

RESEARCH ARTICLE

Management strategies in transitioning non-Chavacano students to Chavacano medium of instruction

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ABSTRACT. Since Chavacano is not the native tongue of Visaya, Samal, and Tausug, it is a challenge for teachers to impart knowledge to their students in this medium. The purpose of this study was to identify management techniques for converting non-Chavacano students to the Chavacano language of instruction. In the study, forty educators working in Zamboanga City's kindergarten, first, second, and third grades participated. In order to identify the management strategies for transferring non-Chavacano students to Chavacano medium instruction, this study used a descriptive-quantitative approach. The results of the study demonstrated the need for distinct strategic management when transferring non-Chavacano pupils to a Chavacano language of instruction. They replied that the best way to address this issue and find a solution is to identify efficient management techniques that meet the requirements of the students. The purpose of this study is to map out the suggested solution that educators have provided in order to develop more effective management techniques for transferring Chavacano language proficiency to non-Chavacano pupils.

KEYWORDS: *Chavacano medium of instruction, Management strategies, Responds, Effective, Solutions*

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Introduction

The teacher's language is the medium of instruction. Teaching the language, or educational content, in the target language gives the student more exposure to it and communication possibilities, which helps them gain control over it (British Council Magazine, 2008).

Chavacano is one of the 19 languages that DepEd employs for the MTB-MLE. Two modules comprise the implementation of the MTB-MLE: an instructional medium and a learning space. We have several ethnic tribes in Zamboanga City, each speaking a different language. Not every tribe, particularly the Tausug, Visayan, and Samal, speak Chavacano. Due to the fact that some subjects are taught in Chavacano at the K-3 level, students from these tribes have trouble understanding the learning assignment. This study looks at the management techniques used to shift non-Chavacano pupils to learning in the Chavacano language.

In the Philippines, language is another topic that stirs up a lot of strong feelings. Divergent viewpoints, attitudes, and views exist about the language policies of the Philippines, particularly with relation to the medium of instruction (MOI). The Philippines' linguistic legacy appears to be

receiving more positive attention as a result of new empirical research and more recent educational policies that support instruction in the home tongue. As a result, the Mother Tongue Based – Multilingual Education (MTB-MLE) policy was imposed, which calls for the use of many languages in literacy and instruction.

However, Nolasco (2008) asserts that in order for Mother Tongue Based – Multilingual Education (MTB-MLE) to be effective in the Philippine setting, simply altering the MOI is insufficient. He lists four further requirements that need to be fulfilled in order for the MLE program to be implemented successfully. Support and empowerment from the community is one of these. Nolasco cites a number of studies to support her claim that attitudes held by parents and educators—whether favorable or negative—about the mother tongue as the MOI are a recurrent problem.

Operationally, bilingual education in the Philippines is characterized as teaching particular topic areas in both Filipino and English. According to DECS order No. 25, the MOI in social studies, social science, music, the arts, physical education, home economics, practical arts, and character education shall be Filipino (changed to pilipino in 1987). Conversely, science, math, and technology classes are assigned to English (Espiritu, 2009).

In 2013, there was a significant change in the educational environment that affected both the curriculum and the MOI. The "Enhance Basic Education Act of 2013," Republic Act 10533, was signed into law by President Benigno C. Aquino III. The requirement that mother tongue be used as the primary language of teaching from Kindergarten through Grade 3 is one of the characteristics of the new K–12 curriculum.

For this reason, the Enhanced Basic Education Program's Mother Tongue-Based Multilingual Education (MTB-MLE) component was added by the Department of Education (DepEd). It directs the use of the students' familiar language as the medium of learning so they can more readily understand foundational ideas.

In other Zamboanga City schools, when the majority of students speak the same language, the curriculum is taught using the students' mother tongue. Our school uses Spanish as the primary language of instruction, even though none of the kids can speak the language. Regarding the previously mentioned MTB-MLE in the city, Mayor Celso Lobregat (2012) considered the strategy to be polarizing because students in barangays populated by Muslims and Cebuano people on the coast are divided based on their respective languages. He went on to say that the local government finds the implementation of MTB-MLE in the city to be completely unacceptable. The Mayor responded to this policy by issuing Executive Order CI-459-2012, which forbids the use of Chavacano in any city establishments, including government buildings and schools. The Chavacano language is intended to be preserved, continued, and promoted (Natividad, 2014).

Students whose mother tongue or first language is not Chavacano may find it challenging to understand the lessons presented using Chavacano as MOI because they will need to master the language beforehand. This new aspect of the K–12 curriculum. The successful mastering of gradually accumulating structural entities and arranging this information into coherent structures that result in efficient communication in the target language, according to Rutherford (1987), characterizes language acquisition.

To assist teachers whose first language is not Chavacano, the local government supported some training programs, such as Chavacano orthography. Even some textbooks and a Chavacano dictionary were shared to relieve some of the teachers' workload.

The goal of the current study is to acquire some managerial techniques for transferring non-Chavacano students to the Chavacano medium of teaching. It is advised that teachers attend

training seminars to assist them in identifying efficient management techniques that would benefit their students.

Research Questions

1. What is the demographic profile of the respondent in terms of:
 - a. length of service
 - b. ICT level
2. What are the management strategies in transitioning non Chavacano student to Chavacano medium of instruction in terms of
 - a. Strategic Profiling of Ethnicity
 - b. Parental Involvement,
 - c. Allotment of time on language enhancement,
 - d. Assessment of improvement toward the transitioned language?
3. Is there a significant difference in the management strategies in transitioning non Chavacano students to Chavacano medium of instruction when data is grouped based on their demographic profile?

Literature

According to Benson (2004), providing students with access to high-quality fundamental education through language has proven essential for fostering successful communication and understanding in the classroom. Even while many developing nations have multilingual populations on both an individual and cultural level, the educational system still favors a single foreign language. Since teaching in a language other than the one the learners understand is akin to holding them underwater without teaching them how to swim, this method of instruction has been dubbed "submersion" (Skutnabb-Kangas 2000).

ICT in education increases student retention and engagement: Students are more engaged in their work when ICT is included into the classroom. This is due to the fact that technology offers a variety of approaches to make learning the same material more entertaining and engaging (Semenov, 2005). ITCs are most frequently used by teachers for mundane work (record keeping, lesson planning, information presenting, and simple internet searches). Teachers with greater ICT proficiency use computer-assisted instruction less frequently than teachers with less proficiency, but they use ICTs more frequently overall.

Strategic Profiling of Ethnicity

One kind of survey question that is typically included to collect demographic information is the ethnicity question. This type of question aims to determine what factors can impact a respondent's choice and identify any trends. Social science research heavily relies on the inclusion of ethnicity survey items. Instead of starting with self-awareness and self-reflection, people typically derive their initial self-construal from the implicit or explicit expectations of different society agents (Abrams, 2015).

Parental Involvement

One of the shortcomings of the "problematic" K-12 program, according to the Alliance of Concerned Teachers (ACT) Philippines, is the "faulty implementation" of the MTB-MLE, which is demonstrated by the dearth of instructional resources and the propensity to translate already-existing materials rather than develop new ones. (2020). It has been shown that a parent's involvement in the school plays a significant role in their child's academic success. Research has shown that parental involvement in education is positively correlated with academic achievement (Perez Sanchez et al., 2013; Tarraga et al., 2017), that it improves children's academic performance

and self-esteem (Garbacz et al., 2017), and that it increases school attendance and retention (Ross, 2016).

Allotment of time on language enhancement

Developing a child's vocabulary and language abilities to help them achieve what they want and need is a crucial part of teaching in early childhood education. An enormous number of crucial developmental activities are linked to children's capacity to access and utilize language appropriately at the appropriate times. And a child's vocabulary size is one of the most significant indicators of their future reading performance. "Your relationship with children is the foundation for language learning—mere exposure isn't enough." For those pupils who are the most economically disadvantaged, our influence as educators is especially crucial. The ideal environments for the development of language, and vocabulary in particular, are those in which meaningful reciprocal exchanges on topics that are significant to the child take place.

Assessment of improvement toward the transitioned language

Assessment is more informative, more able to improve instruction and learning, and can stimulate higher faculty and staff engagement when it is used to drive student improvement. A paradigm for assessment that is improvement-focused includes identifying learning objectives, gathering information, evaluating and interpreting the findings, sharing the findings with relevant parties, and utilizing the feedback from those parties to inform choices and enhance student learning.

Methodology

Research Design

This research made use of the Descriptive Quantitative Research Design. The supplied answers of the respondents in the guided questions were used as qualitative data. This study aimed to find out the Management Strategies in Transitioning Non-Chavacano students to Chavacano as a medium of instruction.

Population Sampling

Purposive and convenience sampling of teachers from Kinder- Grade 3. The study included 40 teachers with their length of service from one (1) year to ten (10) years, and eleven (11) years and above, and ICT literacy level beginner and average to advance. The researcher utilized sample random sampling to come up with the Management Strategies in Transitioning Non-Chavacano students to Chavacano medium of instruction

Research Instrument

This study is quantitative research where the researchers utilized an original instrument. Survey on Management Strategies in Transitioning Non-Chavacano Students to Chavacano medium of Instructions with four (4) categories and twelve (12) statements. The 1-4 scale was the basis of the researchers in determining the result of the survey. If the respondent checks Strongly Disagree (1), the respondent is 100% Disagree with the statement. Disagree (2) the respondent disagrees with the statement. Agree (3) the respondent agrees to this statement. Strongly agree (4) the respondent is 100% in agreement with the statement.

Data Gathering Procedure

A letter for permission to conduct the study in a Zamboanga Central School will be submitted to the office of the Principal. After receiving approval, the researcher gave the designated respondents the survey questionnaires and made sure they understood the goal of the investigation. They were also reminded that their involvement in the aforementioned study was entirely voluntary and that the study's findings would be treated with the strictest confidentiality

and used exclusively for this research project. After then, the collected data were recovered, sorted, and tabulated in preparation for analysis and interpretation.

Data Analysis

To facilitate the analysis of, the following statistics using Statistical Package for Social Science (SPSS) were employed Frequency and Percentage this refers to the number or ratio of the numbers to the total results obtained in the survey relative frequency. Weighted Mean was used to determine the Management Strategies in Transitioning Non-Chavacano Students to Chavacano Medium of Instruction of the respondents. Two- tailed T-test with alpha level 0.05 was used to determine the significant difference on the Management Strategies in Transitioning Non-Chavacano Students to Chavacano Medium of Instruction when data is grouped based on their demographic profile.

Results

Question 1. What is the demographic profile of the respondents?

Table 1.0 *Demographic Profile*

	N	Percent
Length of Service	1-10 years	40%
	11 and above	60%
	Total	100%
ICT Level	Beginner	37.5%
	Average-Advance	62.5%
	Total	100

Table 1.0 shows that teachers with 11 years and above length of service obtained 60% out of 40 while teachers with 1 to 10 years in service obtained 40% out of 40. Most of the teachers are 11 years and above in their length of service. The table also shows the ICT literacy level is mostly Average to advanced obtaining 62.5% out of 40 while the beginner obtained 37.5%.

Question 2. What are the management strategies in transitioning non-Chavacano student to Chavacano medium of instruction?

Table 2.0 *Strategic Profiling of Ethnicity*

	Mean	Description
1. I am going to group my students according to their tribe.	2.45	Disagree
2. I will identify my students according to their lengua franca	3.05	Agree
3. I will set learning difficulty based on their lengua franca.	2.9	Agree
Over all Mean	2.8	Agree

Rubric: 1.0-1.74 –Strongly Disagree, 1.75-2.4 - Disagree, 2.5-3.24 – Agree, and 3.25- 4.0 – Strongly Agree

The table 2.0 shows that the respondents agree on the statement under Strategic Profiling of Ethnicity with an overall mean of 2.8. The respondents disagree that they are going to group the students according to their tribe (2.45). They also agree that they will identify the students according to their lengua franca (3.05) as well as, they will set learning difficulty base on their lengua franca (2.9)

Table 2.1 *Parental Involvement*

	Mean	Description
4. I ask the parent to help their child in answering the lesson in Chavacano	3.075	Agree
5. We monitor the parent to see to it that they guide their children in answering the lesson in Chavacano	3.25	Strongly Agree
6. We encourage parents to allot time to teach their child exclusively in Chavacano	3.05	Agree
Over all Mean	3.125	Agree

Rubric: 1.0-1.74 –Strongly Disagree, 1.75-2.4 - Disagree, 2.5-3.24 – Agree, and 3.25- 4.0 – Strongly Agree

The table 2.1 shows that the respondents agree on the statement under Parental Involvement with an overall mean of 3.125. The respondents agree that they will ask the parent to help their child in answering the lesson in Chavacano (3.075). They also Strongly agree that they will monitor the parent to see to it that they guide their children in answering the lesson in Chavacano (3.25). They also agree that they will encourage parents to allot time to teach their child exclusively in Chavacano (3.05)

Table 2.2 *Allotment if time on language enhancement*

	Mean	Description
7. I allot time to improve the Chavacano language of my non Chavacano learners	3.025	Agree
8. I allot time for remediation to enhance the language of my non Chavacano learners	3.0	Agree
9. I allot time in listening to non Chavacano learners in speaking orally the Chavacano language.	3.025	Agree
Over all Mean	3.017	Agree

Rubric: 1.0-1.74 –Strongly Disagree, 1.75-2.4 - Disagree, 2.5-3.24 – Agree, and 3.25- 4.0 – Strongly Agree

The table 2.2 shows that the respondents agree on the statement under *Allotment of time on language enhancement* with an overall mean of 3.017. The respondents agree that they will allot time to improve the Chavacano language of their non Chavacano learners (3.025), they will allot time for remediation to enhance the language of their non Chavacano learners (3) and also they will allot time in listening to non Chavacano learners in speaking orally the Chavacano language (3.025)

Table 2.3 *Assessment of improvement toward the transitioned Language*

	Mean	Description
10. I monitor my students on the improvement of the skills in answering the modules in Chavacano medium of instruction.	3.1	Agree
11. I assess regularly the translation target of language to mother tongue on my non Chavacano student after going language enhancement.	3.15	Agree
12. I record improvement made by my students in the enhancement classes to learn the Chavacano medium of instruction.	3.1	Agree
Over all Mean	3.117	Agree

Rubric: 1.0-1.74 –Strongly Disagree, 1.75-2.4 - Disagree, 2.5-3.24 – Agree, and 3.25- 4.0 – Strongly Agree

The table 2.3 shows that the respondents agree on the statement under *Assessment of improvement toward the transitioned Language* with an overall mean of 3.117. The respondents agree that they will monitor my students on the improvement of their skills in answering the modules in Chavacano medium of instruction. (3.11), they will assess regularly the translation target of language to mother tongue on my non Chavacano student after going language

enhancement. (3.15) and also they will record improvements made by my students in the enhancement classes to learn the Chavacano medium of instruction. (3.1)

Question 3. Is there a significant difference on the management strategies in transitioning non-Chavacano students to Chavacano medium of instruction when data is grouped based on their demographic profile?

Table 3.0 Demographic Significant Difference

	N	Mean	P-value	Remarks
Length of Service				
1 to 10 years	16	0.4	0.23	Not Significant
11 years and above	24	1.2		
ICT Literacy Level				
Beginner	15	0.35	0.80	Not Significant
Average and Advance	25	1.25		

Table 3.0 show that when teachers are grouped in terms of length of service to find the out if there is significant difference on the management strategies in transitioning Non-Chavacano students to Chavacano medium of instruction, T-test for two independent sample established that there is no significant difference on the management strategies in transitioning Non-Chavacano students to Chavacano medium of instruction according to length of service since P-value(0.415) is lesser than the level of significant($\alpha=0.05$)

The table also show that when teachers are grouped in terms of ICT literacy level to find the out if there is significant difference on the management strategies in transitioning Non-Chavacano students to Chavacano medium of instruction, T-test for two independent sample established that there is no significant difference on the management strategies in transitioning Non-Chavacano students to Chavacano medium of instruction according to ICT literacy level since P-value(0.314) is lesser than the level of significant($\alpha=0.05$)

Discussion

What is the demographic profile of the respondents?

Regarding the demographics, length of service, and ICT level, there are two classifications provided. Regarding length of service, the majority of respondents fall into the average-advanced category, while a significant portion belong to the 11 years and above category. ICT in education increases student retention and engagement: Students are more engaged in their work when ICT is included into the classroom. This is due to the fact that technology offers a variety of approaches to make learning the same material more entertaining and engaging (Semenov, 2005).

What are the management strategies in transitioning non-Chavacano students to Chavacano medium of instruction?

The findings indicate that they decided to base their learning difficulty on their Lengua franca. Determine each student's lengua franca and base the learning difficulty on that information. However, they couldn't agree on how to classify the students based on their tribe. This theory is consistent with the findings of Chavez (2023), who found that parents in this study were conscious of their influence on their kids' language development. Social science research heavily relies on the inclusion of ethnicity survey items. Instead of starting with self-awareness and self-reflection, people typically derive their initial self-construal from the implicit or explicit expectations of different society agents (Abrams, 2015).

The respondents decided to monitor parents to ensure they help their children answer the lesson in Chavacano, to ask them for assistance in answering the lesson in Chavacano, and to encourage parents to set aside time to teach their child only in Chavacano. It has been shown that a parent's involvement in the school plays a significant role in their child's academic success. This concept is in line with Chavez's findings from 2022 and can help improve ELT curriculum design, timely and relevant learning material production, and teacher training programs on activities and teaching techniques. Research has shown that parental involvement in education is positively correlated with academic achievement (Perez Sanchez et al., 2013; Tarraga et al., 2017), that it improves children's academic performance and self-esteem (Garbacz et al., 2017), and that it increases school attendance and retention (Ross, 2016).

Allotment of time on language enhancement

The respondents all agreed that they would set aside time for remediation to help their non-Chavacano learners' language skills, for improving their non-Chavacano learners' Chavacano language, and for listening to their non-Chavacano learners speak the language orally. Developing a child's vocabulary and language abilities to help them achieve what they want and need is a crucial part of teaching in early childhood education. This theory is consistent with Chavez's (2020) findings. Parents bear a major duty when it comes to monitoring their child's linguistic development. Actually, these parents were observed at random to have sensitive opinions on the languages their children should learn as they progress from the nursery to the advanced fluency phrases. An enormous number of crucial developmental activities are linked to children's capacity to access and utilize language appropriately at the appropriate times. And a child's vocabulary size is one of the most significant indicators of their future reading performance. "Your relationship with children is the foundation for language learning—mere exposure isn't enough."

Assessment of improvement toward the transitioned Language

The respondents agreed that they would keep an eye on students' progress in answering the modules in the Chavacano medium of instruction, evaluate non-Chavacano students' ability to translate language to their mother tongue on a regular basis following language enhancement classes, and document the progress made by students in these enhancement classes in learning the Chavacano medium of instruction. This theory is consistent with what Murro (2023) found. Simulated teaching roles presented additional challenges, as parents lacked knowledge about how to support homeschooling and meet the needs of their students. Assessment is more informative, more able to improve instruction and learning, and can stimulate higher faculty and staff engagement when it is used to drive student improvement. This theory is consistent with Ceneciro findings (2023). Students with fluent language were able to communicate their ideas succinctly and clearly. A paradigm for assessment that is improvement-focused include identifying learning objectives, gathering information, evaluating and interpreting the findings, sharing the findings with relevant parties, and utilizing the feedback from those parties to inform choices and enhance student learning. This notion contrasts with research by Delos Reyes (2023), which shows that language learners frequently have difficulty pronouncing, understanding, and speaking the language, especially when it comes to vocabulary, grammar, and pronunciation. Furthermore, students can become disinterested in the language, which would complicate language learning.

In analyzing the effects of grouping teachers according to length of service and ICT literacy level on management strategies used to transition non-Chavacano students to Chavacano medium of instruction, a T-test for two independent samples revealed no significant differences in management strategies used to accomplish this transition.

Conclusion

Understanding the Management Strategies in Transitioning Non-Chavacano Students to Chavacano Medium of Instruction was the aim of this study. Thus, we can conclude from the analysis that there is no discernible difference between the groups of instructors based on ICT literacy level and length of service. The Management Strategies in Transitioning Non-Chavacano Students to Chavacano Medium of Instruction include strategic ethnic profiling, parental participation, setting aside time for language enhancement, and evaluating progress made toward the transitioned language.

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