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# **THE IMPACT OF HILIGAYNON LANGUAGE IN TEACHING KINDERGARTEN PUPILS: HIGHLIGHTING TEACHERS' PERSPECTIVES**

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## **ABSTRACT :**

Hiligaynon is one of the main languages used in the implementation of Mother Tongue Based-Multilingual Education (MTB-MLE) in the Philippines. This qualitative study employing phenomenology aimed to determine the impact of Hiligaynon language in assessing the performance of kindergarten pupils. It covered the aspects of their challenges, coping strategies and their views relative to the advantages of using the Hiligaynon language in instruction. This was conducted during the Second Semester of School Year 2022-2023. Teachers served as the informants of the study. Results revealed that challenges faced by teachers in the utilization of Hiligaynon language instruction were the presence of uncommon terminologies, lack of reference for teaching, and some pupils are not Hiligaynon speakers. They shared that they used a universal language, created instructional materials for their learners as their coping strategy. The advantage of using Hiligaynon language in instruction appeared that it relayed the lessons to learners.

Keywords: cognitive development, expressive language, fine motor, gross motor, hiligaynon, receptive Language

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## **Introduction:**

The implementation of Mother Tongue Based Multi Lingual Education (MTB-MLE) in the Philippines has brought some negative impacts to teachers, parents, administrators, and learners. However, linguists insist that this program can make a difference in enhancing the problems in education. As a matter of fact, it was reiterated that learners can best learned concepts when these are first learned in their own language.

Teaching of kindergarten is one of the toughest tasks for teachers. Handling kids needs enough training as well as patience for teachers (Liu et al., 2022). More so, using a target language could have an impact on their learning capabilities especially if this is considered as a foreign language for kids. It is through this that they need to have the profound background in order to have the internalization (Derman, 2018).

Eventually, the implementation of MTB-MLE paved the way for helping kids to have the total understanding of the lessons. For example, they were allowed to express themselves using their mother tongue. In the same manner, teachers deliver the lesson in the language which is spoken and understood by the children. Thus, it was being looked forward to improve performance of learning (Rosales, 2022; Tenorio, 2022).

Several studies showed that MTB-MLE increased students' participation in language learning (Pamittan, 2019). Conversely, these topics were beyond the contexts of the present study. For example, the study of Gaylo (2020) underscored the outcomes and challenges and by Uayan and Calisang (2017) on the performance of Grade III pupils. It is within this context that the gap of the study has led the researcher to conduct this study.

Interestingly, this study will open the doors of opportunities for teachers who handle kindergarten learners. As such, the impact of the Hiligaynon language as one of the forerunners of employing the implementation of MTB-MLE would be sought. Hence, the researcher will conduct this study among the elementary schools in the Municipality of Mlang which is dominated by the Ilonggo.

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## **Statement of the Problem**

This study aimed to determine the impact of Hiligaynon language in teaching kindergarten pupils. Specifically, it answers the following research questions:

1. What are the challenges faced by teachers in the utilization of Hiligaynon language instruction?
2. How do the teachers cope with the challenges?
3. What are the advantages of using Hiligaynon language in instruction?

## Scope and Limitation of the Study

This study was conducted to determine the impact of Hiligaynon language in assessing the performance of kindergarten pupils. It covered the aspects of their challenges, coping strategies and their views relative to the advantages of using the Hiligaynon language in instruction. This was conducted during the Second Semester of School Year 2022-2023. It employed the qualitative-phenomenology in data gathering.

## Method Used

This study employed the qualitative-phenomenology. Qualitative research is a type of research methodology that aims to understand and interpret social phenomena by exploring the subjective experiences, perspectives, and meanings of individuals or groups (Lester & Cho, 2020). It focuses on gathering in-depth, non-numerical data through methods such as interviews, observations, focus groups, and analysis of texts or documents (Groenland & Dana, 2020).

Meanwhile, phenomenology emphasizes the exploration of conscious experiences and the ways in which individuals make sense of the world around them (Giorgi, 2020). In qualitative phenomenology, researchers use phenomenological methods to investigate and describe the essential structure and qualities of these experiences. Its goals are to uncover the underlying meanings, intentions, and essences of the phenomenon being studied (Gill, 2020).

Here the researcher encouraged participant to reflect on their experiences relative to the impact of the utilization of Hiligaynon language in instruction among the kindergarten. Teachers shared their experiences and provided meanings to enable the true meaning of its implementations.

## Sources of Data

- <http://eprints.whiterose.ac.uk/76321/>
- <https://doi.org/10.1111/jcpp.12632>
- <https://doi.org/10.1007/s10643-012-0531-z>
- <https://doi.org/10.1037/a0029185>
- <http://www.guardian.co.uk/higher-education->
- [https://doi.org/10.1044/2017\\_jslhr1-15-0402](https://doi.org/10.1044/2017_jslhr1-15-0402)
- <https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
- [https://d5119182-bdac-43d5-be55-e817e7736e5b.filesusr.com/ugd/2c80ff\\_33e3208\\_ce4dd4764b154682488c53ef7.pdf](https://d5119182-bdac-43d5-be55-e817e7736e5b.filesusr.com/ugd/2c80ff_33e3208_ce4dd4764b154682488c53ef7.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219627/DFE-RR247-BCRP13.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf)
- <https://doi-org.libproxy.ucl.ac.uk/10.1111/desc.12406>
- <https://doi.org/10.1080/03004430.2018.1546176>

## Sampling Technique

In the selection of the informants, the researcher used the purposive sampling, specifically, the criterion-based sampling. They were chosen using the following criteria:

1. Assigned in Mlang Districts;
2. Holding a permanent position; and
3. Handling kids for more than 3 years.

## Results and Discussion

### *Themes and core ideas on the challenges faced by teachers in the utilization of Hiligaynon language instruction*

The first research question aims at determining the themes and core ideas on the challenges faced by teachers in the utilization of Hiligaynon language instruction.

**Table 1. Themes and core ideas on the challenges faced by teachers in the utilization of Hiligaynon language instruction**

Themes	Core Ideas
Uncommon terminologies	There are words in the Hiligaynon language which are not common for the pupils and the teachers.
	There is a need to translate these words to the contexts of the children for understanding.
Lack of reference for teaching	There is the scarcity of instructional material like books which could clearly explain the concept of the Hiligaynon language among the kindergarten pupils.
Pupils are not Hiligaynon speakers	The pupils were Maguindanaons who live in a Hiligaynon town.
	The teachers have to translate the language to Filipino and then to Hiligaynon.

### ***Themes and core ideas on the coping strategies employed by teachers on the challenges they faced in the utilization of Hiligaynon language instruction***

The second research question determines the themes and core ideas on the coping strategies employed by teachers on the challenges they faced in the utilization of Hiligaynon language instruction.

**Table 2. Themes and core ideas on the coping strategies employed by teachers on the challenges they faced in the utilization of Hiligaynon language instruction**

Themes	Core Ideas
Use of a universal language	The teachers use the language which can be understood by their learners.
Create instructional materials	The teachers develop their own learning materials that best suited to the needs of their learners.

### ***Themes and Core Ideas on the advantages of using Hiligaynon***

#### ***language in instruction***

The third research question identifies the themes and core ideas on the advantages of using Hiligaynon language in instruction. It appears that it relays the lessons to learners.

**Table 3. Themes and Core Ideas on the advantages of using Hiligaynon language in instruction**

Themes	Core Ideas
Relay the lessons to learners	The teachers can easily integrate the concepts of the lessons which are crucial for learning development.
	The instructional materials used can help learners to have the profound understanding of the lessons.

## **Summary**

This qualitative-phenomenology study employing to encouraged participant to reflect on their experiences relative to the impact of the utilization of Hiligaynon language in instruction among the kindergarten. Teachers shared their experiences and provided meanings to enable the true meaning of its implementations.

## **Conclusions**

Based on the foregoing findings, this study concluded that not all learners have the same language and they came from different linguistic backgrounds. There are terminologies that everyone cannot comprehend. Teachers must use a tool to provide better learning according to children's need and must provided with their own materials suited to the learner's level.

Most of all there must be a teacher to be assign that are experts in terms of language that can communicate to the learners. This will help to strengthen their pride and identities and they may feel that they are belong to that community.

## **Recommendation**

This study recommends that the DEPED must provide instructional materials which will be used in teaching Hiligaynon. It may require the development or adaption of instructional materials specifically designed for Hiligaynon instruction. Teacher and educators may need to invest time and effort in creating or sourcing materials that align with the curriculum and meet the needs of the learners.

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