

## **ABSTRACT**

This study aimed to identify the primary teachers' beliefs, practices, and barriers to a Mother Tongue-Based Multilingual Education (MTB-MLE) in the District of Pontevedra, Division of Capiz during the school year 2018-2019. The study utilized grades 1 to 3 elementary teachers as informants. The responses of the informants were documented through informal interviews, field notes, and audio recorded using voice recorder. As to the beliefs of teachers toward MTB-MLE, the themes were on Historical concept, utilization of varied teaching approaches, and social issues. As to the practices, the themes were focused on translation, familiarization of words, and contextualization of the lessons. Barriers encountered were the unfamiliarization of Hiligaynon words and the application of MTB-MLE in some of the subjects. Do research, ask the elders and the experts, replacement, and attending seminars regarding MTB- MLE emerged as ways to address the barriers in teaching MTB-MLE. A guide to handle basic language instruction in Hiligaynon was developed as an output of the study.

*Keywords:* Primary teachers barriers, beliefs, Mother Tongue-Based Multilingual Education, practices