

FORMATIVE ASSESSMENT STRATEGIES IN BRIDGING MTB-MLE TO SECOND LANGUAGE INSTRUCTION VIS-À-VIS LEARNER'S ACADEMIC PERFORMANCE

Cindy May P. Tacbobo and Ma. Elen C. Lualhati

ctacbobo@zppsuh.edu.ph, melualhati@zppsuh.edu.ph

Zamboanga Peninsula Polytechnic State University

R.T. Lim Boulevard, Baliwasan, Zamboanga City, Zamboanga City

ABSTRACT: *This descriptive-quantitative study examined the formative assessment strategies utilized by Grade IV teachers in facilitating the transition from Mother Tongue-Based Multilingual Education (MTB-MLE) to second language instruction and their association with learners' academic performance. The study involved 354 respondents, comprising 81 Grade IV teachers and Master Teachers and 273 Grade IV pupils from three school clusters in Vitali District, Zamboanga City. Data were collected using a researcher-made questionnaire and documentary analysis and were analyzed using weighted mean, mean and one-way analysis of variance (ANOVA). Results showed that teachers sometimes utilized formative assessment strategies (grand mean = 3.23), with Oral Questioning, Homework, Quick Quiz, Quiz, and Hands-on Activities as the most frequently used strategies. Grade IV learners attained Good academic performance (mean = 82.00). No significant difference was found in the utilization of formative assessment strategies across schools, whereas academic performance differed significantly across school clusters. The findings underscore the importance of strengthening formative assessment practices to support learners' transition to second language instruction.*

Keywords: Formative assessment; Mother Tongue-Based Multilingual Education (MTB-MLE); Second language instruction; Academic performance; Language transition

INTRODUCTION

Language is a fundamental tool for communication, learning, and knowledge acquisition. In the educational setting, effective communication between teachers and learners is essential for meaningful instruction. Research suggests that using the mother tongue as a medium of instruction enhances learners' comprehension, participation, and academic performance, particularly during the early years of schooling. As learners become proficient in their first language, they are better prepared to acquire additional languages and transfer literacy skills to other areas of learning [5].

Recognizing the importance of the mother tongue in education, the Philippine government institutionalized Mother Tongue-Based Multilingual Education (MTB-MLE) through Republic Act No. 10533 or the Enhanced Basic Education Act of 2013. Under this policy, the mother tongue is used as the primary medium of instruction from kindergarten to Grade III, while a transition program is implemented to facilitate the gradual introduction of Filipino and English in the succeeding grade levels.

Despite the benefits of MTB-MLE, teachers often encounter challenges during the transition from mother tongue instruction to second language instruction. Learners who have become accustomed to using their native language may struggle to comprehend and communicate effectively in Filipino or English. Effective instructional strategies are essential in supporting learners' transition from their mother tongue to a second language. Formative assessment enables teachers to monitor learning progress, provide timely and meaningful feedback, and adjust instruction to address learners' needs, thereby promoting improved learning outcomes [1, 7].

Teachers have observed difficulties among pupils in understanding and using Filipino and English during the transition stage. To address these challenges, teachers often rely on multilingual approaches and various formative assessment strategies to facilitate learning. Given this

context, the present study aims to determine the influence of formative assessment strategies in bridging Mother Tongue-Based Multilingual Education instruction to second language instruction among elementary learners.

REVIEW OF RELATED LITERATURE

The implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in the Philippines aims to strengthen learners' literacy and conceptual understanding by using the mother tongue as the primary language of instruction in the early grades while gradually transitioning to Filipino and English. However, this transition poses challenges, particularly for teachers who must facilitate learners' acquisition of a second language without compromising content learning.

According to [4], English proficiency remains essential for academic success and future employment opportunities, highlighting the need for effective strategies that support learners during the transition from mother tongue instruction to second language learning. Similarly, [10] found that while MTB-MLE positively influences learners' first-language development, teachers encounter difficulties in promoting second-language proficiency, emphasizing the importance of appropriate instructional approaches during the transition period.

One instructional approach that has gained considerable attention is formative assessment. [7] reported that formative assessment enhances student achievement by integrating assessment with instruction and providing timely feedback that guides both teaching and learning. Likewise, [2] emphasized that effective classroom questioning enables teachers to monitor learners' understanding and adjust instruction according to students' needs. Formative assessment has been shown to enhance student learning by continuously monitoring learners' progress, identifying learning needs, and providing evidence that informs instructional decisions [1, 8]. Moreover, timely and constructive feedback enables learners to recognize their strengths, address misconceptions, and improve their performance, while allowing teachers to adjust instructional

strategies to better support language development [3, 7].

METHOD

This study employed a descriptive-quantitative research design using a survey method to determine the extent of teachers' utilization of formative assessment strategies in bridging Mother Tongue-Based Multilingual Education (MTB-MLE) to second language instruction. To complement the survey data, the study also utilized the recorded average grades of Grade IV pupils in the core subjects handled by the teacher-respondents. These academic records were used to describe learners' academic performance in relation to the formative assessment strategies implemented during the transition from MTB-MLE to second language instruction. All ethical considerations, including informed consent and confidentiality, were observed.

RESPONDENTS OF THE STUDY

The study involved 81 teacher-respondents, comprising all Grade IV teachers and Master Teachers from the three school clusters in Vitali District, selected through total enumeration. To assess the influence of formative assessment strategies on learners' academic performance, the average grades of 273 Grade IV pupils were utilized. The pupil-respondents were selected using Slovin's formula and random sampling from one Grade IV section per participating school. The study covered Cluster A (highway schools), Cluster B (hinterland schools), and Cluster C (island schools).

RESULTS AND DISCUSSIONS

The findings revealed that Cluster C obtained the highest overall

utilization ($M = 3.39$), followed by Cluster A ($M = 3.20$) and Cluster B ($M = 3.14$). Nevertheless, all three clusters were interpreted as *Sometimes*, indicating that teachers moderately utilized formative assessment strategies in bridging Mother Tongue-Based Multilingual Education (MTB-MLE) to second language instruction. The results indicate that teachers relied more on conventional formative assessment practices than on collaborative and reflective assessment strategies. This finding highlights opportunities for professional development that would encourage teachers to integrate a wider range of formative assessment techniques to support learners during the transition from MTB-MLE to second language instruction.

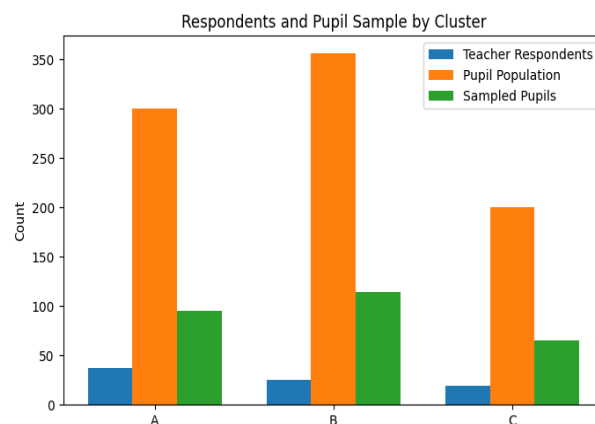


Table 1. Extent of Utilization of Formative Assessment Strategies by Cluster

Cluster	Grand Mean	Interpretation	Most Utilized Strategies	Least Utilized Strategies
A	3.20	Sometimes	Quiz Homework Oral Questioning	Popsicle Sticks Inside Outside Circle Idea Spinner
B	3.14	Sometimes	Oral Questioning Homework Quiz	Idea Spinner Inside- Outside Circle Learning Log
C	3.39	Sometimes	Homework Choral Response Oral Questioning	Idea Spinner Learning Log Minute Pause

Table 2. Academic Performance of Grade IV Pupils

Cluster	Overall Average	Interpretation
A	84.00	Good
B	82.00	Good
C	81.00	Good
Total	82.00	Good

The table shows that there was no significant difference in the extent of formative assessment strategies utilized by Grade IV teachers when grouped by school ($p = .175$), which is greater than the 0.05 level of significance. Thus, the null hypothesis was retained. This finding indicates that teachers across participating schools demonstrated comparable utilization of formative assessment strategies. The similarity in assessment practices may be attributed to their adherence to the same curriculum standards, instructional guidelines, and professional development programs provided by the Department of Education.

As shown in the table, Cluster A obtained the highest mean academic performance ($M = 84.00$), followed by Cluster B ($M = 82.00$) and Cluster C ($M = 81.00$). Despite the differences in mean scores, all three clusters were described as Good. Overall, the Grade IV pupils attained a mean academic performance of 82.00, which is likewise interpreted as Good. These results indicate that the learners across the three clusters demonstrated a consistently good level of academic performance.

Table 3. ANOVA of Academic Performance of Grade IV Pupils by School

		df	Mean Square	F	Sig.
Between Groups	1.158	2	.579	1.771	.175
Within Groups	32.373	99	.327		
Total	33.531	101			

Table 4. ANOVA of Academic Performance of Grade IV Pupils by School Cluster

TEST	F-value	Sig.	Interpretation
One-Way ANOVA Analysis	4.352	0.023	Significant

The table shows the results of the one-way ANOVA on the academic performance of Grade IV pupils across the three school clusters. The analysis revealed a significant difference in academic performance among the clusters ($p = .023$), which is less than the 0.05 level of significance. Thus, the null hypothesis was rejected. Although all three clusters obtained a *Good* level of academic performance, Cluster A achieved the highest mean score, indicating relatively better academic performance than the other clusters, particularly Cluster C. This difference may be associated with variations in school contexts, such as Cluster A comprising schools located along the highway, which may provide greater access to educational resources and support services.

CONCLUSION

Grade IV teachers moderately utilized a range of formative assessment strategies in facilitating the transition from Mother Tongue-Based Multilingual Education (MTB-MLE) to second language instruction, with Homework/Quizzes/Tests, Oral Questioning, and Quiz emerging as the most frequently employed strategies. Meanwhile, Grade IV learners demonstrated good academic performance across the five core subjects during the first and second grading periods. The utilization of formative assessment strategies did not significantly differ across schools, indicating consistency in teachers' assessment practices regardless of school assignment. However, learners' academic performance varied significantly across the three school clusters, suggesting differences in academic achievement despite the comparable use of formative assessment strategies. The findings underscore the importance of sustaining effective formative assessment practices while strengthening contextual support and instructional interventions to further enhance learners' academic performance during the

transition from MTB-MLE to second language instruction.

REFERENCES

- [1] Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-008-9068-5>
- [2] Borich, G. D. (2014). *Effective teaching methods: Research-based practice* (8th ed.). Pearson Education.
- [3] Clarke, S. (2008). *Active learning through formative assessment*. Hodder Education.
- [4] Dawe, C. J. (2014). Language governmentality in Philippine education policy. *Working Papers in Educational Linguistics*, 29(1), 61–77.
- [5] Department of Education. (2009). Department Order No. 74, s. 2009: Institutionalizing Mother Tongue-Based Multilingual Education (MLE). <https://www.deped.gov.ph/2009/07/14/do-74-s-2009-institutionalizing-mother-tongue-based-multilingual-education-mle/>
- [6] Glasson, T. (2009). *Improving student achievement: A practical guide to assessment for learning*. Curriculum Corporation.
- [7] Kean, B. (2014). Developing formative assessment strategies in the Primary Years Programme. International Baccalaureate Organization. <https://ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/keanexecutivesummary.pdf>
- [8] Popham, W. J. (2008). *Transformative assessment*. ASCD.
- [9] Republic of the Philippines. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. Official Gazette. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- [10] Wa-Mbaleka, S. (2014). English teachers' perceptions of the other tongue-based education policy in the Philippines. *European Journal of Research and Reflection in Educational Sciences*.