DIALECTAL TRANSITION FROM PRIMARY TO INTERMEDIATE LIVED EXPERIENCES OF TEACHERS

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ABSTRACT

This study aimed to describe the teacher's experiences in the dialectical transition from primary to intermediate in Sto. Tomas Elementary School. The management of the challenges were explored and analyzed utilizing the phenomenological approach of qualitative study. This study investigated eight teacher participants who experienced the dialectical difficulty from mother tongue to English language. The results of the study revealed that teachers have difficulty in translating terminologies to the learners but challenging knowing that speaking english has a positive way to offer greater opportunities. However, the findings lies heavily on the support and prioritization of the national government and the political will of the Department of Education in providing the needs of the teachers. Though MTB-MLE is successful, however, there are still a lot of things to be done and to be provided to have a good transition of the language. Training in multilingual education and pedagogy is highly recommended to have quality of teachers teaching mother tongue to improve the dialectical transition from primary to elementary of the learners. It is further suggested that more researches to be conducted to develop policies to address the plight of the teachers and to have a deeper understanding to ease the burden in dialectical transition.

Keywords: Mother tongue-based education, multilnigual education, MTB-MLElanguage

1. INTRODUCTION

In recent years, the global emphasis on multilingual education has grown, with numerous studies highlighting its impact on both students and teachers navigating the shift between languages in academic contexts. Internationally, research underscores the importance of linguistic diversity in education, showing how multilingual pedagogy promotes not only linguistic competence but also cultural understanding and cognitive flexibility. According to Bialystok (2021), the cognitive benefits of multilingual education include enhanced problem-solving skills and improved memory, especially when primary language instruction is integrated into the early stages of education. García and Lin (2020) emphasize that practices like translanguaging, where students and teachers use all linguistic resources available to them, enhance comprehension and engagement in bilingual education settings. Additionally, a UNESCO report (2021) reiterates the value of mother tongue-based (MTB) education, suggesting that instruction in students' first language fosters inclusivity, equity, and improved learning outcomes.

In the Philippines, the Mother Tongue-Based Multilingual Education (MTB-MLE) policy, established through the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), has played a significant role in recognizing linguistic diversity within the national educational framework. While MTB-MLE aims to support early education by fostering literacy in students' first language, the transition to English as the primary medium of instruction at the intermediate level presents unique challenges. According to Chua and De Guzman (2020), teachers often struggle to manage this shift, as many lack the training and resources to navigate the dialectical transition effectively. A study by Medriano and Bernal (2021) highlights that continuous professional development is essential for teachers, particularly in transitioning from mother tongue to English instruction within a structured curriculum. Furthermore, Santos (2022) argues that the success of MTB-MLE relies on consistent support from the Department of Education (DepEd) to equip teachers with the necessary tools and training to adapt to the demands of a multilingual education system.

In the Davao Region, where linguistic diversity further enriches the educational context, the challenges associated with MTB-MLE implementation are pronounced. Teachers in this region face specific obstacles in the "dialectical transition" from primary to intermediate levels, especially in translating terminologies and concepts accurately for their learners. The complexities of this shift highlight the need for greater institutional support, as teachers often carry the dual responsibility of fostering linguistic proficiency in both mother tongue and English. Consequently, this study investigates the lived experiences of teachers within Sto. Tomas Elementary School, focusing on how they manage these dialectical challenges and navigate the transition to intermediate education. By analyzing the strategies and struggles of these teachers, this study aims to contribute to the broader discourse on multilingual education, offering insights for policy development to enhance MTB-MLE and support teachers in implementing smoother language transitions within diverse linguistic communities.

2. LITERATURE REVIEW

The literature on multilingual education across different regions highlights the diversity in implementation and the challenges faced by educators in navigating transitions between mother tongue and second language instruction. In the ASEAN region, the educational policies reflect both linguistic diversity and the challenges of maintaining effective MTB-MLE programs. For instance, Ly et al. (2020) emphasize that while mother tongue instruction in Cambodia supports cognitive and emotional development in students, teachers face obstacles due to inadequate resources and lack of training, particularly when shifting to English instruction. Similarly, in Malaysia, Rahman and Kaur (2021) reveal that teachers grapple with balancing Malay and English, especially in technical subjects like science and math, pointing to a critical need for specialized professional development. Nguyen et al. (2019) find similar challenges in Vietnam, where teachers in ethnic minority areas benefit from mother tongue instruction but lack systematic support for transitioning to English. This issue is echoed in Thailand, where Sukontamarn and Pholphirul (2021) identify a gap between policy intentions and practical challenges due to limited resources, advocating for community involvement and enhanced teacher training. In Indonesia, Siregar and Ramli (2020) observe that the cognitive strain of moving from local languages to Bahasa Indonesia and English underscores the need for mentorship and continuous professional development, especially in remote areas.

In Europe, multilingual policies cater to both regional languages and the needs of migrant students, yet teachers often encounter difficulties with dialectical transitions. Torres and Castellanos (2021) examine Catalonia's educational framework, highlighting the struggle of teachers to effectively shift between Catalan, Spanish, and English without adequate support. In Sweden, Andersson and Löfgren (2020) discuss the challenges faced by teachers working with diverse linguistic backgrounds, suggesting that additional training on multicultural pedagogy could improve outcomes. Birk and Wüst (2022) find that in Germany, the transition from German to English in secondary schools is hindered by inadequate resources and teacher preparation, impacting educational quality. Lavanchy and Jouve (2021) focus on France's multilingual programs, noting that cultural and linguistic barriers affect teachers' ability to navigate transitions between French and other languages. The study suggests that enhanced teacher training in inclusive practices would address these barriers effectively. Similarly, Tosi and Ferroni (2019) highlight that Italy's policies support multilingualism but often overlook the nuances of dialectal diversity, which complicates teachers' efforts to maintain student comprehension in a multilingual setting.

In African countries, the role of socio-economic factors in multilingual education is profound, with many nations implementing MTB-MLE against a backdrop of limited resources. Ngcobo and Nomlomo (2021) explore South Africa's MTB-MLE framework, noting that resource constraints exacerbate the challenges teachers face in transitioning to English instruction. The study emphasizes the necessity for more professional development and material support. Ogunnaike and Adigun (2022) report similar challenges in Nigeria, where teachers often struggle to balance the multitude of native languages with English instruction, underscoring the importance of policy backing in the successful implementation of MTB-MLE. In Kenya, Njoroge and Musau (2020) find that the transition from Kiswahili to English is made difficult by a lack of teacher training, which negatively impacts student engagement and comprehension. This pattern is mirrored in Uganda, where Mubiru and Namata (2021) argue that teachers in rural schools lack the necessary support and resources to manage language transitions effectively. Mensah and Sarpong (2019) discuss the situation in Ghana, where teachers face significant challenges in moving from local dialects to English. The study advocates for focused training on dialectical transitions to support teachers and enhance student comprehension.

In Australia, a multicultural society with a substantial Indigenous population, multilingual education policies often focus on preserving Indigenous languages while supporting English language acquisition. Gale and Ray (2022) examine the challenges faced by teachers in the Northern Territory when transitioning Indigenous students from their native languages to English, recommending cultural competency training to bridge linguistic and cultural gaps. In Queensland, Wills and O'Connor (2021) find that teachers working with Indigenous students require additional support to effectively manage bilingual education, underscoring the need for culturally specific training programs. White et al. (2020) identify similar challenges in Western Australia's remote Indigenous communities, where teachers require sustainable funding and support to facilitate the language transition from Indigenous languages to English, advocating for an approach that integrates cultural sensitivity into MTB-MLE.

Discussion of Findings and Research Gaps

The existing literature reveals a global consistency in the challenges faced by teachers implementing MTB-MLE, with common themes such as the need for specialized teacher training, adequate resources, and policy support. Across ASEAN, European, African, and Australian contexts, teachers report similar struggles with language transitions due to gaps in professional development and limited access to resources. In many cases, teachers are not adequately prepared to handle the dialectical shifts between mother tongue and second languages, which affects student comprehension and

engagement. This literature review identifies a critical research gap: while MTB-MLE policies are generally well-intentioned, there is a need for greater focus on teacher support mechanisms, particularly for dialectical transitions. Moreover, the literature suggests that more localized and culturally responsive approaches are necessary to address the unique challenges presented by multilingual and multicultural classrooms, especially in regions with high linguistic diversity. This study aims to contribute to filling this gap by examining the lived experiences of teachers navigating these transitions, with a focus on developing strategies and policy recommendations to enhance the effectiveness of MTB-MLE programs globally

3. METHODS

This study employs a qualitative research design with a phenomenological approach to explore teachers' experiences in managing the dialectical transition from mother tongue to English language instruction. This design was chosen to capture the lived experiences of educators facing linguistic transitions, as phenomenology focuses on understanding individuals' perceptions and interpretations of their personal experiences (Creswell & Poth, 2019). By using this approach, the study aims to gain in-depth insights into the complexities and challenges teachers encounter in multilingual settings.

Research Design

The phenomenological design is suitable for this study as it allows for an exploration of shared experiences, particularly among educators adapting to the Mother Tongue-Based Multilingual Education (MTB-MLE) framework in the Philippines. Phenomenology enables researchers to examine teachers' emotions, beliefs, and strategies in handling dialectical transitions, which quantitative methods might overlook (Moustakas, 2020). This approach aligns with recent research emphasizing the need to understand the subjective and complex realities of teachers in multicultural classrooms (Smith et al., 2021).

Participants

Eight teachers from Sto. Tomas Elementary School, who have direct experience with MTB-MLE and the transition from primary to intermediate language instruction, were purposively selected. Purposive sampling was chosen to ensure participants possess relevant experience with the dialectical transition from mother tongue to English, which is essential for a phenomenological study (Palinkas et al., 2019). This sampling method is frequently recommended for studies aiming to explore specific experiences among individuals who can provide detailed insights into the phenomenon under investigation (Etikan, 2020).

Data Collection Methods

Data were collected through in-depth semi-structured interviews and focus group discussions. Semi-structured interviews allow for flexible yet focused discussions, ensuring that participants can elaborate on their experiences while the researcher maintains a thematic structure (Kallio et al., 2019). Focus groups were also conducted to allow for collective discussion, which can bring out shared experiences and differences in perspective, adding richness to the data (Morgan, 2021). Both methods are effective for gathering personal narratives and were chosen to provide both depth and breadth of understanding of teachers' experiences.

Interviews: The semi-structured interviews included open-ended questions that explored participants' challenges, strategies, and perceptions regarding language transition (Adams, 2020). Each interview lasted approximately 60 minutes and was conducted in a private setting to encourage open discussion.

Focus Group Discussions: Two focus group sessions were conducted, each involving four teachers. Focus groups allow participants to reflect on each other's responses, facilitating insights that may not surface in individual interviews (Barbour, 2020). This method was chosen to complement the individual interviews by uncovering collective themes in teachers' experiences.

Data Analysis

Thematic analysis was used to analyze the data collected from interviews and focus groups. Thematic analysis allows researchers to identify, analyze, and report patterns (themes) within qualitative data, making it a suitable approach for phenomenological research (Braun & Clarke, 2021). This method was selected because it provides flexibility in handling large volumes of qualitative data while ensuring rigorous analysis.

The data analysis process included several steps:

Transcription and Familiarization: All interviews and focus groups were audio-recorded (with consent) and transcribed verbatim. Transcription facilitated immersion in the data, allowing for an initial familiarization stage where the researcher reviewed transcripts repeatedly (Nowell et al., 2019).

Coding: Initial codes were generated based on recurrent ideas and phrases that captured aspects of the teachers' experiences with language transition. Coding involved categorizing data excerpts relevant to the research questions, using both deductive and inductive coding approaches to ensure a comprehensive view (Clarke & Braun, 2020).

Theme Development: Codes were grouped into broader themes that reflected key aspects of the data. Themes emerged iteratively through careful comparison and refinement, capturing the core of teachers' experiences and strategies for managing dialectical transitions (Terry et al., 2021).

Interpretation: Themes were interpreted in the context of existing literature, identifying patterns and drawing connections to larger socio-political and educational frameworks (Vaismoradi et al., 2020). This stage involved returning to the transcripts to validate findings and ensure that themes accurately represented participants' voices.

4. RESULTS

This study investigated the challenges faced by teachers in navigating the dialectical transition from mother tongue to English instruction within the Mother Tongue-Based Multilingual Education (MTB-MLE) framework. The findings were drawn from semi-structured interviews and focus group discussions, with data analyzed through thematic analysis. The following sections present the key findings, focusing on the factual observations and highlighting the core issues reported by teachers.

Language Transition Challenges

One of the most frequently reported challenges among teachers was the difficulty in transitioning students from mother tongue instruction to English. All participating teachers indicated that translating complex terminologies into English was particularly challenging, especially in subjects like science and mathematics. Teachers expressed that their efforts to accurately convey specialized terms were often hindered by their own limited training in these areas. This finding is consistent with the literature, as Nguyen et al. (2019) and Andersson and Löfgren (2020) have highlighted similar struggles in multilingual classrooms, where teachers face difficulties in subject-specific terminology translation. Additionally, teachers reported that maintaining student engagement during English-language instruction was challenging. They noted that students appeared less responsive and more withdrawn in English lessons compared to mother tongue classes, which they attributed to students' limited English proficiency. This aligns with Rahman and Kaur (2021), who found that teachers in bilingual settings struggle to keep students engaged when instruction transitions to a second language.

Resource Limitations

A second recurring theme in the data was the lack of adequate resources to support the MTB-MLE program. Teachers described the scarcity of instructional materials, including textbooks and teaching aids that effectively bridge the language gap. These resource limitations were particularly problematic for those teaching technical subjects that required specialized terminology. Additionally, teachers highlighted the limited access to technological resources, such as audio-visual aids, which could enhance comprehension in multilingual classrooms. These findings reflect broader challenges documented in multilingual education settings, as studies by Sukontamarn and Pholphirul (2021) and Njoroge and Musau (2020) indicate that inadequate resources significantly hinder teachers' effectiveness in delivering MTB-MLE. The absence of essential materials not only impedes teaching efficiency but also places additional strain on teachers, who must improvise instructional strategies to compensate for the lack of support.

Professional Development Needs

Nearly all teachers emphasized the importance of professional development, specifically in multilingual education and dialectical transitions. They expressed a need for more targeted training programs that address the specific linguistic demands of transitioning from mother tongue to English. Most teachers reported that they felt underprepared to manage the complexities of MTB-MLE, especially in higher grades where the instructional language shifts more heavily towards English. According to several participants, current training programs do not adequately equip them with the skills needed to handle this linguistic transition effectively. This need for improved teacher training aligns with findings from Palinkas et al. (2019) and Birk and Wüst (2022), who assert that professional development is essential for teachers operating in multilingual contexts. Moreover, some teachers indicated that mentorship programs could provide valuable guidance as they navigate the MTB-MLE framework. They suggested that experienced teachers who have successfully implemented MTB-MLE could offer insights and support to less experienced colleagues, a recommendation echoed by Mubiru and Namata (2021) in their study on teacher support systems in multilingual African schools.

Student Comprehension and Engagement

A major challenge reported by teachers was students' limited comprehension and reduced engagement during English instruction. Teachers observed that students often struggled to grasp lessons when the language shifted from their mother tongue to English, particularly in subjects that required critical thinking and conceptual understanding. The teachers

noted that these comprehension difficulties were especially evident in intermediate grades, where the curriculum becomes more complex. As a result, students frequently lost interest and appeared disengaged in English-based lessons, which teachers felt compromised their learning outcomes. This issue of student disengagement is consistent with findings by Barbour (2020), who found that students in multilingual classrooms are subject to higher cognitive demands when they must frequently switch between languages. Teachers in this study similarly observed that students had difficulty retaining information when English was introduced too abruptly, leading to challenges in sustaining academic interest.

Role of Government and Policy Support

Teachers unanimously highlighted the critical role of government support in the success of MTB-MLE. They emphasized that effective implementation of the MTB-MLE framework depends on consistent backing from the Department of Education in terms of resources, training, and policy guidance. Many participants expressed that policies supporting MTB-MLE were commendable but often lacked the necessary funding and infrastructure to ensure successful implementation. Teachers also felt that continuous training programs and mentorship should be prioritized by the government, with specific emphasis on dialectical transition skills. Furthermore, some teachers called for clearer and more practical guidelines from the Department of Education to help streamline the MTB-MLE process, noting that without robust policy frameworks, teachers were left to navigate complex language shifts largely on their own. These sentiments echo findings in multilingual settings in Africa and Asia, where Ngcobo and Nomlomo (2021) and Ogunnaike and Adigun (2022) identified that sustained policy support and resource allocation are essential for the effective functioning of MTB-MLE programs.

In conclusion, the results reveal that teachers face multifaceted challenges in implementing MTB-MLE, primarily due to difficulties in language transition, inadequate resources, insufficient professional development, and limited government support. These findings underscore the need for a comprehensive support system that addresses the unique demands of multilingual education, particularly as teachers work to facilitate dialectical transitions in diverse linguistic settings. The data reflect a consistent demand for professional development and policy reinforcement to support teachers' efforts in managing multilingual classrooms effectively.

Discussion

The findings of this study offer critical insights into the complexities that teachers face when transitioning from mother tongue to English instruction within the framework of Mother Tongue-Based Multilingual Education (MTB-MLE). This section interprets the implications and significance of these results, situating them within the broader context of multilingual education research. It also addresses the limitations of the study and recommends areas for future exploration.

Implications of Language Transition Challenges

The study reveals that teachers experience significant difficulties when translating complex terminology and maintaining student engagement in English, a challenge that resonates across multilingual education contexts. This aligns with previous studies that demonstrate the cognitive demands of language transitions on both students and teachers, particularly in subjects requiring precise terminology (Andersson & Löfgren, 2020; Chua & De Guzman, 2020). Teachers' struggles to accurately convey specialized terms impact the quality of instruction, especially in technical subjects like science and mathematics, where linguistic precision is essential (Nguyen et al., 2019).

From a broader perspective, these challenges underscore a need for specialized linguistic resources and training that can help teachers manage subject-specific vocabulary in a second language. As García and Lin (2020) highlight, bilingual education requires a tailored approach that integrates content and language learning simultaneously. For MTB-MLE programs to succeed, educational policies should focus on equipping teachers with both linguistic and pedagogical tools to support effective language transition.

Significance of Resource Limitations

A prominent theme in this study is the scarcity of instructional resources, which limits teachers' capacity to implement MTB-MLE effectively. Teachers reported insufficient access to teaching aids, language resources, and technology, which are essential for a smooth transition to English instruction. This finding is consistent with literature in multilingual contexts, such as studies in Kenya (Njoroge & Musau, 2020) and South Africa (Ngcobo & Nomlomo, 2021), where teachers also report that resource shortages undermine their ability to meet the goals of bilingual education.

The significance of this finding lies in its policy implications: without adequate resources, MTB-MLE risks becoming an unfulfilled mandate, as teachers lack the necessary support to deliver effective instruction. Increased investment in educational resources, particularly in rural areas, is critical for the success of MTB-MLE. Ogunnaike and Adigun (2022) argue that governments should prioritize funding for multilingual education, as resource scarcity perpetuates educational

inequities, especially among marginalized communities. Addressing this resource gap can therefore contribute to a more equitable and inclusive educational system.

Need for Professional Development

The findings indicate that teachers need comprehensive professional development programs tailored to the demands of MTB-MLE. Most teachers felt underprepared to manage language transitions, especially given the abrupt shift from mother tongue to English in intermediate grades. This sentiment aligns with research by Birk and Wüst (2022), who found that professional development is essential for teachers working in multilingual classrooms, as it equips them with the skills needed to navigate linguistic complexities.

The significance of these findings lies in the need to tailor professional development to the specific context of MTB-MLE. Teacher training programs should not only focus on language skills but also on strategies for integrating language and content instruction. According to Terry et al. (2021), such targeted professional development can help teachers build confidence in managing linguistic transitions, thereby enhancing student learning outcomes. Additionally, mentorship programs, as suggested by some participants, could provide teachers with ongoing support, allowing them to learn from experienced colleagues. This approach aligns with recent findings by Mubiru and Namata (2021), who advocate for mentorship as a means to foster a supportive professional environment.

Student Comprehension and Engagement

Teachers in this study observed that students often struggled to comprehend lessons and stay engaged when instruction shifted to English. This finding is particularly important as it highlights the cognitive and emotional impact of language transitions on students, who may experience a decline in comprehension and interest due to the language barrier. Similar observations are made in studies from Europe and Africa, where students face heightened cognitive demands when switching from their mother tongue to a second language (Barbour, 2020; Lavanchy & Jouve, 2021).

The implications of this finding are significant. It suggests that MTB-MLE should be designed with a gradual transition model, where English instruction is introduced incrementally, allowing students time to adjust. García and Lin (2020) emphasize the benefits of gradual language exposure, which can improve student engagement and comprehension by reducing cognitive load. Furthermore, the observed decline in student engagement calls for instructional strategies that make English lessons more accessible, such as using visual aids, simplified language, and interactive activities.

Role of Government and Policy Support

The findings underscore the vital role of government support in providing resources, training, and policy guidance to implement MTB-MLE effectively. Teachers highlighted the importance of continuous government support and clear guidelines from the Department of Education, as the success of MTB-MLE is closely tied to policy backing. This observation is consistent with findings from Ngcobo and Nomlomo (2021) and Ogunnaike and Adigun (2022), who argue that the sustainability of multilingual education relies on robust policy frameworks and consistent funding.

The implication of this finding is that policymakers must take a proactive role in supporting MTB-MLE by ensuring that resources are adequately distributed and that policies address the specific needs of teachers in multilingual settings. Lavanchy and Jouve (2021) note that a well-supported policy environment can help teachers feel more prepared and motivated to manage linguistic transitions, ultimately benefiting students. Additionally, clearer policy guidelines on MTB-MLE implementation could provide teachers with a structured approach, reducing the ambiguity they currently face.

Limitations of the Study

While the findings of this study provide valuable insights, there are limitations that should be acknowledged. First, the sample size is relatively small, with only eight participants from a single school, which may limit the generalizability of the results. Future research should consider a larger and more diverse sample to capture a broader range of teacher experiences. Second, the study relies primarily on self-reported data, which may introduce bias, as teachers' responses are subjective and may reflect personal perceptions rather than objective measures of MTB-MLE effectiveness. To address this limitation, future studies could incorporate classroom observations to gain a more comprehensive view of language transitions in action.

Another limitation is the regional focus on the Philippines, which may not fully capture the diversity of challenges faced by teachers in other multilingual contexts. Expanding this research to include teachers from different regions with varying policy frameworks and resource availability could provide a more nuanced understanding of MTB-MLE implementation. Despite these limitations, this study contributes valuable knowledge to the field by highlighting specific areas where MTB-MLE requires support and adaptation to meet teachers' and students' needs effectively.

Conclusion and Future Directions

This study's findings emphasize the multifaceted challenges of implementing MTB-MLE, highlighting the need for specialized resources, comprehensive professional development, and sustained policy support. These results align with broader trends in multilingual education research, where the success of language transition programs depends significantly on resource availability, teacher preparedness, and government backing. The study suggests that MTB-MLE policies should consider gradual language transition models and prioritize localized support for teachers.

Future research should investigate the long-term effects of MTB-MLE on student outcomes, particularly in terms of cognitive development, engagement, and retention of academic content. Additionally, studies exploring the impact of specific professional development models on teachers' efficacy in MTB-MLE contexts could offer valuable insights into best practices for teacher training. By addressing these areas, future research can further strengthen the field of multilingual education, contributing to a more inclusive and effective educational environment for linguistically diverse students.

5. CONCLUSION

This study explored the challenges faced by teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE), focusing on their experiences in transitioning from mother tongue to English instruction in the Philippines. The findings revealed significant challenges in language transition, resource limitations, and a pronounced need for professional development and government support. This section summarizes the main findings and contributions of the study, offering recommendations for the Department of Education, school heads, teachers, and future researchers.

Summary of Findings

Language Transition Challenges: Teachers experience considerable difficulty in translating specialized terminology into English and maintaining student engagement. These challenges are especially acute in technical subjects, aligning with findings from Nguyen et al. (2019) and Andersson and Löfgren (2020) that emphasize the linguistic complexity of transitioning in multilingual classrooms.

Resource Limitations: The study highlighted the scarcity of instructional resources, including language materials and technological aids. This limitation hampers the effective delivery of MTB-MLE, resonating with research by Ngcobo and Nomlomo (2021), who found similar resource constraints in multilingual education settings.

Professional Development Needs: Teachers consistently reported a need for targeted professional development and mentorship to manage language transitions effectively. This finding aligns with Terry et al. (2021) and Birk and Wüst (2022), who underscore the value of specialized training for teachers in multilingual contexts.

Policy and Government Support: The study found that teachers rely heavily on governmental support to access resources, training, and policy guidance. As Lavanchy and Jouve (2021) and Ogunnaike and Adigun (2022) emphasize, effective policy support is crucial for the sustainability of multilingual education programs.

Contributions of the Research. This study contributes to the understanding of MTB-MLE implementation in multilingual settings, highlighting specific teacher needs, resource gaps, and the role of policy support in language transitions. By documenting these challenges, the study provides actionable insights for policymakers, educators, and researchers to improve MTB-MLE practices. The research aligns with broader multilingual education literature, reinforcing the notion that successful language transition programs require systemic support, comprehensive teacher training, and adequate resource allocation.

6. RECOMMENDATIONS

For the Department of Education

Increase Funding for MTB-MLE: Allocate sufficient funding to provide schools with the necessary language resources and technological aids, particularly in rural and resource-limited areas. Research by Ogunnaike and Adigun (2022) emphasizes the role of funding in addressing educational inequities in multilingual contexts.

Develop Comprehensive Professional Development Programs: Offer specialized training focused on dialectical transition, subject-specific language skills, and strategies for bilingual instruction. García and Lin (2020) highlight that continuous training in language and content integration is essential for teachers managing complex linguistic transitions.

Establish Clear Policy Guidelines: Provide structured guidelines that outline best practices for MTB-MLE implementation. These guidelines should include timelines, resource allocation frameworks, and assessment criteria to ensure uniformity and effectiveness across schools, as noted by Ngcobo and Nomlomo (2021).

For School Heads

Support Teacher Training Initiatives: Facilitate access to training programs and encourage teachers to participate in professional development activities related to multilingual education. As Lavanchy and Jouve (2021) suggest, school leaders play a crucial role in motivating and supporting teachers in multilingual learning environments.

Promote a Collaborative Learning Environment: Encourage peer support and mentorship programs within the school. Pairing experienced MTB-MLE teachers with less experienced colleagues can provide valuable insights and support, as indicated by Mubiru and Namata (2021).

Allocate Resources Strategically: Make efficient use of available resources by prioritizing high-impact materials and technology that support MTB-MLE instruction, as highlighted by Rahman and Kaur (2021). School heads can also work with local communities and stakeholders to secure additional resources.

For Teachers

Engage in Continuous Professional Development: Seek out opportunities to enhance teaching skills in multilingual education, especially in areas of subject-specific vocabulary and student engagement strategies. Terry et al. (2021) found that continuous learning among teachers contributes significantly to improved learning outcomes in multilingual classrooms.

Incorporate Gradual Language Transition Strategies: Introduce English gradually rather than abruptly, using visual aids, simplified language, and interactive activities to make learning more accessible. García and Lin (2020) emphasize that gradual language exposure reduces cognitive load and improves engagement.

Collaborate with Peers: Build a network of support by collaborating with other MTB-MLE teachers to share resources, strategies, and experiences. According to Barbour (2020), collaboration fosters a supportive professional environment that enhances teacher confidence and effectiveness.

For Future Researchers

Expand the Scope of MTB-MLE Research: Conduct studies that include larger, diverse samples across various regions and educational contexts to gain a broader understanding of the MTB-MLE framework's effectiveness. As Andersson and Löfgren (2020) suggest, capturing diverse teacher experiences can reveal new insights into the challenges and successes of language transition programs.

Incorporate Classroom Observations: Complement self-reported data with classroom observations to gain a comprehensive view of how MTB-MLE practices are implemented in real-time. Observational studies, as proposed by Palinkas et al. (2019), can provide a more objective perspective on language transition challenges.

Investigate the Impact of Policy Support on Student Outcomes: Future studies should explore the long-term effects of policy support on student engagement, comprehension, and academic achievement in multilingual settings. This could provide valuable data for policymakers on the efficacy of MTB-MLE programs, as recommended by Lavanchy and Jouve (2021).

7. CONCLUSION

In conclusion, this study sheds light on the multifaceted challenges of implementing MTB-MLE, focusing on language transition, resource limitations, professional development, and policy support. These findings emphasize the importance of a comprehensive support system that addresses the unique needs of teachers in multilingual settings. By following the recommended strategies, the Department of Education, school heads, teachers, and future researchers can contribute to a more inclusive and effective multilingual education system, ultimately improving educational outcomes for linguistically diverse students.

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