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MULTILINGUAL SKILLS OF THE ALTERNATIVE LEARNING SYSTEM (ALS) TEACHERS AND LEARNERS' ACADEMIC ENHANCEMENT ON MODULAR-DISTANCE LEARNING

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Abstract:

Philippines is a multilingual nation with more than 170 languages. Similarly, Sultan Kudarat comprises diverse people with diverse languages and dialects. Thus, language is the most basic form of communication. Hence, this study aim to investigate the impact of the Multilingualism Skills of the Alternative Learning System (ALS) teachers on the Learners' Academic Enhancement in Modular-Distance Learning in Lutayan District, Lutayan, Sultan Kudarat. This also study aim to investigate the impact of the Multilingualism Skills of the Alternative Learning System (ALS) teachers on the Learners' Academic Enhancement in Modular-Distance Learning in Lutayan District, Lutayan, Sultan Kudarat. It employed a quantitative design, specifically a Descriptive-Correlation Method, to investigate the relationship between the Multilingual Skills of ALS Teachers and the Academic Enhancement of ALS Learners in the Lutayan District, Lutayan, Sultan Kudarat. Based on the result, the extent of the ALS' Teachers Multilingual skills during Academic Instruction, Remedial Session, and Assessment Period is noted to be full professional proficient which means that these teachers can understand a multilingual in their school. On the other hand, the level of ALS learners' Academic Enhancement, in terms of Lessons' Retention, Learning Application, and Test/Assessment Preparedness is found to be very satisfactory which entails that these learners have an exemplary performance in their class. However, it was concluded that there is no significant relationship between the Multilingualism Skills of the ALS Teachers and Academic Enhancement of ALS learners in the Modular-Distance Learning.

Keywords: *Multilingualism, Academic Enhancement, ALS, Modular Learning*

1.INTRODUCTION

Philippines is a multilingual nation with more than 170 languages. Similarly, Sultan Kudarat comprises diverse people with diverse languages and dialects. Thus, Language is the most basic form of communication. As humans, languages are most often utilized to communicate with others, whether they are the native language or language that everybody is familiar with. People who speak more than two languages are interpersonal inclined and know how to deal with diverse people in a diversified context.

In the Swedish context, the monolingual norm has historically prevailed, resulting in linguistic persecution of minorities such as Sweden's indigenous people, among others. Kangas (2018) also observes that monolingual Western cultures are primarily unaware of bilingual and multilingual cultures and negatively perceive them. Presently, administrative bodies at various levels of Swedish society are challenging the monolingual norm by allowing a diversity of languages into the community.

In the Philippines, multilingualism is a part of the daily whereabouts of the people. Although some issues concerning Multilingualism, such as discrimination of the native languages, and their speaking transition from their mother-tongue to their second language, people in the academe still see the beauty of it and how it plays its pivotal role in education. Teachers build a good relationship with their students through Multilingualism which substantially contributes to their academic engagement (Ngag, 2017).

In 2012, the Department of Education began implementing the K-12 program in Philippine schools, which encompasses Kindergarten and 12 years of primary education (DepEd, n.d.). "Building Proficiency through Language: Mother Tongue-Based Multilingual Education" is one of the new K-12 program's primary characteristics. The program is still being implemented; for example, in the 2012-2013 school year, children in first grade were the first to receive teaching in their mother tongue.

Thus, Multilingualism is highly important in modern society for people involved in the learning process since it allows them to create good performances. Students who study English as a second language may be able to capitalize on the benefits of being bilingual for their academic achievement. When students present in English as a second language classroom, they can use their knowledge of other languages to search for information and obtain it in their presentations. So, in general, it suggests that being bilingual can benefit students studying English as a second language in various ways (Sandamali, 2020).

Hence, this study aimed to investigate the impact of the Multilingualism Skills of the Alternative Learning System (ALS) teachers on the Learners' Academic Enhancement in Modular-Distance Learning in Lutayan District, Lutayan, Sultan Kudarat.

This portion depicts the Conceptual Framework of this study that shows the relationship of the two correlating variables. In the Independent Variable, it consists of the extent is the ALS' Teachers Multilingual skills during the Academic Instruction, Remedial Session; and Assessment Period.

Pursuant to Section 4 and 5 of the act (R.A 10533), basic education shall be delivered in language understood by the learners as language plays a strategic role in shaping the formative years of learners.

While, Dependent Variable includes the level of ALS learners' Academic Enhancement, in terms of: Lessons' Retention; Learning Application; and Test/Assessment Preparedness.

The curriculum shall develop proficiency in Filipino and English, provide that the first and dominant language of the learners shall serve as the fundamental language of education.

The study helps readers appreciate the importance of multilingual skills of the teachers of Alternative Learning System (ALS) to effectively deliver their lesson to their ALS learners considering the diversity in languages/dialects in every region and province.

This study merely accentuated on the Multilingual Skills of the Alternative Learning System (ALS) teachers and the ALS Learners' Academic Enhancement. The respondents of this study were the ALS teachers and ALS learners within Lutayan District, Lutayan, Sultan Kudarat for the School Year 2022-2023.

The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, Paragraph (1) declares that "the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society"; and paragraph (4) concisely encourages "non-formal, informal and indigenous learning systems

as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.”The Governance of Basic Education Act, otherwise known as Republic Act 9155, stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education (DepEd, 2022).

On December 23, 2020, the President of the Philippines signed Republic Act No. 11510, or “An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults, and Appropriating Funds Therefor,” which provides the much needed support to further expand and strengthen the implementation of ALS throughout the country.

2. MATERIALS AND METHODS

The study employed a quantitative method, specifically a Descriptive-Correlation design, to investigate the relationship between the Multilingual Skills of ALS Teachers and the Academic Enhancement of ALS Learners in the Lutayan District, Lutayan, Sultan Kudarat.

According to Noah (2021), a descriptive-correlation study design investigates the relationships between two (or more) variables without the researcher changing or modifying any of them. It's a non-experimental qualitative study. In a correlation study, measure variables without modifying them.

The respondents of the study were the ALS learners and ALS teachers from the municipality of Lutayan, province of Sultan Kudarat during the School Year 2022-2023. Lutayan is a place of diversity where multilingualism exists which hinder ALS teachers to communicate to their learners due to unfamiliarity of the mother tongue used by the community.

This research used a total population sampling technique since all officially enrolled ALS learners and ALS instructors in the Lutayan division of Sultan Kudarat for the School Year 2022-2023 were considered respondents.

Total population sampling technique, according to Laerd (2020), is a sort of purposive sampling approach in which you select to investigate the entire population (i.e., the total population) that has a certain set of characteristics. Units are the items that make up the population in sampling. People, instances (e.g., organizations, institutions, nations, etc.), data, and so on may all be considered units. When employing whole population sampling, these units are almost certainly humans.

This study was conducted at Lutayan District, division of Sultan Kudarat for the School Year 2022-2023. Lutayan District is one of the districts that multilingualism is observed.

This study used a survey questionnaire adopted from the work of other researchers/authors.

An adapted questionnaire from Cultural Foundation institute (CFI) Team (2022) research was utilized in this study to assess the Multilingual Skills of the Alternative Learning System (ALS) teachers in terms of Academic Instruction, Remedial Session, and Assessment Period. This tool was used to determine the proficiency of the ALS teachers in using the existing dialects used in the community of Lutayan.

Another survey questionnaire adopted from after Cruz (2018) was used to examine and interpret the level of ALS learners' Academic Enhancement, in terms of Lessons' Retention, Learning Application, and Test/Assessment Preparedness which also patterned from DepEd Order 30, series of 2020.

The respondents' responses were examined and interpreted using two separate rating scales based on the studies of two competent and credible researchers

A rating scale patterned by Cultural Foundation institute (CFI) Team (2022) was used to measure the level of the multilingual skills of Alternative Learning System (ALS) teachers in Lutayan, Sultan Kudarat.

RATING	RANGE OF MEANS	DESCRIPTIVE RATING	INTERPRETATION
5	4.20-5.00	Agree	Multilingual Proficient
4	3.40-4.19	Fairly Agree	Full Professional Proficient Professional Working Proficient
3	2.60-3.39	Neutral	Limited Working Proficient Elementary Proficient
2	1.80-2.59	Fairly Disagree	
1	1.00-1.79	Disagree	

On the other hand, another rating scale adopted from after Cruz (2018) was used to examine and interpret the level of ALS learners' Academic Enhancement, in terms of Lessons' Retention, Learning Application, and Test/Assessment Preparedness which also patterned from DepEd Order 30, series of 2020.

RATING	RANGE OF MEANS	DESCRIPTIVE RATING	INTERPRETATION
5	4.20-5.00	Always Observed	Outstanding
4	3.40-4.19	Sometimes Observed	Very Satisfactory
3	2.60-3.39	Observed	Satisfactory
2	1.80-2.59	Merely Observed	Fairly Satisfactory
1	1.00-1.79	Not Observed	Expectation

The researcher followed a method in order to produce a valid study. The researcher examined the current condition of the target respondents in order to assess the substantial influence of the teachers' multilingual abilities on the academic advancement of the students.

First, the DepEd-Division Superintendent and the CGS Dean were asked to sign a letter approving the study's conduct. Another approval letter was sent to the DepEd District Public School Supervisor and the ALS Coordinators. Then, in order to collect the accurate data required for this study, a survey questionnaire was adopted, organized, and tested.

The researcher then selected respondents using a total population sampling technique. The researcher then begins the distribution of the Survey Questionnaire, assessing the teachers' multilingual skills and learners' academic advancement through face to face modality with adherence to health safety protocol.

Finally, the data from the distributed survey questionnaire will be tabulated, analyzed, and interpreted.

The following statistical tools were used to respond to the problem statement specified in Chapter I. The statistical techniques listed below were used to respond to the issue statement specified in Chapter I.

Mean, on the other hand, was used to calculate and analyze the Multilingual Skills of the Alternative Learning System (ALS) teachers in terms of Academic Instruction, Remedial Session, and Assessment Period, and the level of ALS learners' Academic Enhancement, in terms of Lessons' Retention, Learning Application, and Test/Assessment Preparedness.

Pearson r Correlation was used in the study to determine whether there is a significant relationship between the Multilingual Skills of the Alternative Learning System (ALS) teachers and the level of ALS learners' Academic Enhancement, Retention, Learning Application, and Test/Assessment Preparedness.

3. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered relevant to the study.

Extent of ALS Teachers' Multilingual Skills During The Academic Instruction, Remedial Session, and Assessment Period

The table below shows the extent is the ALS teachers multilingual skills in terms of academic instruction, remedial session; and assessment period.

Table 1. Extent of ALS Teachers' Multilingual Skills in terms of Academic Instruction

INDICATORS	MEAN	DESCRIPTION
1. ALS teachers can communicate using the dialect which are common to all learners during academic instructions.	4.70	Proficient
2. They can communicate in three major languages, such as Christian Language, Moro, and Indigenous Peoples language during the discussion.	3.80	Proficient
3. They use correct terms which do not mislead the learners in the discussion.	4.70	Proficient
4. Teachers always see to it that every difficult term in the lesson will be translated to the dialects of the learners.	4.60	Proficient
5. Their multilingual skill is evident on the active participation of the learners.	4.70	Proficient
Section Mean	4.50	Proficient

In terms of academic instruction, it indicated that only indicator 2 "They can communicate in three major languages, such as Christian Language, Moro, and Indigenous Peoples language during the discussion" has the least item garnered the mean of 3.80 which interpreted as "Professional". The rest of the indicators under academic instruction got the higher means which described as "Proficient". Generally, the extent is the ALS teachers' multilingual skills in terms the academic instruction obtained the section mean of 4.50 which described as "Proficient".

The result denotes that most of the ALS teachers in Lutayan District possess good communication skills amidst multilingualism. Although there are few who cannot communicate well in three major languages, such as Christian Language, Moro, and Indigenous Peoples language during the discussion, the over-all the extent of their multilingual skills is "Proficient"

Table 2. Extent of ALS Teachers' Multilingual Skills in terms of Remedial Session

INDICATORS	MEAN	DESCRIPTION
1. Teachers depend the lesson on the level of learning of the ALS learners.	4.40	Proficient
2. Teacher sees to it that the learners understand the lesson in a simplest way in their own dialects.	3.60	Proficient
3. Teacher employs correct terms that easily understood by the learners during the remediation.	4.70	Proficient
4. Teacher sees to it that cultural sensitivity is observed in the usage of the terms during the remedial sessions.	4.80	Proficient

5. ALS teachers communicate using the languages used by the majority of the learners during remedial sessions.	4.40	Proficient
Section Mean	4.58	Proficient

In terms of Remedial Session, it is displayed on the above table that all the domains under the aforementioned indicator garnered higher means which described that these ALS teachers are “Proficient” in the use of the multilingualism. Generally, the extent of ALS teachers’ multilingual skills during the remedial session gained the section mean of 4.58 which speaks about the proficiency of the teachers on the use of the languages commonly used by the community during their academic session, especially during remedial class.

The aforementioned result indicates that most of the ALS teachers in Lutayan District have a good command in the languages common to their learners. It can also be inferred from the result that these teachers see to it that the language they use is simplified meeting the level and context of their learners. It revealed as well, that they also observe cultural sensitivity in the use of the language during the remedial sessions.

Table 3. Extent of ALS Teachers’ Multilingual Skills in terms of Assessment Period

INDICATORS	MEAN	DESCRIPTION
1. Teacher makes follow up using the dialect of the learners during assessment period.	4.60	Proficient
2. Questions are easily understood by the learners due to the multilingual skills of the teachers.	3.70	Proficient
3. Good command of language which is understood by the learners is evident during the assessment period.	4.70	Proficient
4. Teacher uses localized terms found in the lesson that easily understood by the learners during the assessment.	4.50	Proficient
5. The effective multilingual skills of the teachers is observed in the assessment result of the learners	4.80	Proficient
Section Mean	4.66	Proficient

Table 3, the extent of the multilingual skills of teachers during the assessment period is found to be “Proficient”. As displayed above, all indicators under the above-mentioned domain, obtained higher mean which described as “Proficient”. Indicator 5 “The effective multilingual skills of the teachers is observed in the assessment result of the learners “garnered the highest mean of 4.80 which has been described as “Proficient”. Generally, the extent of the multilingual skills of ALS teachers during the assessment period gained the section mean of 4.66 which interpreted as “Proficient”.

Table 4. Summary Rating of Extent of ALS Teachers’ Multilingual Skills in terms of Academic Instruction, Remedial Session, and Assessment Period

VARIABLE	MEAN	DESCRIPTION
Academic Instruction	4.50	Proficient
Remedial Session	4.58	Proficient
Assessment Period	4.66	Proficient
Grand Mean	4.58	Proficient

Table 4 above shows the extent of the ALS teachers’ multilingual skills during the academic instruction; remedial session; and assessment period.

Over-all, the extent is the ALS teachers' multilingual skills during the academic instruction, remedial session, and assessment period obtained the grand mean of 4.580 which described as "Proficient". This implies that ALS teachers in Lutayan District meet the proficiency level when it comes to their multilingual skills in delivering academic instructions to their learners in the far-flung areas of Lutayan. Evidently, it indicates that ALS teachers can communicate using the dialect which are common to all learners during academic instructions, they see to it that cultural sensitivity is observed in the usage of the terms during the remedial sessions, and their effective multilingual skills are observed in the assessment result of their learners.

The aforementioned result aligns with the observations of Lewis, Simons & Fennig, (2014) that the use of more than one language is not unusual in the Philippines. In fact, multilingualism is often used in the academic purposes, In the year 2012, Mother-Tongue Based Education was implemented by the Department of Education (DepEd) to deliver the lessons within the contexts and languages of the learners. ALS program as well is a recipient of the this program in order to reach out the contexts of the out of school youth in the far-flung communities.

Level of ALS Learners' Academic Enhancement, in terms of Lessons' Retention, Learning Application, and Test/Assessment Preparedness

The table below displays the Level of ALS Learners' Academic Enhancement, in terms of Lessons' Retention; Learning Application; and Test/Assessment Preparedness.

Table 5. Level of ALS Learners' Academic Enhancement, in terms or Lessons' Retention

INDICATORS	MEAN	DESCRIPTION
1. ALS learners can summarize and generalize the lesson after the discussion.	3.90	Very Satisfactory
2. They have good score during the quizzes and exams.	3.90	Very Satisfactory
3. Learners can discuss the lessons in their group.		
4. Learners are capable of doing class reporting when it is asked.	3.80	Very Satisfactory
5. They can reflect in the every end of their discussions.		Very Satisfactory
	3.80	Very Satisfactory
	3.90	
Section Mean	3.86	Very Satisfactory

As displayed above table, all the indicators under the level of ALS Learners' Academic Enhancement, in terms of Lessons' Retention is found to be "very satisfactory" with the section mean of 3.86. This result has been supported by the result of indicators 1, 2, and 5 which equally obtained the mean of 3.90 which is observed to be "very satisfactory". This means that ALS students are able to reflect at the conclusion of each conversation, perform well on quizzes and examinations, and provide a summary and generalization of the material that they just discussed.

Table 6. Level of ALS Learners' Academic Enhancement, in terms Learning Application

INDICATORS	MEAN	DESCRIPTION
1. Their learning is observed during their peer-sharing of the "what went well" in the lesson.	4.20	Outstanding
2. Learners are capable of sharing their knowledge to those who are identified low-performing.	4.10	Very Satisfactory
3. They can apply their learning in their essay activities.		
4. They apply their learning to their individual and group		

projects.	3.90	Very Satisfactory
5. They share their learning to others to those who don't attend ALS program.	3.90	Very Satisfactory
	4.20	Outstanding
Section Mean	4.06	Very Satisfactory

In terms of Learning Application, the above table also shows that ALS learners level is “very satisfactory”. However, indicator 1 “Their learning is observed during their peer-sharing of the “what went well” in the lesson, and indicator 5 “They share their learning to others to those who don't attend ALS program” equally attained the mean of 4.20 which describes as “outstanding”. Yet most of the indicators are in very satisfactory level which tells that the level of learning application of the ALS learners is above average but it does not meet the outstanding point. Generally, the level of ALS Learners’ Academic Enhancement, in terms of Learning Application got the section mean of 4.06 which described as “Very Satisfactory”.

The aforementioned finding indicates that ALS learners in Lutayan are able to share their information with individuals labeled as low-performing, can apply their knowledge to individual and group projects, and are able to share their knowledge with people who do not attend the ALS program.

Table 7. Level of ALS Learners’ Academic Enhancement, in terms of Test/Assessment Preparedness

INDICATORS	MEAN	DESCRIPTION
1. Learners got good score in the Mac-board test prior to assessment.	4.00	Very Satisfactory
2. They share thoughts through brainstorming before the assessment.	4.20	Outstanding
3. Their readiness in taking the assessment is observed in the result of their summative quizzes.	4.40	Outstanding
4. They understand the instructions in the exam as guided by their ALS teachers.	4.30	Outstanding
5. They show preparedness before the conduct of the test/assessment.	4.40	Outstanding
Section Mean	4.26	Very Satisfactory

As to the level of ALS learners’ Academic Enhancement, in terms of Test/Assessment Preparedness, it is shown that only indicator 1 “Learners got good score in the Mac-board test prior to assessment” got the least mean of 4.00 which interpreted as “very satisfactory”, all the indicators are “outstanding”. Generally, it obtained the grand mean of 4.26 which described as “outstanding”. This result implies that as to the level of academic enhancement in the area of Test/Assessment Preparedness, ALS learners performed well as their involvement are outstanding as rated by their teachers. This outstanding performance is demonstrated by their ability to collaborate during brainstorming sessions prior to the assessment, their comprehension of the exam's instructions as directed by their ALS teachers, their readiness to take the assessment as evidenced by the outcomes of their summative quizzes.

Table 8. Summary Rating of Level of ALS Learners’ Academic Enhancement in terms of Lessons’ Retention, Learning Application and Test/Assessment Preparedness

VARIABLE	MEAN	DESCRIPTION
Lessons’ Retention	3.86	Very Satisfactory
Learning Application	4.06	Very Satisfactory
Test/ Assessment Period	4.26	Very Satisfactory

Grand Mean	4.06	Very Satisfactory
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Table 8 above displays the Level of ALS Learners' Academic Enhancement, in terms of Lessons' Retention; Learning Application; and Test/Assessment Preparedness.

The aforementioned result is anchored with the findings of Defacto (2022) with her general conclusion that ALS Learners in the Philippines have "very satisfactory" academic performance due to the rigid teaching interventions of the mobile teachers. Regardless of gender, civil status and grade entry level, the academic performance of ALS students are the same. This can be explained by the fact that they have quitted from school for quite a longer period of time before they studied in ALS.

Relationship Between the Extent of ALS' Teachers Multilingual Skills, and the Level of ALS Learners' Academic Enhancement

The table below shows the correlation between the extent of ALS' Teachers Multilingual Skills, and the Level of ALS Learners' Academic Enhancement.

Table 9. Relationship Between the Extent of ALS' Teachers Multilingual Skills and the Level of ALS Learners' Academic Enhancement

Domains	r-value	p-value	Interpretation
Academic Enhancement	0.326	0.358	Not Significant
Remedial Class	0.661	0.037	Significant
Assessment	0.584	0.088	Not Significant
Multilingual Skills (Overall)	0.566	0.000	Not Significant

Table 9 shows the relationship between the extent of ALS' Teachers Multilingual Skills, and the Level of ALS Learners' Academic Enhancement. As displayed above, all the r-values are in low correlation. While, the p-values are 0.358, .0037, 0.088, and 0.000 are found to be greater than 0.05 level of significance. These values vouch that there is no significant relationship between the extent of ALS' Teachers Multilingual Skills, and the Level of ALS Learners' Academic Enhancement in the modular distance learning.

However, it was also indicated that among the three domains of multilingual skills, only remedial class is significantly correlated to the academic enhancement. This implies that improving remedial class would contribute significantly to the level of academic enhancement.

Hence, it can be inferred that the extent of multilingual skills of ALS teachers does not affect the level of academic enhancement of the ALS learners. However, remedial teaching would somehow increase their academic involvement, yet this is not an assurance in increasing their scholastic records. Therefore, the null hypothesis that says "there is no significant relationship between the extent of ALS' Teachers Multilingual Skills, and the Level of ALS Learners' Academic Enhancement in the modular distance learning" is hereby accepted.

The above result is supported by the findings of Bernardo (2017), that the concept of a "medium of instruction" is problematic since the interaction between instructors and students in the classroom is designed to achieve certain learning objectives and, so, is a complicated socio-cultural process due to multilingualism. The languages utilized by the teachers and how they are used in the classroom are vital in the instructions. However, it is not a guarantee to an excellent academic performance of the learners.

4. MAJOR FINDINGS

Philippines is a multilingual nation with more than 170 languages. Similarly, Sultan Kudarat comprises diverse people with diverse languages and dialects. Thus, Language is

the most basic form of communication. Hence, this study aimed to investigate the impact of the Multilingualism Skills of the Alternative Learning System (ALS) teachers on the Learners' Academic Enhancement in Modular-Distance Learning in Lutayan District, Lutayan, Sultan Kudarat.

The study employed a quantitative Method, specifically a Descriptive-Correlation Design, to investigate the relationship between the Multilingual Skills of ALS Teachers and the Academic Enhancement of ALS Learners in the Lutayan District, Lutayan, Sultan Kudarat. The respondents of the study were the ALS learners and ALS teachers from the municipality of Lutayan, province of Sultan Kudarat during the school year 2022-2023. It used a total population sampling technique since all officially enrolled ALS learners and ALS instructors in the Lutayan division of Sultan Kudarat for the school year 2022-2023 were considered respondents.

Result entails that most of the ALS teachers in Lutayan District possess good communication skills amidst multilingualism. Although there are few who cannot communicate well in three major languages, such as Christian Language, Moro, and Indigenous Peoples language during the discussion, the over-all all extent of their multilingual skills is "Proficient". Most of the ALS teachers in Lutayan District have a good command in the languages common to their learners. It can also be inferred from the result that these teachers see to it that the language they use is simplified meeting the level and context of their learners. It has been revealed as well, that they also observe cultural sensitivity in the use of the language during the remedial sessions.

This result implies that as to the level of academic enhancement in the area of Test/Assessment Preparedness, ALS learners performed well as their involvement are outstanding as rated by their teachers. This outstanding performance is demonstrated by their ability to collaborate during brainstorming sessions prior to the assessment, their comprehension of the exam's instructions as directed by their ALS teachers, their readiness to take the assessment as evidenced by the outcomes of their summative quizzes.

Finally, it revealed that the extent of multilingual skills of ALS teachers does not affect the level of academic enhancement of the ALS learners. However, remedial teaching would somehow increase their academic involvement, yet this is not an assurance in increasing their scholastic records.

5. CONCLUSION

In the light of the findings of this study, the following conclusions were drawn: ALS teachers in Lutayan District, Division of Sultan Kudarat has good multilingual skills that help them deliver their lessons to their ALS learners from diverse tribes.

Further, the result also tells the ALS learners in the above-mentioned district have a very satisfactory performance regardless of the teachers' multilingual skills.

It is concluded that the extent of multilingual skills of ALS teachers does not affect the level of academic enhancement of the ALS learners in Lutayan District, Division of Sultan Kudarat for School Year 2022-2023.

In the light of the findings and conclusion of the research study, the following are recommended:

1. The Department of Education (DEPED) –ALS may conduct an enhancement program to hone the multilingual skills of the teachers, especially those who are assigned in the far-flung areas.
2. Cultural sensitivity may be given attention of the department to enlighten ALS teachers on the importance of learning the culture of their learners.
3. Since there are still ALS learners who are found to be low performing, DepEd may retool the curriculum or programs to fit the needs of these learners.
4. Remedial teaching can still be adopted since it is found out to be effective in enriching the academic performance of the ALS learners.
5. Future researchers may conduct study related to ALS learners' performance vis-à-

vis teachers' multilingual and communication skills.

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