Using Taglish as the Language of Instruction: K-3 Teachers' Experiences in the New Normal

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Abstract

MTB-MLE involves the implementation of local languages as the language of instruction (LOI) in kindergarten to grade three, along with the official languages, which are Filipino and English, being introduced as the LOI after grade three. However, in most schools where diverse native languages are used by the learners, a lingua franca is seen as the alternative LOI rather than the learners' mother tongue (Ponce & Lucas, 2021). Along this line, this phenomenological study aimed to describe the experiences of K-3 teachers who use Taglish as an LOI in the new normal. Also, the current study specifically intended to analyze the advantages and disadvantages of using Taglish as well as problems and challenges encountered by K-3 teachers during online

classes. The respondents of the study were composed of three K-3 teachers who were teaching MAPEH and RS subjects at a private institution in Cotabato City in the academic year 2021–2022. Open-ended interview questions were utilized to collect the data, which were analyzed using thematic analysis. The findings showed that teacher-participants confirmed the positive results of using Taglish as an LOI during online class discussions. In addition, it revealed that learners find it easy to express themselves whenever they are allowed to use Taglish. Moreover, teacher-participants also encountered challenges, such as difficulty in translating word-by-word terminologies. Finally, this study further suggests a need to investigate related studies in facilitating Taglish as LOI without jeopardizing the idea behind MTB-MLE policy, which is the use of local languages as LOI.

Keywords: Taglish, language of instruction, K-3, teachers' experiences

1 Introduction

The Philippine government approved the use of the learners' native language as a medium of instruction long before the changes in the new normal education happened (Cabansag, 2016). However, a long-standing problem has been obtaining more information on the present situation of educators teaching content subjects in their learners' mother tongue. Recent studies have reported that during the early years of

Mother Tongue-Based Multilingual Education (MTB-MLE) implementation, there were teachers who had certain negative attitudes about the policy that influenced their teaching techniques (Abrea et al., 2020; Mahboob & Cruz, 2013; Parba, 2018). In addition, teachers perceived that English, not the mother tongue of the students, should be taught as a subject in school. Furthermore, there are schools that do not adhere to using learners' mother tongue. Instead, teachers tend to use a lingua franca (i.e., Tagalog and English) to facilitate pupils' learning (Ponce & Lucas, 2021). Thus, looking deeply at teachers' experiences in the implementation of this program must be taken into consideration.

MTB-MLE is generally viewed as an effective strategy that mandates the use of native languages as a medium of instruction for a better understanding of learners (Benson, 2000; Cummins, 2000; Dutcher, 1997; Perez, 2019; Thomas & Collier, 2002; Walter & Dekker, 2011). Luistro (2013) stresses that MTB-MLE makes it easier for learners to understand their lessons because they are exposed to their home language. In the Philippines, mother tongue languages are used in teaching content areas beginning in kindergarten and continuing through grades one to three. As the learners progress to grades four to six, Filipino and English languages are gradually introduced to them until these languages may be used as the predominant modes of teaching in high school (Nolasco, 2012). Certainly, this entails the significant role of teachers in facilitating K-3 learners' understanding of content subjects through the use of learners' mother tongues as a vehicle for successful learning.

Most studies conducted in the past surveyed the attitudes and perceptions of teachers and students towards MTB-MLE. In the study of Abrea et al. (2020), teachers strongly believed that the use of native

language in grades one to three does not provide the presumed benefits to the learners. For them, the native language should be taught as a topic rather than as a medium of instruction for mathematics and science. Meanwhile, this notion of teachers' difficulties and challenges may be linked to their lack of comprehension of the program and transition since they are unfamiliar with how MTB-MLE is implemented in grades one to three. On the other hand, a different finding was shown in the study of Parba (2018), where it was found that most of the teachers demonstrated a positive outlook toward MTB-MLE. Accordingly, at first, the teachers were reluctant to use learners' mother tongue in teaching; however, their resistance and reluctance altered over time when they discovered the practical usefulness of teaching using their native language and how it aided pupils' language learning. Indeed, the implementation of MTB-MLE in K-3 classrooms had a favorable impact on the literacy and second language development of the learners (Perez, 2019).

However, it has been noted that in linguistically diverse contexts (LDCs) where various mother languages are spoken, a lingua franca is seen as the alternative language of instruction (LOI) in most schools, rather than the learners' mother tongue. Hence, it is important to describe K-3 teachers' experiences using Tagalog and English (Taglish) as LOI since there has been a dearth of studies being conducted through this lens. In addition, the rise of MTB-MLE adoption in an online classroom setting has received minimal attention in the literature so far. Furthermore, numerous studies in the past explored the teachers' experiences during face-to-face classes, with little to no studies available documenting the experiences of K-3 teachers who use Taglish in the

new normal education. Besides, every educational program considers teachers to be critical contributors (Abrea et al., 2020). It is, therefore, crucial to examine K-3 teachers' experiences concerning MTB-MLE implementation in the new normal to gain an understanding of their practices, beliefs, strategies, and whatnot. This clearly shows the need to look at how MTB-MLE can be implemented in the new normal education in the Philippine context.

Drawing on those previously mentioned arguments, this research intends to describe the experiences of K-3 teachers who use Taglish as LOI in the new normal. Also, the current study specifically aims to analyze the advantages and disadvantages of using Taglish as well as problems and challenges encountered by K-3 teachers during online classes to gain an understanding of how to successfully and effectively facilitate the teaching-learning process. There are private elementary schools that conduct online synchronous classes in Cotabato city; thus, it is interesting to examine the experiences of K-3 teachers in implementing MTB-MLE in the new normal. It is necessary for the educational system to adjust to the new normal of online classes because of the pandemic. As noted above, there have been numerous studies about the MTB-MLE implementation in a face-to-face setting. MTB-MLE is seen by some teachers as a barrier rather than a way to learn English concepts. Nevertheless, it has increased the learners' ability to express themselves and their self-esteem in a number of ways.

1.1 Teachers' Experiences in the New Normal

A great number of studies have investigated the perceptions of teachers and students on the implementation of MTB-MLE. Unfortunately,

there are limited data documenting K-3 teachers' experiences in using Taglish as the language of instruction in the new normal, referring to classes carried out fully online because of pandemic.

In the study of Ponce and Lucas (2021), they investigated multilingual learners' and parents' language attitudes towards the use of their mother tongue and the lingua franca, Tagalog. A total of five grade three multilingual learners, ages 8–9, and five parents who are also the learners' mothers participated in the interview. Moreover, the interviews were recorded between 20 to 35 minutes, in which the majority of the interviews were conducted in Tagalog, with some conducted in their native tongue. The responses were transcribed verbatim and critically analyzed using inductive thematic analysis. Furthermore, data showed that participants have a positive attitude toward their mother tongues and are proud of them because they see their local languages as an integral part of their culture. On the other hand, they also argued that in LDCs where various mother languages are spoken, a lingua franca has a strong preference as the LOI in most schools, rather than the learners' mother tongue. This finding poses a threat both in the local languages and mother tongue education itself as this was against the policy of MTB-MLE. Hence, further investigation on the advantages and disadvantages of using lingua franca as LOI should be documented.

On the other hand, Protacio (2022) employed hermeneutic phenomenology to identify, describe, and interpret teachers' lived experiences in teaching culturally-diverse students (CDSs) in English as LOI. He conducted a semi-structured interview with ten teachers at a state university in the province of Sultan Kudarat, Mindanao, Philippines, who volunteered to serve as participants in the study. Findings showed that

the teachers' lived experiences were characterized by five relevant themes such as (a) relevance of English to professional success, (b) desirable functions of English, (c) teachers' pedagogical competence, (d) substantial roles of code-switching, and (e) student's problems in English. Protacio (2022) concluded that teachers were adamant about the importance and function of English in today's rapidly changing world because English as LOI ensures professional success, as well as an excellent teaching and learning process and English proficiency. Thus, further empirical studies on English as LOI among learners representing different fields should be conducted to unravel their experiences.

Finally, Parba (2018) utilized an ethnographic study of research to investigate how primary teachers' linguistic beliefs and teaching methods have evolved after the MTB-MLE policy was established. He examined the difficulties that MTB-MLE teachers encountered in implementing the policy at the classroom level. In addition, the study included two kindergarten instructors, seven teachers in classes one to three, and the principal in a Cebuano-speaking public elementary school in Northern Mindanao. Moreover, the study revealed that during the early years of MTB-MLE implementation, the instructors at the certain public elementary school had certain negative attitudes and misunderstandings about MTB-MLE which influenced their teaching techniques. However, when instructors discovered the practical usefulness of teaching in Cebuano and how it aided students' language learning, their resistance, and reluctance altered over time. Interestingly, the MTB-MLE strategy gained approval from the majority of instructors. Furthermore, positive experiences and attitudes of instructors toward Cebuano as a language of teaching and literacy appeared to be the primary elements that

mediate their growing support for MTB-MLE. Conversely, the study showed that the absence of sufficient instructors' guides and students' textbooks is one of the daily issues that teachers and students confront. Hence, it is of utmost importance to conduct rich studies regarding the problems and challenges experienced by K-3 teachers throughout the implementation of MTB-MLE in linguistically diverse contexts.

1.2 Theoretical Underpinning

MTB-MLE is a government program and a salient part of the implementation of K to 12, which entails the use of learners' mother tongue and additional languages in the teaching-learning process from kindergarten to grade three. The idea behind its implementation is to allow learners to begin their education in the language they understand, which is their mother tongue. This framework is intended to address the low functional literacy rate in the Philippines, where language plays a significant factor in the learning of students. With the use of their first language, learners develop a strong foundation in learning that helps them be prepared for different learning competencies. Moreover, MTB-MLE also provides learners with the opportunity to facilitate literacy, prior knowledge, and cognitive development, higher order thinking skills, confidence building, and proficiency development for two or more languages, along with the following macro-skills such as listening, speaking, reading, writing, and viewing for both meaning and accuracy. Through this, learners who have established their first language can easily acquire their second language. It should be noted, however, that there are some schools that do not support this policy. They resorted to utilizing the lingua franca of both students and teachers, which is Tagalog. Thus, this

present study then sought to evaluate the experiences of K-3 teachers in teaching content subjects using Taglish as the LOI in the new normal.

1.3 The Present Study

In the present study, it is important to describe how K-3 teachers conduct online classes using Taglish as LOI in the new normal as it yields pedagogical implications in the light of MTB-MLE implementation. In most schools where diverse mother tongues are used by the learners, a lingua franca is seen as the alternative LOI rather than the learners' mother tongue. Therefore, the current study seeks to investigate experiences, problems, and challenges encountered by K-3 teachers who use Taglish in conducting online classes in the new normal. It aims to answer this research question: What are the experiences of K-3 teachers who use Taglish in conducting online classes in the new normal?

2 Methodology

2.1 Research Design

This qualitative study employed a phenomenological research design, which is often conducted to describe the interpretations of the participants' experiences. The method looks into people's ordinary lives while suspending the researchers' prior notions about the issue (Groenewald, 2004). It is befitting to be used in this study because this method examines lived events to learn more about how people interpret them (Groenewald, 2004). Moreover, the current study utilized this qualitative method to investigate lived experiences of the K-3 teachers, obtain

a better understanding of using Taglish as LOI, and broaden the researchers' perspective of MTB-MLE.

2.2 Participants

The participants were limited to three selected K-3 teachers teaching different subjects during online classes from a private institution in Cotabato City. According to the 2010 census, Cotabato City is home to 124 ethnolinguistic groups, with the majority of the population speaking Maguindanaon, Iranun, Cebuano, Tagalog, Hiligaynon, and Maranao (National Statistics Office [NSO], 2013). These Philippine languages are spoken in regular conversations, and Filipino and English are the city's official languages, as stipulated by the 1987 Philippine Constitution.

Using purposive sampling, the participants were chosen based on their availability and willingness to participate. The criteria applied in the selection process included being a teacher in kindergarten, Grade 1, Grade 2, or Grade 3. In the selection process, only three teachers teaching MAPEH and Religious Studies were able to participate because of conflicting schedules of some teachers or reluctance to share their insights.

2.3 Instruments

This study utilized semi-structured interviews in order to gain an understanding of the experiences, problems, and challenges encountered by the participants. It is appropriate to conduct an interview so that in-depth information about the lived experiences of participants can be collected. The researchers crafted open-ended interview guide questions

based on the related literature reviews cited in this study. In addition, the researchers deliberated the questions to be asked and submitted them to the adviser for corrections and suggestions to ensure the validity of the instrument. The first part asks for the demographic details of the participants, while the remaining questions prompt the participating teachers to share their experiences in using Taglish as LOI.

2.4 Data Collection and Analysis Procedures

A request letter was sent to the dean of the College of Education (CED) to ask for approval for carrying out the study in the targeted school. After getting approval from the dean, the researchers sent another letter of approval to the principal to formally ask permission to conduct an interview with the selected K-3 teachers. The researchers invited the selected teachers to participate in the study. Personal interviews were done, and the teacher-participants were informed that they could withdraw from the study during the process of collecting and analyzing the data. The participants signed the informed consent, stating that there is no risk in this study. Additionally, the rationale of the research was explained to them. Ethical considerations and safety and health protocols were followed.

Using thematic analysis, the responses were classified and categorized based on the features they shared in common. After that, the characteristics of the most common responses were determined, and lastly, the themes were selected. Thematic analysis steps include (a) familiarizing significant statements by immersing the researcher in and becoming familiar with a repetitive data reading, and formulating significant statements, (b) generating initial themes by coding salient features

and collating data relevant to each code, (c) clustering themes by collating codes into potential themes and gathering all data from the initial themes, (d) reviewing themes by ensuring that the coded themes reflect the full data set, and (e) defining recurrent themes, fine-tuning each theme and the story it tells, providing clear and well-defined relevant themes for reporting and presentation (Protacio, 2022).

3 Findings

Taglish as LOI is advantageous for both teachers and pupils.   This category points out the positive results of using Taglish as an LOI in a synchronous online class. Based on the findings, teachers use Taglish as the LOI because it is effective in facilitating the learning and understanding of the students. Teachers revealed some positive effects regarding the use of Taglish in teaching subjects such as MAPEH and Religious Studies (RS). This is noticeable among the responses of the interviewed teachers when they were asked about their reasons for using Taglish during class discussions:

> **TM1:**[1] Since we have our mother tongue which is Tagalog, so nagagamit talaga namin ang Taglish in every subject na tinuturo namin sa kanila. Specifically, lalo na po sa MAPEH, kasi may other terms na ang hirap ipaintindi. Ang hirap para sa kanila i-understand ang mga different terminologies, so kailangan siya i-translate into Tagalog. [Since we have our mother tongue, which is Tagalog, we

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[1]TM1 = MAPEH teacher 1; TM2 = MAPEH teacher 2; TRS3 = Religious Studies teacher 3

can really use Taglish in every subject whenever we teach them. Especially in MAPEH, because there are other terms that are difficult to understand. It is difficult for them to understand the different terminologies, so they need to translate into Tagalog.]

TM2: Yes, nagta-Taglish ako kasi usually ang mga pupils namin mas naiintindihan nila yung lesson kapag Taglish. [Yes, I speak Taglish because usually our pupils understand the lesson better when they speak Taglish.]

Based on their responses, it is very evident that the use of Taglish in teaching MAPEH helps the students understand the lesson and acquire the meaning of different words and terminologies that are quite unfamiliar to them. Similar responses were relayed by other teachers:

TM2: Siguro kung sa pagtuturo, ginagamit ko 'yong Taglish. Hindi ako masyado nakaka-experience ng mga challenges, kasi as a teacher, nade-deliver ko siya nang maayos. Siyempre 'yon talaga 'yong pananalita natin. And sa outcomes naman, 'yong mga bata, mas naiintindihan ka talaga nila. [Maybe in teaching, I use Taglish. I don't experience many challenges, because as a teacher, I can deliver well (using Taglish). It is how we speak. And in terms of outcomes, those kids, they really understand you better (if you use Taglish).]

TRS3: Often, kasi if I don't use Taglish, they might not understand. [Often, because if I don't use Taglish, they might not understand.]

These answers posit that using Taglish as an LOI is advantageous for both teachers and pupils because pupils are able to understand the lesson clearly when the teachers use Taglish. It appears that the use of Taglish in teaching MAPEH and RS results in having positive effects on the progress of learning and understanding of the learners.

Taglish as LOI helps pupils express themselves easily. Furthermore, this category elucidates one of the advantages of using Taglish that was pointed out by the teachers. In particular, language is a vital means of communication in everyday life, allowing for social interaction and acting as a primary means of self-expression. To communicate and connect fully with one another, thoughts, feelings, and ideas require a comprehensive language (Rabiah, 2012). The following are the responses given when interviewed teachers were questioned about their positive experiences and advantages of using Taglish as LOI:

> **TM1:** Sa teaching naman, in teaching a lower level using Taglish, maganda siya actually kasi ma-e-express lalo ng mga bata. Kasi it's hard for them pa to express words or sentences in English, so in that way, ma-express nila or mapalalim pa nila ang explanation 'pag gumagamit sila ng Taglish. [In teaching a lower level using Taglish, it is actually good for children because they can easily express themselves. It's hard for them to express words or sentences in English, so in that way, they can express or deepen the explanation when they use Taglish.]

Certainly, it becomes easier for the pupils to explain concepts using their own words because they are not restricted to using English alone.

Furthermore, another different perspective was given, as noted in the following:

> **TRS3:** Almost all of them got perfect scores without assistance. Mas comfortable kasi sila to share and learn dahil conducive ang class kahit online. Although yes, sometimes, conscious ang bata since they are not comfortable to deliver verbally. Minsan nosebleed pa. However, because of using Taglish, mas free sila to express their thoughts. [Almost all of them got perfect scores without assistance. They are more comfortable to share and learn because the class is conducive even online. Although yes, sometimes, the child is conscious since they are not comfortable to deliver verbally, and sometimes, it's nosebleeding. However, because of using Taglish, they are more free to express their thoughts.]

This says a lot about the strong dominance of using Taglish during online classes. Aside from self-expression, pupils are more comfortable and participative given that they got perfect scores in examinations. Indeed, most multilingual learners can express themselves more effectively in Taglish than using English language alone. Remarkably, it appears that better self-expression is one of the beneficial results of using Taglish as an LOI in a multilingual classroom in the new normal education.

Taglish as LOI is effective in teaching lower grades. In the Philippines, Taglish has become the de facto lingua franca and is widely regarded as the typical acceptable conversation style of speaking and

writing. In this category, it underlines the effective use of Taglish as LOI during synchronous online discussion. When the interviewed teachers were asked about the good impact of speaking Taglish in the class, they gave a positive response, as observed in their responses:

> **TM2:** Good experiences, 'yong interaction ng mga bata. Siyempre very active sila dahil alam nila 'yong mga dapat nilang isagot. Naiintindihan ka talaga nila then siyempre, hindi sila matatakot magsalita. 'yong confidence nila, although 'yong development 'yong speaking nila in English, na-e-express nila 'yong kanilang idea, 'yon naman 'yong pinakaimportante, kung ano man ang ginagamit nila na medium or dialect. [Good experiences, the interaction of the children. Of course they are very active because they know what they have to answer. They really understand you. Then of course, they are not afraid to speak. Their confidence is high because they express their ideas using the medium or dialect they use.]

This shows that pupils are more engaged and active when the teacher uses Taglish in the class discussion. Pupils tend to participate well and are not afraid to share their ideas in the class. In addition, they achieve higher self-confidence and self-esteem because they are allowed to use the language that they speak at home. This supports the idea behind the implementation of MTB-MLE where students are able to utilize their home languages in school during the first three years at the elementary level. Active participation of the learners results in effective implementation of using Taglish as an LOI.

Taglish as LOI is quite challenging and difficult. Noticeable among the responses of teachers are the challenges that come with using Taglish as LOI. When asked about their bad experiences of using Taglish as LOI, one of the interviewed teachers narrated her experience as expressed in her response:

> **TM1:** Hindi naman siya bad experiences. Ano lang 'yong medyo challenging experience lang siguro. For example, word by word ipa-translate sa'yo ng estudyante. Word-by-word translation kunyari, "Teacher, ano po ba yung ganito sa Tagalog? Ano po 'yong ganito?" … Iba-iba kasi ang mga estudyante, may mga ilang estudyante na fluent mag-English, may iba rin na fluent mag-Tagalog and mahirap mag-English. [This is not really a bad experience. But a rather challenging experience maybe. For example, the children will ask you to translate word by word. Word-by-word translation happened like for instance, "Teacher, what is this in Tagalog? What is this?" … Children are different, there are some who are fluent in English, there are also others who are fluent in Tagalog and have difficulty speaking English.]

Similarly, another teacher also confirmed that she also experienced some disadvantages in using Taglish as LOI. This can be seen in her answer:

> **TRS3:** Disadvantage will be, you need to unlock words for them to understand it.

These experiences are relatable because there are some English words that are difficult to translate into Tagalog. In fact, some words have no direct translation in Tagalog, and hence, this posits challenges and difficulties among the teachers. Moreover, one teacher revealed some of the challenges that she encountered in teaching the MAPEH subject, and it can be seen in this remark:

> **TM1:** It's quite challenging especially in the MAPEH subject because you need to express the whole you. In music, you must sing, in PE, you need to show different movements, and demonstrate various artistic skills in arts. Therefore, it is quite challenging and difficult.

This expressive statement shows that there are certain subjects that require extra effort in order to facilitate the learning of the pupils and eventually possess knowledge and skills of the concepts being taught.

Overall, despite celebrating diverse native languages in a multilingual classroom during online classes, it has been observed that utilizing Taglish as LOI has facilitated pupils' learning processes effectively. Learners have become more engaged, and they display a passionate interest when they are learning or being taught because they are able to speak the language they are most familiar with. They can easily comprehend the lessons and, therefore, share their thoughts and ideas in the class, which results in having fruitful and interactive discussions.

Based on the experiences shared by the teachers, it implies that they hold a positive attitude towards using Taglish as LOI during a class discussion in the new normal because of the countless benefits it brings forth.

4 Discussion

It has been noted that MTB-MLE involves the implementation of local languages as the language of instruction (LOI) in kindergarten to grade three, along with the official languages, which are Filipino and English, being introduced as the LOI after grade three. However, in most schools where diverse native languages are used by the learners, a lingua franca is seen as the alternative LOI rather than the learners' mother tongue. In the study of Ponce and Lucas (2021), they discovered that both parents and learners acknowledged an overwhelming use of Tagalog, in contrast to the conclusions of Smolicz and Nical (1997) who showed that multilingual learners preferred to use their native languages over Tagalog.

Without a doubt, this further supports the findings found in this study, where teachers preferred to use Taglish as LOI in their online classes. In fact, they shared similar sentiments about the positive advantages of using Taglish as an LOI, which includes the active participation of pupils during class discussions. In addition, the learners found it easy and free to express themselves whenever they were allowed to use Taglish. They achieve greater self-confidence and self-esteem because they are permitted to use the language that they speak and understand. Moreover, it has never been a piece of cake on the part of the teachers. They also encountered setbacks and challenges, such as difficulty in translating word-by-word terminologies because some words have no equivalent term in the target language. Nevertheless, despite this struggle, they persisted in using Taglish as LOI because the benefits it brings forth weigh greater than its downsides.

At this point, going back to the core of the MTB-MLE program, it demands that learners' mother tongues should be used as LOI in teaching different subjects from kindergarten to grade three, and only Filipino and English as LOI in the intermediate level. However, it is observed that there has been a strong preference for using the lingua franca, which is Tagalog, in teaching learners in lower grades. This situation might imply negative effects in the light of celebrating the local languages of the learners in the academic institutions. As cited by Ponce and Lucas (2021), if this strong demand for a lingua franca persists, local languages may lose their significance in academic institutions, especially in places where a Lingua Franca Model (LFM) of MTE is established. As a result, it might jeopardize the use of native languages in schools because of the high premium given to national and dominant languages (i.e., Tagalog and English).

5 Conclusion

Ultimately, this study attempted to describe the experiences of K-3 teachers in teaching different content subjects using Taglish as the LOI. Basically, this set-up of using Taglish as LOI can be rooted back in several reported studies wherein it was discovered that there were schools that disapproved of the use of mother tongues as LOI in teaching K-3 pupils. Consequently, teachers then have become strongly supportive of using Taglish as LOI despite withdrawal from the idea of MTB-MLE policy. Moreover, the study revealed that teachers have forwarded several benefits and advantages to using Taglish as LOI. These include the

learners achieving higher self-confidence and being actively participative throughout class discussions, even if the classes were done online.

In addition, the study further showed that teachers also experienced challenges and difficulties during the process. It should be emphasized, however, that it never became a reason to halt the use of Taglish as LOI in the multilingual classroom where learners came from different ethno-linguistic backgrounds. Furthermore, this strong preference of teachers in utilizing the lingua franca (i.e., Taglish) in teaching has a detrimental impact to the policy as it might give birth to another problem, which is the endangerment of local languages in the academic institutions. As a result, the researchers suggest to further investigate and keenly look at how to facilitate the use of Taglish as LOI without comprising the presence of local languages in the community as this has implications for pedagogy in the light of MTB-MLE implementation. Overall, the study contributes to the existing studies in light of pedagogical advantages and disadvantages of K-3 teachers' experiences in using Taglish as an LOI in the new normal.

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