



The Use of Mother Tongue in Teaching Elementary Mathematics

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ABSTRACT (upto 300 words)

This study determined the preparation level of the teachers in teaching Mathematics using Mother Tongue-Based instruction and also explores the teachers' feedback in the implementation of MTB instruction. The Philippine curriculum in kindergarten to Grade 3 emphasize the used of mother-tongue in teaching and learning. Elementary Mathematics is very important in the life of the learners. The teacher performs a vital position within the coaching and gaining knowledge of process. Educationists were locating sensible answers to the sensible issues within the Philippine Educational System particularly on literacy and comprehension of students. This study utilized mixed methods of quantitative and qualitative design. Mean was utilized to determine the level of preparations of the teachers in teaching MTB. Thematic analysis was also used in determining the teachers' feedback about teaching mother tongue in Mathematics. Findings revealed that the teachers are well-prepared in terms of content and instructional materials in teaching Mathematics using MTB. Contextualization and innovation are the core strategies in teaching Mathematics. In contextualized teaching, it connects the learning of basic skills that focuses teaching and learning on the concrete applications in a specific context that is of interest to the student. Thus, contextualized and innovative model in teaching Mathematics using mother-tongued based instruction is essential in the delivery of instruction.

BIOGRAPHY (upto 200 words)

Tess P. Englis is currently a student of PHD at the age of 39 years from Cebu Normal University, Cebu, Philippines. She is one of the Basic Education Research Fund (BERF) researchers of the department of Education, Philippines. An experienced teacher III with over 17 years of experience, a trainer facilitator of In-service Training for Teachers (INSET) District Level, a Learning Action Cell (LAC) facilitator and a coordinator of the district's top one school during Ramon Aboitiz Foundation Incorporated (RAFI) District Evaluation. She was trained as a researcher in DepEd Cebu Province, Philippines and has served as District Learning Resource (LR) Coordinator and the co-chairman in Quality Assurance (QA) Team in the district's production of Performance Tasks during the pandemic. She served as a Radio-Drama and Radio Broadcasting (RBI) Team Leader of Balamban District 1, and has received certificates and plaques of recognition for her leadership. She has been one of division's module writers in Mathematics and now she's currently working on her projects entitled: "Paradigm Shift: Philippine Education in the New Normal, A Philosophical Perspective" in Advanced Philosophical Foundations in Education and "Mother Tongue Instruction (MTI): Empowerment-Involvement-Achievement Theory Amidst Pandemic" in Theory Development in Educational Studies in her PhD.



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