INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VI, Issue IV
May 2025
Available online at https://www.instabrightgazette.com

MOTHER TONGUE-BASED INSTRUCTION IN ENHANCING ENGLISH LANGUAGE PROFICIENCY

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The study assessed the use of Mother Tongue-Based Instruction in enhancing the English language proficiency of key stage 2 learners of Calaca City Sub-office, SY 2024-2025. The study utilized the descriptive research design. The respondents of the study were the key stage 2 English teachers in Calaca City Sub-office, Division of Batangas SY 2024-2025. Data were collected through a survey administered through Google forms. The findings revealed that Mother Tongue-Based Instruction is effective in terms of learning systems of sound within a language (phonology), in learning the internal structure of words including how the latter are formed and how their meanings change (morphology), in learning how words are put together to create a well-formed phrases and sentences (syntax), and in learning meanings in language (semantics). Key stage 2 learners were found proficient in using the English language in terms of written and performance tasks. Findings also showed that there was a significant relationship between the level of effectiveness of Mother Tongue-Based Instruction and the learners' English language proficiency level. Respondents acknowledged the problems encountered by key stage 2 learners on the change in the medium of instruction that affect their proficiency in English.

This study highlighted the continuous utilization of Mother Tongue-based instruction as an aid to enhance key stage 2 learners' English language proficiency level for it establishes a positive, encouraging, and relatable environment for learning. Furthermore, the study put emphasis on the importance of thoroughly studying the proposed enhancement project designed based on the result of the study.

Key Words: Mother Tongue-Based Instruction, Key Stage 2 Learners, English Language Proficiency

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