

Lesson Exemplars Using Original Cebuano Stories in Teaching Mother Tongue-Based Multilingual Education (MTB-MLE)

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Abstract: The implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) as a subject and as a Medium of Instruction (MOI) for Grades 1, 2 and 3 gave rise to language issues in teaching and learning. This study presents the lesson exemplars using new original Cebuano stories to facilitate the teaching of MTB-MLE subject among Grade one students. This study used the quasi-experimental research design that employed the control group and the experimental group of Grade 1 students that investigated the effects of using Cebuano stories and exercises in MTB-MLE class. A researcher-made, expert-validated pretest instrument was used to gather baseline data on participants' performance in MTB-MLE of both groups. Results showed that there is a significant difference between students' MTB-MLE performance and participation before and after. During their MTB-MLE classes, the experimental group was more motivated to listen and learn new words through Cebuano stories told in class than simply unlocking unfamiliar words in the control group. The lesson exemplars using Cebuano stories served as an effective means of reinforcing lessons in the MTB-MLE subject. Thus, lesson exemplars were proposed to promote the teaching and learning in MTB-MLE subject, enhancing the students' performance and participation in class.

Keywords: Cebuano Stories, Cebuano Storytelling, Lesson Exemplars, MTB-MLE, Multilingualism

1. Introduction

One of the salient features of the K+12 Enhanced Basic Education in the Philippines is the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE). Department of Education (DepEd) in the Philippines institutionalized the implementation of Mother Tongue Based Multilingual Education (MTB-MLE) under the K to 12 Curriculum Program starting the school year 2012-2013 (DO 16, Series 2012). All private and public schools are mandated to employ MTB-MLE as a subject and as a Medium of Instruction (MOI) for Grades 1, 2, and 3. The purpose of a multilingual education program is to develop appropriate cognitive and reasoning skills enabling children to operate equally indifferent languages –starting in the mother tongue with the transition to Filipino and English.

In the Philippines, the birth of MTB-MLE as a subject and as a medium of instruction from Kinder to Grade 3 had encountered challenges as it continuously and consciously plans and adapted the policy with issues concerning the language of instruction and learning. Bañez affirmed that lesson development in Mother Tongue as a subject posed a challenge for teachers since this language had not been extensively used as a medium of instruction in some subject areas [6]. Curriculum makers grappled with what and how to achieve effective strategies to ensure mother-tongue and dominant languages in schools towards quality education. The implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in the K to 12 Program (Republic Act 10533) anchors from where the learners are and from what they already know. It anchors from the language children speak best before they come to school, which serves

as their mother tongue [26]. According to Giron & Flojo, MTB-MLE is a structured language learning and cognitive development program [11]. This approach is the utilization of more than two languages for literacy and instruction. It provides a strong educational foundation using the first language as a bridge to learning another language. This was developed to provide comprehension of lessons while strengthening cognitive, academic, linguistic, and social development Dekker [13]. It provides a good bridge to listening, speaking, and writing using sound educational principles for building fluency and confidence in using the languages for lifelong learning Dekker, 2010 [12]. It aims to make the learners confident and proficient in listening, speaking, reading, and writing for meaning and accuracy. Its purpose is to develop appropriate cognitive and reasoning skills using the local, national and global languages. It supports cultural diversity that fosters creativity and the exchange of ideas to contribute to its richness [28]. Starting from where the children are as Nolasco, et al., emphasize that the use of mother tongue as a tool in understanding the lesson and participating in class. It provides literacy, oral fluency, and lifelong learning through a child's first language [21]. Using the child's mother tongue as the medium of instruction positively affects the child's academic achievement [13].

Jaca, et al. mentioned that the use of local stories in the classroom can encourage students' oral participation since they can talk about their own experiences in relation to the stories presented [12]. Storytelling gets students to talk and participate in class. It also motivates them to create their own stories. It is a common way of getting not only the students' attention but also in providing them awareness of different cultures. Barbour affirmed that storytelling as a teaching tool encourages the development of values, cultural awareness and a better understanding of others and social inclusion [3]. It is a common way of getting students' attention, teaching them moral lessons, and providing them awareness of different cultures. Telling local and traditional stories in class can broaden the students' cultural perspectives as they become aware of the different stories from different periods of time. It creates a greater impact on learning for teachers and educators with students of all ages and abilities. Thus, it helps them develop oral fluency in Cebuano.

Despite the use of varied teaching approaches adapted in class, teachers still faced major struggles in finding ways to improve students' performance and participation in class. With limited local materials to be used in class and teachers' limited training in multilingual education, this study is conducted to provide a teaching guide incorporating original Cebuano stories to supplement the teaching of MTB-MLE. As a breakthrough for exposing and grasping the Cebuano language to facilitate students' learning, the researchers produced researcher-made Cebuano stories due to limited Cebuano literature for young children that can be used in the classroom. These Cebuano stories were incorporated in the lesson exemplars to facilitate the teaching of MTB-MLE and to test the effectiveness of Cebuano stories as learning resources in teaching MTB-MLE subject to Grade 1 students

of the USC NC during the Academic Year 2019-2020. This study determined the effect of Cebuano Storytelling in improving students' performance and participation in their MTB-MLE classes.

2. Review of Literature

Early childhood educators are tasked to find ways to make instruction easy and at the same time enjoyable for our students at hand. As presented by Mutiarani & Izzah, Penny Ur identified three very important sources of interest for children in the classroom: pictures, stories, and games. Teachers can use stories to help children practice their reading, writing, speaking, and listening skills. It is also an effective technique in teaching a foreign language [19]. Storytelling Approach uses stories as a learning tool to develop students' language and literacy in L1. It serves as a medium of instruction to impart knowledge upon the learners by employing the plot, style, characterization, setting, and theme. Eguia espoused that as a learning tool, storytelling encourages children to "explore their unique expressiveness and heighten their ability to communicate thoughts and feeling articulately" [10]. It hones the ability to listen, speak out, questions, reason out, and use the imagination. It also develops the child's love for reading. It serves as a technique that focuses on students' cognitive processes and mediates students' understanding of the world [18]. This will also serve as a springboard in introducing a topic or enrich the lessons.

In the Philippines, Language Policy has evolved through times in creating a language-in-education policy that pertains to the use of language as a medium of instruction and literacy used in basic education [25]. Robinsons noted that linguistic diversity must be a determining factor in designing intervention in literacy and other areas of development [25]. He noted that the key factor in designing intervention in literacy and other areas of development is linguistic diversity in terms of educational usage. Giron & Flojo mentioned the domains of reading instruction that made reading success in K to 3 children as reported by the National Reading Panel [11]. These are phonemic awareness, phonics, fluency, vocabulary, and comprehension instructions. Thus, one of the best practices in oral language and literacy learning is through storytelling using the BDA (Before-During-After) instructional phases. The teacher prepares for learning from the children's prior knowledge in the before phase. Then the teacher monitors oral language during the phase. In the after phase, the teacher helps the students to make connections and assess their learning [25].

Mokhtar, et al. of the Universiti Kebangsaan Malaysia confirmed on their study "The Effectiveness of Storytelling in Enhancing Communicative Skills" that storytelling can be used as an effective teaching tool in a language classroom [17]. Students of lower proficiency at The National University of Malaysia (UKM), taking Foundation English courses usually lack confidence and are intimidated by the language. Consequently, they are hesitant to use the language

and not motivated to do so. As storytellers, students can have the opportunity to read, write, listen, and speak the language. Experimenting with different ways of telling stories is fun and gives them confidence. The findings show that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words. Students also develop their vocabulary and learn when and where to use certain words and phrases.

According to Burton, there is a growing trend around the world to support mother-tongue instruction in the early years of a child's education [3]. In Southeast Asia, this is apparent in a rising number of educational programs that utilize this approach. However, the Philippines as the only country in Southeast Asia to have instituted a national policy requiring MTB-MLE in the primary school years. While studies have long supported the use of mother tongue as the language of instruction, they have primarily been conducted in the community rather than national settings. As such, little is known about how a national policy for MTB-MLE can be given into contextualized local environments. Jaca, et al. described in their study how storytelling in Cebuano language served as a tool in developing the students' oral fluency in their mother tongue [12]. During the study period, the students were introduced to local Cebuano stories to determine their oral language fluency during classroom interaction. What was found out were the positive effects of using Cebuano folktales in promoting the Cebuano language. Using Cebuano stories told in Cebuano language provided an unequal impact on children because they can easily relate to the stories based on their personal experiences and emotional affiliations. Also, their effortless reactions allow them to use their first language confidently when they express their ideas in a casual conversation. Hence, the use of local stories makes a good start for encouraging students to feel comfortable in the classroom as students get to "think" in their language. The more times they listen and interact with each other in the mother tongue, the more comfortable they will be [12].

As noted by Namanya, a solid mother tongue foundation may also help strengthen learners' ethnic identity. Moreover, students can process their thoughts more effectively and produce better outputs when taught in their mother tongue [20]. They suggested that second and third languages can be acquired more easily if a foundation in the first language is established early [27]. Children who have a good mother tongue foundation learn additional languages faster than those who do not. This is so because their prior knowledge of signs and symbols in their mother tongue helps in the learning of a new language (UNESCO, 1953). Likewise, the mother tongue does not only promote a strong academic foundation, but it also upholds cultural identity. Young asserts that language can be considered as a resource where linguistic and cultural diversity fosters creativity and the exchange of ideas, and all languages are seen as contributing to the richness of the nation [28].

While researches confirmed the positive and the negative impact of the teaching of MTB-MLE to students' learning,

teachers use strategies to get students to talk and participate in class. Yet considering the importance of language in teaching, teachers are exploring continuously specific approaches in teaching the subject.

3. Methodology

A quasi-experimental research design was used employing the control and experimental groups of Grade 1 students. Cebuano stories were told to one section as the experimental group, while Guided Instruction was applied to one section as the control group. This investigated the effects of using Cebuano storytelling as a language learning tool in introducing lessons in Grades 1 in their MTB-MLE class, Academic Year 2019-2020. This study was conducted at the University of San Carlos – North Campus Basic Education Division, which is located at General Maxilom Avenue, Camputhaw, Cebu City, 6000, Cebu. It is a Catholic Institution of learning managed by Society of the Divine Word (SVD) that embodies an identity of "Education with a Mission" and "Witnesses to the Word." It is a PAASCU Level II Accredited school following the K to 12 Curriculum of the Department of Education. In compliance to DepEd's mandate, USC NC implemented Mother Tongue Based Multilingual Education (MTBMLE) Curriculum as a subject and as a medium of instruction (MOI) from the year of its implementation for Grades 1-3. It offers Kindergarten to Grades 10 levels with estimated 1,500 population.

4. Results and Discussion

Cebuano stories were introduced to the control and experimental groups. Before the storytelling proper, common and familiar words used in the story were unlocked. This made the students identify the meaning of words and shared their thoughts in class. The teacher then told the story or read aloud the texts or words in the story. After the story was introduced and heard, the teacher asked questions for the students to participate orally. After which, the researchers gave worksheets on vocabulary, vocabulary building, and comprehension tests. These tests assessed the literal, inferential, and critical comprehension levels with 5-7 items on each worksheet. The pretest results were recorded and interpreted for the assessment of students' MTB-MLE performance before the intervention in the context of the story introduced. The teacher-observers also used students' MTBMLE Level of Participation Checklist to document their class participation before the intervention.

4.1. Research Participants' MTB-MLE Performance and Participation Using Original Cebuano Stories

Performance of both groups after being exposed to the respective strategies, guided instruction for control and storytelling for experimental showed an increase in the mean scores from 15.28 to 16.68 for the control group and from 15.00 to 17.32 for the experimental group, as shown in Table 1.

Table 1. Pretest – Post test scores of both groups.

		Descriptive Stats		Paired Samples t-test result		
		Mean	Std. Dev.	t	df	Sig.
Control	Pretest	15.28	1.81	- 4.503	24	0.000*
	Post test	16.68	1.34			
Experimental	Pretest	15.00	1.89	- 7.025	24	0.000*
	Post test	17.32	1.07			

*statistically significant at $\alpha = 0.05$.

Paired samples t-test conducted for the pretest-post test scores of both control ($t = -4.503, df = 24, p < 0.05$) and experimental ($t = -7.025, df = 24, p < 0.05$) groups yielded statistically significant results indicating that the

observed increase in mean scores from pretest to post test is indeed significant. This implies that both strategies, guided instruction and storytelling, significantly increased students’ performance in MTB–MLE.

Comparative analysis of the posttest gain results for both groups, using a one-tailed independent samples t-test at the $\alpha = 0.05$ level of significance, revealed that participants exposed to the storytelling strategy scored significantly higher ($t = 1.86, p = 0.034$) than those who were exposed to the guided instruction. Moreover, as shown in Table 1, analysis of the mean gain using one-tailed independent samples t-test for both strategies showed that the difference between the two is statistically significant ($t = 2.03, p = 0.024$).

Table 2. Analysis of Post test Scores and Mean Gain.

	MTB – MLE Strategy		One-tailed Independent Samples t-test		
	Storytelling	Guided Instruction	t	df	Sig.
Posttest Mean	17.32	16.68	1.86	48	0.034*
Mean Gain	2.32	1.40	2.03	48	0.024*

*statistically significant at $\alpha = 0.05$.

Results shown in Table 2 provide evidence that storytelling strategy significantly increased student academic performance in MTB–MLE compared to guided instruction. This means that if the goal of the teacher is to maximize learner performance and participation in MTB–MLE, then the better option would be to use storytelling more frequently than guided instruction.

This result validated existing research on storytelling as an effective means to improve and hasten second language acquisition. As cited by East, et al., storytelling can be the basis for research through which greater understanding of human experience can be achieved [9]. Storytelling can significantly contribute to nursing knowledge and improve care delivery. Whereas storytelling is better than guided

instruction, it cannot be denied that guided instruction can continually be employed by the teacher for the purposes of facilitating learning based on what the students know and what the students still needs to know. The result of the existing study certifies that storytelling is more effective in making the students understand and remember concepts better compared to use of guided instruction as it only facilitates the delivery of the lesson.

4.2. Lesson Exemplars Using Original Cebuano Stories

Below are two samples of the lesson exemplars that reflect the incorporation of the original Cebuano stories incorporated in the lesson.

<p>Lesson 1 Patingog Aa “Ang Adlaw”</p> <p>I. Objectives (Tumong):</p> <ol style="list-style-type: none"> 1) Identify the sound of letter “Aa” and the words that begin with “Aa”. 2) (Makaila sa tingog sa letrang “Aa” ug ang mga pulong nga 3) nagsugod sa “Aa”.) 4) Write the upper- & lower-case letter of “Aa” and words that begin with “Aa” legibly with proper strokes. (Masulat og sako ang titik “Aa” ug ang mga pulong nga nagsugod sa titik “Aa”.) 5) Share their ideas, feelings, and experiences about the texts given. (Makapaambit sa ilang hunahuna kabahin sa mga pulong nga gihisgutan.) 6) Listen and respond to others actively on the stories heard. (Makapaminaw ug makatubag sa mga pangutana kabahin sa estorya nga nadunggan.) 7) Read sightwords “ang” & “ang mga” accurately. (Makabasa og husto sa mga pulong balasahon “ang” ug “ang mga”.) 8) Spell and write correctly the articles “ang” & “ang mga”. (Makasulat sa saktong baybay ang mga pulong “ang” ug “ang mga”.) <p>II. Content (Pagtulon-an):</p> <ol style="list-style-type: none"> 1) Parts of the Body (Mga Bahin sa Lawas) 2) Sightwords “ang” & “ang mga” (Pulong Balasahon “ang” & “ang mga”) <p>III. Materials (Mga Kahimanan):</p> <ol style="list-style-type: none"> 1) Pictures/flashcards: body parts & word strips (powerpoint presentation)
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- 2) Audio Visual Presentation on Patingog “Aa”
- 3) Researcher Made Cebuano Story: “Ang Adlaw”
- 4) Activity Worksheets (Printed Materials) or can be accessed to Google Classroom to answer
 - a) Online Test for Comprehension Check-up Questions (Google Drive link) https://docs.google.com/forms/d/11O1ES88bigu0_p4nMAIHCJc67tFmJRp8pYA2opx22dg/edit
 - b) Activity 1.1 Picture Word Recognition
 - c) Activity 1.2 Vocabulary Building
 - d) Activity 1.3 Ang Adlaw Init (*The Sun is Hot*)
 - e) Activity 1.4 Ang Kainit sa Adlaw (*The Heat of the Sun*)
 - f) Activity 1.5 Gamit sa Pulong “ang” ug “ang mga”

IV. Procedures (Mga Pamaagi sa Pagtudlo):

A. Preliminary Activities

- 1) The class starts with a prayer and greetings in Cebuano language.
- 2) The teacher says “*Mga bata, andam na ba ta mag-ampo?*”
Tiil tuparon, tuhod sikiton, kamot sa dughan (2x).
Palihug og tindog (2x). Mag-ampo ta.(2x)
(The instruction on prayer may be sang in the tune of “Are you Sleeping?”)
- 3) The teacher greets the class:
Maayong adlaw maga bata!
Maayong adlaw (2x) Maayong, maayo, maayong adlaw.
Kumusta man kamo? (2x) Nanghinaut (2x) nga maayo kamo.
(The greetings can be sang in the tune of “Happy birthday”.
This can be sang by group, then by pair.)
- 4) The teacher settles them down to formally begin the class.
“Mamahimo nang maglingkod.”

B. Motivation

The teacher invites the students to observe the weather outside and asks them to talk about their observation and feelings about the weather. The students may share their experiences in coming to school or playing outside.

This enables them to share their own story and listen to their classmates’ stories too.

C. Lesson Presentation (See Appendix J – Patingog A)

a. Unlocking of Words

Prior to the story proper, words and sentences are presented for the students to get oriented with the words used in the story. Pictures, words and audio are presented in the audio-visual presentation.

The teacher sets the class to listen to the story.

“*Andam na ba kamo maminaw sa istorya?*”

Andam nami (3x) maminaw (2x)

Andam (3x) Andam (3x) maminaw (2x).

(The class will sing the song in the tune of “Are you Sleeping?”)

b. Reading of the Story: “Ang Adlaw”

The teacher initially reads the story through the audio-visual presentation. On the second round, the students’ turn to read along while the visual presentation is flashed. To reinforce more, this part may be replayed successively by group and by individual. The students can gain confidence and encourage participation when reading with the group.

While individual reading fosters initiative and independence.

c. Comprehension Check Questions

The teacher checks if students understand what they read. The teacher reads each item and the students answer it as a class. This is to assess how well the students comprehend the details of the story.

After the reading drills, the students are asked to answer “online test” for individual activity tru Google Drive link

https://docs.google.com/forms/d/11O1ES88bigu0_p4nMAIHCJc67tFmJRp8pYA2opx22dg/edit

d. Integration of Values (Oral Language)

The teacher asks the students to identify the other parts of their body and what can their body parts do. Then, they are asked how they can take care of their body parts. The students share about themselves and figure out how grateful they are of what God has given them.

D. Summary

- a. The students are asked to give examples of words that begin with “Aa” based on what they see or where they are in. This can be done orally. They can tell something about the things they identified.
- b. Picture word recognition and vocabulary building exercises were given in Activities 1.1 and 1.2 respectively based on the story told and read

- c. For Activity 1.3, they are asked to name other parts of the body that can be affected by the heat of the sun by completing the sentences. They may draw pictures on the blank to complete the sentence in case that they cannot write the word. Sentence Completion is used in this activity through paper & pen exercise on “*Ang Adlaw Init*” (The Sun is Hot).
- d. The teacher also asks the students on the advantages and disadvantages of the heat of the sun. This can be done using the T-Chart as shown in Activity 1.4 on “*Ang Kainit sa Adlaw*” (The Heat of the Sun).

E. Assessment

- a. Integrate the use of sightwords “ang” and “ang mga”.

This can be done through Boadwork Exercise. The teacher writes the words “ang & ang mga” on the board, or printed cards may be pasted on the board for the students to read or familiarize the spelling of the words. The teacher also provides pictures of body parts for the students to paste on the board under “ang/ ang mga”.

The teacher asks the students the number of body parts like:

Pila ka buok imong ulo? (How many head do you have?)

usa ka ulo - ang ulo

Pila ka buok imong mata? (How many eyes do you have?)

duha ka mata - ang mga mata

Pila ka buok imong ilong? (How many noses do you have?)

usa ka ilong - ang ilong

Pila ka buok imong dunggan? (How many ears do you have?)

duha ka dunggan - ang mga dunggan

- b. Then the students are asked to give their own examples that would be right for the words “ang/ ang mga”. This can be done in Activity 1.5 on “*Gamit sa mga Pulong ang ug ang mga*” (See Appendix J).

Lesson 2

Katingog Bb

“Ang Bao”

I. Objectives (Tumong):

- 1) Talk about oneself and one’s personal experiences about animals or their pets. (Makapaambit sa ilang kasinatian kabahin sa mga mananap)
- 2) Identify the sounds and letters of consonants “Bb” and blend its syllables (Makatino sa mga tingog ug letra sa katingog “Bb” ug ang iyang silaba)
- 3) Listen to stories and comprehend the story details (Makapaminaw sa estorya ug makatubag sa mga pangutana kabahin sa nadunggang estorya)
- 4) Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy (Makabasa og husto ug tukmang kapaspason sa mga pulong, hugpong o kapahayag alang sa unang ang-ang)
- 5) Give meanings of words through context clues (Makasabot sa kahulogan sa mga wala nailhang pulong diha sa kapahayag)
- 6) Determine ways on how to take good care of the animals (Makatuki sa mga pamaagi sa pag-atiman sa mga mananap)
- 7) Identify the animals and their habitats (Makasuta sa mga mananap ug ilang pinuy-anan)

II. Content (Pagtulon-an):

- 1) Taking Care of Animals (Pag-atiman sa mga Mananap)
- 2) Animal Habitat (Pinuy-anan sa mga mananap)

III. Materials (Mga Kahimanan):

- 1) Pictures/flashcards showing good deeds in different situations
- 2) Cebuano Folksong “*Ang Batang Buotan*”
- 3) Audio Visual Presentation on Katingog “Bb”
- 4) Researcher Made Cebuano Story: “Ang Bao”
- 5) Activity Worksheets (Printed Materials) or can be accessed to Google Classroom to answer
 - a) Online Test for Comprehension Check-up Questions (Google Drive link) <https://docs.google.com/forms/d/1aQPm5thVIJnGO5ibjLUTo8IGgDgRk5dfzryCi5414/edit>
 - b) Activity 3.1 Picture Word Recognition
 - c) Activity 3.2 Vocabulary Building
 - d) Activity 3.3 Pag-atiman sa mga Mananap (*Taking Care of Animals*)
 - e) Activity 3.4 Mga Pinuy-anan sa mga Mananap (*Animal Habitats*)
 - f) Activity 3.5 Mga Mananap ug Ilang Pinuy-anan (*Animal Habitats*)

IV. Procedures (Mga Pamaagi sa Pagtudlo):

A. Preliminary Activities

- 1) The class starts with a prayer and greetings in Cebuano language.
- 2) The teacher says “*Mga bata, andam na ba ta mag-ampo?*”

- Tiil tuparon, tuhod sikiton, kamot sa dughan (2x).
 Palihug og tindog (2x). Mag-ampo ta.(2x)
 (The instruction on prayer may be sang in the tune of “Are you Sleeping?”)
- 3) The teacher greets the class: *Maayong adlaw mga bata!*
 Maayong adlaw (2x) Maayong, maayo, maayong adlaw.
 Kumusta man kamo? (2x) Nanghinaut (2x) nga maayo kamo.
 (The greetings can be sang in the tune of “Happy birthday”).
 This can be sang by group, then by pair.)
- 4) The teacher settles them down to formally begin the class.
 “Mamahimo nang maglingkod.”

B. Motivation

The teacher asks the students what good behavior they showed to others. They may also share the situation at home with their family or with their friends in school. The teacher unlocks the words “Batang Buotan” to introduce the Cebuano folksong “*Ang Batang Buotan*”.

C. Lesson Presentation (See Appendix J – Katingog Bb)

a. Unlocking of Words

Prior to the story proper, words and sentences are presented for the students to get oriented with the words used in the story. Pictures, words and audio are presented in the audio-visual presentation.

The teacher sets the class to listen to the story.

“*Andam na ba kamo maminaw sa istorya?*”

Andam nami (3x) maminaw (2x)

Andam (3x) Andam (3x) maminaw (2x).

(The class will sing the song in the tune of “Are you Sleeping?”)

b. Reading of the Story: “Ang Bao”

The teacher initially reads the story through the audio-visual presentation. On the second round, the students’ turn to read along while the visual presentation is flashed. To reinforce more, this part may be replayed successively by group and by individual. The students can gain confidence and encourage participation when reading with the group. While individual reading fosters initiative and independence.

c. Comprehension Check Questions

The teacher checks if students understand what they read. The teacher reads each item and the students answer it as a class. This is to assess how well the students comprehend the details of the story.

After the reading drills, the students are asked to answer “online test” for individual activity via Google Drive link <https://docs.google.com/forms/d/1aQPm5thVIJnGO5ibjLUTo8IGgDgRkx5dfzryCi5414/edit>

d. Integration of Values (Oral Language)

i) The teacher asks the students how they treat animals at home.

ii) The students share about the importance of animals as one of God’s creations.

D. Summary

a. They are asked to identify the names with syllables of “Bb” and write their names correctly.

b. Picture word recognition and vocabulary building exercises were given in Activities 3.1 and 3.2 respectively based on the story told and read.

c. The students are asked to tell what animals need. They are asked to identify the ways of how to take good care of them as given in Activity 3.3. “Pag-atiman sa mga Mananap” (*Taking care of the Animals*).

d. They are asked how animals differ according to their habitat. They determined animals that could live on land, water, and forest or trees as shown Activity 3.4 on “Mga Pinuy-anan sa mga Mananap” (Animal Habitats).

E. Assessment

Students are asked to classify the animals according to where they live or its habitat. They are asked to write the names of animals under the habitats as shown in Activity 3.5.

5. Conclusion

Lesson exemplars were designed integrating original Cebuano stories personally made by the teacher-researchers in teaching MTB–MLE subject in Grade 1. These were used as a tool for language fluency and literacy and served as a guide for teachers in teaching MTBMLE using Cebuano stories. The Cebuano Stories enhanced the teaching of MTB–

MLE. The use of the lesson exemplars with the original Cebuano stories was effective as it showed an increase in students’ participation. Cebuano This study concludes that lesson exemplars employing Cebuano storytelling is a viable and an effective means of teaching the MTB–MLE subject as it has highlighted students’ engagement in class. Its effectiveness and efficiency in transferring the needed information to the learners was validated through the results of the test.

6. Recommendation

The use of the researcher-made Cebuano stories and lesson exemplars in teaching MTB - MLE is highly recommended to create interesting and meaningful language learning interaction and language learning in the classroom as this was proven in this current study. Likewise, the use of these stories this will provide a culturally rich and engaging experience among students in their MTB-MLE classes as they get to appreciate the value of local stories and tradition.

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