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**| RESEARCH ARTICLE**

## **Effect of Mother Tongue on English Language Performance among Grade 3 Pupils in MSU-ILS**

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**| ABSTRACT**

This research aims to investigate the effects of the mother tongue on English language performance among grade 3 pupils at Mindanao State University-Integrated Laboratory School (MSU-ILS) in Marawi City. The study is grounded in language acquisition theories, including Stephen Krashen's Input Hypothesis, Jim Cummin's Interdependence Theory, and Lev Vygotsky's Theory on Social Interaction. The conceptual framework encompasses psychological, personal, and social factors, with an emphasis on the impact of the mother tongue on learners' English language proficiency. The research employs a descriptive-correlational method, utilizing descriptive statistics such as percentages, frequency distributions, and means to analyze demographic profiles and assess the status of psychological and social factors influencing English language learning. The study addresses specific questions related to the learners' profiles, attitudes, motivations, learning strategies, and environmental factors affecting language acquisition. Additionally, it investigates the relationship between English language performance and psychological, personal, and social factors, with a focus on vocabulary, grammar, and comprehension. The hypotheses tested include the absence of significant relationships between English language performance and psychological factors, personal factors, social factors, and cognitive factors. The study, set at MSU-ILS, a laboratory school within the Mindanao State University campus, provides insights into the ongoing debate surrounding the role of the mother tongue in language instruction and its implications for learners' competence and performance. The findings aim to inform educators, curriculum developers, and policymakers, offering recommendations for optimizing language learning strategies in the context of the new curriculum in the Philippines.

**| KEYWORDS**

Mother Tongue, English Language Performance, Learning Strategies, Vocabulary, & Comprehension.

**| ARTICLE INFORMATION**

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### **1. Introduction**

Over the decades, ministries of education have been having a series of revivals to what language will be used to teach children. It is an important decision that they make since language intensely affects children's opportunities and ability to learn. Khejeri (2013) supported that as many factors are involved in quality basic education, it gives a clear notion that language is the key to communication and understanding in the classroom. The same is true in the Philippine setting. Many Filipino learners face hurdles in education. One of these obstacles is that learners begin their education in a language that is foreign to them – a language that they do not understand. For this reason, the fear of having a poor education might exist. When the phenomenon continues, the country could probably produce learners with low comprehension in all matters since low comprehension relates to language use.

In the past, the occurrence of the grammar-translation method used by teachers led to an odd phenomenon in which students were unable to speak fluently after having studied the language for a long time. This led to the idea that all use of the first language, also known as the mother tongue of the learners in the classroom, specifically in a language classroom, should be avoided (Harmer

2001, cited by Kavaliauskiene, 2009). Because of this, a sudden and immediate removal of mother tongue from the classroom happened at the time of the 'Reform Movement', when reformers believed that translation should be avoided although the native language could be used to explain new words or to check comprehension (Richards and Rodgers, 2001). That is why, in the Communicative Approach, the student's native language should not be used in the classroom because it is thought that it will interfere with the student's attempts to master the target language.

Recently, there has been a revival of interest in translation due to the shift of emphasis – to using a mother tongue as a means for the promotion of language learning. This revival to using the native or first language of the learners in the English classroom is insisted on by necessity to improve language accuracy, fluency, and clarity (Kavaliauskiene, 2009). Carol Benson (2005) argued that there should be a systematic way of teaching any second or third language so that learners can gradually transfer skills from the familiar to the unfamiliar.

With all the above-presented arguments, the use of native language in the teaching-learning process in the classroom resulted from one of the longstanding controversies in the history of language instruction; the effect of first language to second language learning is still being debated and undergoing different research (Damra and Al Qudah, 2012) despite UNESCO's appeal that first language is crucial to the learning process.

Lately, the country's curriculum has been changed. This supported the advent of using the mother tongue at an early stage of teaching and learning to young learners. Because of this, many teachers who are primarily hit by this change get confused and seem to be left hanging about what and how to do with it. Some are pro while others have negated themselves with the new trend. However, the result of the new curriculum must be proven yet after years of implementation. Currently, with the education the country is undergoing, it appears that we are at the experimentation level, waiting for the effect on our learners' competence and performance as the products.

In this study, the researcher aims to gather data and find the effect of the use of the mother tongue on learners' English language performance in terms of their psychological factors, personal factors, and social factors. Having read much research that the mother tongue has either positive or negative effects on the learning of a second and/or foreign language, the researcher tries to find out its effect. This study hopes to enlighten any teachers' struggles regarding the implementation of a new curriculum in our country through the implications that could be derived. Besides, a teacher's concern is all about how learners can successfully learn any language, specifically the English language.

### ***1.1 Theoretical Framework of the Study***

The only way to reach two speakers at one understanding is through communication using language that they know. It helps them express their thoughts and feelings. Language is thus a tool for progressive learning.

This study is guided by the theories of Stephen Krashen's Input Hypothesis, specifically the Acquisition-learning Hypothesis and Affective Filter Hypothesis, Jim Cummin's Interdependence Theory and the concept of Common Underlying Proficiency, and Lev Vygotsky's Theory on Social Interaction.

Chomsky (1965) claimed the innate properties of language to explain that the child can still master her mother tongue even in a short time despite the highly abstract nature of the rules of language. This mastery can be used to learn any other second language that would affect the learners' competence and performance skills.

According to Krashen, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances but on the messages they are conveying and understanding. The 'learned system' or 'learning' is the product of formal instruction, and it comprises a conscious process that results in conscious knowledge 'about' the language. (<http://www.sk.com.br/sk-krash.html>).

The natural communication that Krashen refers to is the mother tongue of the child, where the child understands the communication through their native language. And within that span of acquisition and learning, the environment of the child must be highly considered.

The **Affective Filter hypothesis** embodies Krashen's view that several 'affective variables' play a facilitative but non-causal role in second language acquisition. These variables include motivation, self-confidence, and anxiety. He claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. On the opposite, low motivation, self-esteem, and weakening anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition (<http://www.sk.com.br/sk-krash.html>).

Grammar is one of the bases that a learner has achieved learning the English language; the only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction. However, this is an understated point. In effect, both teachers and students are deceiving themselves. They believe that it is the subject matter itself, the study of grammar, that is responsible for the student's progress, but their progress is coming from the medium – the natural communication – and not the message. In other words, all the learning achieved is a credit to the use of the learners' mother tongue.

The principle of language acquisition theory predicts that the first language can help second language acquisition in two ways: background information and literacy transfers. Background knowledge provided in the child's first language or mother tongue can make a second language input much more comprehensible. Once developed in the mother tongue, literacy transfers to the second language. When it is developed, it can become part of a "common underlying proficiency" (CUP) of that language and whatever languages the learner subsequently acquires (Cummins, 1981; cited in Encyclopedia of Educational Research, 1992).

In addition to the above-mentioned principle, it follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language/s. This theory also gives us a further explanation as to why it becomes easier to learn an additional language. As Cummins (2000) stated, "conceptual knowledge developed in one language helps to make input in the other language comprehensible" (<http://esl.fis.edu/teachers/support/cummin.htm>). This is to say, if the child understands the concepts of "love" in her language, all she has to do is acquire its term in English as her second or third language.

*Factors that hamper the likelihood of successful second language learning include (1) cognitive influences such as knowledge of the first language, linguistic analysis capacity, and memory; (2) motivational influences like interest in a second language and value of second language to the learners; (3) social influences such as opportunities to interact with second language speakers (Encyclopaedia Education, 2003).*

Cummins (1978) outlined the Developmental Interdependence Hypothesis, which suggests that a child's second language competence is partly dependent on the level of competence already achieved in the first language. This led to a distinction between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). This explains why some children tend to fail when mainstreamed. Their cognitive language proficiency is not developed enough to cope with the demands of the curriculum.

Moreover, the four macro skills, such as speaking, listening, reading, and writing in the first or second language, help the whole cognitive system develop. However, if the children are made to operate in an insufficiently developed second language, the system will not function well. Thus, previous schooling, academic knowledge, and literacy skills that second language learners have in their first language are also strong determiners (Cummins, 1984).

Speaking about social interaction, Vygotsky (1962), in the book of Brown (2000), said that the social environment supports learning and development via interaction with more knowledgeable people around every child. Learning awakens a variety of internal development processes that can operate only when the child is interacting with people in his environment and in cooperation with his peers. According to him, speech develops first with external social speech, then egocentric speech, and finally, inner speech.

In the same matter, the attitudes of the learners towards a language may be important not only in learning the language but also in maintaining the language. Gardner (1979) argued that motivation and situational anxiety are influential in both formal and informal second language learning. This motivation is affected by many factors, such as home background, physical tiredness, and events in their personal life, health, and previous educational experience.

Resorting to all the influences to learning a second language, those influences are driven by the learners' understanding, which results in the need for language commonality by the speaker and the listener, to say with the teacher-learner communication with the use of children's first language.

### **1.2 Conceptual Framework of the Study**

The study focuses on the effects of the mother tongue on English language performance among grade 3 pupils.

The theories cited provide the background and understanding of the variables outlined in the investigation. The set of variables included in the study is classified into psychological or affective factors, personal factors, and social factors. These, except the personal factors, do not constitute a complete inventory of factors but are assumed to be affected by the learners' mother tongue, which would then take effect on the pupils' English language performance, which is the dependent variable.

The first independent variable is the children’s mother tongue. Under the psychological category are attitudes toward the target language) and motivation. The personal category, which is believed to be not affected by children’s mother tongue, includes respondents, age, gender, family status, size of family, home language, and learning strategies. The third category consists of languages used in interacting with peers, exposure to mass media, language by teachers in other subject areas, contexts of the situation in which one uses mother tongue and English, and language used by teacher in an English class. The last category includes the vocabulary, grammar, and comprehension level of the respondents.

The diagram shown below is the schematic showing the interrelationship of variables used in the study.

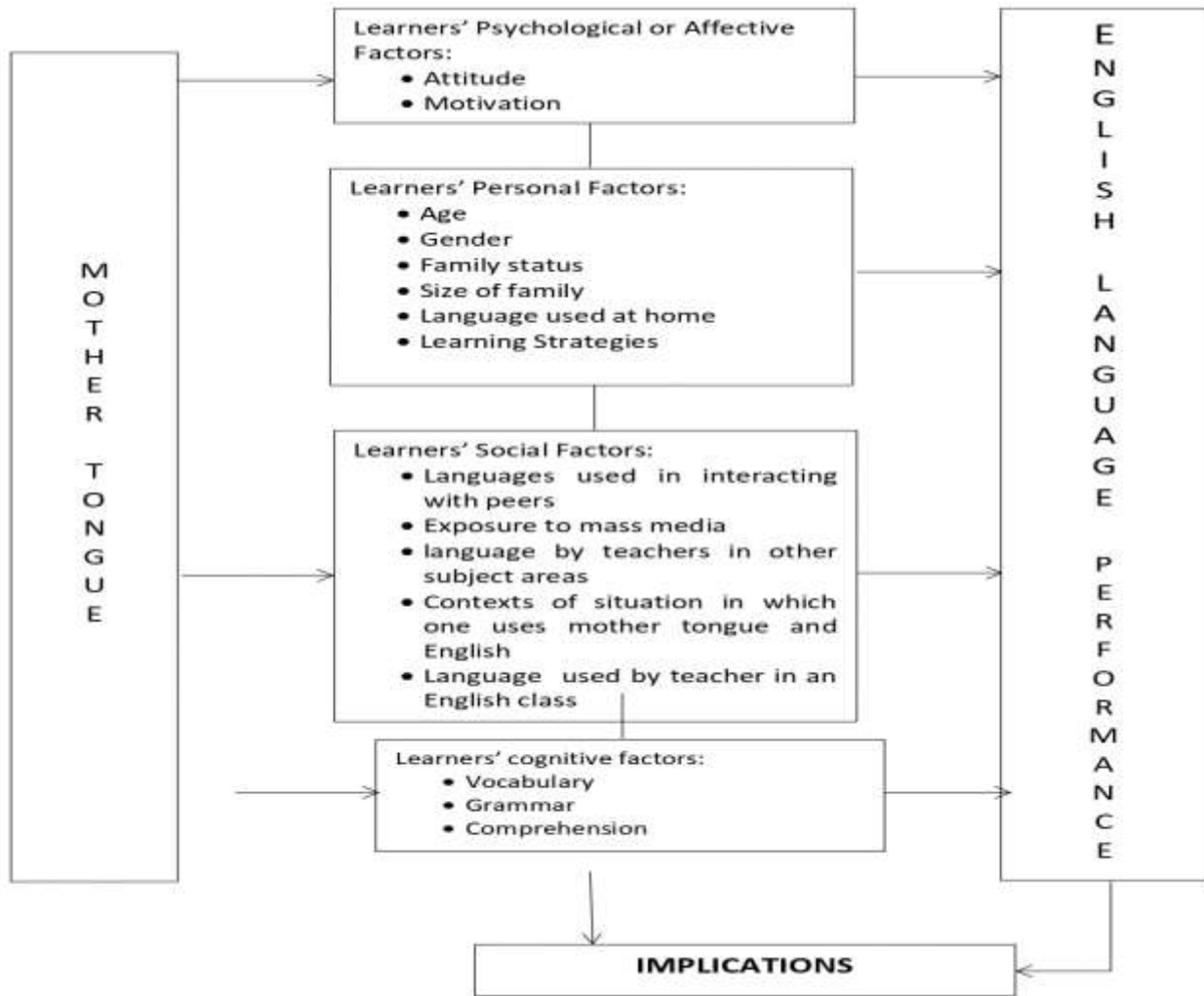


Figure 1. Schematic Diagram Showing the Interrelationship of Variables Used in the Study

**1.3 Statement of the Problem**

This study aims to find out the effects of mother tongue on English language performance among grade 3 pupils of Mindanao State University-Integrated Laboratory School (MSU-ILS) in Marawi City.

Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:

- 1.1. Age,
- 1.2. Gender,

- 1.3 Family status,
- 1.4 Size of family,
- 1.5 Language used at home,
- 1.6 Learning strategies?

2. What is the respondents' status in terms of

- 2.1 Attitude to / motivation for learning the English language,
- 2.2 Language/s used in interacting with peers,
- 2.3 Exposure to mass media,
- 2.4 Language used by teachers in other subject areas,
- 2.5 Contexts of situation in which one uses mother tongue and English,
- 2.6 Language used by teacher in an English class?

3. What is the respondents' result in the English language test comprising their competence in vocabulary, grammar, and comprehension?

4. Is there a significant relationship between English language performance and the

- 4.1 Attitude and motivation for learning the English language?
- 4.2 Respondents' factors in learning the English language such as age, gender, family status, size of family, language use at home, and learning strategies?
- 4.3 Respondents' social factors in learning the English language, like languages used in interacting with peers, exposure to mass media, language by teachers in other subject areas, contexts of situations in which one uses mother tongue and English, and language used by a teacher in an English class?
- 4.4 Respondents' cognitive factors in learning the English language, like vocabulary, grammar, and comprehension?

5. What are the implications and recommendations that could be derived from this study?

### **The Hypotheses**

Ho1: There is no significant relationship between English language performance and the respondents' psychological or affective factors in learning the English language.

Ho2: There is no significant relationship between English language performance and the respondents' factors in learning the English language.

Ho3: There is no significant relationship between English language performance and the respondents' social factors in learning the English language.

Ho4: There is no significant relationship between English language performance and the cognitive factors in learning the English language.

### **1.4 Scope and Limitations of the Study**

This study will be conducted primarily to determine the effects of the mother tongue on the English language performance of the grade 3 pupils of MSU-ILS. It tries to find the positive or negative effects of the use of the mother tongue on the respondents' English language performance.

The limitation of this study is the variables affected using the mother tongue chosen by the researcher, which are assumed to have relevance to the factors in the English language performance of the children. Another, since the study is to be conducted in one of the region's communities in the Philippines, where many languages are spoken, the implications and recommendations that could be derived from the study might not be fully applicable to areas where the mother tongue used by the respondents is the same with the communities.

The respondents of this study will be grade 3 students with the Meranao language as their mother tongue. *The researcher chose them because they are the first batch of pupils who were educated under the K+12 curriculum along with the mother tongue-based education program (MTB-MLE) when they were in grade one. By the time this study is conducted, the new curriculum is in its third year of continuing implementation in the said school. Furthermore, since the respondents are very young, careful and pampered handling of this study should be taken into consideration by the researcher for the study's reliability and validity.*

Furthermore, the respondents' honesty, knowledge, and understanding in answering the questionnaire are also limitations that the researcher must contend with. Since the topic is sorting on the effects of mother tongue on English language performance in relevance to the issue that the country is presently undergoing the implementation of mother tongue-based education, little or no locally related studies are found.

### **1.5 Significance of the Study**

This paper aims to evaluate the academic performance in the English language affected using the mother tongue among grade 3 pupils. This study hopes to produce valuable data that may provide better insights into the English language teaching and learning in the current curriculum all schools are undertaking.

The following people would benefit from the something out of this study in one way or the other:

**Administrators/Supervisors.** The result of this study is also envisioned to bring the attention of appropriate basic education as to the curriculum to adopt and to train teachers.

**Curriculum Makers.** They will be aware of the effects of the mother tongue on the pupils' academic performance. Perhaps the findings of this study can be a basis for curriculum revision.

**Teachers.** The teachers, specifically ESL teachers, will be provided with in-depth insights on the use of the mother tongue in teaching young learners a language. The implications to be gathered should be taken into great account for them to be effective in their teaching.

**Parents and Community.** The parents and community people will also find their importance and relevance to the successful learning of their children since they function in the social development of the child as one of the significant matters to mould their child into a better learning individual.

**Pupils.** To the pupils, this study is an important input to improve the basic education of every school that would lead to making productive and competent learners in all aspects of disciplines. They will also be able to put great importance on their mother tongue as part of their identity and a stepping stone for further learning.

**Researchers.** This study can be a springboard for other researchers who may be interested in undertaking further investigation on other areas related to the scope of the study.

### **1.6 Definition of Terms**

To facilitate a better understanding of the concepts used in this study, the following terms are defined conceptually and operationally.

**Acquisition.** This refers to a subconscious and intuitive process that results from formal, natural communication between people where language is a means and not a focus nor an end (Krashen, 1977; cited in Baker, 1993). In this study, it refers to how the pupils learn the English language with the use of their mother tongue.

**Attitude.** It is the mental and neutral state of readiness, organized through experiences exerting a directive or dynamic influence upon the individual response to all objects and situations to which it is related (Gill, 1986). This study refers to the respondents' mental position or emotions in learning English.

**Competence.** This refers to one's underlying knowledge of the system of the language- its rules of grammar, its vocabulary, all the pieces of languages, and how those pieces fit together (Brumer 1966 as cited in Brown, 1994). In this study, competence refers to the learner's knowledge of the English language.

**Context.** It is the interrelated conditions in which something exists or occurs in the environment (Merriam-Webster Dictionary, 2012). In this study, context is the place and time in which the mother tongue and English language are used.

**English Language Performance.** This means the actual spoken or written English language is governed by several rules, styles, and constraints (Harmer, 2007). This study does not only refer to the actual production of the English language by the learners but also to the result of grammar achievement tests.

The language we speak or write is governed by many rules, styles, and constraints.

**Family status.** It refers to the position or rank of the family, among others (Webster's Dictionary, 2007). Operationally, this refers to the living conditions of the learner in a family, the income of the parents per month, including other sources of income, professions/occupations, and educational attainment.

**Learning.** It is a conscious process that enables a learner to know about the second language (Krashen, 1977; cited in Baker, 1993). In this study, it refers to the act or process of acquiring knowledge that reveals pupils' English language performance.

**Mother tongue.** It is conceptually defined as one's native language (Webster Dictionary, 2007). In this study, this refers to the respondents' language, which is Meranao.

**Motivation.** It is the effort that the learner is prepared to make to attain competence in a second language and his desire to achieve this goal (Gardner and Lambert, 1972). In this study, it refers to the learner's drive to learn a target language.

**Performance.** It is the overtly observable and concrete manifestation or realization of competence. (Brown, 2000). In this study, this refers to the actual language behavior or competence of the learner.

## **2. Review of Related Literature and Studies**

### **2.1 Related Literature**

Throughout the years, in the trend of education and teaching, the main concern of every educator is how learners become efficient and proficient with the learning they must have. Aside from that, every teacher thinks of how teaching could be effective for the learners to minimize the waste of time and useless efforts in teaching a target knowledge or language.

"Education is power, and language is the key to accessing that power" (Benson, 2006). Language affects children's opportunities and ability to learn. It is undeniably the root of why the individual learns or does not learn a certain course, though many other factors are to be considered. By this, the role of what medium of instruction to use arises, especially in learning English as a second or third language. As Voicu (2004) mentioned, the more English is used in the classroom, the better. However, the first language must be considered as an important teaching or learning tool.

### **2.2 Mother Tongue Means and Origin**

Mother tongue has different definitions or connotative meanings that vary according to the intended usage of the word. Some short definitions of the mother tongue may be based on different criteria such as the origin, identification, competence, and function. Mother tongue could mean the language one learned first to be known as the first language or the native language or L1 of an individual. It is the language a person has learned from birth or within the critical period. Sometimes, it is for the language that a person learned as a child at home, usually the language of their parents. For an individual's identification, the mother tongue is the language one identifies with or the language one is identified as a native speaker of by others; often, the basis for socio-linguistic identity. Another mother tongue is the language one knows best and uses most (<http://www.tove-skutnabb-kangas.org/>).

The general usage of the term "mother tongue" denotes not only the language one learns from one's mother but also the speaker's dominant and home language, i.e. not only the first language according to the time of acquisition but the first about its importance and the speaker's ability to master its linguistic and communicative aspects.

Tracing back the origin of the use of the mother tongue, it harks back to the notion that the linguistic skills of the child are honed by the mother, and therefore, the language spoken by the mother would be the primary language that the children would learn. The term was caused by Catholic monks to designate a particular language they used instead of Latin when they were "speaking from the pulpit". That is, the "holy mother of the Church" introduced this term, and colonies inherited it from Christianity as part of their colonial legacy. ([http://www.multiculturas.com/textos/insightsEdn5\\_Mother\\_tongue\\_first\\_2006.pdf](http://www.multiculturas.com/textos/insightsEdn5_Mother_tongue_first_2006.pdf)).

### **2.3 Mother Tongue-Based Programmes**

As the country promotes mother tongue-based education, the effect of mother tongue on second language learning is still debatable. In MTB education, whether bilingual or multilingual, children's mother tongue is used in the classroom as a bridge to learning a second language. Children start their education in a language they understand, which is their mother tongue. Through this, they develop a strong foundation in their mother language, and a strong foundation in their first language is required for learning a second language. It also provides the opportunity to learn the central concepts primarily in a familiar language and later those concepts in a new language ([http://www.rti.org/brochures/eddata\\_ii\\_mother\\_tongue\\_instruction.pdf](http://www.rti.org/brochures/eddata_ii_mother_tongue_instruction.pdf)).

According to June Jordan, cited by Kadel (2010), "You will never teach a child a new language by scoring and ridiculing and forcibly erasing his first language." At the beginning of education, mother tongue instruction is very important not only to develop a strong educational foundation but also to strengthen the cognitive development of learners. There is a big gap between the student's home and the school unless the mother tongue is used in education. By developing literacy skills in the first language, MTBMLE helps strengthen the first language and provides a smooth transition from L1 (first language) to L2 (National language) or L3 (International language) to be used as a medium of instruction.

Benson (2006) mentioned in her article that mother tongue-based multilingual education (MTB-MLE) programs have three general goals to affect the language, academic, and socio-cultural learning of every learner. Some effects in these goal areas are supported by theories of famous authority linguists. To some extent, the competence of the learners is discussed.

Academically, the use of the mother tongue will help the students achieve grade-level academic competency and prepare them to be successful through the mainstream of the education system (Benson, 2006). In like terms, when a child begins learning in his or her mother tongue, that child will be more able to learn additional languages. In the paper, Khejeri (2013) added that "meaningful learning will only take place if the language of instruction brings meaningful and authentic communication between

teachers and learners". Furthermore, UNESCO's recommendation of the use of the mother tongue as the medium of instruction in the early years of schooling is based on the fact that a child learns better and develops cognitively faster if initially taught in his mother tongue.

The socio-cultural goal of the mother tongue education program targets the students to maintain their love and respect for their heritage, language, and culture and be prepared to contribute to the development of their community and nation (Benson, 2006). Learners will be able to improve their self-concept and identity when they are not hindered from using their mother tongue. Finally, the use of a familiar language for instruction confirms local culture and knowledge. This creates a connection between the formal school system and children's home and community environment ([http://www.rti.org/brochures/eddata\\_ii\\_mother\\_tongue\\_instruction.pdf](http://www.rti.org/brochures/eddata_ii_mother_tongue_instruction.pdf)).

#### **2.4 Why Mother Tongue?**

The current trend in education in our nation is the implementation of the use of the mother tongue in all areas of teaching to young learners. Most of those directly related to education, specifically the teachers, ask why a sudden change in a system. UNESCO (2003) acclaims to extend the use of the mother tongue as far as the late stage of education is possible. Research has proved that the cultural, affective, cognitive, and socio-psychological development of the child is far more contributed to by instruction in the mother tongue than instruction in the second language. This made every educator a little uncertain if it has a positive effect on learning, considering the different scenarios in our country. A sort of experimentation will most likely happen following the implemented law in the nation. Nonetheless, the use of the mother tongue seems to be the traditional way of teaching and learning, dating back to the use of vernacular, specifically in rural schools.

As of the year 2011, according to the survey on the World Economic Forum Global Competitiveness Report, the Philippines placed 5<sup>th</sup> in quality education in ASEAN and last in quality of Science and Math education and capacity for innovation. The possible blame is that our country was one of only three countries in the world with a 10-year pre-university program (SEAMEO Innotech, 2011). Another Daniel (2003), in the newsletter of UNESCO's education sector, states that languages are in danger. "Languages have always been disappearing, and at least 30,000 are thought to have disappeared since human beings started speaking...If nothing is done, half of the language spoken today will vanish over the century...When the last speaker of a language dies, it is very hard to revive it". Those are only some of the serious reasons why the reoccurrence of mother tongue in education should take place.

The notion is that the first language of the learners has an important role in the teaching and learning process, precisely in learning any second language; others believe that every new language is confronted by an already-existing mother tongue. For this fact, all other languages compete with one another, for if they are not used, they may be lost because there is only a limited amount of time that can be shared between them. This may be due to the reason that the mother tongue is always available and causes one to evade learning a second language. This possibly results in neglecting to learn any foreign or second language. This is a truth that has nonetheless led to false beliefs and has negated concepts about teaching using the first language.

Butzkamm (2003) presented a theory in contrast to the above views:

"Using mother tongue, we have learned to think, learn to communicate, and acquired an intuitive understanding of grammar. The mother tongue opens the door, not only to its grammar but to all grammar, in as much as it awakens the potential for universal grammar that lies within all of us. This foreknowledge is the result of interaction between a first language and our fundamental linguistic endowment and is the foundation on which we build ourselves. It is the greatest asset people bring to the task of foreign language learning..."

The theory predicts that the mother tongue as a cognitive and pedagogical resource will be more important for pupils of seven or eight upwards, by which time the mother tongue has taken firm root, and it will be more in evidence in the conventional classroom, where exposure to the foreign language is inevitably restricted, than in immersion situations.

Furthermore, this theory, according to Butzkamm (2003), can be broken down into 10 statements that will explain further the significance that the mother tongue plays in the classroom:

1. The foreign language or L2 or L3 learner must build upon existing skills and knowledge acquired in and through MT;
2. Techniques for meaning-conveyance function less well than the MT and can even be harmful;
3. MT aids make it easier to conduct whole lessons in foreign languages;
4. MT aids can promote more authentic, message-oriented communication than might be found in lessons where they are avoided;



5. MT techniques allow teachers to use richer, more authentic texts sooner. This means more comprehensible input and faster acquisition;
6. Bilingual techniques allow teachers to bypass the grammatical progression of textbooks;
7. The need to associate the new with the old which means that the relationship between languages should be established and not ignored or suppressed. The MT is the most powerful instrument and greatest treasure-house of words.
8. It is not possible to avoid interference, but it can be greatly reduced;
9. The counter-productive, haphazard use of the mother tongue may be an unwanted side-effect of the doctrine of monolingualism and
10. All newly acquired FL items must sink roots in our minds, which are eventually deep enough for the items to function independently of the MT.

### **2.5 Teaching Methodologies to Support the Use of Mother Tongue**

According to Ahmad Khair, as cited by Subramaniam et al. (2011) in their study, due to the fast growth of knowledge, technology, and education, translation is very important in our lives. Today, the world will not be advanced if people from different countries do not communicate with one another. Therefore, translation indeed happens almost every day to share knowledge and disseminate information.

Accurate translation in a formal sense is taught in schools. A common clarification of methods of teaching that use the mother tongue is traditional, alternative, and current communicative methods. In the field of English language teaching, the traditional methods of teaching a language are the Grammar Translation Method and Alternative methods such as Silent Way, Suggestopedia, Total Physical Response, and Communicative Language Learning. Furthermore, communicative approaches are Communicative Language Teaching and Natural Approach (Voicu, 2003).

The Grammar Translation Method, known as "GTM", is the method in which nearly all phases of the lesson employ the use of students' L1 and translation techniques. The process of evaluation occurs when students can translate readings into the first language and, if they know enough to translate, specially select and prepare exercises from the first to the second language. The teaching of grammar went together with translation for the teaching of a second language; both relied on the use of the native language to impart knowledge.

Prator and Celce-Murcia (1979), cited by Voicu (2003), listed the major characteristics of GTM; these classes are taught in the mother tongue, with little active use of the target language; much vocabulary is taught in the form of a list isolated words; long, elaborate explanation of the intricacies of grammar are given; grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words; reading of difficult classical text begun early; little or no attention is paid to the context of the texts which are treated as exercises in grammatical analysis; and often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. Applying translation was extreme when GTM was a common method in teaching English.

Larsen-Freeman (2000) presented a very concise description of L1's role in the EFL context. She supports the role of the mother tongue in classroom procedures and summarizes the role of L1 in various ELT methods: The first example of an Alternative Method is the Silent Way Method in which the learners' native language can, however, be used to give instructions when necessary and to help a student improve his or her pronunciation. The native language is also used (at least at the beginning levels of proficiency) during feedback sessions.

The Alternative Method is also Suggestopedia, which explains that native language translation is used to make the meaning of the dialog clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language much lesser.

Also, Community Language Learning discusses that students' security is initially enhanced by using their native language. The purpose of L1 is to provide a bridge from the familiar to the unfamiliar. Directions in class and sessions during which students express their feelings and are understood are conducted in their mother tongue.

Last under the Alternative Method is the Total Physical Response. This method is usually introduced initially in the student's native language. After the introductory lesson, the native language would rarely be used. Meaning is made clear through body movements.

The methods under Communicative Approaches are Communicative Language Teaching and Natural Approach. Communicative language teaching stresses the judicious use of the student's native language if permitted. On the Natural Approach, Krashen's

work was developed by Tracy Terrel (1983). Acting on observation on how a child controls its first language and that learner should be as relaxed as possible in the classroom. The initial task of the teacher was to provide comprehensible input, that is, spoken language that is understandable to the learner, which refers to the mother tongue or is just a little beyond the learners' level.

The above-mentioned teaching methodologies undeniably show the significant role of the mother tongue in the process of learning a language. Though there are limitations on the use of said methods, teachers who use said methods do not contradict the fact that learners' native language has to be used for the learning of the target language or any learning aspects.

### ***2.7 Domains of Learning Affected by Mother Tongue***

In language, different domains of learning are touched, such as oral language, phonological and phonemic awareness, fluency, spelling, grammar awareness and structure, vocabulary development, reading and listening comprehension, and attitude toward language and literacy (Pado, 2013). Another, Kavaliauskiene (2009) stated that translation used in the mother tongue develops three qualities vital to all language learning. These are accuracy, clarity, and flexibility. In conclusion, the use of the mother tongue and translation can serve as a tool for the improvement of language skills. Rather, the extended use of the mother tongue enables to facilitate high levels of proficiency in the other target language (Khejeri, 2013).

Gonzalez, as cited by Dumatog and Dekker (2003), stated that when students do not understand the medium of instruction, a language they understand must be used immediately until a second language can be used with comprehension in the classroom. That is, communication should take place between the teacher and the learners in a common language.

Benson (2006) posited that students will develop fluency and confidence using their mother tongue and the official language for communication and learning in school. She continued by stating that research shows that children learn better when they are taught via language they know well. In contrast, children who cannot understand the language used in the classroom are unable to demonstrate what they know, ask questions and participate. In contrast, providing children with an opportunity to learn in a language they understand starting on the first day of school discusses significant advantages for the education system, teachers, parents, and students. (<http://langpolicy.saschina.wikispaces.net/file/view/The+Importance+of+Mother+Tongue+pdf>). Butzkamm (2003) stated that "mother tongue is the master key to any second language. It is the fastest, surest, most precise, and most complete tool to access foreign or second language".

Benson (2004) reported pedagogical advantages that "use of familiar language to teach beginning literacy facilitates an understanding of sound-symbol or meaning-symbol correspondence. Learning to read is most efficient when students know the language...likewise; students can communicate through writing as soon as they understand the rules of the written system of their language...the learning of new concepts is not postponed until children become competent in the second language."

### ***2.8 Evident Theories on Learners' Mother Tongue Use***

Factors that increase the likelihood of successful second language learning include (1) cognitive influences such as knowledge of the first language, linguistic analysis, capacity, and memory; (2) motivational interest like interest in a second language and value of a second language to learners; (3) social influences such as opportunities to interact with second or third language speakers (Encyclopaedia Education, 2003).

According to Krashen (2007), "acquisition requires meaningful interaction in the target language –natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding".

Natural communication, termed by Krashen, refers to the language itself used by the teacher in teaching the learners and also to the actual natural setting of communication. This is further explained through Krashen's Affective Filter Hypothesis. It states that it is easier for a learner to acquire a language when she or he is not affected by negative filters like anger, anxiousness, boredom, and bewilderment. A low filter means that the performer is more open to the input language.

Concerning the use of the mother tongue in learning, learners get active and participative in the learning process because familiar language is being used. They understand what is being discussed and what is being asked of them. This leads them to gain confidence since children can respond easily to the activities of the teacher, and learners become less dependent on their mother tongue. Aside from that, learners become disciplined since using their mother tongue attracts their emotions.

Moreover, the use of the mother tongue stands for the transfer of linguistic and cognitive skills as facilitated in bilingual and multilingual programs. The educational principles behind this positive transfer of skills are Cummins' Interdependence Theory and the concept of Common Underlying Proficiency, as mentioned by Benson (2004). Students can begin reading and writing in the

second language once they have basic literacy skills in the first language and communicative skills in the second language. This is to say, efficiently transferring the literacy skills a learner has acquired in the familiar language.

The Common Underlying Proficiency presents that both languages operate through the same central processing system. Speaking, listening, reading, or writing in the first or second language helps the whole cognitive system to develop. However, if the children are made to operate in an insufficiently developed second language, the system will not function well. This simply proves that as the first language plays a major role in learning a second language, the mother tongue or the first language of the learners should not be neglected.

In both Krashen's and Cummin's approaches (Malone, 2012), the learners' mother tongue plays a critical role. A well-developed L1 in all communicative domains – listening, speaking, reading, and writing- lays the foundation for the transfer of these skills to the L2.

Lev Vygotsky's (1978) social interaction shared the following points: there is a relationship between thought and action, and the foundations of mental processes lie in action in the world. Learning awakens a variety of internal development processes that can operate only when the child is interacting with people in his environment and cooperating with his peers. As a short aside, this view makes a strong case for having mixed abilities in the classroom and prioritizing learning activities that use social interaction.

### **2.9 Reported Effects of Use of Mother Tongue in Teaching and Learning**

The native language of the children truly presents significant significance not only in the track of education but also in their respective identities. This fact is what educators cannot set aside and repudiate.

Consequently, if the mother tongue showed significance in many aspects, there must be results to prove those. Mother tongue has had plentiful effects on the teaching of the teachers who held accounts for it and effects in the learners' zone.

Effects in teaching have much to contemplate; Butzkamm (2003) presented them as follows:

1. A target language for the beginners will be direct. So, as say, since it will be led by the MT,
2. Teaching saves much time that MT gives translation to a target language and need no longer explanation for it;
3. Gives descriptive teaching when it comes to comparison;
4. The management in the classroom becomes controllable due to a clear understanding of discipline between the teacher and the learners;
5. Repetitive addressing of instructions is minimized;
6. Methods used in teaching are made rich to the children;
7. Teachers get hooked into the errors made by the learners due to constant checks;
8. Teachers will use less effort teaching a second language because of the transfer of skills;
9. Teachers take MT as milestones for learning a foreign language;
10. Teaching becomes lively due to the active participation of the learners;
11. Translation of short passages into the MT can be turned into imaginative and highly interactive exercises; Moreover, (<http://langpolicy.saschina.wikispaces.net/File/view/The+Importance+of+Mother+Tongue+Language+Instruction.pdf>)
12. MT improves access to education. Research shows that children who understand the language of instruction are more likely to enter school at age-appropriate times and attend school regularly; moreover, they are less likely to drop out than those who receive instruction in a foreign language;
13. Improves internal educational efficiency. Research proves that the increased efficiency results from fewer students repeating, dropping out, or failing to learn. Education that uses the mother tongue is also more cost-effective than monolingual models of education and
14. Supports local culture and parental involvement. The use of a familiar language for instruction validates local culture and knowledge, creating a bridge between the formal school system and children's home and community environment. This, in turn, facilitates parental involvement and strengthens community support for education since language is not a barrier to participating in children 's schooling.

The stressed effects of the mother tongue both in teaching and in learning language gave extensive conception that the native language of the learners is but a truth showing that it shouldn't be neglected by anyone in education under any circumstances.

### **2.10 Related Studies**

Studies conducted by researchers from different places in the world have a bearing on the present study. These related studies serve as potential references for the present study in justifying the findings and in formulating recommendations.

Rose C. Dumatog and Dianne E. Dekker (2003), in their study *First Language Education in Lubuagan, Northern Philippines*, stated that “despite numerous constraints, including the use of three languages (the mother tongue and two National languages, English and Filipino) in the school setting, student scores indicate greater gains when the mother tongue is used as the medium of instruction for teaching content and for teaching the two national languages”. It has shown vastly the effect of the use of the mother in learning the target language content and in learning second languages by the Libuagan children.

The study by Galina Kavaliauskiene (2009) on the *Role of the Mother Tongue in Learning English for Specific Purposes* found that all learners need the support of their mother tongue in English classes. However, the amount of native language needed depends on the student’s proficiency in English. This study has just proved the theory of Butzkamm’s theory that the mother tongue is the master key to a foreign language. She also mentioned in her study the study of C. Schweers. It was stated that “research was conducted into this issue and found that a high percentage (88.7%) of the participants felt that mother tongue should be used in their English classes. Moreover, if the learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened.

As part of the mother tongue-based education program, socio-cultural aspects of learning will affect the competence of the child in learning a second language. If they are hindered from using their native language, their self-esteem will lower, giving them a feeling of inferiority in expressing their thoughts regarding the acquisition of new learning.

Heba Mohammad Damra and Mahmoud Al Qudah (2012) revealed in their study *The Effect of Using Native Language on Grammar Achievement and Attitudes toward Learning on Basic Stage EFL Students in Jordan* that the use of first language is important in teaching English grammar in the classroom. Also, students need to resort to the first language occasionally to make sure that they only do this when they feel they cannot control their understanding of English grammar. Therefore, the use of the mother tongue in the grammar learning process should be used and recommended.

Teachers’ use of the mother tongue should not be to the extent of overusing it. Teachers must make sure that instructions are made clear for understanding. As the learners display learning to the second language, a gradual shift of instruction to the second language should be manifested to acquire new learning independently of their mother tongue.

Mary Khejeri’s (2013) study on the *Effect of English on the Teaching and Use of the Mother Tongue* exposed that English and Kiswahili (a language in Kenya) were used for instruction, while the mother tongue was used as a supplementary language. It was recommended that the government, in conjunction with the school administration, sensitize teachers on the important role the mother tongue plays in the earlier years of schooling and as a carrier of culture.

Likewise, as mother tongue-based education has been implemented in our country, it recommends the use of children’s mother tongue as a medium of instruction in the early stage of learning. It is believed that linguistic and cognitive skills in a first language transfer to learning in a second language.

The findings in the study of Vijayaletchumy a/p Subramaniam et al. (2011) about the *Interference of Mother Tongue in English Translation Materials* showed that contrastive linguistic analysis is the most suitable technique to be used to compare the structure of L1 to L2 to see its similarities and differences. The linguistic aspects of both L1 and L2 can be considered similar. This makes someone easily master one language.

For the *Mother-Tongue Dilemma*, an article by John Daniel (2003) on *Education Today*, he mentioned that “many studies have shown children do better if they get a basic education in their language. This is important because about 476 million of the world’s illiterate people speak minority languages and live in countries where children are mostly not taught in their mother tongue”.

Cristina-Georgina Voicu (2012), on *Overusing Mother Tongue in English Language Teaching*, concluded that a rational and judicious use of L1 in EFL classes can only be advantageous. L1 use must be tuned up with effective target language teaching, taking into consideration the learners’ mother tongue and cultural background and using them to the best of their interest.

The above-mentioned studies are somehow believed to be related to the present study undertaken.

### **3. Research Methodology**

#### **3.1 Research Design**

The descriptive-correlational method of research was employed in this study. The descriptive method describes the profile of the respondents in terms of their age, gender, family status, size of family, language used at home, and learning strategies. It also describes the status of the respondents in terms of attitude to / motivation for learning the English language, language/s used in

interacting with peers, exposure to mass media, language used by teachers in other subject areas, contexts of situations in which one uses mother tongue and English, and language used by teacher in an English class. Moreover, this method will describe the English language test results of the respondents.

The correlational method finds a significant relationship between English language performance and the respondents' attitude and motivation, personal factors, social factors, and cognitive factors for learning the English language.

This descriptive-correlational method answers the questions or finds the effects of the mother tongue on the English language performance among the grade 3 pupils of MSU-ILS.

### **3.2 Locale of the Study**

The study was conducted at Mindanao State University – Integrated Laboratory School (MSU-ILS). This school is a laboratory school that accommodates the children of MSU employees and gives supplemental teaching pieces of training to the senior students at the College of Education. It has two departments, the elementary and high school. Each department is led by a principal who is under close supervision of the assistant dean of the school. In a particular location, MSU-ILS is located at the very center of the campus.

The Mindanao State University is in the Islamic City of Marawi and about thirty-six kilometers from Iligan City. It is accessible by overland trip via natural highway from Iligan City (approximately less than a one-hour ride for normal condition travel). It has an area of 1,000 hectares that lies on top of hills overlooking Lanao Lake. The campus possesses tall and numerous trees that have given cool breezes of air and mild weather over the years.

### **3.3 Respondents of the Study**

The respondents of this study were grade 3 pupils. There are five sections in the level with 45 pupils each, and they are grouped heterogeneously. The researcher employed a systematic sampling method since the populations are grouped heterogeneously and are of different sections. The researcher's desired sample size is 50% or 105 of the population, so she starts at the selected random number 2 as a starting point from the alphabetical list of the pupils. Beginning with the second name, every 2nd name is selected throughout the population of approximately 210 names of pupils. Thus, all the names that fall on even numbers from the first section to the last section will be chosen.

### **3.4 Research Instruments**

The researcher used the following research instruments:

#### **3.4.1 Questionnaire**

Modified from Estrada-Manubag (2005) for getting the respondent's profile on demographic or personal factors, motivation under affective factors, and social factors in learning the English language. There will be a separate questionnaire for Socioeconomic status (SES) or the family status of the respondents because the young respondents of the study may not be certain about it. Corresponding parents of the respondents will answer the said separate questionnaire.

Adapted and modified from Damra and Al Qudah (2012) for getting the status of respondents' attitudes towards learning the English language (grammar).

#### **3.4.2 English Language Test (Grammar Achievement Test)**

The researcher constructed the test herself to be piloted and administered. The results of their English language test were given descriptive equivalents.

#### **3.4.3 Observation**

An alert observation of respondents' understanding of every question in the questionnaire and the test should be given on-the-spot corrective emphasis and clarification for the reliability of the data.

### **3.5 Data Gathering Procedure**

A letter requesting the conduct of the study was given to the principal of the elementary department of MSU-Integrated Laboratory School. The number and list of pupils per section will be taken from the Principal's records.

A constructed questionnaire regarding the psychological or affective factors, personal factors, and social factors was administered and retrieved by the researcher herself since the target respondents will be hers.

In obtaining the desired data, the questionnaires were of two sets. The demographic/personal category, psychological or affective category, and social category were answered by the respondents, varying according to their class schedules. The second set is about the Socio-Economic Status of the respondents' families; the separate questionnaire with a letter attached to it was sent to them through their children as respondents. The parents are, therefore, to answer the SES questionnaire.

In administering the English language test that comprises grammar, vocabulary, and comprehension, the respondents were divided into a control group and an experimental group. Before this, the researcher first did a pilot study for the said test that was answered by the grade 3 of the same school non-respondents of this study. The topics to be included in the test were taught first to the respondents. The experimental group answered the grammar achievement test, rendering the instructions and questions into their mother tongue as necessary for the respondents. The control group will be taking the test using an English-only policy. This would reveal the effect of the mother tongue on grade 3 pupils' cognitive level in learning the English language.

Since the respondents are at a very young age, careful observation of how they understand and answer, every category of the questionnaire should be detected and given correct emphasis.

**3.6 Statistical Tools**

In the treatment of the data, the following tools were used in this study:

**1. Frequency and percentage distribution.** This was used to describe the demographic profile of the respondents. The formula is

$$P = \frac{f \times 100}{N}$$

where: P = percentage  
f = frequency  
N = number of pupils

**2. Weighted mean (WM).** This was used to calculate the weighted responses on the various categories of the questionnaire. The formula is

$$WM = \frac{W \times f}{N}$$

where: WM = weighted mean  
W = Weighted assigned to a category  
F = frequency of responses  
N = total population

**3. Pearson Product Moment Correlation Coefficient.** This will be used to determine the relationships and differences between and among the variables. The formula for Pearson r is

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

**3.7 Method of Data Analysis**

In the analysis of data, the researcher used descriptive statistics in the form of percentage, frequency distribution, and mean to analyze the demographic profile of the respondents, as well as their status in psychological and social factors in learning the English language.

In determining the relationships and differences between and among the variables, the Pearson Moment Correlation Coefficient or Pearson r was utilized.

In hypothesis testing, the p-value is the most important thing. The p-value for a hypothesis test is the smallest significance level at which the null hypothesis can be rejected based on the sample data. If the p-value is less than the significance level that is 0.05, the hypothesis is rejected. The analysis of contingency value is as follows:

- 0.0 to ±0.20 = very low correlation
- ±0.21 to ±0.40 = low correlation
- ±0.41 to ±0.70 = moderate correlation
- ±0.71 to ±0.99 = high correlation

1.0 = perfect correlation

#### **4. Result and Analysis:**

##### **4.1. Descriptive Findings:**

The descriptive analysis of the demographic profile of the grade 3 pupils will reveal information about their age, gender, family status, and other relevant factors.

The descriptive analysis of the attitude, motivation, personal, social, and cognitive factors will provide insights into the students' overall disposition toward learning the English language.

##### **4.2 Correlational Analysis:**

The correlational analysis may reveal significant relationships between English language performance and various factors such as attitude, motivation, personal factors, social factors, and cognitive factors.

Positive correlations may suggest that a positive attitude, high motivation, and supportive personal and social environments are associated with better English language performance.

##### *Effect of Mother Tongue on English Language Performance:*

The study aims to investigate the effects of the mother tongue on English language performance. The analysis of the English language test results for the experimental and control groups will provide insights into how using the mother tongue affects the grade 3 pupils' cognitive abilities in learning English.

##### *Observational Emphasis:*

The on-the-spot corrective emphasis and clarification during the observation phase will contribute to the reliability of the data, ensuring that the responses accurately reflect the student's understanding.

##### *Statistical Tools Analysis:*

Frequency and percentage distribution will provide a clear picture of the demographic profile of the respondents. The weighted mean will help in assessing the significance of responses on different categories of the questionnaire. Pearson Product Moment Correlation Coefficient will reveal the strength and direction of relationships among variables.

#### **5. Recommendations:**

Based on the potential findings, the following recommendations can be made:

Implement strategies to foster a positive attitude and high motivation among grade 3 pupils towards learning the English language; Explore incorporating elements of the mother tongue in English language instruction, especially for young learners, to enhance understanding and performance; Encourage parental involvement and support in English language learning by understanding the socio-economic factors affecting students; and Provide professional development opportunities for teachers to enhance their skills in catering to the diverse linguistic backgrounds of students.

#### **Conclusion**

In conclusion, the study has explored the relationship between various factors and English language performance among grade 3 pupils in MSU-ILS. The findings, once analyzed, will contribute valuable insights to the field of language education, particularly in understanding the impact of the mother tongue on English language acquisition among young learners. The recommendations aim to guide educational practitioners and policymakers in creating a more conducive learning environment for English language development.

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**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

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Appendix

Questionnaire

Direction: Fill out this information sheet by checking the corresponding space for the number/answer that you think is appropriate. Please do not leave or miss any items unanswered.

Part 1. Respondent's Demographic Profile / Personal Factors

1. Age \_\_\_\_\_

2. Gender:

\_\_\_\_\_ male

\_\_\_\_\_ female

3. Language (s) Spoken at home

\_\_\_\_\_ Cebuano / Visayan

\_\_\_\_\_ Maranao

\_\_\_\_\_ English

\_\_\_\_\_ Filipino / Tagalog

\_\_\_\_\_ Ilonggo

\_\_\_\_\_ Maguindanao

\_\_\_\_\_ Cebuano / Filipino

\_\_\_\_\_ Cebuano / English

\_\_\_\_\_ Arabic

\_\_\_\_\_ English / Filipino

\_\_\_\_\_ Filipino / Maranao

\_\_\_\_\_ others (pls. specify )

4. Size of the Family (father, mother and children )



( ) 2 – 3                      ( ) 7 – 9 ( ) 13 and above

5. What learning strategies do you employ or adopt to facilitate English language learning?

**a) Metacognitive Strategies**

- \_\_\_ selective attention (attend to specific Aspects of language input)  
 \_\_\_ self-management  
 \_\_\_ self-talk  
 \_\_\_ self-monitor  
 \_\_\_ memorization

**b) Cognitive Strategies**

- \_\_\_ translation  
 \_\_\_ repetition ( imitate a language model )  
 \_\_\_ reclassifying/labelling  
 \_\_\_ note taking  
 \_\_\_ imagery (relating new information to visual concepts in memory)  
 \_\_\_ summary

**c) Socio-affective Strategies**

- \_\_\_ working with one or more pairs/study group  
 \_\_\_ asking a teacher or other professionals for repetition/clarification  
 \_\_\_ brain-storming  
 \_\_\_ role-playing  
 \_\_\_ interview

**Part 11. Psychological or Affective Factors**

**1. Attitude towards English**

1.1 How do you view English as a language?

- ( ) It is the language of the educated.                      ( ) It is not important  
 ( ) It is the language of strangers.                              ( ) It is very important  
 Others ( pls. specify )

**1.2 How do you look at English as a subject?**

- ( ) It is difficult                      ( ) It is easy                              ( ) It is very important  
 ( ) It is not important.              ( ) It is boring                              ( ) It is interesting.  
 Others ( pls. specify )

**2. Motivation for learning the language**

**a) Integrative Motivation**

1. Learning English would be much easier if the teacher used the target language as a medium of instruction.  
     SA      A      U      D      SD
2. The teacher praises me every time I do well in class.  
     SA      A      U      D      SD
3. The teacher inspires me to learn the target language through relating stories of successful professionals.  
     SA      A      U      D      SD
4. Learning English is easy in a friendly, embracing, warm classroom atmosphere.  
     SA      A      U      D      SD
5. I want to learn English well so I can interact more effectively and confidently with English-speaking people.  
     SA      A      U      D      SD
6. The teacher scolds me whenever I don't use the English language in expressing ideas opinions.  
     SA      A      U      D      SD

**b) Instrumental Motivation**

1. My parents promise me valuable things if I show up in my English class.  
     SA      A      U      D      SD
2. Learning English will help me achieve my ambition.  
     SA      A      U      D      SD
3. Teacher should give instructions/directions clearly.



2.8 What TV program do you regularly watch? Please list the more important ones.

- a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_

2.9 Which of the following printed materials do you regularly read at home? Please check as applicable.

Printed Materials	English	Tagalog or Filipino	English/Filipino
( ) Magazine	_____	_____	_____
( ) Reference Book	_____	_____	_____
( ) Novelette	_____	_____	_____
( ) Comics	_____	_____	_____

3. Use of English by teachers in other subject areas

3.1 What language(s) do your teachers in other subject areas use? Rank in the order of frequency.

\_\_\_\_\_ Filipino \_\_\_\_\_ English  
 \_\_\_\_\_ Maranao \_\_\_\_\_ Cebuano

3.2 How often do your teachers in other subject areas use English in the class?

\_\_\_\_\_ occasionally \_\_\_\_\_ always  
 \_\_\_\_\_ seldom \_\_\_\_\_ never

3.3 How often do your teacher's use of English?

\_\_\_\_\_ occasionally \_\_\_\_\_ always  
 \_\_\_\_\_ seldom \_\_\_\_\_ never

4. Contexts of situations in which one uses English

4.1 Places where you are most likely to use English.

\_\_\_ school \_\_\_\_\_ home \_\_\_\_\_ business establishment  
 \_\_\_ church/mosque \_\_\_\_\_ private / government offices  
 \_\_\_\_\_ others (pls. specify)

4.2 When you have to clarify something with a teacher, what language do you use?

English Filipino Meranao

4.3 With whom do you usually use (speak/listen to ) English?

- ( ) with parents ( ) with classmates/peers ( ) with teachers  
 ( ) with some professionals aside from the teachers  
 ( ) with business entrepreneurs  
 \_\_\_\_\_ others ( pls. specify )

5. Language used by teacher in an English class

5.1 What language do you believe your teacher should use in class as medium of instruction?

\_\_\_\_\_ English \_\_\_\_\_ Filipino \_\_\_\_\_ Meranao

#### **Reasons**

- a. English b. Filipino

- |   |  |
|---|--|
| <input type="checkbox"/> Easy to comprehend                       | <input type="checkbox"/> Easy to understand                            |
| <input type="checkbox"/> Makes you feel American – like           | <input type="checkbox"/> Generates better classroom discussion         |
| <input type="checkbox"/> Broadens my perspectives                 | <input type="checkbox"/> Establishes better rapport                    |
| <input type="checkbox"/> Aids in accomplishing one’s task         | <input type="checkbox"/> Allows better self-expression                 |
| <input type="checkbox"/> Helps facilitate intellectual discussion | <input type="checkbox"/> Conveys ideas easily and freely               |
| <input type="checkbox"/> Polishes my English through practice     | <input type="checkbox"/> Makes me feel nationalistic                   |
| <input type="checkbox"/> Good for my self-esteem                  | <input type="checkbox"/> Achieves higher proficiency in both languages |
| <input type="checkbox"/> Challenges me                            |  |

5.2 How often do you think English-Meranao as the medium of instruction in an English class should be used?

- Never                       Sometimes                       oftentimes  
 Always                       others ( pls. specify )

**SES Questionnaire**

Instruction: Fill out this information sheet by checking the corresponding space for the number/answer that you think is appropriate. Please do not leave or miss any items unanswered.

**Family Status**

a. Educational Attainment

Father

- elementary graduate
- high school graduate
- college level
- AB / BS
- MA / MS
- PhD / Ed. D / DPA

Mother

- elementary graduate
- high school graduate
- college level
- AB / BS
- MA / MS
- PhD / Ed. D / DPA

b. Occupation / profession

Father: \_\_\_\_\_

Mother: \_\_\_\_\_

c. Monthly Income:

Father

- P 4,999.00 bellow
- P 5, 000.00 – 9,999.00
- P 10,000.00 – P 14, 999.00
- P 15,000.00 – P 19,999.00
- P 20,000.00 and above

Mother

- P 4,999.00 bellow
- P 5, 000.00 – 9,999.00
- P 10,000.00 – P 14, 999.00
- P 15,000.00 – P 19,999.00
- P 20,000.00 and above