



STRENGTHENING EARLY LANGUAGE SKILLS FOR KINDERGARTEN LEARNERS: BASIS FOR A PROPOSED FRAMEWORK FOR EFFECTIVE LEARNING DESIGN

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Abstract :

This study aims to strengthen early language skills among Kindergarten learners by evaluating the effectiveness of instructional materials in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) as a foundational learning area in the K to 12 Curriculum in Aguilar District, Schools Division Office I of Pangasinan for School Year 2023-2024.

Utilizing a questionnaire as the primary data collection tool, the study assessed the proficiency levels of Kindergarten learners, identified areas of difficulty in learning the Mother Tongue, and determined the acceptability of support instructional materials based on specific evaluation criteria by Kindergarten teachers in Aguilar District, Schools Division Office I of Pangasinan.

The study examined the Kindergarten learners' performance in the Mother Tongue through an analysis of teacher-made test results, pinpointed learning gaps in relation to instructional objectives, and assessed the effectiveness of proposed instructional materials in addressing these weaknesses. The study involved nineteen (19) Kindergarten teachers as respondents and thirty-five (35) Kindergarten learners as subject respondents. The data were analyzed using frequency, percentage, and average weighted mean to address the study's research questions.

The findings revealed the following: (1) The Kindergarten learners' proficiency in the Mother Tongue, based on the teacher-made test results, was at a level where 15 learners, or 42.86 percent, demonstrated significant learning gaps; (2) Kindergarten teachers identified that the learners exhibited weaknesses in using the Mother Tongue as a learning area, with an average weighted mean (AWM) of 3.35, categorizing them as "weak"; (3) The proposed instructional materials were found to be effective in addressing these learning gaps and enhancing the early language skills of Kindergarten learners; and (4) The instructional materials were evaluated as "acceptable" by Kindergarten teachers based on established criteria.

Based on these findings, the study drew the following conclusions: (1) The overall proficiency level of Kindergarten learners in the Mother Tongue can still be enhanced; (2) The learners require additional support and targeted instructional interventions to strengthen their early language skills; (3) The proposed instructional materials effectively address the identified learning gaps and serve as valuable tools in improving language acquisition; and (4) Kindergarten teachers found the instructional materials to be acceptable for classroom implementation.

In light of these conclusions, the study recommends the following: (1) The instructional materials should be submitted to DepEd officials for evaluation, reproduction, and potential district-wide implementation by Kindergarten teachers in the Aguilar District, Schools Division Office I Pangasinan; (2) The instructional materials should be integrated as supplementary resources for enhancing early language skills in the teaching of Mother Tongue; and (3) Further research should be conducted to validate and refine the findings of the present study, contributing to the development of a proposed framework for an effective early language learning design.

INTRODUCTION

The K-12 curriculum introduces major damages in Philippine basic education. While this may be construed as a complete departure from the older system, it anchors itself on the recollection of the spirit of the Philippine government's constitutional mandate to provide quality education. Philippine government's constitutional mandate to provide quality education. Nevertheless, the changes, like all new policies are subject to opinions, discussions and interpretations that may not be in line with what the law seeks to impart.

Another Tongue-Based Multilingual Education (MTB-MLE) is a formal or non-formal education, in which the child's Mother Tongue-Based Multilingual Education-Based Multilingual Education is used in the classroom as a bridge in learning Filipino and English. Children begin their education in a language they understand, their Mother Tongue-Based Multilingual Education-Based Multilingual Education, and develop a strong foundation in their mother language. The purpose of a multilingual education program is to develop appropriate cognitive and reasoning skills enabling children to operate equally in different languages – starting with the Mother Tongue-Based Multilingual Education-Based Multilingual Education to transition to Filipino and then English. It is a structured program of language learning and cognitive development which provides learners with a strong educational foundation in the first language (<http://www.depedro7.com.ph>).

This solution, however, would have turned the country away from the widely recognized deficiencies of our basic education cycle-an-over-clogged curriculum, an unacceptably high drop-out rate, and widely-perceived inefficiency in educational performance. More seriously, it would have turned away from a constitutional obligation, not matter the cost, to deliver quality basic education to our people, and particularly to those segments of society who do not go to college. The reform would be expensive, but funds could be found for this. The reform would need political will. President Benigno Simeon "Noy" C. Aquino III displayed it. He ran as an education president.

Filipinos value education and the many benefits it brings. Education reforms have long been contemplated with the advent of a new economy base and growing population in need of direction.

The Philippines is coping with the demands of the 21st century, anchors its national development goals on global competitiveness. Many Filipino learners face barriers in education. One of these barriers is that the learners often begin their education in a language they do not understand. Because they do not understand the language of education, many learners become discouraged and tend to drop-out from school. Content of material has been often culturally distant or unfamiliar to the learners. The limited education that learners received does not prepare them for lifelong learning. A strong human resource development needs to be addressed. Acquisition of the needed knowledge, skills, values and attitudes could only be attained through education. The education sector, the Department of Education (DepEd), plays a vital role in youth development for country's future human resource. Therefore, how the learners' school performance is a strong determination of their development. The role of language used in school is undeniably ignored in a child's educational development. The mandated languages instruction in the Philippines-English and Filipino- are foreign to the majority of Filipino children. This predetermines a lack of understanding of the lessons. On the other hand, using the language the child knows best not only affirms the value of the child and his cultural heritage but also enables the child to immediately master the lessons while facilitating the acquisition of Filipino and English. Additionally, when the Mother Tongue-Based Multilingual Education-Based Multilingual Education is used in the classroom, the critical thinking skills that are developed transfer to other languages when those languages become functional.

It was observed by a multilingual education consultant of SIL International, that even in countries considered "developed", any proposal for an educational program in which children begin their education with their first language or Mother Tongue-Based Multilingual Education-Based Multilingual Education as a medium of instruction is greeted with public concern. Much of this concern. Much of this concern focuses on the supposition that such an approach will surely compromise a child's learning of the language of higher education and career opportunity (Dekker, 2008).

Like other multilingual countries, the Philippines also searched pointing to the benefits of Mother Tongue-Based Multilingual Education-Based Multilingual Education maintenance and bilingual education programs. In 1984, the Linguistic Society of the Philippines (LSP) conducted an evaluation of the bilingual education program, then on its tenth year of implementation. The findings showed that though students performed well in achievement tests and teachers and school administrators saw the need for bilingual education, there was a dearth in materials in Filipino and a lack of pre-service and in-service training for teachers in Filipino (Gonzales and Sibayan, 1988).

The said study also significantly stressed the role of the Mother Tongue-Based Multilingual Education-Based Multilingual Education in bilingual or multilingual education. In some parts of the Philippines, the Mother Tongue-Based Multilingual Education-Based Multilingual Education might be neither English nor Filipino. The use of the child's Mother Tongue-Based Multilingual Education-Based Multilingual Education in developing his basic and functional literacy skills enables him to transfer these skills to a second language or even a third (BESRA Report, 2006).

In a continuous search of the Philippine Education System for a curriculum that prepares Filipino children to successfully retain their home language and culture while performing well in national education programs, a new program called Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Bilingual Education was pilot tested by almost 921 schools in public elementary throughout the Philippines. This is in consonance with the Constitutional mandate of providing quality and relevant education to every Filipino. Its mission is to provide quality basic education that is equitably accessible to all by the foundation for lifelong learners. The aim of quality education is to develop the full capacity of the learners and suggests the unfolding of individual's potentials without losing their cultural heritage and be proud as a Filipino. The Philippine government has designated financial and human resources to meet several challenges facing the educational system – improving access, on the other hand, and improving the quality of learning in schools on the other. This give rise to the new forms of educational organization born of the incapacity of the public services to meet the demand for education in rural areas. Today, they are an alternative to quality education for all (Velez, 2011).

While the implementation of the mother-tongue based as a subject and as a language of instruction in the K to 12 curriculum which is now on its fifth year of implementation, it is still believed that there is a need to conduct such study for a more effective implementation.

And so, the researcher was motivated to conduct this study in the development of support instructional materials for Kindergarten learners in the teaching of Mother Tongue-Based Multilingual Education-Based Multilingual Education or the child's first language to learning.

Theoretical Framework

The researcher used the following theories relevant to the study. The following theories of learning strongly support the use of the Mother Tongue-Based Multilingual Education-Based Multilingual Education or the child's first language to learning.

Schema Theory of Learning by R.C. Anderson, a respected educational psychologist. He views organized knowledge as an elaborate network of abstract mental structures which represent one's understanding of the world. According to him, it is important to teach general knowledge and generic concepts because generic concepts can explain many different features of a particular field of study and a large proportion of learner difficulties can be traced to insufficient general knowledge especially in cross-cultural situations. The education implications for these are the prior knowledge is essential for the comprehension of new information to build the prerequisite, or a reminder before introducing new material.

Social Theory of Learning by Albert Bandura, he stressed that we learn to imitate certain behavior by being reinforced for and human learning is the result of observing the behavior of other people.

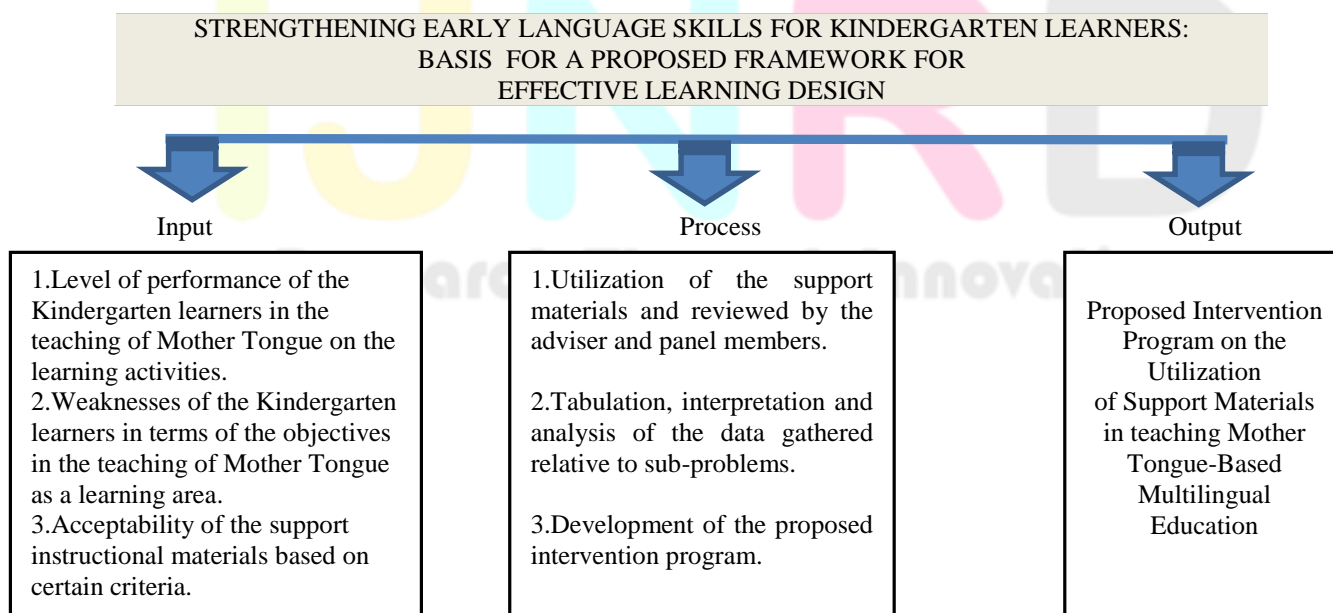
Socio-cultural Theory of Learning by Lev Vygotsky, a Russian psychologist (1896-1943) believed that all knowledge is socially constructed, a product of dialogue and interaction between thought speech. His emphasis on the social nature of learning complements Piaget's theory of the individual passing through stages of cognitive development in a set sequence. He emphasized the role of Proximal Development. Based on his concepts, learning takes place when there is some knowledge, understanding or skill, beyond the grasp of the learner, which the learner is prepared to learn but cannot do so by herself. He needs an older or more knowledgeable or skilled person to assist the learner in understanding/doing the new concept/skill.

Conceptual Framework

The legal bases used in this study was the Republic Act No. 10533 better known as the K to 12 curriculum or the Enhanced Basic Education Curriculum. The K to 12 law adopts as a matter of policy a complete, adequate and integrated learner-oriented education that is mindful of the diverse cultures in the Philippines by including the Mother Tongue-Based Multilingual Education-Based Multilingual Education as a subject and language of instruction.

It is the policy of the State to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people, the country and society at large, and to create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. In order to achieve this, the State shall make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including Mother Tongue-Based Multilingual Education-Based Multilingual Education as a learning resource.

The lessons and findings of various local initiatives and international studies in basic education have validated the superiority of the use of the learner's Mother Tongue-Based Multilingual Education-Based Multilingual Education of first language in improving learning outcomes. Thus in 2009, DepEd Order No. 74, series of 2009 institutionalized Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education (MTB-MLE) as a fundamental educational policy and program in this department in the whole stretch of formal education including preschool and in the Alternative Learning System. The same DepEd order defined MTB-MLE as follows: "Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education, hereinafter referred to as MLE, is the effective use of more than two languages for literacy and instruction". On the aforementioned legal bases, the researcher developed a support instructional materials in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education for Kindergarten learners.



**Figure 1
Scholastic Diagram on the Conceptual Framework of the Study**

Statement of the Problems

This study developed support instructional materials for Kindergarten in the teaching of Mother Tongue-Based Multilingual Education-Based Multilingual Education as a subject in the K to 12 Curriculum in the Aguilar District, Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the level of performance of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education based on the analysis of the learning activities/support materials?
2. What are the weaknesses of the Kindergarten in terms of the objectives in the teaching of Mother Tongue-Based Multilingual Education-Based Multilingual Education as a learning area?
3. What support instructional materials for Kindergarten can be developed to address the weaknesses of the Kindergarten in the learning of the Mother Tongue-Based Multilingual Education-Based Multilingual Education?
4. How acceptable are the support instructional materials based on a set of criteria as evaluated by the Kindergarten teachers?

Basic Assumptions

This study was anchored on the following basic assumptions:

1. The Kindergarten teachers can develop and evaluate the support instructional materials for Kindergarten in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education.
2. With the use of the support instructional materials, it is imperative that the Kindergarten learners will be motivated to learn more the Mother Tongue-Based Multilingual Education-Based Multilingual Education not only as a subject but also as a language of instruction.

Scope and Delimitation of the Study

This study was limited in the development of a proposed intervention program on the utilized support instructional materials for Kindergarten learners in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education as a learning area in the K to 12 Curriculum during the school year 2023-2024.

Included in the study were the level of performance of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education based on the analysis of the teacher-made test; weaknesses of the Kindergarten in terms of their objectives in the teaching of Mother Tongue-Based Multilingual Education-Based Multilingual Education as a learning area and the acceptability of the support instructional materials based on certain criteria as evaluated by the Kindergarten teachers.

The output of this study was a proposed support instructional materials to address the weaknesses of the Kindergarten in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education. However, the reproduction and use of the support instructional materials is beyond the limit of this study.

Significance of the Study

This study will benefit the following:

The School Administrators. The findings of this study and the proposed teacher made oral test may help the school administrators improve their policy guidelines and is expected to guide and help them in selecting appropriate materials for the use of their teachers and pupils, examine the teaching strategies of their teachers that need to be enhanced in line with Mother Tongue-Based Multilingual Education-Based Multilingual Education-based education that will also lead to solve the identified weaknesses in the implementation of the MTB.

Kindergarten Teachers. The output of this study which is the proposed intervention program on the utilized support instructional materials for Kindergarten learners to address the identified weaknesses of the Kindergarten in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Education will be of great help to the teachers for these will relieve them from searching and looking for additional exercises/activities from other sources that may use in enhancing the study skills of the Kindergarten concerning Mother Tongue-Based Multilingual Education-Based Multilingual Education-based learning. Furthermore, the result of this study will serve as their enrichment materials in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education and to enhance learning among Kindergarten and on how they will deliver their lesson using Mother Tongue-Based Multilingual Education-Based Multilingual Education.

Kindergarten. Findings of this study will benefit them since they are the end-beneficiaries of MTB-MLE education, and to improve their learning skills and competencies using their Mother Tongue-Based Multilingual Education-Based Multilingual Education.

The Parents. The output of this study will help the Department of Education on how to properly explain the importance of the MTB-MLE program to the parents and how will the program help in the total development of their children. Parents will also understand the underlying benefits of the new approaches and techniques use by MTB-MLE teachers which are different from the traditional way of teaching they are used to.

The Researcher Herself. Based from the results of this study, the researcher will have a clear eye view on what should be strengthened to answer the needs of Kindergarten as well as the effect of language used for their literacy development. From the results too, the researcher will be encouraged to provide alternative solutions on the problems on the dearth of instructional materials in the teaching of the Mother-Tongue-based education.

Other Researchers. Finally, it is hoped that this study will serve as a reference that will encourage other researchers to undertake related studies because there will always be changes on the learning and teaching aspect using Mother Tongue-Based Multilingual Education-Based Multilingual Education-based approach in the years to come.

Definition of Terms

The following terms used in this study were operationally defined for better understanding of this study.

Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education (MTB-MLE). As used in this study, a new subject offered to Kindergarten , Grades I to 3 learners and also used as a language of instruction in the implementation of the K to 12 curriculum.

Kindergarten . They referred to as a subject-respondents of the study wherein the test results on a teacher-made test was analyzed and interpreted to determine the level of performance of the Kindergarten .

Kindergarten Teachers. They served as respondents of this study and who evaluated the instructional materials based on certain criteria.

Level of Performance. It refers to the academic performance of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education based on the analysis of a teacher-made test.

Support Intervention Program. This is the output of the study to address the weaknesses of the Kindergarten learners. The materials included were adopted/adapted from the basic textbook and other reading materials.

RESEARCH METHODOLOGY

Research Design

This study developed a support instructional materials for Kindergarten learners in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education as a learning area in the K to 12 Curriculum, using the questionnaire as the main data gathering instrument. The study included the level of performance of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education on the analysis of the learning materials; the weaknesses of the Kindergarten in terms of the objectives in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education as a learning area and the acceptable are the support instructional materials based on certain criteria as evaluated by the Kindergarten teachers in Aguilar District, Schools Division Office I Pangasinan. The output of this study is the Intervention Program on the utilization of support materials of Kindergarten to address the weaknesses of the Kindergarten in the learning of the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education.

Sources of Data

The nineteen (19) Kindergarten teachers in Aguilar District, Schools Division Office I Pangasinan served as respondents of this study coming from the different schools as indicated in Table 1 in the next page as the distribution of respondents.

Table 1

Distribution of Respondents

N=19

Table 1: Distribution of Respondents

	Male	Female	Total
Kindergarten Teachers	5	14	19

Instrumentation and Data Collection

This study used the questionnaire as the main data gathering instrument, which consist of three (3) parts. Part I dealt on the level of performance of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education on the analysis of the utilized support materials.

Part II focused on the weaknesses of the Kindergarten in terms of their objectives in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education as a learning area. Part III is the acceptability of the support instructional materials based on a set of criteria as evaluated by the Kindergarten teachers.

The output of this study is the proposed intervention program on the utilization of support materials to address the weaknesses of the Kindergarten in the learning of the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education.

The items of the questionnaire were adopted from the researcher's readings of books, thesis and dissertation, which was presented to the panel members during the proposal defense. Their suggestions were incorporated in the final draft of the questionnaire which was checked by her adviser and duly approved by the Dean of the Graduate School at the Lyceum-Northwestern University, Dagupan City.

Permission to administer the questionnaire to the identified respondents was approved by the Schools Division Superintendent, Schools Division Office I Pangasinan. The researcher personally distributed the questionnaire through the help of the different school heads and likewise retrieved personally to ensure 100 percent retrieval.

Tools for Data Analysis

The different sub-problems raised in the study were treated statistically.

For sub-problem 1, on the level of performance of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education, frequency and percentage were used.

For sub-problem 2 and 3 on the weaknesses of the Kindergarten in the Mother Tongue-Based Multilingual Education-Based Multilingual Education-Based Multilingual Education and the acceptability of the support instructional materials, average weighted mean was used.

The formula is:

$$AWM = \frac{\sum fx}{N}$$

Where:

AWM = Average Weighted Mean

$\sum fx$ = Distributed frequencies

N = Total Number of respondents

To interpret sub-problem 2 and 3 the scale below was used.

Scale	Statistical Range	Descriptive Equivalent (DE)	
		Sub-Problem 2	Sub-Problem 3
5	4.50-5.00	Very Weak (VW)	Very Acceptable (VA)
4	3.50-4.49	Weak (W)	Acceptable (A)
3	2.50-3.49	Moderately Weak (MW)	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Weak (SW)	Slightly Acceptable (SA)
1	1.00-1.49	Not At All (NAA)	Not Acceptable (NA)

RESULTS AND DISCUSSION

This section presents the level of performance of the Kindergarten learners at the Sipitan Elementary School, Aguilar District in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education. Table 2 presents the data in answer to sub-problem 1.

Table 2
Level of Performance of the Kindergarten Learners
N=35

Level of Performance	f	Percent
Very Good	5	14.28%
Good	5	14.28%
Poor	15	42.86%
Fair	10	28.57%
Total	35	99.99%

Table 2 presents the level of performance of the Kindergarten learners of Aguilar District, Schools Division Office I Pangasinan based on the analysis of a teacher-made test administered as of June 2016. Based on the output of the Kindergarten learners were “Poor” 15 or 42.86 percent of performance in the Mother Tongue-Based Multilingual Education-Based Multilingual Education. This must be accorded that the Kindergarten learners’ first language was “Filipino/Tagalog” at home and in their respective communities. This implies the need to provide them more exercises in the Mother Tongue-Based Multilingual Education-Based Multilingual Education.

Weaknesses of the Kindergarten Learners in Terms of the Objectives in the Teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education as a Learning Area

This section presents the weaknesses of the Kindergarten learners in terms of the objectives in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education as a learning area. The data was presented in Table 3 in answer to sub-problem 3.

Table 3
Weaknesses of the Kindergarten Learners
in Terms of the Objectives

Weaknesses in Terms of the Objectives	AWM	D.E.
1. Demonstrates basic communication skills in talking.	4.58	VW
2. Familiarize topics using simple words and both verbal and non-verbal.	3.70	W
3. Cues to understand spoken language.	3.60	W
4. Shows understanding of basic vocabulary and language structure.	4.70	VW
5. Reading process.	3.60	W
6. Writing system.	3.60	W
7. Appreciates aspects of one’s culture.	3.20	MW
Total	3.85	Weak (W)

Legend:

Scale	Statistical Range	Descriptive Equivalent (D.E.)
5	4.50-5.00	Very Weak
4	3.50-4.49	Weak (W)
3	2.50-3.49	Moderately Weak (MW)
2	1.50-2.49	Slightly Weak (SW)
1	1.00-1.49	Not At All (NAA)

Analyzing Table 3, the Kindergarten learners were “very weak” along the following: “demonstrates basic communication skills in talking” and “shows understanding of basic vocabulary and language structure” with an average weighted mean of 4.58 and 4.70, respectively. And the rest of the objectives as indicated in the table was “weak”. This implies the need to encourage the

Kindergarten learners to learn Mother Tongue-Based Multilingual Education-Based Multilingual Education as a subject and as a language of instruction. The overall average weighted mean was 3.85 which means “weak”.

Support Instructional Materials to Address the Weaknesses of the Kindergarten Learners in the Teaching of MTB-MLE

This section presents the output of the study, the proposed intervention program on the utilization of support instructional materials to address the weaknesses of the Kindergarten learners in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education.

The proposed support instructional program was developed based on the weaknesses of the Kindergarten learners after the analysis of the utilization of the result on the support materials being used. The materials were designed to improve the communication skills of the Kindergarten learners in learning the Mother Tongue-Based Multilingual Education-Based Multilingual Education as well as to improve their level of performance.

The intervention program was presented in the succeeding pages and we encourage other Kindergarten teachers to use the developed support materials for reinforcement in the teaching of the Mother Tongue-Based Multilingual Education-Based Multilingual Education.

The different materials were adopted/adapted from Pricila Bustamante internet website and from the readings of the researcher from books/unpublished theses and dissertations.

Acceptability of the Support Instructional Materials Based on a Set of Criteria as Evaluated by the Kindergarten Teachers

This section presents the acceptability of the support instructional materials based on a set of criteria as evaluated by the Kindergarten teachers. This is to answer sub-problem 4, presented in Table 4.

Table 4
Acceptability of the Support Instructional Materials Based on a Set of Criteria as Evaluated by the Kindergarten Teachers

Criteria for Acceptability	AWM	D.E.
A. Content		
1. The materials are suitable to the grade level.	3.70	A
2. Exercises are arranged from simple to complex.	3.60	A
3. Language used was within the level of the Kindergarten teachers.	3.70	A
B. Quality of Presentation	4.20	A
1. The drawing and illustration are clear and attractive.	4.20	A
2. Materials are neat.	4.30	A
3. Materials are simple and possess imaginative quality.	3.70	A
C. Physical Make-up		
1. The instructional design of individual task are carefully planned.	3.70	A
2. The size of the types and print is proper for age level.	3.50	A
3. Pictures are interesting.		
AWM	3.84	A

Legend:

<u>Scale</u>	<u>Statistical Range</u>	<u>Descriptive Equivalent (D.E.)</u>
5	4.50-5.00	Very Acceptable (VA)
4	3.50-4.49	Acceptable (A)
3	2.50-3.49	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Acceptable (SA)
1	1.00-1.49	Not Acceptable (NA)

Table 4 presents the acceptability of the support instructional materials based on a set of criteria as evaluated by the Kindergarten teachers in Aguilar District. The criteria included the content, quality of presentation and physical make-up. It must be noted that all items indicated for each criteria were rated to “Acceptable” with the average weighted mean of 3.84. This means that the proposed materials can be used as enhancement materials in the teaching of Mother Tongue-Based Multilingual Education-Based Multilingual Education to Kindergarten learners.

**PROPOSED INTERVENTION PROGRAM ON THE UTILIZATION
OF SUPPORT MATERIALS IN TEACHING MOTHER
TONGUE-BASED MULTILINGUAL EDUCATION**

Identified Needs	Proposal Recommended to Concerned Authorities
Learning Environment	
1. Maintains a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender.	✓ Considering that most Parents have low educational background and their level of ignorance in some of the aspects of Reading practices as reported in this study. Should institute regular update on the status of their child's reading status. Creates programs and/or refresher courses for the Teachers in all aspects of reading comprehension and fluency of the learners. Encourage parents' participation in the reading programs of the school.
2. Provides appropriate learning intervention for learners-at-risk in the class	✓ An attempt should be made as a country to equip teachers and parents with the requisite skill and equipment to diversify into most of the more specialized reading techniques and processes.
3. Provides learning activities that allow learners to reach their full potentials	✓ Schools and higher authorities should give importance and recognition to the schools' partner stakeholders. Train teachers to device and provide intervention activities and materials to the learners esp. to the ones who have low interaction and literacy.
4. Maintains a safe, and smooth classroom environment	✓ Educate learners to strengthen reading buddy system and/or peer tutoring. Always provide reward scheme to learners with most indulgence in reading.
5. Gets involved in activities that contribute to friendly environment	✓ Community Stakeholders should look at the activities suitable to the needs of the learners. Focus on the mastery of the learning materials before advancing to the next or complex level.
Diversity of Learners	
1. Utilizes varied designs of activities for all types of learners.	✓ Give different activities to learners with different level of abilities and skills.
2. Provides gender-fair learning opportunities	✓ Give activities that will identify the learning styles of the pupils.
3. Provides learning-teaching strategies with special needs	✓ Attended seminars to be updated with the different activities that can be given to pupils.
4. Shows fairness and learners consideration regardless of their socio-economic status	✓ Constantly monitor students' progress through different formative assessments.
5. Uses teaching techniques in motivating students' full potentials	✓ Give remedial lesson or activities to students with failing grades.
Curriculum	
1. Applies updates on recent studies in subject matter holistically	✓ Attend trainings and seminars to be updated with the different teaching strategies.
2. Uses multi-disciplinary integrative learning modes	✓ Attend trainings about multi-disciplinary integrative modes.
3. Provides learning-teaching strategies with special needs	✓ Provide clear directions for classroom activities to avoid confusion to students.
4. Clearly and accurately stated learning goals, policies and concepts to learners	✓ Provide activities to students that establish links between new and past like familiar cases or situations.
5. Adopts evaluation tools in assessing students outputs	✓ Encourages students to think and formulate their ideas independently. ✓ Practicums should be aligned with standards and practices that would not be differ in the global competence of the subject being taught.

SUMMARY

This study developed a support instructional materials for Kindergarten learners in the teaching of the Mother Tongue-Based Multilingual Education as a learning area in the K to 12 Curriculum, using the utilized support materials as the main data gathering instrument. The study included the level of performance of the Kindergarten pupils in the Mother Tongue-Based Multilingual Education based on the analysis of the support materials; the weaknesses of the Kindergarten in terms of the objectives in the teaching of the Mother Tongue-Based Multilingual Education as a learning area and the acceptable are the support instructional materials based on a certain criteria as evaluated by the Kindergarten teachers in Aguilar District, Schools Division Office I Pangasinan.

The output of this study is a proposed intervention program on the utilization of the support instructional materials for Kindergarten to address the weaknesses of the Kindergarten in the learning of the Mother Tongue-Based Multilingual Education. The nineteen (19) Kindergarten teachers served as respondents of the study and the thirty five (35) Kindergarten in Aguilar District, Schools Division Office I of Pangasinan served as subject respondents of the study. Frequency and percentage and average weighted mean was used to treat the sub-problems raised in the study.

FINDINGS

- 1.0. Level of Performance of the Kindergarten Learners in the Mother Tongue-Based Multilingual Education Aguilar District, Schools Division Office I of Pangasinan. The Kindergarten learners' level of performance in the Mother Tongue-Based Multilingual Education based on a teacher-made test result was 15 or 42.86 percent.
- 2.0. The Kindergarten Teachers Revealed that the Kindergarten were "Weak" with AWM of 3.35 in the Mother Tongue-Based Multilingual Education as a Subject in the K to 12 Curriculum.
- 3.0. The Proposed Intervention Program. in the Teaching of Mother Tongue-Based Multilingual Education Can Address the Weaknesses of the Kindergarten Learners
- 4.0. The Instructional Materials Was Rated "Acceptable" Based on the Evaluation of the Kindergarten Learners

CONCLUSIONS

Based on the analysis of the findings, the following conclusions were drawn:

1. Generally, the level of performance of the Kindergarten learners can still be improved.
2. In general, the Kindergarten learners are still weak in the use of the Mother Tongue-Based Multilingual Education as a subject in the K to 12 Curriculum.
3. The instructional materials can address the weaknesses of the Kindergarten learners in learning the Mother Tongue-Based Multilingual Education.
4. The Kindergarten teachers evaluated the utilized support materials is "acceptable" as the descriptive equivalent.

RECOMMENDATIONS

In the light of the findings made, the following recommendations were drawn:

1. The developed instructional materials should be submitted to the Department of Education (DepEd) for review, reproduction, and potential adoption across various districts to support early language learning initiatives.
2. The instructional materials can be integrated as enhancement tools in the teaching of early language skills under the MTB-MLE framework.
3. Capacity-building programs and training workshops should be provided for Kindergarten teachers to enhance their instructional strategies in implementing MTB-MLE effectively.
4. Parents and guardians should be encouraged to actively participate in reinforcing early language skills at home through structured and meaningful engagement activities.

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