

## Discourses in Mother Tongue-Based Classes: The Case of Hiligaynon Language

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**Abstract :** This study sought to describe mother tongue-based classes in the light of classroom interactional discourse using the Sinclair and Coulthard model. It specifically identified the exchanges, grouped into Teaching and Boundary types; moves, coded as Opening, Answering and Feedback; and the occurrence of the 13 acts (Bid, Cue, Nominate, Reply, React, Acknowledge, Clue, Accept, Evaluate, Loop, Comment, Starter, Conclusion, Aside and Silent Stress) in the classroom, and determined what these reveal about the teaching and learning processes in the MTB classroom. Being a qualitative study, using the Single Collective Case Within-Site (embedded) design, varied data collection procedures such as non-participant observations, audio-recordings and transcription of MTB classes, and semi-structured interviews were utilized. The results revealed the presence of all the codes in the model (except for the silent stress) which also implied that the Hiligaynon mother tongue-based class was eclectic, cultural and communicative, and had a healthy, analytical and focused environment which aligned with the aims of MTB-MLE, and affirmed the purported benefits of mother tongue teaching. Through the study, gaps in the mother tongue teaching and learning were also identified which involved the difficulty of children in memorizing Hiligaynon terms expressed in English in their homes and in the communities.

**Keywords :** discourse analysis, language teaching and learning, mother tongue-based education, multilingualism

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