



Emilio Aguinaldo College
YAMAN LAHI FOUNDATION, INC.
Bayang Bayan, Dasmariñas, Cavite

**IMPLEMENTATION OF THE BILINGUAL EDUCATION PROGRAM
IN THE PUBLIC ELEMENTARY SCHOOLS, DISTRICT OF
MAGALLANES, DIVISION OF CAVITE**

7.0000

A THESIS
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to the Faculty of the Graduate Education Division
Emilio Aguinaldo College

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Master of Arts in Teaching

by
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ABSTRACT

This study is a status survey of the implementation of bilingual education program in the District of Magallanes during the School Year 1983-1984.

The researcher sought answers to the following questions:

1. What are the educational and professional qualifications of the teacher-respondents?
2. How do the teachers evaluate themselves in the use of Pilipino as the medium of instruction in certain subjects and the effects of the training programs attended?
3. What difficulties/problems are met by the teachers in the implementation of the bilingual policy?
4. What remedial measures do teachers use to solve their problems?
5. What are some suggested ways to improve the implementation of the bilingual education program?
6. What are the parents' reactions to the bilingual education program?
7. What are the administrators' views on the bilingual education program?

The normative survey type of research was used since the study involves the present practices with respect to the central tendency of the teachers, as to their competencies, difficulties, and remedial measures; parents' and administrators' opinions. The gathering of data and information was facilitated through the use of questionnaire and interview.

The respondents were administrators, teachers and parents of the District of Magallanes who were involved in



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the implementation of Department Order No. 25, series 1974.

Findings

An evaluation of the data gathered from the survey disclosed the following significant points:

I. Educational Qualifications of Teacher-Respondents

As to the highest educational attainment of the respondents, the following were the findings in the order of frequency: (1) BSEEd with units in M.A., 32 or 43.24 per cent; (2) BSEEd, 18 or 24.32 per cent; (3) ETC with units in BSEEd, 8 or 10.8 per cent; (4) BSHE, 5 or 6.75 per cent; (5) BSE with M.A., 4 or 5.40 per cent; (6) ETC, 3 or 4.05 per cent; (7) BSIE, 2 or 2.7 per cent; (8) BSE, 1 or 1.35 per cent; and (9) M.A., 1 or 1.35 per cent.

The total units in Filipino earned by the teachers either in the graduate or undergraduate studies according to rank were: (1) 12-15 units, 42 or 56.75 per cent; (2) 6-9 units, 12 or 16.21 per cent; (3) 18-21 units, 10 or 13.51 per cent; (4) 24 and above, 8 or 10.81 per cent; and (5) 1-3 units, 2 or 2.70 per cent.

On the in-service education in Filipino, with regard to the credits earned and level of attainment in the order of diminishing frequency were: A. School level - (1) 1-6, 20 or 27.02 per cent; (2) 6-10, 17 or 22.97 per cent; (3) 11-15, 1 or 1.35 per cent; (4) 16-20, 1 or 1.35 per cent; (5) 20 and above, 0 or 0 per cent; (6) 35 or 47.29 per cent of the respondents did not have any credit in the school level. B. District Level - (1) 1-6, 22 or 29.72 per cent; (2) 6-10, 10 or 13.51 per cent; (3) 11-15, 1 or 1.35 per cent; (4) 16-20, 0 or 0 per cent; (5) 40 or 54.05 per cent did not have credit in the district level. C. Division



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Level - (1) 1-5, 22 or 29.72 percent; (2) 6-10, 14 or 18.9 per cent; (3) 11-15, 1 or 1.35 per cent; (4) 16-20, 1 or 1.35 per cent; (5) 42 or 56.75 per cent did not have any in-service education in the division level. D. Regional Level - (1) 1-5, 2 or 2.7 per cent; (2) 6-10, 1 or 1.35 per cent; (3) 71 or 95.94 per cent don't have any credit in the regional level. E. National Level - (1) 1-5, 1 or 1.35 per cent; (2) 6-10, 2 or 2.7 per cent; (3) 71 or 95.94 per cent did not have any credit for in-service education in Filipino on the National Level.

Out of the 74 teacher-respondents, 50 or 67.56 per cent passed the Teacher's Examination; 21 or 28.37 per cent with no eligibility; 2 or 2.7 per cent Teacher Examination (unassembled) and 1 or 1.35 per cent Junior Teacher.

The total teaching experience of the teachers as shown in Table 5 revealed that most of them had less than 15 years of teaching experience. Ten or 13.51 per cent had 1-5; 6-10, 15 or 20.27 per cent; 11-15 years, 15 or 20.27 per cent; 16-20 years, 6 or 8.1 per cent; 21-25 years, 10 or 13.51 per cent; and 18 or 24.32 per cent had more than 25 years. Those teaching other subjects in Filipino: 48 or 64.86 per cent had 1-5 years; 8 or 10.8 per cent had 6-10 years; 7 or 9.45 per cent had 11-15 years; 7 or 9.45 per cent had 16-20 years; 4 or 5.40 per cent had 21-25 years bracket. No one taught other subjects in Filipino for more than 26 years.

II. On the Implementation of Department Order No. 25

As to the different areas of communication, almost all the respondents had adequate competencies. In the area of listening, 41 or 55.40 per cent claimed very ade-



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quate competence; and 28 or 37.83 per cent, adequate; and 5 or 6.75 per cent not adequate. In Speaking, 21 or 28.37 per cent very adequate; 42 or 56.75 per cent adequate and 11 or 14.86 per cent not adequate competence. In Reading, 31 or 41.89 per cent rated themselves very adequate; 40 or 54.05 per cent adequate and 3 or 4.05 per cent not adequate. In Writing, 18 or 24.32 per cent claimed to be very adequate; 52 or 70.27 per cent adequate; and 4 or 5.4 per cent not adequate in competence.

In the use of Filipino as the medium of instruction in the different subject areas under study as shown in Table 7, for Health and Physical Education, 24 or 32.43 per cent had very adequate command of the language, 45 or 60.81 per cent adequate and 4 or 6.75 per cent not adequate to use Filipino in teaching the subject. For Work Education, 23 or 31.08 per cent had very adequate, 47 or 63.51 per cent adequate and 4 or 5.40 per cent not adequate to use Filipino to teach Work Education. For Character Education, 30 or 40.54 per cent very adequate, 39 or 52.70 per cent adequate, and 5 or 6.75 per cent not adequate in teaching this subject in Filipino. For Social Studies, 28 or 37.83 per cent very adequate; 42 or 56.75 per cent adequate; and 4 or 5.40 per cent not adequate to teach Social Studies in Filipino. For Music and Arts, 18 or 24.32 per cent, claimed to be very adequate; 52 or 68.91 per cent adequate and 5 or 6.75 per cent not adequate in using Filipino to teach Music and Arts.

With the training program attended by the respondents, 62 or 83.78 per cent had adequate in-service training, 65 or 87.83 per cent had adequate seminars, and 58 or 78.37 per cent had adequate conferences. Only 7 or 9.45 per cent did not have adequate in-service education, 2 or 2.70 per cent not adequate seminars, and 5 or 6.75 per cent gained very adequate, 7 or 9.45 per cent very adequate in seminars and



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11 or 14.86 per cent had very adequate competence.

As to the aspects of bilingual education, most of the respondents gained beneficial results in lesson planning. Lesson planning had a frequency of 72 or 97.97 and ranked number one. The next nine aspects of bilingual education in the order of effectiveness as gleaned by the respondents were: Use of different class strategies, 71 or 95.94 per cent; Preparation of instructional materials, 68 or 91.89 per cent; Preparation of learning tasks, 61 or 90.54 per cent; Vocabulary building, 65 or 87.83 per cent; Demonstration teaching, 64 or 86.48 per cent; Use of Manual ng Guro sa Wika, 58 or 78.37 per cent; Construction of Criterion referenced test, 54 or 72.97 per cent; and Programming of subjects, 53 or 71.62 per cent.

III. Availability of Materials

A. Materials for Implementing the Bilingual Program

A great number of more than 50 per cent of the respondents disclosed that the Basic Textbooks, Supplementary Readers, Skill Text, Rate Builders, and Recreational Readings used in the five subject areas under study were lacking. Not every pupil had a book for his own use. In Social Studies, 119 or 63 per cent claimed that the basic textbooks were not enough. The number of respondents who said that their materials were not enough in other subject areas were as follows: Work Education, 120 or 63 per cent; Health and Physical Education, 130 or 68.5 per cent; Music and Arts, 143 or 75.5 per cent; Character Education, 119 or 63 per cent; and Filipino, 128 or 67 per cent.

B. Written Materials in Filipino for:

1. Teachers' Use. Like the materials for implementing



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the program, most of the respondents also claimed that the teachers lacked written materials in Pilipino for their use. In Social Studies, 110 or 58 per cent said that they did not have enough materials for their use. For the other subjects in diminishing frequency were: Music and Arts, 146 or 77.5 per cent; Work Education, 131 or 69 per cent; Health and Physical Education, 128 or 67.5 per cent; Character Education, 120 or 63.5 per cent.

2. Pupils' Use. The "not enough" column received the most number of frequencies. It was clear that written materials were not enough in the public schools of the District of Magallanes for teachers' and pupils' use. In the order of decreasing frequency, the following data were obtained: Health and Physical Education, 145 or 77 per cent; Music and Arts, 143 or 76 per cent; Work Education, 130 or 69 per cent; Social Studies, 129 or 68 per cent; and Character Education, 114 or 60.5 per cent.

With respect to the respondents' self appraisal of their difficulty in the different teaching processes, it was only in the translation of materials available in English into Pilipino wherein they were not adequate, with a frequency of 152 or 80 per cent. This bothered them most. In all the other aspects of the teaching processes, the respondents seemed to be very adequate as in expressing ideas in Pilipino, 164 or 87 per cent were adequate. Three aspects of the teaching processes that bother them least were: sustaining pupils' interests, summarizing comprehensively what is read, and speaking vocabulary.

Under the administration and supervision, the teacher-respondents found it very difficult to have a dialogue with their administrator with regard to bilingual education.



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They ranked it first with the total frequency of 72 or 97 per cent. The other criteria in diminishing order were: lack of follow-up activities, 70 or 95 per cent; number of supervisory visits not adequate, 68 or 92 per cent; lack of supervision, 48 or 64 per cent; genuine interest in the implementation of the program not manifested 49 or 66 per cent and school officials not conversant in Filipino, 27 or 36 per cent.

As to the type of test the respondents used in their teaching, the teacher rank dictation as his number one problem which 70 or 94 per cent claimed. Teachers found their pupils unable to take down dictated activities with accuracy. The other types of test used by the respondents to ascertain their pupils' bilingualism in the degree of difficulty were fluency test, 68 or 92 per cent; making composition, 65 or 88 per cent; Reading comprehension, 62 or 84 per cent; rating skills, 59 or 80 per cent; cloze test, 68 or 92 per cent; flexibility test, 54 or 73 per cent and dominance 51 or 67 per cent.

IV. Remedial Measures

Of the given remedial measures, 70 or 95 per cent of the 74 teacher-respondents attended study sessions on bilingual education; 69 or 93 per cent observed demonstration teaching; read articles on bilingual education, 64 or 88 per cent; solicited help from competent co-teachers, 60 or 81 per cent; and 58 or 78 per cent had improved class programming. As shown by the teachers' reaction on these measures they tried to help themselves, so they were able to implement the program better.



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V. Ways of Improving Bilingual Education

The teacher-respondents were also asked to rank the suggested ways on improving bilingual education as to their effectiveness. The five most effective means of improving bilingual education were: (1) having enough instructional materials, 72 or 97 per cent; (2) use of different types of criterion referenced tests, 69 or 93 per cent; (3) availability of learning continuum of every subject and grade, 67 or 91 per cent; (4) giving more in-service training on bilingual education, 65 or 83 per cent; (5) more teacher-administrator dialogue, 64 or 86 per cent.

VI. Parents' Opinion on Bilingual Education

In terms of parents' opinion on bilingual education, the researcher gathered data from 189 parents of grade six pupils from the district under study. Most of the parents agreed in the program but with some doubts. Forty nine or 66 per cent agreed that bilingualism is basically sound; 42 or 57 per cent agreed that parents share in the responsibility of nation building; 39 or 53 per cent agreed that there would be an increase in reading and speaking vocabulary. While 34 or 46 per cent did not agree that bilingual education is difficult to implement. Thirteen or 18 per cent did not agree that it lessens children's interest in their work. Among the 74 parent-respondents, 29 or 39 per cent strongly agreed that bilingual education helps in communication skills while 33 or 45 per cent agreed to it. Fifteen or 20 per cent did not agree. A detailed view of the parents was shown in Table 16.

VII. Results of the Interview

1. All of the principals disclosed that their



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Teachers were ready to implement the bilingual policy but with some doubts due to insufficient instructional materials and teaching guides in Pilipino.

2. A positive answer was given by the principals saying that their teachers were in favor of bilingual education.

3. The principals unanimously agreed that parents in their district welcomed bilingual education.

4. The interviewees revealed that their hindrance were unavailability of instructional materials and teaching guides written in Pilipino.

Conclusions

From the findings revealed by the study, the following conclusions have been drawn:

1. Almost all of the teacher-respondents were fully qualified to teach Pilipino and/or in Pilipino in the five subjects areas under study. They possessed the necessary education, were civil service eligibles, do not have enough in-service education in Pilipino, though more than 50 per cent of them were still young in the service.

2. Most of the teacher-respondents were adequate in competence in the different areas of communication, teaching with Pilipino as the medium of instruction, and had adequate training programs.

3. The instructional materials written in Pilipino for the implementation of the bilingual policy, for the teachers' and pupils' use were insufficient. Their common response was "not enough."

4. The most prevailing difficulties of the teacher-respondents were in the translating available materials in English into Pilipino; giving dictation test to their pupils with accuracy; and teacher-administrator dialogue on bilingual



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education.

5. The remedial measures were welcomed by most of the teachers.

6. The respondents suggested that if the teacher had enough instructional materials and used different types of criterion-referenced test, Bilingual Education must be improved.

7. The parent-respondents unanimously agreed that bilingualism is basically sound and good for their children and themselves. It made the parents aware of their responsibilities as well as the need for National Language.

8. The interviewed administrators had a favorable attitude toward the bilingual policy though aware of the insufficiency of instructional materials and teaching guides written in Filipino.

Recommendations

In the light of the foregoing findings, the researcher offered the following recommendations for the improvement of the program:

1. The Ministry of Education, Culture and Sports should offer scholarship during summer and full-time study in Filipino to deserving teachers.

2. Incentives be provided to competent teachers both in Filipino and English.

3. Instructional materials be made available for teachers' and pupils' use.

4. Learning continuum for every subject and grade should be made ready for the teachers.

5. Parents, teachers, and administrators should welcome and implement any innovation wholeheartedly and with the best of their ability.



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6. There would be more teacher-administrator dialogue on any change in the curriculum before its proper implementation.

7. The Ministry of Education, Culture and Sports should provide more textbooks in Filipino.

8. Provide more seminars and/or in-service trainings in the teaching of Filipino.



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