Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

"PROJECT INSTALLED: **IN**TEGRATING AND **S**TRENGTHENING **TA**GLISH **L**ESSONS TO **L**EVERAGE SCIENCE 4 **ED**UCATION"

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ABSTRACT

This research project is crafted to study whether using Taglish as a medium of instruction is an effective method of learning science. The respondents were selected forty pupils in fourth grade at Southville 5 Elementary School who were enrolled for the school year 2023–2024. It compared the level of performance of the selected Grade 4 pupils prior to and after the implementation of Project INSTALLED: Integrating and Strengthening Taglish Lessons to Leverage Science 4 Education. The findings of the study revealed that using Taglish as medium of instruction is effective in terms of increasing learners' performance in Science 4. Additionally, the mean gain calculated from the variations in test results between the pretest and posttest was 9.25. Thus, the test result indicates that the interventions and methods provided to respondents were deemed essential components of the teaching-learning process.

Keywords: *Taglish, medium of instruction*

INTRODUCTION

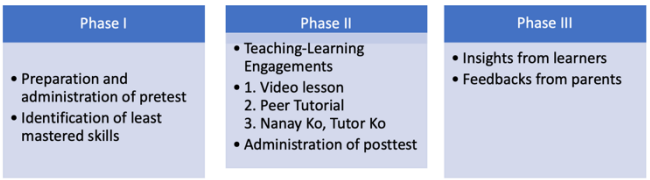
One of the primary level subjects offered by the Department of Education is mother tongue. According to Melegrito (2022), the use of the mother tongue as a teaching instrument enhances academic skills since it is simpler for a pupil to comprehend a lesson in their mother tongue, resulting in faster learning.

Science 3 is taught using the mother tongue-based multilingual education (MTB-MLE) methodology. In this stage, learners become accustomed to interacting and conversing with their peers and teachers in Tagalog, their first language; but, when they reach the intermediate level, issues occur because English is the language of teaching. The problem is that many learners have trouble understanding what their teachers are saying, which prevents them from understanding the lesson because they find it difficult to communicate and understand the language used in school. The language barrier is undoubtedly the biggest obstacle to many learners' ability to learn science.

At present, there are 130 grade IV pupils at Southville 5 Elementary School. Due to the COVID-19 pandemic, these pupils have not been physically present in the classroom for the past two years. The prolonged changes in how learners learn and their absence from the classroom for several months during the pandemic may have an impact on their learning styles. Early detection of any learning obstacles may give teachers the chance to implement corrective measures to boost learners' competence and confidence. Therefore, the language that learners are more comfortable with may help them learn more effectively.

In order to achieve an effective transition of learners to the next key stage of learning, teachers are required to bridge the gap through intervention activities or special instruction. Thus, beginning with the language spoken at home (Tagalog) and translating science concepts and principles into the English language can help bridge the gap between understanding and learning the lesson.

METHODOLOGY



This study had three phases: Phase I was the preparation and administration of pretest and preparation of research questionnaire. In this stage, least mastered skills was identified. In Phase II, respondents were be exposed to different teaching-learning engagements ; and phase III was be the gathering of insights from learners and feedbacks from parents.

RESULTS

The results of the extensive analysis are discussed below:

Table 1: General Perception towards the Medium of Instruction

Statements	English	%	Tagalog	%	Taglish	%	Total	%
I would prefer that Science 4 be taught in _____.	4	10	6	15	30	75	40	100
I understand the explanation of my teacher using _____.	10	25	10	25	20	50	40	100
My interest in the subject is increased using _____ as the language of instruction.	5	12.5	7	17.5	28	70	40	100
If the teacher asks a question in _____, it is easier for me to understand it	5	12.5	12	30	23	57.5	40	100
I believe it is reasonable that Science 4 be studied in _____.	9	22.5	5	12.5	26	65	40	100

According to Table 1, most respondents picked Taglish as their preferred language of instruction. They felt that the use of Taglish as the instructional language increased their interest.

Table 2: Level of Proficiency of the Respondents in Their Pretest and Posttest

	Pretest	Posttest
Highly Proficient	2 or 5%	16 or 40%
Nearly Proficient	12 or 30%	18 or 45%
Low Proficient	26 or 65%	6 or 15%

Table 2 shows that in the pretest, only 5%, or 2 pupils, attained a highly proficient level. While in the posttest, 40%, or 16 pupils, were able to get a highly proficient remark. The nearly proficient level was demonstrated by 12 respondents, or 30%, in the pretest and 18 respondents, or 45%, in the posttest. Twenty-six pupils or 65% of the respondents, got a low proficient rating, which decreased to 15%, or 6 pupils, in the posttest.

Table 3: Mean Scores

Pretest		Posttest		Mean Gain
Mean	Standard Deviation	Mean	Standard Deviation	
16.93	6.36	26.18	5.66	9.25

The respondents were able to get a mean score of 16.93 in the pretest with a standard deviation of 6.36. The posttest result gave a mean score of 26.18 with a standard deviation of 5.66. Furthermore, the mean gain based on the differences between the pretest and posttest scores was 9.25.

DISCUSSION

The findings reported in this paper were used to answer the following research questions:

1. What is the level of performance of Grade 4 pupils in Science prior to the implementation of Project INSTALLED?

   The level of performance of Grade 4 pupils in Science prior to the implementation of Project Installed was low proficient.

2. What is the level of performance of Grade 4 pupils in Science after the implementation of Project INSTALLED?

   The level of performance of Grade 4 pupils in Science prior to the implementation of Project Installed was highly proficient.

3. Is there any significant difference between the performance of Grade 4 pupils before and after the implementation of Project INSTALLED?

   Yes, majority of the respondents in the study achieved a higher degree of skill in science than they had previously. This is evident from the results of their posttest.

The result of the test signifies that the interventions and strategies given to the respondents were considered essential components in the teaching-learning process. The concepts were better understood because Taglish is used as a medium of instruction. Positive parent-teacher relationships were also an important factor in improving children's academic achievement, social competence, and emotional well-being. Children do better at school and at home when parents and teachers collaborate. Peer tutorials also demonstrated several valuable benefits. Some respondents felt more comfortable learning from a peer and may be more engaged in their learning.

ACKNOWLEDGEMENTS

The researchers want to express their sincere gratitude to everyone who helped make this action research a success.

First and foremost, they express their gratitude to God Almighty for providing insight and strength to carry out the action research;

Mr. Dennis R. Estocado, the school principal, for his ongoing support and encouragement in the conduct of this action research;

Mr. Ronaldo P. Bago, Education Program Supervisor in Science, for his suggestions and support in conducting this research;

Mrs. Lucy E. Balasabas and Mrs. Annalie A. Valderrama, the master teachers, for validating the survey form and for sharing their insights;

Finally, their family and friends for their patience, which inspired them to keep going and not give up.

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