

D-Strat. Teaching Model: A Mother Tongue Approach in Teaching English Language

Rudy F. Daling

Surigao del Sur State University- San Miguel Campus
Brgy. Carromata, 8301 San Miguel, Surigao del Sur, Philippines
rudydaling21@gmail.com

Abstract

The study focused on a designed strategy teaching model through the use of Mother Tongue. The D-Strat. Teaching Model was designed to three phases approach; Developing Vocabularies and Writing Sentences, Recognizing Cultured-Based Literature, and Final Output Assessment. The least learned competency in writing and expressing English Language of secondary students made this teaching model utilize. A social experimental research type that a strategy teaching model was designed to observe the frequency of participants interact the 3-phase model. The utilization of every phase of the model was evidently that learners were able to interact through writing and simply expressing the English language with the intervention of learners' local language. Thus, there was a spiral progression of learners in intervening students' difficulty in expressing English Language, written or oral, when a Mother Tongue was utilize as a medium of learning.

Key Words: Strategy, Teaching Model, Mother Tongue, least learned competency, spiral progression

Introduction

Teaching English language is one of the curriculums in the Philippines. On the other hand, MTB-MLE introduces as a foundation of learners in learning other discipline. It has a unique role in identifying individual's ethnicity, culture, and language (Jenkins, 2005). The D-strategy teaching model elaborated on how the mother tongue language intervene the gap of secondary students' least learned competency in English language subject.

In Philippines, Mother Tongue-Based –Multilingual Education (MTB-MLE) is one of the principles and framework of the K to 12 curriculum (Duran Nolasco, 2013). Hence, other indices of MTB-MLE had been cited by different authors: Ball (2006), Ndamba (2008), Pinnock (2008), Norris' (2006), and Mallozzi & Malloy (2007) but each suggests different aspect. Ball (2006) emphasized that in understanding the problems, local analysis must be applied; Ndamba (2008) suggested the need for attitude change that stakeholders stress importance of mother tongue in early years of schooling of individual; Pinnock (2008) focused that mother tongue promotes language development and pre-literacy skills in early education ; Norris' (2006) suggested that the best condition for a child to learn is through the use of Mother Tongue that presence in home or community; and Mallozzi & Malloy (2007) suggested also that learners more easily to negotiate subject matter

because of advance cognitive development which is associated by the first language. The use and significance of Mother Tongue in delivery of teaching is still need to discover.

The aforementioned studies explain the contribution of Mother Tongue in educational system. Such as, in the implementation of K to 12 Program in the School Year 2013-2014 of Pakwan Integrated School, Lanuza District, two grades secondary students' were identified least learned competency in English subjects. Students were found difficulty to write and to express English language. The teacher fined difficulty to align the curriculum. Hence, English subject focuses on understanding and analyzing local and foreign literatures. The gap discovered that there was a need to design a strategy that can bridge the students' competency in writing and expressing English language.

Thus, D-Strat. (Daling-Strategy) Teaching Model designed for teaching and developing English language for indigenous learners, especially when the teaching is focus on developing vocabularies, constructing sentences and writing paragraphs. It emphasized 3-Phase strategy that motivates indigenous learners in class through localizing culture-based language.

Conceptual/Theoretical Framework

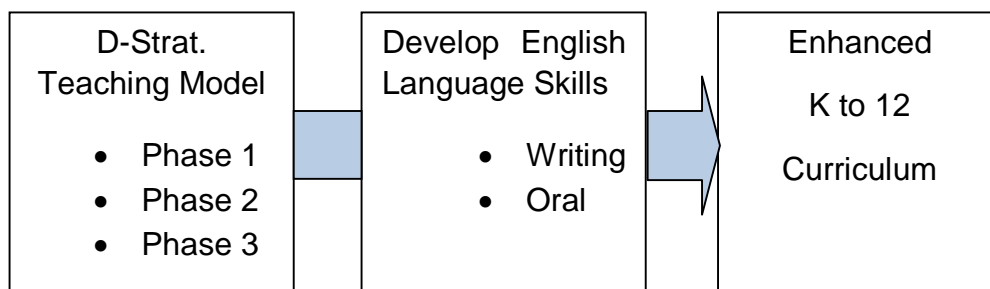


Figure 1. The Schematic Diagram

The figure represents the schema of the study. The figure explains the Phases of D-Strat. Teaching Model that when there is a constant use of Mother Tongue in learning activities, learners' least learned competency in writing and expressing English language will develop. If the process will continue, the K to 12 Curriculum will enhance. Thus, the process of the schema represents the spiral progression of individuals which is the claim of the theory of Progressivism. Theory of Progressivism is anchored by K to 12 Program. It claims that curriculum is decongested when there is a smooth and direct manipulation and experience of objects of individuals (Hayes, 2007).

Research Design and Methods

A social experimental research was employed in which quantitative and qualitative data was involved. Forty (40) secondary students were observed on how they interact on the designed teaching strategy model. Approaches (Phases) of the design were employed as casual learning activities. Each phase of the strategy was employed one at a time. The flow of the D-Strat. Teaching Model is shown below:

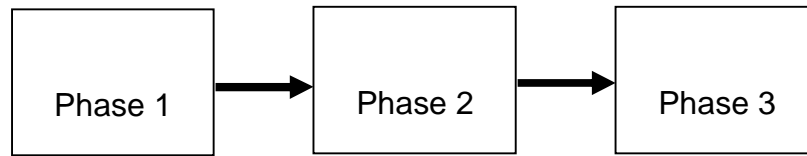


Figure 2. D-Strat. Teaching Model

The procedures were undertaken as follows:

A) Phase 1 (Developing Vocabularies and Writing Sentences)

The class will divide into groups. The number of groups may vary. The teacher will provide writing materials (colored paper, colored pen, or any materials that could motivate them to write). It is expected that each member in a group will do writing as the task given. The teacher will assign each group an alphabets, for instance GROUP 1 is A,B,C,D, and E, GROUP 2 is F,H,I,J, and K; and so on. Each member should have a task, for instance in GROUP 1, member 1 will do alphabet A, member 2 will do alphabet B, member 3 will do C, and so on. Each group will make/prepare own culture-based dictionary according to assigned task and use it into a sentence.

This is how the dictionary looks like:

(For Alphabet N)

Nokoy – unsa (Cebuano/Bisaya)
 – Uno (Sinurigawnon)
 – Ano (Filipino)
 – What (English)
 Nokoy man suda now? (Manobo slang)
 Unsa may ato sud-an? (Cebuano/Bisaya)
 Uno may ato sud-an? (Sinurigawnon)
 Ano ba ang ulam natin? (Filipino)
 What is our viand? (English)

Note:

- a)** In this procedure, the teacher must facilitates/motivates the class to arise the unlocking difficulties.
- b)** Since this is a democratic activity, the teacher/facilitator must entertain or recognize every class queries, especially when it comes to word translation.
- c)** The teacher must demonstrates/writes on the board the individual's vocabularies competency so that everybody will acquire the knowledge needed.

**To vary, make a cycle activity. Let the other group continue or add the assigned alphabets of another group. For instance, the alphabets for GROUP 1 will continued/added by GROUP 2, and so on.*

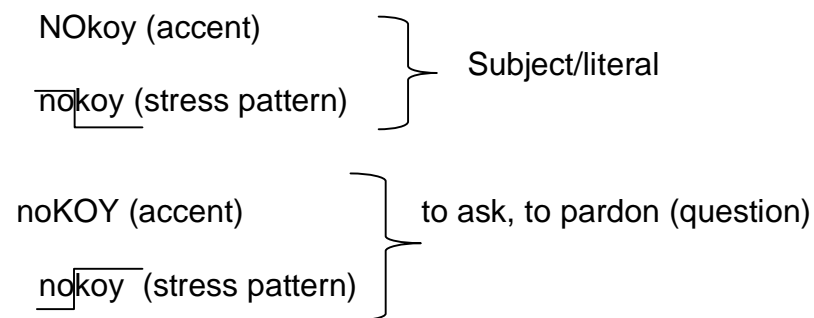
**To vary, do this as an individual activity and let other student continue/add the vocabulary of another student.*

B) Phase 2 (Recognizing Cultured-Based Literature)

Give the class writing materials (colored paper is a variation to motivate learners). Let them write a story, poem, or any literature told by his/her parents/grandparents. Let them write through with their own culture-based language. Sometimes, you have to let them express through second language in order to make them comfortable to express their thoughts.

Note: As this activity goes on, the teacher will facilitates, demonstrates, and integrates on the board the knowledge needed for the class (*such as recognizing the prosodic features of their own culture-based language*).

Example (the word nokoy):



1. After writing with their own language, let them read the story they made in front of the class (*For variation, let the student read the output of another student so that learning will be more fun*).
2. After third procedure, let the class write their output into second language or into Filipino/English (Assessment is still needs in this procedure, such as class queries, etc.). Hence, do not force the individuals to write the whole part of the literature instead encourage him/her to write as he/she could, such as translating at least one stanza of the poem or one paragraph of the story.

C) Phase 3 (Final Output Assessment)

The teacher will assess, scrutinize, discuss, and integrate the needs to improve from the result/output of Phase 2. The class will revise, rewrite, or improve their written output. The final evaluation of class results/outputs. This is done by the teacher.

Results and Discussions

Table 1
Distribution of Students' Interact in D-Strat. Teaching Model

D-Strat. Teaching Model's Phases	Students' Grade		Total
	Grade 8	Grade 9	
Phase 1	17 (85%)	18 (90%)	35 (87.5%)
Phase 2	14 (70%)	16 (80%)	30 (75%)
Phase 3	16 (80%)	15 (75%)	31 (77.5%)

Tabular reveals that students were more active and participative in developing and writing English language sentences (Phase 1) when the first and second language were use primarily. During the activity, it was easy for the students to interact because the first language was already known to him/her. Whereas, there was a development when teacher assess (Phase 3) the students' written culture-based literature (Phase 2). As shown, Phase 2 is the lowest distribution because learners find difficulty to use local literature; it is explain as the deterioration of culture's literature. In addition, students consistently develop when their works were assessed. As a whole, students were active and dynamic when their first and second languages were involved in the process of learning.

The result of the social experiment conducted appears to support the claim that individuals learn best from what they consider most relevant to their daily basis (NAP, 2000). The use of Mother Tongue generates students' brain to do, to solve, and to think critically the activities given. This is consistent with the Theory of Progressivism that even the students may not even know the activity, still it allows to develop brain. Thus, students' learning grows consistently because he/she find it easier when Mother Tongue is always part of the process.

References Cited

- Ball, S. J. (2006). *Education Policy and Social Class: The selected works of Stephen J. Ball*. Abingdon: Routledge.
- Duran Nolasco, R.Ma. (2013). 'Castrated' MTB-MLE- @inquirerdotnet Philippine Daily Inquirer / 11:22 PM September 13, 2013
- Hayes, W. (2007). *Progressive education movement: Is it still a factor in today's schools?* Lanham: Rowman & Littlefield Education.
- Jenkins, O.B.(2005).Dialects, Languages and Ethnicity. Retrieved from orvillejenkins.com/languages/dialectslangsethnicity.html
- Norris, M. J. (2006). Aboriginal languages in Canada: Trends and perspectives on maintenance and revitalization. In J. White, D. Beavon, & S. Wingert (Eds.), *Aboriginal policy research: Vol. 3. Moving forward, making a difference* (pp. 197-228). Toronto: Thompson Educational Publishing
- Mallozzi, C., & Malloy, J. (2007). Second language issues and multiculturalism. *Reading Research Quarterly*, 42 (3), 430-436
- Ndamba, G.T. (2008)Mother Tongue Usage in Learning: An Examination of Language Preferences in Zimbabwe.
- Pinnock. H. (2008). Mother tongue based multilingual education: how can we move ahead?. Retrieved from http://www.seameo.org/_Id2008/doucments/Presentation_document/Helen_Pinnock_mle_how_do_we_mov
- The National Academic Press (NAP). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* (2000). Retrieved from <https://www.nap.edu/read/9853/chapter/6>