Reading Competencies Of Grade 5 Pupils In The Context Of A Private School's Implementation Of Mtbmle: Basis For Instructional Development

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ARTICLE INFO	ABSTRACT
	This mixed-method research design aimed at the development of instructional material anchored on the reading competencies of Grade 5 pupils in the context of a private school's implementation of MTBMLE of Central Philippine University Elementary School, Jaro, Iloilo City. The study was conducted during the Academic Year 2016-2017. Data were gathered using the researcher-made questionnaires and interview guide. The study underwent two phases: phase one was the assessment of the reading competencies of the grade 5 pupils in print skills and meaning skills in Hiligaynon and English subjects. These were administered among the 111 randomly selected grade 5 pupils. Further, interview was used to gather data on the less-mastered skills of the pupils. Phase two was the development of instructional material which used the ADDIE model that included five phases: analyze, design, develop, implement, and evaluate. The study used the means percentage, and frequency count. Findings revealed that the level of reading competencies of grade 5 pupils in English as to print skills and meaning skills were average. Conversely, the level of reading competencies of the grade 5 pupils in Hiligaynon as to print skills and meaning skills were moving towards mastery for phonemic awareness and background knowledge, average for word recognition, spelling, fluency, and vocabulary, and low for comprehension. The output of the study was reading enrichment packet entitled, "Reading STARS: Stratagem Towards A Reader's Success" in English and in Hiligaynon, "Paghanas sa Pagbasa: Mga Pinanid nga Buluhaton, Hiligaynon." These one-week reading enrichment packets were designed for grades one, two, and three which included lessons and activities focused on the less-mastered skills of the pupils as findings of the study. Copies of the packets may be given to the Instruction and Development Office to encourage more development of other materials involving enhancement and enrichment of reading competencies and of the same nature for university use.

Keywords: *Reading Competencies, MTBMLE, Instructional Development* |

Introduction

Background and Theoretical Framework of the Study

The Enhanced Basic Education Act of 2013, otherwise known as RA 10533, brought about K to 12 curriculum which is a major reform in the education system for the century. This curriculum aims to enhance learner's basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment. The heart of this K to 12 curriculum is the implementation of Mother Tongue-Based Multilingual Education (MTBMLE) which refers to the effective use of more than two languages for literacy and instruction. It puts an end to the Bilingual Education Policy (BEP) which has been in operation for the last thirty-five years (Nolasco, 2008 as cited by Rosero, 2015).

As a curriculum and teaching methodology, Mother Tongue-Based Multilingual Education (MTBMLE) enables learners to participate well in education through the use of their L1. Using the learner's mother tongue provides a strong foundation by developing cognitive skills and comprehension of the academic content. Thus, this curriculum

innovation involves the introduction of learners' mother tongues in school both as a subject and as a medium of instruction.

It also has become a growing trend around the world to support mother tongue instruction in the early years of a child's education. Various studies (Benson, 2002 & Dutcher, 2003 as cited by Kavaliauskiene, 2009) have identified, that children's overall educational attainment can be enhanced if they are taught in their mother tongue in early grades. Cummins (2000 in Young, 2016) also believed that children with a solid foundation in their mother tongue develop stronger literacy abilities in the school language and children's knowledge and skills transfer across languages from the mother tongue to the school language.

The learner's mastery of their L1 can function as a stepping stone to scaffold more accomplished performance in the L2 and L3. Indeed, what they know in one language (L1) help them develop other languages. This positive transfer effect has been found to be particularly strong in reading (Goldenberg, 2008 in Giron, 2016) for good English teaching alone is an insufficient response to the teaching of second language English learners (Gibbons, 2007 in Giron, 2016).

These ideas relate to the Social Interactionist Theory Approach to language acquisition that stresses the environment and the context in which the language is acquired. In this approach, the beginner speaker and the experienced speaker exist in a negotiated arrangement where feedback is always possible. Bruner (1978 as cited by Dekker, 2016), one of the most known theorists in this arena, gives more significance to pragmatics rather than development of grammar. He suggests that turn taking of a conversation between a caregiver and an infant is necessary for language development. In addition, Snow (1976 as cited by Dekker, 2016), another proponent of the Social Interactionist Theory, theorizes that adults play an important part in child's language acquisition and suggests proto-conversations, which she calls conversational exchanges between the caregiver and the infant.

As a result, K to 12 education system specified that the curriculum for basic education in the Philippines shall adhere to the principle and framework of Mother Tongue-Based Multilingual Education (MTBMLE) which starts from where the learners are and from what they already know proceeding from the known to the unknown; and where instructional materials and capable teachers to implement the MTBMLE Curriculum shall be available.

The implementation of Mother Tongue-Based Multilingual Education (MTBMLE) in the Philippines is being looked at as an example for it is the single country to institute a national policy requiring Mother Tongue-Based Multilingual Education (MTBMLE) inclusion in the early grades (Cruz, 2015). Evidence from research studies in the Philippines specifically the Mother Tongue Instruction in Lubuagan and The Implementation of the Mother Tongue-Based Multilingual Education in Grade 1 in the Public Elementary Schools in Pangasinan played a role in convincing policy makers of the potential benefits of mother tongue instruction for language minority students. The benefits highlighted in these studies include improved academic skills (Cummins, 2000 as cited by Burton, 2013), stronger classroom participation (Dutcher, 1995 as cited by Burton, 2013), increased access to education (Benson, 2004 as cited by Burton, 2013), and development of critical thinking skills (Brock-Utne, 2006 as cited by Burton, 2013).

Taking these ideas into consideration, the researcher became interested in how the Private School's unique implementation of MTBMLE can improve the reading competencies of the pupils. Hence, this study. Figure 1 shows the research paradigm.
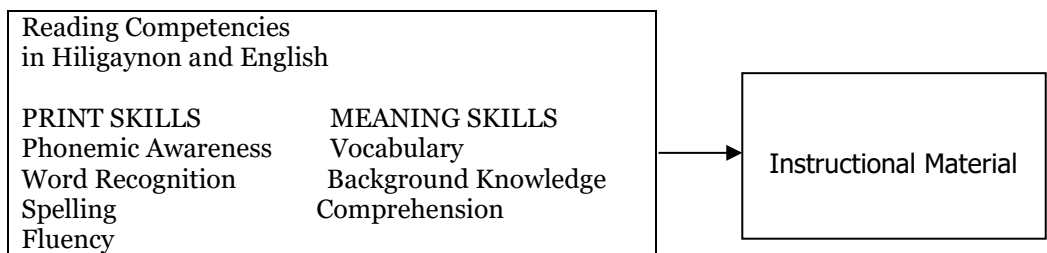
The Paradigm

Figure1. Grade 5 Pupils' Reading Competency Profile as influenced by a private school's implementation of MTBMLE as basis for Instructional Material Development.

Statement of the Problem

This study was conducted to develop a reading enrichment packet anchored on the assessment of the Grade 5 Pupils in one of the private schools in Iloilo City.

Specifically, the study sought to answer the following questions:
1. What is the level of mastery of the respondents in Hiligaynon as to:
a. Print Skills; and
b. Meaning Skills?
2. What is the level of mastery of the respondents in English as to:
a. Print Skills; and

b. Meaning Skills?
3. What are the less-mastered skills in Hiligaynon and in English?
4. What instructional materials can be developed to enhance reading competencies of the pupils?

Assumptions

This research study is anchored on the assumption that the pupil respondents were accurate in answering the instrument which gives assessment on the reading competencies and identify the less-mastered skills in Hiligaynon and English for both print and meaning skills which lead to the development of a reading enrichment packet.

Delimitation of the Study

This study aimed to ascertain the reading competencies of grade 5 pupils of Central Philippine University Elementary School along with the implementation of the Mother Tongue-Based Multilingual Education (MTBMLE) during the AY 2016-2017 as basis for the development of instructional materials.

One hundred eleven (111) grade V pupils served as the participants of the study who were randomly selected using fish bowl method out of one hundred fifty-three (153) total population of Grade V pupils. The number of participants was determined using the Slovin's Formula. This study was conducted in December 2016; one hundred eleven (111) pupils supplied the quantitative data. The three (3) teachers who served as informants, represented the three grade levels, grades one to three were interviewed for validation purposes.

The needed data for this descriptive study was obtained through a researcher-made test designed to determine the reading competencies of the pupils in print skills and meaning skills both in the Hiligaynon and English. The data gathering instruments underwent validation. It was pilot-tested in Grade V class of one of the private schools here in the city. It also underwent item analysis using Cronbach Alpha and internal consistency to ensure reliability.

Means and standard deviations were employed as descriptive statistics. All statistical computations were processed through the Statistical Package for the Social Sciences (SPSS).

The one-on-one interview method was utilized in the qualitative aspect of the study to support and validate the quantitative results as to the less-mastered skills of the pupils.

Review of Related Literature

K to 12 Basic Education Curriculum

The K to 12, otherwise known as the Enhanced Basic Education Act of 2013 is an education system under the Department of Education that aims to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment. "K" stands for Kindergarten and "12" refers to the succeeding 12 years of basic education, 6 years of elementary education, 4 years of junior high school, and 2 years of senior high school (Young, 2016). The K to 12 Curriculum is a reform to the country's basic education, adding two more years of schooling for a better, prepared Filipino students for higher education, for work, and for life.

The K to 12 Curriculum envisions holistically developed learners with 21st century skills (DepEd Primer, 2011). At the core of this basic education program is "the complete human development of every graduate" (Department of Education discussion paper, p.6). This means that every graduate would have an understanding of the world around him and a passion for life-long learning while addressing every student's basic learning need: learning to learn, the acquisition of numeracy, literacy, and scientific and technological knowledge as applied to daily life". Moreover, every graduate is envisioned to have respect for human rights and would aim to become "Maka-Diyos, Maka-tao, Makabansa, Maka-kalikasan." Further, the K to 12 vision aims to have relevance in the socio-economic realm. This means that the students would understand their role as productive members the country. This vision can only be attained through an enhanced curriculum.

According to the Department of Education discussion paper (2010), the K to 12 curriculum aims to enable every child "to achieve mastery of core competencies and skills" and develop tracks based on the student's interests and competencies. The focus of K to 12 is twofold: curriculum enhancement and transition management.

Curriculum enhancement with the k-6-4-2 model, the 2 years for senior high school is aimed at giving the students time to strengthen competencies and academic skills. The curriculum will also provide specializations in the following: science and technology, music and arts, agriculture and fisheries, sports, business and entrepreneurship, depending on the occupation or career that they intend to pursue. These additional two years will build on skills that are essential to their chosen field.

The Department of Education mentions in its discussion paper (2010) that it is "preparing a carefully sequenced implementation plan to ensure smooth transition with the least disruption" in the current program. The K to 12 Program presented by Department of Education Secretary Armin Luistro in early October 2009 is to integrate with its enhanced curriculum the best program currently implemented by the department in schools nationwide. This is the reason why experts from Department of Education, Commission on Higher

Education, Technical Education and Skills Development Authority, and educators from public and private schools are carefully studying all the programs put into practice by the current curriculum in basic education.

Secretary Luistro points out, "What we want is a seamless transition from the current to the enhanced curriculum that is more responsive to learning needs of students and the community. This is why we are seriously considering the inclusion of all the best features of our current programs" (Official Gazette, 2011, p3).

Institutionalization of MTBMLE

Along with the implementation of the K to 12 curriculum is the Mother Tongue-Based Multilingual Education which is considered the most vital reform for the country's basic education and school system as a whole. Mother Tongue Based-Multilingual Education is mandated by DepEd Order No. 74, s. 2009, entitled "Institutionalizing Mother Tongue-Based Multilingual Education."

The heart of the implementation of the K to 12 curriculum is the Mother Tongue-Based Multilingual Education. K to 12 education system specified that the curriculum for basic education in the Philippines shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTBMLE) which starts from where the learners are and from what they already know proceeding from the known to the unknown; and where instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available. MTBMLE, for this purpose, refers to formal or informal education in which the learner's mother tongue and additional languages are used in the classroom (Young, 2016).

The approach to mother tongue-based multilingual education described in the Republic Act reflects best practice in program implementation and is aligned with theoretical positions on program design and development posited by educators (Baker 2006, Cummins 2000 as cited by Young, 2016).

According to the official language policy of the 1987 Educational Act revised in 2004, children in Grades 1 – 3 were to be instructed in their first language, while those in Grade 4 onwards are set to be instructed using a second language (L2), which is English. This language policy can be identified as a possible model for bilingual education (Borch & Tombari, 1997 in Lartec, 2014).

The weblog devoted to some plenary sessions of the IATEFL Conference, Aberdeen, 18-20 April 2007, summarizes the major ideas presented by a well-known British linguist G. Cook: "The ESL classroom cannot follow the motto "One nation, one people, one language", a somewhat overrated statement since it implies that a classroom is a state. Quite contrary to that, the L1, i.e. the mother tongue of the students, should by all means be acknowledged. The importance is highlighted even more by the fact that the students' culture is part of their language and by neglecting their language, the teacher, in a monolingual classroom, neglects their culture which leads to the danger of neglecting their identity as well. What is more, there is no valid database that could confirm the standpoint that the monolingual approach in teaching is the best one. The disregard of the students' mother tongue can in fact de-motivate the students and be counterproductive. Therefore, there is neither a scientific nor a pedagogic reason to exclude L1 from the teaching process. There are probably more reasons, utilitarian and political, to make the use of L1 quite valuable in the process of teaching English. The former reason implies that the students would be motivated to think more about appropriate equivalents in their own languages and the latter one, of course, emphasizes the importance of cultural diversities and tolerance among nations" (Cook, 2007 as cited by Kavaliauskiene, 2009,p5).

It has also been reported that if children are taught in languages which are different from their home language or mother tongue, they drop out from school, have low academic performance, and repeat classes due to a high failure rate. This state of affairs is still persistent in Nepal (Yadava, 2007; Awasthi, 2004 as cited by Rai, et al., 2011).

Many studies have already revealed that teaching using the mother tongue in the early grades enhances children's ability to learn better compared to the use of a second or foreign language (UNESCO, 2003; Skutnabb-Kangas, 2003 as cited by Rai, et al.,2011). Cummins (1981) says that research on L2 acquisition shows that when a child masters the first language then learning another language becomes less problematic in the habits of speech, listening, reading, and writing. Another research that has been conducted on language education has also shown that children are quicker to learn, to read, and to acquire other academic skills when instructed in the language that they speak at home rather than taught in an unfamiliar language (Langer, et al., 1990; Unicef, 1999).

Relatedly, the study of DepEd Region IV-B (MIMAROPA) entitled, "Double Exposure in Mathematics: A Glimpse of Mother-Tongue First" has provided the local validation of the fundamental observation that top performing countries in the Trends in International Mathematics and Science Studies (TIMSS), are those that teach and test students in Science and Math in their own language. Director Yolanda Quijano of DepEd Bureau of Elementary Education confirmed that based on studies the use of mother tongue in learning allows students to learn, read, and write more quickly when learning is first conducted in their first language (Llaneta, 2010).

These studies are the reasons why DepEd issued an order on the institutionalization of MTB-MLE. As secretary Mona Valisno said, "Our goal here is to develop life-long learners who are proficient in the use of their first language, the national language and other languages" (Philippine Daily Inquirer, 2010).

Mother Tongue-Based Multilingual Education Curriculum Framework. MTBMLE is the utilization of multiple languages in education. As a curriculum and teaching methodology, MTBMLE helps the students to learn well in education through the use of their L1. It is much more than just using the learners' first language to explain curriculum content. MTBMLE provides:

Literacy. One only learns to read once. Learning to read in the L1 develops skills that transfer to reading any other languages. Comprehension in reading other languages only occurs after oral proficiency has developed such that vocabulary of the written L2
text is already part of the learners' spoken vocabulary. Proper sequencing strengthens learning.

Prior Knowledge. Engaging learners in a discussion of what is already familiar to them using the home language and culture enables better learning of the curriculum through integration and application of that knowledge into current knowledge schemes.

Cognitive development and higher order thinking skills (HOTS). Using the learners' mother tongue provides a strong foundation by developing cognitive skills and comprehension of the academic content from day one. The knowledge, skills, attitudes,
and values gained through the mother tongue better support learning of other languages and learning through other languages later. As learners articulate their thoughts and expand ideas, both language and critical thinking are strengthened. MTBMLE cultivates critical thinking through talking about ideas in the familiar language. When teaching only in the L2, critical thinking is postponed until L2 is sufficiently developed to support such analysis.

Strong Bridge. MTB-MLE provides a good bridge to listening, speaking, reading, and writing the L2s (L2, L3) of the classroom using sound educational principles for building fluency and confidence in using the other languages for lifelong learning. Reading in the L2 is only introduced after basic L1 reading fluency and L2 oral proficiency are developed. Comprehension in reading the L2 occurs after the development of that spoken L2. Once sufficient oral and written proficiency in the L2 are developed, a gradual transition to using the L2 as medium of instruction can progress without the L1 support.

Scaffolding. In L2 teaching, the L1 is used to support learning when the L2 is not sufficiently developed to be used alone. The L1 is used for expression and the teacher facilitates the development of the L2 to enable learners to adequately express ideas in the L2. In this way, the L1 strengthens the learning of the L2 by supporting the L2 development for communication.

Using Students' Mother Tongue as the Foundation for Life-long Learning. Mother Tongue-Based Multilingual Education programs enable students from non-dominant language communities to build a strong educational foundation in the language they know best—their MT or first language (L1)—and a good bridge to the official language—the school L2—and other languages of learning (L3, L4, etc.) and then encourage them to use both / all their languages for life-long learning.
Notable studies like the "Lingua Franca Project" and Lubuagan First Language Component" show that: first, learners learn to read more quickly in their first language; second, pupils who have learned to read and write in their first language, learn to speak, read and write in a second language and third language more quickly than those who are taught in a second language or third language; third, in terms of cognitive development and its effect in other academic areas, pupils taught to write in
their first language acquired such competencies more quickly (Dekker, 2011).
Mother Tongue-Based Multilingual Education programs ensure that students achieve educational competencies or standards established by education officials for each grade when they: use the L1 only for teaching in the early grades, as students are learning basic communication skills in the L2; and use the L1 with the L2 for teaching in later grades, as students gain fluency and confidence in using the school language for learning academic concepts.
 The two end goals of Mother Tongue-Based Multilingual Education are lifelong learning and communicative competence. With the utilization of this native language which language is familiar to the learners, these goals appear to be easily achievable.
    Thus, to achieve quality learning, the learners must be honed in five macro skills: listening, speaking, writing and reading. One of the most important areas that should be managed by teachers is reading. Thus, the ultimate goal of the MTB-MLE is to teach the learners to read once (Giron & Flojo, 2015).

Reading Competencies
    Reading is an active process where learners work intensively, interacting with the text in order to create meaningful discourse. It is a basic tool for learning in all subjects. It is composed of skills and abilities ranging from simple recognition of words to association of past experiences and the printed form, grasping meaning, interpreting and applying ideas gained from the printed page (Villamin, Salazar and Gatmaitan, 1987).

Reading requires the coordinated use of a large number of skills. Research on reading skills revealed that fluent reading is accompanied by automatic word recognition, a reasonably large vocabulary, automatic syntactic parsing and knowledge of a text structure is also a major factor in determining how well a reader will be able to comprehend a text (Koda, 2005 as cited by Solomon, 2013).

Reading is crucially important in school because it is one of the basic skills of learning; but children need to understand spoken language first before they learn to read (Calfee & Drum, 1986) cited by Schunk (1996). This is one reason why children should listen, speak, read and write first in a language that they use and they understand...their Mother Tongue (Pado, 2012). Once learners have established a literate base in one language, they should be able to transfer knowledge and skills gained in that language to reading in a second language as long as they are adequately exposed to second language and motivated to acquire it (Cummins, 2007 as cited by Pado, 2012). In view of this, Mother Tongue Based- Multilingual Education program was implemented because it serves as vehicle in developing the learners' macro skills like reading in order for them to be proficient in the use of their first language which will also lead them to be competent readers in their first, second, and third language as well. One ultimate goal of Mother Tongue Based-

Multilingual Education is to teach learners to read at once and in the process to be competent readers.

Reading competency is the level of understanding a subject has achieved in regards to written text (Keo, 2009). It includes an understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, the appropriate use of assessments, differentiated instruction, the selection of appropriate instructional materials, and the application of research---based instructional practices. Reading competencies have two categories: print skills and meaning skills with the specific key components that illustrate the different patterns of reading strengths and weaknesses. They are the major determinants of reading competency (Literacy Information and Communication System. Retrieved from lincs.ed.gov).

Print Skills. Print skills are the ability to recognize a group of letters as a word which produces an internal phonological representation of that word. This also involves the child's earliest understanding that written language carries meaning. This is the foundation of all other literacy (Reading Rockets, 2015). These skills include: phonemic awareness, word recognition, spelling, and fluency. Each sub-skill is defined and discussed below.

Phonemic Awareness.   Phonemic awareness is the ability to notice, think about and work with the individual sounds in spoken words (Prado, 2012). It is the awareness that speech is made up of a sequence of sounds that can be manipulated – changed, added, or subtracted – to form different words (LINCS).
Koda (2005) suggests that when teaching the basic decoding process to second or subsequent readers, reading teachers stress that their students understand first how their first language writing system works (Farrell, 2009).
On the study conducted by Yeh and Connell (2008), they taught 4 and 5 year-old pupils in Head Start preschools either to (1) blend and segment with a few letter sounds; (2) recognize and produce rhymes; or (3) learn the meaning of new words, which can help pupils with comprehension of language. Although each group of children learned the skills in their assigned groups, only children in the blend and segment intervention learned particular skills. They found out that children who learned to blend and segment could also produce rhymes as well as the children who were taught to rhyme specifically.

Word Analysis (or Phonics) and Word Recognition. It is the ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language. Thus, the learners are expected to demonstrate understanding of processes in sight word recognition or phonic analysis to read and understand words and demonstrate understanding of familiar sight and irregularly spelled words for automatic recognition. Farrell (2009) pointed out that teachers of reading can also include various fluency-building techniques that recycle already known words so that their students can recognize or use these words without much hesitation.

Children learning to read in English and other alphabetic languages appear to pass through a series of similar phases in their word recognition development (Spear-Swerling, 2004). Children in the visual cue word recognition do not yet understand the alphabetic code and rely primarily on visual cues such as logo and word shape rather than sounds. Visual cue word reading is typical of most pre-schoolers and of some kindergarten, especially early in kindergarten.

Spelling. Spelling is being able to convert oral language sounds into printed language symbols. This means that learners must demonstrate understanding of letter sequence in words to get meaning.
Spelling skills develop, following a well-described general sequence in which students first learn which letters conventionally represent which phonemes. Phonemic awareness is also a fundamental precursor to word-level reading, but the cognitive task in spelling-to generate letters from phonemes- is the inverse of cognitive task in early decoding- to generate spoken phonemes from letters (Ehri, 2000 as cited by Gerber and Tutor, 2011).

Spelling instruction should be a part of the general language arts curriculum for many of the reasons discussed by Berninger, 2000 as cited by Gerber and Tutor, 2011. Vocabulary instruction that includes exposure to word spellings results in better memory for the pronunciations and meanings of the taught vocabulary (Rosenthal, 2008 in Gerber and Tutor, 2011).

Case studies indicate very clearly that effective spelling instruction helps student develop spelling and reading skills. Although English spelling has many irregularities resulting from its historical influences, it has irregularities at letter and morpheme level that skilled spellers recognize, and that good instruction can help at-risk students to learn. Because there is often little dedicated time for spelling in the school day, spelling instruction warrants a focused and effective approach (O'Connor, 2011).

O'Connor, 2011 mentioned one case study about one pupil in her middle of kindergarten year. She has identified her as at-risk on phoneme segmenting, nonsense words, and letter naming fluency. The intervention team has recommended explicit spelling instruction in daily, individual, 15-minute sessions for 10 weeks. Instruction will target phoneme segmenting, alphabetic, and spelling CVC words.

Santoro's (2006 in O'Connor, 2011) case study has identified one boy in his middle first-grade year who is behind in both reading and spelling. The teacher collects the data and finds that this boy is at risk on three key skills: letter-sounding name, phoneme segmenting and spelling CVC words. The teacher decides to focus on these skills to boost the boy's reading and spelling skills.

Fresch's (2003 as cited by O'Connor, 2011) research indicates that many of the surveyed teachers (72%) used one list spelling words with all students in a class, and only 20% of teachers organized spelling instruction in small group.

Fluency. Reading fluency means the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning (Rasinski, 2003 as cited by Farrel (2009).   The learners are expected to demonstrate understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking. In summary, the reader recognizes a group of letters as a word, produces an internal phonological representation of the word, and accesses its meaning. Fluency is vital to comprehension which is the main goal of reading (LINCS).

Recent research suggests that reading instruction can make a difference and that each reader has the potential to become more fluent with correct intensive instruction. The recent brain research using functional magnetic resonance imaging (fMRI) has suggested that fluent readers use left hemisphere regions of the brain as they read. Shaywitz and colleagues (2004 as cited by Farrel, 2009) have shown that when slow readers receive intensive reading instruction, they too show increased activation in the left hemisphere regions. In addition, fluency training that combines previews and paired readings, extensive reading in class, reading at home, and questions and discussions around readings can help students develop their reading abilities (Farrell, 2009).

Meaning Skills. Meaning skills involve the ability to decode written language. In contrast to the print skills associated with decoding written language, meaning skills include some of the oral language abilities one brings to understanding written language. These skills are vocabulary, background knowledge, and comprehension (LINCS).

Word Meaning/Vocabulary. Vocabulary development is the knowledge of words and their meanings in both oral and print representations. In terms of the subsystems of language, in most language teaching approaches, vocabulary has played the second fiddle to grammar. The teaching of vocabulary has assumed its rightful place as fundamentally important aspect of

language development. Proponents of comprehension based approaches to language acquisition argue that early development of an extensive vocabulary can enable learners to out-perform their competence (Nuan, 2009 as cited by Solomon, 2013).

Vocabulary knowledge is one of the best predictors of reading comprehension (Carroll, 1993). Thorndike (1973 as cited by Cain and Oakhill, 2008) found correlations of between .66 and .75 between reading comprehension and vocabulary knowledge. It has been long thought that a major source of new vocabulary is reading

However, a study by Eldrege & Butterfield (1990 in Cain & Oakhill, 2007), showed that reading comprehension is a stronger cause of general vocabulary growth than vice versa, at least, in the second grade.

Background Knowledge. It is the ability of the learners to demonstrate connections from their experience to the text they are currently reading. They have foundation, or scaffolding upon which they can place new facts, ideas and concepts (Koda, 2005 as cited by Farrell, 2009). He has noted that both the reader's first language reading background and his or her proficiency level in the second language will significantly contribute to successful second language reading because they can draw on their prior literacy experience.

Rumelhart (1980 as cited by Farrell, 2009) has pointed out that schema theory suggests the text, either written or spoken, does not by itself carry meaning. A text, therefore, only provides direction for readers as to how they should construct meaning that originates from their own background knowledge.

Reading Comprehension. Reading comprehension is a complex and active process in which vocabulary is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text (Pado, 2012). The learners are expected to demonstrate understanding, evaluation and utilization of information and ideas gained from the printed page.

Yoakam (1985 as cited by Oranio, 1986) describes comprehension as follows: Comprehending reading involves the correct association of meanings with word symbols, the evaluation of meanings which are suggested in the context, the selection of the correct meaning, the organization of ideas as they read, the retention of these ideas, and their use in some present or future activity with understanding.

Wilson and Rupley's (1997 in Cain & Oakhill, 2008) study explored the development of both reading and listening comprehension between first and sixth grade. Their study was partially longitudinal in that they assessed longitudinal development across grades at developmental points (from 2-3, 3-4, etc.). They found out that in the early grades (2-4) but not in the later grades (5-6), reading comprehension was primarily driven by phonemic awareness and background knowledge of the topic of the text.

Instructional Material Development

Instructional materials are educational resources used to improve students' knowledge, abilities, and skills to monitor their assimilation of information, and to contribute to their overall development and upbringing (The Great Soviet Encyclopedia, 2010). These also refer to any pre-existing materials that are being incorporated, as well as to those that will be specifically developed for the objective. These include information that the learners will use to guide their progress (Carey, 2009).

To develop instructional materials means that the role of the teacher or the material developer is to apply the findings of research (Beglar & Hunt, 2004). Before the writer can make decisions on the kinds of exercises, tasks, and activities to be employed in the materials, an overall instructional framework has to be agreed on (Richards, 2005).

Instructional materials must exhibit a coherent content framework that is aligned with standards developed by national professional organizations (International Technology Education Association, 2000; National Research Council, 1996) foster inquiry, including critical thinking, problem solving, decision-making, and communication at increasing levels of complexity; and focus on appropriate and important topics at each grade level. Development of instructional material must be grounded in recent research on teaching and learning (e.g., Bransford, Brown, & Cocking, 1999; Wiggins & McTighe, 2005) and further an understanding of the connections among disciplines.

Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive versus inductive learning, the role of memorization, the use of creativity and problem solving, production versus reception, and the order in which materials are presented are all influenced by the materials.

There are three basic types of instructional materials: concrete objects, including objects from the world of nature; representation of concrete objects and phenomena; and descriptions of such objects and phenomena by means of the signs, words, and sentences of natural and artificial languages.

According to Littlejohn and Windeatt (1989), instructional materials have deeper curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, and society. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information.

In a study of English textbooks published in Japan in 1985, the textbooks were reviewed and problems were found with both the language and content of many of the textbooks (Kitao et al., 1995). Hence, instructional materials should have correct, natural, recent, and standard English.

Materials should have support for learning. This can take the form of vocabulary lists, exercises which cover or expand on the content, and visual aids. Some teaching materials are made up mostly of text, with few, if any, visual aids.

One of the commonly used models in developing instructional materials is the ADDIE Model. It is one systematic approach towards instructional design. Florida State University initially developed the ADDIE framework to explain, "…the processes involved in the formulation of an instructional systems development (ISD) program for military inter-service training that will adequately train individuals to do a particular job and which can also be applied to any inter-service curriculum development activity." The model originally contained several steps under its five original phases. The idea was to complete each phase before moving to the next.

ADDIE is an acronym for a five- phase course development process. The ADDIE model generally consists of five interrelated phases – Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds into the next step in the sequence. The five phases create a logical sequence of actions that ensure that the newly designed learning process is clear, consistent, and can be evaluated through the prism of specific measurable learning outcomes.

One research study about instructional coach effectiveness was made by Shelby Danks using ADDIE Model. According to Shelby Danks (2011), the ADDIE Model is an effective, systematic model that can be adapted for use by instructional coaches to design, implement and evaluate the effectiveness of critical work functions. This model is more than just an acronym. It is a blue print for success. The five phases of ADDIE are as follows:

Analysis
This is the first phase of instructional design process which is also considered as the most important step in the process. The ADDIE Model refers to analysis as the process during which the instructional designers define the needs and constraints of the instructional process, the target audience, the knowledge, and other elements related to instructional design (McGiff, 2000). In this phase the designer is fully responsible for performing profound research of the current learning performance, and listing the tasks of the curriculum. The sample tasks may include needs assessment, problem identification and task analysis (McGiff, 2000).

Design
The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. The design phase should be systematic and specific.
This phase requires developing, reviewing, and analyzing instructional objectives. The instructional designer may also develop test items, planning instruction, and identifying resources (McGiff, 2000).

Develop
In the development phase of the ADDIE model the instructional materials are authored and produced. This is the central element of the formative evaluation process and requires that lesson materials for delivering and learning information are created, analyzed, and integrated into the learning process. To guarantee the validity of instructional materials, designers are recommended to perform internal review of instructional materials' accuracy and to revise the most problematic units based on the results of formative and summative evaluation (Allen, 2006).

Implementation
During the implementation part of the ADDIE model, the instructional material is incorporated into the real learning context. The whole instructional system is checked under operational conditions (McGiff, 2000). Teachers' or students' comments may serve the basis for reviewing certain or all elements of the curriculum. Implementation is the actual tryout for the instruction that has been designed during analysis, design, and development phases of the ADDIE design process. The designer delivers the content and materials to the trainer for live training events. It includes more processes than simply presenting the materials developed

Evaluation
This phase plays an important role in the beginning and at the end of the process. Evaluation objectives reflect much of the discoveries found in the Analysis process.
During this phase, the designer determines what success will look like and how it will be measured. Oftentimes, the evaluation consists of two phases: formative and summative. Formative evaluation is iterative and is done throughout the design and development processes. This occurs all throughout the ADDIE process.
Summative evaluation consists of tests that are done after the training materials are delivered. The results from these tests help to inform the instructional designer and stake holders on whether or not the training accomplished its original goals outlined in the analysis phase.

Purpose of the Study and Research Design
This study aimed to ascertain the reading competencies of grade 5 pupils in the context of a private school's implementation of MTBMLE as basis for instructional material development.
This study utilized a mixed method research design by Tashkkori & Teddlie (2003). It is a procedure for collecting, analyzing, and "mixing" both qualitative and quantitative data at some stage of the research process within a single study in order to understand a research problem more completely (Creswell, 2009).
In the descriptive part, it utilized the mixed methods research. It also combined observation and interview the key informants, as defined by Silverman (2004).
This mixed approach utilized the qualitative and quantitative methods of research. It emphasized verbal descriptions and explanations of human behavior and practices in an attempt to understand how the units or members of the study population experience or explain their own world and sought to quantify or reflect in numbers the observations on the characteristics of the population being studied (David, 2005).
In like manner, this study emphasized the numerical analysis of data collected through the researcher-made tests on the reading competencies of the grade 5 pupils in both Hiligaynon and English language. This research emphasizes the study of learning as a result of designing unique instructional interventions (The Design-Based Research Collective, 2003). The result of the study identified the less-mastered skills in print and meaning skills which was the focus of the instructional material development. Developmental studies address not only product design and development but evaluation as well (Richey & Klein, 2000). Thus, the researcher utilized

ADDIE Model in developing the instructional materials which composed of five phases, analysis, design, develop, implement and evaluate.

Methodology

The present study underwent two phases: first was the assessment of the reading competencies of the respondents in print and meaning skills both in Hiligaynon and in English subjects. In the assessment phase, the researcher-made tests in reading competencies in Hiligaynon and English were used to obtain data on the less-mastered skills of the pupils. Moreover, interview was utilized to validate the data.

In as much as the informants specified the skills that were less-mastered by the pupils, the researcher deemed it necessary to develop instructional material to address the need of the pupils. Particularly, a one-week reading enrichment packet was conceptualized. Consequently, the test was conducted among the 111 randomly selected Grade 5 pupils to determine the level of reading competencies and the less-mastered skills of the respondents which were the basis of the development of the reading enrichment packet. The test scores underwent item analysis and reliability. From the results, unfolded the second phase which was the development of the reading enrichment packet that were composed of lessons and activities focusing on the less-mastered skills.

Respondents. The respondents of this study were 111 out of 153 Grade 5 pupils of one private school in the Iloilo City, Academic Year 2016-2017. They were randomly selected out of five English classes using the Slovin's Formula. The researcher chose the grade 5 pupils as respondents for they were the first group that had gone through Mother Tongue-Based Multilingual Education (MTBMLE) implementation when they were in grade 1 up to grade 3, and had one-year transition period when they were in grade 4. Slovin's formula is used to calculate the sample size (n) given the population size (N) and a margin of error (e). It is a random sampling technique formula to estimate sampling size (Sevilla, 2007).

Informants. The informants of the study were the three teachers who taught grades one, two, and three Hiligaynon and English subjects. They were purposively chosen according to the need set at the start of the study. The informants validated the results of the present study along with the identified less-mastered skills of the respondents. They represented each grade level. They supplied the qualitative part of the study.

Instruments . The researcher made use of varied instruments. One is the researcher-constructed test in two sets. The researcher made a table of specifications for both Hiligaynon and English which included reading competencies from Grade one to Grade five which were drawn from the K to 12 Curriculum Guide.
The researcher-made test was composed of 60 item multiple choice questions that would assess the level of reading competencies of the respondents in Hiligaynon and English as well as to identify the less-mastered skills in both print and meaning skills. The items in the instrument under print skills included questions on phonemic awareness, word recognition, spelling, and fluency; and the items under meaning skills included questions on background knowledge, vocabulary, and comprehension.
 Passages in the test were subjected to Fry's Readability Formula to ensure that the reading difficulty level was suited to the intended respondents. Fry's graph for estimating readability was used to determine the readability level of the reading materials. This employed average sentence length and number of syllables taken from the representative texts found at the beginning, middle, and end part of the material. The readability level of these selections or passages were 5th to 6th grade or equivalent to grade 5 and grade 6 pupils.
Interpretation of test scores was based on the seven-point scale standard mastery level set by DepEd. The descriptive equivalents started with mastered, closely approximating mastery, moving towards mastery, average, low, very low, and absolutely no mastery. The instruments were validated by a set of jurors chosen for their field of expertise.
In addition, the researcher also made an interview guide which was validated by experts. It included the informants' background and questions on the MTBMLE implementation. It was utilized in support of the obtained results of the less-mastered skills.

To warrant a valid result for the study, the researcher submitted the instruments for face and content validation. Aptly, validity denotes to the appropriateness, correctness and usefulness of the inference that a researcher made (Frankel & Wallen, 2007). The corrections, comments, and suggestions were assimilated in the final printing.

Data Collection Procedure. The researcher underwent different processes for this research: planning, assessing, designing, and developing materials. The researcher started with the data gathering in order to come up with reading enrichment packets.
The pupils simultaneously answered the teacher-made test for Hiligaynon and English Reading Competencies. The qualitative part of the study utilized the interview guide prepared by the researcher. The validation using interview method with the three teachers was done according to their availability.

The data collected were assessed and analyzed which guided the researcher to develop a reading enrichment packet in Hiligaynon and English subjects

Data Analysis Procedure. To analyze the data gathered, the means were employed for quantitative data to determine the reading competencies of the pupils as to print skills and meaning skills. The qualitative data was collected through interview to validate the less-mastered skills of the pupils. The data collected were organized, coded and described.

The reading enrichment packets that were developed underwent content and face validation by the experts. The criteria for evaluation of the reading enrichment packet as output of the research was based from the Department of Education Guidelines and Processes for Learning Resources Management and Development System (LRMDS) which was simplified to suit the needs of the researcher considering the three-point rating scale.

Furthermore, comments and suggestions of the experts were considered and incorporated in the final copy of the packets.

Descriptive Data Analysis

The researcher formulated three questions regarding the respondents' reading competencies in Hiligaynon and English as to print skills and meaning skills, and the respondents' less-learned skills in both Hiligaynon and English.

Level of Mastery of the Respondents in Hiligaynon

Table 1 *Level of Mastery of the Respondents in Hiligaynon as to Print Skills and Meaning Skills*

Competencies	M	Description
Print Skills		
Phonemic Awareness	73.15	Moving Towards Mastery
Word Recognition	50.90	Average
Spelling	52.35	Average
Fluency	40.09	Average
Meaning Skills		
Vocabulary	50.87	Average
Background Knowledge	70.87	Moving Towards Mastery
Comprehension	33.89	Low

Scale of Means	Descriptions
96-100	Mastered
86-95	Closely approximating mastery
66-85	Moving toward mastery
35-65	Average
16-34	Low
5-15	Very low
0-4	Absolutely no mastery

Table 1 shows the mastery level of the respondents in Hiligaynon as to print skills which include phonemic awareness, word recognition, spelling, and fluency; and meaning skills which include vocabulary, background knowledge and comprehension.

From the data gathered, the respondents' mastery level in print skills were: Moving Towards Mastery for Phonemic Awareness (M=73.15), Average for Word Recognition (M=50.90), Average for Spelling (M=52.35), Average for Fluency (M=40.09) and in meaning skills were: Average for Vocabulary (M=50.87), Moving Towards Mastery for Background Knowledge (M=70.87), and Low for Comprehension (M=33.89).

Findings showed that learners need to have good foundation of their L1 to enable them to reach mastery level of all the skills. Since reading requires the coordinated use of large number of skills and it is the basic tool in all subjects, learners should read once and be competent readers by attaining the mastery level of all the skills involving reading. It includes better understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, and the appropriate use of assessments, differentiated instruction and instructional materials, and the application of research-based instructional practices.

Level of Mastery of the Respondents in English

Table 2 *Level of Mastery of the Respondents in English as to Print Skills and Meaning Skills*

Competencies	M	Description
Print Skills		
Phonemic Awareness	40.36	Average
Word Recognition	47.29	Average
Spelling	59.54	Average
Fluency	40.54	Average
Meaning Skills		
Vocabulary	61.02	Average
Background Knowledge	56.15	Average
Comprehension	45.10	Average

Scale of Means	Descriptions
96-100	Mastered
86-95	Closely approximating mastery
66-85	Moving toward mastery
35-65	Average
16-34	Low
5-15	Very low
0-4	Absolutely no mastery

Table 2 shows the mastery level of the respondents' in English as to print skills which include phonemic awareness, word recognition, spelling, and fluency and meaning skills which include vocabulary, background knowledge and comprehension.

From the data gathered, the respondents' mastery level in print skills were: Average for Phonemic Awareness ($M=40.36$), Average for Word Recognition ($M=47.29$), Average for Spelling ($M=59.54$), and Average Fluency ($M=40.54$) and in meaning skills were: Average for Vocabulary ($M=61.02$), Average for Background Knowledge ($M=56.15$), and Average for Comprehension ($M=45.10$).

The findings conformed that of Catts, Hogan, & Adlof (2005) who found out that in the early grades, a high proportion of struggling readers have problems in word recognition, either alone or in combination of core comprehension weaknesses, such as limitations in vocabulary knowledge. Furthermore, Leach et al. (2003) found that over 90% of struggling readers identified in the primary grades, and over 60% of those identified after grade 3, had problems in word recognition. In addition, phonemic awareness and decoding skills are a key weakness for most readers who struggle word recognition according to the research findings of Fletcher et al. (2007).

These findings affirm the ideas of Adams (1998) and Stanovich (2000) which stated that progress in reading is strongly associated with the development of phonemic awareness or phonics knowledge and decoding skills not with reliance on context to aid decoding.

Rank of Less-Mastered Skills in Hiligaynon

Table 3 *Respondents' Mean Scores Showing the Rank of Level of Mastery in Hiligaynon*

Competencies	M	Rank
Print Skills		
Phonemic Awareness	73.15	4
Word Recognition	50.90	2
Spelling	52.35	3
Fluency	40.09	1
Meaning Skills		
Vocabulary	50.87	2
Background Knowledge	70.87	3
Comprehension	33.89	1

Table 3 shows the rank of skills in Hiligaynon both in print skills and meaning skills. Most of the skills were found to be in the average level; they were ranked according to less-mastered skills. In print skills, the results

showed that fluency ranked 1 (*M=40.09*), word recognition ranked 2 (*M=50.90*), spelling ranked 3 (*M=52.35*), and phonemic awareness ranked 4 (M=*73.15)*. In meaning skills, the results showed that comprehension ranked 1 (*M=33.89*), vocabulary ranked 2 (*M=50.87*), and background knowledge ranked 3 (*M=70.87*).

Relatedly, one study confirmed by Director Yolanda Quijano of DepEd Bureau of Elementary Education that the use of mother tongue in learning allows pupils to learn, read, and write more quickly when learning is first conducted in their first language (Llaneta, 2010).

Rank of Less-Mastered Skills in English
Table 4 *Respondents' Mean Scores Showing the Rank of the Level of Mastery in English*

Competencies	M	Rank
Print Skills		
Phonemic Awareness	40.36	1
Word Recognition	47.29	3
Spelling	59.54	4
Fluency	40.54	2
Meaning Skills		
Vocabulary	61.02	3
Background Knowledge	56.15	2
Comprehension	45.10	1

Table 4 shows the rank of skills in English both in print skills and meaning skills. These skills were found to be on the average level. They were ranked according to the less-mastered skills. In print skills, the result showed that phonemic awareness ranked 1 (*M=40.36*), fluency ranked 2 (*M=40.54*), word recognition ranked 3 (*M=47.29*), and spelling ranked 4 (*M=59.54*). In meaning skills, the result showed that comprehension (*M=45.10*) ranked 1, background knowledge (*M=56.15*) ranked 2, and vocabulary (*M=61.02*) ranked 3.

Beck (2005) stated that an encompassed range of word-building activities were of great help to develop children's decoding skills using chains of words. Research on word-building interventions can be very effective in developing the decoding skills of beginning readers (Swerling, 2011). In addition, Filippini (2007) in his research demonstrated that morphological awareness and semantic analysis skills can be taught to first graders along with phonemic awareness to improve and expand vocabulary.

All the skills in English both in print and meaning skills have not reached the "mastered" level. This denotes that learners do not have strong foundation of their first language that is why they could not use it to scaffold their second or third language. Strong foundation of the first language help learners build a "good bridge" when they are introduced to second or third language.

Strong and well-implemented Mother Tongue- Based Multilingual Education programs help learners build a strong educational foundation. It also ensures efficient use of the skills for mastery. Moreover, pupils achieve educational competencies or standards when the first language is taught in the early grades.

To supplement the quantitative data gathered from the researcher-made tests, results found support in the validation utilizing the one-on-one interview method. The informants were the three teachers who were both teaching Mother Tongue and English subjects. The questions in the interview guide were formed using English language and the informants responded also using English.

Instructional Material Development

Finally, the outputs of the present study were reading enrichment packets for grades one, two, and three both in English and Hiligaynon subjects. The reading packet in English was entitled, Reading STARS: A Stratagem Towards a Reader's Success. The reading packet in Hiligaynon was entitled, *Paghanas sa Pagbasa: Mga Pinanid nga Buluhaton, Hiligaynon.*

These packets were literature-based which focused on the skills that were less-mastered based on the findings of the study as revealed by both quantitative and qualitative results. These were composed of set of a five- day enrichment activities for pupils in grades 1 to 3. One unit will be administered for a day during the remedial time which is allotted for one hour. Each unit in a day included three lessons which focused on three skills that were less-mastered. Hence, the packets are for English and Hiligaynon teachers to utilize in order to help pupils master the skills that have average and below mastery level.

The topics were chosen to match the skills to be enhanced using the competencies from the curriculum guide. Moreover, objectives were formulated and activities were made to match with the lessons and skills that needed enrichment.

It contained five units and each unit consisted of three lessons that were focused on the identified less-mastered skills. Each unit followed the same format and sequence which composed of unit number and title, lesson number and title and activity number.

The domains and competencies were considered in the construction of the table of specifications for the identified less-mastered skills. Textbooks and other reference materials were considered before the instructional materials were developed. The reading enrichment packets were composed of introduction, table of contents and the lessons and activities which are the main contents of the packets.

Each unit was literature based for holistic learning. All the lessons under one unit were anchored on the story, poem, or song given at the beginning of the unit. Each passage was carefully chosen considering the difficulty level to suit the pupils' readability level. The researcher looked into the competencies under each skill that were less-mastered by the pupils. Skill that was found to be low mastery was given much focus and skills with average mastery level were still included for further enhancement with the hope of attaining full mastery of the students.

The reading enrichment packets underwent validation. Table 5 shows the jurors' rating of the instructional material.

Table 5 *Jurors' Rating of the Reading Enrichment Packet, Reading STARS: Stratagem Towards A Reader's Success and Paghanas sa Pagbasa: Mga Pinanid nga Buluhaton, Hiligaynon*

Criteria	Total Rating	Descriptive Rating
Content	2.53	VA
Format	2.43	A
Presentation and Organization	2.20	A
Learning Activities	2.55	VA
Assessment	2.55	VA

Scale of Means	Descriptions
2.51-3.0	Very Appropriate
1.51-2.5	Appropriate
1.0-1.5	Inappropriate

The result shows that in terms of content, the jurors rated the material very appropriate (M=2.53). Particularly, the content was suitable to the pupils' level of development for the subject matters included contributed to the achievement of the specific objectives for which they were intended. Furthermore, the materials provided development of higher cognitive skills and desirable values and traits.

For the format of the instructional material, the jurors' rating was appropriate (M=2.43). The size of the letters was appropriate to the intended readers and the spaces between letters and words could facilitate easy reading. The illustrations were simple, clear, realistic, attractive, and relevant to the users. Additionally, the design and layout were pleasing to look and related to the text.

Moreover, the presentation and organization of the material were found to be appropriate (M=2.40). Distinctly, the material's presentation and organization were engaging, interesting, and understandable. The flow was logical and smooth and the language used as well as the paragraph structures was suited to the target reader.

Likewise, the learning activities was rated very appropriate (M=2.55). This meant that the learning activities were based on the pupils' abilities and were presented in proper sequence according to the skills to be developed. Its activities were also varied for the different level of skills and needs of the pupils.

Finally, the assessment was rated very appropriate (M=2.66). The instructions were simple and clear. It covered appropriate skills to be measured. The materials allowed the teacher to access to individual pupil's activities and assessment.

The reading enrichment packets were implemented to the projected users. After the implementation of the instructional materials, the teachers gave their ratings, suggestions and recommendations using the researcher-made criteria. The overall rating of the reading enrichment packet in English and Hiligaynon were both very appropriate in terms of content, format, presentation and organization, learning activities and assessment. Thus, all the teachers who administered the material recommended the approval of the materials for possible use as pupils' enrichment activities.

The table below outlined the evaluation of the teachers who pilot tested the instructional materials.

Table 6 *Teachers' Evaluation of the Reading Enrichment Packet, Reading STARS: Stratagem Towards A Reader's Success and Paghanas sa Pagbasa: Mag Pinanid nga Buluhaton, Hiligaynon*

Criteria	TotalRating		Description
Content	3.0	VA	
Format	3.0	VA	
Presentation and			
Organization	3.0	VA	
Learning Activities	3.0	VA	
Assessment	3.0	VA	

Scale of Means	Descriptions
2.51-3.0	Very Appropriate
1.51-2.5	Appropriate
1.00-1.5	Inappropriate

Findings

1. The respondents' reading competencies in Hiligaynon as to print skills were described as: phonemic awareness was moving towards mastery, word recognition was average, spelling was average, and fluency was average. On the other hand, the respondents' reading competencies as to meaning skills were: vocabulary was average, background knowledge was moving towards mastery, and comprehension was low.

2. The respondents reading competencies in English as to print skills and meaning skills were all in average level.

3. The respondents' less-mastered skills in Hiligaynon as to print skills were as follows: fluency, word recognition, and spelling, while under meaning skills were the following: comprehension and vocabulary. In English, the respondents less-mastered skills as to print skills were: phonemic awareness, fluency, word recognition, and spelling, while under the meaning skills, they were: comprehension, background knowledge, and vocabulary.

4. The instructional materials developed for pupils to embrace Mother Tongue Based Multi-Lingual Education and to enhance their less-mastered skills were Reading STARS: Stratagem Towards A Reader's Success and Paghanas sa Pagbasa: Mga Pinanid nga Buluhaton, Hiligaynon.

Conclusions

Based on the findings of the study, the following conclusive statements about the reading competencies of grade 5 pupils in the context of a private school's adaptation in the implementation of Mother Tongue-Based Multilingual Education are presented.

Findings showed that the private school's implementation of Mother Tongue- Based Multilingual Education as a subject brought a little impact on the respondents' strong foundation in the first language as shown in the results that all skills both in meaning and print have not reached the "mastered" level. Moreover, the respondents have better foundation in English maybe because they have more exposure to English language through the subjects using English as medium of instruction.

Also, the respondents have not fully mastered some of the reading skills. They have more less-mastered skills in Hiligaynon than in English. Interestingly, English reading skills have higher mastery level than Hiligaynon. In addition, the respondents have better orientation of English language than Hiligaynon.

The reading packets which covered the less-mastered skills could be of great help to the pupils' enhancement of the skills that are less-mastered in Hiligaynon and English. Moreover, teachers need to develop more materials to enrich the pupils' reading competencies in both subjects.

Implications

The results of this study have some implications for theory and practice.

For Theory. The results find support to the ideas of the Social Interactionist Theory Approach to language acquisition which point out the environment and the context in which the language is acquired. Bruner (1978), one of the most known theorists suggested that taking turns in conversation between the infant and the caregiver was necessary to language development. Most learners were fluent in Hiligaynon because they often conversed with adults in Hiligaynon. Some learners struggled in the Mother Tongue class because they were used to having English conversations.

Snow also, theorizes as mentioned by Dekker (2006) that adults played an important part in the child's language acquisition that she suggested proto-conversation which she calls conversational exchanges between caregiver and the infant. The learners found to be learning and acquiring the language if they usually used it in conversation with their parents and teachers.

Cummins (2000 in Young, 2016) believed that children with a solid foundation in their mother tongue could develop stronger literacy abilities in school language and children's knowledge and skills transfer across languages from the mother tongue to the school language. Indeed, learners who often participated in classroom activities were those who had good command and comprehension of the language both English and Hiligaynon.

Goldenberg (2008 in Giron, 2016) believed that the positive transfer effect has been found to be particularly strong in reading. He added that the learner's mastery of the mother tongue would function as a stepping stone to scaffold more accomplished performance in the second and third language. Definitely, learners who could read well in the mother tongue could also read well in English. However, the results of the present study suggested that learners had less-mastery on the skills because they lack strong foundation in their first language and the more, they do not scaffold and perform better in their second and third language.

For Practice. The findings of the study serve as guide in enriching and enhancing the reading competencies of the learners in both English and Hiligaynon towards the school's unique implementation of the Mother Tongue-Based Multilingual Education through the reading enrichment packets which were developed for the pupils to use.

Needless to say, teachers as subject experts play significant roles in the enhancement of classroom instruction and reflect standards for reading. They should provide ample activities to ensure mastery of the language. The pupils are still adjusting especially those who are in grade 1. Pupils who are coming from families who scarcely use Hiligaynon need to take the challenge in order to master the language.

Another area to look into is the role of the parents. They should also take part in the language acquisition of their children by simply talking to them using the language. This is a very big help for the learners to better understand and acquire the language. The school should also be selective of the materials that they will use in teaching the language.

Finally, the output of this present study is a reading enrichment packet for grades 1, 2, and 3. These reading packets in English and Hiligaynon contained lessons and activities that covered the skills that the pupils had less-mastered. This material was designed for the grade 1, 2, and 3 teachers who were teaching English and Hiligaynon with the hope that the pupils who have less-mastered skills would be able to master them.

Recommendations

In view of the results and implications of the study, the following recommendations are given:

The results of the study may be shared to curriculum developers who are working in the area of MTBMLE for direct planning, innovations and implementation. This will guide them for developing and improving new instructional materials. Moreover, the findings will be of great help to the policy makers who look into the advancement and enhancement of the policies with regards to the implementation of MTBMLE.

Additionally, textbook writers may use also the results in order to determine the coverage of the lessons and activities for the alignment of the competencies to the standards and skills to be enhanced. Furthermore, supervisors and administrators may use the results in reviewing the implementation, practices, and effectiveness of the program and in determining which aspect of the MTBMLE implementation needs more concentration for teacher in-service training.

For teachers, all English skills that were identified average may be enriched by strengthening the material and teaching and learning process. Thus, provide more enrichment activities and worksheets to gear pupils towards high mastery of all the skills. Moreover, teachers should use the identified less-mastered skills in both Hiligaynon and English as basis so that they could give priority to these skills for pupils to become successful readers and attain more success in their academic life. It is recommended that the reading enrichment packets as output of the present study be utilized by the school in which the study was conducted in order to enhance the pupils reading competencies.

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