

ENGLISH TEACHERS' PERCEPTIONS OF THE MOTHER TONGUE-BASED EDUCATION POLICY IN THE PHILIPPINES

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ABSTRACT

The instruction of English in the Philippines causes quite some challenges to scholars due to its rich linguistic diversity. With more than 180 languages currently recorded in the country, linguistic power struggle is unavoidable, although it may be silent. To make the situation even more complex, the Philippine Government recently launched a new educational policy that promotes learning in mother tongues in earlier years of primary education. While this policy is based on sound research, it poses quite some challenges to linguists due to the various linguistic backgrounds found in almost every classroom around the nation. This survey research investigated 467 English teachers' perceptions about the importance of this policy. Findings were inconclusive on teachers' perception about the policy's importance on general learning and the nation's preparedness. Findings were positive, however, about teachers' perceptions about the role this policy plays on first language learning, students' culture, and the Philippines as a nation.

Keywords: Mother tongue-based education, multilingual education, MTB-MLE, language policy, Philippines, survey research, English teachers, multilingualism.