The Effectiveness of Using English Language as Medium of Instruction in Teaching Technology and Livelihood Education of Grade 6 Pupils in Penafrancia Elementary School: Basis for Program Enhancement

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ABSTRACT

This study examined Grade 6 pupils' perceptions of English as a medium of instruction (EMI) in Technology and Livelihood Education (TLE) at Peñafrancia Elementary School during School Year 2024–2025. Specifically, it explored pupils' perceptions of reading and understanding, classroom interaction, instructional language preferences, perceived benefits, and learning challenges. Using a descriptive research design, data were gathered through a researcher-developed questionnaire and analyzed using weighted means. The findings revealed an overall mean of 3.07 for pupils' perceptions of EMI, indicating varied experiences in understanding lessons and participating in classroom activities. Pupils expressed favorable views regarding the potential benefits of English, particularly in boosting self-esteem (M = 4.32), supporting preparation for higher education (M = 4.29), and developing speech fluency (M = 4.28). However, they also reported considerable challenges, especially in expressing thoughts and ideas (M = 4.42), understanding TLE concepts (M = 4.36), and learning independently using English-language resources (M = 4.32). Pupils generally preferred the combined use of English and their mother tongue across different learning activities. These findings highlight the importance of language-responsive teaching strategies that strengthen English proficiency while ensuring meaningful understanding of TLE content. The study recommends the use of explicit vocabulary instruction, contextualized learning materials, guided classroom interaction, and strategic mother-tongue support to improve pupils' learning experiences.

Keywords: medium of instruction, world communication, Technology and Livelihood Education

INTRODUCTION

Background of the Study

History points out that English has been used as the medium of instruction since the American regime. In the 1935 Constitution, Tagalog was launched as the national language. This constitutional mandate was followed by the Bilingual Policy by virtue of Department of Education and Culture which specified the use of the national language, Filipino, as the medium of instruction in such domains as Work Education, Health Educational, Physical Education, and Social Studies. Meanwhile, English was for the use in Science and Mathematics and as a subject. Soon, this was superseded by Department Order No. 52, series of 1987 which ordered the use of Filipino and English as the media of instruction at all levels where the citizens are expected to possess skills in English in order to meet the needs of the country in the community of nations.

The need to be proficient in the use of English among non-native speakers has become a global phenomenon. Since the Philippines embraced the English language from American colonizers, the Philippine today is the fifth largest English-speaking country in the world and second in the continent Asia. Filipinos are really proud of this because English is considered as a "world language", the lingua franca of the modern era.

Furthermore, English language is used as a medium of instruction in Filipino schools and universities. Because

of this, Filipino teachers as well as the students are really challenged to understand each other and communicate using English language fluently. They are also challenged to learn the English language and to practice using it as a medium in communicating with others.

Learning English aims at helping students use the language effectively for real life purposes. Students need to use English to become functional in professional, academic and social settings. In the Philippines, English proficiency is found out to be declining. A recent language test result showed that the Philippines is no longer the top one English-speaking country in Asia. This brought up an alarming impact towards job-providing industries in and out of the country, and is currently driving the Department of Education to intensify the effort of providing an educational system that will improve student's mastery in English.

It is a tool for learning and a medium of communication. More than this, English is the language of power and progress. In the Philippines, it is highly valued not only because it is functional and practical and washes over us constantly, but more importantly, because it is an affordable item, a skill that can be used to increase one's position, respectability and marketability. In most cases, the better one's ability to understand and use English, the better one's chances of career advancement.

Objectives of the Study

The general objective of this study was to describe Grade 6 pupils' perceptions of using English as a medium of instruction in teaching Technology and Livelihood Education (TLE) at Peñafrancia Elementary School during School Year 2024–2025.

Specifically, the study was aimed to attain the following objectives:

1. Describe the pupils' perceptions of using English as a medium of instruction in TLE in terms of reading and understanding and classroom interaction.

2. Identify the pupils' preferences regarding the use of English, the mother tongue, or both languages in lesson discussions, recitation, and quizzes, homework, and examinations.

3. Determine the perceived benefits of using English as a medium of instruction in terms of fluency in speech, worldwide communication, usefulness for higher education, and self-esteem.

4. Identify the challenges experienced by pupils when learning TLE through English as a medium of instruction.

5. Propose instructional strategies to address the reported challenges and support pupils' understanding and participation in TLE classes.

Significance of the Study

The study will be beneficial to the following:

Pupils. They will be beneficiaries of whatever suggestions or recommendations this study will present. Alongside with it, the teachers will then bring these suggestions into consideration and improve program pertaining to the usage of English as medium of instruction in teaching TLE, which in turn mean better educational results.

Teachers. The results of this study will further aid the teachers in attaining a high English proficiency level for their pupils.

School administrators. This research study, in some way, help them increase their knowledge on the study. Such knowledge will enable them to explore ways on how to improve the quality of their education, and to encourage their teachers to apply the significant findings of this study to their classrooms.

Parents. Parents will also find this study necessary because it will help them lead their children into

disciplined learning. They will also find means on how to encourage their children to learn the language with the help of this study.

Future researchers. Findings of this study may somehow provide future researchers with information variables they will use in similar researches.

Scope and Delimitation

The study will be conducted in Peñafrancia Elementary School during the School Year 2024 – 2025 taking the one hundred percent (100%) of TLE teachers and the randomly selected twenty (20) grade 6 students in each section as the participants of the study.

The study will utilize the descriptive research design utilizing a researcher-made questionnaire-checklist as its main instrument in gathering the needed information. The study will also utilize documentary analysis in getting the school performance of grade 6 students in previous school year, where they were taught TLE using mother tongue and the school performance of the grade 6 students in present school year being taught using English as medium of instruction.

The findings of the study will serve as basis in the development of an Action Plan to enhance the teaching of TLE using English language as medium of instruction.

Definition of Terms

The following terms needed to be defined in this study:

Action plan. This pertains to a proposed strategy or course of action.

Conceptual framework. This steers the whole research activity. The conceptual framework serves as a "map" or "rudder" that will guide the researcher towards realizing the objectives or intent of the study.

Descriptive research design. This refers to a research designed to depict the participants in an accurate way. The three main ways to collect this information are: Observational, defined as a method of viewing and recording the participants. Case study, defined as an in-depth study of an individual or group of individuals.

Documentary analysis. This refers to the use of outside sources, documents, to support the viewpoint or argument of an academic work. The process of documentary research often involves some or all of conceptualizing, using and assessing documents.

Fluency in speech. This means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly.

Foreign Literature. This pertains to topics other than in own native literature.

Foreign Studies. This pertains to the studies conducted outside the country and collated to back up the present study.

Higher education. This pertains to education beyond high school, especially at a college or university.

Interacting. This means to communicate or interact to with other students.

Language. This refers to the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

Local Literature. This is an informative booklet or other means of information that informs people about the local environment.

Local Studies. This pertains to studies in a geographically local context and it often concentrates on the local

community.

Mean. This refers to average that is used to derive the central tendency of the data in question. It is determined by adding all the data points in a population and then dividing the total by the number of points. The resulting number is known as the mean or the average.

Medium of instruction. This simply means the language used by the teacher to teach.

Questionnaire checklist. This pertains to the instrument developed by the researcher in order to analyze and interpret the data needed to answer the posted sub-questions and hypotheses of the research study.

Reading. This is the action or skill of reading written or printed matter silently or aloud.

Respondents. This pertains to the TLE teachers and grade 6 pupils in Peñafrancia Elementary School.

Self-esteem. It reflects an individual's overall subjective emotional evaluation of his or her own worth.

Standard deviation. This pertains to a quantity calculated to indicate the extent of deviation for a group as a whole.

Statistical treatment. This pertains to component of data analytics. In the context of business intelligence (BI), statistical analysis involves collecting and scrutinizing every data sample in a set of items from which samples can be drawn. A sample, in statistics, is a representative selection drawn from a total population.

Technology and Livelihood Education. This pertains to the subject with components such as Agriculture and Fisheries, Information and Communication Technology, Industrial Arts, and Home Economics.

Theoretical framework. This is the structure that can hold or support a theory of a research study.

Understanding. This is the ability to comprehend English language.

Weighted mean. This refers to giving values in a data set more influence according to some attribute of the data.

World communication. This pertains to ways to connect, share, relate and mobilize across geographic, political, economic, social and cultural divides.

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METHODOLOGY

Research Design

The study will employ the descriptive research design that will utilize researcher-made questionnaire checklist. Descriptive research is a study designed to depict the participants in an accurate way. The three main ways to collect this information are: Observational, defined as a method of viewing and recording the participants. Case study, defined as an in-depth study of an individual or group of individuals.

The study also used documentary analysis in gathering the academic performance of the respondents reflected on their report cards in the second grading period.

Locale of the Study

The study was conducted at Peñafrancia Elementary School during School Year 2024–2025. The school served as the research locale because it provided the setting for examining Grade 6 pupils' perceptions of using English as a medium of instruction in Technology and Livelihood Education (TLE).

The study focused on the pupils' experiences in understanding TLE lessons, participating in classroom interactions, expressing their ideas, and learning through English. The school was an appropriate setting for gathering information about pupils' perceived benefits, language preferences, and challenges associated with English-medium instruction.

The findings were intended to provide a basis for developing instructional strategies that could address pupils' language-related learning needs and support the teaching of TLE.

Respondents of the Study

The respondents of the study were the Grade 6 pupils which is composed of 15 sections of Peñafrancia Elementary School during School Year 2024–2025. The study also included Technology and Livelihood Education (TLE) teachers to obtain their perspectives on the use of English as a medium of instruction in teaching the subject.

Twenty (20) Grade 6 pupils from each section were intended to be selected as respondents. The pupil participants provided information regarding their perceptions of English-medium instruction, preferences for the language used in classroom activities, perceived benefits, and challenges encountered in learning TLE. The teacher respondents provided information about their experiences and perceptions of using English in teaching the subject.

The inclusion of both pupils and teachers was intended to provide information on the use of English as a medium of instruction from the perspectives of learners and teachers. The data gathered served as the basis for identifying instructional needs and formulating recommendations to enhance the teaching of TLE.

Population and Sampling

The respondents of the study will be the one hundred percent (100%) of TLE teachers and the randomly selected twenty (20) grade 6 students in each section. The researcher will utilize the purposive sampling in selecting the two groups of respondents since the researcher is a TLE teachers and the grade 6 students are the ones being taught TLE using English language as medium of instruction.

Research Instrument

There will be two sets of questionnaire that will be used in this study. The firs set is intended for grade 6 students which is composed of three parts: the first part will determine their perceptions about the use of English language as medium of instruction in learning TLE; the second part will determine their preference in learning TLE; and the third part will determine how they like the use of English language as medium of instruction.

The second set of questionnaire is intended for TLE teachers which will also have three parts: the first part will determine their perceptions about the use of English language as medium of instruction in teaching TLE; the second part will determine their preference in teaching TLE; and the third part will determine the challenges they faced in teaching TLE using English language as medium of instruction.

Data Collection Procedure

The data collection process involved the preparation and administration of the research instruments and the gathering of information relevant to the study. The researcher first sought permission from the appropriate school authorities to conduct the study at Peñafrancia Elementary School during School Year 2024–2025. Upon obtaining the necessary authorization, the researcher administered the researcher-developed questionnaire to the identified Grade 6 pupil and Technology and Livelihood Education (TLE) teacher respondents.

The questionnaire was designed to gather information about the respondents' perceptions of using English as a medium of instruction in TLE, their preferences regarding instructional language, the perceived benefits of English-medium instruction, and the challenges encountered in teaching and learning the subject. The completed questionnaires were collected, organized, and tabulated for analysis. Weighted means were used to summarize the responses and describe the respondents' perceptions and preferences.

In addition to the questionnaire data, the original research design identified documentary analysis of pupils'

academic performance records as a source of information. These records were intended to provide information on TLE performance across the specified school years and instructional-language contexts.

All gathered information was intended to serve as the basis for interpreting the findings and formulating recommendations to enhance the teaching of TLE through English-medium instruction.

Scoring and Interpretation

The researcher will use 5-point Likert scale in interpreting the responses of the two groups of respondents.

To determine the perceptions of the TLE teachers and grade 6 respondents in the use of English language as medium of instruction in teaching TLE with respect to reading and understanding, and interacting, the following scale will be used:

Scale	Ranges	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Moderately Agree
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly Disagree

To determine how the grade 6 students like the use of English language as medium of instruction in TLE with respect to fluency in speech, easy worldwide communication, helpful to higher education, and boosting self-esteem, the following scale will be used:

Scale	Ranges	Verbal Interpretation
5	4.20 – 5.00	I very much like it
4	3.40 – 4.19	I like it
3	2.60 – 3.39	I may like it
2	1.80 – 2.59	I do not like it
1	1.00 – 1.79	I do not know yet

The following scale will be used to interpret the performance in TLE of the students:

Percentile Rating	Adjectival Rating
95% and above	Excellent
89 – 94 %	Very Good
83 – 88%	Good
77 – 82%	Fair
76% and below	Needs Improvement

Statistical Treatment

The following statistical treatment was used:

1. To determine the perceptions of the teachers and grade 6 respondents in the use of English language as medium of instruction in teaching TLE with respect to reading and understanding, and interacting, Weighted Mean will be used.

Formula for Weighted Mean

Where:

$\sum$ = the sum of

W = weights

X = the value

To interpret the responses of the two groups of respondents, the following scale will be used:

Scale	Ranges	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Moderately Agree
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly Disagree

2. To determine the significant difference between the perceptions of the teachers and grade 6 respondents in the use of English language as medium of instruction in teaching TLE with respect to the different cited aspects, Paired Sample T-test or Dependent T-test will be used.

Formula for Paired Sample or Dependent T-test

Where:

t = the t – statistics for paired sample test

$\sum$ = sum of

D = differences between two paired samples

D2 = squared of differences between two paired samples

N = total number of samples

1 = constant value

3. To determine the preference of the teacher and grade 6 respondents in learning TLE, frequency, percentage and rank distribution will be used.

Formula for Percentage:

$P = f / N \times 100$

Where:

P = Percentage

f = frequency

N = total number of respondents

4. To determine the significant difference between the preferences of the teacher and grade 6 respondents in learning TLE, Paired Sample T-test or Dependent T-test will be used.

Formula for Paired Sample or Dependent T-test

Where:

t = the t – statistics for paired sample test

$\sum$ = sum of

D = differences between two paired samples

D2 = squared of differences between two paired samples

N = total number of samples

1 = constant value

5. To determine how the grade 6 students in school year 2024-2025 perform with mother tongue as the medium of instruction as compared to the grade 6 students in the school year 2022-2023 with English as the medium of instruction in learning TLE, Standard Deviation and Mean will be used.

Formula for Standard Deviation:

Where:

n = the number of data points

x = the mean of the x1

x1 = each of the values of the data

The following scale will be used to interpret the performance in TLE of the students:

Percentile Rating	Adjectival Rating
95% and above	Excellent
89 – 94 %	Very Good
83 – 88%	Good
77 – 82%	Fair
76% and below	Needs Improvement

6. To determine the significant difference between the performances in TLE of the two groups of grade 6 students, Paired Sample T-test or Dependent T-test will be used.

Formula for Paired Sample or Dependent T-test

Where:

t = the t – statistics for paired sample test

$\sum$ = sum of

D = differences between two paired samples

D2 = squared of differences between two paired samples

N = total number of samples

1 = constant value

7. To determine how the grade 6 students like the use of English language as medium of instruction in TLE with respect to the different aspects, Weighted Mean will be used.

Formula for Weighted Mean

Where:

$\sum$ = the sum of

W = weights

X = the value

To determine the responses of the respondents the following scale will be used:

Scale	Ranges	Verbal Interpretation
5	4.20 – 5.00	I very much like it
4	3.40 – 4.19	I like it
3	2.60 – 3.39	I may like it
2	1.80 – 2.59	I do not like it
1	1.00 – 1.79	I do not know yet

8. To determine the significant difference on the way the grade 6 students liken the use of English language as medium of instruction in TLE with respect to the different cited dimension, Paired Sample T-test or Dependent T-test will be used.

Formula for Paired Sample or Dependent T-test

Where:

t = the t – statistics for paired sample test

$\sum$ = sum of

D = differences between two paired samples

D2 = squared of differences between two paired samples

N = total number of samples

1 = constant value

9. To determine the perceived challenges of the respondents in teaching TLE using English as medium of instruction, frequency, percentage and rank distribution will be used.

Formula for Percentage:

P = f / N x 100

Where:

P = Percentage

f = frequency

N = total number of respondents

RESULTS AND DISCUSSIONS

Pupils' Perceptions of Reading, Understanding, and Interaction

The findings indicate that a composite mean of 3.07 for pupils' perceptions of using English as the medium of instruction in TLE. The domain mean was 2.91 for reading and understanding and 3.24 for interaction. These values were interpreted as "Moderately Agree." The pattern suggests that pupils' self-reports were not uniformly positive across the skills needed to learn through English.

Domain	Reported mean	Original verbal interpretation
Reading and understanding	2.91	Moderately Agree
Interaction	3.24	Moderately Agree
Overall composite	3.07	Moderately Agree

At item level, pupils gave a mean of 3.37 to the statement that they could read and understand TLE learning materials and textbooks, and 3.27 to following examination instructions. In contrast, the reported means for discussing or presenting in English and communicating well with teachers and classmates in English were both 2.44, interpreted as "Disagree." For interaction, group work (M = 4.14) and collaboration with classmates (M = 4.11) received the highest ratings in that domain, while expressing thoughts and ideas (M = 2.52) and explaining oneself (M = 2.50) received lower ratings.

Reported item	Mean	Original interpretation
Can read and understand TLE materials and textbooks	3.37	Moderately Agree
Can follow examination instructions	3.27	Moderately Agree
Can discuss and make a presentation using English	2.44	Disagree
Can communicate well with teacher and classmates in English	2.44	Disagree
Can do group work	4.14	Agree
Can collaborate with classmates	4.11	Agree
Can express thoughts and ideas to classmates and teacher	2.52	Disagree
Can explain oneself	2.50	Disagree

Taken together, these descriptive ratings point to a distinction between working collaboratively and independently expressing ideas in English. They represent pupils' reported perceptions, not direct observations of language proficiency or verified measures of TLE content mastery.

Pupils' Preferences for Instructional Language

The reported preference results favored using both English and the mother tongue, especially for lesson discussion. The combined-language option received a mean of 4.37 for lesson discussion, compared with 4.17 for English alone and 4.14 for mother tongue alone. For recitation, the combined option received 4.33, mother tongue alone 4.29, and English alone 3.17. For quizzes, homework, and examinations, the reported means were 4.31 for both languages, 4.27 for mother tongue, and 3.20 for English alone.

Learning activity	English only	Mother tongue only	Both languages	Highest-rated option
Lesson discussion	4.17	4.14	4.37	Both languages
Recitation	3.17	4.29	4.33	Both languages
Quizzes, homework, and examinations	3.20	4.27	4.31	Both languages

These responses indicate a stated preference for access to both languages in learning activities. They should not be interpreted as proof that one language arrangement produces higher achievement, because the study as

reported did not experimentally compare instructional conditions.

Perceived Benefits Associated with English-Medium Instruction

Pupils gave a composite mean of 4.20 to the set of statements about perceived benefits. Boosting self-esteem received the highest domain mean (4.32), followed by perceived usefulness for higher education (4.29), fluency in speech (4.28), and worldwide communication (3.92).

Perceived-benefit domain	Reported mean	Original verbal interpretation
Boosting self-esteem	4.32	I Very Much Like It
Helpful to higher education	4.29	I Very Much Like It
Fluency in speech	4.28	I Very Much Like It
Easy worldwide communication	3.92	I Like It
Overall composite	4.20	I Very Much Like It

Within the self-esteem domain, the statement that English would help pupils feel confident when dealing with classmates and teachers received a mean of 4.38. Within the higher-education domain, the statement about building vocabulary for understanding English terminology received 4.37. In the worldwide-communication domain, accessing information that is mostly written in English received 4.42, while connecting with people in other countries received a lower reported mean of 3.26.

The findings show that pupils associated English with confidence, vocabulary development, future study, and access to information. Since the instrument asked pupils what they liked or believed English could help them do, these are perceived benefits. The results do not demonstrate measured gains in speaking fluency, self-esteem, higher-education readiness, or international communication.

Perceived Challenges

The reported overall mean for challenges was 4.28 and interpreted as “Very Much a Challenge.” Difficulty expressing thoughts and ideas received the highest mean (4.42), followed by understanding TLE concepts (4.36) and learning independently from English-language resources (4.32). Difficulty keeping up with homework and assignments received a mean of 4.18, while understanding instructions and directions received 4.13.

Reported challenge	Mean	Original verbal interpretation
Difficulty expressing thoughts and ideas	4.42	Very Much a Challenge
Full understanding of TLE concepts	4.36	Very Much a Challenge
Learning independently using English resources	4.32	Very Much a Challenge
Keeping up with homework and assignments	4.18	Much a Challenge
Understanding instructions and directions	4.13	Much a Challenge
Overall composite	4.28	Very Much a Challenge

The strongest concern in the reported results was expressive language. Pupils also indicated that English could make subject concepts and independent use of learning resources more difficult. These responses support instructional attention to technical vocabulary, comprehension checks, and opportunities to rehearse explanations before pupils are expected to speak or write independently in English.

The results suggest that pupils can value English for its perceived future usefulness while still experiencing difficulty using it to learn TLE in the present. This distinction is important. Positive attitudes toward English do not necessarily mean that pupils can readily understand technical explanations, follow directions, or explain practical procedures in English. The reported combination of high perceived benefits and high perceived challenges is therefore not contradictory; it reflects different dimensions of pupils’ experience.

The preference ratings also suggest that pupils favored having both English and the mother tongue available across lesson discussion, recitation, and assessment-related activities. This is consistent with literature reviewed in the original manuscript that argues for responsive language support rather than assuming that English-only instruction is equally accessible to all learners (Bernardo, 2009; Martin, 2006; Tupas & Martin, 2016). In

practical terms, teachers can introduce key TLE terms in English, explain unfamiliar concepts in language pupils understand, and gradually increase opportunities for pupils to use English in authentic subject-related tasks.

The reported challenge in expressing ideas deserves particular attention. Teachers may provide sentence frames, vocabulary banks, demonstrations, peer rehearsal, illustrated instructions, and short oral explanations before requiring longer presentations. Such strategies are instructional implications drawn from the descriptive pattern; this study did not test their effectiveness.

The findings must not be presented as evidence that EMI improved achievement. The manuscript's original questions referred to comparing performance across school years and instructional languages, but the available report does not provide the underlying scores, group sizes, assessment equivalence, or sufficient statistical information to support those claims. Differences across school years would also be difficult to attribute to instructional language alone without accounting for other factors. A future study could use comparable assessments, document instructional conditions, and analyze pupil-level data with an appropriate design.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section presents the summary of findings, conclusions drawn and recommendations offered. The study assessed the effectiveness of English Language as medium of instruction in teaching Technology and Livelihood Education of Grade 6 pupils in Peñafrancia Elementary School where findings served as basis for an action plan.

The study was conducted in Peñafrancia Elementary School during the School Year 2024 – 2025 taking the twenty (20) randomly selected grade 6 students in each from fifteen (15) sections as the participants of the study. The study utilized the descriptive research design utilizing a researcher-made questionnaire-checklist as its main instrument in gathering the needed information. The first set was composed of four parts: the first part determined their perceptions in the use of English language as medium of instruction in learning TLE with respect to reading and understanding and interacting; the second part gathered data about their preference in learning TLE with respect to lesson discussion, recitation, and quizzes, homework, and examination; the third part determined how they like the use of English language as medium of instruction in TLE with respect to fluency in speech, easy worldwide communication, helpful to higher education, and boosting self-esteem; while the fourth and last part gathered data on their perceived challenges in learning TLE using English as medium of instruction.The study was also bounded in discovering significant differences on the perceptions of the grade 6 respondents in the use of English language as medium of instruction in teaching TLE with respect to the different cited aspects and the preferences of the grade 6 respondents in learning TLE with respect to the different aspects.

Summary of Findings

Based on the analysis and interpretation of data, the findings are summarized as follows:

Pupils' Perceptions of Reading, Understanding, and Interaction

The Perception of Respondents in the Use of English Language as Medium of Instruction in Teaching TLE with Respect to Reading and Understanding and Interacting the respondents moderately agree in the use of English language as medium of instruction in teaching them the TLE subject with respect to reading and understanding and interacting.

The responses of the respondents with respect to reading and understanding implied that the grade 6 students believed that teaching them the subject TLE with the use of English as medium of instruction will be difficult for them especially if they will be asked to discuss and make presentation. Although these students somehow read and understand their learning materials and textbooks and can able to follow instructions they are still honest that it is difficult for them to communicate with their teachers and classmates using English.

On the other hand, their responses with respect to interacting implied that the result that students have really difficulties when it comes to expressing their thoughts and explaining themselves which can really affect their interactions during the class discussions. Although, they perceived that they do not have problem communicating with their classmates when they collaborate or engaging in group works it can be said that this probably due to

the fact that they can somehow talk using their mother tongue without being heard by their teachers.

Pupils' Preferences for Instructional Language

Significant Difference on the Perceptions of the Respondents in the Use of English Language as Medium of Instruction in Teaching TLE with Respect to the Two Aspects. The perceptions of the respondents in the use of English language as medium of instruction in teaching TLE registered no significant difference with respect to Reading and Understanding and Interacting. The result simply means that the perceptions of the respondents about the use of English language as medium of instruction in teaching the subject TLE are aligned with each other.

The Preference of Respondents in Learning TLE with Respect to Lesson Discussion, Recitation, and Quizzes, Homework, and Examination when the respondents were asked about their preferences in learning TLE they responded "Very Much Preferred" with respect to Lesson Discussion, and "Much Preferred" when it comes to Recitation and Quizzes, Homework, and Examination. The results clearly implies that the students preferred to be taught TLE subject using both English and Mother Tongue as the medium of instructions. This also shows that the students are not comfortable nor confident that they will learn with the use of English language alone as medium of instruction.

Significant Difference on the Perceptions of the Respondents in the Use of English Language as Medium of Instruction in Teaching TLE with Respect to the Different Aspects The perception of the respondents in the use of English language as medium of instruction in teaching TLE showed no significant difference with respect to Lesson Discussion, Recitation, and Quizzes, Homework, and Examination.

The result implies that the perceptions of the respondents regarding the English language as medium of instruction in TLE are in agreement with each other. This solidify the perceptions of the respondents in the use of English as medium of their instruction in TLE.

How the Students Like the Use of English Language as Medium of Instruction in TLE with Respect to Fluency in Speech, Easy Worldwide Communication, Helpful to Higher Education, and Boosting Self-Esteem In summary, the respondents very much like the use of English language as medium of instruction in TLE. Moreover, the students very much like the idea that English as medium of instruction in TLE will help Boost their Self-Esteem, will prepare them to higher education, and will help them to become fluent in speaking. On the other hand, they like the idea that English instruction will help them communicate worldwide.The result only proves that, despite the students are hesitant to be taught TLE subject using English as medium of instruction at the back of their mind, they are eager to learn English.

Significant Difference on the Perceptions of the Way the Grade 6 Students Like the Use of English Language as Medium of Instruction in TLE with Respect to the Different Aspects There is no significant difference on how the students like the use of English language as medium of instruction in TLE with respect to the Fluency in Speech, Easy Worldwide Communication, Helpful to Higher Education, and Boosting Self-Esteem. The result simply means that the students brought out their perceptions agreeing with each other. Thus, the responses of the respondents are aligned with each other and showed no important differences across its all aspects.

Perceived Challenges of the Respondents in Learning TLE Using English as Medium of Instruction

The respondents perceived the use of English as medium of instruction in TLE as "Very Much A Challenge" For the respondents, "Very Much A Challenge" includes the difficulty in expressing thoughts and ideas, their full understanding of TLE concepts, and then their ability to learn independently using learning resources in English language". They perceived their difficulty in catching up with homework and assignments and their comprehension in following instructions and directions" as "Much A Challenge". The result only proves that the respondents really anticipate that they will experience difficulties when TLE will be taught using English as medium of instruction like understanding the concepts of TLE, how to express their selves, and how they can learn independently if they have difficulties in comprehension and understanding English terminologies, grammar, etc.

CONCLUSIONS

In the line of the findings, the following conclusions are drawn:

1. The student do not have much confident that learning TLE with English language as medium of instruction will improve their reading and understanding and interacting.

2. The perceptions of the respondents on the use of English as medium of instruction in TLE showed no important differences.

3. The respondents preferred to learn TLE with the use of both English and Mother Tongue as medium of instructions with respect to Lesson Discussion, Recitation, and Quizzes, Homework, and Examination.

4. The respondents are solid in their responses that TLE subject should be taught using both English and Mother Tongue as medium of instructions.

5. The respondents very much like the ideas that English language as medium of instruction in TLE will be helpful in their fluency in speech, helpful to their future higher education, and in boosting their self-esteem.

6. The ideas of the respondents about the help that English language can provide to them if will be used as medium of instruction in TLE do not show statistical difference across all aspects.

7. The main challenge for the respondents in dealing with English as medium of instruction in TLE were their difficulty in expressing their thoughts and ideas, their full understanding of TLE concepts, and their capability to learn on their own if the learning resources are written in English language.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

A. For Grade 6 Students

1. They should attend symposiums or orientation intended for them to gather more information how English language can boost their self-esteem and help them in their future career.

2. They should initiate learning English at home by reading English

3. books and other reference materials.

4. They should use their spare time in reading different stories and in participating in online English game.

5. They should prepare their future by empowering their selves in English communication skills.

6. They should seek help and assistance of their parents and elders if they have difficulties in English grammar and other its elements especially when they are in home-based learning.

B. For TLE Teachers

6. They should make assessment on the English skills of their students in early opening of the class for them to have idea on the extent of help that they need to provide to these students.

7. They should attend seminars/ trainings for them improve their pedagogical approach in teaching TLE using English as medium of instruction.

8. They should conduct research about the best practices in teaching TLE using English language as medium of instruction.

9. They should continuously seek the assistance of parents since in this distance learning they are the one who will play the big role in the education of their children.

10. They should participate in the different programs that the school will implement.

C. For School Administrators

11. They should implement the proposed action plan based on the findings of the study.

12. They should support teachers especially in doing research to gather helpful information in improving the performance of their students, teachers, and the school in general.

13. They should continuously implement information drive pertaining to the importance of English language to encourage both the students and parents in taking the English skills seriously.

14. They should support their teachers by providing appropriate trainings and seminars to equip them with necessary skills in teaching different subjects using English as medium of instruction.

15. They should establish committee that will monitor the performance in English of intermediate students and to make early interventions or program to ensure that students who will be promoted to grade 6 have already the necessary skills in English.

D. For Parents

16. They should coordinate with the teachers for them to get updated of the current performance of their children.

17. They should support the use of English language as medium of instruction in teaching TLE and other subjects to strengthen the foundation in English of their children.

18. They should initiate assessing the English skills of their children and find ways to improve it.

19. They should spend quality time with their children to guide them in their learning.

20. They should ensure that their children are doing worthy activities especially during their breaks and free time.

E. For Future Researchers

21. They may conduct related study using other variables and respondents.

Action Plan To Enhancement The Learning Of Tle Of Grade 6 Students Using English As Medium Of Instruction

Program	Objectives	Staff	Budget	Timelines	Success Indicator
Assessment and Evaluation of English Fluency of Grade 6 Students	To create Special Program in English for Grade 6 students at the beginning of School Year and improve their reading fluency, understanding, and interaction and engagement in discussion.	School Principals English and TLE Teachers English Coordinator	₱5,000	1st to 3rd week of Class Opening SY 2025-2026	English fluency of grade 6 students was determined and assessed. Functionality of special program in English for grade 6 students.
Review on the Use of English as Medium of Instruction in Teaching Different Subjects in	To enhance the overall English skills of intermediate students to prepare them in higher	School Principal Different Department	none	Before the opening of class SY 2025-2026	Committee was organized to review the use of English as medium of instruction

Intermediate Grades	education.	Heads and Coordinators			in teaching different subjects in intermediate grades.
Students Orientation in English/ Information Drive about the Importance of English	To inform students how it can be helpful in building their confidence of and carry this confidence in higher level of learning.	School Principal Teachers	₱5,000	1st week of October SY 2025-2026	95% of students attended the orientation. Visibility of information campaign program such as tarpaulin, leaflets, etc.
Seminar/Trainings for TLE teachers on Different Pedagogy in the Use of English as Medium of Instruction	To catch the interest of the students and make them comfortable in learning TLE using English as medium of instruction.	Guest Speakers TLE Teachers TLE Coordinators and Head	₱5,000	3rd week of October SY 2025-2026	100% of TLE teachers and concerned authorities attended the seminar/training. TLE teachers successfully utilized English as their medium of instruction.
Design of Learning and Resource Materials which are both available in Mother Tongue and in English	To ensure that students in TLE will have access to learning materials that are convenient for them although there should be policy to be followed as to who among the students are only allowed to use with Mother Tongue instruction.	School Principal TLE Teachers Subject Coordinators	₱15,000	Before the opening of class SY 2025-2026	Availability of learning resources and materials with both Mother Tongue and English language instructions.

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APPENDIX D

Survey Questionnaire

Questionnaire-Checklist on the Analysis on the Effectiveness of Using English Language as Medium of Instruction in Teaching Technology and Livelihood Education of Grade 6 Students

FOR GRADE 6 STUDENTS

PART I: Perception in the Use of English Language as Medium of Instruction in Learning TLE

Directions: Please rate your perception in the use of English language as medium of instruction in learning TLE using the scale below:

Scale	Verbal Interpretation
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

	Reading and Understanding	5	4	3	2	1
1	Most of the students will understand everything I will say in the class.					
2	Most of the students can read course materials and textbooks.					
3	Most of the students understand course materials and textbooks.					
4	Most students can read examination instructions.					
5	Most students can understand examination instructions.					
6	Most students can answer examination questions in English.					
7	Most students can answer examination question in Filipino better than English.					
	Interacting	**5**	**4**	**3**	**2**	**1**
1	Most of students feel comfortable in asking questions in English.					
2	Most of students feel comfortable in answering my questions in English.					
3	Most of students are comfortable doing group work using English in their conversation.					
4	Most of the students feel comfortable communicating with their classmates in English.					

PART II. What is your preference in learning Technology and Livelihood Education?

Student's Preference	English	Filipino	Combination of Filipino and English
I prefer to teach TLE in			
I prefer to discuss lessons in TLE in			

PART III. How do you like the use of English language as medium of instruction in TLE?

Directions: Please describe how you like to be taught using English language using the scale below

Scale	Verbal Interpretation
5	I very much like it
4	I like it
3	I may like it
2	I do not like it
1	I do not know yet.

	Fluency in Speech	5	4	3	2	1
1	I could speak fluently in English.					
2	I could communicate fluently in English with any English speaking person.					
3	It will develop my communicative skills in English.					
4	I could chat / interact confidently in English.					
5	I could be able to understand clearly and with ease if somebody speaks in English.					
6	I could not fumble if I am to speak in English.					
7	Before writing something in English, I would not have to think it first in my mother tongue.					
	Easy Worldwide Communication					
1	I could express my feelings in English.					
2	I could communicate fluently in English with any English speaking person.					
3	I would feel much comfortable to interact with the foreigners.					
4	I could be able to understand clearly and with ease if somebody speaks in English.					
	Helpful for Higher Education					
1	It will help me in higher study.					
2	It will help me in future career entrance test.					
3	It will help me get good scores in examinations.					
4	If I know and speak in English well, I would have no problem in future as international traveler.					
	Boosting Self-Esteem					
1	I would overcome the feeling of inferiority for being a student from public school.					
2	I could write anything in English in style.					
3	If I could read, write and speak in English well, it will help my job selection from a wide range in future.					
4	Fluency in English speaking skills would boost my self-esteem.					

Questionnaire-Checklist on the Analysis on the Effectiveness of Using English Language as Medium of Instruction in Teaching Technology and Livelihood Education of

Grade 6 Students For Grade Tle Teachers

PART I: Perception in the Use of English Language as Medium of Instruction in Learning TLE

Directions: Please rate your perception in the use of English language as medium of instruction in learning TLE using the scale below:

Scale	Verbal Interpretation
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

	Reading and Understanding	5	4	3	2	1
1	Most of the students will understand everything I will say in the class.					
2	Most of the students can read course materials and textbooks.					
3	Most of the students understand course materials and textbooks.					
4	Most students can read examination instructions.					
5	Most students can understand examination instructions.					
6	Most students can answer examination questions in English.					
7	Most students can answer examination question in Filipino better than English.					
	Interacting	**5**	**4**	**3**	**2**	**1**
1	Most of students feel comfortable in asking questions in English.					
2	Most of students feel comfortable in answering my questions in English.					
3	Most of students are comfortable doing group work using English in their conversation.					
4	Most of the students feel comfortable communicating with their classmates in English.					

PART II. What is your preference in learning Technology and Livelihood Education?

Student's Preference	English	Filipino	Combination of Filipino and English
I prefer to teach TLE in			
I prefer to discuss lessons in TLE in			

PART III. Challenges Faced by Teachers in Teaching TLE Using English as Medium of Instruction

Directions: Please describe the challenges you faced in teaching TLE using English as a medium of instruction.

Challenges in Teaching TLE Using English as Medium of Instruction		Able	Unable
1	Pronunciation.		
2	Spelling while writing on the chalkboard.		
3	Phonological interference of mother tongue.		
4	Grammar.		
5	Correct use of English vocabulary		
6	Imposition of lexico-syntactic structure (direct translation from mother tongue).		
7	Adaptation to cultural understanding contrary to English language.		
8	Vagueness resulting from poor vocabulary of mother tongue.		