

Mother Tongue – Based Reading Materials for Grade III Pupils: A Proposal

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ABSTRACT

This study was conducted to make one alternative Meranaw Reading Material in Reading Comprehension. The researcher utilized a descriptive research methodology in gathering data for this study. The descriptive design is deemed an appropriate method in the analysis and interpretation of the data from the self-made Meranaw Tutul Reading Comprehension. To obtain the data needed, the researcher made use of modified questionnaire. The data gathered were statistically treated using the Statistical Program for Social Sciences (SPSS). Frequency, percentage distribution, weighted mean, and standard deviation were used to analyze the data. Class discussion and observation were also used to further solicit the data. The result of the study could give benefits to the teachers on how to make necessary adjustments in the materials to suit the needs and interests of the pupils and to maximize its use in the delivery of teaching and learning. Based on the data gathered, it can be concluded that a pupil who was not competent in his/her first language always experience cognitive difficulties and understanding the text on reading comprehension. A strong foundation on mother tongue serves as a capital for learning the target language.

Keywords: reading, reading material, mother tongue, Meranaw, language.

INTRODUCTION:

It is probably one of the baldest of truisms that neither excellent instructional materials nor methodology confidently touted as the ultimate in effectiveness can redeem teaching lacking in conviction, purpose, vitality, and creativity. The teacher and the kind of instruction he/she provides is still “the best method.” After all, it is the teacher who breathes life into instruction. This should be taken to heart especially in these times when literacy is at the crossroads and there is a need to raise goals for teaching reading and writing (Alawi, 2017). Recognition of this has, in turn, forced recognition of the need to orient and train teachers in preparation for the implementation of Mother Tongue Based and Multilingual Education (MTB-MLE). The shift to the new curriculum, as all passages or transitions, is attended by some awkwardness, difficulties, and challenges. Many MTB-MLE teachers have been heard complaining of a rough passage or “baptism of fire” (Brown, 2012).

The MTB-MLE seems to be turning out to be far from the ‘miracle’ or ‘wonder’ formula as it was touted by education officials. Malone (2012) identified a number of reasons why despite a standard well-defined curriculum, MTB programs are not effectively sustained. Among the leading reasons are lack of trained teachers, scarcity or dearth of MTB teaching and learning materials, lack of proficiency in the language of instruction, and short supply of teachers who know the language of the learners.

One of the major features of the K to 12 Curriculum is the use of Mother Tongue-Based-Multilingual Education (MTB-MLE) from Preschool to Grade 3. Pupils from Preschool to Grade 3 will be taught in their mother tongue, or the first language they learned from birth. Education officials were convinced that this new policy will facilitate learning since young children learn best in the language they are familiar and most comfortable with especially in the early years of schooling. More proficient in their mother tongue, they will be less hesitant to speak up in class. Although it is a known fact that children, with their brains still plastic or permeable and receptive to stimuli, have the enviable capacity to learn languages other than their mother or home language, they learn more effectively in an environment in which the language used is the one they speak at home, with their parents, siblings, and friends (Albo & Anaya, 2013). The home language-school language shift has long been recognized as a source of problems in the beginning years especially for school children lacking exposure to the second language, or even the lingua franca in the area. School experience for children speaking only a minority group language like Manobo or Minansaka, and put in a class conducted in Filipino or English tends to be traumatic (Dumatog, 2016).

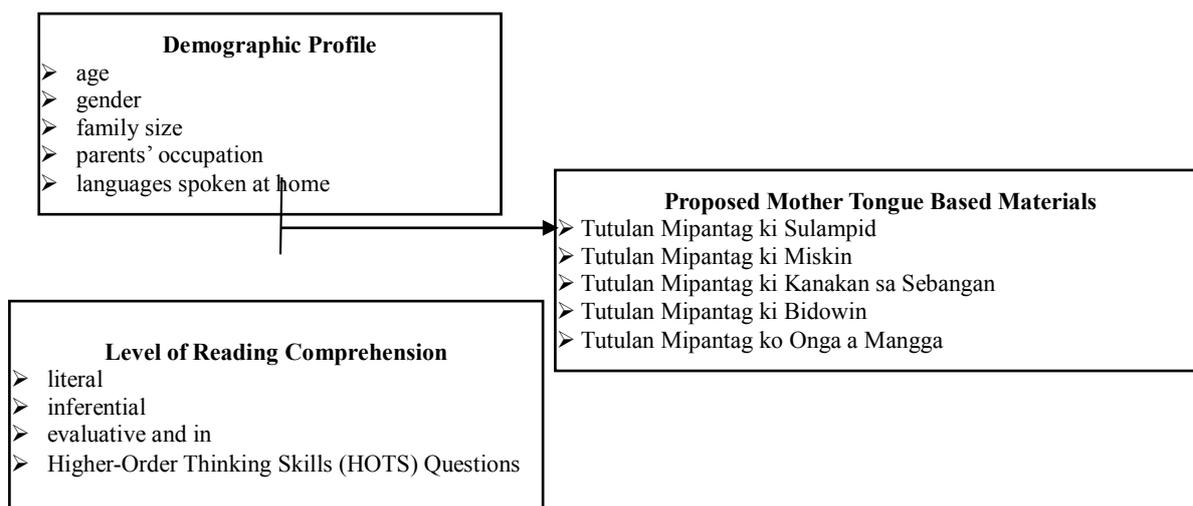
Mother Tongue-Based-Multilingual Education is the most vital reform for the country's basic education and school system as a whole. MTB-MLE is the salient feature of the K to 12 curriculum. As a fundamental educational policy and program, it covers the whole stretch of formal education including preschool and the (ALS) Alternative Learning System (Healey, 2010). This means that the use of the mother tongue has moved from the pilot stage to the full implementation stage. All schools, not only selected pilot schools, are now using the mother tongue as the primary language of instruction in the first three grades.

Apparently, the shift to MTB-MLE is not proving to be a picnic for the teachers involved. They are assailed by a host of problems as those mentioned, and more: shortage of available instructional materials, production of materials, training of teachers (inclusion of content and pedagogical preparation), management of limited resources, unlearning pedagogical methods and strategies and developing new ones, classroom congestion, benchmarks for teaching competence, socio-cultural support to push the program implementation beyond present levels, parents' cooperation and commitment, and community involvement (Lobel & Riwarung, 2015).

It is against the described strong backdrop of problems, challenges, public interest and concern, and mounting public demand for accountability that the researcher embarks on this inquiry on how Mother Tongue-Based instruction influences or impacts the reading comprehension of Grade 3 pupils. The study may be considered a sequel to Macadatar's (2018) study on DepEd instructional materials used in teaching *Meranaw* language in Grade 1 in Marawi City.

The case of Marawi in the third year of the MTB-MLE implementation is worth a more critical look. If the situation in urban areas, based on teachers' litany of complaints, is far from idyllic, how much more problematic the situation in Marawi must be. Are there MTB-MLE-related problems that are peculiar to the locale? Are the essential teaching materials available and ready for use? Are the teachers equipped in terms of training or preparation to handle the new curriculum? Are there any changes in their teaching pedagogy to fit the new curriculum? What is so far the general outcome – achievement or success – for learners exposed to MTB-MLE? Are teachers getting the support they need to provide quality teaching?

This study aimed to make one alternative mother tongue-based reading materials. It is purely a descriptive study. The study describes the demographic profile of the respondents which consists of the following: 1) age, gender, family size, parents' occupation and language(s) spoken at home, and 2) The level of reading comprehension of pupils in Grade III as measured in selected *Meranaw tutul* and 3) The proposed Mother Tongue Based materials in reading comprehension for Grade III pupils. The proposed Mother tongue-Based Materials was based on the prescribed DepEd Mother Tongue-Based Learning Competencies. It composes of six (6) *Meranaw Tutul* and 4 translated stories from different children stories.



METHODS:

Participants:

The respondents of this study were the Grade 3 pupils of MSU-Integrated Laboratory School, Elementary Department. There are 163 pupils from five (5) sections, School year 2014-2015. The pupils were sectioned according to their general average grade after their Grade II level and every section is composed of 35 pupils to 40 pupils.

Design:

This study adopted the descriptive design. The descriptive method is deemed an appropriate method in the analysis and interpretation of the data from the folklore stories or *Tutulan* and other translated children stories. The said *tutulan* were retold from the Mindanao Journal of Arts and Culture Book 7 and 10. The five (6) stories (*Tutulan sa Agama Niyug*) went through several revisions to meet the needs and appropriateness of the materials on the learners. There were three (3) steps made to meet the needs, first the stories was summarized, only the major events was included. Second, it was validated in Masiricampo Abantas Memorial Islamic and Science Academic (MAMISA), and lastly the researcher put picture to describe the plots, settings and characters in the stories. The researcher had a class observation and intervention to solicit more data and information.

Material:

To obtain the needed data, the researcher had designed a questionnaire with formulated questions from the main data gathering instrument used in this study. The researcher used the retold *Meranaw* stories. The questionnaire was composed of three (3) parts. Part One, in structured form, focused on the demographic profile of the respondents. Part Two contained the four (4) stories from Mindanao Journal of Arts and Culture, and one (1) story was translated by the researcher from the *Lampara Books (Modernong Alamat)*.

Procedure:

Before starting the data collection, the researcher had secured the official sanction from the school authorities. A letter seeking such permission was personally delivered to the latter. The prescribed orthography of the *Meranaw* language was used in retelling the stories. A memorandum dated January 28-29, 1977 was used as guide in writing the stories. The researcher sought to meet the consistency, simplicity and faithfulness to *Meranaw* sounds of the stories and the expertise of Dr. Medaylin Acraman and Dr. Anisah Pangcatan, professors from the English Department of CSSH, this University, were solicited for the appropriate orthography of the stories. A self-designed questionnaire was made out of the stories to answer the statement of the problem. It was divided into two (2) parts. Part 1 was designed to determine the demographic data of the pupil respondents. Part 2 is the Mother Tongue-Based Materials made by the researcher with the corresponding questionnaires.

Results:

Table 1: Frequency and Percentage Distribution of Respondents by Age, Gender and Family Size

	Frequency	Percent
Age		
8.00	6	3.7
9.00	49	30.1
10.00	68	41.7
11.00	30	18.4
12.00	9	5.5
14.00	1	.6
Gender		
Male	59	36.2
Female	104	63.8
Family Size		
2-3	10	6.1
4-6	61	37.4
7-9	62	38.0
10-12	22	13.5
13 and above	8	4.9

Table 2: Frequency and Percentage Distribution of Respondents by Parent’s Occupation

	Frequency	Percent
Father’s Occupation		
Businessman	8	4.9
Driver	15	9.2
House Husband	31	19.0
Office Work	65	39.9
OFW	6	3.7
Security Forces	20	12.3
Teacher	7	4.3
Utility Worker	11	6.7
Mother Occupation		
Businesswoman/ Vendor	10	6.1
House Wife	68	41.7
Office Work	38	23.3
OFW	6	3.7
Teacher	41	25.2

Table 3: Frequency and Percentage Distribution of Respondents by Language Spoken at Home

Language(s) Spoken at Home	Frequency	Percent
Meranaw only	70	42.9
Meranaw and Tagalog	37	22.7
Meranaw, Tagalog, and English	42	25.8
Others (Visaya, Tausug, Maguindanao, etc.)	14	8.6
Total	163	100.0

Table 4: Descriptive Statistics of *Meranaw Tutul* on the Level Variance of High Scores in Literal, Inferential and Evaluative

Reading Comprehension (<i>Meranaw Tutul</i>)	N	Std. Deviation	High Score		Rank
			Frequency	Percent	
Literal	163	.63543	123	75.5	1 st
Inferential	163	.94905	101	62.0	2 nd
Evaluative	163	.79316	88	54.0	3 rd

Table 5: Frequency, Percentage and Ranking of Respondents on Higher-Order Thinking Skills

Level of Reading Comprehension	Frequency	Percent	RANK
Developing	70	42.9	1 st
Approaching Proficiency	57	35.0	2 nd
Proficient	34	20.9	3 rd
Advanced	2	1.2	4 th
Total	163	100.0	

Legend: Source DepEd RUBRICS on Mother Tongue

90% and above	Advanced
85-89%	Proficient
80-84%	Approaching Proficiency
75-79%	Developing
74% and below	Beginning

DISCUSSIONS:

Table 1, 68 or 41.7% of the 163 pupil respondents were 10 years old, 49 or 30.1% were 9 years old, 30 or 18.4% were 11 years old, 9 or 5.5% were 12 years old, 6 or 3.7% were 8 years old and 1 or 0.6% was 14 years old. In short, majority of them were 10 years old, the early adolescents. Teaching adolescent children, according to (Panggaga, 2012) is not an easy task. Boys and girls between ages of ten and fourteen are experiencing profound changes – physically, emotionally, socially and intellectually as they pass through very critical periods of their lives. Also, the success of student in middle level grades after the forerunner of success in high school.

The usual age for Grade 3 is ranging from 9 to 10 years which is ideal age for Grade 3. However, as reflected in the data there are pupils in Grade 3 who are too young to be in the Grade 3 level. The reason here maybe is the misconception of their parents and might be the culture of *Meranaw* that their children should be enrolled earlier the better (Tocalo, 2012). It is also reflected in the data that there are some pupils who are overage because they are repeaters or came from a remote areas of Lanao del Sur and enrolled their son or daughter in Grade 1 just to accommodate in MSU-ILS and as a result when they reached Grade 3, they are already older than the other. This is one of the reasons why pupils in last section are bigger and taller than the section A. Because they are bigger and older, they tend to separate themselves from the class. Table 1, 104 or 63.8% were females and only 59 or 36.2% were males. Clearly, majority of the respondents were females. A number of studies have found that bilingual effects on girls' schooling in terms of higher enrolment and passing rates and lowering dropouts. International research indicates that girls never get to school, or stop attending after only one to three years, due to various factors such as perceptions that they are less able than boys, or lack of trust in male teachers.

Moreover, (Panggaga, 2012) said that majority of her study were females who have consistently been

reported as using LLSs (Language Learning Strategies) more frequently than male. As it was observed by the researcher that there are notable number of male who drop out from school before they reach Grade 3 than girls, this is the reason why males are outnumbered.

Table 1, there were 62 or 38.0% of the respondents who had a family size of 7-9 family members; 61 or 37.4% had 4-6 family members; 22 or 13.5% had 10-12 family members; 10 or 6.1% had 2-3 family members; and 8 or 4.9% had 13 and more family members.

These findings prove that majority of the respondents belonged to a big family. *Meranaws* always planned to have a big family. This account found similar findings regarding the family size with Tocalo's study (2012). In her study, she found that many respondents had 7-9 family members. She also posited that *Meranaws* prefer large families for socioeconomic reasons.

Table 2 shows the frequency and percentage distribution of respondents' parents' occupation. As show in the Table 2, there were 65 or 39.9% fathers who worked in offices, 31 or 19.0% fathers were jobless. In short, they were "house-husband." There were 20 or 12.3% working as security forces in the University. There were 15 or 9.2% drivers, 11 or 6.7% utility workers. There were 8 or 4.9% who had their own business. There were 7 or 4.3% teachers, and 6 or 3.7% OFWs. On the other hand, there were 68 or 41.7% mothers who were housekeepers; there were 41 or 25.2% teachers, 38 or 23.3% office workers, 10 or 6.1% who had their own business, and 6 or 3.7% OFWs.

The data implied that majority of the respondents' parents either a father or a mother, stayed at home. They are working full time parents. This finding gives insight on some studies that parents contribute a lot on pupils' learning. Parents played vital role in the success of child's first language acquisition. The mother or the father is the first teacher who can influence the child's language development, socialization and cognitive development that leads to the academic success of a child in later years. Ball (2010) said that parents and other primary caregivers have the strongest influence on children's first language acquisition in the early years. A child expresses his feelings, emotion and his personal experiences, whether it is happiness or fears through mother tongue.

In addition, (Ball, 2010) emphasizes that mother tongue development cannot be achieved without a strong commitment from parents. Parents and other primary caregivers have the strongest influence on children's first language acquisition in the early years. Parents play a very important role in maintaining the native language or the mother tongue of a child. The success of a child will depend on how the parents or the caregivers give a sufficient knowledge about the first language of a child.

Table 3 presents the respondents' languages spoken at home. There were 70 or 42.9% pupils who spoke only *Meranaw*, 42 or 25.8% spoke *Meranaw*, *Tagalog*, and English, 37 or 22.7% spoke *Meranaw* and *Tagalog*. There were also 14 or 8.6% others who spoke *Visaya*, *Tausug*, or *Maguindanao*. The data reveals that majority of the respondents are *Meranaws* because the locale of the study is in Marawi, a *Meranaw*-dominated city. It is therefore expected that most of the respondents speak *Meranaw*. There are also few Christians, however, who can speak *Meranaw* even at home because they grow up in this area, aside from the fact that they have *Meranaw* classmates and playmates.

Moreover, it is also notable that majority of the respondents can speak 2-3 languages at a time. The parents of the children are mostly professionals, these contributed to the languages they spoke, they can hear to their parents speaking other than their native language like Tagalog and English. Another reason is that these pupils possibly acquire Tagalog and English in school.

The study of (Gandamra, 2014) has provided ample evidence that there is also a critical period for second language learning, a belief based largely on the common observation that children of immigrant families learn a new language more successfully than the adults do.

The result proves that Grade 3 pupils have developed BICS or Basic Interpersonal Communication Skills which refers to the oral communication skills. According to the study of (Cummins, 2000), L1 competency would be more easily transferred to L2. The data was clearly revealed that majority of the respondents can speak 2-3 languages at a time because they have developed or acquired the important features of their native tongue which is a tool in acquiring additional languages L1 → L2 → L3 respectively.

This result had strong inquiry on the study of (Skutnabb-Kangas, 2009) in which posits that only when children have reach threshold of competence in their first language can they successfully learn a second language without losing competence in both languages. And when a child has crossed a second threshold of competence in both languages will the child bilingualism positively acquired. In addition, children's ability to learn a second language or additional languages does not suffer when they learn through mother tongue as primary language of instruction throughout the primary Table 4 above showed the higher results

of score in reading comprehension of the pupil respondents in terms of literal, inferential and evaluative using the mother tongue-based materials. Majority of the pupil respondents 123 (75.5%) who got the highest of four (4) over four (4) in literal level. There were 101 (62.0%) who got the highest score of four (4) over four (4) in inferential level, rank 2, and there were 88 (54.0%) who got the highest score of four (4) over four (4) in evaluative level.

The results showed the effectiveness of the mother tongue-based materials in three levels of reading comprehension. As predicted, pupils had less difficulty in literal and inferential than in evaluative. This implied that pupil respondents are able to recognize surface ideas or information. They could identify the setting, characters, and plots in the story. They can identify the main ideas and conflict in the story. In the inferential level the pupil respondents can judge or infer what will happen next or identify the emotions or feelings of the character. On the evaluative, which is the most difficult levels in comprehension rank 3rd. Hence, the pupil respondents can judge from fact or fantasy. They can relate to the story and give their own preferred ending of the story. The researcher also found out that pupils have a higher score on literal followed by inferential and last evaluative. It is more impressive that the difficult level in reading comprehension is easier for the pupils. The questions are easy and challenging within the level of comprehension.

These results conveyed the benefits of mother tongue-based instruction as the foundation of literacy and additional language acquisition. Similarly, Lubuagan Case Study found out that the score of the pupils significantly higher than students in the controlled schools in Math, Reading, Filipino and English (Dumatog, 2016). These findings thus provide strong initial evidence that the use of local languages for instructional purposes, instead of compromising, actually enhances mastery of curricular content including in the more critical areas of math and science (Dumatog, 2016).

Table 5 above shows the frequency, percentage and ranking of pupil respondents on Higher-Order Thinking Skills. Many of the pupil respondents 70 or 42.9% were in the developing level. The pupils can write some of the relevant events from the story; they can identify the characters, plot setting, and the conflict in the story but not profound discussion. They can demonstrate some understanding of the task given to them. There were 57 or 35% who belonged to approaching proficiency in which pupils can use their critical thinking in understanding words. There were clarity of information and ideas. There were 34 or 20.9% who were proficient; the pupil respondents can use their critical thinking in a creative and high degree of effectiveness. There were 2 (1.2%) who belonged to advanced level. The pupils can demonstrate extensive knowledge of the *Meranaw* language, the pupil use its critical and creative thinking with a high or advance thinking, they can make their own ending of story in *Meranaw* language. The ideas they won't to convey is very clear and they can easily connect the story to their real life.

Interview with the Grade 3 pupil respondents:

Some of the questions asked were:

1. Do you understand the story?
2. Which do you like more? English reading comprehension or *Meranaw* reading comprehension?
3. How does the *Meranaw* language help you in school?
4. What are the problems you encounter in the story?

The responses of the pupil respondents were as follows:

1. Majority of the pupil respondents answered "Yes", they understand the story because it is written in *Meranaw*. According to them, they are very entertained because of the pictures in the story. They said that they can think what happened and what will happen next by looking at the picture. The researcher had found out that the material was really appealing to them. It arouses self-interest of reading the story up to the end. Learners become motivated and participative in question and answer done by the researcher after they have read the story. The pupils give their prior knowledge upon looking at the pictures, they participate actively and give some unusual comments, yet there are some pupils who clarify certain information or important ideas in the story. The non-*Meranaws* who can understand *Meranaw* make some clarifications of the characters. Although they can understand but they cannot comprehend fully the text because of the difficult words found in the text. As a researcher, translation was made to some words which is found relevant to the study. Vocabulary is very important in reading comprehension, there are words which are not implied in the sentences. This is one of the problems that the researcher had found. *Meranaw* text doesn't mean that every word is understandable. The researcher

had found out the same problem on this study. Another problem identified by teacher respondents is the depth or complexity of some words. Both teacher and pupils complained that there are words or lexical items they do not understand; these must include residue from classical *Meranaw* or archaic terms that have fallen into disuse. The depth or rarity of the words used in the materials creates challenges to everyone using the material; this constitutes additional complication (Macadatar, 2018).

2. There were some respondents said that they prefer English text reading comprehension because they want to be a good speaker of English. They further said that when they go to higher level, English language is being used; they wanted to learn English earlier the better. On the contrary, there are also pupils respondents who said that they want all subject to be in *Meranaw* so that they will not get a failing grade because they can understand every word. However, there are also pupil responds who said that everything should be translated in *Meranaw*, meaning to say they want to learn other languages through *Meranaw*.
3. They said *Meranaw* can help them a lot, especially in Math and Science, they also said that if they don't understand the lesson, the teacher translates the words in *Meranaw* or explain the lessons in *Meranaw*. One of the pupils said that "*Ako di ko alam ang sagot pero nung sabihin ni teacher sa Meranaw, alam ko na ang isasagot ko at anung gagawin ko.*" "I don't know the answer but when the teacher said it or translates it to *Meranaw*, that was the moment I know what do and know what to answer."
4. Majority of the pupil respondents have difficulty of the words which are not familiar to them like the word "*Kawpa*", "*Kapal*", "*Inizamaya*", and "*Warna*". They immediately ask what is "*Kapal*", "*Kawpa*", and "*Warna*". A mother tongue teacher should have the in-depth knowledge of the vocabulary in *Meranaw* language, orthography is also the main tool in teaching mother tongue especially there are words of the same sounds but different in meaning like "*Warna*", which has two meaning depending on how you use it in a sentence, it can mean "color" or "marking." Another words with the same sounds but different in meaning like "*Tompok*", it can mean "to add" or "to donate." There are also problems on how to write words in the correct pronunciation like the word "*aken*" (mine), some *Meranaw* write it as "*ak'n*" or "*akun*", which is difficult for the children to read and write. And the very famous word itself, the word "*maranao*" which is usually written in some books, if it will read, it doesn't sound how a real *Meranaw* said it, usually pronounced as "m'ranao", it was clear that a pepet sound should be written in "e." Macadatar (2018) found that the main problem disclosed or shared by the teacher in her interview was the spelling of words. This is a function of the lack standardized orthography for *Meranaw*. She also commented that there are words that do not sound correct based on their spelling, in which the respondents have found out in the DepEd materials like the word "*pakaisha*" (question).

Problem 3: What reading materials may be proposed within the mother tongue-based instruction framework?



One of the difficult challenges faced by the researcher was finding the right stories or *tutuls* as Reading Comprehension materials suited for Grade III and in line with the MTB instruction framework. Each *tutul* went through several revisions to get the important details of it. The *tutuls* were then illustrated according to the flow of their plots. Afterwards, these were tested in Masiricampo Abantas Memorial Islamic and Science Academy (MAMISA) for validity.

After the validity, the materials were administered to MSU-Integrated Laboratory School which was the locale of the study. During the administration of the materials, the pupils were very amused and were entertained. The materials were new to them yet, they enjoyed reading because these were written in *Meranaw* language.



This picture showed the Grade III-C pupils of MSU-ILS during the administration of the materials. Excitement while reading was shown on their faces.



These materials have ten (10) *tutul*: six (6) of them were from folklore stories and the other four (4) were translated in *Meranaw* language. Each *tutul* had comprehension questions to measure the literal, inferential, evaluative, and Higher-Order Thinking Skills (HOTS) of the pupils. The level of comprehensions and other reading competencies that should be developed in Grade III pupils were also included like the elements of short stories, cause and effect, sequencing of events, vocabulary and many more.

The materials invite the learner's imagination and interest in reading *Meranaw* adventure stories written in *Meranaw* language.

CONCLUSION:

Based on the findings of this study, it is therefore concluded that pupils who are not competent in their first language; always experienced cognitive difficulties in understanding the text on reading comprehension. A strong foundation in mother tongue serves as a capital for learning the target language and acquiring it. Mother Tongue-Based Materials serves as sturdy tool in achieving highest proficiency academically, socially and intellectually. Development of mother tongue-based material should be the great concern of the officials in all academic offices.

Since majority of the respondents are *Meranaw*, the materials made should reflect the cultural heritage and values of *Meranaw*, but there should be a consideration of cultural diversity. MSU-ILS comprises of different kinds of learners, there are *Bisaya*, *Tausug* and *Maguindanao* who are sharing common interest. Marginalized curriculum for mother tongue should also be considered since there were also non-*Meranaw* pupils.

RECOMMENDATIONS:

Based on the findings, conclusions the following are recommended:

- Aside from being sensitive to their pupils, Mother Tongue-Based teachers need to have various strategies in teaching. They should attend annual seminars and trainings to enhance their teaching methodology and pedagogy.

- The need to standardize *Meranaw* orthography is a must. School officials, experts and researchers should come up with more extensive *Meranaw* orthography.
- A needs assessment and marginalization of Mother Tongue-Based Materials should be conducted at the end of every school year in order to assess and meet the needs of the learners.
- The school principal and teachers should focus on making and developing Mother Tongue-Based Materials and come up with a module, good for one (1) school year.
- Seminar-Workshops and in-service training programs on the use of mother tongue should be conducted.
- School principals and teachers are encouraged to make their own personalized Mother Tongue-Based Materials that reflect the culture and values of *Meranaw* learners and inject values of a Muslim community. It is the teacher who knows best of the instructional materials.
- There is also a need to study the cultural minority learners, especially in MSU-ILS in which there were non-*Meranaw* learners.
- Instructional assessment should also be put into accounts.
- Assessments of the four (4) levels of assessment should be mastered by the teacher to deem appropriate for learning areas and grade levels.
- More studies and materials development should be done in order to meet all the lackings in Mother Tongue-Based Materials.
- The MTB materials in this study should be used by Grade III Teachers not only in MSU-ILS but also in all other schools where the mother tongue taught is *Meranaw*.

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