

Difficulty of the Learners and the Management Measures in Cebuano-Visayan Language as Medium of Instruction

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ABSTRAK

Guru kesulitan dalam mengajar mata pelajaran di MTB-MLE dan mata pelajaran lainnya karena bahasa yang digunakan adalah bahasa Cebuano. Hal ini berdampak pada kegiatan pembelajaran yang kurang optimal. Penelitian ini bertujuan untuk menganalisis kesulitan yang dihadapi oleh siswa kelas 3 dalam pelaksanaan pengajaran Cebuano-Visayan dan menilai tindakan manajemen yang dilakukan oleh administrator sekolah dan guru. Penelitian ini menggunakan desain penelitian deskriptif. Data dikumpulkan dengan menggunakan purposive sampling dari 17 administrator sekolah, 30 guru, dan 253 siswa. metode pengumpulan data menggunakan observasi dan kuesioner. Rata-rata aritmatika digunakan sebagai alat statistik. Hasil penelitian menunjukkan bahwa administrator sekolah sering melakukan berbagai tindakan manajemen untuk memfasilitasi penerapan Cebuano-Visayan. Keterampilan berbicara dan tata bahasa ditemukan cukup sulit, sedangkan keterampilan membaca, pemahaman, dan kosa kata diidentifikasi sebagai keterampilan yang paling menantang bagi siswa Kelas 3. Penelitian ini mengungkapkan bahwa strategi manajemen yang tidak efektif dan tidak memadai berkontribusi terhadap kesulitan belajar yang dihadapi dalam pengajaran Cebuano-Visayan. Meskipun ada upaya yang dilakukan oleh pejabat sekolah dan guru untuk mengatasi situasi ini, situasi ini terus berlanjut dan bahkan memburuk. Oleh karena itu, pimpinan sekolah disarankan untuk mengevaluasi kembali kurikulum sekolah mereka dan melakukan penilaian menyeluruh terhadap penyertaan bahasa Cebuano-Visayan di kelas dasar yang lebih rendah (Kelas 1-3) untuk mengidentifikasi permasalahan aktual dan memberikan intervensi yang tepat serta solusi praktis.

ABSTRACT

Teachers need help teaching subjects in MTB-MLE and other subjects because the language used is Cebuano. This has an impact on learning activities that could be more optimal. This study aims to analyze the difficulties faced by grade 3 students in implementing Cebuano-Visayan teaching and assess the management actions taken by school administrators and teachers. This research uses a descriptive research design. Data was collected using purposive sampling from 17 school administrators, 30 teachers, and 253 students. Data collection methods use observation and questionnaires. The arithmetic mean is used as a statistical tool. The research results show that school administrators often undertake various management actions to facilitate the implementation of Cebuano-Visayan. Speaking and grammar skills were moderately complex, while reading, comprehension, and vocabulary skills were identified as the most challenging for Grade 3 students. This research revealed that effective and adequate management strategies contribute to the learning difficulties encountered in Cebuano teaching Visayan. Despite efforts by school officials and teachers to address this situation, it continues and even worsens. Therefore, school leaders are advised to re-evaluate their school curricula and thoroughly assess the inclusion of the Cebuano-Visayan language in the lower elementary grades (Grades 1-3) to identify actual problems and provide appropriate interventions and practical solutions.

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1. INTRODUCTION

The role of language in promoting effective teaching and learning has been a long-standing topic of debate among academics worldwide. In countries where immigrant children are in the minority, such as the United States and Canada, language as a medium of education has sparked interest. Despite significant research and updated laws, debates on language usage continue (Stolk et al., 2023). Research has shown that vocabulary instruction can improve the level of students' vocabulary through explicit instruction, contextual clues, and word relationships. Teaching synonyms and antonyms can enhance their understanding and use of new vocabulary words (Nurdini & Marlina, 2017). Furthermore, providing multiple exposures to words, using multimedia resources, and engaging students in word-learning activities can improve vocabulary knowledge (Griending et al., 2022). Explicit grammar instruction and incorporating grammar instruction within reading and writing instruction can lead to improved student outcomes in both areas. Grammar instruction in context through the use of authentic texts can also improve students' understanding and application of grammar concepts (Teng, 2022). Improving reading comprehension can be achieved by teaching students strategies to answer inferential questions and monitoring their comprehension while reading (Palanca et al., 2021). It is also important to teach comprehension strategies, provide opportunities for meaningful reading, and engage students in discussions to improve comprehension outcomes (Barber & Klauda, 2020).

Multilingual education based on the mother tongue is a relatively new concept in the Philippine educational system known as MTB-MLE. MTB-MLE refers to the use of a learner's mother tongue and two or more additional languages as instruction languages in college. In some countries, the MTB-MLE includes four languages: the learners' mother tongue or first language, the regional language, the national language, and the global language (Dagalea et al., 2022). South Asian multilingual education is primarily based on the first definition, which includes the teaching and use of multiple languages in college. The term also refers to bilingual education for people of multiple languages who speak a mother tongue other than the official language of instruction in a culture (A. Ferrer & Lin, 2024). The term "mother tongue" refers to the first language that a person learns at home in their childhood, typically from their parents or caregivers. It is often the language spoken in the family and the community where a person grows up (Casillas et al., 2020). The mother tongue is also known as the first language, native language, or home language. It plays a crucial role in shaping an individual's cultural identity and is usually the language in which someone feels most comfortable expressing themselves (De Luca, 2018).

Using the mother tongue as a medium of instruction in education has several potential benefits. Research suggests that students often grasp complex concepts more easily when they are taught in their mother tongue. This is because language is closely tied to cognitive development, and students may have a better understanding of abstract concepts when they can express themselves in their familiar language (Gong et al., 2021). Students can more effectively communicate their thoughts, ideas, and questions when using their mother tongue. This can lead to better engagement in the learning process, as students are more likely to actively participate and express themselves when they feel comfortable with the language (Mystkowska-Wiertelak, 2022). Learning in one's mother tongue helps in preserving and promoting cultural identity. It allows students to connect with their heritage, traditions, and cultural values, fostering a sense of pride in one's identity (Fatmawati, 2021). Fundamental skills such as literacy and numeracy are often acquired more efficiently when taught in the mother tongue. This strong foundation in basic skills can then facilitate the learning of additional languages (Vogelzang et al., 2024). When students first learn in their mother tongue, they can later transition more smoothly to additional languages. This is because a strong foundation in the mother tongue provides a solid linguistic base, making it easier for students to acquire proficiency in other languages (Elst-Koeiman et al., 2022). Students are generally more motivated to learn when the instruction is in their mother tongue. This motivation can positively impact their overall attitude toward education and contribute to a more positive learning experience (J. Ferrer et al., 2022). Using the mother tongue as a medium of instruction can contribute to more inclusive education by ensuring that students who speak minority languages or dialects have equal access to educational opportunities (Kast & Schwab, 2023). Parents are often more involved in their children's education when the instruction is in the mother tongue. They can better support their children's learning at home and actively participate in school-related activities (Appiah-Kubi & Amoako, 2022).

Multilingual education based on the mother tongue is a relatively new concept in the Philippine educational system known as MTB-MLE. MTB-MLE refers to the use of a learner's mother tongue and two or more additional languages as instruction languages in college (Dagalea et al., 2022). In some countries, the MTB-MLE includes four languages: the learners' mother tongue or first language, the regional language, the national language, and the global language (Dagalea et al., 2022). South Asian multilingual education is primarily based on the first definition, which includes the teaching and use of multiple languages in college.

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The Philippines is known for its linguistic diversity. The country is home to a rich tapestry of languages and dialects, reflecting its multicultural and multi-ethnic population. The Philippines recognizes two official languages: Filipino (based on Tagalog) and English (Bolivar, 2020). Additionally, there are numerous regional languages and dialects spoken throughout the archipelago. Some of the major languages and dialects in the Philippines such as Tagalog/Filipino, Cebuano, Ilocano, Hiligaynon, Waray, Bicolano, Kapampangan, Pangasinan, Maranao, Tausug, and other undocumented languages and dialects spoken throughout the country (Zampieri et al., 2020). In Southern Leyte, each area has its distinct language. One of these is Boholano, also known as Kana2x, among others. The mother tongue is a language used by teachers to facilitate and enhance the understanding of lessons by students. However, since the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) in Southern Leyte, significant challenges have arisen for teachers, parents, and especially students. Teachers find it difficult to instruct in subjects under MTB-MLE and other subject areas because the language used is Cebuano, specifically Cebuano-Visayan or Sinugbuanong Binisaya which is not the mother-tongue of Southern Leyte. Reference books and various teaching materials used in schools are also in Cebuano-Visayan, which is foreign to both teachers and students. Some terms and vocabularies used are unfamiliar to teachers, students, parents, and the community as a whole. Consequently, teachers struggle to understand these languages.

As a result, instead of simplifying instruction using the mother tongue, teaching has become even more challenging. Thus, based on the aforementioned challenges faced by Southern Leyte educators, this study aims to understand and shed light on the difficulties faced by grade 3 students. It also seeks to identify the steps taken by school administrators to address this problem. Despite the challenges, researchers believe in the importance of this study to overcome obstacles faced by schools and to provide clarity to lawmakers regarding the implementation of the mother tongue as the medium of instruction. The present study is grounded in the developmental learning theory, which emphasizes the growth of a child's mental processes, particularly their vocabulary development as their primary means of communication (Huang, 2021). The developmental learning theory posits that while students are often classified based on their chronological age, individual differences in developmental levels and the rate of progression through each stage may exist and can be influenced by various factors, including but not limited to maturity, experience, culture, and skills (Touw et al., 2020).

Studies have shown that explicit instruction, contextual clues, word relationships, synonym and antonym instruction, multiple exposures to words, multimedia resources, and word-learning activities can enhance vocabulary knowledge. Incorporating grammar instruction in reading and writing activities can also improve writing performance and understanding of grammar concepts. Strategies such as teaching inferential comprehension skills, monitoring comprehension, comprehension strategies, meaningful reading opportunities, and engagement in discussions can promote reading comprehension outcomes (Rogde et al., 2019). The present study was anchored on the developmental learning theory. It focuses on not only the growth of students' knowledge but also on the development, acquisition, and mastery of vocabulary, which are critical for understanding instructional activities in school and communicating with others. The theory recognizes that children actively participate in the learning process, serving as mini-scientists as they conduct experiments, make observations, and learn about the world. Children constantly add new knowledge, expand on current knowledge, and generate new vocabulary as their language of communication as they engage with their surroundings (Eriksson et al., 2022).

The implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) aims to promote language development, cognitive development, academic development, and socio-cultural awareness among learners (Escarda et al., 2024). Research has shown that among school-related features, teachers are the most crucial factor in determining student achievement. Therefore, the training, motivation, and adequate support of qualified and well-equipped teachers, together with investment in high-quality teaching materials, are critical in achieving quality education for all learners (Perfecto, 2022). Recent research highlights the benefits of mother tongue in increasing students' understanding of complex concepts and increasing student engagement in the learning process. In addition, research has also shown that teaching strategies focused on vocabulary development, grammar comprehension, and reading skills can significantly improve student learning outcomes. These findings provide a strong foundation for the development of more effective and inclusive teaching approaches, and highlight the importance of mother tongue-based multilingual approaches in an increasingly diverse and multicultural educational context. The provision of high-quality, appropriate learning materials is considered crucial to ensure effective education for all students, regardless of their cultural background or spoken language. Therefore, it is essential to evaluate the appropriateness and suitability of mother tongue-based multilingual education (MTB-MLE)

materials, particularly with regard to the use of terminologies in textbooks, to ensure that they align with the student's mother tongue or native language (Narvacan, 2023).

2. METHOD

Research Design. The present study employed a descriptive research design to investigate the level of difficulty encountered in comprehending the Cebuano-Visayan language known as “Sinugbuanong Binisaya.” The descriptive method is an appropriate tool for portraying the characteristics of a particular subject, be it a person, group, event, or organization. In this instance, the descriptive research approach was utilized to depict the level of difficulty experienced in comprehending Sinugbuanong Binisaya in all Central Elementary Schools within the Division of Southern Leyte.

Sampling Procedure and Respondents. The researcher utilized purposive sampling to select respondents in order to obtain information-rich accounts and make the most of the available data resources. The respondents for this study included school administrators, teachers, and students from all central primary schools in Southern Leyte, with the exception of elementary schools in Maasin and Limasawa. Southern Leyte's central schools consist of 17 schools, and thus, 17 school administrator-respondents were able to provide information regarding the extent of management measures in response to the Sinugbuanong Binisaya challenge. Additionally, 30 teacher-respondents who worked with third-grade students were selected, along with three student respondents from class 253. The descriptive research design was utilized to determine the difficulty in understanding Sinugbuanong Binisaya in all central elementary schools in the Division of Southern Leyte. This method is used to describe the features of a specific subject, such as a person, group, event, or organization, and was appropriate for describing the difficulty in understanding Sinugbuanong Binisaya in this study. The distribution of respondents is presented in Table 1.

Table 1. Distribution of Respondents

Respondents	Sample size
School Administrators	17
Teachers	30
Students	253
Total	300

Instrument. Three (3) sets of questionnaires were used in the study. The school administrators, teachers, and grade three students have their own set of questionnaires. For the school administrators and teachers, their questionnaire includes twenty statements for the context of management decisions and activities in the implementation of MTB-MLE vis-à-vis Sinugbuanong Bisaya. Similarly, in Sinugbuanong Bisaya, the questionnaires are created for grade three students to assess their level of difficulty. The questionnaire for the students consisted of three sections. The first part was intended to induce their vocabulary which includes pronunciation, synonyms, and antonyms. There were fifteen (15) elements in each factor under the vocabulary. The second part dealt with grammar, especially nouns, verbs, adjectives, adverbs, conjunctions, and prepositions. The third portion consisted of five (5) choices of six (6) comprehension questions per reading comprehension level (literal, inferential, and application) of reading comprehension. This questionnaire was a questionnaire developed on the basis of Phil-IRI. The student's final part of the questionnaire focused on speaking skills that included phonemic awareness, phonological awareness, and minimal pair use. To ensure the reliability of the method for students, the three Cebuano-Visayan experts conducted content validation (Momongan et al., 2023). Likewise, for the instrument intended for the school administrators, each statement of the extent of management measures had undergone variable analysis in which each claim and metric was extracted from excerpts and literature reviews (Campo et al., 2023). Furthermore, the conduct of the initial interview was undertaken in order to provide explanations of criteria that were used as an appraisal method to determine the level of management of the school administrators. In addition, the instrument was evaluated and validated by content and construct validity experts before they were used for pilot testing and data collection (Aithal & Aithal, 2020).

In assessing the proficiency of Grade 3 students, in Sinugbuanong Binisaya, a language spoken in the Philippines we categorize their abilities into three levels using a provided scale. If a student scores 0.76 or higher it means they find learning Sinugbuanong Binisaya and have a high level of proficiency and comfort with the language. For those who fall within the range of 0.25, to 0.75 they have a level of difficulty. May face some challenges but can generally navigate and understand Sinugbuanong Binisaya reasonably well. On the other hand, if a student scores 0.24 or lower it indicates a level of difficulty where they

encounter notable challenges in learning Sinugbuanong Binisaya and may benefit from additional support and resources to improve their language skills.

On the other hand, the management measures and interventions implemented by teachers and school administrators in the context of Sinugbuanong Binisaya instruction show a range rating of 1.00 to 1.75 indicating that certain measures are never put into practice, suggesting a lack of utilization in teaching this language. When measures fall within the range of 1.76 to 2.50, they are sometimes implemented, implying occasional application, but not consistently. A rating of 2.51 to 3.25 signifies that the measures are very often implemented, suggesting a high level of regularity and commitment to their use in Sinugbuanong Binisaya instruction. Finally, a score of 3.26 to 4.00 indicates that the measures are always implemented, indicating a consistent and unwavering commitment to their use in the teaching and learning process of Sinugbuanong Binisaya. Grade 3 Students' Difficulty in Cebuano-Visayan Language showed in [Table 2](#). Teachers' and School Administrators' Management Measures and Interventions in Cebuano-Visayan Language showed in [Table 3](#).

Table 2. Grade 3 Students' Difficulty in Cebuano-Visayan Language

Range of Mean	Verbal description
0.76 or Higher	Easy
0.25 – 0.75	Average
0.24 and Lower	Difficult

Table 3. Teachers' and School Administrators' Management Measures and Interventions in Cebuano-Visayan Language

Range of Mean	Verbal description
1:00-1.75	Very often Implemented
1.76-2.50	Always Implemented
2.51-3.25	Very often Implemented
3.26-4.00	Always Implemented

Data Collection and Data Analysis Procedure. The author meticulously followed a systematic procedure for data collection. Experts were involved in validating the content and constructing the questionnaire to ensure the accuracy of the items. Subsequently, the questionnaires and letters of request were sent to the Superintendent of Southern Leyte Schools Division and the principals of the identified central elementary schools in Southern Leyte for review and approval. Upon obtaining approval, the researcher personally distributed the questionnaires to the respondents during school days. Adequate time was given to all respondents to complete the questionnaire. In terms of data analysis procedure, this study utilized analytical methods to analyze the data gathered. The mean average, standard deviation, minimum, and maximum values were used to determine the extent of MTB-MLE implementation by school administrators and teachers. Moreover, the mean values and standard deviation of the analysis results were employed to evaluate the difficulty level of grade three students for each specific skill.

Ethical Considerations. This study rigorously adhered to ethical principles throughout its course. Respondents were provided with a comprehensive assurance that all information garnered would be handled with the utmost confidentiality. Additionally, they were duly apprised of their voluntary participation and their unequivocal right to withdraw or decline involvement at any juncture. Notably, meticulous measures were implemented to safeguard the anonymity of respondents, ensuring that no data acquired would unveil their direct identities, including but not limited to personal names, contact numbers, residential addresses, postal codes, or national identification numbers. This stringent ethical framework underscores the commitment to upholding the integrity and rights of respondents in the study. Such ethical considerations serve as the bedrock of sound and responsible research practices, reinforcing the credibility and validity of the research findings.

3. RESULT AND DISCUSSION

Result

Difficulty of Grade Three Students. An assessment of the difficulty of Cebuano-Visayan among Grade Three students in terms of speaking, grammatical, reading, comprehension, and vocabulary skills. It addresses the vocabulary, grammar, reading comprehension, and speaking skills of students in Grade three (3). As shown in the difficulty levels of Grade Three (3) students in the Cebuano-Visayan language across various language domains, the mean scores and standard deviations provide valuable insights. The mean

values for speaking skills (0.657), grammar skills (0.589), reading comprehension (0.340), and vocabulary skills (0.229) offer a quantitative representation of the students' performance. These values indicate the average difficulty level encountered by students in each respective language skill. The standard deviations, reflecting the degree of variability or dispersion in the data, contribute to our understanding of the consistency of difficulty levels among students. For speaking skills (0.144), grammar skills (0.084), reading comprehension (0.097), and vocabulary skills (0.099), the standard deviations provide a measure of how much individual scores deviate from the mean within each skill. As reflected in the minimum and maximum scores further refines our understanding of the range of difficulty levels encountered by Grade Three students. The minimum scores for speaking skills (0.42), grammar skills (0.40), reading comprehension (0.14), and vocabulary skills (0.11) represent the lowest performance observed in each skill. On the other hand, the maximum scores for speaking skills (.88), grammar skills (0.75), reading comprehension (0.63), and vocabulary skills (0.42) represent the highest observed performance within each skill. Table 4 shows the difficulty of Grade Three students.

Table 4. Difficulty of Grade three (3) students in Cebuano-Visayan Language

Descriptive Statistics	Speaking Skills	Grammar Skills	Reading and Comprehension	Vocabulary Skills
<i>Mean</i>	0.657	0.589	0.340	0.229
<i>Std. Deviation</i>	0.144	0.084	0.097	0.099
<i>Minimum</i>	0.42	0.40	0.14	0.11
<i>Maximum</i>	0.88	0.75	0.63	0.42
Description	Average	Average	Average	Average

School Administrators' and Teachers' Extent of Management Measures in the Implementation of Mother Tongue. As reflected in Table 5, the assessment of the implementation of management measures and interventions in Cebuano-Visayan reveals a comprehensive and proactive approach within the educational framework. Examining the mean scores, standard deviations, and interpretations for each intervention provides valuable insights into the efficacy and consistency of these measures. Notably, School-based Learning Action Cell (LAC) and In-Service Training (INSET) emerge as highly implemented interventions, both securing mean scores above 3.00 with relatively low standard deviations. This suggests not only widespread adoption but also a consistent application of these strategies. Similarly, School-Based Remediation Reinforcement and Enrichment (RRE) and various district-based interventions, including LAC and INSET, exhibit high mean scores, indicating frequent implementation with moderate standard deviations reflecting some variability. The Training Program for teachers in their Mother Tongue attains a mean score of 3.20, accompanied by a higher standard deviation, indicating potential variations in its application.

Among the interventions labeled as "Sometimes Implemented," such as the creation of mother-tongue textbooks, bilingual and L2 textbooks, and multilingual dictionaries, there is room for improvement in terms of consistent application. These interventions display mean scores below 3.00, suggesting a less frequent integration into the educational system. Of particular note is the emphasis on child-centered methods (mean of 3.05) and the retention of the mother tongue throughout primary schooling (mean of 2.79), both achieving high mean scores with standard deviations suggesting a relatively uniform application.

The overall Average Weighted Mean of 2.80 reinforces the overarching theme of "Very Often Implemented." This collective score reflects a commendable commitment to the incorporation of various strategies to enhance Cebuano-Visayan language education. However, the identified interventions labeled as "Sometimes Implemented" indicate areas that could benefit from increased attention and consistent application. In this detailed examination of the implementation status of management measures and interventions provides stakeholders with a nuanced understanding, facilitating targeted improvements and ensuring a more comprehensive and effective language education system in Cebuano-Visayan.

Table 5. The extent of the Implementation of Management Measures and Interventions in Cebuano-Visayan

The extent of the Implementation of Management Measures and Interventions in Cebuano-Visayan	Mean	SD	Interpretation
1. School-based Learning Action Cell (LAC) is conducted as an intervention for the Cebuano-Visayan	3.14	0.43	Very Often Implemented
2. School-based In-Service Training (INSET) is conducted as an intervention for the Cebuano-Visayan	3.20	0.32	Very Often Implemented

The extent of the Implementation of Management Measures and Interventions in Cebuano-Visayan	Mean	SD	Interpretation
3. School-Based Remediation Reinforcement and Enrichment (RRE) is conducted as an intervention for the Cebuano-Visayan	2.68	0.30	Very Often Implemented
4. District-based LAC is conducted as an intervention for the Cebuano-Visayan	3.03	0.56	Very Often Implemented
5. District-based INSET is conducted as an intervention for the Cebuano-Visayan	3.08	0.55	Very Often Implemented
6. District-based RRE is conducted as an intervention for the Cebuano-Visayan	2.69	0.32	Very Often Implemented
7. Training Program for teachers in their Mother Tongue is first initiated, focusing on reading and writing in their first language during writing workshops.	3.20	0.60	Very Often Implemented
8. School-based Team building activity is done as an intervention for the Cebuano-Visayan.	2.77	0.36	Very Often Implemented
9. Language translation of Cebuano-Visayan is done to facilitate the understanding between their L1 and L2	2.83	0.42	Very Often Implemented
10. High school service learning in which students teach elementary school students who share the same L1	2.90	0.35	Very Often Implemented
11. Creation of mother-tongue textbooks with culturally relevant content	2.45	0.35	Sometimes Implemented
12. Creation of bilingual and L2 textbooks to aid in the transition to the L2, Cebuano-Visayan	2.48	0.38	Sometimes Implemented
13. Developed multilingual dictionaries with the mother tongue, Cebuano-Visayan, and English	2.39	0.43	Sometimes Implemented
14. Train teachers to contextualize and localize the curriculum relative to the curriculum instructions	2.79	0.42	Implemented
15. Use child-centered methods where the medium of instruction is based on the lingua franca and tongue of the learners	3.05	0.57	Very Often Implemented
16. Emphasis on keeping the mother tongue throughout primary schooling, even as a separate language subject, in addition to the integration of the L2	2.79	0.34	Very Often Implemented
17. Development of short stories, selections, and verses written in the mother tongue	2.65	0.52	Very Often Implemented
18. Conducted Special Time Teaching (STT) to learners using the MTB-MLE to facilitate learning	2.74	0.53	Very Often Implemented
19. Application of various and several languages in teaching to facilitate understanding and learning of their mother tongue	2.80	0.34	Very Often Implemented
20. Crafting instructional materials that are written in the mother tongue	2.36	0.43	Sometimes Implemented
Average Weighted Mean	2.80	0.43	Very Often Implemented

Discussion

First, difficulty of grade three (3) students. The findings revealed areas of strength and areas for improvement, shedding light on grade three students' Cebuano-Visayan language abilities. These results may inform language teaching methods and curriculum development to enhance language proficiency, ultimately contributing to the student's success in this important language (Cloudia Ho, 2020). Among the four language skills assessed, grade three students demonstrated the highest proficiency in speaking. Grammar skills followed while reading and comprehension skills had a comparatively lower, indicating a more challenging area for students. Vocabulary skills indicated that students find it the most difficult among the four skills evaluated.

These findings align with previous research in the field, such as Macaro, et al., (2018) study on English language proficiency in Korean elementary school students, which found better performance in speaking and listening skills than in reading and writing skills. Additionally Shadiev & Yang, (2020) literature review noted that successful language learning outcomes are often linked to higher proficiency in speaking and listening skills compared to reading and writing skills. Similarly, Lim, & Ng, (2023) study on English language proficiency in Malaysian secondary school students found better performance in speaking and writing skills than in reading and listening skills. The current study's results are consistent with these

previous findings, highlighting the generally stronger development of speaking skills in students compared to reading and vocabulary skills (Baker et al., 2020).

The data provided highlights the varying levels of language proficiency among Grade three (3) students, which can inform the instructional practices of teachers, school administrators, and parents (Lee et al., 2021). Based on the data, teachers may need to focus on improving reading and comprehension skills, which have the lowest mean scores, by using effective teaching strategies like guided reading, comprehension strategies, and vocabulary instruction (Sari et al., 2018). School administrators may use this data to evaluate the effectiveness of their current curriculum and to provide targeted support to teachers who need help with specific areas. Parents can also use this information to monitor their child's progress and identify areas where additional support may be necessary. Additionally, the data reveals that speaking and grammatical skills are particularly challenging for Grade Three students in Cebuano-Visayan, as the language content differs from that of Southern Leyte. This poses a difficulty for teachers in giving instructions and transferring knowledge. To address this issue, teachers need to develop strategies or programs to help students improve their language skills. These findings align with previous studies by (Grolig et al., 2019), which indicate that developing speech, grammar, reading comprehension, and vocabulary skills is inherently challenging for young learners. In light of these challenges, the educational system needs to focus on improving language skills and re-evaluate the current teaching methods and approaches used in classrooms (Clark et al., 2023). It may require investment in resources and training for teachers in areas like reading and comprehension strategies and vocabulary instruction, and incorporating more assessments that measure vocabulary skills to ensure students are adequately prepared. Addressing these areas can help ensure that students have a solid foundation in language skills that will support their academic success and future prospects (Alemu et al., 2023).

Second, the extent of the implementation of management measures and interventions in cebuano-visayan. Based on the findings, School-based In-Service Training (INSET) is a widely implemented intervention that significantly improves the implementation of management measures and interventions in the context of Cebuano-Visayan. This is supported by the findings that the intervention is "Very Often Implemented". The high level of implementation indicates that the intervention is an effective measure for enhancing management practices and interventions in Cebuano-Visayan, and it has gained widespread acceptance and value from stakeholders such as teachers and administrators. The INSET program has now become an integral part of the education system in this context. To further enhance the implementation of management measures and interventions in Cebuano-Visayan, future research could examine the specific components and features of the INSET program that contribute to its effectiveness (Arslan et al., 2019).

Additionally, the study's findings indicate that the Training Program for teachers in their Mother Tongue, which focuses on improving reading and writing skills in the first language during writing workshops, is frequently implemented in the context of Cebuano-Visayan. This is supported by the indicator with "Very Often Implemented". The high level of implementation of this intervention indicates that it is an effective measure for promoting the use of the Mother Tongue in the education system and equipping teachers with the necessary skills to teach in their first language effectively. The implementation of this intervention reflects a strong commitment to promoting linguistic diversity and cultural heritage in the education system and ensuring that the learning needs of all students, including those from marginalized communities, are addressed (Beaudrie et al., 2021). Moreover, the high level of implementation indicates that stakeholders, including teachers, administrators, and policymakers, recognize the importance of promoting the use of the Mother Tongue in education and are actively taking steps to ensure that teachers are well-trained in this regard (Swanson & Mason, 2018). Further research could examine the impact of this intervention on student learning outcomes and explore ways to improve the implementation of management measures and interventions in Cebuano-Visayan (Dofitas et al., 2022).

The study's research findings have noteworthy implications for the education system in the Philippines. The high level of implementation of School-based In-Service Training (INSET) as an intervention for Cebuano-Visayan indicates a dedication to continuous professional development and improvement within the education system (Perrigo et al., 2024). This is encouraging, as it indicates that teachers are receiving regular opportunities for professional development to enhance their teaching skills and knowledge (Bilbokaité et al., 2020). Furthermore, the study underscores the significance of the Training Program for teachers in their Mother Tongue, which concentrates on reading and writing in the first language during writing workshops (Raaj, 2018). The extensive implementation of this intervention indicates that teachers are being equipped with the necessary skills to teach effectively in their first language. This is especially important, as research has shown that students tend to perform better academically when taught in their Mother Tongue (Jodoïn, 2020). Nevertheless, the study also reveals that the implementation of crafting instructional materials written in the Mother Tongue in the Cebuano-Visayan education system is not consistent or regular (Caroro et al., 2020). This may have several

implications for teachers and students in the education system. The dearth of instructional materials written in the Mother Tongue could make it challenging for teachers to teach effectively in their first language, limiting their ability to support students who are more proficient in their Mother Tongue than in the language of instruction (Mandillah, 2019). Additionally, the limited availability of instructional materials in the Mother Tongue could impact student learning outcomes, as students may struggle to fully comprehend the content being taught, resulting in lower academic achievement (Sah, 2022).

In view of these implications, it is recommended that school administrators and policymakers consider increasing the implementation of crafting instructional materials written in the Mother Tongue. This could entail providing training and resources to teachers to help them develop instructional materials in the Mother Tongue and ensuring that these materials are readily available and accessible to all students (Fansury et al., 2020). By doing so, the education system could better support both teachers and students in their efforts to achieve academic success. The findings highlight the importance of providing professional development opportunities for teachers and promoting the use of the Mother Tongue in the education system to ensure that all students have access to high-quality education that meets their learning needs and promotes their academic success (Biletska et al., 2021).

4. CONCLUSION

The school administrators and teachers frequently use interventions to address students' difficulties, with speaking and grammar skills identified as the most problematic areas in Cebuano-Visayan. The study concludes that Department of Education (DepEd) officials and teachers may consider the students' naturally acquired languages in developing management strategies to address these challenges. The implementation of Cebuano-Visayan by top management is done without considering the students' native language. The natural approach to language learning was developed based on observations of how learners naturally and quickly learn their native language. Therefore, interventions by teachers and school administrators may need to match these skills and not fall short of meeting the learners' needs. Based on the findings, the following recommendations are made: a.) The MTB-MLE implementation in the Division of Southern Leyte should be maximized to successfully achieve the appropriate educational target of the curriculum; b) School higher authorities, including school administrators, should strengthen and reinforce the monitoring and supervision of the assessment and evaluation of teachers' performance to determine the factors contributing to the difficulty of Grade Three students in the implementation of MTB-MLE. Further research is needed to determine the root cause of the difficulty in understanding Grade Three students on the MTB-MLE.

5. REFERENCES

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