

Effects of Bilingual Education in the Teaching and Learning Practices in the Continuous Improvement and Development of k12 Program

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Abstract : This research focused on the effects of bilingual education as medium of instruction to the academic performance of selected intermediate students of Miriam's Academy of Valenzuela Inc. . An experimental design was used, with language of instruction as the independent variable and the different literacy skills as dependent variables. The sample consisted of experimental students comprises of 30 students were exposed to bilingual education (Filipino and English) . They were given pretests and were divided into three groups: Monolingual Filipino, Monolingual English, and Bilingual. They were taught different literacy skills for eight weeks and were then administered the posttests. Data was analyzed and evaluated in the light of the central processing and script-dependent hypotheses. Based on the data, it can be inferred that monolingual instruction in either Filipino or English had a stronger effect on the students' literacy skills compared to bilingual instruction. Moreover, mother tongue-based instruction, as compared to second-language instruction, had stronger effect on the preschoolers' literacy skills. Such results have implications not only for mother tongue-based (MTB) but also for English as a second language (ESL) instruction in the country

Keywords : bilingualism, effects, monolingual, function, multilingual, mother tongue

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