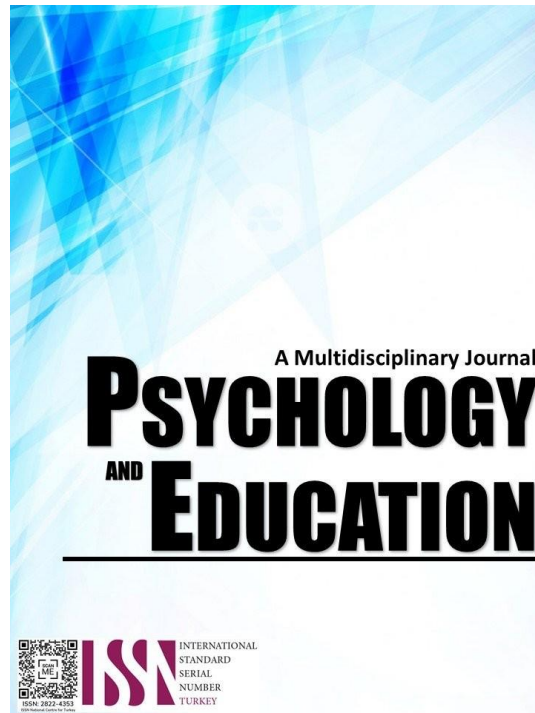


STRATEGIES AND METHODS IN TEACHING READING IN THE MOTHER TONGUE



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Strategies and Methods in Teaching Reading in the Mother Tongue

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Abstract

This study sought to determine the extent of use of strategies and methods in teaching Reading in the Mother Tongue of public elementary school teachers teaching Grade I in the Districts of Mangaldan I and II. Specifically, Problem No. 1 focused on the profile of the respondents namely: age, civil status, highest educational attainment, length of service, relevant trainings and mother tongue used at home. Problem No. 2 dealt with the extent of use of strategies and methods in teaching Reading in the Mother Tongue namely: role playing method, demonstration method, hands-on method, discussion method and individualized instruction. Problem No. 3 determined the significant differences in the extent of use of the strategies and methods in teaching Reading in the Mother Tongue across their profile variables. Problem No. 4 focused on the relationships between the extent of use of the strategies and methods and the selected profile variables namely: highest educational attainment, relevant trainings and mother tongue spoken at home. The research hypothesis was tested in its null form at .05 level of significance. There is no significant differences in the extent of use of strategies and methods in teaching Reading in the Mother Tongue across their profile variables. There is no significant relationship between the extent of use of strategies and methods in teaching Reading and the selected profile variables namely: highest educational attainment, relevant trainings and mother tongue spoken at home. Further, the following were the findings of this study: 1) The age level of the respondents ranged from 30 years and below up to 51 years old, Majority are married, whose educational qualifications, majority of which are with M.A. units, with 5 years and below length of service attended trainings at the Division level and use Pangasinense as mother tongue at home. 2) The extent of use of the strategies and methods in teaching Reading in the Mother Tongue is “Often” as indicated by the grand overall weighted mean of 4.08 “Often”. The demonstrations method uses the highest overall weighted mean of 4.28 “Often” and the lowest is on role playing method 3.78 “Often”. 3) The null hypothesis of no significant difference in the extent of use of strategies and methods in teaching Reading in the Mother Tongue across the profile variable is accepted. 4) The null hypothesis of no significant relationship between the extent of use of strategies and methods in teaching Reading in the Mother Tongue is accepted. The following conclusions are hereby presented: 1) The profile variables of the teachers are adequate to qualify them in the teaching profession. 2) The extent of use of the strategies and methods is good and remarkable enough as steppingstone toward becoming better teachers from “Often” to “always” use of strategies mentions earlier. 3) The teachers are comparable in their extent of use of the strategies and methods in teaching Reading in the Mother Tongue when compared across their profile variables. The following recommendations are hereby presented: 1) All concerned teachers must be encouraged to finish their graduate school’s degree in masteral and doctoral to enhance their professional growth. 2) Teachers in Reading the Mother Tongue should be encouraged to attend higher level in-service trainings in national and international level to enhance their skills for better pupils’ achievement. 3) Recommend the program building activities in teaching Reading in the mother tongue to enhance the use of strategies and methods in different dimensions. 4) A more carefully selected variables should further be identified especially those strong indicators for very effective teaching Reading. 5) Further, research should be considered to investigate other concerns of teaching Reading not covered by the study.

Keywords: *strategies, mother tongued, methods, teaching reading, education*

Introduction

The ability to read is vital to learning. Access to knowledge in the various disciplines is made possible through reading. One cannot even meet the practical demands of life and carry-on occupational activities without it. Reading ability is needed to comprehend materials important to daily living such as income text forms, newspapers, letters, memorandums, textbook and simple notices. Thus, one has to master the craft if not, improve it. Some efforts have been made to simplify forms and manuals but the lack of sufficient reading ability definitely impairs one’s capacity to function. Reading is not merely recognizing the words but understanding word meanings in context, making influence about information implied but not stated and reading not only between the lines but beyond the lines besides its intrinsic value, the ability to read has economic consequences. Adults who are better than average readers are more likely to have high paying jobs. The growing technicalization of society has brought increasing demands for literacy which the schools and hard pressed to meet.

Reading at this point plays a crucial role in one’s quest for more learning. It serves as the starting point for discovering oneself and the beauty as well as the realities of the world around him. In modern education, reading skill and the ability to read means to attain social and personal roles under such conditions. Reading cannot have its own matters, cannot own compartment allies treatment and separate periods but instead guidance is given in all school activities so that it can function to the fullest extend to students in and out of school

activities.

In the midst of DepEd's language reform in 2010, Benigno "Noynoy" Aquino was elected president on a platform promising educational change in the Philippines. He promised to reform the ten-year educational system to align with the more rigorous k-12 system common in the rest of the world. In addition, he advocated the passage of the multilingual education bill in Congress. As such, MTB-MLE became a component of the K to 12 Basic Education Program proposed by Aquino's administration. In November 2012 House Bill No. 6643, more popularly known as the Enhanced Basic Education Act of 2012, was passed almost unanimously (198-8) by the House of Representatives. The Senate Bill No. 3286 was similarly passed in January 2013 (14-0). While the Senate Bill included DepEd's initial "early-exit" strategy in which the mother tongue would only be used up to grade three, the House Bill called for a transition period from grades four through six in which Filipino and English would be gradually introduced until they become the primary languages of instruction at the secondary level. The Senate and House Bill were reconciled at the end of January 2013 in alignment with the House's "late-exit" approach.

The shift in language policy is part of a growing trend around the world to support mother tongue instruction in the early years of a child's education. As studies show that the best time to use the native language is when children first enter school (i.e, kindergarten) or at an early stage of education. This is in their own mother tongue. Moreover, research confirm that students who speak their home language attain better performance in their major subjects. As well as there are other studies that support the idea that the use of the first language or mother tongue creates a clearer path for the young learner to understand and require basic reading skills.

Mother tongue based Multi-Lingual Education (MTB-MLE) seeks to address the high functional literacy and low learning outcomes of Filipinos where language plays a significant factor. According to a 2003 functional literacy survey, 1 out of 3 Filipinos, between 10-64 years old could not understand what they were reading. This has been the case as studies show, due to the mode of instruction before especially in the primary education. But soon this will be rectified with the introduction of the K to 12 Enhance Basic Education Curriculum, where grades 1 to 3.

DepEd's findings in its different studies cited three outcomes on the effect of Mother Tongue Based-Multilingual Education. (1) Learners learn to read more quickly when in their first language (L1); (2) Pupils who have learned to read and write in their first language learn to speak, read, and write in second language (L2) and third Language (L3) more quickly than those who are taught in a second or third language first. (3) In terms of cognitive development and its effects on other academic areas, pupils taught to read and write in their first language acquire such competencies more quickly (Philippine Department of Education, 2009, p.1).

Our country is entering a new era of educational revolution through the implementation of the K to 12 Enhanced Basic Education Curriculum where mother tongue is institutionalized as a mode of instruction in the core of subjects from Kindergarten to Grade 3, since K to 12 EBEC is still on its infancy stage there will always be loopholes and gaps in our knowledge in terms of implementation, teaching and learning programmes. Thus, there is a need to undertake this study to determine the strategies and methods of teaching Reading in the Mother Tongue. So at this early stage of the new program, teachers can rectify some practices that are not working, continue and improved some methods and strategies that are working, there producing better learning outcomes for young learners. It is along this context that this study is being conceived

Research Questions

This study aimed to find out the methods and strategies of Grade I Teachers in teaching Reading in the Mother Tongue. Specifically, it sought to answer the following questions:

1. What is the profile of the Grade I teachers teaching Reading in the Mother Tongue in terms of
 - 1.1 age;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 length of service;
 - 1.5 relevant trainings; and
 - 1.6 mother tongue used at home?
2. What is the extent of use of strategies and methods of the respondent teachers teaching Reading in Mother tongue along:
 - 2.1 role playing method;
 - 2.2 demonstration method;
 - 2.3 hands-on methods;
 - 2.4 discussion method ; and
 - 2.5 individualized instruction?
3. Are there significant differences in the extent of use of strategies and methods in teaching Reading in the Mother Tongue across their profile variables?
4. Are there significant relationships between the extent of use of teaching strategies and methods and the selected profile variables namely:
 - 4.1 highest educational attainment;

- 4.2 relevant trainings; and
4.3 Mother Tongue spoken at home?

Methodology

This section will discuss the methods and procedures that will be utilized in the present study that includes research design, respondents of the study, data gathering instruments and statistical treatment of data.

Research Design

The descriptive method of research was used in this study. Good and Scates (2004) described the descriptive method of research as a method for gathering evidence relating the currently or recent conditions concerning the nature of a group of persons, a number of objects or a class of events and may involve the procedure of introduction, analysis, clarification, enumeration of measurement. Gay (2002) defined descriptive research as involving collection of data in order to answer questions concerning the current status of the subject of the study.

The descriptive research according to Best and Khan (2008) is concerned with conditions or relationships that exist, practices that prevail, processes that are going on effects that are being felt or trends that are developing this method of research involves some type of comparison or contrast and attempts to discover relationships between existing variables.

This study adopted the descriptive method in an attempt to determine and analyze the extent of use of strategies and methods in teaching Reading in the Mother Tongue in Mangaldan District I and II. Results of the statistical analysis were the basis of findings, conclusions and recommendations. According to Wiersma (2000) educational research is based on common sense. We try to structure things so that we can understand the information contained in the data.

Participants

The subjects of this research are all the Grade I teachers of the Mangaldan II District, Division of Pangasinan II, S.Y. 2014 – 2015. These teachers are using strategies and methods in teaching Reading in the Mother Tongue.

Table 1. *Distribution of Respondents*

<i>Name of Districts</i>	<i>Number of Respondents</i>
Mangaldan District I	43
Mangaldan District II	45
Total	88

Instruments

To draw an objective picture of the extent of use of strategies and methods in teaching Reading in the mother tongue input questionnaire-checklist were constructed based on the problems formulated, writer's experiences, and observations as administrators and to be reinforced by readings, informal interviews and conversations of people involved in the implementation of mother tongue. The questionnaire-checklist was subjected to evaluation, refinement and improvement by her adviser and other experts like management professor, research experts, school administrators and DepED Division officials. The suggestions were incorporated in the final draft. The questionnaire-checklist was finalized after its approval by thesis proposal committee.

Statistical Treatment of Data

The data to be gathered from the questionnaire were subjected to appropriate statistical tools to answer the specific problems of the study. The first specific problem dealt on the profile of the respondents. To determine their profile, frequency counts and percentage was used to present the data. The second problem on the extent of use of strategies and methods in teaching Reading in the mother tongue was determined using the weighted mean with corresponding descriptive values and equivalents as referred below.

<i>Average Weighted Point</i>	<i>Descriptive Equivalent</i>	<i>Transmuted Rating</i>
4.20 – 5.00	Very Often	Very Extensive
3.20 – 4.19	Often	Extensive
2.60 – 3.49	Sometimes	Moderately Extensive
1.80 – 2.59	Seldom	Slightly Extensive
1.00 – 1.79	Never	Not extensive

To determine the significant differences in the extent of use of strategies and methods in teaching Reading in the Mother Tongue across their profile variables, Analysis of Variance (ANOVA) was employed. To test the significant relationship between the extent of use of strategies and methods in Teaching Reading in the Mother Tongue and selected profile variables, Pearson Product Moment Correlation Coefficient was used.

Results and Discussion

This section presents the data on use of teaching strategies and methods in teaching Reading in the Mother Tongue. Further, it also presents the interpretation of the findings. The following table presents the distribution of the respondents with respect to their profile variables namely: age, civil status, highest educational attainment, length of services, relevant trainings and mother tongue used at home.

Profile of the Respondents Age

Table 2 shows that the age of the respondents ranged from 30 years old to 50 years old and above. Majority are 31 – 40 years old 36 or 53.7 percent. Chronologically these teachers are matured enough. It is noted that these are 8 or 11.9 percent who belong to 51 years old and above. These teachers will be retiring in few years time, especially when they realize the minimal differences in terms of benefits between early and compulsory retirement. Further there is also an impression that when more matured people make decisions there is the likelihood of being guided by wisdom.

Table 2. *Distribution of the Frequency and Percentage of the Respondents' Profile Variables*

<i>Profile Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentage</i>
Age	30 years old & below	10	14.9
	31 - 40 years old	36	53.7
	41 - 50 years old	13	19.4
	51 years old & above	8	11.9
Civil Status	Single	12	17.9
	Married	53	79.1
	Widow / Widower	2	3
Highest Educational Attainment	BS Education	7	10.4
	With MA units	55	82.1
	MA degree holder	3	4.5
	with Ed. D Units	2	3.0
Length of Service	Doctoral degree holder	0	0
	5 years & below	21	31.3
	6 - 10 years	16	23.9
	11 - 15 years	7	10.4
Relevant Trainings Attended *	16 - 20 years	14	20.9
	21 years & above	9	13.4
	Division Level	43	64.2
	Regional Level	23	34.3
Mother Tongue Used at Home *	National Level	12	17.9
	International Level	0	0
	Iloko	3	4.5
	Pangasinense	60	89.6
	Tagalog	28	41.8
	English	3	4.5
	Others	2	3.0

Legend: * = multiple responses

Civil Status. It could be noted from the table that majority are married, 53 or 79.1 percent while single are 12 or 17.9 percent and it is remarkable to note that 2 or 3.0 percent are widow / widower. This is related to Concepcion, (2014) study in Villasis District I that most of the teachers handling Grade I are married. These teachers are considered to be experienced and matured. Further, it is observed that most women got married because they do not want to remain singles forever. They need a company and believed that marrying at young age, is rewarding for them because teaching profession provides a stable job. For as long as teacher is committed, she could remain in the profession until retirement.

Highest Educational attainment. The frequency and percentage of teachers is presented in Table 2. Majority of the respondents, 55 or 82.1 percent have Master of Arts units. There are 7 or 10.4 percent are college graduate. Only 3 or 4.5 percent are Master of Arts degree holders and only 2 or 3.0 percent are with Doctoral units. The findings imply that the quest for knowledge is a part of a professional teacher. Teachers used to learn more and grow through enrolling in the graduate school. In consonance with the study of Dela Masah (2010) in Sison District, most of the teacher attended advanced studies to prepare them for promotion in the administrative position or Master Teachers position. Besides their skills and competencies are enhanced by having graduate studies.

Length of Service. It appears in the table that majority of the respondents have 5 years and below teaching experience, 21 or 31.3 percent, 16 or 23.9 percent have 6 – 10 years and 9 or 13.4 percent have 21 years and above teaching experience. It could be said that there are more teachers who are considered young in the service in Mangaldan district. This findings show that young teachers are hand in hand enjoying teaching with the old ones in the service, thus acquiring some skills and competencies.

Relevant Trainings Attended. Attendance to training programs provide opportunity to widen the knowledge of teachers. It improves



their performance as a result of their personal interaction with experts. The respondents have attended trainings at various levels. There are 43 or 64.2 percent have Division level trainings, 23 or 34.3 percent in regional level and 12 or 17.9 have national level trainings. Basically, all teachers are required to attend seminars every summer. This is in line with DepED policy. This was a step taken by the agency upon the recommendation of the Educational Commission (EDCOM) to update professional knowledge skills and competencies of teachers. In the Division of Pangasinan II, trainings programs are held in different venues and dates conducted by the Academic Program Supervisors.

The data gathered showed that teachers need more trainings in the national or even in the international level most especially related to the innovative strategies in teaching Reading in the mother tongue.

Mother Tongue Used at Home. The table shows the Mother Tongue spoken at home. The respondents used several languages to communicate. Majority of them used Pangasinense 6 or 89.6 percent. Tagalog 28 or 41.8 percent, English 3 or 4.5 percent and Iloko 3 or 4.5 percent. Such finding was consistent, that most of the families in the place are speaking Pangasinense in their interactions, communications, and conversation which is understood by the community folks. It could be concluded that there are more Pangasinan people in Mangaldan considering the presence of Western Pangasinan as Pangasinan people dominated the place.

In answer to problem No. 2 on the extent of use of strategies and methods in teaching Reading in the Mother Tongue, along the different areas, this part of the data analysis is hereby presented. The different areas are role playing, demonstration method, hands-on method, discussion method, individualized instruction method and story telling method.

Role Playing Method

One of the concerns of this study was to determine the extent of use of strategies and methods in teaching Reading. Table 3 presents the teachers rating along the given indicators. Specifically, the teachers believed that they are just extensively using the role-playing method as indicated by the overall weighted mean of 3.78 described as “Often”. The item with the highest mean is item number 7 “use nursery rhymes and kids song” with 4.45 described as “Often”. This means that the teachers can teach effectively through this method. Besides nursery rhymes are the interests of most kids. These activities motivate learners because it is within their experiences. To be an effective teacher, one must consider the selection of method to facilitate learning. It will motivate and enrich the result of the teaching learning activity Bayya (2013). Out of thirteen (13) indicators eight (8) were rated “Often” ranging from 3.79 to 4.45. The item with the lowest weighted mean is “Let the pupils memorize the script”. The finding indicates that these Grade I learners are not still matured enough to memorize, besides they have short span interest. Further, this way be attributed that teachers lack the necessary skills competencies in teaching this skill.

Table 3. *Extent of Use of Strategies and Methods in Reading in the Mother Tongue along Role Playing*

Indicator	Weighted Mean	Descriptive Equivalent	Transmuted Rating
A. Role Playing			
I ...			
1. prepare a script story for the class.	3.39	Sometimes	Moderately Extensive
2. assign each pupil for its characters.	3.49	Sometimes	Moderately Extensive
3. let pupils to internalize the story.	3.6	Often	Extensive
4. let the pupils memorize the script.	3.19	Sometimes	Moderately Extensive
5. let pupils to select and play a role.	3.40	Sometimes	Moderately Extensive
6. allow students to discuss their roles with their classmates	3.46	Sometimes	Moderately Extensive
7. use nursery rhymes and Kids song.	4.46	Often	Extensive
8. provide activities that instill formation of good character and habits.	4.16	Often	Extensive
9. treat children as active participants in the learning process.	4.42	Often	Extensive
10. encourage curiosity and creative thinking.	4.03	Often	Extensive
11. supervise pupils practices for the role playing	3.94	Often	Extensive
12. give enough time for the pupils to adopt to the role given to them.	3.79	Often	Extensive
13. orient the pupils on their roles.	3.85	Often	Extensive
OWM	3.78	Often	Extensive
<i>Average Weighted Mean</i>		<i>Descriptive Equivalent</i>	<i>Transmuted Ranking</i>
4.50-5.00		Very Often	Very Extensive
3.50-4.49		Often	Extensive
2.50-3.49		Sometimes	Moderately Extensive
1.50-2.49		Seldom	Slightly Extensive
1.00-1.49		Never	Not Extensive

Table 4. *Extent of Use of Strategies and Methods in Reading in the Mother Tongue along Demonstration Method*

Indicators	Weighted Mean	Descriptive Rating	Transmuted Rating
B. Demonstration Method			
I ...			
1. plan and prepare for the demonstration ahead of time.	4.23	Often	Extensive
2. prepare and present the demonstration in the context of what the pupils have	4.09	Often	Extensive



learned as stimulus for new knowledge.			
3. prepare an action word for the lessons/topics.	4.29	Often	Extensive
4. make provision for the full participation of the pupils during practice.	4.11	Often	Extensive
5. accept pupils' suggestions.	4.45	Often	Extensive
6. encourage pupils to demonstrate learning based on the presented lessons.	4.16	Often	Extensive
7. allow children to present an activity that make interaction with others.	4.07	Often	Extensive
8. encourage pupils to ask questions.	4.39	Often	Extensive
9. motivate pupils to develop curiosity, creative thinking and love of learning.	4.48	Often	Extensive
10. ensure pupils definite attention during the teaching - learning activity.	4.37	Often	Extensive
11. make sure that I do the demonstration step by step for the students to follow.	4.27	Often	Extensive
12. make sure that all students are attentive during demonstration.	4.43	Often	Extensive
13. create demonstration that allows internalization of values.	4.30	Often	Extensive
OWM	4.28	Often	Extensive

<i>Average Weighted Mean</i>	<i>Descriptive Equivalent</i>	<i>Transmulated Ranking</i>
4.50-5.00	Very Often	Very Extensive
3.50-4.49	Often	Extensive
2.50-3.49	Sometimes	Moderately Extensive
1.50-2.49	Seldom	Slightly Extensive
1.00-1.49	Never	Not Extensive

Demonstration Method

Relative to such strategies and methods in teaching, Table 4 presents the data showing the extent of use of demonstration method in teaching reading in the Mother Tongue with corresponding indicators. It is observed that teachers use this method simply extensively as indicated by the overall weighted mean of 4.28 described as “Often”. The indicators with the highest weighted mean is “Motivate pupils to develop curiosity, creative thinking and love of learning” 4.48 equivalent to “Often”. This indicates that as expected teachers motivate pupils through varied materials to enhance and enrich learning. As cited by Pua (2012) these teachers are expert in motivation because they have been in the service for a number of years, wherein they were able to master appropriate motivational skills in various lessons. The indicator with the lowest mean is “allow children to present an activity that provide interaction with others” 4.07 “Often” this implies that teachers were not able to perform this role in this skill well. The study of Quinaay (2014) contradicts this finding. She revealed that quality learning depends on quality teachers who could be experts in different instructional skills to effort change which is improved academic achievement.

Table 5. *Extent of Use of Strategies and Methods in Reading in the Mother Tongue along Hands-On Method*

<i>Indicator</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>	<i>Transmuted Rating</i>
C. Hands-On Method			
I...			
1. provide hands on experiences through direct contacts with objects of learning.	4.13	Often	Extensive
2. prepare real objects as instructional devices for comparison.	4.18	Often	Extensive
3. let pupils touch and feel the objects to predict outcomes.	4.19	Often	Extensive
4. let the pupils to explore different experiences to differentiate cause and effect.	4.03	Often	Extensive
5. let the pupils infer relationships through my guidance.	4.10	Often	Extensive
6. allow children to sequence situation and events.	3.96	Often	Extensive
7. let the pupils learn to give details of written directions.	3.81	Often	Extensive
8. provide activities that develop generalizations.	4.12	Often	Extensive
9. provide experiences for logical thinking.	4.01	Often	Extensive
10. encourage learners to bring objects or gadgets for hand-on activities.	3.91	Often	Extensive
11. help pupils judge the validity of one's information.	3.87	Often	Extensive
12. encourage the learners to use information to solve problems.	4.04	Often	Extensive
13. provides varied experiences that develops values formation.	3.85	Often	Extensive
OWM	4.02	Often	Extensive

<i>Average Weighted Mean</i>	<i>Descriptive Equivalent</i>	<i>Transmulated Ranking</i>
4.50-5.00	Very Often	Very Extensive
3.50-4.49	Often	Extensive
2.50-3.49	Sometimes	Moderately Extensive
1.50-2.49	Seldom	Slightly Extensive
1.00-1.49	Never	Not Extensive

Hands-On Method

It could be gleaned from the table that the perception of the respondents along this area has an average weighted mean of 4.02 equivalents to “Often”. All the items were rated “Often”, the highest of which is item number 3 4.19 “Often”, “let pupils touch and feel the objects to predict outcomes”. This assessment could be attributed that the respondents adhere to the principle of teaching which is children enjoy and learn easily through manipulation of things. The indicates with the lowest mean is item number 13, “provides varied



experiences that develops values formation” 3.85 described as “Often” This data would imply that the teachers in the venue of the study failed to give varied activities geared to values formation. Further this could be explained by the fact that teaching Reading is more of concepts and knowledge rather than development of values. It is believed that values formation had been neglected by the teachers because their concentration is making every child a reader in Grade I.

Table 6. *Extent of Use of Strategies and Methods in Reading in the Mother Tongue along Discussion Method*

<i>Indicator</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>	<i>Transmuted Rating</i>
D. Discussion Method			
I...			
1. plan topics on the scope and sequence.	4.19	Often	Extensive
2. let pupils pick one of the topics to be learned and discuss the best way they can.	3.61	Often	Extensive
3. let pupils give comments and share their ideas after discussing the topic.	3.99	Often	Extensive
4. help the learners form ideas and concepts from the topics discussed.	4.01	Often	Extensive
5. observe learners while discussing topics with others and give guidance and assistance if needed.	4.18	Often	Extensive
6. give my evaluation after the work activity.	4.36	Often	Extensive
7. encourage class participation to make comments on the learned topics.	4.27	Often	Extensive
8. motivate learners to observe actual happenings for topics to be discussed.	4.28	Often	Extensive
9. discussed lessons using picture story.	4.25	Often	Extensive
10. ask help of parents for assistance to follow-up topics discussed.	3.95	Often	Extensive
11. encourage pupils to express their ideas guided by pictures	4.27	Often	Extensive
12. facilitate pupil's participation through guided questions.	4.28	Often	Extensive
13. allow pupils to express freely about their opinions on topics.	4.33	Often	Extensive
OWM	4.15	Often	Extensive

<i>Average Weighted Mean</i>	<i>Descriptive Equivalent</i>	<i>Transmuted Ranking</i>
4.50-5.00	Very Often	Very Extensive
3.50-4.49	Often	Extensive
2.50-3.49	Sometimes	Moderately Extensive
1.50-2.49	Seldom	Slightly Extensive
1.00-1.49	Never	Not Extensive

Discussion Method

Table 6 shows the extent of use of discussion method. Generally, the teachers’ level of use of this strategy is 4.15 described as “Often” as indicated by the overall weighted mean. This can be interpreted to mean that the teachers extensively practice this indicator. More specifically the teachers’ extensive use of discussion is on making sure that all pupils will understand and learn what the lesson is all about by participation. The teachers’ highest weighted mean value is “give evaluation after the work activity”, 4.36 equivalent to “Often”. This implies that the respondents are aware of the value of measuring how much the pupils have learned about the lessons through assessment is the form of conducting a quiz or test. Their lowest weighted mean is 3.61 “Often” that is “let the pupils pick one of the topics to be learned and discuss the best way they can”. This could be explained, that teachers are not that proficient and skilled in this item. This contradicts Llena (2014) when she said that it is not enough that teachers have to teach as expected, but they should know how to provide various activities or experiences in accordance with pupils needs. The role of the teacher as an instructional leader is to guide and direct pupils to discuss topics through the use of pictures and real objects especially to Grade I pupils.

Table 7. *Extent of Use of Strategies and Methods in Reading in the Mother Tongue along Individualized Instruction Method*

<i>Indicator</i>	<i>Weighted Mean</i>	<i>Descriptive Rating</i>	<i>Transmuted Rating</i>
E. Individualized Instructional Method			
I...			
1. determine individual needs through diagnostic test using a variety of devices and strategies in reading.	4.22	Often	Extensive
2. record observations, to guide me in lesson preparations and grouping of pupils.	4.30	Often	Extensive
3. plan appropriate activities that will effectively respond to pupils needs.	4.25	Often	Extensive
4. monitor every pupil as further basis for performance in reading.	4.36	Often	Extensive
5. reinforce learning by giving them rewards.	4.01	Often	Extensive
6. give activities that develop inquiry skills of pupils.	4.28	Often	Extensive
7. discuss lessons less mastered as basis for remedial teaching.	4.31	Often	Extensive
8. provide seatwork to reinforce learning.	4.40	Often	Extensive
9. set class goals for my pupils and make sure they understand each activity understand each activity presented.	4.42	Often	Extensive



10. give follow-up activity for enrichment of the lesson.	4.36	Often	Extensive
11. make sure that assignment are given every learning.	4.12	Often	Extensive
12. provide experiences that challenge varied talents.	4.12	Often	Extensive
13. enrich learning by film showing.	3.06	Sometimes	Moderately Extensive
OWM	4.17	Always	Extensive

<i>Average Weighted Mean</i>	<i>Descriptive Equivalent</i>	<i>Transmulated Ranking</i>
4.50-5.00	Very Often	Very Extensive
3.50-4.49	Often	Extensive
2.50-3.49	Sometimes	Moderately Extensive
1.50-2.49	Seldom	Slightly Extensive
1.00-1.49	Never	Not Extensive

Individualized Instruction Method

One of the concerns of this study is on individualized instruction. Table 7 presents the data on extent of use of this strategy. Overall, under this area, it obtained an average weighted mean of 4.17 equivalent to “Often”. Almost all the items were rated “Often”. This means that the respondents made use of this strategy and practiced it extensively, more than do in other teaching strategy. Further, it can be anchored from the belief that students learn more effectively on one-on-one approach because the teacher knows their individual needs. They are monitored as further basis of knowing their improvement and proper remedial teaching or enhancement lesson could be given. Besides such findings could be attributed that some teachers are having guidance and counselling activities, and individual contact with the learners, possibly motivate learners to develop more interests in learning.

Summary of the Extent of Use of Strategies and Methods in Teaching Reading in the Mother Tongue

By and large, Table 8 presents the summary of the strategies and methods in teaching Reading in the Mother Tongue. The table clearly shows that all the strategies and methods, the demonstration method has the highest overall weighted mean of 4.28 and role playing method has the lowest overall weighted mean of 3.78 with descriptive equivalents of “Often”. This means that generally the teachers, are still wanting of a much higher level, so that the teachers have still a challenge to do better if not the best and make a difference in their extent of use of the different strategies in teaching Reading.

As shown in Table 8, it is presented that among the five strategies, the demonstration method has the highest and the hands-on method has the lowest mean.

Table 8. Summary of the Teachers Extent of Use of Strategies and Methods in Teaching Reading in the Mother Tongue

<i>Indicators</i>	<i>Average Weighted Mean</i>	<i>Descriptive Equivalent</i>
1. Role Playing	3.78	Often
2. Demonstration Method	4.28	Often
3. Hands-On Method	4.02	Often
4. Discussion Method	4.15	Often
5. Individualized Instruction Method	4.17	Often
Overall Weighted Mean	4.08	Often

These findings clearly manifest that the teachers of Grade I in Mangaldan Districts are commonly using the demonstration method, more than any of the others strategies and methods in teaching Reading in the Mother Tongue

Differences in the Extent of Use of Strategies and Methods in Teaching and the Profile Variables

This portion of the study discuss the difference between the extent of use of strategies and methods in reading in the Mother Tongue and their profile variables, the Analysis of Variance (ANOVA) was computed and is indicated by the F-value with its corresponding significance level. This was done for purpose of making a more in-depth analysis of data gathered, whereby the teachers were compared in their extent of use of strategies and methods.

Table 9. ANOVA Results on the Respondents’ Extent of Use of Strategies and Methods in Reading in the Mother Tongue across the Profile Variable Highest Educational Attainment

<i>Areas</i>	<i>Highest Educational Attainment</i>	<i>N</i>	<i>Mean</i>	<i>F-value</i>	<i>Sig.</i>	<i>Remarks</i>
Role Playing	BS Ed	7	3.5514	.502	.682	Not Significant
	with MA units	55	3.8051	.074		
	MA degree holder	3	3.7433			
	with Ed.D. units	2	4.0400			
Demonstration Method	BS Ed	7	4.1614	.244	.865	Not Significant
	with MA units	55	4.3040			



Hands On Method	MA degree holder	3	4.1267	1.269	.293	Not Significant
	with Ed.D. units	2	4.3450			
	BS Ed	7	3.9771			
	with MA units	55	4.0013			
	MA degree holder	3	3.9233			
Discussion Method	with Ed.D. units	2	4.6900	.273	.844	Not Significant
	BS Ed	7	4.0186			
	with MA units	55	4.1620			
	MA degree holder	3	4.2033			
	with Ed.D. units	2	4.3450			
Individualized Instruction Method	BS Ed	7	4.2543	.102	.959	Not Significant
	with MA units	55	4.1584			
	MA degree holder	3	4.1800			
	with Ed.D. units	2	4.2700			
	BS Ed	7	3.9957			
Story Telling Method	with MA units	55	4.0038	.023	.995	Not Significant
	MA degree holder	3	3.9500			
	with Ed.D. units	2	4.0750			
	BS Ed	7	3.9914			
	with MA units	55	4.0725			
Overall	MA degree holder	3	4.0200	.237	.870	Not Significant
	with Ed.D. units	2	4.295			

The teachers' extent of use of the strategies and methods in Reading in the Mother Tongue was compared across their highest educational attainment. The data is shown in Table 9, which indicates that the teachers' extent of use of these strategies and methods does not differ. In other words, the teachers significantly vary in their use of these methods. They are not comparable. The null hypothesis to this effect is accepted similarly at .05 level of confidence. Likewise, it could be said that whether the teachers are college graduate, with M.A. units, M.A. degree holder or with doctoral units they do not vary.

Table 10. ANOVA Results on the Respondents' Extent of Use of Strategies and Methods in Reading in the Mother Tongue across the Profile Variable Length of Service

Areas	Length of Service	N	Mean	F-value	Sig.	Remarks
Role Playing	5 years & below	21	3.7210	.660	.660	Not Significant
	6 - 10 years	16	3.7075			
	11 - 15 years	7	4.0971			
	16 - 20 years	14	3.7914			
	21 years & above	9	3.8033			
Demonstration Method	5 years & below	21	4.2181	.149	.963	Not Significant
	6 - 10 years	16	4.2756			
	11 - 15 years	7	4.3514			
	16 - 20 years	14	4.3421			
	21 years & above	9	4.2978			
Hands On Method	5 years & below	21	4.0590	.281	.889	Not Significant
	6 - 10 years	16	4.0281			
	11 - 15 years	7	4.0757			
	16 - 20 years	14	4.0100			
	21 years & above	9	3.8556			
Discussion Method	5 years & below	21	4.2219	.420	.794	Not Significant
	6 - 10 years	16	4.2019			
	11 - 15 years	7	4.1329			
	16 - 20 years	14	4.1243			
	21 years & above	9	3.9756			
Individualized Instruction Method	5 years & below	21	4.1876	.569	.686	Not Significant
	6 - 10 years	16	4.1919			
	11 - 15 years	7	4.3957			
	16 - 20 years	14	4.0729			
	21 years & above	9	4.0856			
Story Telling Method	5 years & below	21	4.0452	.774	.546	Not



	6 - 10 years	16	4.0219			Significant
	11 - 15 years	7	4.2414			
	16 - 20 years	14	3.9136			
	21 years & above	9	3.8222			
Overall	5 years & below	21	4.0748	.282	.888	Not Significant
	6 - 10 years	16	4.0719			
	11 - 15 years	7	4.2157			

The comparison of teachers' extent of use of the strategies and methods in Reading in the Mother tongue along the length of service was looked into as indicated in Table 10. The ANOVA results for comparison and the table shows, that when teachers are grouped according to length of service, they are not comparable or vary. In other words there is no significant difference in the teachers' extent of use across length of service. Therefore, the null hypothesis of no significant difference is accepted. This means further, that length of service is not good indicate for comparison among the teachers.

Table 11. ANOVA Results on the Respondents' Extent of Use of Strategies and Methods in Reading in the Mother Tongue across the Profile Variable Levels of Relevant Trainings Attended

Areas	No. of Levels of relevant Trainings Attended	N	Mean	F- value	Sig.	Remarks
Role Playing	1.00	57	3.7968	.954	.391	Not Significant
	2.00	8	3.5813			Significant
	3.00	2	4.1900			
Demonstration Method	1.00	57	4.2754	.943	.395	Not Significant
	2.00	8	4.2100			Significant
	3.00	2	4.7700			
Hands On Method	1.00	57	3.9914	1.713	.189	Not Significant
	2.00	8	4.0300			Significant
	3.00	2	4.6550			
Discussion Method	1.00	57	4.1207	2.667	.077	Not Significant
	2.00	8	4.2013			Significant
	3.00	2	4.9250			
Individualized Instruction Method	1.00	57	4.1675	1.722	.187	Not Significant
	2.00	8	4.0600			Significant
	3.00	2	4.7700			
Story Telling Method	1.00	57	3.9896	1.912	.156	Not Significant
	2.00	8	3.9238			Significant
	3.00	2	4.6900			
Overall	1.00	57	4.0568	1.877	.161	Not Significant
	2.00	8	4.0013			Significant
	3.00	2	4.6650			

Table 11 shows the ANOVA results for comparison along relevant trainings attended, as basis for comparison of their extent of use of strategies and methods in teaching Reading in the Mother Tongue. It can be clearly observed from the table that across levels of training attended, the teachers are comparable in their extent of use of the strategies and methods. The null hypothesis that there is no significant difference in the extent of use of strategies and methods across relevant training is accepted. Regardless of their trainings attended, it does not affect the extent of use of the strategies and methods in Reading in the Mother Tongue.

Table 12. ANOVA Results on the Respondents' Extent of Use of Strategies and Methods in Reading in the Mother Tongue across the Profile Variable of Mother Tongue Used at Home

Areas	No. of Mother Tongued Used at Home	N	Mean	F-value	Sig.	Remarks
Role Playing	1.00	45	3.7509	.641	.591	Not Significant
	2.00	16	3.7625			Significant
	3.00	5	4.1380			
	4.00	1	3.7700			
Demonstration Method	1.00	45	4.2633	.722	.542	Not Significant
	2.00	16	4.2356			Significant
	3.00	5	4.6140			
	4.00	1	4.2300			
Hands On Method	1.00	45	4.0009	.198	.897	Not Significant
	2.00	16	4.0056			Significant
	3.00	5	4.1860			
	4.00	1	4.0000			



Discussion Method	1.00	45	4.1378	2.19	.098	Not Significant
	2.00	16	4.0275			
	3.00	5	4.6020			
	4.00	1	4.6900			
Individualized Instruction Method	1.00	45	4.1556	2.207	.096	Not Significant
	2.00	16	4.0494			
	3.00	5	4.6480			
	4.00	1	4.5400			
Story Telling Method	1.00	45	3.9778	.306	.821	Not Significant
	2.00	16	4.0063			
	3.00	5	4.2160			
	4.00	1	4.0000			
Overall	1.00	45	4.0478	1.015	.392	Not Significant
	2.00	16	4.0144			
	3.00	5	4.3980			
	4.00	1	4.2100			

This study likewise included, languages spoken at home as another variable to determine the differences in the extent of use of strategies and methods in Reading in the Mother Tongue. Table 12, shows the ANOVA results indicating whether or not significant differences exist and it appears in the table that there are no significant differences in the extent of use of strategies and methods in Reading in the Mother Tongue, affirming the hypothesis to be true and therefore accepted. This means that regardless of spoken at home, the teachers do not vary or they are comparable in the extent of use of the strategies and methods. Mother Tongue spoken at home not a positive indicator of variation among teachers in their extent of use of the strategies and methods in Reading in the Mother Tongue.

Relationship Between the Extent of Use of Strategies and Methods in Reading in the Mother Tongue

This study further determined the relationships between the strategies and methods in teaching Reading in the Mother Tongue. This was done using the Pearson r. In so doing some selected variables of the respondents namely: highest educational attainment, relevant trainings attended and language spoken at home.

Table 13. *Pearson Correlation Results Showing the Relationship between the Respondents' Extent of Use of Strategies and Methods in Reading in the Mother Tongue and their Selected Profile Variables*

Strategies & Methods in Reading in Mother Tongue	Profile Variables					
	Highest Educational Attainment		Relevant Trainings Attended		Types of Mother Tongue Spoken at Home	
	r-value	Sig	r-value	Sig	r-value	Sig
Role Playing Demonstration Method	0.124	0.317	0.001	0.994	0.117	0.348
Hands On Method	0.035	0.780	0.086	0.487	0.099	0.424
Discussion Method	0.155	0.211	0.175	0.156	0.064	0.607
Individualized Instruction Method	0.108	0.385	0.229	0.063	0.175	0.156
Story Telling Method	-0.009	0.940	0.100	0.421	0.17	0.168
Overall	0.010	0.936	0.135	0.277	0.091	0.465
	0.083	0.504	0.135	0.278	0.136	0.273

Table 13 shows the data of such correlation. It can be observed from the table that there is no significant relationship among the variable exist. This means that the teachers highest educational attainment, trainings attended and language spoken at home do not have any relationship on their extent of use of methods and strategies specifically in terms of role playing method, demonstration method, hands-on method, discussion method and individualized instruction method. This implies that regardless of these aforementioned variables, the use of methods and strategies in Reading in the Mother Tongue is accepted. Teachers are aware of this teaching, as expected of their duties and responsibilities as educator.

Conclusion

Based on the salient findings, the following conclusions were drawn. (1) The profile variables of the teacher respondents are adequate enough to qualify them in the teaching profession. (2) The extent of use of the different methods and strategies is good and remarkable enough as steppingstone toward becoming better teachers from "Very Extensive" to "Extensive" use of these strategies mentioned earlier. (3) The respondent - teachers are comparable in their extent of use of the different strategies and methods when compared

across their profile variables.

(1) All concerned teachers must be encouraged to finish their graduate school degree in masteral and doctoral to enhance their professional growth. (2) Teachers teaching Reading in the Mother Tongue should be encouraged to attend higher in-service trainings at national and possibly international level to enhance their competencies and skills for better pupils' achievement. (3) Recommend the program building activities in teaching Reading in the Mother tongue to enhance the use of strategies and methods in different dimensions. (4) A more carefully selected variables should further be identified especially those strong indicators for very effective teaching Reading. (5) Further research should be considered to look into other concerns of teaching in Reading not covered by the study.

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