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Implementation of Sinaka Mother Tongue-Based Multilingual Education in Indigenous Peoples Education Curriculum: A Qualitative Study

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ABSTRACT

The practice of mother tongue in teaching kindergarten and primary levels are of great help to strengthen the foundation of early years of education in improving pupils' basic learning skills. It is designed to implement learner-centered education from the beginning of the education ladder and this is apparent in a rising number of educational programs that utilize this approach. As such, little is known about how a national policy for MTB-MLE can be disseminated into contextualized local schools. To capture the breadth of conceptual and implementation issues, purposive sampling was used in this study to determine the teachers, tribal parents, and leader perspectives. Focus group discussion was done using transcript-based analysis to gather first-hand information. Findings derived and identified four main themes, namely (1) teachers' unpreparedness of MTB-MLE implementation, (2) teachers' difficulty in delivering MTB-MLE, (3) fear of Manobo Language endangerment, and (4) inadequacy of contextualized and indigenized IMs. Hence, it is commended that these issues must be addressed efficiently to shift the perspective of the teachers in using the Manobo Language in their school. The implementation needs better encouragement, support, and motivation for the teachers to embrace the challenges brought by MTB-MLE with an optimistic perspective to address certain gaps in its implementation.

INTRODUCTION

Philippines is a country in Asia which is rich in many diverse languages, cultures, traditions, customs, and beliefs that were handed down from generations to generations by descendants being affected by foreign explorers or even by its civilization (UNESCO, 2003). The term indigenous people refer to a culturally homogenous humanity united with their attributions (Ulindang, 2015). Indigenous people continuously live as a community and they are known to live in a communal restricted area sharing their usual language and other distinguishing cultural characteristics which best describe them since they were recognized in the society and through learning with established documents (Tuyor, 2007). One of the indigenous tribal groups who lived on the islet of Mindanao is the Manobo tribe where their ancestries can be traced back to early Malay people who came from the neighboring islands of Southeast Asia (Banuag & Payapaya, 2019). Manobo tribes shared language and culture as their potential weapon in recognition of their civilization and helped them value and strengthen ethnicity appreciation (Co, 2008).

Mainly, the enactment of Republic Act 8371 is an act pertaining to the Indigenous People's Rights Act of 1997. It is a provision in the state to identify the integral self-possession and different rights of all members in the Philippine civilization as the basis of independence or choice, fairness, and harmony to withheld development and success. In line with this, DepEd order No. 62, s. of 2011 implemented a program on Indigenous Peoples Education (IPED) which stands for the creation of IPED schools throughout the country that endure, empower and support the preservation of language and culture of

Indigenous People (IPs).

In consonant, Republic Act 10533, the K+12 Program and Mother-Tongue Based Multilingual Education (MTB-MLE) convey positive impact in the implementation of the program launched by the Department of Education (DepEd) in the year 2011 and became law as the K+12 enacted by 2013. Thus, MTB-MTE programs provide landscape and strengthen the learner's skills in language using mother tongue (Jorolan-Quintero, 2018) or first language from early basic education starting from Kindergarten up to Grade III in the curriculum. Whereas the Department of Education (DepEd) withstands to care and support culture founded indigenous people education and to endorse a culture-based education through Indigenous Peoples Education (IPED) Program that would be of great help to support and strengthen its rendezvous with Indigenous People (IP) communities (Campos, 2014). This move promotes the right to learn in one's own language, to be included, and for linguistic diversity. Government is also increasingly remunerating closer attention to the use of MT as part of small-scale efforts to provide access to MT education in local communities (Jacob, 2016; Burton, 2013).

In the region, one of the Indigenous Peoples Education (IPED) schools in Butuan City Division, East District is the Sinaka IPED Elementary School located in Barangay Anticala, Butuan City. The school was created to serve indigenous learners particularly the Manobo Tribe. It was found out that all faculty members are all visayan and they are using ethno-linguistic-visayan language (Alejo, 2018). In this case, the first language being used in MTB-MLE is visayan and not a Manobo Language (L1). With this, the study is conducted to explore and assess the issues

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and challenges experienced by the teacher-in-charge and teachers regarding the status of the MTB-MLE implementation in Sinaka IPED School.

In the other way around, the journey of the language to school had not been smooth sailing. Although MTs have always been used in the country as an important Language of Instruction (LOI), they have only generally occupied an “auxiliary” position in conjunction with more dominant LOIs such as Filipino and English (as bilingual medium of instruction in school) throughout the whole range of primary education. Through the Department of Education (DepEd) Order No. 74, the Mother Tongue-Based Multilingual Education (MTB-MLE) program was institutionalized in 2009, a seminal moment in the country’s language-in-education implementation.

It was strengthened further as a key educational reform embedded in Republic Act 10533. The MTB-MLE policy reverses the typical common practice among school children of leaving their home languages behind to study a second and a third language in school (Tan, 2014). Such practice not only denies children the right and the opportunity to learn in their own tongue, but also contravenes the sound pedagogical practice of beginning with what the learner knows to what the learner does not know (Gollan, Starr & Ferreira, 2015). In the implementation of the country’s language policy, it was the first time that the language of the home was recognized as an efficient vehicle for the delivery of academic instruction by making it primary, instead of supporting a Medium of Instruction (MOI) in Kindergarten to Grade III (K-3).

With this, it aims to encourage the Department of Education (DepEd) to implement the Mother Tongue-Based Multilingual Education (MTB-MLE) program in the Indigenous Peoples Education (IPED) in the Division of Butuan City and the neighboring IPs schools in the region.

METHODOLOGY

Sources of Data

This study is a process evaluation of the Mother Tongue-Based Multilingual Education (MTB-MLE) of the K+12 programs. The primary method used is qualitative consisting of Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). The interviews and discussion focused on adoption and implementation of the MTB-MLE program in Sinaka IPED School. FGDs were done with teachers, parents, tribal leader and elders. FGDs with both kindergarten and primary teachers were used as the main sources of first-hand observation and experience on specific issues in Sinaka School. Similarly, on the theme of service delivery and utilization, the DepEd personnel were asked to describe what the delivery mechanisms were set in place, what kind of preparation was done, and what their perspective on the extent of utilization of the program services was. Kindergarten and Primary Teachers (K+3), on the other hand, were asked about their feedback on the way the program will

be implemented. In addition, the Sinaka school teachers were asked to provide their perspectives on the program. During the school visits, classroom observations were also done to generate first-hand information on how kindergarten and primary classes were conducted. A checklist was used to record observations on language used, children’s extent of participation, and availability of textbooks.

To gauge the proposed implementation of the program in K+3 school, teacher-in-charge, kindergarten, and primary teachers were asked to respond to the three sets of questions, namely, (a) school information, (b) implementation of the MTB-MLE, and (c) the reasons why schools do not implement the program. In addition, enrollment data was used to provide information on the size of the K+3 population in Sinaka IPED School. Data on reported primary language use by pupils at the class level was also processed to provide a measure of language diversity.

Following is the list of data generation instruments used in the study and what pieces of information were generated by each:

- FGD guide questions generated qualitative data on the program, service delivery utilization and challenges, and information on the organization of the program;
 - Participant profile sheet generated data such as number of children per classroom; subjects taught and length of service for teachers; and length of service, educational attainment, and courses taken related to educational administration and management for school-based administrators;
 - Classroom observation checklist generated data on language use inside the classroom, pupils’ extent of participation using school’s MOI, and whether textbooks were used; and
 - Secondary data on enrollment and schools were used to provide information on the size and distribution of the K-3 enrollment in Sinaka IPED School. Classroom level data on reported primary language spoken by pupils in kindergarten and primary pupils were processed to provide information.
- In this study, a purposive sampling strategy (Campbell, Greenwood, Young & Walker, 2020) was utilized. The sampling was designed to capture the breadth of program understanding and implementation issues. There were eight (8) participants involved in the conduct of focus group discussion (FGD) to gather the qualitative data needed in the study. In qualitative study like interviews and usability tests, 5 to 10 participants are enough (Creswell, 2009) to collect the needed information from the participants. In the conduct of the Focus Group Discussion (FGD), ethical values were observed to protect the participants from any harm and to what extent the possible uses of the study are conducted. The use of narratives and focus group discussion were the most essential methods in drawing out the primary data from the research participants.
- In addition, informed consent letter and confidentiality

were the utmost concern and were practiced. After the data being drawn from the research participants related to the issues in the implementation of Mother Tongue Based-Multilingual Education (MTB-MLE), the data were analyzed by identifying the common issues and combined from the participants' ideas and responses. Lastly, validation of the data was engaged to validate the findings of the study through members' checking.

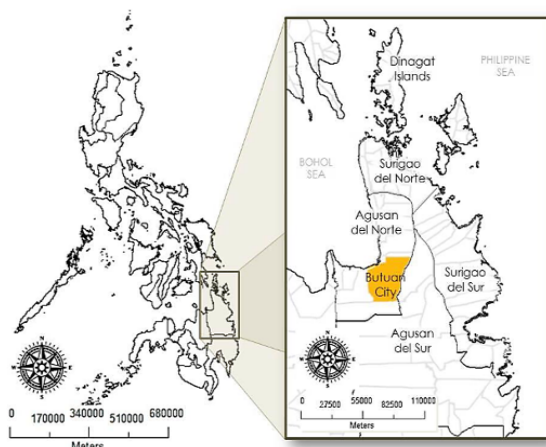


Figure 1: The Map of Sinaka IPED School and its Panoramic View in Barangay Anticala, Butuan City.

Participants of the study

Table 1 shows the participants of the study. The participants were one (1) teacher-in-charge, one (1) male teacher, three (3) female teachers, and including a tribal leader and parents with a total of eight (8) participants in the conduct of the data gathering. The teacher-participants were assigned as multi-grades teachers since there were few teachers handling multiple grade subjects. The Sinaka IPED School is a small tribal school with a population of 87 pupils. Around 90% of the kindergarten and primary pupils were from the Manobo tribe.

Focus Group Discussion (FGD)

The focus group method was selected because it allows for a discovery of range of opinions over several groups. As suggested, the focus group presents a more natural environment than that of an individual interview (Krueger & Casey, 2009) because participants are influenced by others-just as they are in life. Since the goal of this research was to understand the viewpoints of teachers, tribal

parents and leader within the IPED School, it was natural to engage them in individual or group conversations about their MTB-MLE levels of support. A minimum of three focus groups are required to properly compare and contrast data across groups (Krueger & Casey, 2009). In line with this, three focus groups were conducted among kindergarten and grade one up to three teachers together with tribal parents and leader.

Succeedingly, individualized and group interviews were conducted. This was done to establish trust, individual views, and background information of the participants like sex, education attainment, length of stay and service, and number of years in teaching MTB-MLE. More so, the study utilized a transcript-based analysis in analyzing the data from focus group discussion (FGD) among teachers, parents, and tribal elders' participants. The FGD was conducted in two meetings. The first meeting was the conduct of the preliminaries and discussion forum raising relevant queries that could partially answer the objectives of the study. In the second meeting, it was focused on the validation of the participants' responses from the first FGD meeting and verification. They were asked questions and their answers were recorded and transcribed into multiple pages. The transcribed data candidly analyzed along with the field notes constructed by the moderator and assistant moderator. Thereafter, the transcribed data were grouped into categories. Then, one or more themes that expressed the contents of each category were reached. Within the duration of two months visiting the Sinaka IPED School, the researchers were able to establish good rapport from the teachers, parents, and tribal elders. In this regard, they were asked about the Manobo Language and their experiences that will be used in the MTB-MLE K+3 Curriculum of the study and the demographic profile of the participants were considered accordingly.

Findings

Table 2 shows the top reasons why they have not yet implemented the Mother Tongue-Based Multilingual Education (MTB-MLE) program in Sinaka IPED School. As presented below, there are seven (7) noticeable reasons for not adopting yet the proposed curriculum from the division. In addition, it further points out that the chosen medium of instruction (MOI) of the school is Cebuano language. Aside from this, the teacher-in-charge and K-3

Table 1: Summary table why Sinaka IPED School did not implement the MTB-MLE

Reasons for non-implementation
* Teachers lack contextualized teaching materials in using the Manobo language
* Pupils lack IPED worksheets / textbooks
* School does not have the dictionary of the Manobo language
* Teachers do not have training in Manobo language as medium of instruction (MOI)
* Teachers do not speak and support the Manobo language as medium of instruction (MOI)
* School officials and teachers do not speak the Manobo language as medium of instruction (MOI)
* School does not get support from the division office in support to the implementation of the Language

teachers do not have enough background and expertise in speaking the Manobo language in Sinaka IPED School. Mainwhile, the data were drawn-out from the perspectives of the teacher-in-charge and K-3 teachers. These perspectives focused more on the issues and challenges to achieve the MTB-MLE implementation as part of the country's educational reform (DepEd Order No. 62, s. 2011). After the focus group discussion (FGD) was conducted, four (4) essential concerns were generated and identified based on the responses of the participants regarding the issues and challenges on the implementation of MTB-MLE. To wit are the following: (1) teachers were not ready to adopt the implementation of the MTB-Manobo language (L1) in the classroom, (2) teachers have difficulty in using the Manobo language (L1) as Mother Tongue-Based Multilingual Education (MTB-MLE) in primary kindergarten and levels, (3) indigenous leaders and tribe elders have fears when the days come it possibly Manobo language and culture will be lost, and (4) limited time in crafting instructional materials for use in teaching the Manobo language.

In this regard, the study provides a good and up-to-date picture of the possible implementation of the MTB-MLE in Sinaka IPED School. It indicates that the implementation may be realized in their school through the support of the school division heads, tribal leaders, and parents. If they unite, this language barrier may resolve efficiently for the better understanding and common good for the IP pupils. The initiatives and involvement of the stakeholders must be manifested into action, support, and cooperation as some schools in the region use as many medium of instruction (MOI) in their respective schools. Presently, the dominant languages used as medium of instruction (MOI) of many schools in the country are Tagalog, Cebuano and Iloko, although there are a long list of languages being used as MOI even beyond the 19 officially adopted languages in the country (DepEd Order No. 62, s. 2011). Even if there seems to be a nationwide implementation, the quality of implementation appears to be wanting. A good MTB-MLE implementation requires four activities to be done, namely: (1) writing of big books, (2) documenting orthography, (3) documenting grammar, and (4) writing the dictionary of the language. The study revealed that, among those who claimed to have implemented the program, there are less than 10 percent who have done all these four activities and a similar proportion not doing any of these activities. One can only imagine what teachers have been doing under these circumstances.

On the visit to Sinaka IPED school, the researchers observed that teachers used the MT (Filipino and Cebuano languages) more observed interactions among pupils. Most teachers, however, do not use one mother tongue language; rather, they freely used the so called translanguaging of Filipino and Visayan spoken in a daily basis, observed or not. It was also observed that visual materials in engaging learners rely on handouts and

worksheets that teachers sourced themselves.

Pupils in general, seem well-guided in their lessons. They appear to be motivated, engaged, responsive and participative in their classes. A pattern for language use was noticed:

Mother Tongue (Visayan): The language used in the delivery of academic content; often used in greetings, action songs, house rules, and more.

Filipino: This language usage in the classroom is minimal, but when it is used, it is often during guarded moments or particular situations.

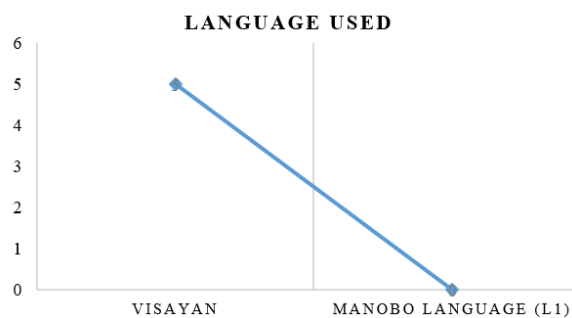


Figure 2: Distribution of participants' language profile

Un-used of language 1(Manobo language)

Table 1 shows language 1 (L1) is un-used in delivering MTB-MLE. Moreover, 100% of the Grade I to III teachers in Sinaka IPED Elementary School are all visayan ethno linguists and none of them was Manobo speakers. Supposedly, Manobo language will be included in the twelve (12) languages chosen in the guidelines on the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) or DepEd Order No. 16 Series of 2012, but due to these circumstances, it was pending and not implemented. A strong and consistent support from the division is very important in order to make this implementation come to realize. As stated in the 1987 Philippine Constitution, Article XIV of Sec. 6-9 on language in the Philippine Constitution, asserts that it shall be more established and developed on the basis of current Philippine and further languages. The Philippines is a community with an amusing range in language culture. It is believed that the Philippines has more than 170 languages (Racoma, 2014).

Succeedingly, the first language used by the teachers in implementing the MTB-MLE was Visayan and not Manobo language (Baguingan, 2010) which clearly have downfalls and issues in the purpose of implementing MTB-MLE in the area. As a product, the language acquisition of the students expressed a great challenge. Conferring to the Kindergarten Education Act of 2011, also known as R.A. 10157, the Philippines must implement the Mother Tongue Based Education (MTBMLE) method in every institution (Sarkar & Metallic, 2009; Yadav, 2014). Further, as stipulated in the provisions, the first language of the child must be the medium that will be used in teaching and construction of knowledge starting

Kindergarten to Grade III. This is because the child is more open to adopting changes and information when the matter of languages and information used is the one that they are first learnt with (Monje, Orbeta, Francisco & Capones, 2021). In the nutshell, language is an essential piece of educational training in the classroom. Teachers interconnected with content and instructions through language. Learners pay attention and interact via language in the process of learning. Thus, the ordinary hypothesis is that the language of the classroom is either well-known or rapidly learned by students to fulfill specific expectations. Conversely, some studies have explained that it is a useful technique to use Language 1(L1) in schools to surface the means for learners to obtain a second language. However, the presence of people who want to know the significance of language creates a very important chance for the lives of every child (Almoayidi, 2018).

DISCUSSION

The study was came up four significant themes revealed in the findings from the current study. It is organized by theme that emerged within each category. These theme categories support challenges for Sinaka IPED school curriculum implementation.

Teachers' Unpreparedness of MTB-MLE implementation

The teachers had limited training on the adoption and implementation of the MTB-MLE subject among K+3 pupils. Teachers were not able to experience phonology, syntax, semantic, and pragmatic (Benson & Kosonen, 2021) of Manobo language because the teachers are non-native Manobo speakers. Teachers were visayan speakers coming from different geographic locations from the province of Agusan del Norte. All teachers wanted to implement Manobo Language (MTB-MLE), but the Sinaka IPED School lacked administrative support from the division in terms of financial aspect and development plan in support to implement MTB-MLE using Manobo Language. The instructional materials provided were not localized and indigenized based on the needs of the Sinaka IPED School. Teachers were used purely visayan instruction in using worksheet activities and instructional materials in delivering and implementing the MTB-MLE K+3 Curriculum.

In addition, qualitative data from this study emerged indicating a point of alignment for the teachers in their understanding about MTB-MLE instructions. They were slightly misaligned in the type of implementation in the K+3 IPED Curriculum in the school. As revealed in the study, teachers expressed their concern on MTB-MLE in terms of what they needed to know for immediate implementation (Bloch & Gutierrez, 2020). This differed by their role in education as teachers as shown in the findings of the study. Thus, it was discovered that a higher percentage of teachers in Sinaka IPED School in the East Division of Butuan City Schools had no knowledge

in using MTB-MLE using the Manobo Language (L1). Supplementarily, this prevailing concern of teachers was asked to know the Manobo Language of instruction in K+3 graders, which is a key component of MTB-MLE implementation. In general, the important element of MTB-MLE is the use of culturally appropriate materials in the classroom (Bialystok, 2013). As stated in 2009 DepEd Order, the school materials should be as much as possible, original, reflecting local people, events, realities; and appropriate to the language, age, and culture of the learners (Wa-Mbaleka, 2013). On the surface, there appeared to be high value for the use of culturally appropriate materials. All of the teachers and all tribal parents responded in the interview that it was important to create lessons based on what is aligned in the MTB-MLE curriculum.

Teachers' Difficulty in Delivering MTB-MLE

Language plays an essential part in the day to day activities of an individual not only as a means of communication, acquiring knowledge, interpersonal development but most importantly language could be a recognition of individuals' sole identity and most of all by pacing the value of its uniqueness of language that needs to be preserved. Republic Act 10533 K+12 program and Mother-Tongue Based Multilingual Education (MTB-MLE) conveys positive impact in the implementation of the program launched by the Department of Education (DepEd) in the year 2011 and became law as the K+12 enacted by 2013. Thus, MTB-MTE program provide landscape and strengthen the learner's skills in language through the use of mother tongue or first language from early basic education starting from kindergarten up to Grade III. Thus, Language is the most essential aspect in the life of all beings as it is used for interaction in daily life activities (Soriano, 2008). This added that still half of the languages in the world are not learned by the younger generation (Rosario, 2012). Moreover, it mentioned that it was estimated that the world languages are currently dying at the rate of at least two languages each month (Headland, 2014).

It was found out that the faculty members have difficulty and struggled in delivering the Mother Tongue-Based Multilingual Education (MTB-MLE) to their learners in the primary level Grades I to III, since they are all visayan and there is no contextualized module being crafted by the teachers. Consequently, indigenous people (IP) leaders, and tribe elders have fears so when the day comes perhaps Manobo language and culture will be lost because all teachers are visayan from different parts of Butuan City and teachers are using ethno-linguistic visayan. Supposedly, the language being used by the IP learners was Manobo, not visayan.

With this, a language teacher must be creative enough and take initiatives in the delivery of his / her lesson for affectivity. The Department of Education (DepEd) tossed a new approach to literacy in Philippine education through implementing a strategic model on the use of

mother-tongue instruction in the delivery of the lessons. It has proven that the implementation became effective since then 1.8 million of primary learners improved academic learning much more in oral literacy (Biçer, 2017). In this regard, it argued that being a language teacher he/she must use instructional materials during the delivery for effectively, employs some motivational approaches, and need to organized cultural events in the school in order for the students to participate, boost learners confidence, and most of all teachers ought to plan instructional materials (Ari & Kayalar, 2018). Likewise, it also revealed that language subjects have problems arise from curriculum change or educational programs such as competency level of the teachers, instructional materials to be used in teaching the language (Biçer, 2017; Republic Act 8371, 1997).

Furthermore, it added that language skills of the learners are very essential (Gorjestani, 2004). They explained that communal stages, individual characteristics and educational setting of the learner matters most in the teaching-learning process in the duration of a particular subject (Kayalar, 2017). Generally, it further revealed that the incorporation of pupils' native language or L1 in the learning of English as a foreign language cannot benefit in attaining their culture or educational goalmouths (Valencia, 2018).

Fear of Manobo Language endangerment

Culture consists of the customary beliefs of a group of people living in a society where they have their own way of life. In addition, culture usually entails folksongs, dances, games, and epic stories that are fundamentally identified as a way of active living expressions, recognition, tradition and being developed and became popular in a specific ethnic tribe. As mentioned in Republic Act 10066 on Heritage Law, posits that everyone has the right to public accessibility to any historical innovations, sites or monuments whether it is national treasure and must be preserved and promoted.

In some studies it specified that diverse ethnic groups have hereditary collected their folk tales from their ancestors and willingly handed them to generations for recognition and identity. In the study of (Surya, 2018; Adonis & Couch, 2017), they shared the practices and experiences of Igorot leaders in Benguet, Mountain Province and how the community masters have used their higher education learning to propel in the preservation and sustainability in promoting Igorot culture and heritage.

Inadequacy of contextualized and indigenized IMs

The Grades I to III teachers need to teach eight (8) subjects per day. Four of which have an allotted time of an hour and the other four subjects with an allotted time of 40 minutes per instruction. This means that teachers in Grades I to III spend 6 hours and 40 minutes a day intended for teaching in the classroom. Accordingly, they only have an hour and twenty minutes left to do class preparations of checking papers and pupils' outputs, fill

in grades, and make instructional materials such as visual aids and worksheets for their different classes. Further studies concluded that being a teacher there is a need to use instructional materials (IMs) in the delivery of the lesson to target effectively and lay participation of the learners (Ari & Kayalar, 2018). Oral tradition denotes mastery skills of the learners; thus, oral traditions may progress as the noteworthy of propagation to any civic and their communal language (Rahman & Letlora, 2018). As mentioned in Section 13 of the Magna Carta for the Public School teachers, it states that teachers in public school should render six (6) hours teaching load and two (2) hours for IMs preparation. Hence, when a school administrator assigned ancillary designations to the teachers, their free time is not enough to craft instructional materials (IMs) for the teaching and learning process.

In addition, lack of budget in crafting learning materials was another hindrance in achieving the plans of the teachers. The school administration is aware of the plight of teachers regarding the lack of money for classroom needs. However, the school administrator follows the implementing rules and guidelines on the direct release and uses of Maintenance and Other Operating Expenses (MOOE) allocation of school which states that the said fund in no case shall the School MOOE be used for the procurement of school furniture (such as seats and teacher's tables and chairs), and textbooks and other instructional materials even if these expenditures are contain in the School Improvement Plan (DepEd Order No. 22, s. of 2016). Thus, the administration cannot allocate any funds to address this issue. However, the government does provide teachers with funds for classroom materials in the amount of Php 3,500.00 that will be given at the beginning of the school year; under the "Teaching Supplies Allowance Act". These funds are allowed to be used for classroom supplies and materials. More so, the Department of Education (DepEd) in the Division of Butuan City may shall take initiatives in addressing the issues and challenges experienced by the teachers in the Indigenous Peoples Education School (IPES) so that the implementation of MTB-MLE as a subject will become operative by conducting extensive seminar-workshops on MTB-MLE and development of instructional materials using the current tools for effective, meaningful, and can drive the purpose of strengthening the delivery of the first language learned by the children in their homes up to the community, incentives to teachers who can produce contextualized and indigenized materials.

In general, the teacher-in-charge of Sinaka IPED School shall motivate and challenge the teachers to develop contextualized and indigenized materials in order to respond to the needs of the learners. Thus, through active collaboration of the academic stakeholders, IP leader and elders the preservation of Manobo language and their culture could be possibly preserved through retaining all the details in the book and by creating and placement of mini libraries in school for effective and efficient delivery

of the purpose. An intervention framework is further recommended by the researchers to address the identified issues and gaps found after the conduct of the study.

CONCLUSION

This study looks for the ways in which teachers and stakeholders in Sinaka IPED School enact MTB-MLE curriculum implementation. It situated ground-level language policy implementation into the context of a top-down local-based reform in the salient features of K+3 curriculum, primarily be contingent on the capacity of the school, implementers, and stakeholders to methodically plan resolutions to face the challenges that this curricular reform being created based in the themes emerged on the issues identified in the study, namely (1) teachers' unpreparedness of MTB-MLE implementation, (2) teachers' difficulty in delivering MTB-MLE, (3) fear of Manobo Language endangerment, and (4) inadequacy of contextualized and indigenized IMs. The teachers were using ethno-linguistic visayan language. In this point of view, it is strongly endorsed that appropriate and thorough monitoring will be done by the division office to address specific issues and gaps on the identified concerns. To crop positive outcomes, creativity, open-handedness, resiliency, and vigorous teamwork among the initiators, implementers, and stakeholders are needed. Thus, it is then determined that there is a necessity to address each issue and gap with a complete and comprehensive assessment plan that is appropriate, applicable, and contextualized in order to guarantee successes of this curricular restructuring by the government's program in the country. It is further suggested that more studies need to be conducted so that the effectiveness of MTB-MLE as a subject may be concluded as effective or not.

Conflict of Interests

The authors declared no conflict of interest involved in the conduct of the study.

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