

Taglish as a Medium of Instruction in Teaching MAPEH 7: A Basis for Improving Instruction

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Date received: July 25, 2025

Date revised: August 27, 2025

Date accepted: September 11, 2025

Originality: 95%

Grammarly Score: 99%

Similarity: 5%

Recommended citation:

Bahingawan, L. K. M., & Bulatao, M. G. (2025). Taglish as a medium of instruction in teaching MAPEH 7: A basis for improving instruction. *Journal of Interdisciplinary Perspectives*, 3(10), 276-284.
<https://doi.org/10.69569/jip.2025.595>

Abstract. The Philippine education system was mainly based on American educational methods. There was an ongoing issue of determining the most effective medium of instruction to improve student understanding and participation, particularly in content-intensive subjects such as MAPEH. This study explored the effectiveness of Taglish as a medium of instruction in teaching MAPEH 7 at Patul National High School. Quantitative data were analyzed using descriptive statistics, t-tests, and weighted means, while qualitative insights were assessed through content analysis. In both groups, statistically significant improvements were observed; however, the experimental group demonstrated a greater mean gain in post-test scores, indicating that Taglish may be more effective in promoting comprehension and engagement in MAPEH classes. Learners demonstrated a different preference for Taglish, citing improved comprehension and comfort during lessons. Despite the increase in scores, the majority of learners remained at the "Beginning Proficiency" level, indicating the need for more engaging strategies and extended interventions. Overall, the research demonstrated that Taglish promoted improved learner engagement and comprehension by offering a culturally responsive and inclusive instructional approach, one that aligns with the goals of the MATATAG MAPEH curriculum to make learning more meaningful, relatable, and learner-centered. The results suggested that a proposal for enhancing instruction should have included the integration of structured bilingual vocabulary support and additional teacher training in code-switching techniques. In response to these findings, the researcher proposed a program called "The Power of Vault: Unlocking the Unfamiliar Words in MAPEH 7: A Taglish Vocabulary Guide for Better Understanding," a contextualized vocabulary guide designed to help students learn and understand technical terms in Taglish, a language they find relatable and reassuring. The program will help decrease the learning gap by providing instructions that are more accessible, relatable, and meaningful to learners.

Keywords: Bilingual vocabulary; Code-switching technique; Culturally responsive; Inclusive instructional approach; Taglish.

1.0 Introduction

Education is one of the key aspects of global development, and institutions such as UNESCO support the understanding that education is not only capable of reducing poverty but can also contribute to sustainable development and even peace. To achieve Sustainable Development Goal 4, UNESCO coordinates the Education 2030 Agenda in line with its efforts to ensure sustainable development worldwide, focusing on quality and equity in education for every child. In this global society, the Philippine education system continues to strive for internationally recognized education, despite the influence of various colonial powers. The current education

system in the Philippines has long been influenced by Malaysian, Chinese, Spanish, and American learning. Nevertheless, it is primarily based on American pedagogies, but it does not address the practical language-related realities in the area of effective learning.

The K to 12 Basic Education Curriculum and the MATATAG Curriculum, developed by the Department of Education, help meet these challenges. These changes aim to enhance basic education, particularly by incorporating Mother Tongue-based Multilingual Education (MTB-MLE), as learning in one's native language is recognized to be both cognitively and culturally beneficial. Regardless of these programs, however, problems persist, particularly in selecting the most suitable language of instruction. In this regard, Executive Order No. 210 specifies English as the official language of education. Still, classrooms across the nation reveal a different reality, where Taglish and code-switching are widely used by teachers and learners, respectively.

Recent research has reported on the impacts of code-switching and the use of the mother tongue in instruction for learners, focusing on their understanding and engagement. Given their reasons, that most of their interests fall into major subjects such as English, Math, and Science, it is not of great concern how the use of language affects MAPEH (Music, Arts, Physical Education, and Health), which also creates both theoretical and practical dilemmas. Despite claims that comfort and clarity of code-switching are beneficial to learners, no research has been conducted to determine the level of proficiency of Taglish as a language for teaching MAPEH.

At Patul National High School, it has been observed that learners react differently depending on the language being taught. Learners can also be more engaged when they use a more familiar linguistic mix, Taglish, to convey lessons in a Taglish format. This difference between the national language policy and the local classroom practice highlights the need to evaluate the influence of language on the learning outcomes of the learners in the MAPEH course, particularly in Grade 7. Thus, the research has relevance and importance. This study aims to answer this question by examining the effectiveness of using Taglish in learning and participating in MAPEH lessons. Not only should the results be used to shape localized teaching initiatives, but they will also contribute to the national debate regarding language policy and learning success.

2.0 Methodology

2.1 Research Design

The study employed a randomized controlled trial (RCT) design. This robust experimental methodology randomly allocates participants to either an experimental group or a control group, thereby facilitating the assessment of intervention effectiveness. The study population consisted of 117 Grade 7 learners from Patul National High School enrolled in the 2024-2025 academic year. The sample size was determined using the Raosoft website based on a total population of 167 learners. The researcher used a 95% confidence level, as suggested by the statistician, which is considered more accurate and reliable. Participants were selected through simple random sampling using an online random name generator. The selected participants were assigned to either the experimental or control group by tossing a coin, resulting in 58 participants in the control group and 59 in the experimental group.

2.2 Participants and Sampling Technique

The study involved 117 Grade 7 learners from Patul National High School who were enrolled in the 2024-2025 academic year. The sample size was determined using the Raosoft website based on the total population of 167 learners. Participants were randomly selected through simple random sampling, ensuring each learner had an equal chance of being included. The study excluded learners who were not randomly chosen and those who lacked parental consent. Additionally, learners who were absent and those who did not complete the tests were excluded from the study. The assignment of the treatment group was determined by a coin toss, resulting in both the control and experimental groups having 58 participants each.

2.3 Research Instrument

The research instruments used in this study included instructional materials, specifically lesson exemplars, pre-tests, post-tests, and interview questions. The teacher-researcher meticulously developed these materials to ensure alignment between the study's objectives and the curriculum.

The instructional materials were tailored for both the control and experimental groups, with one set presented in English and the other in Taglish, reflecting the bilingual nature of the intervention. Each set of instructional

materials comprised clear lesson objectives, comprehensive lesson presentations, and engaging activities designed to facilitate learning. Additionally, a video recorder or camera was employed to ensure accurate transcription of the intervention sessions. The pre-tests and post-tests consist of 50 multiple-choice items and were crafted in both English and Taglish. These tests focused on the knowledge-based and conceptual learning competencies that could be objectively assessed using the paper-and-pencil test. Notably, performance-based learning competencies, such as those requiring actual demonstrations in music, arts, physical education, and health, were not included, as these are not suitable for a paper-and-pencil test. The interview questions were crafted in both English and Taglish to gather insights from learners regarding their experiences with using Taglish or English as a medium of instruction in teaching MAPEH 7.

The validity and reliability of the tests, lesson exemplars, and interview questions were ensured through expert validation from MAPEH and language teachers. Reliability was measured through a pilot test conducted with a non-participant learner. An expert statistician validated the results of pilot testing; moreover, the Cronbach's alpha of the pre-test and post-test of the Control group was 0.850, which is considered good. The Experimental group yielded a Cronbach's alpha of 0.793, which is acceptable. These results were verified by a certified statistician who found that both sets of tests were statistically reliable and suitable for use in the study.

Following the pre-testing phase, the intervention was seamlessly integrated into the participants' MAPEH periods, allowing for a natural progression of learning aligned with the topics covered in their regular lessons. The control group received instruction in English, while the experimental group was taught in Taglish, reflecting the bilingual nature of the study. The participants underwent a structured procedure, starting with a pre-test to gauge their baseline understanding of the topics. Subsequently, the teacher-researcher delivered the intervention sessions, adjusting the language of instruction based on the assigned group. Following each session, participants were engaged in discussions and activities relevant to the lesson content, fostering active participation and comprehension. Finally, participants completed a post-test to evaluate their understanding and retention of the material covered. The results of the tests were analyzed using the grading system outlined in DepEd Order No. 73, series of 2021. Guidelines on assessment and rating of learning outcomes under the K to 12 Basic Education Curriculum, ensuring consistency and objectivity in assessing the participants' performance.

2.4 Data Gathering Procedure

The researcher initiated the study by adhering to the University's ethical guidelines. The UREB issued certification, and the following steps were taken. The researcher submitted a formal letter of request to the superintendent of Santiago City's division, outlining the study's objectives and methodology, and obtained approval for the learners to serve as respondents during MAPEH classes. Upon receiving the approval, the researcher hired a research assistant who facilitated the conduct of the pre-test and post-test, and other data were gathered. These pre-tests and post-tests, along with other data-gathering activities, were conducted during class hours, as approved by the Schools Division Superintendent of Santiago City.

Then, the researcher selected participants using simple random sampling from Grade 7 learners. They were then divided into two groups by tossing a coin, ensuring that there were 58 participants in the Control group and 59 participants in the Experimental group. The identified participants sought parental consent to participate in the study. The parental consent form will clearly outline the purpose of the survey, assure confidentiality, and emphasize the voluntary nature of participation. Only learners with parental consent were included in the study. If some learners declined to participate, the alternative was not to force them to join since each class had more learners than the total number of respondents.

Subsequently, the validation process involved consulting with subject matter experts to ensure the accuracy and relevance of the assessment tools. After being validated, pilot testing was conducted on a group of grade 7 learners who were not included in the research participants. Based on Cronbach's Alpha results, the pre-test and post-test scores for the control group were 0.850, which is categorized as good, while the result for the experimental group was 0.793, indicating an acceptable level. Meaning the tests were statistically reliable and suitable for use in the study.

Upon validation, participants underwent a pre-test to measure their baseline knowledge of the concepts to be taught. Subsequently, both groups underwent eight weeks of intervention, with the control group receiving lessons in English and the experimental group in Taglish.

In the intervention, the researcher made and used lesson exemplars for this study. The exemplars were crafted in English and Taglish. DepEd's curriculum guides for MAPEH developed exemplars, which included similar content, scope, and sequence, except that they utilized different languages (see page 154). During the intervention, the class was divided into two groups: the experimental group went outside the classroom, and the control group remained inside. The first group to receive the discussion and instructions, using English as the medium of instruction, was the control group. Afterward, they will go outside, and the experimental group will proceed to the classroom to receive lessons and instructions using Taglish as the medium of instruction.

After eight weeks of the intervention, a post-test was administered to assess participants' understanding and retention of the material covered. The post-test was in a similar format to the pre-test and served as a measure of the effectiveness of the instructional intervention. Subsequently, the research assistant interviewed some participants about their experiences in the MAPEH subject when Taglish or English was used as the medium of instruction.

2.5 Ethical Considerations

This study was guided by the ethical values and guidelines to ensure the protection of the participants. Parents and participants were informed of the study's aim, methods, potential risks and benefits, and their right to withdraw at any time. They provided written informed consent before participating. The study posed no significant risk to participants or researchers because it included a pre-test, a post-test, and an intervention. The data obtained from participants was anonymous and encrypted. Data was securely saved on a password-protected computer and erased once the study was completed. The study's findings were conveyed objectively and honestly, acknowledging the contributions of past studies and research.

The study benefited from adopting Taglish, a blend of Tagalog and English, to teach MAPEH 7, a subject encompassing music, arts, physical education, and health. Participants benefited from receiving feedback, support, or awards, as well as discussing their Taglish ideas and choices in class. However, these benefits must not jeopardize their permission, privacy, secrecy, or anonymity. Furthermore, the study must respect their dignity, variety, and rights while avoiding any form of coercion, fraud, or manipulation. The community or society benefits from receiving appropriate and helpful information, ideas, or interventions about language and culture in education, as well as from stakeholder cooperation and effective communication. However, these benefits must not harm or exploit the community or society or disregard its values, norms, or expectations. Furthermore, the study must acknowledge and address any conflicts of interest, biases, or limitations that may impact its quality.

The informed consent form was delivered in a private location, allowing participants' parents and guardians to read and comprehend the provided information. The researcher explained the study's goal, procedures, and the risks and benefits of participating. Before signing the document, parents and guardians have ample opportunity to ask questions and clear up any confusion.

The informed consent form was administered before the participant initiated any study-related activities. This ensured that the parents and guardians of the participants had a clear understanding of the study and could make an informed decision about whether to participate.

Both the researchers and participants are involved in the informed consent process. Due to that, the participants are aged between 11 and 13, so their parents or guardians are involved in the process.

3.0 Results and Discussion

3.1 Level of Performance of the Control Group and Experimental Group in the Pre-test and Post-test

As shown in Table 1, all 58 respondents in the control group were classified as Beginning Proficiency in both the pre-test and post-test. It can be inferred that there is no change in their level of performance. Further analysis shows that 22 respondents indicated a decrease in their scores, one (1) showed no change, and 35 showed an increase in their scores. The lack of progress suggests that using pure English as a medium of instruction with the control group did not effectively advance learners. According to Vygotsky's (1978) theory of the Zone of Proximal Development, learners improve most when teaching connects what they already know to what they are ready to grasp. Because proficiency scores remained stagnant, the lessons did not provide the necessary scaffolding to support students' learning. Darling-Hammond et al. (2020) also emphasize that well-organized, student-centered

classes that encourage active participation are crucial for achieving genuine gains. Improvement stalled for the control group, possibly because lessons allowed too little time for reflection, were too passive, or lacked effective engagement strategies. Deci and Ryan's (1985) Self-Determination Theory supports this, stating that learners flourish only when they feel internally motivated. When lessons seem dull or irrelevant, learners disengage, and so do their results.

Table 1. *Level of Performance of the Control Respondents in the Pre- and Post-test*

Level of Performance	Pre-test		Post-test	
	f	%	f	%
Advanced Proficiency	0	0.0	0	0.0
Proficient	0	0.0	0	0.0
Approaching Proficiency	0	0.0	0	0.0
Developing Proficiency	0	0.0	0	0.0
Beginning Proficiency	58	100.0	58	100.0

In Table 2, the experimental group began and ended at the *Beginning Proficiency* level. However, 34 learners improved their scores, 7 had no change, and 18 had a decrease. The data showed that the use of Taglish as a medium of instruction had some impact. However, short intervention durations, extracurricular activities, and unexpected class suspensions due to weather may have contributed to the learners' gradual improvements. The findings align with Tomas' (2023) theory, which suggests that teaching learners to use familiar languages or both languages encourages interaction and comprehension. This inclusive language approach helps learners learn more effectively, eliminating cognitive differences. The ZPD, developed by Vygotsky (1978), suggests that proper scaffolding can help close the knowledge gap, and Taglish simplifies the content. A passive and open participation classroom environment would have allowed for more profound engagement.

Table 2. *Level of Performance of the Experimental Respondents in the Pre- and Post-test*

Level of Performance	Pre-test		Post-test	
	f	%	f	%
Advanced Proficiency	0	0.0	0	0.0
Proficient	0	0.0	0	0.0
Approaching Proficiency	0	0.0	0	0.0
Developing Proficiency	0	0.0	0	0.0
Beginning Proficiency	59	100.0	59	100.0

Table 3 presents the analysis of the respondents' score changes from the pre-test to the post-test. The experimental group exhibits a larger proportion of stability and increases in scores, with 69.5% experiencing positive change, compared to the control group, which shows a combination of positive and no change in 62.0% of cases. The data indicated that the experimental group's performance level is superior to that of the control group. Therefore, learners in the experimental group showed better results by using different ways of expression. Gregorio (2019) believed that the increase in test scores in the experimental group may be due to code-switching, since learners were more interested in the lessons taught in two languages. This development occurs because code-switching helps learners utilize their prior knowledge, and their new learning becomes more connected. The reason for the group's better performance might have been that it was easier for them to learn and participate.

Table 3. *Changes in the Scores of the Respondents from their Pre-test to Post-test*

Changes in Scores	Control		Experimental		Overall	
	f	%	f	%	f	%
Negative Change	22	37.9	18	30.5	40	34.2
No Change	1	1.7	7	11.9	8	6.8
Positive Change	35	60.3	34	57.6	69	59.0

3.2 Significant Difference between the Pre-test and Post-test Scores of the Participants Exposed to English and Taglish

In Table 4, the study found that both the control and experimental groups showed significant improvement in their learning outcomes, with the experimental group experiencing a greater increase in mean scores. This aligns with Villarin and Emperador's (2023) findings, which suggest that code-switching promotes improved knowledge and pleasure in learning a language. Olatunji and Ayegboyin (2023) also concluded that learners receive better learning outcomes when educated through available media. These results align with Cognitive Load Theory

(Sweller, 2011), which suggests that reducing extraneous cognitive load enhances the processing of instructional material. At Patul National High School, learners preferred the Taglish version of the MAPEH subject, as it made it easier for them to focus on the content, resulting in improved performance.

Table 4. *Test of Significant Differences in the Pre-test and Post-test Scores of the Participants Exposed to English and Taglish*

Set-up	Test	Mean	Standard Deviation	t-Test
Control	Pre-test	20.02	5.392	t (57) =-2.262, p=.028
	Post-test	22.00	5.137	
Experimental	Pre-test	20.92	6.140	t (58) =-2.366, p=.021
	Post-test	23.58	5.992	

3.3 The Learning Experiences of the Learners in MAPEH when Taught in English and Taglish

Table 5. *Surfaced Learning Experiences of the learners in English and Taglish Instruction*

Theme 1: Improved Understanding with Taglish	<i>Pag Taglish mas naiintindihan ko kasi pag pure english parang nakakalito</i>
	<i>Ang karanasan ko po kapag English o Taglish ang gamit sa pagtuturo ng MAPEH ay mas naiintindihan ko po ang lesson lalo na kapag Taglish, kapag English lang po, medyo nahihirapan po ako minsan lalo na po sa mahahabang explanation.</i>
	<i>Mas okay po sa akin yung may halon Tagalog kasi mas nakakasabay ako.</i>
	<i>Mas naiintindihan ko po yung lesson kapag Taglish at mas nauunawaan ko po!</i>
	<i>My experience is good when it comes to English, ma'am, but if it is Taglish, ma'am, I will be able to understand it, so I'm learning a lot from what you are teaching.</i>
	<i>Nahihirapan po akong intindihin ang lesson lalo na kapag pure English.</i>
	<i>Ok lang naman po ang English pero mas naiintindihan ko po ng mabutin ang lessons kapag Taglish.</i>
	<i>Pag ako ang pagpipiliin mas gusto ko ang Taglish sa pagtuturo sa MAPEH dahil mas nakakalate at nakakaparticipate ako sa klase. Kapag pure English nahihirapan akong intindihin ung mga tanong or mga examples.</i>
	<i>Nahihirapan po ako kapag pure English</i>
	<i>Hirap po akong makasunod kapag purong English ang gamit po sa pagtuturo ng MAPEH.</i>
	<i>Masaya po at naiintindihan ko mga lesson na tinuturo at mas madami pa po akong natutunan lalo na kapag Taglish.</i>
	<i>Kapag English po ang gamit sa pagtuturo sa MAPEH hindi po ako makasunod lalo na kapag mahaba ang explanation. Kapag Taglish naman mas naiintindihan at nakakasunod po ako.</i>
	<i>Nahihirapan ako kapag English dahil hindi ko po maintindihan ang ibang mga terms, kaya nakatahimik nalang ako sa upuan ko.</i>
	<i>Hirap po akong makasunod kapag English.</i>
	<i>Natututo po ako ng mas Mabuti kapag Taglish ang mga explanations sa lesson.</i>
Theme 2: Taking a More Active Role in Class	<i>Hindi ako makaparticipate ng Mabuti kapag puro English ang gamit sa pag-aaral, pero kapag Taglish mas nakakalate at nakakarecite po ako.</i>
	<i>Mas nashashare ko ang aking mga nasa isip kapag Taglish. Kapag English po nahihirapan po akong magshare ng mga nasa isip ko.</i>
	<i>Nararamdaman ko pong belong ako sa klase kapag Taglish ang gamit sa pagtuturo sa MAPEH dahil nakakasali ako sa mga activities at nakakapagshare ako ng ideas ko sa mga kaklase ko at sa aking guro.</i>
	<i>Mas naencourage po ako sa klase kapag English with Tagalog po.</i>
	<i>Ang mashashare ko po na karanasan ko ay mas naimprove ko po ung participation ko sa klase dahil mas naiintindihan ko po ung lesson lalo nat Taglish ang gamit.</i>
	<i>Pag ako ang pagpipiliin mas gusto ko ang Taglish sa pagtuturo sa MAPEH dahil mas nakakalate at nakakaparticipate ako sa klase. Kapag pure English nahihirapan akong intindihin ung mga tanong or mga examples.</i>
	<i>Masaya po at nakakaenjoy din po kasi madami po akong nararanasan na mga activities po nachallenge po ako pero mas naiintindihan ko po kapag Taglish</i>
Theme 3: Emotional Connection and Comfort	<i>Mas nae-enjoy ko ang lesson kapag taglish.</i>
	<i>Mas masaya ang pag-aaral ng MAPEH kapag Taglish compare sa English.</i>
	<i>Nararamdaman ko pong belong ako sa klase kapag Taglish ang gamit sa pagtuturo sa MAPEH dahil nakakasali ako sa mga activities at nakakapagshare ako ng ideas ko sa mga kaklase ko at sa aking guro.</i>
	<i>Mas okay po sa akin yung may halon Tagalog kasi mas nakakasabay ako.</i>
	<i>Masaya po at naiintindihan ko mga lesson na tinuturo at mas madami pa po akong natutunan lalo na kapag Taglish.</i>
	<i>Ang karanasan ko po kapag English o Taglish ang gamit sa pagtuturo ng MAPEH ay mas naiintindihan ko po ang lesson lalo na kapag Taglish, kapag English lang po, medyo nahihirapan po ako minsan lalo na po sa mahahabang explanation.</i>
Theme 4: Having Difficulties Using Only English	<i>Nagkaroon po ako ng mga magagandang idea sa mga tinuturo po Ninyo. kapag sa English po minsan ay nalilito ako pero nakukuha ko naman po ito kapag.</i>
	<i>Hindi po ako nakakasunod ng masyado kapag English mas gusto ko parin po ang Taglish.</i>

	<i>Hirap po akong makasunod kapag English.</i>
	<i>Challenging po sa part ko lalo na po at hindi po ako magaling sa English.</i>
	<i>Hirap po akong makasunod kapag purong English ang gamit po sa pagtuturo ng MAPEH.</i>
	<i>Kapag English po ang gamit sa pagtuturo sa MAPEH hindi po ako makasunod lalo na kapag mahaba ang explanation. Kapag Taglish naman mas naiintindihan at nakakasunod po ako.</i>
	<i>Nahihirapan ako kapag English dahil hindi ko po maintindihan ang ibang mga terms, kaya nakatahimik nalang ako sa upuan ko.</i>
Theme 5: Taglish as a Tool for Learning Improvement	<i>Ang karanasan ko po kapag English o Taglish ang gamit sa pagtuturo ng MAPEH ay mas naiintindihan ko po ang lesson lalo na kapag Taglish, kapag English lang po, medyo nahihirapan po ako minsan lalo na po sa mahahabang explanation.</i>
	<i>Ang karanasan ko po sa MAPEH ay minsan hindi ko gaano naiintindihan dahil may mga English words na hindi ko alam, pinipilit ko parin unawain kahit mahirap ito, para mainprove ko yung English speaking ko, pero mas gusto ko parin ang Taglish</i>
	<i>Nagkaroon po ako ng mga magagandang idea sa mga tinuturo po Ninyo. kapag sa English po minsan ay nalilito ako pero nakukuha ko naman po ito kapag.</i>
	<i>Natututo po ako ng mas Mabuti kapag Taglish ang mga explanations sa lesson.</i>

The thematic analysis presented in Table 5 reveals significant qualitative differences in student learning experiences between English and Taglish instruction.

Improved Understanding with Taglish

The learners always claimed to understand better when Taglish was applied. They caused confusion and hardship in tracking lessons, as English was the only language used. This aligns with Cummins (2000), who emphasizes that the level of language proficiency required in an academic context can be a barrier to understanding content among learners lacking basic language skills.

Active Participation

According to many learners, the teaching of Taglish helped them to become more confident, and they were more willing to participate. The availability of language helped them ask questions, engage in dialogues, and exchange ideas, a point supported by Bautista (2004), who discussed that inclusion can be achieved when familiar language structures are used.

Emotional Comfort and Belongingness

Learners stated that they enjoyed and had more emotional involvement when Taglish was used in the delivery of lessons. A sense of belongingness and lower anxiety rates enabled them to learn more effectively, which Gregorio (2019) also concludes in his post, presenting emotional safety as a precondition for efficient learning in a classroom setting.

Difficulty Using Only English

The data also indicated that the learners were finding it difficult to cope with the English-only instructions, which led to a loss of motivation. These results align with those of Ndizeye and Tabaro (2023), who found that a monolingualism approach to teaching non-native languages enhances mental distance towards understanding.

Taglish as a Tool for Learning Improvement

Most learners observed that Taglish enabled them to understand complicated things and vocabulary, particularly in subjects such as MAPEH. These qualitative data support the quantitative results and demonstrate the educational value of a bilingual or multilingual approach in the classroom.

3.4 A Proposed Program for the Improvement of Instruction in MAPEH 7

The findings of this proposed research validate the significant influence of language on learner comprehension, motivation, and performance. Although the results demonstrated statistically significant effects in both instructional setups, Taglish usage appeared to be more effective in helping learners participate in classes and become emotionally engaged with the topic. The results encourage the incorporation of vocabulary guides contextualized to a particular area, including the proposed program, "*The Power of Vault: Unlocking Unfamiliar Words - A Taglish Vocabulary Guide for Better Understanding*," which aims to break through that barrier. This is a reference for learners, translating commonly unfamiliar terms in each of the MAPEH subjects into simple Taglish, accompanied by easy-to-understand explanations. A printed copy of the vocabulary guide will be distributed to Grade 7 learners before the lesson starts in the first quarter and will be updated as any unfamiliar words arise.

The intervention supports the work of Marzano (2004) and Nagy and Scott (2000), who believe that explicit vocabulary instruction is vital to comprehension. In addition to this, Graves (2006) emphasizes the relationship between vocabulary knowledge and academic performance, particularly in subjects that require extensive content, such as MAPEH. Ultimately, bilingual instruction, systematic vocabulary support, and culturally competent teaching methods contribute to creating an even more accommodating and successful learning environment. Nonetheless, it is advisable to conduct additional longitudinal research to gain insight into the long-term effects of Taglish-mediated instruction on the academic progress of learners.

4.0 Conclusion

Taglish significantly improved the performance of both the control group and the experimental group, indicating that while both groups showed significant gains, the experimental group had more learners who became more participatory and understood the lesson more effectively, further demonstrating the effectiveness of Taglish. The experimental group, taught in Taglish, showed a statistically significant improvement in post-test scores compared to the control group, indicating that Taglish enhances learners' efficiency in understanding MAPEH lessons compared to English. The learners demonstrated varying levels of understanding and engagement in MAPEH classes taught in English and Taglish. Based on the interviews, learners have one thing in common: they mentioned that using Taglish as a medium of instruction in MAPEH made them understand the lesson more easily, allowed them to relate and share their ideas in every discussion, and made them enjoy the discussions more. The researcher proposed a program entitled "The Power of Vault: Unlocking the Unfamiliar Words in MAPEH 7. To improve the comprehension of Grade 7 learners in MAPEH. A list of English words with Tagalog translations of vocabulary that are mostly encountered by the learners during MAPEH lessons, to guide the learners on the unfamiliar words they may encounter when discussions are going on. Learners who struggle with English vocabulary benefited a lot from the proposed program prepared by the researcher. The use of culturally responsive pedagogy helped the learners understand the language used in MAPEH7.

5.0 Contributions of Authors

Author 1 Sole-authorship

Author 2 Adviser

6.0 Funding

The author received no financial support for the research, authorship, and/or publication of this article.

7.0 Conflict of Interests

The author declares no conflict of interest.

8.0 Acknowledgment

The author sincerely expresses gratitude to all the individuals and institutions who contributed to the successful completion of this study. Special thanks to the learner respondents of Patul National High School, whose participation made this study meaningful; they served as the foundation of this research. The author also acknowledges Dr. Mary Grace M. Bulatao, Dr. Macrino A. Raymundo, Dr. Rodelio C. Gauuan, Ms. Ronda L. Navalta, Dr. Mayvelyn S. Covita, Mr. Jason Arnold L. Maslang, and Dr. Kenneth L. Maslang for their constructive suggestions/feedback and genuine assistance. Appreciation is also extended to Ms. Virginia M. Itchon, Rb S. Villamor, Ms. Clarisse Daphnee Meredith A. Bahingawan, and Ms. Threesha Gee Maree A. Bahingawan for their unwavering support and encouragement throughout the research process. Lastly, to Patul National High School, headed by Dr. Eloisa L. Dizon, for allowing me, as the author, to pursue this undertaking.

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