

Enhancing Teaching Technology and Livelihood Education /Technical Vocation Education Subject through Biligual Medium of Instruction

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Abstract: *The main concern of the study was to identify the effectiveness of bilingual as a medium of instruction in enhancing the teaching of the subject TLE/TVE. A mixed research method particularly a descriptive research method was used in the study and utilized validated self-constructed instruments as data gathering tools. It used triangulation which involved the participation of the three important persons in school: the students, teachers, and the school principals of the four public secondary schools in the Division of Bulacan during the Second Grading Period of School Year 2013-2014. The results were processed using the Statistical Packages for Social Sciences (SPSS), and analyzed, and interpreted using descriptive statistics. The analysis revealed that “high” is the level of understanding of the students, TLE/TVE teachers, and school principals about bilingual as a medium of instruction in teaching the subject. The result of the post-test and the pre-test revealed the weighted mean score of 83.77 from 78.73, and it was interpreted as “approaching proficient” from “developing”. However, the study also revealed that students’ performance graded by the TLE/TVE teachers showed “low” results with the weighted mean score of 2.36, while students’ observation of their own performance was a satisfying result. The level of learning competencies of the students in terms of oral examination lies between the highest and the moderate points. 47.6% of students got the moderate point while 45.5% of the students got the highest score. In terms of practicum, the study revealed the weighted mean score of 90.18 and interpreted it as “very satisfactory”. The study proposed different policies for further enhance the teaching of TLE/TVE subjects.*

Keywords—Technology and Livelihood Education, Technical Vocation Education Subject, Biligual Medium of Instruction

1. INTRODUCTION

The K to 12 Basic Education Curriculum (2012) in the Philippines is sufficient to prepare students for work. The curriculum enables the students to acquire Certificate of Competency (COCs) and National Certifications (NCs) in accordance with TESDA training regulations. This allows graduates to have middle-level skills and offers them better opportunities to be gainfully employed or become entrepreneurs. There is a school-industry partnership for Technical Vocational tracks to allow students to gain work experience while studying and offer the opportunity to be absorbed by the companies.

Technology and Livelihood Education for General High School and Technical Vocational Education for Technical Vocational School are some of the subjects that can prepare our young students to be more productive in terms of work.

But how our learners acquire the learning competencies, understanding, and skills if our students have a problem understanding the medium do their teachers use in presenting this subject? Same as how our teachers present the subject to their students if they are not competent in using the required medium of teaching?

2. RELATED WORKS

Language is considered an important instrument of communication. Through language, we can impart, and we can receive information from others in the easiest way. The medium of instruction is the vital way of transferring the learning to the young minds. It can bind the elements of the learning process which are the teachers and the students.

A study cited that the teacher is considered as the element that has the main role in the teaching-learning process. He/she is considered as the so-called prime mover of the educational process; thus he/she directs the flow of the whole process. The teacher is the one that facilitates the whole process of learning. He/she direct its flow and serve as the main control of the teaching-learning process. The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that fast while there are those learners that learn on average or slower [1].

According to a study, to speak and write in English in this age of globalization is necessary especially if we want to compete in the knowledge-based world [2].

K to 12 Basic Education Curriculum (BEC) is a current implementing curriculum in the country. DepEd Order No. 31, s.2012, “Policy Guidelines on the Implementation of Grade 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013”, stated that the medium of instruction will be used by the teachers who teach the TLE/TVE subject is “English”.

But there is a gap between the current implementing curriculum in terms of the medium of instruction and the capability of the people involved in the teaching-learning process.

Only one out every five Public School Teachers is proficient in the English Language, results of a self-

assessment Test Conducted in 2004 by the Department of Education showed. Of the 53, 000 teachers who took the exam, only 19% or 10,070 scored at least 75% the passing grade.

A well known researcher lamented that more than half of the country's 458,282 public school teachers had little or no training in English, Science and Math. Quite expectedly, the teachers' lack of mastery of the English language was reflected in public school students' performance in the National Achievement Test (NAT). In the academic year 2004-2005, elementary pupils got a failing average of 59% in English, while high school students got 51%. The passing mark was 75% [3].

Another study cited that some educators still believe that the use of English in schools will only put the poor students at disadvantage, because: (1) English will slow their intellectual development; (2) It will alienate the students from their cultural heritage; (3) It will weaken their emotional security and self-worth; and (4) Inferiority complex may merge in the lower class.

In the same article, he also stated that removing English in the teaching system will only cause some bad effects like: (1) Lower-income students will never learn to speak the language; (2) Only the children of well-to-do families could find other alternative ways to learn; and (3) The economic growth will suffer due to the shrinking number of people who are proficient in English.

Because of the information mentioned above, as the result of English Proficiency Test among our public-school teachers and the result of National Achievement Test (NAT) among our students which is very disappointed, and, since that there are debate about what medium should be used in our schools – English or Filipino, the researcher triggers to study how to enhance the teaching of TLE/TVE subject through Filipino and English (bilingual) medium of instruction..

3. STATEMENT OF THE PROBLEM

The general problem of this undertaking is “how effective is Filipino and English (Bilingual) as a medium of instruction in enhancing the teaching of the subject Technology and Livelihood Education/ Technical Vocational Education?” Specifically, this study sought answers to the following questions;

1. What is the level of understanding of the students, teachers, and school principals in the subject of TLE/TVE using bilingual as a medium of instruction?

2. What is the level of the performance of students in TLE/TVE subjects using bilingual as a medium of instruction?

3. How does the level of learning competencies of the students be described in terms of:

3.1. oral examination, and

3.2. practicum?

4. What proposed policy should be posited to further enhance the teaching TLE/TVE subject?

4. METHODOLOGY

This study used a mixed research method particularly descriptive research method to determine how effective was the bilingual medium of instruction in enhancing the teaching of TLE/TVE subjects in Grade 7 students of two public secondary schools in EDDIS II and another two public secondary schools in EDDIS IV in Bulacan.

The researcher did the five steps in conducting the study. First, the collection of the data in the understanding of the students, teachers, and school principals about the bilingual medium of instruction. The second step was facilitating pre-test and post-test to the students to determine the effect of bilingual as a medium of instruction in teaching TLE/TVE subjects. Next was the collection of teachers' observation form for gathering the data of the student's performance in TLE/TVE, then the distribution of written interview form for gathering the information about the students' evaluation in their level of performance in the subject and the last step was the evaluation of the students' level of learning competencies in terms of the oral examination and performance assessment (practicum). The following steps helped the researcher to give a proposed policy about how we enhance the teaching of TLE/TVE subject through the use of the bilingual as a medium of instruction.

The study used triangulation which involved the participation of the three important persons in school; the students, teachers, and the school principals of the four public secondary schools in the Division of Bulacan.

The researcher conducted the study in two public secondary schools in EDDIS II and two public secondary schools in EDDIS IV. The public secondary school located in each EDDIS should have one General High School and one Technical Vocational School. The respondent schools in EDDIS II and IV had a lower and middle rank in National Achievement Test and composed of a small and big population. The students in Technical Vocational Schools were exposed to TVE subject while the students in General High Schools were exposed to TLE subject.

The researcher used the following instruments to gather important data in this study.

1. Survey Questionnaire Forms – these were three sets of questionnaires, the first set was for students, the second set was for teachers, and the last set was for school principals. This survey form measured the level of understanding of the three respondents of the study.

2. Pre-Test and Post-Test – these were 50 items multiple choice tests covering the second grading period.

The Grade 7 students enrolled in the academic year 2013-2014 were the main respondents of the instrument. The respondents in the General High Schools used the K to 12 Basic Education Curriculum modules in TLE, on the other hand, the respondents in Technical-Vocational schools used the Specialize Technical Vocational Education (STVE) modules in TVE. The School D offered “Commercial Cooking”, School A offered “Bread and Pastries” during the second grading period, while the two Technical-Vocational schools, the researcher decided to choose Internet and

Computing Fundamentals / Basic Computer (ICF) for School C and Technical Drawing for School B.

Meaning to say, the researcher prepared four sets of pre-test and post-test for the area of Commercial Cooking, Bread and Pastries, Internet and Computing Fundamentals (ICF), and for Technical Drawing. The pre-test and post-test had the same content.

3. Student's Observation Form – it was a checklist that measures the student's performance in TLE/TVE subjects. The students rated by their TLE/TVE teacher into three categories including above average, average, and below average.

4. Written Interview Form for Students – it was another questionnaire form consisting of seven questions for the students. It was about their performance in TLE/TVE using the Bilingual medium of instruction. The students answered the following questions through yes or no and they explained their answer why.

5. Performance Assessment Form – it was a performance-based test that evaluated the skills and learning competencies of the students.

6. Oral Examination Form – it was a test that measures the students' learning competencies by asking questions about the lessons in TLE/TVE subject.

5. RESULTS

Level of Understanding of the Students, Teachers and School Principals

The mean score in the level of understanding of the students in Technology and Livelihood Education or Technical Vocational Education subject through the bilingual medium of instruction was 3.51 and it was in a high level of understanding. And according to the Grade 7 students, their TLE/TVE teachers performed a high level of teaching ability in presenting the lessons in TLE/TVE and it was scored in the mean of 4.15. The weighted mean gave the satisfying result of the high level of understanding which was 3.83.

The level of understanding of TLE/TVE teachers in bilingual as a medium of instruction presents most of the teacher respondents answered high level of approval about the idea of the level of understanding that their students understand the lessons of TLE/TVE subject. They also coincided that they teach the subject at a high level of accomplishment in their lessons in TLE/TVE. This resulted in the weighted mean of 3.96 which was interpreted as a high level of understanding in bilingual as a medium of instruction in TLE/TVE subjects.

The school principals in four different schools in the Division of Bulacan were equally distributed in between of the options of high and very high-level approval on the effectiveness of bilingual as a medium of instruction in TLE/TVE subject. It resulted from the interpretation of a very high level of understanding that bilingual was an effective way of learning the lessons. The respondents also gave their opinion that the TLE/TVE teachers gave their high level of accomplishment in their lessons by means of using bilingual

in teaching the subject. This was the reason why the weighted mean of the survey was 4.38 which was a high level of understanding about bilingual.

Level of Performance of Students in TLE/TVE

Findings revealed that many of the students agreed that the bilingual medium of instruction was much better than English. In the first question, which asked if the students participate in TLE/TVE class, 141 out of 143 students or 98.6 percent answered yes. 92.3 percent or 132 students answered yes in the question about if they do their activities better when their TLE/TVE teacher used bilingual as a medium of instruction. 95.1 percent or 136 students made their assignments and projects better when their teachers used bilingual as a medium of instruction in teaching TLE/TVE subjects. 93.7 percent or 134 students answered that they understand the concepts of the lessons in TLE/TVE subject using bilingual. 98.6 percent or 141 students were applied what they have learned in TLE/TVE subject through using bilingual in the subject. And 97.9 percent or 140 students were much interested in studying the subject if the teachers were used bilingual in teaching TLE/TVE.

The result showed that students preferred bilingual as the medium of instruction in teaching TLE/TVE subjects. Students' observation of their own performance in TLE/TVE was a good and satisfying result.

Level of Students' Learning Competencies

In terms of oral examination, the majority of the students lie between the highest and the moderate points which were 10 and 5 points. 68 out of 143 or 47.6 percent of students got the moderate point while 65 or 45.5 percent of the students got the highest score. The percentage between the moderate point and highest point show almost the same size of percentage while the lowest point was left behind to first two points. Grade 7 Students showed a positive effect using bilingual because they express themselves more in Tagalog and English to the following questions in their oral test.

Meanwhile, in terms of practicum assessment or performance assessment, students' lowest equivalent score was 79 and the highest equivalent score got by the students was 100. It was ended with a weighted mean score of 90.18, which gave the idea that the students' performance assessment or students' practicum achievement was very satisfactory because of the bilingual medium of instruction in teaching the subject of TLE/TVE. Thus, the medium of instruction which is very familiar to the students gave an effect on the students' performance in TLE/TVE subject. It was a big helped on the part of teachers to accomplish their lessons in the easiest way.

Proposed Policy to Further Enhance the Teaching of TLE/TVE Subject

Curriculum Planners. Replace English as a medium of instruction in the TLE/TVE subject, instead, bilingual should be replaced as a medium of instruction to enhance the teaching in TLE/TVE subject. It is the medium appropriate in

this subject during the presentation of the lesson of the teachers to their students inside the classroom, since that majority of the teachers and secondary students have low proficiency in English, Tagalog or bilingual will serve as a bridge to connect the gap of teaching and learning process.

CHED Officials. Change the Educational Structure of the Courses of Education in college and make it deeper as this profession asked for, especially strengthen the English Language Proficiency subjects for those college students who will be taken the Course of Education. This is to enhance their ability to use English as part of the bilingual medium of instruction.

DepEd Officials. Standard qualifications may range from entry-level training, such as a certificate course; more advanced courses at the diploma; or courses such as The Teacher Knowledge Test. Individuals interested in pursuing this profession may also later wish to acquire a master's-level qualification, of which there are many available today. They may have been trained to teach according to a particular methodology- such as Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), Text-Based Teaching Instruction (TBI); alternatively, they may have been introduced to a variety of teaching approaches and encouraged to use and adapt them to correspond to the kind of teaching situation they are in. Regardless of the level of the teacher's qualifications, a good language lesson should reflect the specialized thinking and knowledge of an educated language-teaching professional. Every one of a teacher's lessons should reflect a solid understanding of the nature of language, of second-language learning and teaching, and of his or her learners-taking into account their needs as well as their learning styles and preferences.

School Principals/ School Officials. The school principals together with other school officials especially teachers should participate to encourage our students to speak English always while inside the school vicinity. Practicing the use of English in communication is highly recommended to improve their proficiency in the language. They must encourage our young learners to speak English to improve their communication skills to be proficient in this language. We cannot set aside the use of pure English because English is the universal language.

TLE/TVE Teachers. They must invest their personal and professional growth by attending seminars, training, and other related activities to be more effective TLE/TVE teachers. They have to continue their studies (Master's Degree, National Certificate II Holder of TESDA, Doctorate Degree) to gain more skills that are needed in teaching the subject. They have to enhance their communicative skills by improving their English Language Skills.

English Language Teachers. English teachers should do their best to become more efficient and effective. They have to spend more time teaching the English language through Essay writing, business letters, journal, and editorial writings and create some English projects and programs such as English Olympics or any contest or completion about the use of English. They have to invest their personal and

professional growth in terms of using the language. Cruz (2014) also cited that all teachers and administrators speak in grammatical and properly pronounced English. If this is not the case, forget about students learning English at all. One can only learn a language properly if there are good language users around".

TLE/TVE Book/Module Writers/Makers. They should create more instruction materials in TLE/TVE subject that is written in bilingual or revised the TLE/TVE Books/Modules that is written in English into English with the translation in Tagalog or Filipino language so that our students easily understand the concepts. In this way, we prepare our learners to face their future endeavors after they have finished their schooling at the same time, we may help them to comprehend and enriched their vocabulary.

6. DISCUSSION

English is a universal language. It is the language of Globalization. English is used as a medium of instruction in most subject areas because our curriculum planners think that this is the appropriate medium of learning for our learners. Some were believed that we improved and developed the performance of our students through this language. It is true that English is very important to us. When the students finish high school or college, they must use this language to become more competent and useful members of our society [5][6][7].

On the other hand, the mother tongue is our native language. Transferring the learning is easy to accomplish if we acquire the concepts and ideas in a language that is very familiar to us [8][9][10].

K to 12 Basic Education Curriculum improved the old Technology and Livelihood Education or Technical Vocational Education subject in the partnership of Technical Education and Skills Development Authority (TESDA). It is one of the major focuses of the curriculum because it helps our students to become skillful and knowledgeable in terms of technical vocations [11].

7. CONCLUSIONS

High level of understanding was noted among the students, TLE/TVE teachers, and school principals about bilingual as a medium of instruction in teaching the subject. As the result of the Pre-Test and Post Test, it gave a satisfying result; it shows that most of the students preferred bilingual as a medium of instruction in teaching TLE/TVE subject. However, teachers scored the over-all performance of our students at a low level. Majority of the students got the average points in their oral examination, while the result of students' performance assessment shows a very satisfying result.

Thus, Cummins' Developmental Interdependence Theory is very applicable to this undertaking. The theory stated that the growth in L2 is dependent upon a well-developed first language, and his threshold theory suggested that a child must attain a certain level of proficiency in both the native and second language in order for the beneficial aspects of

bilingualism to accrue. The researcher believes that that one way to develop their second language comprehension of the students to the concept that their teachers taught in the subject, there is the necessity of supporting the second language through L1.

8. RECOMMENDATIONS

The Department of Education (DepEd) should conduct more seminars, conferences, training, and workshops about different techniques and strategies in teaching TLE/TVE subjects especially in the Bilingual medium of instruction.

Curriculum planners should provide instructional materials in TLE/TVE that is printed in bilingual (English and Filipino). School Principals should be proposed a Bilingual Speaking Zone inside the classroom to some subject areas to make the teaching-learning process more accessible and English Speaking Zone outside the classroom to improve the teaching performance of our students and teachers and students' and teachers' English proficiency.

English teachers should do their best to become more efficient and effective. They have to spend more time teaching the English language through Essay writing, making business letters, journal and editorial writings, and create some English projects and programs such as English Olympics or any contest or completion about English. This is to prepare our students to use English in world globalization after their studies.

Strengthening the National English Proficiency Program for teachers and students. Revise and improve the English Proficiency Examination for the Application for Public School Teachers to hire those who deserve one. (Masala). Encouraging our researchers to pay more effort in research and study about bilingualism, strategies, and methods in teaching Technology and Livelihood Education or Technical Vocational Education.

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