



CONTEXTUALIZED MANUAL IN MOTHER TONGUE: A LEARNING COMPETENCY ENRICHMENT FOR GRADE 1 PUPILS IN SALVACION ELEMENTARY SCHOOL

Nagrampa, Rosel L.
Completed 2022



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

ABSTRACT

Research Title: CONTEXTUALIZED MANUAL IN MOTHER TONGUE: A LEARNING COMPETENCY ENRICHMENT FOR GRADE 1 PUPILS IN SALVACION ELEMENTARY SCHOOL

Name of Researcher: ROSEL L. NAGRAMPA

Date of TA Session: March 15, 2022

Summary

This action research determined the Competency Level of Grade 1 pupils in Mother Tongue Based – Multilingual Education at Salvacion Elementary School as basis for the Development of Contextualized Manual in Mother Tongue for Grade 1. Specifically, it sought answers to the following questions: 1) What is the Competency level of Grade 1 pupils in Mother Tongue in terms of: vocabulary development, writing dimension, grammar analysis and reading comprehension? 2) Which area of competencies does the pupils find difficulty in learning? 3) What are the challenges encountered by Primary grade teachers in Handling MTB-MLE Subject? 4) Based from the results of the study, what learning competency tool can be developed to enhance the competencies of Grade 1 pupils? The respondents of this study were the sixty-three (63) Grade 1 pupils, 63 parents and seven (7) Primary grade teachers of Salvacion Elementary School. They were the primary source of information and main beneficiaries of the intervention made.

This study made use of survey-questionnaire in gathering data. This was statistically treated, interpreted and guided by the problems of the study. The

researcher used the most appropriate statistical tools such as weighted mean, percentage technique, rank order method and 5-point likert scale.

FINDINGS

From the statistical treatment of the data with the corresponding analysis and interpretation thereto, the following findings have surfaced: 1) The Competency level of Grade 1 pupils along vocabulary development garnered an average weighted mean of 2.85 interpreted as satisfactory, writing dimension with an average weighted mean of 3.73 interpreted as very satisfactory. On the other hand, grammar analysis with an average weighted mean of 2.24 and reading comprehension with an average weighted mean of 2.41 were both assessed as fair. 2) The areas where learning difficulty occurred falls under reading comprehension which earned an average weighted mean of 2.24 and grammar analysis with an average weighted mean of 2.41. 3) Along the challenges encountered by Primary grade teachers includes inadequate resources, books and reference materials in MTB-MLE which topped the list with a weighted mean 5.00, limited access to instructional materials and learning resources with a weighted mean of 4.85, limited attendance to relevant trainings/seminars/workshops with a weighted mean of 4.57, available books are translated in bicol-naga Language instead of Iriga dialect with a weighted mean of 4.42 and learning outcomes established is beyond pupils' ability/level with weighted mean of 4.28. 4) The Contextualized Manual in MTB-MLE is an effective tool to enhance the competency of the Grade 1 pupils in Mother Tongue.

CONCLUSIONS

Based on the aforementioned findings, the following conclusions were made:

1) Majority of the Grade 1 pupils were assessed as very satisfactory in terms of

writing dimension, satisfactory in terms of vocabulary development and fair for both grammar analysis and reading comprehension. 2) Reading comprehension and Grammar analysis were among the learning competencies where Grade 1 pupils found learning difficulty 3) There were varying challenges encountered by Primary Grade Teachers in handling Mother tongue subject 4) The Contextualized Manual in MTB-MLE can be an effective tool to enhance the competency of the Grade 1 pupils in Mother Tongue.

RECOMMENDATIONS

In the light of the findings and conclusions, the following recommendations were formulated: 1) The devised and developed Contextualized Manual in Mother Tongue must be submitted for Quality assurance review and learning resource validation for official utilization among Grade 1-teachers and pupils. 2) The Schools Division of Iriga City must spearhead and /or send MTB-MLE teachers to various seminars, trainings and undertakings related for further retooling and upskilling in the delivery of Mother tongue instruction. 3) Supplementary learning references such as books, e-learning materials and the likes must be provided as teaching and learning tools among teachers and pupils. 4) Intervention measures along the four (4) area of competencies particularly on reading comprehension and grammar analysis must be provided in order to address the learning difficulties of the pupils in MTB-MLE. 5) Reading comprehension/ progress monitoring tool should be adopted among MTB-MLE teachers to assess a pupils' academic progress as well as evaluate the effectiveness of the applied intervention strategy. 6) Capacitate the MTB-MLE teachers in the preparation of different reading interventions applicable both in face-to-face and distance learning through a division or school-based workshop or LAC.

TABLE OF CONTENTS

TITLE	PAGE
Title Page	i
Abstract	ii
Research Title	ii
Name of Researcher	ii
Date of TA	ii
Summary	ii
Findings	iii
Conclusions	iii
Recommendations	iv
Table of Contents	v
List of Tables	vi
Context and Rationale	1
Innovation, Intervention and Strategy	3
Action Research Questions	5
Action Research Methods	5
Participants and Other Sources of Data/Information	5
Data Gathering Methods	6
Discussion of Results and Reflection	8
Summary of Findings	21
Conclusions	22
Recommendations	23
Advocacy, Utilization and Dissemination	24
References	27
Financial Report	28
Annexes	29

LIST OF TABLES

TABLE	PAGE
Table 1 – The Respondents	6
Table 2 – Competency Level of Grade 1 Pupils according to Administered Pre-test and Post-test in Mother Tongue	9
Table 3 – Competency Level of Grade 1 Pupils in MTB – MLE along Vocabulary Development	12
Table 4 – Competency Level of Grade 1 Pupils in MTB – MLE along Writing Dimension	13
Table 5 – Competency Level of Grade 1 Pupils in MTB – MLE along Grammar Analysis	14
Table 6 – Competency Level of Grade 1 Pupils in MTB – MLE along Reading Comprehension	16
Table 7 – Area of Competencies with Learning Difficulty	17
Table 8 – Challenges Encountered by Primary Teachers in Handling MTB-MLE	19

I. CONTEXT AND RATIONALE

Keeping abreast with the call of contextualization, a paradigm shift in language policy has become an emerging trend all over the world to support mother tongue instruction in the primary years of a child's education. Apparently, this is evident in the mounting number of educational programs that utilize a mother tongue approach in Southeast Asia. While the use of non - dominant languages in education is admissible in other countries, the Philippines is the only country to institute a national policy requiring the integration in the primary level. Consequently, Philippines has become the pioneer-implementer that is being looked up by the rest of the Asian regions.

The Department of Education (DepEd) spurred the Bilingual Education Policy thus, reinforced the institutionalization of mother tongue based multilingual education (MTB-MLE). This order mandate the use of the learners 'first language as the medium of instruction for all subject areas in pre-kindergarten through grade three with Filipino and English being taught as separate subjects (Philippines DepEd, 2009).

Supplementary order was issued in 2012 that offered more specific guidelines for MTB-MLE and embedded the reform in the newly adopted - K to 12 Basic Education Programll (Philippines Department of Education, 2012). This order shifted from the original mother tongue approach by specifying twelve major regional languages to be used as the languages of instruction. Based from this directive, teachers are given with supplementary government-subsidized materials but are likely to adapt them to reflect the students 'first languages. Until recently,

the MTB-MLE policy resided solely within DepEd. However, in January 2013 the Philippines 'Congress officially supported this effort by passing the Enhanced Basic Education Act.

Along with the institutionalization of MTB-MLE surface the growing anxieties from the teachers that teaching in a mother tongue-based program requires an immensely multi-faceted skills, in which majority do not have at the moment. Apparently, educators are becoming more concerned about real-time issues such as producing home-based and contextually subtle teaching and reading materials, and how to actually develop greater eloquence and articulation in their own languages. Early literacy materials in the mother tongue, a variety of on-grade narrative reading materials using the mother tongue, possibly subject-area materials in the mother tongue, materials to transition from the mother tongue into the second language, and then, of course, materials as appropriate for the educational system in the second language are the broad categories of materials required to implement an MTB-MLE curriculum.

Iriga City Division, DepEd Tayo believed that Learning in Mother Tongue serves as a foundation for understanding and mastery among learners. It is now a mandate that helps the pupils learn Filipino, English, and other languages easily. Thus, implement dutifully the offering of the Mother Tongue throughout the primary level of Schools in the Division of Iriga City.

Like any other schools adopting the use of Mother Tongue Instruction, Salvacion Elementary School (SES) likewise adheres into the integration of Mother Tongue - Based Multilingual Education (MTB-MLE) as one of the subjects from

Kinder to Grade 3 curriculum. Along the process, the use of Mother tongue instruction allows the SES pupils to express themselves, contribute to the discussions and develop intellect since conversation is carried out as a common and familiar language. However, in as much as MTB-MLE is required in the curriculum, the need for a localized and contextualized book along the subject has become a great deal of challenge among faculty.

Keeping in view with the foregoing facts, the researcher was inspired to pursue an Action research that will further enhance the learning competencies of Grade 1 pupils in Salvacion Elementary School thereby address significant difficulties encountered in the subject. This has eventually paved way towards developing a Contextualized manual in MTB-MLE that will cater and address the learning difficulties of of Grade 1 pupils. Thus, serve as teaching and learning tool or reference in handling subject in Mother Tongue.

II. INNOVATION, INTERVENTION AND STRATEGY

With MTB-MLE comes the growing apprehensions from the teachers that teaching in a mother tongue-based program requires an immensely multi-faceted skills, in which majority do not have at the moment. The need for supplementary localized and contextualized references and learning materials is even a great deal of necessity to facilitate contextualized instruction. Thus, this have paved the development of this Contextualized Manual in Mother Tongue: A Learning Competency Enrichment for Grade 1 Pupils in Salvacion Elementary School.

Forming part of a proposed Innovation, the researcher have developed and innovated a Contextualized Manual in Mother Tongue that will serve as a teaching and learning tool in the delivery of instruction. This Contextualized Manual will be used to enrich the learning competencies and literacy domains of the Grade 1 pupils in terms of vocabulary development, writing dimension, grammar analysis and reading comprehension.

As an intervention, the Researcher made use of the Most Essential Learning Competencies (MELC) to align the crafting of Contextualized Manual along with its content. The Manual shall cover from first to second quarter (Q1 – Q2). It shall contain chronological MELC-based topics and discussions starting from the basic alphabet, words, forming of phrases, sentences and paragraph development. At the end of every lessons, supplementary learning activities will be administered to assess the learning development of the pupils.

This manual was subjected for critiquing, proofreading, validating, evaluating and finalization of Quality Assurance Committee and MTB- MLE Experts for further improvement. Upon approval, it shall be reproduced and distributed to teachers handling subject in Mother tongue to be used as a guide, tool or reference.

Strategically, upon finalization, the Contextualized Manual will be released for distribution along with the Module Distribution. This will serve as a supplementary learning/ instructional material in MTB-MLE for Grade 1 pupils not only in Salvacion Elementary School, but in the entire Schools Division of Iriga City.

III. ACTION RESEARCH QUESTIONS

This study aimed to determine the effectiveness of Contextualized Manual in Mother Tongue in enriching the learning competencies of Grade 1 pupils in Salvacion Elementary School, Iriga City.

Specifically, it sought to answer the following questions:

1. What is the competency level of Grade 1 pupils in Mother Tongue in terms of:
 - a. Vocabulary development
 - b. Writing dimension
 - c. Grammar analysis
 - d. Reading comprehension
2. Which among the area of competencies does Grade 1 pupils finds difficulty in learning with?
3. What are the challenges encountered by the Grade 1 -Teachers in handling MTB-MLE subject?
4. Based from the results of the study, what learning competency tool can be developed to enhance the competencies of Grade 1 pupils?

IV. ACTION RESEARCH METHODS

A. Participants and/or other Sources of Data and Information

Table 1 shows the respondents of this study. The respondents composed of Grade 1 pupils of Salvacion Elementary School who were officially enrolled for S/Y 2021-2022, their parents and the Primary teachers of Salvacion Elementary School handling Mother Tongue subject from Kinder to Grade 3.

Table 1
The Respondents

Category of Respondents	Frequency Count	Percentage
<i>Pupils</i>		
Grade 1 - Charity	32	24.09 %
Grade 1 - Faith	31	23.36 %
<i>Teachers</i>		
Kinder	1	0.72 %
Grade 1	2	1.46 %
Grade 2	2	1.46 %
Grade 3	2	1.46 %
<i>Parents</i>		
Grade 1 - Charity	32	24.09 %
Grade 1 - Faith	31	23.36 %
Total	133	100

B. Data Gathering Methods

The data gathering methods includes formulation of questionnaire, administration of pre-test and post-test as well as conduct of informal interview among concerned respondents. The primary sources of data were the pre-test scores and post test scores duly administered. The study was conducted during the third grading period of school year 2021-2022. Throughout this period, two sections from Grade 1 were taught the same lessons, exposed to the same activities, and given the same requirements. Before the conduct of the study, a pre-test was given to the two sections with the assistance of the researcher and respective class advisers. After the last topic was discussed, the same test was administered as post-test to both sections to measure the extent of the learning of the pupils and for comparison of their scores.

The pupils' achievement in their pre-test and post-test scores was interpreted using the percentage equivalent in Grade I which was adopted on their

Report Card, in which 74% and below had the qualitative description of Beginning (B), 75%-79% had the qualitative description of Developing (D), 80%-84% had the qualitative description of Approaching Proficiency (AP), 85%-89% had the qualitative description of Proficient (P), and 90% and above had the qualitative description of Advanced (A).

C. Data Analysis Plan

The researcher has made use of the following statistical tools: frequency distribution, percentage technique, weighted mean, and five-point rating scale.

Frequency count. This refers to the number of times that a particular score or observation occurs. This was used to determine the tabulation scores obtained during the administration of pre-test and post-test among Grade 1- pupils.

Percentage Technique. The percentage technique was utilized in quantifying the responses in terms of the demographic profile and equivalent score percentage of administered pre-test and post-test.

$$P = \sum \frac{R}{N} \times 100$$

Where: P - Percentage
 \sum - Summation
 R - Number of Responses
 N - Total Number of Respondents

Weighted Mean was used to quantify the data and make the interpretation more objective. In this study, it was used to determine the Competency Level of Grade 1 Pupils as perceived by the pupils, parents and teachers as well as the Challenges encountered by the Primary teachers handling MTB-MLE.

$$WM = \frac{TWF}{N}$$

Where:

WM	-	weighted mean
F	-	Frequency of Number of Responses
W	-	Weight of Category of Responses
N	-	Number of respondents

Five-Point Rating Scale. The Likert-type scale employed in quantifying and interpreting the weighted mean for each indicator, consisting of the following interpretations:

Competency Level of Grade 1 Pupils in MTB – MLE

<i>Scale</i>	<i>Range</i>	<i>Interpretation</i>
5	4.20 – 5.00	Excellent
4	3.40 – 4.19	Very Satisfactory
3	2.60 – 3.39	Satisfactory
2	1.80 – 2.59	Fair
1	1.00 – 1.79	Poor

Challenges encountered by Grade 1 Teachers in Handling MTB-MLE

<i>Scale</i>	<i>Range</i>	<i>Interpretation</i>
5	4.20-5.00	Highly encountered
4	3.40-4.19	Often encountered
3	2.60-3.39	Moderately encountered
2	1.80–2.59	Less likely encountered
1	1.00–1.79	Not encountered

V. DISCUSSION OF RESULTS AND REFLECTION

This portion discussed the presentation, analysis, and interpretation of results in determining the Competency Level of Grade 1 Pupils in MTB-MLE of Salvacion Elementary School according to administered Pre-test and Post-test in MTB-MLE as shown in Table 2.

Table 2
Competency Level of Grade 1 Pupils according to
Administered Pre-test and Post-test in Mother Tongue

Area of Competencies	Percentage Range	Pre-test		Post-test		Qualitative Description
		N	%	N	%	
Vocabulary Development	74 % & below	14	22.22 %	5	7.94 %	Beginning
	75 % - 79 %	25	39.68 %	15	23.81 %	Developing
	80 % - 84 %	24	38.10 %	19	30.15 %	Approaching Proficiency
	85 % - 89 %	-	-	24	38.10 %	Proficient
	90 % & above	-	-	-	-	Advanced
Writing Dimension	74 % & below	11	17.46 %	4	6.35 %	Beginning
	75 % - 79 %	19	30.16 %	11	17.46 %	Developing
	80 % - 84 %	21	33.33 %	16	25.40 %	Approaching Proficiency
	85 % - 89 %	12	19.05 %	19	30.16 %	Proficient
	90 % & above	-	-	13	20.63 %	Advanced
Grammar Analysis	74 % & below	36	57.14 %	14	22.22 %	Beginning
	75 % - 79 %	18	28.57 %	32	50.79 %	Developing
	80 % - 84 %	9	14.29 %	10	15.87 %	Approaching Proficiency
	85 % - 89 %	-	-	7	11.11 %	Proficient
	90 % & above	-	-	-	-	Advanced
Reading Comprehension	74 % & below	43	68.25 %	28	44.44 %	Beginning
	75 % - 79 %	20	31.75 %	23	36.51 %	Developing
	80 % - 84 %	-	-	8	12.70 %	Approaching Proficiency
	85 % - 89 %	-	-	4	6.35 %	Proficient
	90 % & above	-	-	-	-	Advanced

From the administered pre-test along Vocabulary development, results showed that 14 or 22.22% falls under beginning category, 25 or 39.68 % percent, under the developing category, and 24 or 38.10 %, under the approaching proficiency. However, when administered with post-tests, results have marked a significant improvement, with half of the respondents ranging between proficient and advanced levels. As can be seen, 5 or 7.94% fall under the beginning category, 8 or 12.70% under the developing category, 19 or 30.15% under the

approaching competency category, 24 or 38.10% under the proficient category, and 7 or 11.11% under the advanced category.

In terms of writing dimension, pre-test scores showed noteworthy progress of Grade 1 pupils where 11 or 17.46% belonged to the beginning level, 19 or 30.16% developing, 21 or 33.33% falls under approaching proficiency and 12 or 19.05 % belonged to proficient. Nevertheless, results of post-tests sustainably mark a significantly higher academic performances as the pupils' scores ranges from 4 or 6.35% beginning, 11 or 17.46 % developing, 16 or 25.40 % under the approaching proficiency, 19 or 30.16 % under the proficient and 13 or 20.63 % under the advanced, respectively.

Considering Grammar analysis, initial performances of Grade 1 pupils showed unsatisfactory results where 36 or 57.14 % mostly belonged to beginning level, 18 or 28.57% falls under developing and only 9 or 14.29% reached for approaching proficiency. However, post-test results disclosed quite progress with 14 or 22.22% under the beginning level, 32 or 50.79% strived to move towards developing, 10 or 15.87% falls under proficient and 7 or 11.11% reached proficient.

It can be perceived that the pre-test performance revealed poor results for reading comprehension, with respondents' levels ranging from beginning (43 or 68.25 percent) to developing category (20 or 31.75 percent). When administered with post-test, a marginally significant rise was noticed where 28 or 44.44% belonged to beginning level, 23 or 36.51% strived towards developing, 8 or 12.70 % falls under approaching proficiency and 4 or 6.35% reached proficient.

From the foregoing results, it can be inferred that Grade 1 pupils shows considerable learning progress in the areas of vocabulary development and writing dimensions. However, the results for grammar analysis and reading comprehension is recommended for deliberate intervention to address the pupils' learning challenges in these domains where results showed poor performances.

Table 3 shows the Competency Level of Grade 1 Pupils in MTB – MLE as perceived by parents along Vocabulary Development.

From the findings derived, results manifested congruency of satisfactory performances on varying competencies as assessed by pupils, parents and teachers except for three (indicators) where both teachers and parents gauged it as fair which includes *Nagagamit a mga clues para maisiyan a kahulugan ka lambang sarita* with an average weighted mean of 2.49, *Naiintindiyan sa ararum na mga ngangabilun sa Mother tongue* with an average weighted mean of 2.39 and *Nakakagamit sa mga contractions* with an average weighted mean of 2.42.

It only shows that academic performance of Grade 1 pupils in terms of vocabulary development portrays considerable learning development.

However, it is important to consider the need for supplemental knowledge inculcation and upskilling in order to significantly improve the vocabulary of the pupils, particularly in the use of clues, contractions, and complex words. Furthermore, it is suggested that MTB-MLE teachers and educators offer prompt and priority attention to the emphasis on these competences.

Table 3

**Competency Level of Grade 1 Pupils in MTB – MLE
along Vocabulary Development**

Specific Competencies	PUPILS			TEACHERS			PARENTS			AVERAGE		
	WM	VI	R	WM	VI	R	WM	VI	R	WM	VI	R
a. Nasasabi a tunog ka lambang sarita ag mga ritrato.	3.31	S	2	2.98	S	3	3.49	S	1	3.26	S	2
b. Nagagamit a mga clues para maisiyan a kahulugan ka lambang sarita.	2.29	F	7	2.49	F	5	2.70	S	5	2.49	F	5
c. Nakakabilog sa mga compound words.	2.86	S	4	2.83	S	4	3.06	S	4	2.92	S	4
d. Naiintindiyan sa ararum na mga ngangabilun sa Mother tongue.	2.71	S	5	2.17	F	7	2.29	F	7	2.39	F	7
e. Nakakagamit sa mga contractions (isn't, can't, aren't).	2.49	F	6	2.29	F	6	2.49	F	6	2.42	F	6
f. Nakakabilang sa mga syllables sa lambang sarita.	3.14	S	3	3.12	S	2	3.14	S	3	3.13	S	3
g. Nakakabilog sa tamang sarita galin sa pinag-ibang silaba.	3.39	S	1	3.32	S	1	3.26	S	2	3.32	S	1

Shown in Table 4 is the Competency Level of Grade 1 Pupils in MTB – MLE along Writing Dimension. Findings portrayed remarkable results where single indicator stood out as excellent such as *Nakakatala ka mga putol-putol na linya sa mga letra ka alpabeto* with an average weighted mean of 4.69 and majority of the competencies emerged as very satisfactory in consideration of the following indicators: *Naisusurat a enterong alpabeto ka Mother Tongue* with an average weighted mean of 3.58; *Naisusurat a tamang padis ka dakulo ag sadit na letra* with an average weighted mean of 4.14; *Naisusurat a tamang sarita galin sa pinag-ibang silaba* with an average weighted mean of 3.84; *Naisusurat a sarita base sa tamang baybay o ispelang* which garnered an average weighted mean of 3.61. However, satisfactory performances includes *Nakakasurat sa sarita, parirala*

ag pangungusap with an average weighted mean of 2.96 and *Naidodrawing a mga ritrato ag mga bagay na nakasurat* with an average weighted mean of 3.21.

Table 4
Competency Level of Grade 1 Pupils in MTB – MLE
along Writing Dimension

Specific Competencies	PUPILS			TEACHERS			PARENTS			AVERAGE		
	WM	VI	R	WM	VI	R	WM	VI	R	WM	VI	R
a. Nakakatala ka mga putol-putol na linya sa mga letra ka alpabeto.	4.60	E	1	4.75	E	1	4.71	E	1	4.69	E	1
b. Naisusurat a enterong alpabeto ka Mother Tongue.	3.39	S	5	3.85	VS	4	3.49	VS	4.5	3.58	VS	5
c. Naisusurat a tamang padis ka dakulo ag sadit na letra.	4.11	VS	2	4.16	VS	2	4.16	VS	2.5	4.14	VS	2
d. Naisusurat a sarita base sa tamang baybay o ispelang.	3.41	VS	4	3.92	VS	3	3.49	VS	4.5	3.61	VS	4
e. Naisusurat a tamang sarita galin sa pinag-ibang silaba.	3.86	VS	3	3.70	VS	5	4.16	VS	2.5	3.91	VS	3
f. Nakakasurat sa sarita, parirala ag pangungusap.	2.86	S	7	2.71	S	7	3.32	S	6	2.96	S	7
g. Naidodrawing a mga ritrato ag mga bagay na nakasurat.	3.25	S	6	3.11	S	6	3.28	VS	7	3.21	S	6

Results revealed that Grade 1 pupils are doing well in the area of writing and have demonstrated competence, which has given them an advantage in developing their writing skills for an increasingly advanced lessons. However, there is still a pressing need to concentrate on providing interventions that will further capacitate the pupils' performance for writing down series of words, phrases, and sentences.

Table 5 presents the Table 5 Competency Level of Grade 1 Pupils in MTB along Grammar Analysis. As shown, grammar analysis depicted parallel results among pupils parents and teachers where fair performances were noted on four (4) competencies which includes *Nagagamit a tamang noun markers sa pag-isi ka common ag proper nouns* with an average weighted mean of 2.36; *Nabibisto a tamang pronouns sa pagsurat ag pagngabil* with an average weighted mean of

Table 5
Competency Level of Grade 1 Pupils in MTB – MLE
along Grammar Analysis

Specific Competencies	PUPILS			TEACHERS			PARENTS			AVERAGE		
	WM	VI	R	WM	VI	R	WM	VI	R	WM	VI	R
a.Nabibisto ag naiisiyan pangngaran arog ka ngaran sa tawo, bagay, lugar ag pangyayari.	2.49	F	2	2.71	S	3	3.06	S	1	2.75	S	1
b.Nagagamit a tamang noun markers sa pag-isi ka common ag proper nouns.	2.70	S	1	2.43	F	4	1.95	F	5.5	2.60	F	4
c.Nagagamit a tamang prepositions (sa, ka, san) sa pagbilog sa lambang pangungusap.	2.37	F	3	3.12	S	2	1.95	F	5.5	2.48	F	3
d.Nagagamit a tamang verbs o action words sa pag-istorya.	2.14	F	4.5	3.14	S	1	2.75	S	2	2.68	S	2
e.Nabibisto a tamang pronouns sa pagsurat ag pagngabil.	1.87	F	7	2.37	F	5	2.17	F	4	2.14	F	6
f. Nakakabilog sa kompletong pangungusap.	2.14	F	4.5	1.97	F	7	1.87	F	7	1.99	F	7
g. Nakakatao sa kapareyo ag kabaliktaran na sarita.	2.11	F	6	2.20	F	6	2.43	F	3	2.25	F	5

2.14; *Nakakabilog sa kompletong pangungusap* with an average weighted mean of 1.99 and *Nakakatao sa kapareyo ag kabaliktaran na sarita* with an average weighted mean of 2.25. On the other hand, satisfactory performances are

somehow observed on the rest of the competencies such as *Nabibisto ag naiisiyan pangngaran arog ka ngaran sa tawo, bagay, lugar ag pangyayari* with an average weighted mean of 2.75; *Nagagamit a tamang prepositions (sa, ka, san) sa pagbilog sa lambang pangungusap* with an average weighted mean of 2.60 and *Nagagamit a tamang verbs o action words sa pag-istorya* with an average weighted mean of 2.68. In light of the aforementioned findings, it is merely implied that Grade 1 pupils found significant difficulty in learning grammar structure. Therefore, it is necessary to step up teaching techniques to address grammar issues among Grade 1 pupils, especially with regard to the usage of common and proper nouns, pronouns, and sentence formation and completion as well as determination of synonyms and antonyms.

Table 6 discloses the Competency Level of Grade 1 Pupils in MTB – MLE along Reading Comprehension. Based from the given data, majority of the indicators were assessed as fair considering the following indicators: *Nakakabasa sa mga pangungusap sa pagbilog sa istorya* with an average weighted mean of 1.83; *Nakakabasa sa mga sarita sa paagi ka pagbisto sa ritrato* with an average weighted mean of 2.47; *Naisasabi so kawsa ku problema sa istoryang nabasa ag nakakataong solusyon kadi* with an average weighted mean of 2.17; *Naiintindiyan a konteksto ko mga sarita ag istoryang binasa* with an average weighted mean of 1.88 and *Nakakatao sa posibleng panapos (ending) ka istorya* with an average weighted mean of 1.97. Nevertheless, two (2) remaining indicators were marked as satisfactory including *Nakakabasa sa mga sarita ag parirala* with an average weighted mean of 2.60 and *Narurumroman a mga detalye ko istoryang nabasa o*

narungog arug ka mga tawo, lugar ag pangyayari with an average weighted mean of 2.63.

Table 6
Competency Level of Grade 1 Pupils in MTB – MLE
along Reading Comprehension

Specific Competencies	PUPILS			TEACHERS			PARENTS			AVERAGE		
	WM	VI	R	WM	VI	R	WM	VI	R	WM	VI	R
a. Nakakabasa sa mga sarita ag parirala.	2.75	S	3	2.83	S	1	2.71	S	1	2.76	1	S
b. Nakakabasa sa mga pangungusap sa pagbilog sa istorya.	2.17	F	5	1.87	F	6.5	1.44	F	7	1.83	7	F
c. Nakakabasa sa mga sarita sa paagi ka pagbisto sa ritrato	3.06	S	2	1.97	F	4	2.37	F	3	2.47	3	F
d. Narurumroman a mga detalye ko istoryang nabasa o narungog arug ka mga tawo, lugar ag pangyayari.	3.14	S	1	2.17	F	2	2.49	F	2	2.60	2	S
e. Naisasabi so kawsa ku problema sa istoryang nabasa ag nakakataong solusyon kadi.	2.43	F	4	1.87	F	6.5	2.20	F	4	2.17	4	F
f. Naiintindiyan a konteksto ko mga sarita ag istoryang binasa.	1.97	F	7	1.95	F	5	1.71	F	6	1.88	6	F
g. Nakakatao sa posibleng panapos (ending) ka istorya.	2.11	F	6	2.02	F	3	1.78	F	5	1.97	5	F

With the aforementioned, it can only be inferred that reading comprehension was one of the identified weak points affecting the academic performances of the Grade 1 pupils in MTB-MLE among the numerous areas of competencies. These results merely implies the need for a rigorous comprehension monitoring from teachers handling MTB-MLE in order to gauge the extent of pupils' reading

capacity and provide an intervention measures that will allow learners to reflect on their comprehension of a given content.

More over, supplemental and interactive reading activities must be offered regularly to achieve mastery and proficiency along reading comprehension.

Table 7
Area of Competencies with Learning Difficulty

Area of Competencies	Pupils	Teachers	Parents	Average	V.I.	Rank
a. Vocabulary Development	2.88	2.74	2.92	2.85	S	3
b. Writing Dimension	3.64	3.74	3.80	3.73	VS	4
c. Reading Comprehension	2.52	2.10	2.10	2.24	F	1
d. Grammar Analysis	2.26	2.56	2.31	2.41	F	2

Table 7 shows the area of competencies to which the pupils found significant learning difficulty. It can be noted that *Reading Comprehension* emerged as 1st in a row with an average weighted mean of 2.24 interpreted as fair. It was then followed by *Grammar analysis*, 2nd in rank with with an average weighted mean of 2.41 likewise, interpreted as fair. 3^d in rank was *Vocabulary Development* with an average weighted mean of 2.85 interpreted as satisfactory. And ultimately, 4th in rank was *Writing Dimension* with an average weighted mean of 3.73 interpreted as very satisfactory.

Results suggest that areas along grammar analysis and reading comprehension could be effectively addressed, allowing for the provision of strategic intervention and performance metrics to further increase the pupils' competence along the aforementioned areas. It also implies that the writing and vocabulary development dimensions were determined to be considerably

competent. However, constant enforcement of sustainability and consistency in learning the same thing is necessary.

Table 8 presents the Challenges encountered by Primary Teachers in handling Mother Tongue subject. It can be gleaned that mostly of the indicators were construed as highly encountered considering the following statements: *Inadequate resources, books and reference materials in MTB-MLE* with a weighted mean of 5.00 which ranks 1st; *Limited access to instructional materials and learning resources* with a weighted mean of 4.85 which ranks 2nd; *Limited attendance to relevant trainings/seminars/workshops* with a weighted mean of 4.57 which ranks 3rd; *Available books are translated in Bicol-Naga Language instead of Iriga dialect* with a weighted mean of 4.42 which ranks 4th; *Learning outcomes established is beyond pupils' ability/level* with weighted mean of 4.28 which ranks 5th; *Established prejudice of learning the subject towards poor English reading development* with a weighted mean of 4.28 which ranks similarly at 6th. Meanwhile, there were notable indicators interpreted as often encountered such as *Difficulty in interpreting the appropriate translation of confusing words* with a weighted mean of 4.14 which ranks 7th; *Diverse culture and languages of the learners* with a weighted mean of 4.04 or which ranks 8th, *Multiple definition or meaning of words* with a weighted mean of 3.85 which ranks 9th, *Confusion in spelling and description of the word* with a weighted mean of 3.71 which ranks 10th.

Notably, in contrast, indicators such as *Lack of learning activities provided* with a weighted mean of 3.43 which ranks 11th, *Minimal intervention measures*

Table 8

Challenges Encountered by Primary Teachers in Handling MTB-MLE subject

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Limited access to instructional materials and learning resources.	4.85	Highly encountered	2
2. Inadequate resources, books and reference materials in MTB-MLE.	5.00	Highly encountered	1
3. Limited attendance to relevant trainings/seminars/workshops.	4.57	Highly encountered	3
4. Learning outcomes established is beyond pupils' ability/level.	4.28	Highly encountered	5.5
5. Lack of proficiency in Mother Tongue.	2.43	Moderately encountered	14
6. Minimal intervention measures addressing difficulty in the subject.	3.00	Moderately encountered	12
7. Available books are translated in Bicol-Naga Language instead of Iriga dialect.	4.42	Highly encountered	4
8. Confusion in spelling and description of the word.	3.71	Often encountered	10
9. Diverse culture and languages of the learners	4.00	Often encountered	8
10. Difficulty in interpreting the appropriate translation of confusing words.	4.14	Often encountered	7
11. Unfamiliarity with few vocabularies.	2.57	Moderately encountered	13
12. Multiple definition or meaning of words.	3.85	Often encountered	9
13. Lack of learning activities provided.	3.43	Moderately encountered	11
14. Established prejudice of learning the subject towards poor English reading development.	4.28	Highly encountered	5.5
15. Poor grammar awareness and analysis.	1.85	Less likely encountered	15

addressing difficulty in the subject with a weighted mean of 3.00 which ranks 12th,

Unfamiliarity with few vocabularies with a weighted mean of 2.84 which ranks 13th

and *Lack of proficiency in Mother tongue* with a weighted mean of 2.43 which

ranks 14th were all perceived as Moderately encountered. However, Poor grammar awareness and analysis was manifested as less like encountered with a weighted mean of 1.85 which ranks 15th.

From the foregoing, it can be construed that inadequate instructional materials particularly, books and references are at the forefront of the teachers' challenges in teaching MTB-MLE. As a result, there is a compelling need to innovate and develop supplemental learning tools that will allow for successful delivery of instruction in Mother tongue. Similarly, findings revealed that limited attendance to relevant trainings/seminars/workshops were also among major problems occurring in the course of teaching MTB-MLE. Several research shows that relevant trainings and seminars are significant for teachers who are handling multilingual learners since they need to be acquainted and guided on how to handle learners with diverse languages. In same manner, training programs for teachers are vital to enhance their skills and enrich their knowledge along with the implementation of mother tongue - based instruction. Thus, improve their vocabulary with the use of mother tongue they are using.

**Contextualized Manual in Mother Tongue: A Learning Competency
Enrichment for Grade A Learning Competency Enrichment for Grade 1
Pupils in Salvacion Elementary School**

Based from the findings of the study, the researcher developed and innovated a Contextualized Manual in Mother Tongue that will serve as a teaching and learning tool in the delivery of instruction. This Contextualized Manual will be used to enrich the learning competencies and literacy domains of the Grade 1 pupils in terms of vocabulary development, writing dimension, grammar analysis

and reading comprehension. The Researcher made use of the Most Essential Learning Competencies (MELC) to align the crafting of Contextualized Manual along with its content covering first and second quarter (Q1 – Q2). It contained chronological MELC-based topics and discussions starting from the basic alphabet, words, forming of phrases, sentences and paragraph development. At the end of every lessons, supplementary learning activities was administered to assess the learning development of the pupils.

This manual shall be subjected for critiquing, proofreading, validating, evaluating and finalization of Quality Assurance Committee and MTB- MLE Experts for further improvement. Upon approval, it shall be reproduced and distributed to teachers handling subject in Mother tongue to be used as a guide, tool or reference. This will serve as a supplementary learning/ instructional material in MTB-MLE for Grade 1 pupils not only in Salvacion Elementary School, but in the entire Schools Division of Iriga City.

Findings

Based from the data presented, the following findings are extracted:

1. The Competency level of Grade 1 pupils along vocabulary development garnered an average weighted mean of 2.85 interpreted as satisfactory, writing dimension with an average weighted mean of 3.73 as very satisfactory, grammar analysis having an average weighted mean of 2.41 interpreted as satisfactory and reading comprehension was assessed a satisfactory with an average weighted mean of 2.24.

2. The areas where learning difficulty surfaced falls under reading comprehension which earned an average weighted mean of 2.24 and grammar analysis with an average weighted mean of 2.41, both were assessed as fair.

3. Among the challenges encountered by primary grade teachers includes Inadequate resources, books and reference materials in MTB-MLE topped the list with a weighted mean 5.00, Limited access to instructional materials and learning resources with a weighted mean of 4.85, Limited attendance to relevant trainings/seminars/workshops with a weighted mean of 4.57, Available books are translated in Bicol-Naga Language instead of Iriga dialect with a weighted mean of 4.42 and Learning outcomes established is beyond pupils' ability/level with weighted mean of 4.28.

Conclusions

Considering the aforementioned findings, the following conclusions were derived:

1. Majority of the Grade 1 pupils were assessed as very satisfactory in terms of writing dimension, satisfactory in terms of vocabulary development and fair for both grammar analysis and reading comprehension.

2. Reading comprehension and Grammar analysis were among the learning competencies where Grade 1 pupils found difficulty.

3. There were varying challenges encountered by Primary Grade Teachers in handling Mother tongue subject.

4. The Contextualized Manual in MTB-MLE can be an effective tool to enhance the competency of the Grade 1 pupils in Mother Tongue.

Recommendations

Based from the conclusions, the following recommendations are suggested:

1. The devised and developed Contextualized Manual in Mother Tongue must be submitted for Quality assurance review and learning resource validation for official utilization among Grade 1-teachers and pupils.

2. The Schools Division of Iriga City must spearhead and /or send MTB-MLE teachers to various seminars, trainings and undertakings related for further retooling and upskilling in the delivery of Mother tongue instruction.

3. Supplementary learning references such as books, e-learning materials and the likes must be provided as teaching and learning tools among teachers and pupils.

4. Intervention measures along the four (4) area of competencies particularly on reading comprehension and grammar analysis must be provided in order to address the learning difficulties of the pupils in MTB-MLE.

5. Reading comprehension/ progress monitoring tool should be adopted among MTB-MLE teachers to assess a pupils' academic progress as well as evaluate the effectiveness of the applied intervention strategy.

6. Capacitate the MTB-MLE teachers in the preparation of different reading interventions applicable both in face-to-face and distance learning through a division or school-based workshop or LAC.

VII. ADVOCACY, UTILIZATION AND DISSEMINATION

The results and output of this study shall be disseminated during In - Service Trainings (InSET), Conferences, Research Forum and Caravan. In particular, the findings of this study will be specifically shared to the Grade 1 Teachers handling MTB-MLE subject of the Schools Division of Iriga City. This can be done either online or face-to face presentation during MTB-related seminars and undertakings where an expert or MTB specialist is invited.

Action Research Work and Timelines

This Action Research entitled ***“Contextualized Manual In Mother Tongue: A Learning Competency Enrichment For Grade 1 Pupils In Salvacion Elementary School”*** is guided by the following Work plan. It shall cover period from January 2021- June 2022.

Activities	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022
• Submission of Proposal for Approval						
• Seeking Permits and Consent						
• Reproduction of the Questionnaires • Distribution of Questionnaires & Retrieval						
• Tabulation of Results and Interpretation of Data gathered						
• Preparation, reproduction, and implementation of the proposed intervention						
• Preparation of the Research Abstract and Completion Report • Review/Submission of the Completed action Research						

VI – Cost Estimates

This Action Research shall utilize funds primarily used throughout Data Gathering process and development of the Contextualized Manual in MTB - MLE for Grade 1 pupils. Specific cost estimates are as follow:

Activities	Description	Quantity	Unit Price	Total Amount
• Preparation of Action Research Proposal and Submission of Action Research Proposal for Approval	Bond paper Ink Plastic Folder	1 ream 4 bottles 4 pieces	P 190.00 300.00 10.00	P 190.00 1,200.00 40.00
• Data Gathering, Consolidation of Data, Analysis, and Interpretation of Results	Meals Bond paper Tabulation and Statistics Ballpen Pencil Folder	137 pax 1 ream 35 35 35	20.00 190.00 1,000.00 5.00 5.00 8.00	2,740.00 190.00 1,000.00 175.00 175.00 280.00
• Preparation, reproduction and implementation of the proposed innovation and intervention	Bondpaper Ink Constr. paper Velum board Softbound Encoding & layouting	5 reams 8 bottles 2 packs 2 packs 12 sets	190.00 300.00 50.00 120.00 250.00 1,500.00	950.00 2,400.00 100.00 240.00 3,000.00 1,500.00
• Preparation of the Research Abstract and Completion of Action Research	Bond paper Proofreading And editing	1 ream	190.00 500.00	190.00 500.00
• Submission of the Completed Action Research Paper	Bond paper Plastic Folder	1 ream 4 pieces	190.00 10.00	190.00 40.00
• Preparation and Submission of Terminal Report	Plastic Folder Specialty board	4 pieces 1 pack	10.00 50.00	40.00 50.00
TOTAL			P 15, 000.00	P 15, 000.00

ACTION PLAN FOR DISSEMINATION AND UTILIZATION

Objectives	Activities	Resources Needed		Time Frame	Means of Verification
		Persons involved	Amount		
To provide localized/ contextualized reference material in MTB-MLE.	Provide/ distribute final copy of Contextualized Manual to Central District Schools .	Proponent Grade 1 Teachers School Principals	P 2,500	1 st Quarter 2022	Contextualized Manual in MTB Acknowledgement Receipt/ Received copy
To disseminate the findings and output of the completed Action Research.	Disseminate results/ findings and output during LAC session, school conferences and meetings.	Proponent SES Faculty School Principal	1,000	1 st Quarter 2022	Minutes of Meeting Documentation
To participate in various research undertaking thereby present the completed Action Research.	Present the completed research to various Research caravan, forum and/or colloquium	Proponent SGOD CID ASDS SDS	1, 500	According to scheduled Research caravan for CY 2022	Completed Action Research Certificate of Presentation

VIII. REFERENCES

DepEd Order No. 74, s. 2009 “Institutionalizing Mother Tongue-Based Multilingual Education (MLE)”, July 14, 2009

DepEd Order No. 16, s. 2012 – “Guidelines on the Implementation of The Mother Tongue-Based- Multilingual Education (MTB-MLE)”, February 17, 2012

DepEd Order No. 43, s. 2013 “Implementing Rules and Regulations (IRR) of Republic Act No. 10533 Otherwise known as the Enhanced Basic Education Act of 2013”, September 24, 2013

Most Essential Learning Competencies (MELC) for Mother Tongue 1

DepEd Order No. 12 series of 2015 “Guidelines on the implementation of Early Language, Literacy, and Numeracy Program “

DepEd Order No. 8 series of 2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program “

Cruz, Nora T., March 2015 “The Implementation of the Mother Tongue-Based Multilingual Education in Grade I In the Public Elementary Schools in Pangasinan I”

Burton, Lisa Ann, May 2013 “Mother Tongue-Based Multilingual Education in the Philippines: Studying Top-Down Policy Implementation from the Bottom Up”

IX. FINANCIAL REPORT

Below is the presentation of the expenses while completing this research.

ACTIVITY	DESCRIPTION	QUANTITY	UNIT PRICE	AMOUNT
Preparation of Documents, materials and questionnaires; Data gathering; Finalization of Research Development	Bondpaper (Short)	10 reams	205.00	2,050.00
	Assorted Ink	6 bottles	285.00	1,710.00
	Folder (Short)	5 pcs	8.00	40.00
	Paper fastener	1 box	25.00	25.00
	Pencil	3 pcs	8.00	24.00
MOA Notarization Fare (Vice-versa)	MOA notarization	set	400.00	400.00
	Fare (Vice-versa)		120.00	120.00
Implementation of the proposed intervention	Velum board	3 packs	75.00	225.00
	Laminating film	1 box	850.00	850.00
	Assorted ink	4 bottles	285.00	1,140.00
	Book binding fee	30 copies	100.00	3,000.00
	Specialty paper	2 packs	38.00	76.00
Utilization and Dissemination	Plastic cover	8 yards	12.00	96.00
	Meals for 30 participants	1 day	160.00	4,800.00
	Special paper for certificates	2 packs	38.00	76.00
	4ftx8ft tarpaulin	1 pc	368.00	368.00
TOTAL				P 15,000.00

QUESTIONNAIRE FOR MTB-MLE TEACHERS

Dear Respondents,

This study aims to develop a learning competency tool that will serve as a Competency Learning Enrichment among Grade 1 pupils of Salvacion Elementary School.

Your cooperation and honest answers are highly solicited. Rest assured that your answers will be treated with confidentiality. Thank you.

The Researcher

QUESTIONNAIRE

Name (Optional): _____

Grade and Section: _____

Instructions: The following are potential problems arising in the delivery of Instruction in MTB-MLE. Please rate the following indicators using the scale below by placing a check on the box that corresponds your answer.

Scale	Range	Interpretation
5	4.20 – 5.00	Highly Encountered (HE)
4	3.40 – 4.19	Often Encountered (OE)
3	2.60 – 3.39	Encountered (E)
2	1.80 – 2.59	Seldom Encountered (SE)
1	1.00 – 1.79	Not Encountered (NE)

Problems Encountered by the Primary Grade Teachers in Handling Mother Tongue-Based Multilingual Education (MTB-MLE)

Indicators	5	4	3	2	1
	HE	OE	E	SE	NE
1. Limited access to instructional materials and learning resources.					
2. Inadequate resources, books and reference materials in MTB-MLE.					
3. Limited attendance to relevant trainings/seminars/workshops.					
4. Learning outcomes established is beyond pupils' ability/level.					
5. Lack of proficiency in Mother Tongue.					
6. Minimal intervention measures addressing difficulty in the subject.					
7. Available books are translated in Bicol-Naga Language instead of Iriga dialect.					

8. Confusion in spelling and description of the word.					
9. Diverse culture and languages of the learners					
10. Difficulty in interpreting the appropriate translation of confusing words.					
11. Unfamiliarity with few vocabularies.					
12. Multiple definition or meaning of words.					
13. Lack of learning activities provided.					
14. Established prejudice of learning the subject towards poor English reading development.					
15. Poor grammar awareness and analysis.					

THANK YOU!

TALATANUNGAN PARA SA MGA MAG-AARAL, MAGULANG AT GURO

Sa mga Respondeyente,

Ang pananaliksik na ito ay naglalayong makabuo ng isang Kontekstwalisadong Manwal sa Mother Tongue na magsisilbing isang learning competency tool para sa mga estudyante sa unang baytang ng paaralan ng Salvacion Elementary School.

Ang inyong pakikiisa at matapat na kasagutan ay ituturing ng may buong pag iingat. Maraming Salamat.

Ang Mananaliksik

Pangalan (Opsyonal): _____

Grado at Seksyon: _____

Kategorya/Sektor: _____ Mag-aaral _____ Magulang _____ Guro

Part I -Competency Level of Grade 1 Pupils In Mother Tongue

Panuto: Simbagan a mga sumusunod nganing maisiyan a lebel ka naturan ka igin mo sa Mother Tongue. Butangan sa tsek (/) a numero kin sari sira naiiba.

Scale	Interpretation
5	Dakul a naturan (Excellent)
4	Agko mga naturan (Very Satisfactory)
3	Medyo nakatuod (Satisfactory)
2	Agko man gatingay na naturan (Fair)
1	Diri nakatuod (Poor)

Indicators	5	4	3	2	1
VOCABULARY DEVELOPMENT					
a. Nasasabi a tunog ka lambang sarita ag mga ritrato.					
b. Nagagamit a mga clues para maisiyan a kahulugan ka lambang sarita.					
c. Nakakabilog sa mga compound words.					
d. Naiintindian sa ararum na mga ngangabilun sa Mother tongue.					
e. Nakakagamit sa mga contractions (isn't, can't, aren't).					
f. Nakakabilang sa mga syllables sa lambang sarita.					
g. Nakakabilog sa tamang sarita galin sa pinag-ibang silaba.					
WRITING DIMENSIONS					
a. Nakakataka ka mga putol-putol na linya sa mga letra ka alpabeto.					
b. Naisusurat a enterong alpabeto ka Mother Tongue.					

c. Naisusurat a tamang padis ka dakulo ag sadit na letra.					
d. Naisusurat a sarita base sa tamang baybay o ispelang.					
e. Naisusurat a tamang sarita galin sa pinag-ibang silaba.					
f. Nakakasurat sa sarita, parirala ag pangungusap.					
g. Naidodrowing a mga ritrato ag mga bagay.					
READING COMPREHENSION					
a. Nakakabasa sa mga sarita ag parirala.					
b. Nakakabasa sa pangungusap.					
c. Nakakabasa sa mga sarita sa paagi ka pagpabayad ka mga ritrato					
d. Narurumroman a mga detalye ko istoryang nabasa o narungog arug ka mga tawo, lugar ag pangyayari.					
e. Naisasabi a problema ku istoryang nabasa ag a solusyon kadi.					
f. Nakakatao sa padis na rhyming words sa istoryang nabasa.					
g. Nakakagibo sa posibleng panapos (ending) ka istorya.					
GRAMMAR ANALYSIS AND AWARENESS					
a. Nabibisto ag naiisiyan pangngaran arog ka ngaran sa tawo, bagay, lugar ag pangyayari.					
b. Nagagamit a tamang noun markers sa pag-isi ka common ag proper nouns.					
c. Nagagamit a tamang prepositions (in, on, at) sa pagbilog sa lambang pangungusap.					
d. Nagagamit a tamang verbs o action words sa pag-istorya.					
e. Nabibisto a tamang pronouns sa pagsurat ag pagngabil.					
f. Nakakabilog sa kompletong pangungusap.					
g. Nakakatao sa kapareyo ag kabaliktaran na sarita.					

THANK YOU!

TALLY SHEET

Part I – COMPETENCY LEVEL OF GRADE 1 PUPILS IN MOTHER TONGUE

Respondents: Grade 1 Pupils

Indicators	5	4	3	2	1	WM
VOCABULARY DEVELOPMENT						
h. Nasasabi a tunog ka lambang sarita ag mga ritrato.	6	21	25	9	2	3.31
i. Nagagamit a mga clues para maisiyan a kahulugan ka lambang sarita.	4	7	10	24	18	2.29
j. Nakakabilog sa mga compound words.	3	10	29	17	4	2.86
k. Naiintindiyan sa ararum na mga ngangabilun sa Mother tongue.	5	12	29	7	10	2.71
l. Nakakagamit sa mga contractions (isn't, can't, aren't).	2	12	24	12	3	2.49
m. Nakakabilang sa mga syllables sa lambang sarita.	9	13	24	12	5	3.14
n. Nakakabilog sa tamang sarita galin sa pinag-ibang silaba.	0	37	18	4	4	3.39
WRITING DIMENSIONS						
h. Nakakataka ka mga putol-putol na linya sa mga letra ka alpabeto.	43	15	5	0	0	4.60
i. Naisusurat a enterong alpabeto ka Mother Tongue.	0	37	18	4	4	3.39
j. Naisusurat a tamang padis ka dakulo ag sadit na letra.	24	30	4	2	3	4.11
k. Naisusurat a sarita base sa tamang baybay o ispelang.	4	25	29	3	2	3.41
l. Naisusurat a tamang sarita galin sa pinag-ibang silaba.	19	28	8	4	4	3.86
m. Nakakasurat sa sarita, parirala ag pangungusap.	3	10	29	17	4	2.86
n. Naidodrowing a mga ritrato ag mga bagay.	7	16	29	8	3	3.25
READING COMPREHENSION						
h. Nakakabasa sa mga sarita ag parirala.	2	12	24	12	3	2.49
i. Nakakabasa sa pangungusap.	3	8	29	13	10	2.70
j. Nakakabasa sa mga sarita sa paagi ka pagpabayad ka mga ritrato	3	5	10	39	6	2.37
k. Narurumroman a mga detalye ko istoryang nabasa o narungog arug ka mga tawo, lugar ag pangyayari.	2	2	7	44	8	2.14
l. Naisasabi a problema ku istoryang nabasa ag a solusyon kadi.	0	1	1	50	11	1.87
m. Nakakatao sa padis na rhyming words sa istoryang nabasa.	2	2	7	44	8	2.14
n. Nakakagibo sa posibleng panapos (ending) ka istorya.	2	3	2	49	7	2.11
GRAMMAR ANALYSIS AND AWARENESS						
h. Nabibisto ag naiisiyan pangngaran arog ka ngaran sa tawo, bagay, lugar ag pangyayari.	0	8	39	8	8	2.75
i. Nagagamit a tamang noun markers sa pag-isi ka common ag proper nouns.	4	8	5	24	22	2.17
j. Nagagamit a tamang prepositions (in, on, at) sa pagbilog sa lambang pangungusap.	6	12	29	12	4	3.06
k. Nagagamit a tamang verbs o action words sa pag-istorya.	8	20	18	7	10	3.14
l. Nabibisto a tamang pronouns sa pagsurat ag pagngabil.	3	5	10	39	6	2.37
m. Nakakabilog sa kompletong pangungusap.	1	1	3	48	10	1.97
n. Nakakatao sa kapareyo ag kabaliktaran na sarita.	2	3	2	49	7	2.11

TALLY SHEET

Part I – COMPETENCY LEVEL OF GRADE 1 PUPILS IN MOTHER TONGUE

Respondents: Grade 1 Parents

Indicators	5	4	3	2	1	WM
VOCABULARY DEVELOPMENT						
o. Nasasabi a tunog ka lambang sarita ag mga ritrato.	14	21	15	8	5	3.49
p. Nagagamit a mga clues para maisiyan a kahulugan ka lambang sarita.	3	8	29	13	10	2.70
q. Nakakabilog sa mga compound words.	6	12	29	12	4	3.06
r. Naiintindiyan sa ararum na mga ngangabilun sa Mother tongue.	4	7	10	24	18	2.29
s. Nakakagamit sa mga contractions (isn't, can't, aren't).	2	12	24	12	3	2.49
t. Nakakabilang sa mga syllables sa lambang sarita.	9	13	24	12	5	3.14
u. Nakakabilog sa tamang sarita galin sa pinag-ibang silaba.	7	16	29	8	3	3.26
WRITING DIMENSIONS						
o. Nakakataka ka mga putol-putol na linya sa mga letra ka alpabeto.	48	12	3	0	0	4.71
p. Naisusurat a enterong alpabeto ka Mother Tongue.	14	21	15	8	5	3.49
q. Naisusurat a tamang padis ka dakulo ag sadit na letra.	23	29	8	3	1	4.16
r. Naisusurat a sarita base sa tamang baybay o ispelang.	14	21	15	8	5	3.49
s. Naisusurat a tamang sarita galin sa pinag-ibang silaba.	23	29	8	3	1	4.16
t. Nakakasurat sa sarita, parirala ag pangungusap.	12	23	21	2	5	3.32
u. Naidodrowing a mga ritrato ag mga bagay.	12	20	13	9	9	3.28
READING COMPREHENSION						
o. Nakakabasa sa mga sarita ag parirala.	5	12	29	7	10	2.71
p. Nakakabasa sa pangungusap.	0	0	4	20	39	1.44
q. Nakakabasa sa mga sarita sa paagi ka pagpabayad ka mga ritrato	3	3	18	33	6	2.37
r. Narurumroman a mga detalye ko istoryang nabasa o narungog arug ka mga tawo, lugar ag pangyayari.	2	12	24	12	3	2.49
s. Naisasabi a problema ku istoryang nabasa ag a solusyon kadi.	0	0	15	46	2	2.20
t. Nakakatao sa padis na rhyming words sa istoryang nabasa.	0	0	2	41	20	1.71
u. Nakakagibo sa posibleng panapos (ending) ka istorya.	0	0	0	49	14	1.78
GRAMMAR ANALYSIS AND AWARENESS						
o. Nabibisto ag naiisiyan pangngaran arog ka ngaran sa tawo, bagay, lugar ag pangyayari.	6	12	29	12	4	3.06
p. Nagagamit a tamang noun markers sa pag-isi ka common ag proper nouns.	0	0	5	50	8	1.95
q. Nagagamit a tamang prepositions (in, on, at) sa pagbilog sa lambang pangungusap.	0	0	5	50	8	1.95
r. Nagagamit a tamang verbs o action words sa pag-istorya.	0	8	39	8	8	2.75
s. Nabibisto a tamang pronouns sa pagsurat ag pagngabil.	4	8	5	24	22	2.17
t. Nakakabilog sa kompletong pangungusap.	0	1	1	50	11	1.87
u. Nakakatao sa kapareyo ag kabaliktaran na sarita.	3	5	10	39	6	2.37

TALLY SHEET

Problems Encountered by the Primary Grade Teachers in Handling Mother Tongue-Based Multilingual Education (MTB-MLE)

Respondents: Primary Grade Teachers

Indicators	5	4	3	2	1	WM
1. Limited access to instructional materials and learning resources.	6	1	0	0	0	4.85
2. Inadequate resources, books and reference materials in MTB-MLE.	7	0	0	0	0	5.00
3. Limited attendance to relevant trainings/seminars/workshops.	5	1	1	0	0	4.57
4. Learning outcomes established is beyond pupils' ability/level.	2	5	0	0	0	4.29
5. Lack of proficiency in Mother Tongue.	0	1	3	1	2	2.43
6. Minimal intervention measures addressing difficulty in the subject.	0	0	4	2	1	3.00
7. Available books are translated in Bicol-Naga Language instead of Iriga dialect.	3	4	0	0	0	4.42
8. Confusion in spelling and description of the word.	1	3	3	0	0	3.71
9. Diverse culture and languages of the learners	1	5	1	0	0	4.00
10. Difficulty in interpreting the appropriate translation of confusing words.	1	6	0	0	0	4.14
11. Unfamiliarity with few vocabularies.	0	0	3	3	1	2.57
12. Multiple definition or meaning of words.	2	2	3	0	0	3.85
13. Lack of learning activities provided.	0	3	4	0	0	3.43
14. Established prejudice of learning the subject towards poor English reading development.	2	5	0	0	0	4.29
15. Poor grammar awareness and analysis.	0	0	1	4	2	1.85