Effect of First Language Component-Bridging Program (FLC-BP) Approach on Secondary Students' MACRO Skills

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ABSTRACT

The First Language Component-Bridging Program (FLC-BP) methodology calls for teaching the skills in reading, writing and math concepts in the first language. One major principle of FLC-BP is a child's cultural model of the world which helps him process perceptual information, understand concepts and form new ones. New concepts and skills are built on existing knowledge and structures rather than bypassing them by using a rote memorization methodology. The study was undertaken to find out the effects of the First Language Component-Bridging Program on the Performance of Junior High School Learners in their Four MACRO Skills. The study adopted the quasi experimental design, specifically the Pre-test Post-test Control Group Factorial Design. Three sections of Junior High School students were utilized as respondents and assigned to Tagalog-English, Iloko-English, and English-English teaching approaches. After four months of study, the researcher found out that students exposed to the English-English approach indicated a high level of performance in listening, moderate in speaking and reading and low in writing skill. The Tagalog-English and Iloko-English showed a high level of performance in listening. Tagalog-English indicated a high level of performance in speaking and reading and moderate in writing. The Iloko-English students were moderate in speaking, reading and writing skills. Furthermore, English-only used as a medium of

instruction is not the best solution to learn to speak and use English as the ladder to success. Hence, the researcher recommended the use of first language to improve the performance of students in learning.

Keywords - Socio Linguistics, First Language Component-Bridging Program, Mother Tongue Based-Multilingual Education, Macro Skills, Factorial Design, Philippines

INTRODUCTION

The Department of Education pursues to improve the quality of basic education in the Philippines. The newest initiative is the K to 12 basic education curriculum where the child's first language is used as the primary medium of instruction from preschool to grade 3. The mother tongue is the main vehicle to teach mastery and understanding of all subjects. This gives birth to the Mother Tongue Based-Multilingual Education (MTB-MLE).

The Bilingual Policy of 1974 mandates the use of the First Language (L1) to teach comprehension and understanding and the three core subjects Science, Math and English. This mode of instruction has long been introduced and practiced in Ifugao of the Cordilleras since 1985. In addition to this, a lot of researches were already conducted with the use of first language in education. To mention a few were the Ilo-ilo Experiments (1948-1959 and 1961-1964), Rizal Experiment (1960-1966).

There were comprehensive studies conducted in relation to the Bilingual Policy like the First Language Exponent-Bridging Program which was first introduced in Ifugao province on 1986-1993; the Lingua Franca Education Project was launched in SY 1999-2001 (Baguingan, 1999) mandated by DECS Memo No. 144 s.1999 and later expanded with the inclusion of more schools and more languages through DECS Memo No. 243 s. 2000; and the Culture-Responsive Curriculum for Indigenous People-Third Elementary Education Project (CCIP-TEEP) case study from 2003 to 2007 (Labrador, 2010). The results of these studies show that when teachers use the child's mother tongue, the latter learn to read more quickly; learn better in Math and science; and improve in cognitive skills. They also participate more actively in classes when the mother tongue was used as a medium of instruction. Furthermore, children who have learned to read and write in their first language learn to speak, read and write in the second and third languages more quickly. Overall, those who begin school in their first language with careful bridging with the two languages emerge as more competent in all areas of study than children who do not.

In consonance with the findings of these studies, the Department of Education Order 74 was issued on July 14, 2009 which institutionalized the Mother Tongue-Based Multilingual Education (MTB-MLE). MLE is grounded on the lessons and findings of various local initiatives and international findings in basic education validating the superiority of the child's first language or mother tongue in reforming and advancing learning outcomes and promoting Education for All (EFA).

With these transformations in basic education, from the very first FLCBP to MTB-MLE and found effective, the researcher adopted the concept and tried out to Junior High School learners.

FRAMEWORK

This study was based on theoretical principles of teaching and learning a second language. To maximize the use of the second language, the learner must be made aware of its basic skills: listening, speaking, reading and writing (Krashen, 1982, 1991), and anchored to House Bill No. 3719 known as Multilingual Education and Literacy Bill authored by Rep. Magtanggol T. Gunigundo of the 2nd District of Valenzuela City.

Communication requires the use of the language proficiency in both oral and written. The ability to read as well as to write is developed after the learner has acquired a fair knowledge of listening and speaking skills. Speaking and writing are two modes of communication that must be integrated in the classrooms. They know that when they write, they also read (White, 1981 and Nunan, 1991). Moreover, the K to 12 Basic Education Program aims to produce Filipino graduates who are holistically-developed with the 21st century skills prepared for higher education, middle-level skills development, employment, and entrepreneurship (SEAMEO INNOTECH, 2012).

With the above theories and principles of language learning, the researcher conceptualized the framework of the study as reflected in figure 1 wherein three teaching approaches: the Tagalog-English, Iloko-English, and English-English were tested for their effectiveness in developing the English proficiency of students along the four macro skills namely: listening, speaking, reading and writing. In addition, the researcher foresees the effects of prior knowledge as covariance like National Achievement Test (NAT) Results in English.
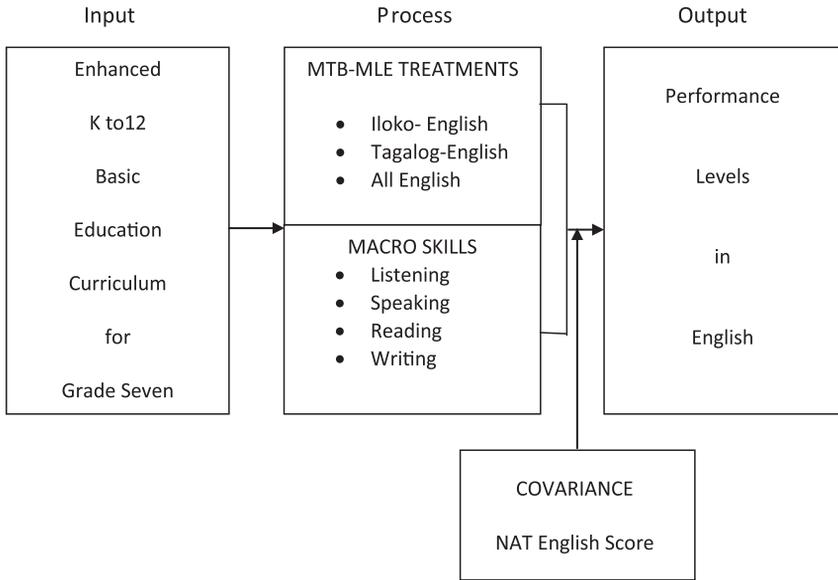
Input	Process	Output
Enhanced K to12 Basic Education Curriculum for Grade Seven	**MTB-MLE TREATMENTS** • Iloko- English • Tagalog-English • All English **MACRO SKILLS** • Listening • Speaking • Reading • Writing	Performance Levels in English

COVARIANCE

NAT English Score

Figure 1. Research Flow

OBJECTIVES OF THE STUDY

This study was conducted to determine the effect of First Language Component-Bridging Program (FLC-BP) on the performance of Junior High School Learners in their four MACRO skills. It aimed to assess students' performance in their listening, speaking, reading and writing skills using MTB-MLE as a methodology.

METHODOLOGY

Experimental Design

The quasi experimental design, specifically the Pre-test Post-test Control Group Factorial Design was adopted in the study. Three groups of teaching strategies: Tagalog-English, Iloko-English, and English-English were tested for effectiveness along the four macro skills: listening, speaking, reading and writing considering the National Achievement Test (NAT) Results in English as covariance.

Subjects in the Study

The study was conducted in one of the public high schools in the Division of Nueva Vizcaya from August to November, 2012. Three intact classes were chosen from the 15 sections intended for grade 7 students. The selection of these 3 classes was based on the results of the qualifying examination. The examination was personally administered by the researcher to avoid some doubts and suspicions as to the validity and reliability of the test. It was a 90 multiple choice item covering the four MACRO skills. After administering the test, the researcher collated all the results of the examination and computed the calculated weighted mean ratings of the different sections, after which, the three classes which had the closest weighted mean ratings were chosen as the direct respondents of the research.

After determining the three intact classes for the study, the researcher had conducted a draw lots method to assign which treatment should be given to each section. Section *magiting* was assigned as Treatment 1 (All English), section *pluto* was assigned as Treatment 2 (Tagalog-English) and section *malikhain* was Treatment 3 (Iloko-English). These three selected classes had 30 – 45 students each and were randomly assigned to the three teaching strategies.

Research Instruments

The study used the following instruments. A qualifying examination, a 90-item examination designed to identify 3 comparable classes for the experiment. A pre-test and post-test, a 60 multiple choice item that focused on the four MACRO skills. The examination was intended for one hour. The listening skill was a 15 item test which required the students to listen carefully as the teacher read the text or played the recorder from which the text was recorded. The other three MACRO skills: speaking, reading, and writing skills had also 15 items each respectively. In addition, the Quarterly Kit was given by the Department of Education (DepEd). The kit contained the outlined lessons that served as guides for grade seven teachers. The same Kit was translated to other languages such as Iloko and Tagalog. The kits were also used in the experimental treatments.

Experimental Treatments

The three treatments used in the study were as follows:

Treatment 1: *All English.* The researcher used the English language as a medium

of instruction for the whole duration of the class. Discussions, questions, and answers coming from the students were strictly all English.

Treatment 2: *Tagalog-English*. This time, the researcher conducted the lesson in Tagalog for the first 25 minutes and the second half in English. The 10 minutes remaining was used for evaluation. The evaluation was in English.

Treatment 3: *Iloko-English*. The researcher used the Iloko language in explaining the lesson for the first 25 minutes. Then, the next 25 minutes was done in English. The 10 minutes remaining was utilized for evaluation, in English.

The content coverage, time frame, examination were all the same, only the translated lectures for the discussion were unique from each strategies. The lessons taught were based from the Quarterly Kit given by the Department of Education (DepEd). The kit contained the outlined lessons that served as guides for grade seven teachers during the year.

Statistical Tools

The statistical tools used in the study were descriptive statistics such as frequency counts, mean, standard deviation and ranks to determine the demographic profile of the respondents; mean and standard deviation to determine the level of performance of the respondents in the pre-test and post-test. Inferential methods were used such as ANCOVA, to determine differences on the post-test scores of each respondent group subjected to the MTB-BLE strategies; Omega Squared (w^2) to calculate the measure of association for the ANCOVA; and the Bonferonni Procedures to conduct pairwise comparisons following significant main effect.

RESULTS AND DISCUSSION

Profile of the Respondents

The respondents were within the normal age of regular grade VII students with an average age of 12.54 years old, and female dominated. As to the type of elementary school, 97.3% of the respondents were graduates of public schools and 2.7% from private schools. Majority of the respondents' parents were college graduates and their fathers' occupations were mostly drivers and carpenters. Most mothers were housekeepers. Presence of reading materials, 97.3% of the respondents owned books, 77.5% newspapers, 79.3% magazines, 73.0% had comics and almost all of them owned mass communication materials at home. The respondents used Tagalog and Iloko as their home language.

Performance of the Respondents in the Four MACRO Skills before the study

Table 1 reflects the performance level of the respondents along the four macro skills. The over-all performance is a moderate level which further implied that at the start of the conduct of the study, the students had a stock knowledge already in almost all the MACRO skills from their earlier exposures to the English subjects in their elementary levels. However, the other implication was that skills were found wanting. Although the over-all level of the three groups were all moderate, class individual scores revealed that the *Tagalog-English* group ranked number one in all the MACRO skills followed by the *Iloko-English* group which ranked second, and third was the *All English* group. This data gave us a concrete picture that the students in the *Tagalog-English* group had better preparation over the two groups. This was shown by their grade VI English grades which were high. Such grades showed that students assigned in the *Tagalog-English* group were exposed to a variety of activities in regard to or related to the four MACRO skills over the other groups, the *All English* and the *Iloko-English*.

From the observations made by the researcher during the conduct of the study, some students in the *Tagalog-English* group exhibited impulsive and quick response to problem-solving tasks. They competed as to who should be the first to answer questions without mulling over the question. A few students however, were reflective and carefully considered alternative hypothesis. These students responded more slowly to the tasks but, they were more accurate.

On the other hand, students in the *Iloko-English* group preferred to work by themselves independently. They were self-motivated and happy to choose the learning tasks for themselves. They were committed to the tasks and persisted at it until completion. Other students were found to be distracted, and needed others to create and devise stimulating learning situations for them. Meanwhile, the students in the *All English* group were risk-takers. They were observed to be more likely to guess and speculate about the learning task. They preferred to take chances and preferred situations, lacking in the spirit of working harder, consequently outcomes were uncertain. Other students of this group however, were observed to be cautious students and felt uncomfortable in risky situations, and so they devised different strategies to make sure the answers were accurate. Some students preferred to learn to work in groups or in pairs. This happened most of the time in the classroom. Most students preferred the social situation involving discussion while they worked. The insight to this observation is to maximize the strategy of cooperative learning.

Table 1. Performance levels of the respondents in the four MACRO
skills based on the pre-test result

Experimental Group	Particulars	MACRO Skills				
		Listening	Speaking	Reading	Writing	Overall
All English	Mean	7.51	6.51	8.63	5.03	27.68
	SD	2.20	3.29	2.31	1.72	6.82
	Description	Moderate	Moderate	Moderate	Low	Moderate
Tagalog-English	Mean	8.91	7.66	8.69	7.14	32.40
	SD	2.50	2.13	2.13	2.16	5.89
	Description	Moderate	Moderate	Moderate	Moderate	Moderate
Iloko-English	Mean	7.68	6.73	8.10	5.56	28.07
	SD	2.37	3.20	2.22	2.27	6.79
	Description	Moderate	Moderate	Moderate	Low	Moderate

Performance of the Respondents in the Four MACRO Skills after the study

Generally, the two groups of respondents were within the high level of performance in their listening skill after going through the intervention strategy. The overall performance level of the respondents in the speaking test was within the moderate level. The respondents were generally within the moderate level of performance in the reading skill indicated by the mean scores. Moreover, the performance level in the writing skill of the group of respondents treated with the *Tagalog-English* was within the moderate level while the groups treated with *Iloko-English* and *All-English* were within the low level. For the overall performance in the MACRO skills based on their post test results, the respondents exposed to *All English* had moderate performance level; while the groups of respondents exposed to *Tagalog-English* and *Iloko-English* fell within the high level of performance. Overall, the two group respondents' scores were within the high level of performance in all the MACRO skills in English after the experiment.

Table 2. Performance levels of the respondents in the four MACRO skills based on the post-test result

Experimental Group	Particulars	MACRO Skills				
		Listening	Speaking	Reading	Writing	Total
All English	Mean	9.6286	7.5714	8.4286	6.0857	31.7143
	SD	2.4142	2.9032	1.7027	2.6830	6.7544
	Description	High	Moderate	Moderate	Low	Moderate
Tagalog-English	Mean	12.1429	10.4286	10.0571	8.6286	41.2571
	SD	2.3407	1.6321	1.9242	2.0876	5.5378
	Description	High	High	High	Moderate	High
Iloko-English	Mean	11.3171	9.2195	9.1707	7.5122	37.2195
	SD	1.7810	2.5151	2.0360	2.0630	5.7901
	Description	High	Moderate	Moderate	Moderate	High

Comparison of the Performance Levels of the Respondents in the Four MACRO Skills based on the Gain Score and English Score in NAT as covariance

The table presents the comparison of the performance levels of the respondents in the four MACRO skills based on the gain scores and English scores in NAT as covariance. The discussion is focused on how the respondents fairly performed after carrying out the Mother Tongue Based-Multilingual Education (MTB-MLE) Curriculum, through the structured approach, the First Language Component-Bridging Program (FLC-BP).

The National Achievement Test was used as covariance for the ANCOVA to determine the effect of the teaching strategies in the achievement levels of the students in the different MACRO skills in English: listening, speaking, reading, and writing skills.

Table 3. ANCOVA of the Gain Scores of the Respondents when subjected to various treatments in MTB-MLE and the Effect of their National Achievement Test (English) as Covariance

Experimental Group	Univariate Analysis of Covariance					
	n	Mean	SD	Computed F-value	Significant Level	W²
LISTENING						
All English	35	2.11	2.11			
Tagalog-English	35	3.23[a= b= c]	1.83	5.939	0.004*	8%
Iloko-English	41	3.63[b = c> a]	1.92			
SPEAKING						
All English	35	1.06	2.98			
Tagalog-English	35	2.77[b = c> a]	2.10	5.120	0.008*	7%
Iloko-English	41	2.49[b = c> a]	2.17			
READING						
All English	35	-0.20	2.15			
Tagalog-English	35	1.37[b = c> a]	1.29	8.975	0.000*	12%
Ilokano-English	41	1.07[b = c> a]	1.46			
WRITING						
All English	35	1.06	2.30			
Tagalog-English	35	1.49	1.82	1.928	0.150	2%
Iloko-English	41	1.95	1.97			
OVERALL (MACRO SKILLS)						
All English	35	4.03	4.84			
Tagalog-English	35	8.86[b = c> a]	3.07	19.223	0.000*	25%
Iloko-English	41	9.15[b = c> a]	3.74			

Listening Skill. Table 3 displayed the comparison of the performance levels of the students in the different MACRO Skills when subjected to FLC-BP approach, *All English*, *Tagalog-English* and *Iloko-English*. The data revealed that the group of students taught in the *Iloko-English* had the highest mean gain scores in the listening test with the gain scores of 3.63; *Tagalog-English* with gain scores of 3.23. The group of students taught using the *All English* displayed the least increase in the listening skill test.

The ANCOVA also revealed a significant difference in the performance levels of the students in the listening skill when exposed to the FLC-BP as indicated by the computed value of F (2, 110) = 5.939, p = 0.004. This means that the students differed in performance when treated with the following strategies: *All English, Tagalog-English* and *Iloko-English*. However, only 8% (w^2 =0.08) of the total variance in the listening skill was accounted for by the three FLC-BP strategies controlling effect of English NAT score.

Moreover, the pairwise comparisons using Bonferroni procedure was conducted to determine which strategy had a significant effect on the listening achievement of the students. The results show that *Tagalog-English* and *All English* had no significant difference in the performance levels of the students in the listening skill. This means that the students taught in the *All English* had the same listening performance as the group of students taught in the *Tagalog-English*. The group of students taught in the *Iloko-English* performed significantly better in the listening test than the students taught in the *All English*. The students on the other hand, taught in the *Tagalog-English* and the *Iloko-English* did not show any significant difference between them in their performance in the listening test.

The above findings showed that the students taught in their mother tongue performed significantly better in the four MACRO skills in English. Using Iloko and Tagalog as media of instruction developed the capabilities of the students in their listening skills. The most logical explanation for this finding was that the students who were exposed to the FLC-BP, an approach which implements the MTB-MLE Curriculum was supported cognitively by their first language, like comprehension was untangled and only language skill in English remained to be the only difficulty. Two principles seem to be suggested by these data. First, mother tongue strategies for education are best suited to settings where there is a high degree of both linguistic homogeneity and monolingualism. Second, students can be effectively educated in a second language if and only if they speak that language well when they begin school (Walter and Trammel, 2010). It is also noted that using the language the child understands- the child's first language, or mother tongue-for teaching lessons, not only enables the child to immediately master curriculum content, but also in the process it affirms the value of the child and his/her cultural and language heritage. Additionally, because Filipino and English are taught as subjects, learning skills that are built using the child's mother tongue are easily applied to the acquisition of Filipino and English.

Speaking Skill. It was mentioned earlier that the group of students exposed to *Tagalog-English* had the highest increase, followed by the group of students exposed in *Iloko-English*. The *All English* group displayed the least increase. The results of

ANCOVA, F (2, 110) = 5.120, p = 0.008 further revealed that the three groups differed significantly in their performance in the speaking skill with 7% (w^2 =0.07) of the total variance in the speaking skill accounted for by the three treatments, controlling effect of the English NAT Score.

Pairwise comparison was also utilized to determine further which pair of variables produced significant differences among the three groups. The group of students taught in the *All English* and the *Tagalog-English* differed significantly in their scores in the speaking skill test. This means that the group of students exposed to the *Tagalog-English* performed significantly better in the speaking skill over the group of students taught in the *All English*. There was also significant difference between the performance of the students taught in the *All English* and the *Iloko-English*; hence, students taught in the *Iloko-English* performed significantly better than the students taught in the *All English*. There was no significant difference between the speaking performance of the students exposed to *Tagalog-English* and *Iloko-English*.

The table further indicates that the respondents in the speaking skill subjected to the treatments with NAT Score in English as covariance revealed that there was no significant difference between the *Tagalog-English* and the *Iloko-English* as media of instruction in the performance level of the two groups. The FLC-BP approach worked consistently well to contribute to the self-esteem of students in their significant performance and their esteem manifested itself in my observation notes that they were vibrant in their class participation. They expressed their insights like pros devoid of apprehensions. Students who recited and learned in their first language were trained to think more likely to help themselves learn to speak a second language because language skills that are developed well in a first language are transferrable to a second language. Moreover, mastering the first language cognitively promotes cognitive development needed to more easily learn a second language.

Reading Skill. The ANCOVA, F(2, 110) = 8.975, p = 0.000, revealed that the three groups of students differed significantly in their reading skill performance when exposed to the two teaching strategies, 12% (w^2 =0.12) of the total variance in the reading skill was accounted for by the treatments controlling effect of English NAT score. This means that the strategies used had a significant effect in the reading skill of the students with NAT score in English as covariance. Furthermore, to determine the pairs of groups that have significant differences, pairwise comparisons using Bonferroni procedure was conducted. The results revealed that there was a significant difference in the reading performance of the students exposed in the *Tagalog-English* and the *All English* as indicated by the significant level of 0.000. The same finding was also obtained in the comparison of the performance of the group taught in the *Iloko-English* and the *All English* as indicated by the significant level of 0.006. This means

that the students taught using *Tagalog-English* or *Iloko-English* have significantly better reading performance than the students taught in the *All English.*

Moreover, students taught in *Tagalog-English* and *Iloko English* did not differ significantly in their reading performance as indicated by the significant level of 0.987. This means that the treatment using a diglot language simultaneously was significantly better over the mandated method of teaching English, the immersion approach. Prior knowledge and thinking strategies come through the texts whenever one uses his mother tongue to process both old and new information. These two types of information better enhance the experimental groups' understanding of the text. Using a diglot strategy, the first difficulty in the reading process, understanding and comprehension is dissipated by the use of the first language; when this is cleared the challenge of comprehension is cleared. The remaining difficulty is to put the gained understanding and comprehension into the target language. Using the *All English* offers no help, because a reader who is a non-English speaker has to grapple with two skills: cognitive and linguistic skills. These two skills are well knotted, as that of a knotted sewing thread. Unless one wounds the knotted thread, he can use it functionally to thread a needle. This is the analogy of the FLC-BP.

Writing Skill. Table 3 showed the result of the ANCOVA, $F_{(2, 110)} = 1.928$, $p = 0.150$ revealed that there was no significant difference in the writing performance of the groups of students taught in the treatments: *Tagalog-English, Iloko-English,* and *All English*. This means that the groups of students taught in the *Tagalog-English, Iloko-English* and *All English* had similar performance in their writing skills.

The table further revealed that writing skill was the most difficult and most ignored among the four MACRO skills. Hedge (1988) stressed that writing poses a great problem among students who speak English as a foreign language. This is because effective writing requires a degree of organization in the development of ideas and information. It also requires a degree of accuracy so there is no ambiguity. A substantial body of evidence, supported by my observations, indicates that students never try their best to write. First, they do not have a stock of English vocabulary that will make them want to write. Another difficulty of students in writing is due to the lack of interest. When students find their minds snap and altogether stop to even begin the activity. They may have ideas, but they have no words in English with which to give meaning to these ideas.

However, writing should not be neglected. It is essential that students have the freedom to express their thoughts and bring out their ideas. They can be encouraged to write in their first language and into English. Writing in their first language can spring out creative ideas put into good form because through their first language there is a smooth flow of words to authentically express them. Through the first language,

all of what they want to say is easily put into words. After working substance, they can now put the same substance to English albeit with difficulty. But never mind, the more important thing is that the FLC-BP triggers a creative mind.

Overall MACRO Skills. It was presented earlier in this chapter that the students taught in *Tagalog-English* had the highest post-test mean score in the four overall MACRO skills with the mean score of 41.26; followed by the group of students taught in *Iloko-English* (mean = 37.22); and the group of students taught in *All English* had the lowest post-test mean score (mean = 31.71). When the gain scores (increase) were compared, the group of students taught in *Iloko-English* recorded the highest increase with their mean increase of 9.15; followed by the group of students taught in *Tagalog-English* with the mean increase of 8.86; and the group of students exposed to *All English* had the least gain score of 4.03.

The ANCOVA determined if the three groups exposed to the strategies performed significantly in their overall MACRO skills. The value, $F (2, 110) = 19.223$, $p = 0.000$ revealed that there was a significant difference in the performance of the students in MACRO skills. This means that the FLC-BP approach used had an effect in the performance of the students. However, about 25% ($w^2 = 0.25$) of the total variance in the MACRO skills was accounted for by the three strategies (MTB-MLE) controlling effect of English NAT score.

Further, study revealed that there was a significant difference in the overall MACRO skills performance of the students when subjected to *All English* and *Tagalog-English* indicated by the significant level of 0.000. The groups of students subjected to *All English* and *Iloko-English* differed significantly in their overall MACRO skills as revealed by the $p = 0.000$. Students taught in *Tagalog-English* and *Iloko-English* performed better in their MACRO skills than the students exposed to *All English* as strategy.

From the above discussions, the medium of instruction is significantly related to students' performance in the four MACRO skills in English. The two groups of students taught in the FLC-BP performed higher in their listening skills, speaking skills, reading skills, and even in the writing skills scoring higher over the immersion class, the *All English* class. Their overall significant MACRO skills performance over the *All English* using their home language meaningfully for a variety of purposes, gained comprehension and understanding via the first language, as this same skill made them overcome their feeling of insecurity and inferiority.

Test for Significant Interaction Effects

Table 4 showed the ANCOVA of the Achievement of the respondents exposed to the MACRO skills (Factor A) and subjected to MTB-MLE strategies (Factor B) with English Score in NAT as covariance. The interaction between the MACRO skills and the approaches did not differ significantly. This means that there was not enough evidence to conclude that the students in the different MACRO skills and the teaching strategies on the use of MTB-MLE had a significant interaction effect in their achievements in English.

Table 4. Summary Table for the ANCOVA on the MACRO Skills Achievement Level of the Students (Factor A) subjected to MTB-MLE Strategies (Factor B) with English Score in NAT as Covariance

Sources	Sum of Squares	Degree of Freedom	Mean Square	F-Ratio	Significant Level
MACRO Skills (A)	725.293	3	241.764	50.359	0.000*
MTB-MLE Strategies (B)	394.960	2	197.480	41.135	0.000*
MTB-BLE*MACRO Skills	17.975	6	2.996	0.624	0.711
Error	2069.135	431	4.801		
Total	40740.000	444			
Corrected Total	3248.108	443			

- significant

Test for (Factor A) Differences. The results of ANCOVA on the MACRO skills revealed that there was a significant difference in the achievement levels of the students in the different MACRO Skills. This means that some groups of students performed significantly better than the other groups. To determine the pair of means that were significant, the pairwise comparisons using Bonferroni procedure was utilized. The results are displayed in Table 5.

Table 5. Pairwise Comparisons using Bonferroni Procedure of the
Achievement of the Respondents in English subjected to MACRO Skills with
English NAT Score as Covariance

Pairwise Comparisons	Mean difference	Standard Error	Significant Level
Listening (11.027) vs Speaking (9.070)	1.956	0.295	0.00*
Listening (11.027) vs Reading (9.216)	1.811	0.295	0.00*
Listening (11.027) vs Writing (7.406)	3.621	0.295	0.00*
Speaking (9.070) vs Reading (9.216)	-0.146	0.295	1.00
Speaking (9.070) vs Writing (7.406)	1.664	0.295	0.00*
Reading (9.216) vs Writing (7.406)	1.810	0.295	0.00*
*– significant Numbers in parentheses are adjusted means evaluated at covariance appeared in the model: English NAT scores = 28.6486			

The table showed that the performance of the students in the listening skill was significantly the highest in the hierarchy of the four MACRO skills; speaking skill second, reading skill third and writing skill the least. The finding further revealed that the respondents displayed desirable characteristics of being good listeners rather than as a speaker, a reader or a writer. This attitude may be attributed to the fact that students today like to listen to rock and love songs, telenovelas, and dramas in their homes. The performance may have been influenced by this behaviour at home.

Test for (Factor B) Differences. The students differed significantly in their achievement in English when subjected to the two approaches. This finding was revealed by the computed F-ratio of 41.135 with p = 0.00, controlled by the effect of English NAT scores as covariance. This means that at least one pair of the three classes is significantly different from the other group (Factor B). There remains the task of knowing which pair of means significantly differs using pairwise comparisons with the aid of Bonferroni procedure. The results of the test are presented in Table 6.

Table 6. Pairwise Comparisons using Bonferroni Procedure
of the Achievement of the Respondents in English subjected to MTB-BLE
Strategies with English NAT Score as Covariance

Pairwise Comparisons	Mean difference	Standard Error	Significant Level
All English (7.915) vs Tagalog-English (10.271)	-2.355	0.262	0.00*
All English (7.915) vs Iloko-English (9.353)	1.438	0.254	0.00*
Tagalog-English (10.271)vs Iloko-English (9.353)	0.917	0.255	0.10
*– significant Numbers in parentheses are adjusted means evaluated at covariance appeared in the model: English NAT scores = 28.6486			

Table 6 revealed that there was a significant difference in the achievement of the students subjected to the *Tagalog-English* and the *All English*. Students exposed to the *Tagalog-English* performed significantly better than the students exposed to the *All English*. It was found out that the students taught in *Iloko-English* had significantly higher achievement in English than the students taught in the *All English*.

The table further showed that the students taught in *Tagalog-English* and *Iloko-English* did not differ significantly in their English achievement. This means that the FLC-BP approach of the *Tagalog-English* and *Iloko-English* had nearly the same effect in the English performance of the students. Students taught in these approaches performed significantly better than the students taught in the immersion, the *All English*.

This means that if the students were taught using the same approach, the FLC-BP, their performances in the MACRO skills would still be closely similar. This indicates that when *Iloko-English* was used by students as mother tongue or first language and *Tagalog-English* as their wider language of communication influenced by media, this study had shown the researcher that the principles of the FLC-BP can be expanded into the lingua franca, be it a regional language or even a national language.

Presidential Commission on Educational Reform (PCER) stated that the poor quality of education stemmed from the mismatch of Pedagogy and Mode of Instruction.

To find a solution to address the problem, a research on the FLC-BP was launched in Region 02 and CAR through a MOA (1999) signed between the former Secretary of Education, the late Bro. Andrew Gonzalez and former President of the NVSU, Dr. Marcelo M. Roguel to conduct the study in Region 02 under the auspice of the

Lingua Franca Program to be conducted by Dr. Gloria D. Baguingan, proponent of the FLC-BP, using three languages in Region 02 and Lubuagan, CAR. This program was run for two years, 1999-2001.

The FLC-BP approach is a success story in Region 02 and Lubuagan, CAR. Department Order 74, series 2009, institutionalizing MTB-MLE signed by Jesli A. Lapus, Secretary of the Department of Education cited notably the Lingua Franca Program and Lubuagan First Language affirming the benefits and relevance of MLE.

The Lingua Franca and Lubuagan Program, were all programs of the NVSU as stipulated in the MOA. These researches were the bases of the DepEd 74 recommendations to use the mother tongue from grades 1 - 3. Studies in the Lingua Franca Project and Lubuagan First Language Component showed that students learn more effectively when they have developed proficiency in their first language. If students are literate in their first language, they know how language works. First language proficiency provides an excellent foundation for learning a second language. If students are proficient in their cognitive ability through their first language, this ability will carry them to gain the same in a second language. For example, they already know about guessing the meaning of a word from contexts, they will know how to predict meaning to form a text; when they know about text structure, they will know about the purposes of the different types of texts, and most importantly they will feel confident as readers and writers. When literacy is well developed in first language learning, a second language is a much easier process. Students who are successful second language learners are usually very proficient in their first language. It is less usual for them to be a successful second language learners when they have little knowledge and ability in their first language.

CONCLUSIONS

In the light of the findings, the following conclusions are presented. First, all respondents indicated a moderate level of performance in listening, speaking and reading in the administered pre-test before undergoing the treatments. However, they indicated a low level in the writing skills. Second, all respondents indicated a high level of performance in the listening skill but for the immersion group, they were moderate in speaking, reading and low in writing skill after they were subjected to the FLC-BP treatment. Meanwhile, the *Tagalog-English* group significantly showed a high level of performance in speaking and reading and moderate in the writing skill, and for the *Iloko-English*, they were moderate in speaking, reading and writing skills.

Furthermore, a significant difference was noted in the achievement of the students exposed to the locally initiated approach, the FLC-BP over the standard,

the immersion approach. There were also significant differences noted on the performance levels of the students in the overall MACRO skills controlled by the effect of National Achievement Test (NAT) English results for the FLC-BP classes. On the other hand, there was no significant interaction noted between the teaching Strategies (MTB-MLE) and the different MACRO skills in the achievement of the students in English with English NAT scores as covariate.

RECOMMENDATIONS

The overwhelming majority of students will forever struggle with English as a foreign language if the approach to learn it is not redirected. Students will always feel alienated in their classrooms where they are required to speak English. They learn very little and enjoy the learning process even less. They will fail examinations and eventually drop out. The use of the English-only as MOI in schools in important subjects, English, Math and Science may also explain why students revert to illiteracy as soon as they drop out of schools. They have been taught to be literate in English through rote memorization. English-only as MOI therefore, is not the best solution to learn to speak and use English as the ladder to success in college. The use of the first language will not only improve the quality of education but will also be the tool for learning and improving the learning of English.

Based on the major findings of the two approaches used to teach the MACRO skills in English, Grade VII and conclusions drawn from it, the following recommendations are offered.

First, RA 10157 which provides the use of the Mother Tongue to end in Grade VI and this research was implemented for Grade VII, this study nevertheless pointed out that using the FLC-BP over the immersion approach enhanced significantly students' performance in the MACRO skills. On the basis of this research, the FLC-BP is recommended as a tool for improving students skills in language over the immersion approach. If not adopted for a total classroom MOI, it is recommended for remediation.

Next, within the local context, an approach must be based upon a systematic, theoretically grounded practice and must be approved by the community as viable and practical; in the case of the FLC-BP, this approach had been endorsed by NEDA, 2006 for region wide and nationwide use. The FLC-BP can be recommended for use as a methodology on the basis of this study: 1) Teachers can adopt the methodology to enhance students' active participation in the classroom but must undergo the training; 2) Administrators should be given orientation and explore various methods in order to monitor teachers' activities in the FLC-BP approach; 3) Curriculum

planners should have a think tank group from the multi-sectoral society to plan curriculum for the region, division, district and school level; 4) A close cooperation between parents and students to sit together to help students in their requirements in school, especially so if the FLC-BP approach is used; inevitably when this approach is used language and culture intertwined in the content of curriculum; thus wisdom of parents are called for.

In addition, the Department of Education should provide the necessary teaching materials like newly updated books, supplementary reading materials and teaching aids to implement fully K to 12 curriculums. English teachers of Grade VII on the basis of the significant gain scores obtained by the research should continue using the First Language Component-Bridging Program (FLC-BP), an approach which implements MTB-MLE in their classrooms to develop the MACRO skills of the students. Moreover, English teachers should undergo extensive in-service trainings and workshops on how to implement Mother Tongue Based-Multilingual Education (MTB-MLE) Curriculum. English teachers should motivate themselves to take advanced courses in English to acquire knowledge in the recent development of the English language. English is a growing language. This move will enhance their competence in teaching the subject.

Furthermore, similar study should be conducted including other related factors that have effects on the development of the MACRO skills of the students. Tagalog-Iloko-English will be included as one strategy in the experimental set up. Instructional materials using the principles of the FLC-BP methodology should be offered to institutions as one of the choices teachers can buy from. To date, the only MOI available in the field of teaching English is the immersion approach. The FLC-BP is an innovative approach that leaps frog students' performance in the MACRO skills.

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