., & Abocejo, F. T. (2018). Competence vis-à-vis performance of special education pre-service teachers. *European Academic Research*. 6(7), 3474-3498. Retrieved from <http://www.euacademic.org/UploadArticle/3707.pdf>
- Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2019). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, 45(11), 2149-2161. <https://doi.org/10.1080/03075079.2019.1590690>
- Saneka, N. E., & de Witt, M. (2019). Barriers and bridges between mother tongue and English as a second language in young children. *South African Journal of Childhood Education*, 9(1), 1-8. <http://dx.doi.org/10.4102/sajce.v9i1.516>
- Schmid, M. S., & Köpke, B. (2017). The relevance of first language attrition to theories of bilingual development. *Linguistic Approaches to Bilingualism*, 7(6), 637-667. <https://doi.org/10.1075/lab.17058.sch>
- Soruç, A., Dinler, A., Griffiths, C. (2018). Listening Comprehension Strategies of EMI Students in Turkey. In: Kırkgöz, Y., Dikilitaş, K. (eds) Key Issues in English for Specific Purposes in Higher Education. *English Language Education*, vol 11. Springer, Cham. https://doi.org/10.1007/978-3-319-70214-8_15
- Tajolosa, T. (2022). To be or not to be? A question of linguistic resilience among young speakers of batac, a critically endangered Philippine language. *International Journal of Linguistics, Literature and Translation*, 5(4), 95-106. Retrieved from <https://www.al-kindipublisher.com/index.php/ijllt/article/download/3182/2784>
- Tenorio, A. D. (2022). When language gets into the equation: mother tongue-based multilingual education (MTB-MLE) policy appropriation in elementary mathematics instruction. *Journal of Multilingual and Multicultural Development*, 1-14. <https://doi.org/10.1080/01434632.2022.2039673>
- Tunmer, W. E., & Hoover, W. A. (2019). The cognitive foundations of learning to read: A framework for preventing and remediating reading difficulties. *Australian Journal of Learning Difficulties*, 24(1), 75-93. <https://doi.org/10.1080/19404158.2019.1614081>
- Vilcapoma Perez, J. (2019). *Psychological foundations of English language teaching*. (Undergraduate Thesis, National University of Education, Peru).
- Xolmurodova, O. (2021). Increasing basic language skills of young learners in English

- lessons. *Journal of Foreign Languages and Linguistics*, 2(3). Retrieved from <https://fll.jdpu.uz/index.php/fll/article/view/1292>
- Yu, X., & Liu, C. (2022). Teaching English as a lingua franca in China: Hindrances and prospects. *English Today*, 38(3), 185-193. <https://doi.org/10.1017/S0266078421000018>
- Zhang, L. J., Thomas, N., & Qin, T. L. (2019). Language learning strategy research in System: Looking back and looking forward. *System*, 84, 87-92. <https://doi.org/10.1016/j.system.2019.06.002>