MOTHER TONGUE AND ENGLISH LANGUAGE PROFICIENCY LEVELS OF GRADE 5 STUDENTS IN THE DISTRICT OF MOTIONG

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SAMAR COLLEGE

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MASTER OF ARTS IN EDUCATION

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JONALYN A. MABANAN

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled **"MOTHER TONGUE AND ENGLISH LANGUAGE PROFICIENCY LEVELS OF GRADE 5 STUDENTS IN THE DISTRICT OF MOTIONG"** has been prepared and submitted by **JONALYN A. MABANAN** who, having passed the comprehensive examination, is hereby recommended for oral examination.

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A B S T R A C T

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This study determined the proficiency level in Mother Tongue and English subjects and their relationship from among the Grade 5 students in the District of Motiong,

Schools Division of Samar during the School Year 2019-2020. Specifically, the study sought answers to the following questions: 1) what is the profile of the student-respondents

in terms of the following: age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, language spoken at home, number of books read at home, reading materials read at home, favorite subject, and attitude toward English subject; 2) what is the proficiency level of the student-respondents in the following subjects: Mother Tongue during the School Year 2017-2018, and English along the following macro skills: reading, writing, and speaking.

Furthermore, it answered the following questions: 3) is there a significant relationship between the proficiency levels of the student-respondents in the two subjects and their personal profile; 4) is there a significant relationship between the proficiency levels of the student-respondents in Mother Tongue and in English along the afore-cited macro skills; and 5) what implications may be derived based on the findings of this study.

Based on the specific questions posted in this study, the following hypotheses were tested: 1) there is no significant relationship between the proficiency levels of the student-respondents in the two subjects and their

personal profile, and 2) there is no significant relationship between the proficiency levels of the student-respondents in Mother Tongue and in English along the afore-cited macro skills.

From the findings of the study, it was revealed that the highest proficiency level obtained by the student-respondents was 99 while the lowest was 75 in Mother Tongue during the SY 2017-2018. The mean proficiency level of the student-respondents in Mother Tongue during the SY 2017-2018, was posted at 84.66 with a SD of 4.41. On the other hand, the mean score of the student-respondents in a reading test along the macro skill of reading was posted at 3.62 with a SD of 2.15. Corollarily, the highest score obtained by the student-respondents was 13 while the lowest score was zero. The mean score of the student-respondents in a reading test along the macro skill of writing was posted at 2.60 with a SD of 2.51, which indicated their proficiency level in this skill.

Of the 20-item reading test along the macro skill of speaking, 19 was the highest score obtained by the student-respondents while 0 was the lowest. The mean score obtained by the student-respondents in English along the macro skill of speaking was posted at 13.09 with a SD of 2.91. In associating the linear relationship between the proficiency level of the student-respondents in Mother Tongue and their

personal profile, a significant relationship was arrived at along age, parents' highest educational attainment, language spoken at home, and attitude toward English subject while a no significant relationship along the other identified variates.

Furthermore, in associating the linear relationship between the proficiency level of the student-respondents in English and their personal profile, a significant relationship was arrived at along parents' highest educational attainment and their attitude toward English while a no significant relationship along the other identified variates. Also, in associating the Linear relationship between the proficiency level of the student-respondents in Mother Tongue and their proficiency level in English, a significant relationship was arrived at in all the identified macro skills such as Reading, Writing and Speaking.

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THE PROBLEM AND ITS BACKGROUND

Introduction

In order to achieve excellence, one has to give his best performance in any endeavor. In schools, students are developed to their full potential. They undergo trainings and practice their talents and skills in order to achieve excellence in their performance. As the saying goes "Excellence is the unlimited ability to improve the quality of what you have to offer" (www.brainyquote.com/quotes, 12 June 2019).

In fact, excellent performance of students is basically attributed to language proficiency. Language proficiency is the ability to use a language spontaneously for real-world purposes (https://languages.wisc.edu/proficiency/, 12 June, 2019). Language can either be in Mother Tongue, Filipino, or English.

In the Philippines, the term Mother Tongue or mother language is used for the language that a person learned as a child at home usually from their parents. Children growing up in bilingual homes can have more than one Mother Tongue or native language. Mother tongue also refers to a person's native language — that is, a language learned from birth (https://www.thoughtco.com/mother-tongue-language, 12 June 2019).

Moreover, the Republic Act Number 10533 also known as "Enhanced Basic Education Act of 2013", section 4 of this Act states that, basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners. From Kindergarten to Grade 3, instruction, teaching materials and assessment shall be in the regional or native language of the learners. The Department of Education (DepEd) shall formulate a mother language transition program from Grade 4 to Grade 6 so that Filipino and English shall be gradually introduced as languages of instruction until such time when these two languages can become the primary languages of instruction at the secondary level (https://www.officialgazette.gov.ph, 20 June 2019).

In addition, DepEd Order Number 74, Series of 2009 also known as "Institutionalizing Mother Tongue-Based Multilingual Education (MTB-MLE)", paragraph 3.1 states that, first, learners learn to read more quickly when in their first language (L_1); second, pupils who have learned to read and write in their first language learn to speak, read, and write in a second language (L_2) and third language (L_3) more quickly than those who are taught in a second or third language first; and third, in terms of cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire such competencies more quickly (DepEd Order No.74, s. 2009).

Likewise, in the Philippines, English is highly valued not only because it is functional and practical but more importantly, the better one is its ability to understand and use it, and chances of career development. English is always been one of the official languages of the Philippines. It is the language of commerce and law, as well as the primary medium of instruction in education. The English language is well entrenched in Philippine formal education (Regala, 2017:2).

Concomitantly, English language has four main skills and each skill has other sub-skills and skill activities. The main skills are all basic and very important, these are

called macro skills. Macro skills refer to the primary, key, main, and largest skill set relative to a particular context. The four macro skills are listening, reading, writing, and speaking. Listening and speaking are brain input skills but reading and writing are brain output skills (www.bchmsg.yolasite.com, 20 July 2019).

In relating English and Mother Tongue in the educational system, there were a lot of issues. Because of the Mother Tongue program, most Grade 4 pupils in Baguio City could not understand simple English phrases such as, "You put your things on the table," and for lack of English vocabulary would speak in the vernacular and stare blankly the moment they hear lectures in straight English, making translations necessary. Aside from the marked weakness in the English language, many of the pupils also could not read in English (Albano, 2018:5).

However, according to Montemayor (PNA, 2018:1), an official of the DepEd said the use of Mother Tongue as medium of instruction in schools is not a reason for Filipino students to be less proficient in the English language. Students need to develop a strong foundation in their mother language before effectively learning additional languages (Umali, 2018:1).

Although there were issues of whether English was the best language for education in the Philippines, local

languages were not used as media of instruction. In the first place, teachers were trained to teach in English, and there was a dearth of materials in the local language. English was pushed as the primary language of literacy with local languages as auxiliary languages to teach character education, good manners, and right conduct (Martin, 1999:133).

In the District of Motiong, there is a big gap between the Mean Percentage Score (MPS) of Mother Tongue as a subject having 84.68 and that of English which is 75.64 (3rd Quarter School Data Gathering Tool SY 2019-2020).

It is in this perspective that the researcher conducted this to study and determined the relationship between Mother Tongue and English subjects and compare if the learner has high or low academic performance in Mother Tongue, he would have the same performance level in English.

Statement of the Problem

This study determined the proficiency level in Mother Tongue and English subjects and their relationship from among the Grade 5 students in the District of Motiong, Schools Division of Samar during the School Year 2019-2020.

Specifically, the study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following:

1.1 age and sex;

1.2 parents' highest educational attainment;

1.3 parents' occupation;

1.4 gross monthly family income;

1.5 language spoken at home;

1.6 number of books read at home;

1.7 reading materials read at home;

1.8 favorite subject; and

1.9 attitude toward English subject?

2. What is the proficiency level of the student-
respondents in the following subjects:

2.1 Mother Tongue during the School Year 2017-2018;

2.2 English along the following macro skills:

2.2.1 reading;

2.2.2 writing; and

2.2.3 speaking?

3. Is there a significant relationship between the proficiency levels of the student-respondents in the two subjects and their personal profile?

4. Is there a significant relationship between the proficiency levels of the student-respondents in Mother Tongue and in English along the afore-cited macro skills?

5. What implications may be derived based on the findings of this study?

Hypotheses

Based on the specific questions posted in this study, the following hypotheses were tested:

1. There is no significant relationship between the proficiency levels of the student-respondents in the two subjects and their personal profile.

2. There is no significant relationship between the proficiency levels of the student-respondents in Mother Tongue and in English along the afore-cited macro skills.

Theoretical Framework

This study was anchored on the following theories, namely: Behaviorism Theory by Skinner, Cognitivism Learning Theory by Piaget, and Constructivism Theory by Vygotsky.

Behaviorism assumes a learner is essentially passive, and will be shaped through positive or negative reinforcement. Learning is therefore defined as a change in behavior. Skinner (1974) believed that behavior is a function of its consequences, for example, learners will

repeat the desired behavior if positive reinforcement is given. The behavior should not be repeated if negative feedback is given. Giving immediate feedback, whether positive or negative, should enable your learners to behave in a certain way. Positive reinforcement or rewards can include verbal feedback.

Cognitivism by Piaget focuses on what happens in the mind such as thinking and problem-solving. New knowledge is built upon prior knowledge and learners need active participation in order to learn. Changes in behavior are observed, but only as an indication of what is taking place in the learner's mind. Cognitivism uses the metaphor of the mind as a computer: information comes in, is processed, and learning takes place. In this study mother tongue as a subject is considered as prior knowledge of the learners which may enhance their English language proficiency.

Constructivism is about learning being an active, contextualized process of constructing knowledge rather than acquiring it. The learner brings past experiences and cultural factors to a current situation and each person has a different interpretation and construction of the knowledge process. Vygotsky's (1978) theory is one of the foundations of constructivism. It asserts three major themes. 1) Social interaction plays a fundamental role in the process of cognitive development. He felt social

learning precedes development and stated that every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child which is reffered as intrapsychological (Vygotsky, 1978:57).

The second one is that the More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally the teacher, or an older adult, but the MKO could also be a peer, a younger person, or even information from the internet, and the third one is the Zone of Proximal Development (ZPD). The ZPD is the distance between a learner's ability to perform a task under adult guidance and/or with peer collaboration and their ability to solve the problem independently. According to Vygotsky, learning occurs in this zone.

Conceptual Framework

Figure 1 presents the conceptual framework of the study.

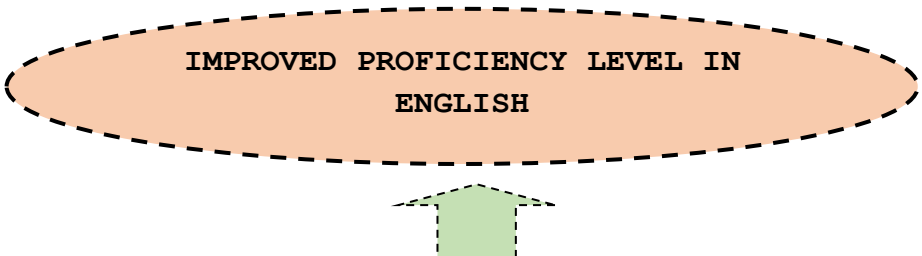
The base frame shows the research environment and the respondents of the study. The respondents are the Grade 5

students in the District of Motiong, Schools Division of Samar.

The base frame is connected to a bigger box which contains the variables and processes involved in this study.

At the left side of the box is the student-respondents profile variates including age and sex, parents' highest educational attainment, parents' occupation, parents' gross monthly family income, language spoken at home, number of books read at home, reading materials read at home, favorite subject and attitude toward English subject. At the right side of the box is the proficiency level of the student-respondents in Mother Tongue and in English along reading, writing, and speaking. These variables were correlated as shown by the two-way arrow. Likewise, the proficiency level of the student-respondents in the two subjects were also correlated. The bigger box is connected to a smaller box containing the findings and implications of the study which served as basis in the attainment of the ultimate goal, that is improved proficiency level in English of Grade 5 students in the District of Motiong.

The feedback loops found at the left and right sides of



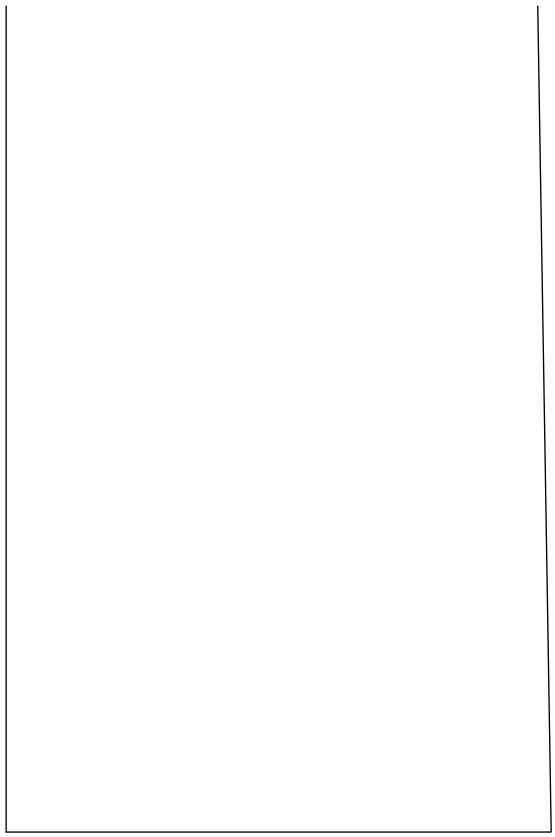


Figure 1. The Conceptual Framework of the Study

the schema indicated that whatever results that would likely be observed as regards to the relationship of Mother

Tongue and English this would provide bases for the attainment of the ultimate goal.

Significance of the Study

The result of the study would be very useful to the students, teachers, school administrators, DepEd key officials, parents, and future researchers.

To the Students. The findings of this study would be beneficial to Grade 5 students. Their English proficiency level would be improved particularly in reading, writing and speaking, hence, they would be exposed to varied intervention and teaching-learning activities that would make their English classes meaningful.

To the Teachers. This study would be beneficial to teachers specially those teaching Grade 5 students for they would be provided with a baseline information on what appropriate intervention and teaching-learning activities would be implemented in their classes to improve the students' proficiency level in English.

To the School Administrators. This would help them in the provision of appropriate action and solutions or technical assistance to teachers in order to improve the English proficiency of the students.

To the DepEd Key Officials. The results of the study would serve as their basis in providing technical

assistance to school heads and teachers as well as policy recommendations to improve the teaching of this subject, thus, improve also the English proficiency of the students.

To the Parents. The parents would also benefit from this study for their children would be provided with enjoyable and meaningful teaching-learning activities, thus, improve their students' proficiency level in English.

To the Future Researchers. Future researchers would likewise find this study invaluable as a reference in terms of the instruments or research design which they could apply in their research undertaking.

Scope and Delimitation of the Study

This study determined the proficiency level of the student-respondents in Mother Tongue and English and their relationship. This involved the Grade 5 students in the District of Motiong, Schools Division of Samar.

This included the profile of Grade 5 students, to wit: age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, language spoken at home, number of books read at home, reading materials read at home, favorite subject, and attitude toward English subject. The English proficiency level focused on the three macro skills such as reading, writing, and speaking, which were captured from the first quarter

examination results, likewise, the proficiency level which is the obtained rating of the student-respondents in Mother Tongue during the School Year 2017-2018 was also included in this study.

This study was conducted during the School Year 2019-2020.

Definition of Terms

The following terms were given their conceptual as well as operational definitions to offer better understanding to the readers.

English. This is a learning area in the K to 12 Curriculum usually referred to as Language. Language is the basis of all communication and the primary instrument of thought. The ultimate goal of the Language Arts and Multiliteracies Curriculum is to produce graduates who apply the language conventions, principles, strategies and skills in 1) interacting with others, 2) understanding and learning other content areas, and 3) fending for themselves in whatever field of endeavor they may engage in (K to 12 Curriculum Guide). Operationally, this refers to the subject taught in Grade 5 focusing in the three macro skills namely, reading, writing, and speaking.

Language Proficiency. Conceptually, this is a measurement of how well an individual has mastered the

language (https://csb.uncw.edu/cen/docs/, 2 January 2020). Operationally, this refers to the mastery in Mother Tongue and English of the Grade 5 students in the District of Motiong.

Macro Skills. This refers to the primary, key, main, and largest skill set relative to a particular context. It is commonly referred to in English language. The four macro skills are reading, listening, writing, and speaking (https://www.google.com/search, 2 January 2020).

Mother Tongue. This means the language which a person has grown up speaking from early childhood (www.google.com, July 20, 2019). In this study, this refers to Waray as the first language of the Grade 5 students when they were still in Grade 3.

Mother Tongue Based Multi-Lingual Education (MTB MLE). This refers to as either as a learning area or as a medium of instruction. As a subject, it will focus on the development of beginning reading and fluency from Grades 1 to 3 and shall likewise be used as medium of instruction (Deped Order No. 16, s. 2012).

Proficiency Level. This term refers to advancement in knowledge or skill **or referred as** progress (www.merriam-webster.com/dictionary, 3 June 2019). In this study, this means the obtained grades in Mother Tongue during the School Year 2017-2018 and in English along reading,

writing, and speaking captured from the first quarter examinations.

Reading. This means the process of looking at a series of written symbols and getting meaning from them or to utter aloud the printed or written words (www.google.com, 12 June 2019). In this study, this refers to the scores obtained by the student-respondents in Grade 5 English along reading.

Speaking. This refers to the skill that gives a person the ability to communicate effectively. This skill allows the speaker, to convey his message in a passionate, thoughtful, and convincing manner (www.google.com, 12 June 2019). In this study, this refers to the scores obtained by the student-respondents in Grade 5 English along speaking.

Writing. This means the act or process of forming visible letters or letters or characters that serve as visible signs of ideas, words, or symbols (www.merriam-webster.com/ dictionary, 12 June 2019). In this study, this refers to the scores obtained by the student-respondents in Grade 5 English along writing.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents discussions of ideas from books, journals, magazines, newspapers, and other published materials. In addition, this chapter also presents excerpts from master's theses and dissertations which were found related to the present study.

Related Literature

The following literature cited were related to Mother Tongue and English as subjects in the K to 12 Curriculum.

The world has witnessed a great decline in literacy rate and a steady rise of the number of out-of-school children. These children either did not have access to formal education, or attended school only to leave later because they did not understand the language of instruction. In addition, the number of indigenous languages becoming extinct is rising because the newer generations speak English or a foreign language more than they speak their own mother tongue (United Nations [UN], 2015; UNESCO, 2015).

The issue of Mother Tongue education has been fiercely but sporadically debated in South Africa since 1994. Proponents of Mother Tongue education tend to argue that

children should be taught in the language they first learned and spoke at home. Those who oppose this approach argue that English is a global language and should be the main language of instruction throughout the school system and into higher education spaces (https://theconversation.com/its-time-to-rethink, 25 July 2019).

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs—who account for more than nine percent of enrollment in grades K-12 in U.S. schools are struggling to meet the requirements for academic success, and their prospects for success in post-secondary education and in the workforce are jeopardized as a result.

Moreover, a defining characteristic of DLLs/ELs is their demographic diversity. They are members of every major racial/ethnic group and include both U.S.- and foreign-born youth. Most come from Latin America and Asia, with Mexico being their leading country of origin. They speak a wide range of languages, including Chinese, French Creole, Fulani, Korean, and Spanish, as well as other languages spoken in Europe, Asia, and other parts of the

world. Relative to other U.S. children, DLLs/ELs are far more likely to live in poverty and in two-parent families with low levels of education. At the same time, DLLs/ELs have assets that may serve them well in their education and future careers. Those who become proficient in both a home or primary language (L1) and English (L2) are likely to reap benefits in cognitive, social, and emotional development and may also be protected from brain decline at older ages. In addition, the cultures, languages, and experiences of English learners are highly diverse and constitute assets for their development, as well as for the nation (Promoting the Educational Success of Children and Youth Learning English: Promising Futures (2017), https://www.nap.edu/download/24677).

Mother Tongue Based-Multilingual Education (MTB-MLE), however, may cause adverse effects on people's English literacy (Alberto et al., 2010:163) consequently affecting their lifelong learning and competitiveness. MTB-MLE reduces individuals' amount of exposure to the English language, thus adversely affecting their English proficiency (Li and Majhanovich, 2010:164).

Yet, English is the language of the academic world. Many scholars write in English. Most books and other sources of knowledge are written in the English language (Hillman, 2015:55).

Kirkpatrick (www.researchgate.net, 30 July 2019) has noted that the needs and aspirations of people cannot be ignored by the rulers of a country which should be inseparable from language policy and planning at the national level, a sentiment mirrored in an observation that institutionalizing an inclusive model of language planning and policy necessitates a careful analysis of the needs of the whole community.

Spolsky (2009:175) suggests that to determine the language policy and planning of a nation-state, four major factors need to be taken into consideration, namely the sociolinguistic ecology or language practices of the nation, a set of beliefs or language ideology, globalization or the pull toward international languages, especially English, and pressure for attention to the rights of indigenous or migrant linguistic minorities.

The importance of pronunciation in communication cannot be denied. In fact, it is as important as grammar and vocabulary. Yet, the evidence of Mother Tongue influence on English is very obvious. This manifests in the form of incorrect pronunciation (http://www.wordsworthelt.com, 5 August 2019).

In addition, pronunciation error may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence, or a general ineptness of the language

could be the reason of mispronunciation. The most common reason is transfer or interference from the Mother Tongue. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the Mother Tongue and English.

It is very common that many foreign language learners have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factors. There are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure, phonetic ability, personality, and motivation (Gick, et al., 1987:33).

According to Llaneta (2018:10), in 2009, the Department of Education (DepEd) recognized the benefits of teaching children using their Mother Tongue or first language. Local and international research has found that children learn to speak, read, and write more quickly in their first language, and can pick up a second and third language more easily if taught in their first language. In the same way, they acquire other academic competencies more quickly, particularly in Science and Mathematics.

The reviewed literature enhanced the researcher's knowledge and understanding on the topic and uses it for

conceptualization and organization of this present endeavor.

Related Studies

A review of related studies both local and foreign was undertaken by the researcher on Mother Tongue and English proficiency which gained an insight and understanding into the development of this particular study.

The study conducted by Hakuta et al. (2000) entitled, "Testing English-Language Learners in U.S. Schools", concluded that English-language learners' academic needs are complex and variable. They need to develop not only mastery of conversational English, but also mastery of the academic spoken and written English necessary to do the academic work for which they are ready. Accomplishing the latter takes four to seven years, on average. Moreover, while their English skills are developing they also need to continue to make progress in other subjects and to receive appropriate and challenging instruction that prepares them.

This study of Hakuta et al. was related to the present study. They both dealt on the proficiency of English language. However, they differed in the type of respondents and research environment. The former was conducted in U.S. while the present study was conducted in the District of Motiong among Grade 5 students.

Another study was conducted by Cole et al. (2019) entitled, “Communication Strategies for Airport Passenger Access and Mobility.” The result of the study showed that multilingual crew members and staff are key to assisting passengers with limited English proficiency. Many airports subscribe to Language Line services that provide real-time interpretation in dozens of languages. New technologies in automated kiosks and biometric programs should also reduce the needs for verbal communication.

This study showed similarity with the present study for both delved on how mother tongue affects English proficiency. However, the former concentrated on the multilingualism and English while the present study focused on the relationship between mother tongue and English language. They also differed in terms of respondents and research environment. The previous study was conducted in America while the present study was conducted in the District of Motiong among Grade 5 students.

The study conducted by Namanya (2017) entitled “The Effects of Mother Tongue-Based Multilingual Education on the English Literacy of Children in Silang, Philippines”, revealed that children taught in the Mother Tongue demonstrated a decline in English literacy level, confirming certain language acquisition theories and fears of some scholars.

The study of Namanya has resemblance with the present study. Both studies delved on Mother Tongue and English language, however, they differed in terms of variables involved, research environment and subjects of the study. The former study involved two sets of group of students from public elementary school and were given pre-tests and post-tests while the present study focused on the relationship between Mother Tongue and English along reading, writing and speaking, and this was conducted in the District of Motiong among Grade 5 students.

In the study of Khan et al. (2017) entitled, "Impact of Mother Tongue on Learning English Language on Secondary School Level Students", results showed that no Mother Tongue has particular influence in the process of learning English language.

This study of Khan et al. has similarity with the present study. Both studies focused on the Mother Tongue and English language. They differed in terms of variables, the former study made use of three Mother Tongue from Pakistan while the present study made use of Waray correlating it with the English language. This study of Khan involved 60 students from the secondary school while the present study involved Grade 5 students from the District of Motiong.

Another study conducted by Alja'arat et al. (2017) entitled, "The Influence of Mother Tongue on Learning English Language by Arab Learners", disclosed that there were differences between Arabic and English and how these differences make Arab learners to commit mistakes at different linguistic levels. The syntactic, lexical, and morphological errors were made by the Arab learners of English, likewise, forming tenses, relative clauses, adverbs,

adjectives, nouns, and articles were also identified.

This study was similar to the present study for both dealt with Mother Tongue and the English language. They differed in terms of specific variables, research environment and respondents. In the present study, the focus was on Waray as Mother Tongue and how this relates to English proficiency of Grade 5 students in the District of Motiong.

Šabec (2017) conducted a study entitled, "The Role of Dialect in Mother Tongue Retention of Slovene Canadians: A Case Study". The results show substantial intergenerational variation in terms of the immigrants' language use and language attitudes and point in the direction of a relatively rapid shift from Slovene to English, but not to the weakening of their sense of ethnic identity. The focus then shifts to the linguistic aspects of Slovene-English

language contact themselves. In addition to interference phenomena in the immigrants' language such as borrowing from English and Slovene-English code switching, special attention is paid to the presence of dialect or standard features in their mother tongue. Lexis in particular is interesting as it shows traces of other languages.

This study of Sabec has resemblance with the present study for both dealt with Mother Tongue and Slovene-English languages. However, they differed in terms of respondents, research environment and variables involved. The present study focused on the Mother Tongue which was Waray and its relationship to English along reading, writing and speaking, and this was conducted in the District of Motiong among Grade 5 students.

Another study conducted by Takanishi and Le Menestrel (2017) entitled, "Promoting the Educational Success of Children and Youth Learning English," revealed that there is no evidence to indicate that the use of two languages in the home or the use of one in the home and another in an early care and education (ECE) setting confuses Dual Language Learners or puts the development of one or both of their languages at risk. Given adequate exposure to two languages, young children have the capacity to develop competence in vocabulary, morphology, syntax, and pragmatics in both.

The study of Takanishi et al. was related to the present study for both delved on the Mother Tongue and English languages. The previous study focused on the extent to which ability in the first language supports or hinders the acquisition of a second language. The present study also configured on this parameter, however, they differed in terms of subjects and the environment. The former was conducted in the United States of America while the present was conducted in the District of Motiong among Grade 5 students.

The study of Yadav (2014) entitled, "Role of Mother Tongue in Second Language Learning", it revealed that the Mother Tongue is proved to have influenced both positive and negative in teaching and learning of English. A learner's first language or L_1 is an important determinant of Second Language Acquisition. The L_1 is a resource which learners use both consciously and subconsciously to help them arrange and rearrange the L_2 or the second language data in the input and to perform as best as they can. The cultural features connected with L_1 use can be put to good effect when teaching L_2. Second language acquisition is a developmental process, L_1 can be a contributing factor to it.

The study of Yadav has relationship with the present study for both dealt with Mother Tongue and a second

language which is English. They differed in terms of variables involved. The present study focused on the relationship between Mother Tongue and English along reading, writing and speaking, and this was conducted in the District of Motiong among Grade 5 students.

Another study conducted by Abad, et al. (2010) entitled, "The Mother Tongue as a Factor in Language Acquisition", revealed that the learners' Mother Tongue has an impact on the learning of the Filipino language. Pure English speakers regardless of grade level, encountered difficulty in acquiring competencies in learning the Filipino language, while pure Filipino or combined Filipino-English speakers are more certain about their views of the Filipino language and the quality of learning experiences. Findings also highlight the notion that bilinguals have an edge in the pursuit of language development as against English monolinguals.

This study of Abad et al. was very similar to the present study. Both disclosed about learnings in Mother Tongue and Filipino-English among Grades 4, 7 and high school students. However, they differed in terms of the specific variables, research environment and respondents involved. The present study focused on the relationship between Mother Tongue and English, and this was conducted in the District of Motiong among Grade 5 students.

The study conducted by David et al. (2009) entitled, “The Impact of Mother Tongue on Students' Achievement in English Language in Junior Secondary Certificate Examination in Western Nigeria”, revealed that Mother Tongue influences the students' poor performance in English language in Junior School Certificate examination and that there were other factors contributing to students' poor performance in English language. These other factors were poor method of teaching, lack of textbooks, language background and lack of professional growth and development of teachers.

This study of David was similar to the present study for both delved on Mother Tongue and English languages. They differed in variables used, respondents, and research environment. The present study was confined with the Mother Tongue which is Waray and its relationship to English along reading, writing, and speaking. This was conducted in the District of Motiong among Grade 5 students.

The foregoing related studies provided insights into the possible variables that have relationship with the proficiency levels in both Mother Tongue and English.

Chapter 3

METHODOLOGY

This chapter presents the research design employed in the study including the instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data collected.

Research Design

The study employed descriptive-correlation research design. The study was descriptive in nature since the study determined the profile variates of student-respondents such as age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, number of books read at home, reading materials read at home, favorite subject, and attitude toward English subject.

On the other hand, the study was correlational in nature because it correlated the profile variates of the student-respondents and proficiency levels in two subjects – Mother Tongue and English along reading, writing and speaking. Likewise, the relationship of these two subjects was also identified.

The data gathered were analyzed using Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment of Coefficient, and Fisher's
t-Test.

Locale of the Study

Figure 2 shows the Map of Motiong, Samar indicating the schools involved in the study. The schools are: Angyap Elementary School, Barayong Elementary School, Bayog Elementary School, Beri Elementary School, Bonga Elementary School, Calantawan Elementary School, Calapi Elementary

School, Caluyahan Elementary School, Canatuan Elementary School, Candumacol Elementary School, Canva-Is Elementary School, Capaysagan Elementary School, Caranas Elementary School, Caulayanan Elementary School, Hinicaan Elementary School, Inalad Elementary School, Linoloban Elementary School, Malobago Elementary School, Malonoy Elementary School, Mararangsi Elementary School, Maypange Elementary School, Motiong Elementary School, New Minarog Elementary School, Oyandik Elementary School, Pamamas-An Elementary School, Pusongan Elementary School, San Andres Elementary School, Sarao Elementary School, and Sto. Niño Elementary School.

Motiong is a fourth class municipality in the Province of Samar. Thus, this classification itself indicates that this municipality is underdeveloped from the time of the first settlers unto the present. The locals depend mostly on farming and fishing by which the primary source of living of

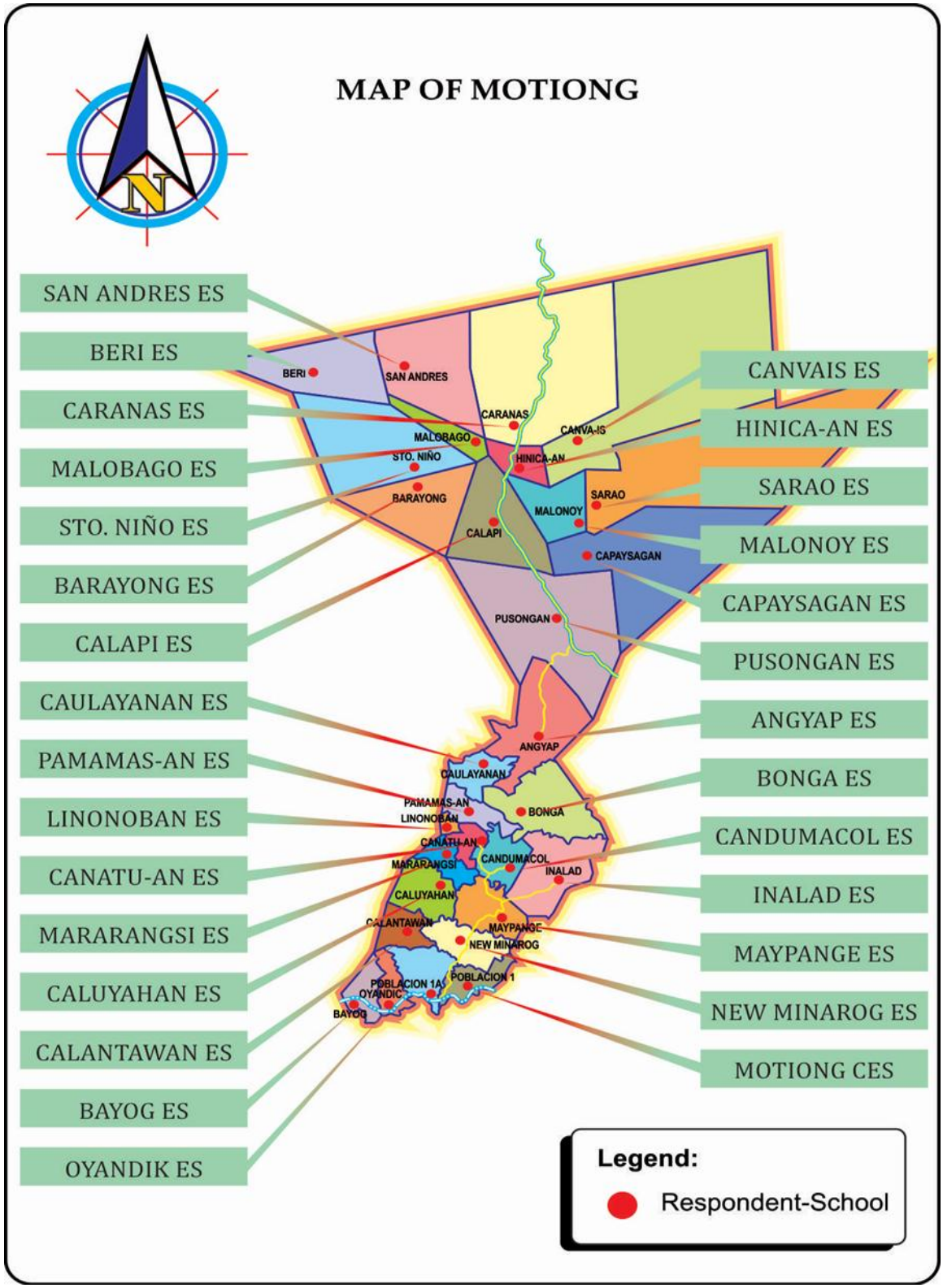


Figure 2. The Map Showing the Locale of the Study

the "Motionganon" were seafood products like oysters and farm goods such as rice, corn, cassava, taro, yam tubers, abaca fibers and coconut fruits by which some resources were unprocessed. The said municipality was formerly part of Wright (Paranas) until it was founded through a House Bill Number 1844 by a certain Cong. Tito V. Tizon and was approved by the Republic Act Number 290 on June 16, 1948. By virtue of this R.A., the municipality was established as an independent town and was politically sub-divided into 29 barangays wherein mostly of those are located at the upstream of Motiong. Likewise, the political affiliation of this town was not under the leadership of a political dynasty except during the regime of former Mayor Langi Sr. with his family (Municipal Planning Office, 2018).

Instrumentation

The researcher made use of the questionnaire as the main data gathering instrument. The proficiency level in Mother Tongue was captured through documentary analysis. The researcher prepared the questionnaire as the principal instrument in data gathering. There was one set of questionnaire composed of three parts. The first part captured personal variates of the student-respondents such as age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, language

spoken at home, number of books read at home, reading materials read at home, and favorite subject.

The second part was for the attitudinal checklist toward English subject which was rated using the five-point Likert Scale: 5 for Strongly Agree (SA), 4 Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

The proficiency level of the student-respondents in Mother Tongue was obtained from their grades during the School Year 2017-2018 when they were still in Grade 3. Third part of the questionnaire was teacher-made test which was used to gather the proficiency level of the student-respondents in English along reading, writing, and speaking, where test items were taken from the validated Regional Test Item Bank. Wherein in reading, the student-respondents read the story "The Fox in the Well" and answered the wh- questions and each correct answer was equivalent to one (1) point. In writing, they would have corrected 10 run-on sentences, copied them on the blank with the correct punctuation and capitalization and each correct answer was equivalent to one (1) point. While in Speaking, they would have read the paragraph and checked for the pronunciation of the word and the following rubrics was used as bases for grading.

Rubrics in Reading a Paragraph

(20 Points)

5	4	3	2
Enunciates all the words properly.	Enunciates the words properly but mispronounced at least 3 words.	Enunciates the words properly but failed to pronounce 6-10 words correctly.	Mispronounced more than 10 words.
Pauses at commas and stops at periods.	Failed to pause 3-5 times at commas and periods.	Failed to pause 6-10 times at commas and periods.	Failed to pause more than 10 times at commas and periods.
Had not omitted any words in the paragraph.	Had omitted 3-5 words in the paragraph.	Had omitted 6-10 words in the paragraph.	Had omitted more than 10 words.
Had not repeated any words in the paragraph causing him/her to have miscues.	Had repeated 3-5 words in the paragraph.	Had repeated 6-10 words in the paragraph.	Had repeated more than 10 words in the paragraph.

Validation of Instrument

The questionnaire developed by the researcher was validated through expert validation. The suggestions of the panel members during the pre-oral defense was considered and incorporated before the final draft was reproduced.

From the time the final draft was produced, it was subjected for dry-run from among Grade 5 students in the District of Jiabong, Schools Division of Samar. Suggestions and recommendations from the dry-run were again incorporated and a one-time test method was administered in which result was posted at 0.93. The validation result was subjected to the Cronbach's Alpha formula (Raagas, 2010: 78-80) and was compared and interpreted with the Table of Reliability suggested by George and Mallery (2003:25), showing that the instrument was excellent both in its content and face validity.

Sampling Procedure

The study employed stratified random sampling. It involved Grade 5 students from the different schools in the District of Motiong, Schools Division of Samar. There were 338 Grade 5 students in the District of Motiong, with the use

Table 1

Table of Reliability

Reliability Coefficient	Interpretation
$\alpha \geq 0.90$	Excellent

$0.80 \leq \alpha\ 0.89$	Very Good
$0.70 \leq \alpha\ 0.79$	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha\ 0.69$	Acceptable (There are probably a few items which could be improved.)
$0.50 \leq \alpha\ 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

of Slovin's formula, there were only 182 student-respondents sampled in this study, representing the different elementary schools in the District of Motiong, as shown in Table 2.

Data Gathering Procedure

The researcher drafted a letter addressed to the DepEd Superintendent of Schools Division of Samar to allow the researcher to conduct the study. The researcher personally visited the schools and talked to the principals to seek for their assistance in the conduct of the study.

The researcher also personally administered the fielding of the questionnaire to the respondents and obtained a 100 percent response rate. The data gathered from the survey questionnaire were organized, tabulated, and were fed to a computer for machine processing using Microsoft Excel.

This was conducted from September to December 2019.

Statistical Treatment of Data

To ensure better and reliable results, the following statistical treatments were employed in analyzing the raw data which were collected and these are: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Frequency Count. This statistic was used in reporting the profile of the respondents in terms of such as age and

Table 2

Number of Respondents of the Study by School

School	Students	
	N	n
Angyap Elem School	7	4
Barayong Elem. School	5	3
Bayog Elem. School	17	9
Beri Elem. School	1	0
Bonga Elem. School	20	11
Calantawan Elem. School	4	2
Calapi Elem. School	67	37
Caluyahan Elem. School	7	3
Canatu-an Elem. School	8	4
Candumacol Elem. School	10	5
Canva-is Elem. School	4	2
Capaysagan Elem. School	2	2
Caranas Elem. School	23	13
Caulayanan Elem. School	4	2
Hinica-an Elem. School	7	4
Inalad Elem. School	10	5
Linoloban Elem. School	11	6
Malobago Elem. School	2	1
Malonoy Elem. School	3	2
Mararangsi Elem. School	5	2
Maypange Elem. School	13	7
Motiong Elem. School	82	43
New Minarog Elem. School	7	4
Oyandik Elem. School	10	6
Pamamas-an Elem. School	1	0

Pusongan Elem. School	4	3
San Andres Elem. School	1	1
Sarao Elem. School	2	1
Sto. Niño Elem. School	1	0
Total	**338**	**182**
Response Rate	**100.00%**	

sex, parents' highest educational attainment, parents' occupation, gross monthly family income, number of books read at home, reading materials read at home and favorite subject.

Percentage. This statistical tool was used in presenting the proportion of the student-respondents having the same profile variates. The formula used was (Sevilla et al. 1992:200):

$$P = [f/N] \times 100$$

where P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was employed to calculate the averages where the measure is applicable like age and monthly family income. The following formula was (Freud & Simon, 1992:35) used:

$$\mu = \frac{\sum fX}{N}$$

Where: μ refers to the arithmetic mean;

f refers to the frequency of an occurrence;

X refers to the identified variable; and

N refers to the sample size.

Standard Deviation. This statistical measure was utilized in describing the extent to which the data vary among themselves such as age, gross monthly family income. The following formula (Freud & Simon, 1992:35) used was:

$$s = \sqrt{\frac{\sum f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

$\sum f$ refers to the summation of frequency of occurrence;

X refers to the identified variable; and

μ refers to the arithmetic mean.

Weighted Mean. This was used to express the collective percentage of each group of respondents.

$$\mu_w = \frac{\sum f_i X_i W_i}{N}$$

where: μ_w refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of variable;

W_i refers to the weights which are expressed in a five-point Likert or Thurstone scales; and

n refers to the sample size.

Pearson's Product-Moment Coefficient Correlation. This statistical tool was used to determine the relationship between student-respondents' profile and the proficiency levels in Mother Tongue and English. The formula which was used (Walpole, 1982:376) is:

$$rxy = \frac{N\sum xy - (\sum y)\ (\sum y)}{\sqrt{[N\sum x^2 - \sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

where:

rxy = refers to the computed correlation coefficient between X and Y;

$\sum y$ = refers to the sum of the values in the first set of dependent variable

$\sum x$ = refers to the sum of the values in the second set of dependent variable

$\sum xy^2$ = refers to the sum of the product of X and Y;

$\sum X^2$ = refers to the sum of the squared X values; and

$\sum Y^2$ = refers to the sum of the squared Y values.

In interpreting the degree of correlation, Table 3 was used.

Fisher's t-Test. This was used to test the significance of relationship between paired variables. The Fisher's t-Test (Walpole, 1982:382) formula is:

$$t = r\sqrt{\frac{n-2}{1-r^2}}$$

where: r= refers to the computed correlation coefficient

N= refers to the number of paired observation

t= refers to the computed Fisher's t-value/ significance of the correlation coefficient.

The computed value was compared with the critical value

Table 3

Table of Coefficient of Correlation

Coefficient Correlation	Interpretation
0	No linear association
0<p<± 0.2	Very weak linear association
±0.2≤p<±0.4	Weak linear association
±0.4≤p<±0.6	Moderate linear association
±0.6≤p<±0.8	Strong linear association
±0.8≤p<±0.1.0	Very Strong linear association
+1.0	Perfect linear association

adopting the following decision rule: accept the null hypothesis if and when the computed value turned lesser

than the critical value; and reject the null hypothesis if and when it turned otherwise.

The hypotheses were tested at 0.05 level of significance to determine the critical region of acceptance and rejection. For precision and accuracy in the computation, the researcher utilized the available software and statistical packages in the data processing.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included are the profile of student-respondents, proficiency level of the student-respondents, relationship between the proficiency level of the student-respondents and their profile, relationship between the proficiency level of the student-respondents in Mother Tongue and in

English along its macro skills and implications derived from the findings of the study.

Profile of Student-Respondents

This part provides the profile of student-respondents in terms of the following variates, namely: age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, language spoken at home, number of books read at home, favorite subject, and attitude toward English subject.

Age and Sex. Table 4 presents the age and sex distribution of the student-respondents.

From the table, it can be gleaned that the oldest student-respondent was aged 14 years old while the youngest was nine years old whereby majority of them fall at age of 10

Table 4

Age and Sex Distribution of Student-Respondents

Age	Sex			f	%
	Male	Female	Not Stated		
14	1	5	0	6	3.30
13	4	1	0	5	2.75
12	6	3	0	9	4.94
11	10	15	0	25	13.74
10	45	70	0	115	63.19
9	3	8	0	11	6.04
Not Stated	5	0	6	11	6.04

Total	**74**	**102**	**6**	**182**	**100.00**
%	**40.70**	**56.00**	**3.30**	**100.00**	
Mean	**10.29 years old**				
S. D.	**.85 years**				

years old accounting for 115 or 63.19 percent. Twenty-five or 13.74 percent of the student-respondents were aged 11 years old while 11 or 6.04 percent were aged nine years old and the rest were slimly distributed to the other identified ages including the 11 or 6.04 percent who did not disclose their ages.

The mean age of the student-respondents was posted at 10.29 years old with a standard deviation (SD) of .85 years. The data signified that the student-respondents were on their early 10's just fitted for the grade level they were enrolled in with an age difference of less than one year, which denoted that they were almost of the same age level with relatively similar maturity.

Moreover, majority of the student-respondents were female accounting for 102 or 56.00 percent. The male counterpart was composed of 74 or 40.70 percent only and six of them or 3.30 percent failed to indicate their sexes.

The foregoing data suggested female dominance among the student-respondents, a common scenario in the roster of

enrollment in almost all schools across the region whereby more female students enrolled than the male counterpart. This was the reverse of the sex ratio of Region 8 based on the latest Census of Population (PSA, 1995) where the male outnumbered the female. However, this does not preclude that the males were not interested in schooling probably they just defer their schooling for the reason that they give priority on assisting their family earn a living.

Parents' Highest Educational Attainment. Table 5 shows the parents' highest educational attainment.

Table 5 shows that the highest educational level of the parents of the student-respondents was post-graduate and the lowest was elementary level. Among the fathers, a number of them, that is, 83 or 45.60 percent reached the elementary level while 28 or 15.39 percent were elementary graduates, 22 or 12.09 percent were able to reach the high school level and the rest were distributed in the other identified levels

Table 5

Parents' Highest Educational Attainment of Student-Respondents

Educational Level	Father		Mother	
	f	%	f	%
Post Graduate	1	0.55	2	1.10
College Graduate	14	7.69	21	11.54
College Level	16	8.79	21	11.54
High School Graduate	15	8.24	14	7.69

High School Level	22	12.09	23	12.64
Elementary Graduate	28	15.39	36	19.78
Elementary Level	83	45.60	59	32.42
Not Stated	3	1.65	6	3.29
Total	**182**	**100.00**	**182**	**100.00**

of education, but it includes the three or 1.65 percent who never gave information regarding this variate.

Furthermore, Table 5 presents that of the mothers of the student-respondents, a number of them, that is, 59 or 32.42 percent reached the elementary level while 36 or 19.78 percent were elementary graduates, 23 or 12.64 percent reached the high school level, 21 or 11.54 percent the college level and the rest were slimly distributed to the other identified educational levels to include the six or 3.29 percent who did not mind giving this information for unknown reason.

The parents of the student-respondents were functional literates who have the capacity to read, write and comprehend simple messages including the ability to do calculations, which was an advantage for the students considering that they

could assist them in their studies.

Parents' Occupation. Table 6 reveals the parents' occupation of the student-respondents.

The table shows that a number of the fathers of the student-respondents, that is, 85 or 46.70 percent were

farmers while 24 of them or 13.19 percent were drivers and the rest were distributed to the other identified

Table 6

Parents' Occupation of Student-Respondents

Occupation	Father		Mother	
	f	%	f	%
Overseas Worker	8	4.39	8	4.39
Medical Practitioner	1	0.55	4	2.20
Teacher	5	2.75	8	4.39
Engineer	2	1.10	0	0.00
AFP/PNP	2	1.10	0	0.00
LGU Elected Official	2	1.10	3	1.65
Government Employee	3	1.65	0	0.00
Private Company Employee	4	2.20	2	1.10
Sales Agent/ Entrepreneur	1	0.55	5	2.75
Technician	4	2.20	3	1.65
Farmer	85	46.70	51	28.02
Carpenter	15	8.24	1	0.55
Tailor/Dressmaker	2	1.10	2	1.10
House Helper	13	7.14	73	40.11
Driver	24	13.19	2	1.10
Others	8	4.39	13	7.14
Not Stated	3	1.65	7	3.85
Total	**182**	**100.00**	**182**	**100.00**

occupations. However, three of them or 1.65 percent did not disclose their occupations.

On the other hand, Table 6 presents that 73 of the mothers of the student-respondents or 40.11 percent were

house-helpers while 51 of them or 28.02 percent were farmers and the rest were thinly distributed to the other identified occupations to include the seven mothers or 3.85 percent who held their anonymity in this information.

The foregoing data suggested that the parents of the student-respondents were engaged in gainful occupation, which was their primary source of their living.

Gross Monthly Family Income. Table 7 discloses the gross monthly family income of the student-respondents.

Table 7

Gross Monthly Family Income of Student-Respondents

Income Bracket	f	%
P6,000 and above	63	34.62
P5,500-P5,999	17	9.34
P5,000-P5,499	15	8.24
P4,500-p4,999	14	7.69
P4,000-P4,499	16	8.79
P3,500-P3,999	9	4.94
P3,000-P3,499	13	7.14
P2,500-P2,999	8	4.40
P2,000-P2,499	8	4.40
P1,999 and below	13	7.14
Not Stated	6	3.30
Total	**182**	**100.00**

The table shows that a number of the student-respondents, that is, 63 or 34.62 percent registered a monthly income of P6,000 and above while 17 or them or 9.34 percent earned P5,500-P5,999, 16 or 8.79 percent had an

income of P4,000-4,499 monthly, 15 or 8.24 percent had a monthly income of P5,000-P5,499 and the rest were slimly distributed to the other identified income brackets with six or 3.30 percent who kept silent regarding their monthly income.

The data signified that the family of the student-respondents earned a regular monthly income, which they used to sustain the basic, nutritional needs of the family members including their educational needs.

Language Spoken at Home. Table 8 contains the language spoken at home by the student-respondents.

The table shows that almost all the student-respondents spoke Waray language at home accounting for 174 or 95.60

Table 8

Language Spoken at Home of Student-Respondents

Language	f	%
Waray	174	95.60
Tagalog	5	2.75
Not Stated	3	1.65
Total	**182**	**100.00**

percent while five of them or 2.75 percent spoke Tagalog language at home and the remaining three or 1.65 percent did not disclose the language they spoke at home.

The data revealed that the student-respondents were Waray-speaking being a native of the Island of Samar, the Waray ethnics.

Number of Books Read at Home. Table 9 reveals the number of books read at home by the student-respondents.

The table reveals that the maximum number of books read by the student-respondents at home was more or less 10 books while the minimum was one book only. A number of them, that is, 57 or 31.32 percent were able to read 1-2 books at home while 38 or 20.88 percent were able to read 5-6 books at home,

Table 9

Number of Books Read at Home of Student-Respondents

No. of Books	f	%
9-10	2	1.10
7-8	8	4.40
5-6	38	20.88
3-4	38	20.88
1-2	57	31.32
Not Stated	39	21.42

Total	**182**	**100.00**

another 38 or 20.88 percent were able to read 3-4 books at home and the rest were distributed to the other identified number of books read at home. However, included in this count the 39 or 21.42 percent who did not disclose the number of books they read at home.

The foregoing data suggested that reading had been a re-

gular habit of the student-respondents at home where they read available materials to enhance their stock knowledge. This denoted that the student-respondents exerted efforts also to enhance their reading skills at home.

Reading Materials Read at Home. Table 10 presents the reading materials read by the student-respondents at home.

Table 10 shows that majority of the student-respondents read books at home accounting for 142 or 78.02 percent while

Table 10

Reading Materials Read at Home of Student-Respondents

Kind of Reading Material	f	%
Books	142	78.02
Magazines	8	4.40

Newspaper	1	0.55
Novel	4	2.20
Comics	16	8.79
Not Stated	11	6.04
Total	**182**	**100.00**

16 of them or 8.79 percent read comics at home, eight or 4.40 percent read magazines at home, four or 2.20 percent read novel at home, one or 0.55 percent read newspaper at home and the remaining 11 student-respondents or 6.04 percent did not disclose the type of reading material they read at home.

The data signified that the student-respondents had a variety of reading materials, which they read at home to enhance their reading skills. But common to these are books, the readily available reading materials at their respective homes.

Favorite Subject. Table 11 presents the favorite subject of the student-respondents.

Table 11

Favorite Subject of Student-Respondents

Subject	f	%
English	34	18.68
Science	16	8.79
Mathematics	29	15.93

Araling Panlipunan	48	26.37
MAPEH	23	12.64
Edukasyon sa Pagpapakatao	5	2.75
TLE	1	0.55
Filipino	21	11.54
Not Stated	5	2.75
Total	**182**	**100.00**

From the table, it can be noted that a number of the student-respondents, that is, 48 or 26.37 percent preferred Araling Panlipunan as their favorite subject while 34 or 18.68 percent considered English as their favorite subject, 29 or 15.93 percent disclosed that Mathematics was their favorite subject, 23 or 12.64 percent preferred MAPEH as their favorite subject, 21 or 11.54 percent had Filipino as their favorite subject areas as their favorite subject however five or subject and the rest were distributed to the other identified 2.75 percent of them did not categorically state their favorite subject probable because of undecisiveness, which made them fail to identify their favorite subject at the time of data gathering.

Attitude Toward English Subject. Table 12 appraises the attitude of the student-respondents toward the English subject. There were 10 identified attitude statements whereby this group of respondents expressed their agreement or disagreement in each statement.

Table 12 reveals that the student-respondents "agreed" three attitude statements only corresponding to Numbers 1, 3 and 2 stating: "I enjoy in my English class," "I read books in English" and "I like books written in English," with weighted means of 3.84, 3.60 and 3.55, respectively. However, they were "uncertain" along the remaining seven attitude statements with weighted means ranging from 2.94 to 3.25.

Table 12

Attitude of Student-Respondents Toward English Subject

Attitude Statement	Weighted Mean	Inter-pretation
1. I enjoy in my English class.	3.84	Agree
2. I like books written in English.	3.55	Agree
3. I read books in English.	3.60	Agree
4. I like expressing ideas in English.	3.06	Uncertain
5. I can easily comprehend books written in English.	3.11	Uncertain
6. I feel happy if someone talks to me in English.	3.25	Uncertain
7. I have a collection of English books.	3.24	Uncertain
8. I became interested in English because of its easy translation from Mother Tongue.	3.13	Uncertain
9. I spend time in writing notes in English.	3.25	Uncertain
10. I understand almost everything if ideas are expressed in English.	2.94	Uncertain
Grand Weighted Mean	**3.30**	
Interpretation	**Uncertain**	

Legend: 4.51-5.00 Strongly Agree (SA)
3.51-4.50 Agree (A)

2.51-3.50	Uncertain	(U)
1.51-2.50	Disagree	(D)
1.00-1.50	Strongly Disagree	(SD)

Attitude Statement Numbers 6 and 9 equally obtained the highest weighted mean stating: "I feel happy if someone talks to me in English" and "I spend time in writing notes in English." On the other hand, Number 10 got the least weighted mean with the statement stating, "I understand almost
everything if ideas are expressed in English."

Taken as a whole, the student-respondents were "uncertain" on their attitude toward the English subject being manifested by the grand weighted mean of 3.30. This suggested that they had a moderately favorable attitude toward the English subject probably because they found it a little bit harder for them, particularly, on the comprehension phase.

Proficiency Level of the Student-Respondents in the Identified Learning Areas

This part provides the proficiency level of the student-respondents in the following subject areas, namely: Mother Tongue and English.

Mother Tongue. Table 13 presents the proficiency level of the student-respondents in the Mother Tongue during the School Year (SY) 2017-2018.

The table shows that the highest proficiency level obtained by the student-respondents was 99 while the lowest was 75 in Mother Tongue during the SY 2017-2018. A number of them, that is, 76 or 41.77 percent garnered a proficiency level of 85-89 while 53 or 29.12 percent obtained 80-84 proficiency level, 26 or 14.28 percent got a proficiency level of 90-94, another 26 or 14.28 percent obtained a proficiency level of 75-79 and one or 0.55 percent got a proficiency level

Table 13

Proficiency Level of Student-Respondents in Mother Tongue: SY 2017-2018

Proficiency	f	%
95-99	1	0.55
90-94	26	14.28
85-89	76	41.77
80-84	53	29.12
75-79	26	14.28
Total	**182**	**100.00**
Mean	**84.66**	
S. D.	**4.41**	

of 95-99.

The mean proficiency level of the student-respondents in Mother Tongue during the SY 2017-2018, was posted at 84.66 with a SD of 4.41. This signified that the student-respondents got a favorable proficiency level in the

aforementioned subject area considering that their ethnicity was Waray and, therefore, fluent with the mother tongue which is Waray.

English. Tables 14 to 16 present the proficiency level of the student-respondents in English based on the teacher-made test along the macro skills of reading, writing, and speaking.

Reading. Table 14 contains the raw score of the student-respondents in a test on the macro skill of English, which is

Table 14

Proficiency Level of Student-Respondents in English along Reading: SY 2019-2020

Raw Score (N=10)	f	%
9	4	2.20
8	7	3.85
7	10	5.49
6	17	9.34
5	18	9.89
4	31	17.03
3	33	18.13
2	27	14.84
1	27	14.84
0	8	4.39
Total	**182**	**100.00**

Mean	**3.62**
S. D.	**2.15**

reading.

The table shows that 33 student-respondents out of 182 or 18.13 percent garnered a score of three in a 10-item reading test while 31 or 17.03 percent obtained a score of four, 27 or 14.84 percent got a score of two, another 27 or 14.84 percent obtained a score of one and the rest of the student-respondents were slimly distributed to the other

identified scores in the reading test.

The mean score of the student-respondents in a reading test along the macro skill of reading was posted at 3.62 with a SD of 2.15, which indicated their proficiency level in this skill. The data signified that the student-respondents manifested lower proficiency level in reading inasmuch as majority of their scores was below the mean. This can be construed that these students need enhancement in their reading skills.

Writing. Table 15 shows the raw score of the student-respondents in a test on the macro skill of English, which is Writing.

Table 15 shows that of a 15-item reading test along the macro skill of writing, the highest score obtained by the student-respondents was 13 while the lowest score was zero. A number of them, that is, 63 or 34.62 percent got zero while 24 or them or 13.19 percent obtained a score of five, 23 or 12.64 percent got a score of four and the rest were thinly distributed to the other identified scores.

The mean score of the student-respondents in a reading test along the macro skill of writing was posted at 2.60 with a SD of 2.51, which indicated their proficiency level in this skill. The data signified that the student-respondents manifested lower proficiency level in writing considering that majority of their scores was below the mean. This can be

Table 15

Proficiency Level of Student-Respondents in English along Writing: SY 2019-2020

Raw Score (N=15)	f	%
13	1	0.55
8	2	1.10
7	7	3.84
6	15	8.24
5	24	13.19
4	23	12.64
3	17	9.34
2	12	6.59
1	18	9.89

0	63	34.62
Total	**182**	**100.00**
Mean	**2.60**	
S. D.	**2.51**	

construed that these students need enhancement in their writing skills.

Speaking. Table 16 shows the raw score of the student-respondents in a test on the macro skill of English, which is Speaking.

The table shows that of the 20-item reading test along the macro skill of speaking, 19 was the highest score obtained by the student-respondents while 0 was the lowest. A number of them, that is, 24 or 13.19 percent obtained a score of 17 while 23 or 13.64 percent obtained a score of 13, 19 or 10.44

Table 16

Proficiency Level of Student-Respondents in English along Speaking: SY 2019-2020

Raw Score (N=20)	f	%
19	2	1.10
18	6	3.30
17	24	13.19
16	19	10.44
15	14	7.69
14	19	10.44
13	23	12.64

12	18	9.89
11	16	8.79
10	16	8.79
9	14	7.69
8	9	4.94
0	2	1.10
Total	**182**	**100.00**
Mean	**13.09**	
S. D.	**2.91**	

percent obtained a score of 16, another 19 or 10.44 percent got a score of 14 and the rest were slimly distributed to the other identified scores.

The mean score obtained by the student-respondents in English along the macro skill of speaking was posted at 13.09 with a SD of 2.91, which signified their proficiency level. The data signified that the student-respondents showed lower proficiency level in speaking considering that majority of their scores was below the mean. This can be construed that

these students need enhancement in their speaking skills.

In summary, the student-respondents need enhancement in Reading along the three identified macro skills considering that their performance manifesting their proficiency level was not favorable.

Relationship Between the Proficiency Levels and the Student-Related Profile

This part reveals the linear association between the proficiency levels of the student-respondents in Mother Tongue and English and their personal profile.

Mother Tongue. Table 17 presents the linear relationship between the proficiency level of the student-respondents in Mother Tongue and their personal profile, namely: age, sex, parents' highest educational attainment, parents' occupation, gross monthly family income, language spoken at home, number of books read at home, reading materials read at home, favorite subject and attitude toward English subject.

Age. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their age, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .148 denoting a "very weak linear association."

To ascertain the significance of the coefficient value,

Table 17

Relationship Between the Proficiency Level of Student-Respondents in Mother Tongue and Their Profile Variates

Variate	Linear Association	Fisher's	p-	Evaluation/

	Coeffi-cient	Degree	t-Value	Value @ α = .05	Decision
Age	.148	Very Weak	2.008	.050	S / Reject Ho.
Sex	.135	Very Weak	1.828	.075	NS / Accept Ho.
Parents' Highest Educational Attainment	.301	Weak	4.235	.000	S / Reject Ho
Parents' Occupation	.004	Very Weak	.054	.953	NS / Accept Ho.
Gross Monthly Family Income	-.135	Very Weak	1.828	.074	NS / Accept Ho.
Language Spoken at Home	-.213	Weak	2.925	.004	S / Reject Ho
Number of Books Read at Home	.062	Very Weak	.833	.460	NS / Accept Ho.
Reading Materials Read at Home	-.075	Very Weak	1.009	.326	NS / Accept Ho.
Favorite Subject	-.087	Very Weak	1.172	.244	NS / Accept Ho.
Attitude Toward English Subject	.288	Weak	4.035	.000	S / Reject Ho

Fisher's t-critical = ±1.973 S = Significant
df = 180; α = .05 NS = Not Significant

it was tested using the Fisher's t-Test whereby the computed value was posted at 2.008 with a p-value of .050.

Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null

hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned equal with the α. This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their age" was rejected which meant that the proficiency level of the student-respondents in the Mother Tongue was significantly influenced by their age.

The coefficient being positive suggested a directly proportional linear association denoting that older students tend to perform favorably than the young ones. This could mean that maturity of the students served as a driving force for the students to perform higher.

Sex. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their sex, the Pearson's Product-Moment Coefficient of Correlation was employed at α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at .135 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.828 with a p-value of .075. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their sex" was accepted which meant that the proficiency level of the student-respondents in the Mother Tongue was not significantly influenced by their sex.

Parents' Highest Educational Attainment. In associating

linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their parents' highest educational attainment, the Pearson's Product-Moment Coefficient of Correlation was employed at α = .05

level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at .301 denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 4.235 with a p-value of .000. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their parents' highest educational attainment" was rejected which meant that the proficiency level of the student-respondents in the Mother Tongue was significantly influenced by their parents' highest educational attainment.

The coefficient being positive suggested a directly proportional linear association denoting that the student-respondents whose parents obtained higher educational attainment manifested favorable proficiency level also in the Mother Tongue.

Parents' Occupation. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their parents' occupation, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and df = 180 with a critical value of ± 1.973 whereby the coefficient value was

posted at .004 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .054 with a p-value of .953. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear

association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their parents' occupation" was accepted which meant that the proficiency level of the student-respondents in the Mother Tongue was not significantly influenced by their parents' occupation.

Gross Monthly Family Income. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their gross monthly family income, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .135 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.828 with a p-value of .074. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null

hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their gross monthly family income" was accepted which meant that the proficiency level of the student-respondents in the Mother Tongue was not significantly influenced by their gross monthly family income.

Language Spoken at Home. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their language spoken at home, the Pearson's Product-Moment Coefficient of Correlation was employed at α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at -.213 denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 2.925 with a p-value of .004. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by

the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their language spoken at home" was rejected which meant that the proficiency level of the student-respondents in the Mother Tongue was significantly influenced by, the language they speak at home.

The coefficient being negative suggested an inverse linear association denoting that the student-respondents who usually speak Waray language at home manifested favorable proficiency level in the Mother Tongue than those who speak other language.

Number of Books Read at Home. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and the number of books read at home, the Pearson's Product-Moment Coefficient of Correlation was employed at α = .05 level of significance

and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at .062 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .833 with a p-value of .460. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and the number of books read at home" was accepted which meant that the proficiency level of the student-respondents in the Mother Tongue was not significantly influenced by the number of books they read at home.

Reading Materials Read at Home. In associating linear relationship between the proficiency level of the student-

respondents in the Mother Tongue and the reading materials read at home, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and df = 180 with a critical value of ± 1.973 whereby the coefficient value was posted at -.075 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.008 with a p-value of .326. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and the reading materials read at home" was accepted which meant that the proficiency level of the student-

respondents in the Mother Tongue was not significantly influenced by the reading materials they read at home.

Favorite Subject. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their favorite subject, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and df = 180 with a critical value of ± 1.973 whereby the coefficient value was posted at -.087 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.172 with a p-value of .244. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother

Tongue and their favorite subject" was accepted which meant that the proficiency level of the student-respondents in the Mother Tongue was not significantly influenced by their favorite subject.

Attitude Toward English Subject. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their attitude toward English subject, the Pearson's Product-Moment Coefficient of Correlation was employed at $\alpha = .05$ level of significance and df = 180 with a critical value of ± 1.973 whereby the coefficient value was posted at .288 denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 4.035 with a p-value of .000. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned

variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in the Mother Tongue and their attitude toward English subject" was rejected which meant that the proficiency level of the student-respondents in the Mother Tongue was significantly influenced by their attitude toward English subject.

The coefficient being positive suggested a direct proportional linear association denoting that the student-respondents whose attitude toward the English subject was favorable manifested favorable proficiency level in the Mother Tongue also than those who were apathetic to it.

In summary, of the student-related variages, only age, parents' highest educational attainment, language spoken at home and their attitude toward the English subject proved to significantly influence their proficiency level in the Mother Tongue. The other profile characteristics had nothing to do with it.

English. Table 18 presents the linear relationship between the proficiency level of the student-respondents in English and their personal profile, namely: age, sex, parents' highest educational attainment, parents' occupation, gross monthly family income, language spoken at

home, number of books read at home, favorite subject and attitude toward English subject.

Age. In associating linear relationship between the proficiency level of the student-respondents in English and

Table 18

Relationship Between the Proficiency Level of Student-Respondents in English and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-.043	Very Weak	.577	.578	NS / Accept Ho.
Sex	.040	Very Weak	.537	.594	NS / Accept Ho.
Parents' Highest Educational Attainment	.244	Weak	3.376	.001	S / Reject Ho.
Parents' Occupation	.049	Very Weak	.658	.511	NS / Accept Ho.
Gross Monthly Family Income	.038	Very Weak	.510	.618	NS / Accept Ho.
Language Spoken at Home	-.117	Very Weak	1.581	.118	NS / Accept Ho.
Number of Books Read at Home	.141	Very Weak	1.911	.093	NS / Accept Ho.
Reading Materials Read at Home	.038	Very Weak	.510	.625	NS / Accept Ho.
Favorite Subject	-.032	Very Weak	.430	.673	NS / Accept Ho.
Attitude Toward English Subject	.210	Weak	2.882	.004	S / Reject Ho.

Fisher's t-critical = ±1.973 S = Significant
df = 180; α = .05 NS = Not Significant

their age, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at -.043 denoting a "very weak
linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .577 with a p-value of .578. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their age" was accepted which meant that the proficiency

level of the student-respondents in English was not significantly influenced by their age.

Sex. In associating linear relationship between the proficiency level of the student-respondents in English and their sex, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .040 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .537 with a p-value of .594. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and

their sex" was accepted which meant that the proficiency level of the student-respondents in English was not significantly influenced by their sex.

Parents' Highest Educational Attainment. In associating linear relationship between the proficiency level of the student-respondents in English and their parents' highest educational attainment, the Pearson's Product-Moment Coefficient of Correlation was employed at t $\alpha = .05$ level of significance and df = 180 with a critical value of ± 1.973 whereby the coefficient value was posted at .244 denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 3.376 with a p-value of .001. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis

stating that, “there is no significant relationship between the proficiency level of the student-respondents in English and their parents’ highest educational attainment” was rejected which meant that the proficiency level of the student-respondents in English was significantly influenced by their parents’ highest educational attainment.

The coefficient being positive suggested a direct proportional linear association denoting that the students whose parents obtained higher educational attainment manifested favorable proficiency level in English than those whose parents obtained lower educational attainment.

Parents’ Occupation. In associating linear relationship between the proficiency level of the student-respondents in English and their parents’ occupation, the Pearson’s Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .049 denoting a “very weak linear association.”

To ascertain the significance of the coefficient value, it was tested using the Fisher’s t-Test whereby the computed value was posted at .658 with a p-value of .511. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null

hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their parents' occupation" was accepted which meant that the proficiency level of the student-respondents in English was not significantly influenced by their parents' occupation.

Gross Monthly Family Income. In associating linear relationship between the proficiency level of the student-respondents in English and their gross monthly family income, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at .038 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .510 with a p-value of .618.

Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their gross monthly family income" was accepted which meant that the proficiency level of the student-respondents in English was not significantly influenced by their gross monthly family income.

Language Spoken at Home. In associating linear relationship between the proficiency level of the student-respondents in English and their language spoken at home, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at -.117 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.581 with a p-value of .118. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their language spoken at home" was accepted which meant that the proficiency level of the student-respondents in English was not significantly influenced by, the language they speak at home.

Number of Books Read at Home. In associating linear relationship between the proficiency level of the student-respondents in English and their number of books read at home, the Pearson's Product-Moment Coefficient of

Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at .141 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 1.911 with a p-value of .093. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their number of books read at home" was accepted which meant that the proficiency level of the student-respondents in English was not significantly influenced by the number of books they read at home.

Reading Materials Read at Home. In associating linear relationship between the proficiency level of the student-respondents in English and their reading materials read at home, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .038 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .510 with a p-value of .625. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their reading materials read at home" was accepted which

meant that the proficiency level of the student-respondents in English was not significantly influenced by the reading materials they read at home.

Favorite Subject. In associating linear relationship between the proficiency level of the student-respondents in English and their favorite subject, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of+1.973 whereby the coefficient value was posted at -.032 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at .430 with a p-value of .673. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater with the α. This signified that the linear association noted between the two aforementioned variables was not significant. Hence, the null hypothesis stating that, "there is no significant relationship between the

proficiency level of the student-respondents in English and their favorite subject" was accepted which meant that the proficiency level of the student-respondents in English was not significantly influenced by their favorite subject.

Attitude Toward English Subject. In associating linear relationship between the proficiency level of the student-respondents in English and their attitude toward English subject, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .210 denoting a "weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 2.882 with a p-value of .004. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned

variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in English and their attitude toward English subject" was rejected which meant that the proficiency level of the student-respondents in English was significantly influenced by their attitude toward English language.

The coefficient being positive suggested a direct proportional linear association denoting that students with highly favorable attitude toward English subject manifested higher proficiency level in English.

In summary, of the profile variates of the student-respondents, only parents' highest educational attainment and their attitude toward English subject proved to significantly influence their performance in English based on the result of the reading test. The other variates did not prove to be influencing it.

Relationship Between the Proficiency Level of the Student-Respondents in Mother Tongue and in English

Table 19 reveals the relationship between the proficiency level of the student-respondents in the Mother Tongue and their proficiency level in English along the macro skills of reading, writing, and speaking.

Reading. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their proficiency in English along the macro

skill of Reading, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .245 denoting a "very weak linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 3.390 with a p-value of .001. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null

Table 19

Relationship Between the Proficiency Level of Student-Respondents in Mother Tongue and in English

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Reading	.245	Weak	3.390	.001	S / Reject Ho.

Writing	.412	Moderate	6.066	.000	S / Reject Ho.
Speaking	.471	Moderate	7.1263	.000	S / Reject Ho.

Fisher's t-critical = ±1.973 S = Significant
df = 180; α = .05 NS = Not Significant

hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in Mother Tongue and in English along Reading" was rejected which meant that the proficiency level of the student-respondents in English was significantly influenced by their proficiency level in the Mother Tongue.

The coefficient being positive suggested a direct proportional linear association denoting that students who were proficient in the Mother Tongue were proficient in English along the macro skill of reading.

Writing. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their proficiency in English along the macro skill of Reading, the Pearson's Product-Moment

Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of ±1.973 whereby the coefficient value was posted at .412 denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 6.066 with a p-value of .000. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in Mother Tongue and in English along Writing" was rejected which meant that the proficiency level in terms of Writing of the student-respondents in English was significantly influenced by their proficiency level in the Mother Tongue.

The coefficient being positive suggested a direct proportional linear association denoting that students who were proficient in the Mother Tongue were proficient in English along the macro skill of writing.

Speaking. In associating linear relationship between the proficiency level of the student-respondents in the Mother Tongue and their proficiency in English along the macro skill of Speaking, the Pearson's Product-Moment Coefficient of Correlation was employed at t α = .05 level of significance and df = 180 with a critical value of $\pm$1.973 whereby the coefficient value was posted at .471 denoting a "moderate linear association."

To ascertain the significance of the coefficient value, it was tested using the Fisher's t-Test whereby the computed value was posted at 000 with a p-value of .000. Furthermore, the calculated value was compared with the critical value and the p-value with the α being guided by the following decision rule, to wit: accept the null hypothesis if and when the computed value turned lesser than the critical value and the p-value greater than the α otherwise; reject the null hypothesis.

In the comparison, it was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser with the α. This signified that the

linear association noted between the two aforementioned variables was significant. Hence, the null hypothesis stating that, "there is no significant relationship between the proficiency level of the student-respondents in Mother Tongue and in English along Speaking" was rejected which meant that the proficiency level in terms of speaking of the student-respondents in English was significantly influenced by their proficiency level in the Mother Tongue.

The coefficient being positive suggested a direct proportional linear association denoting that students who were proficient in the Mother Tongue were proficient in English along the macro skill of speaking.

In summary, the proficiency of the student-respondents in the Mother Tongue significantly influenced their proficiency level in English along the macro skills of Reading, Writing, and Speaking.

Implications Derived from the Findings of the Study

From the findings of the study, the following implications are evolved:

As it is revealed in this study that attitude of the

students significantly influenced their proficiency level, a continuous appreciation of the subject should be given by

the teachers to sustain their favorable attitude to it and thereby manifest higher proficiency level.

Furthermore, it is revealed in the study that the proficiency level of the students in English in the three macro skills was low, therefore an enhancement activity should be given to them to raise the level of their proficiency.

Finally, the proficiency level of the students in the Mother Tongue affects their proficiency level in English along the three macro skills, the students should be encouraged to continue to have a parallel study between the two subjects.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn from it and the recommendations based on the conclusions drawn from the study.

Summary of Findings

The following were the salient findings of the study:

1. The oldest student-respondent was aged 14 years old while the youngest was nine years old whereby their mean age was posted at 10.29 years old with a standard deviation (SD) of .85 years. Moreover, majority of the student-respondents were female accounting for 102 or 56.00 percent.

2. The highest educational level of the parents of the student-respondents was post-graduate and the lowest was elementary level. Among the fathers, a number of them, that is, 83 or 45.60 percent reached the elementary level while of the mothers of the student-respondents, a number of them, that is, 59 or 32.42 percent reached the elementary level.

3. A number of the fathers of the student-respondents, that is, 85 or 46.70 percent were farmers while 73 of the mothers of the student-respondents or 40.11 percent were house helpers.

4. A number of the student-respondents, that is, 63 or 34.62 percent registered a monthly income of P6,000 and above.

5. Almost all of the student-respondents spoke Waray language at home accounting for 174 or 95.60 percent.

6. The maximum number of books read by the student-respondents at home was more or less 10 books while the minimum was one book only. A number of them, that is, 57 or 31.32 percent were able to read 1-2 books at home.

7. Majority of the student-respondents read books at home accounting for 142 or 78.02 percent.

8. A number of the student-respondents, that is, 48 or 26.37 percent preferred Araling Panlipunan as their favorite subject.

9. The student-respondents were "uncertain" on their attitude toward the English subject being manifested by the grand weighted mean of 3.30.

10. The highest proficiency level obtained by the student-respondents was 99 while the lowest was 75 in Mother Tongue during the SY 2017-2018. The mean proficiency level of the student-respondents in Mother Tongue during the SY 2017-2018, was posted at 84.66 with a SD of 4.41.

11. The mean score of the student-respondents in a reading test along the macro skill of reading was posted at 3.62 with a SD of 2.15.

12. The highest score obtained by the student-
respondents was 13 while the lowest score was zero. The mean score of the student-respondents in a reading test along the macro skill of writing was posted at 2.60 with a SD of 2.51, which indicated their proficiency level in this skill.

13. Of the 20-item reading test along the macro skill of speaking, 19 was the highest score obtained by the student-respondents while 0 was the lowest. The mean score obtained by the student-respondents in English along the macro skill of speaking was posted at 13.09 with a SD of 2.91.

14. In associating the linear relationship between the proficiency level of the student-respondents in Mother Tongue and their personal profile, a significant relationship was arrived at along age, parents' highest educational attainment, language spoken at home, and attitude toward English subject while a no significant relationship along the other identified variates.

15. In associating the linear relationship between the proficiency level of the student-respondents in English and their personal profile, a significant relationship was arrived at along parents' highest educational attainment and their attitude toward English while a no significant relationship along the other identified variates.

16. In associating the Linear relationship between the

proficiency level of the student-respondents in Mother Tongue and their proficiency level in English, a significant relationship was arrived at in all the identified macro skills such as reading, writing, and speaking.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The student-respondents were on their early 10's just fitted for the grade level they were enrolled in with an age difference of less than one year, which denoted that they were almost of the same age level with relatively similar maturity whereby female dominance existed among them, a common scenario in the roster of enrollment in almost all schools across the region whereby more female students enrolled than the male counterpart. This was the reverse of the sex ratio of Region 8 based on the latest Census of Population (PSA, 1995) where the male outnumbered the female. But this does not preclude that the males were not interested in schooling probably they just defer their schooling for the reason that they give priority on assisting their family earn a living.

2. The parents of the student-respondents were functional literates who have the capacity to read, write and comprehend simple messages including the ability to do calculations, which was an advantage for the students considering that they could assist them in their studies.

3. The parents of the student-respondents were engaged in gainful occupation, which was their primary source of their living.

4. The data signified that the family of the student-respondents earned a regular monthly income, which they used to sustain the basic, nutritional needs of the family members including their educational needs.

5. The student-respondents were Waray-speaking being a native of the Island of Samar, the home of the Waray ethnics.

6. Reading had been a regular habit of the student-respondents at home where they read available materials to enhance their stock knowledge. This denoted that the student-respondents exerted efforts also to enhance their reading skills at home.

7. The student-respondents had a variety of reading materials, which they read at home to enhance their reading skills. But common to these are books, the readily available reading materials at their respective homes.

8. The student-respondents invoked their uniqueness as an individual thus manifested varied preferences in terms of favorite subject, which gave them the motivation to study harder.

9. The student-respondents had a moderately favorable attitude toward the English subject probably because they find it a little bit harder for them, particularly, on the comprehension phase.

10. The student-respondents got a favorable proficiency level in the aforementioned subject area considering that their ethnicity was Waray and therefore fluent with the mother tongue which is Waray.

11. Their proficiency level in reading. The data signified that the student-respondents manifested lower proficiency level in reading inasmuch as majority of their scores was below the mean. This can be construed that this students need enhancement in their reading skills.

12. The student-respondents manifested lower proficiency level in writing considering that majority of their scores was below the mean. This can be construed that these students need enhancement in their writing skills.

13. The student-respondents showed lower proficiency level in speaking considering that majority of their scores were below the mean. This can be construed that these students need enhancement in their speaking skills.

14. The student-respondents need enhancement in Reading along the three identified macro skills considering that their performance manifesting their proficiency level was not favorable.

15. Of the student-related variates, only age, parents' highest educational attainment, language spoken at home and their attitude toward the English subject proved to significantly influence their proficiency level in the Mother Tongue. The other profile characteristics had nothing to do with it.

16. Of the profile variates of the student-respondents, only parents' highest educational attainment and their attitude toward English subject proved to significantly influence their performance in English based on the result of the reading test. The other variates did not prove to be influencing it.

17. The proficiency of the student-respondents in the Mother Tongue significantly influenced their proficiency level in English along the macro skills of reading, writing and speaking.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. As it is revealed in the study that attitude of the students significantly influenced their proficiency level, a continues appreciation of the subject should be given by the

teachers to sustain their favorable attitude to it and thereby manifest higher proficiency level.

2. As it is revealed in the study that the proficiency level of the students in English in the three macro skills was low, an enhancement activity should be given to them to raise the level of their proficiency.

3. The proficiency level of the students in the Mother Tongue affects their proficiency level in English along the three macro skills, the students should be encouraged to continue to have a parallel study between the two subjects.

4. An intervention program may be proposed on the macro skills in English.

5. Another study may be conducted focusing on the intervention activity for the students to enhance their proficiency level.

6. Another study may be conducted to include other areas on the proficiency level of the students in the two mentioned subjects.

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APPENDICES

APPENDIX A

LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

April 25, 2019

DR. NIMFA T. TORREMORO
Dean, College of the Graduate Studies
City of Catbalogan

Madame:

The undersigned will enroll in Thesis Writing this First Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles; preferably number 1, for your evaluation, suggestions and recommendations.

1. Mother Tongue and English Language Proficiency Levels of Grade 5 Students in the District of Motiong

2. The Correlation of Nutritional Status Towards Academic Performance of Grade 5 Students of Calapi Elementary School.
3. Relation of Students' Awareness of School Rules and Regulations and their Academic Performance

(SGD) **JONALYN A. MABANAN**
Researcher

Recommended Title No.

1 (SGD) **Dr. PEDRITO G. PADILLA**
Evaluator
1 (SGD) **Dr. GUILLERMO D.LAGBO**
Evaluator
1 (SGD) **Dr. NATALIA B. UY**
Evaluator

Approved Title No. 1

(SGD) **NIMFA T. TORREMORO, Ph.D.**
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

NAME	:	**JONALYN A. MABANAN**
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS	:	Mother Tongue and English Language Proficiency Levels of Grade 5 Students in the District of Motiong
NAME OF ADVISER	:	**GINA L. PALINES, Ph.D.**

(SGD) **JONALYN A. MABANAN**
Researcher

CONFORME:

(SGD) **GINA L. PALINES, PhD**
Adviser

Approved:

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE FOR STUDENT-RESPONDENT

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 15, 2019

Dear Respondents,

The undersigned is undertaking a study entitled, **"Mother Tongue and English Language Proficiency Levels of Grade 5 Students in the District of Motiong"**. This study will determine the relationship between Mother Tongue and

English subjects from among the Grade 5 students in the District of Motiong.

You have been one of the respondents in this research work. Please help me get the accurate data and information by answering the attached questionnaire with utmost sincerity. Rest assured that your responses and identity will be held confidential and will be used for the research only.

Thank you for your kind cooperation.

Very truly yours,

(SGD) **JONALYN A. MABANAN**
Researcher

==========

PART I. PERSONAL PROFILE

Directions: Please supply the necessary data indicated below or tick (/) the box or the space provided.

Name: (*Optional*) _____ Age: ___ Sex: Male ☐ Female ☐

Parents' Highest Educational Attainment:

Father		Mother
_____	Elementary	_____
_____	Elementary Graduate	_____
_____	High School Level	_____
_____	High School Graduate	_____
_____	College Level	_____
_____	College Graduate	_____
_____	Others, please specify:	_____

Parents' Occupation:

Father		Mother
_____	Overseas Worker	_____
_____	Medical Practitioner	_____
_____	Teacher	_____
_____	Engineer	_____
_____	Armed Forces/Police	_____

_____ Local Gov't Elected Official _____
_____ Government Employee _____
_____ Private Company Employee _____
_____ Sales Agent/Entrepreneur _____
_____ Technician _____
_____ Fisherman _____
_____ Farmer _____
_____ Carpenter _____
_____ Tailor/Dressmaker _____
_____ House Helper _____
_____ Driver _____
_____ Stevedore _____
_____ Others, pls. specify _____

Gross Monthly Family Income: (Include income of father/ mother and siblings who are earning)

_____Php 6,000 and above _____Php 3,500-3,999
_____Php 5,500-5,999 _____Php 3,000-3,499
_____Php 5,000-5,499 _____Php 2,500-2,999
_____Php 4,500-4,999 _____Php 2,000-2,499
_____Php 4,000-4,499 _____Php 1,999 and below

Language/s Spoken at Home:

Waray_____Tagalog_____Cebuano_____English_____Others__

Number of Books Read at Home: _____

Reading Materials Read at Home:

Books____ Magazine____ Newpaper____ Novel____ Comics____

Favorite Subject:

☐ English ☐ MAPEH

☐ Science ☐ Edukasyon sa Pagpapakatao

☐ Mathematics ☐ TLE

☐ Araling Panlipunan Filipino

Grade in Mother Tongue (Grade 3) for SY 2017-2018_____

PART II. ATTITUDE TOWARD ENGLISH

Direction: Below are statements which describe your attitude toward English. Please indicate your agreement or disagreement to each statement by checking the appropriate column corresponding to each statement using the scale as guide:

5	Strongly Agree	-	(SA)
4	Agree	-	(A)
3	Uncertain/Undecided	-	(U)
2	Disagree	-	(D)
1	Strongly Disagree	-	(SD)

STATEMENTS	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I enjoy in my English class.					
2. I like books written in English.					
3. I read books in English.					
4. I like expressing ideas in English.					
5. I can easily comprehend books written in English.					
6. I feel happy if someone talks to me in English.					
7. I have a collection of English books.					
8. I became interested in English because of its easy translation from Mother Tongue					
9. I spend time in writing notes in English.					
10. I understand almost everything if ideas are expressed in English.					

PART III. TEACHER- MADE TEST IN GRADE 5 ENGLISH
(Adapted from Regional Test Item Bank)

A. READING

Direction: Read the story "The Fox in the Well" and answer the wh- questions. Each correct answer is equivalent to one (1) point.

THE FOX IN THE WELL

Aesop's Fable

One day a fox fell into a well. He jumped and jumped but he could not get out. The well was too deep. Soon he began to feel cold and hungry.

Suddenly there was a noise from above. A goat had come to drink from the well. It looked in and saw the fox. "Why, what are you doing down there, Mr. Fox?" asked the goat.

The fox was very cunning. Quickly, he thought of a way to trick the goat. "Oh, I'm drinking," he said.

"Down there? But there's water in the bucket up here."

"Yes, I know," said the fox. "But the water down here is much sweeter.

Why don't you come down and taste it for yourself?"

"I think I will do that." And the silly animal jumped into the well.

At once the fox leapt on to the goat's back. And from there he soon jumped out of the well.

"Hey! Where are you going?" cried the goat. "What about me? How am I going to get out of here?"

Questions:

1. Who was trapped in the well?
2. Who came passing one day?
3. What convinced the goat to go down the well?
4. How did the fox get out of the well?
5. What is the moral of the story?

Direction: Read the paragraph below. Infer the meaning of the underlined words. Each correct answer is equivalent to one (1) point.

The shark is a sea animal whose <u>prodigious</u> strength and size is unequalled.

A hungry shark attacks its prey viciously. Because of this, many people fear the animal. But the shark does not deserve such bad reputation. In reality, sharks rarely attack human beings. The animals do so only when provoked by hunters who invade its territory. Like any other animal, the shark resents invasion of its home.

1. The elephant is another mammal with prodigious strength. Prodigious means _____.
   a. beautiful
   b. great
   c. wicked
   d. unfriendly

2. Normally, the sharks' prey are other fishes. What does prey mean ?
   a. Animals who eat other animals
   b. Animals that are hunted as food
   c. All animals that swim
   d. Animals that live together

3. When a hungry shark attacks viciously, it moves _____.
   a. gently
   b. gracefully
   c. in slow motion
   d. with force

4. If you deserve something, you are _____ of it.
   a. worthy
   b. ashamed
   c. burdened
   d. proud

5. What does reputation mean?
   a. the way a person or thing is named
   b. one's family name
   c. one's work calling
   d. one's middle name

B. WRITING

Direction: Correct the following run-on sentences. Copy them on the blank with the correct punctuation and capitalization. Each correct answer is equivalent to one (1) point.

1. i am new in this school how large the school is with so many pupils

_____

2. every day i walk to school do you walk to school, too

_____

3. i joined the Book Lovers' Club it has many active members

_____

4. the club plans to hold a book bazaar each member will bring some old yet interesting books for sale

_____

5. we will invite a resource speaker she can give us valuable information

_____

6. i have been to manila i went there last summer

_____

7. it was never easy to gain trust it was easy to broke it

_____

8. leslie is pretty she has a good personality

_____

9. the boy is sick he did not go to school

_____

10. i am studying well i can have a better future

_____

C. SPEAKING

Direction: Read the paragraph and check for the pronunciation of the word. Rubrics will be used as bases for grading.

Ants are found everywhere in the world. They make their home in buildings, gardens etc. They live in anthills. Ants are very hardworking insects. Throughout the summers they collect food for the winter season. Whenever they find a sweet lying on the floor they stick to the sweet and carry it to their home. Thus, in this way, they clean the floor. Ants are generally red and black in colour. They have two eyes and six legs. They are social insects. They live in groups or colonies. Most ants are scavengers they collect whatever food they can find. They are usually wingless but they develop wings when they reproduce. Their bites are quite painful.

APPENDIX D

LETTER REQUEST TO CONDUCT THE STUDY

Republic of the Philippines
Department of Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 15, 2019

CARMELA R. TAMAYO, EdD, CESO VI
Schools Division Superintendent
Samar Division
Catbalogan City, Samar

Madam:

Greetings!

The undersigned would like to seek permission from your good office to conduct a study on her Master's Thesis entitled **"MOTHER TONGUE AND ENGLISH LANGUAGE PROFICIENCY LEVELS OF GRADE 5 STUDENTS IN THE DISTRICT OF MOTIONG".**

The target respondents of the said study in which questionnaires will be fielded are one hundred eighty two (182) Grade 5 Students of Motiong District. With this, the researcher will pledge one copy of this study to your good office.

Thank you in anticipation for a favorable consideration. More power and God Bless.

Respectfully yours,

JONALYN A. MABANAN
Researcher

Recommending Approval:

(SGD) **GINA L. PALINES, PhD**
Adviser

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, Graduate Studies
Samar College

APPROVED:

(SGD) **CARMELA R. TAMAYO, EdD, CESO V**
Schools Division Superintendent

APPENDIX E

LETTER REQUEST TO FIELD THE INSTRUMENT
Republic of the Philippines
Department of Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 15, 2019

MARINA MURIEL Y. LABID, PhD
District In-Charge
Motiong District

Motiong, Samar

Madam:

Greetings!

The undersigned is currently conducting a study on her Master's Thesis **"MOTHER TONGUE AND ENGLISH LANGUAGE PROFICIENCY LEVELS OF GRADE 5 STUDENTS IN THE DISTRICT OF MOTIONG".**

In view thereof, she would like to ask permission from your good office that she be allowed to field her questionnaires to all of the schools in Motiong District.

Thank you in anticipation for a favorable consideration. More power and God Bless.

Respectfully yours,

JONALYN A. MABANAN
Researcher

Recommending Approval:

(SGD) **GINA L. PALINES, PhD**
Adviser

(SGD) **NIMFA T. TORREMORO, PhD**
Dean, Graduate Studies
Samar College

APPROVED:

(SGD) **MARINA MURIEL Y. LABID, PhD**
District In-Charge

CURRICULUM VITAE

NAME	:	Jonalyn A. Mabanan
DATE OF BIRTH	:	December 19, 1991
PLACE OF BIRTH	:	Brgy. Calapi, Motiong, Samar
HOME ADDRESS	:	Brgy. Calapi, Motiong, Samar
STATION	:	Calapi Elementary School Brgy. Calapi, Motiong, Samar
PRESENT POSITION	:	Teacher III
CIVIL STATUS	:	Married

CURRICULUM PURSUED : Master of Arts in Education (MAEd)

SPECIALIZATION : Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY : Calapi Elementary School
Motiong, Samar
1998 – 2004

SECONDARY : Calapi National High School
Motiong, Samar
2004 – 2008

COLLEGE : Samar State University
Catbalogan City, Samar
2008 – 2012

GRADUATE STUDIES : Samar College, Inc.
Catbalogan City, Samar
2016 – Present

ELIGIBILITY

Licensure Examination for Teachers (LET)
Rating: 81.00%

WORK EXPERIENCE

TEACHER III : Calapi Elementary School
Brgy.Calapi, Motiong, Samar
March 20, 2019 – Present

TEACHER I : Calapi Elementary School
Brgy. Calapi, Motiong, Samar
June 04, 2013 – March 19, 2019

TRAININGS/SEMINARS ATTENDED

District Professional Meeting & In-Service Training of Teachers conducted by DepEd/District held in Motiong National High School, Motiong, Samar on October 22 – 24, 2019.

District Professional Meeting and In-Service Training of Teachers, conducted by DepEd/District held in Motiong National High School, Motiong, Samar on October 22 – 24, 2018.

Mid-Year Accomplishment Review & Evaluation and In-Service Training of Teachers, conducted by DepEd/District held in Motiong Central Elementary School, Motiong, Samar on October 25 – 27, 2017.

Division Training on Coaching and Officiating of Different Sports Events for the Beginners, conducted by DepEd/Division held in SSU Mercedes Campus, Brgy. Mercedes, Catbalogan City on September 8-10, 2017.

Pansangay na Pagsasanay sa Pagtuturo ng Panitikan at Descriptiv na Pananaliksik, conducted by DepEd/Division held in Redaja Hall, Catbalogan City on August 26-28, 2017.

Division Echo-Seminar Workshop on Dance 8 Change for District/School MAPEH Teachers and Coordinators in the Elementary & Secondary, conducted by DepEd/Division held in Fame Hotel, Catbalogan City on July 27-30, 2017.