Effectiveness Of Teaching Reading Strategies Using Mother Tongue Based Multi-Lingual Education To The Reading Performance Of Grade 1 And 2 Pupils

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Abstract — The study assessed the Effectiveness of Teaching Reading Strategies using Mother Tongue Based Multi-Lingual Education to the reading performance of the Grade 1 & 2 Pupils. The findings of the study were be the basis or a proposed intervention plan. This study utilized Quasi-Experimental research. The test of difference between the scores in the pre-test and posttest reading performances of the grade 1 & 2 learners who is the respondents of the study. Based on the findings of the study which was shown on Table 3, it reveals significant impact brought about by the different reading strategies to the Grade 1 & 2 learners specially to those learners who have had identified as sloe readers or not independent readers which focus on the different learning competencies that were delivered for almost one month. Based from the results, it was revealed that the pretest scores gained by the grade 1 & 2 learners before they received the different reading strategies is equal to 7.33 or in the fair level which is much lower compared to the scores gained by the respondents after they received the intervention equal to 17.93. The pretest and posttest reading performance of the grade 1 & 2 learners have resulted to a computed T value equal to 1.425 which is greater than the critical t value of 0.671 so the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 1 & 2 learners before and after the integration of the different reading strategies using mother tongue based multi lingual education in teaching reading is rejected.

The results in table 3 implied that integrating the different reading strategies is significantly effective in improving the reading performance of the grade 1 & 2 learners. The computed T-value (1.425) is greater than the critical T-value (0.671), indicating that the difference between the pre-test and post-test scores is statistically significant. In other words, the improvement or increased of the scores from the pre-test to the post-test reading assessment conducted by the teacher-researcher to the identified learners is not likely due to random chance but is a result of the intervention or teaching strategies in teaching reading applied. The results emphasize the importance of identifying and understanding the specific methods or interventions that led to this improvement. Understanding the significant results of the study could lead to creating best

practices that could help the teachers give the right materials or tools that could enhance the learners reading performance. reading and guidance of both teachers and the parents or guardian.

Keywords — Effectiveness, Reading Strategies Reading Performance, EnglishGrade 1 & 1 Pupils

I. Introduction

Republic Act 10533 also known as "Enhanced Basic Education Act of 2013" is the basis for the continuing educational reform which articulates the main target of the curriculum to equip learners in K to 12 with fundamental literacy and numeracy skills needed for the academic success in the later stage.

In the strong desire of the Department of Education DepEd find an effective way to teach learners reading and writing, the Mother Tongue Based Education was implemented. It came out during the pilot testing that with the use of the language at home the learners learn better.

Hence, the establishment of Multilingual Education (MLE) support system is necessary to ensure the effectiveness of the use of mother tongue as medium of instruction. MTB-MLE is now a focused project of the DepEd which is essential in the continuation of the K to 12 curriculums.

To encourage learners to expand their understanding of languages, as well as their cultural knowledge, for examples, customs, values or what is seen as appropriate or inappropriate behavior in different situations.

The use of instructional materials written in mother tongue, enhances pupils' awareness of their own language which can lead to their proficiencies of the said language. Using mother tongue helps a child develop their critical thinking and literacy skills. Helps pupils to makes education more engaging, meaningful and enjoyable.

The main issue in teaching mother tongue-based education in terms of reading is the lack of instructional materials. There are limited reading materials for pupils to develop their reading skills. The challenge is that pupils have difficulty in understanding some words they are not familiar with.

It is also lack of follow-up by the parent/s or guardian. Some of the parent/s in our community are illiterate due to poverty in their time.

Furthermore, the researcher would like to find out whether the integration of Teaching Reading Approaches using the Mother Tongue-Based Multi-lingual Education to the Reading Performance of the Grade 1 & 2 pupils. The researcher, as an adviser for few years already wants to ensure that all learners develop responses both with reading opportunities and improve reading skills as they started their learning journey.

This study evaluated the Effectiveness of Teaching Reading Strategies using Mother Tongue Based Multi-Lingual Education to the reading performance of the Grade 1 and 2 Pupils. The findings of the study will be the basis or a proposed intervention plan.

Specifically, the study sought to answer the following questions:

1. What is the reading performance of the grade 1 and 2 pupils before the teaching reading strategy using Mother Tongue Based Multi-lingual Education?

2. What is the reading performance of the grade 1 and 2 pupils after the teaching reading strategy using Mother Tongue Based Multi-lingual Education.

3. Is there a significant difference in the reading performances of the grade 1 and 2 pupils after the teaching reading approaches using Mother Tongue Based Multi-lingual Education.

4. What intervention plan can be proposed based on the findings?

NULL HYPOTHESIS

There is no significant difference in the pre-test and post-test reading performance of the grade 1 & 2 pupils after the teaching reading strategies using Mother Tongue Based Multi-lingual Education.

II. Methodology

Design. The study utilized the Quasi Experimental Type of research to assess the Effectiveness of Teaching Reading Approaches using Mother Tongue Based Multi-Lingual Education to the reading performance of the Grade 1 & 2 Pupils in Sapa Elementary School in the Division of Baybay City based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on reading. The main local of the study is the Sapa Elementary School which is located under the in the Division of Baybay. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 1 & 2 learners which was being clustered based on their level of reading performance prior to the integration in the delivery of the different learning competencies integrating the Teaching Reading Approaches using the Mother Tongue Based Multi-Lingual Education in the delivery of the most essential learning competencies and after the aforesaid intervention were done. The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest reading and posttest Reading performances of the Grade 1 & 2 pupils, the different steps to conduct the reading approaches were undertaken in order to validate their performances before and after the implementation of the I Teaching Reading Approaches using the Mother Tongue Based Multi-Lingual Education in reading performances of the respondents. This study is mainly focus on the results of the different reading validation to gather data: The pretest reading performance of the Grade 1 & 2 pupils before the implementation

of the Teaching Reading Approaches using the Mother Tongue Based Multi-Lingual Education in identifying the reading performance of the respondents, The Posttest reading performance of the Grade 1 & 2 pupils after the implementation of the Differentiated Instruction, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Teaching Reading Approaches using the Mother Tongue Based Multi-Lingual Education in the delivery of the most essential learning competencies in teaching Reading for the first Grading Period. In the Quasi- experimental research design, the researcher prepared the different reading materials which embedded with the Teaching Reading Approaches using the Mother Tongue Based Multi-Lingual Education. The focus of this study was the Struggling readers and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of reading performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. There are 15 who are included in the study. The respondents or the grade 1 & 2 pupils were being identified based on the reading performance such as the Slow readers having 10 from the Grade 1 learners, average level having 5 learners and to the fast reading performance is grade 2 learners and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different reading materials embedding the Teaching Reading Approaches using the Mother Tongue Based Multi-Lingual Education based from the Philippine Informal Reading Inventory to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: The research instruments used in this study were the Comprehensive Rapid Literacy Assessment (CRLA) Summative Test Questionnaire in English, and Online/offline Platforms that could assist the learners in their reading activities. The researcher asked permission from the principal to use the CRLA as instrument of the study. The Pre CRLA will be administered by the researcher to identify the reading level of the Grade 1 and 2 pupils based on the word recognition and comprehension which is also relative to their knowledge of the lessons. In the same manner, during the Post post-CRLA material will be used to identify whether the respondents increase their reading level. Another tool in the study is the pupils' academic performance in English through their periodic rating. The 20 items test questions were used before the Differentiated Instruction were given to the Clustered Grade 1 pupils. After one month of the intervention, posttest reading performances was given to the grade 1 pupils with the same test questionnaire that were given in the pre-test reading assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the Teaching Reading Approaches using Mother Tongue Based Multi-Lingual Education to the reading performance of the Grade 1 & 2

Pupils together with the reading materials which were utilized in teaching reading, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the school principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Action Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool. Weighted Mean. This was utilized to assess the performance of the Grade 1 & 2 learners in Reading. T-Test for Mean Difference- This tool was used to calculate the performance of the Grade 1 & 2 learners in Reading.

III. Results and Discussion

Table 1
PRE-TEST READING PERFORMANCE OF THE GRADE 1 & 2   PUPILS IN READING

Score Range	Description	PRETEST	
		Frequency	**%**
17-20	Excellent	0	0
13-16	Very Good	0	0
9-12	Good	7	47
5-8	Fair	5	33
1-4	Poor	3	20
Total		15	100
Weighted Mean		**7.33**	**Good**

The table 1 above presents the pretest performances of the Grade 1 & 2 pupils in Reading. The table shows the frequency and the percentage of the Grade 1 & 2 pupils falling into each of the score range. These results of the reading performances of the Grade 1 & 3 pupils were based from the pre-reading assessment made by the teacher before they were experiencing the different teaching reading strategies using the Mother Tongue Multi-Lingual Education in teaching reading to the identified respondents. The pre-reading Assessment made by the teacher to the Grade 1 & 2 pupils are based from the learning competencies in reading in the first grading period for the School Year 2023-2024. The results of the pre-reading assessment were the bases of the teacher-researcher where she can make focus on the use of the intervention and assist the different challenges face by the learners in improving their performance in reading.

Based on the results, it was shown in table 1 that the grade 1 & 2 pupils have not yet gained excellent performance considering that the results which started with the excellent level of performances with the scores ranging from 17-20. The results were based on the validation of performances of the respondents how far they have gained knowledge on reading basic words or syllabus on their respective homes.   It was found out further that among the 15 total number of Grade 1 & 2 respondents who took the pretest pre-reading assessment conducted by the researcher during the First Grading period, none from the learners belong also in the very good level of performance meaning zero (0) percent from the 15 total number of respondents gained this second to the highest reading performance of the pupils with the scores ranging from 13-16. On the other hand, in the score ranging from 9-12 which reveals that these particular scores are found to be on the average level of reading performance of the Grade 1 & 2 pupils which is said to be a very good level performance. Based from the figures presented in table 1, it is said to be the highest in terms of number of respondents that gained on this level of performance, there were 7 respondents who

were gained during the in testing their reading skills or performances or having an equivalent percentage of 47 percent. In the Fair level of performance which has scores ranging from 5-8, there were 5 total of respondents belong to this particular reading level which was resulted after the conduct of the pre-reading assessment. The results in the aforementioned level of reading performance have an equivalent percentage of 33 percent out of the 100 percent or a total number of 15 respondents who took the pre-reading assessment which is part of the evaluation of their reading performances. While on the last level of performance which is the poor level of performance having the scores ranging from 1-4, there were three (3) respondents out of the 15 respondents who took the pre-reading assessment conducted by the teacher during the start of the First Grading period.

The result in table 1 implied that most of the performances of the Grade 1 & 2 learners in terms of their reading performances are in the good level of performances which resulted to a weighted mean of 7.33 and its already a nice performance considering that they have not yet experience the intervention implemented by the teacher-researcher. The absence of gaining in the excellent land very good level of performance of learners in terms of their reading abilities manifests that they really need to improve their reading performances. Since majority of the respondents belong to the good level of performances, it really needs a serious action by the teachers because there are tendencies that those learners belong to the fair level could be moved to a much lower reading performance. In order for them to be improved, they really need a solid reading foundation. Based from the results also, we cannot deny that some of the respondents are also showing their potential that their reading ability could be lowered specially to those learners in the fair and poor level of performances and it signifies to the teacher to create a more significant intervention that could somehow improve their performance level. In other words, there are still room for improvement in terms of their reading performance of the learners. Moreover, the learners in the poor and fair level of performance, signals the teacher to create an intervention to support the learners need specially to their reading performance because addressing these gaps among the learners could help tailor teaching technique to address different reading level of difficulties among the grade 1 & 2 learners.

In summary, while there is a core group of learners in the good level of performance who were performing very well, the data also highlights the importance of planning and creating of targeted interventions to improve the overall reading performance of Grade 1-2 pupils, particularly for those currently scoring in the Fair and Poor categories.

Table 2
POST TEST READING PERFORMANCE OF GRADE 1 & 2 PUPILS IN READING

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	11	73
13-16	Very Good	4	27
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		15	100
Weighted Mean		17.93	Excellent

The table 2 above presents the posttest performances of the Grade 1 & 2 pupils in Reading after the integration of the intervention which is the Teaching Reading Strategies using Mother Tongue Based Multi-Lingual Education. The table shows the frequency and the percentage of the Grade 1 & 2 pupils falling into each of the score range. The results reflected in table 2 which signifies the reading performances of the Grade 1 & 3 pupils was based from the post-reading assessment made by the teacher after the implementation of the Different Teaching Reading Strategies conducted by the teacher-researcher using the Mother Tongue Multi-Lingual Education in teaching reading to the identified respondents. The post-reading Assessment made by the teacher to the Grade 1 & 2 pupils were already based from the performances they gained in the pre-reading assessment in reading in the first grading period for the School Year 2023-2024. The results of the post-reading assessment were the results from the one (1) month integration of the intervention just to validate how the new intervention affects the reading performance of the learners particularly on the k-stage 1 component.

Based on the results, it table shows the frequency and percentage of pupils falling into each score range. This considered the total number of respondents which is equal to 15 which they resulted to a weighted mean score and calculated as 17.93 after they experience the different learning reading experiences and indicating an overall performance level of "Very Good". The results further explained that table 2 which reflected the total performance of the grade 1 & 2 pupils gained an equivalent percentage of 73 percent or 11 total number of respondents out of the 15 total number of respondents being validated which has a corresponding level ion reading of excellent reading performance having the scores ranging from 17-20. The results were based on the validation of performances of the respondents how far they have gained after the teachers shared different reading strategies to make them an independent reader. Based from the table presented in table 2, it was found out further that among the 15 total number of Grade 1 & 2 respondents

who took the post reading assessment conducted by the researcher during the First Grading period, from none or zero percent during the pre-reading assessment from the learners in the very good level of performance meaning zero (0) percent from the 15 total number of respondents gained this second to the highest reading performance of the pupils with the scores ranging from 13-16 it was now being improved having 4 total number of respondents out of the 15 total number of respondents being tested.

On the other hand, in the score ranging from 9-12 which reveals that these particular scores are found to be on the average level of reading performance of the Grade 1 & 2 pupils which is said to be in a good level performance, none from the learners belong to this level or zero percent. The same results were being gathered by the researcher regarding the 2 remaining reading performance level which entails fair and poor level of reading performances. In the fair reading performance having the scores ranging from 5-8 has no leaner-respondents belong to this level which is the same situations happens in the poor level of performance.

The result in table 2 implied that most of the performances of the Grade 1 & 2 learners in terms of their reading performances are in the excellent level of performance which resulted to a weighted mean of 17.93 and its already an improved learning reading performance. This results further explains that they have already gained confidence in reading or majority of the learners are now considered as independent readers. A significant increase of performance of the Grade 1 & 2 learners is observed in the post-reading assessment results which means that the majority of the respondents have consolidated performance which is equal to (73%) scored in the Excellent category in reading as well as, the remaining 27% scored in the Very Good category. This results further discussed a significant improvement from the pre-reading assessment which is equal to "Good" category to the post-reading assessment which is equal to a "Very Good" category, indicating that, on average, learners' reading skills have greatly improved which means that it really improved or they will be an independent reader after they experience the intervention through the given period of time. These results also highlight or shows the intervention is successfully implemented or the reading strategies employed. It is also emphasized the significance or importance on choosing the right intervention or having effective method to ensuring continued academic progress or improved reading performance for the learners specially to those learners who have difficulties in reading. Moreover, it really provides an opportunity to identify best reading materials to be given to the learners for them to be more motivated even if there are times, they will be experiencing reading difficulties.

TABLE 3
Test Of Difference Between the Scores in The Pre-Test and Post-Test Of Grade 1 & 2 Pupils In Reading Performance

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 1-2 Learners	Pre	7.33	1.425	0.671	Reject H$_o$	Significant
	Post	17.93				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the grade 1 & 2 learners who is the respondents of the study. In this table, it shows how the Grade 1 & 2 respondents improved their reading performances from the pre and post validation before and after the integration of the Different Reading Strategies using the Mother Tongue Multi Lingual Education that were being utilized in teaching reading based on the different most essential learning competencies in teaching in the first Grading period. Based on the findings of the study which was shown on Table 3, it reveals significant impact brought about by the different reading strategies to the Grade 1 & 2 learners specially to those learners who have had identified as sloe readers or not independent readers which focus on the different learning competencies that were delivered for almost one month. Based from the results, it was revealed that the pretest scores gained by the grade 1 & 2 learners before they received the different reading strategies is equal to 7.33 or in the fair level which is much lower compared to the scores gained by the respondents after they received the intervention equal to 17.93. The pretest and posttest reading performance of the grade 1 & 2 learners have resulted to a computed T value equal to 1.425 which is greater than the critical t value of 0.671 so the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 1 & 2 learners before and after the integration of the different reading strategies using mother tongue based multi lingual education in teaching reading is rejected.

The results in table 3 implied that integrating the different reading strategies is significantly effective in improving the reading performance of the grade 1 & 2 learners. The computed T-value (1.425) is greater than the critical T-value (0.671), indicating that the difference between the pre-test and post-test scores is statistically significant. In other words, the improvement or increased of the scores from the pre-test to the post-test reading assessment conducted by the teacher-researcher to the identified learners is not likely due to random chance but is a result of the intervention or teaching strategies in teaching reading applied. The results emphasize the importance of identifying and understanding the specific methods or interventions that led to this improvement. Understanding the significant results og the study could lead to creating best practices that could help the teachers give the right materials or tools that could enhance the learners reading performance.

IV. Conclusion

Based from the findings this study, the integration of teaching reading strategies using Mother Tongue based multi lingual education really creates significant improvement to the reading performance of the Grade 1 & 2 learners considering that there was a substantial increase of the pretest reading performance to the posttest reading performances which means that it really demonstrates effective impact to the teaching and learning process of the teachers to the learners. Furthermore, the results also highlight how the intervention made successful story to the teaching performance of the teachers in teaching reading.

V. Recommendations

1. 1.The proposed intervention plan should be utilized by the teachers to guide them on how to properly address the non-readers and to help improve their reading performances as well as help the independent readers to maintain or more improved their reading performances as they gained more experiences in reading different text or passages.

2. The school head should embed on his or her plan of action to make an activity where teacher can share their different learning experiences or best practices in teaching their different learning competencies such as conduct School-based LAC Session and allowing the teacher to demo their skills and let other teachers create or validate the performance shared by the teachers to improve their craft and be applied to other teachers.

3. The teachers should not stop finding different learning opportunities that could help them or bridge them to more proactive to the needs of their learners specially in learning the different competencies which some of those were found to be difficult to learn by the learners.

4. School Head should conduct Monitoring and validate the type of intervention or strategies being applied in teaching the different learning competencies on their different areas of concerns of the teachers specially in improving the literacy and numeracy performance of the learners.

5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results in the implementation of the teaching reading strategies using the mother tongue based multi lingual education.

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