The background features a collage of educational items: a red pencil at the top left, a yellow pencil at the top right, a green pencil at the bottom center, and various geometric shapes in yellow, green, blue, and red. A small photo of a child is partially visible in the upper left.

The Teaching of Mother Tongue as a Separate Subject: The Case of Marinduque Tagalog

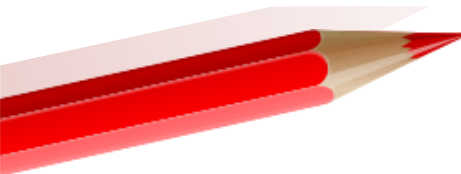
The background features a collage of educational items: a red pencil at the top left, a yellow pencil at the top right, a green pencil at the bottom center, and various geometric shapes in yellow, green, blue, and red. A small photo of a child is partially visible in the upper left.

ANNALYN JAWILI-DECENA, Ph. D.

**Associate Professor 2
Marinduque State College**



Rationale:



**DepEd Memorandum No.528,
s. 2009, DepEd Order No. 74, s.
2009).**

Mother Tongues

Pangasinense

Kapampangan

Cebuano

Maranao

Hiligaynon

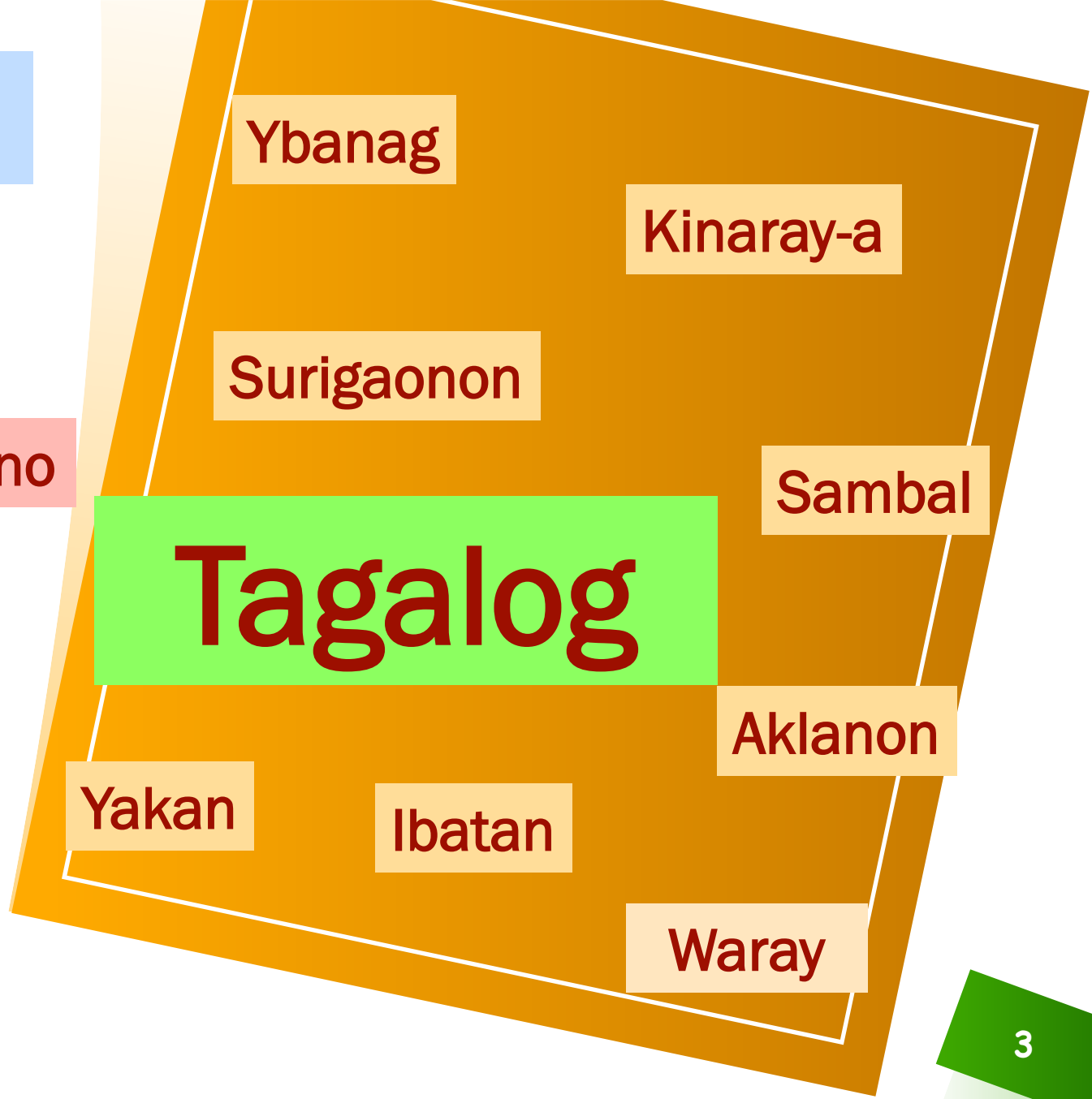
Bikol

Tausug

Ilokano

Chabacano

Maguindanao




Tagalog to Filipino



Tagalog was declared the official language by the Constitution of Biak-na-Bato in 1879.

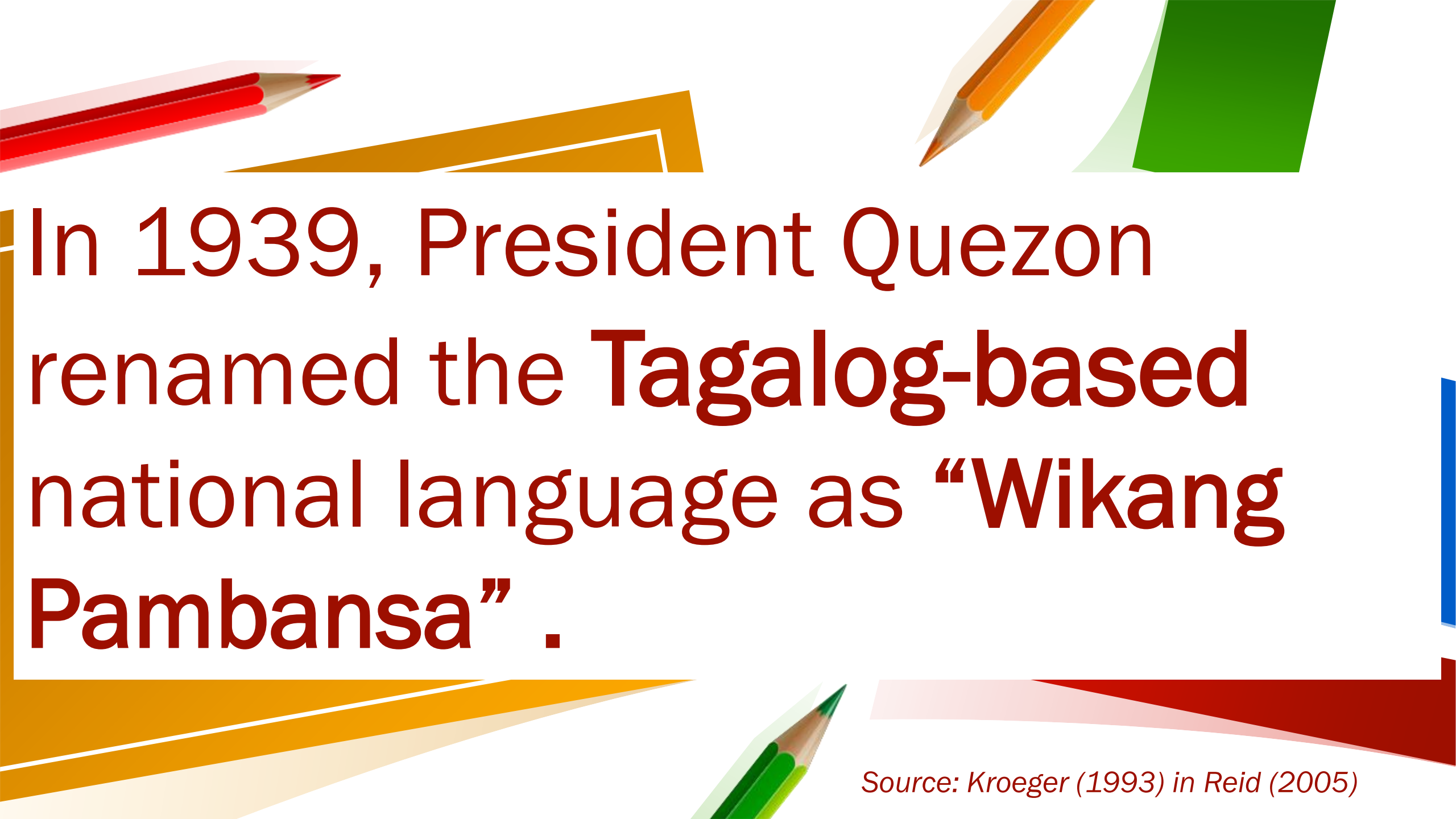


Source: Kroeger (1993) in Reid (2005)

The background features several stylized pencils in red, yellow, and green, along with various geometric shapes in shades of orange, yellow, green, and blue. The text is centered and rendered in a dark red, serif font.

The National Language Institute with the proclamation of President Manuel L. Quezon on December 30, 1937 chose **Tagalog** as the common language .

Source: Kroeger (1993) in Reid (2005)

The background features several stylized pencils in red, orange, and green, along with various geometric shapes in shades of orange, yellow, and green. The text is centered and written in a bold, dark red font.


In 1939, President Quezon
renamed the **Tagalog-based**
national language as “**Wikang
Pambansa**” .

Source: Kroeger (1993) in Reid (2005)

The background features a blue ribbon-like shape at the top left, a yellow pencil pointing downwards at the top center, and a red pencil pointing right at the bottom left. A large white rectangular area is centered on the page, containing the main text. The overall color palette includes blue, yellow, red, and white.

Tagalog was renamed “**Pilipino**”
in 1959.

Source: Kroeger (1993) in Reid (2005)



The 1973 constitution designated **“Pilipino”** along with **English** as an official language and mandated the development of formal adoption of a common language to be known as **“Filipino”**.

Source: Kroeger (1993) in Reid (2005)




The 1987 Constitution designated
Filipino as the national language.

Source: Kroeger (1993) in Reid (2005)

Purpose of the Study:



1. Describe the teachers' perceptions on the MTB/MLE policy of DepEd;
 2. Describe the problems encountered by the primary grade teachers in teaching mother tongue as a separate subject;
 3. Recommend for policy enhancement based on the results of this study.
- 

Methodology



Participants: 90 primary grade teachers

50 – answered the questionnaire

30 – interviewed

10 – observed

Results and Findings:

1. Mother Tongue as a separate subject

a waste of time

the same as Filipino subject

creates confusion among learners

could be deleted from the curriculum

2. The problems encountered by primary grade teachers include:

lack of materials for teachers and learners in the mother tongue

pupils are confused of what is MTB subject and what is Filipino subject

the content of the subject as well as the examinations given are the same as in Filipino subject

language used in contests in Science and Math (like MTAP) is English

Policy Recommendation

- More research be conducted in other Tagalog-speaking regions, and non-Tagalog speaking regions as well, for implementation revisions or policy formulation on MTB/MLE instruction and Filipino language learning.



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A background image showing various school supplies including pens, pencils, a watercolor palette, and a notebook. A yellow rectangular box is overlaid on the image, containing the text.

**Thank you
for your kind
attention!**