

Students' Perception of the Effect of English-Only and Filipino-Assisted Teaching on Oral Communication Subject

Glenn Michael B. Estilloro

glennestilloro@gmail.com

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Abstract

The purpose of the study is to compare the English only and Filipino assisted methods in oral communication subject using assessment tools. The utilization of the English-only and Filipino-assisted methods will enhance the students' performance. Specifically, this study answers the following statements of the problem: Profile of the respondents in terms of Age and Gender; The level of Teaching Methods using English Only and Filipino – Assisted in terms of in terms of Multiple-Choice Test, Recitals and Role Plays; The level of performance in Oral Communication Subject as to controlled and experimental; The significant difference between the grades of the students using English-only and Filipino-assisted Teaching Methods and Assessment Tools; The significant difference in the performance of grade 11 in Oral Communication when grouped according to profile, and the teaching methods significant effect to the performance of Grade 11 in Oral Communication Subject.

The study will use a Before and After Study design in comparing variables, since the researcher's only concern is providing a description of the circumstance or case they are studying. For this purpose, the researcher will use the purposive sampling technique to gather the sample respondents. The students will use the two teaching methods for two quarters.

The researcher's data showed the following findings: Most students in the study were 16 years old, with an equal number of male and female participants. The teaching methods using only English, such as multiple-choice tests, recitals, and role plays, were highly effective. The use of Filipino-assisted teaching methods also showed high effectiveness for multiple-choice tests and recitals, and very high effectiveness for role plays. In the Oral Communication subject, the controlled group performed very satisfactorily in the first grading and outstandingly in the second grading. The experimental group performed very satisfactorily in both grading. The study indicated that the English-only teaching method is more effective in improving student performance in oral communication. Additionally, the students' demographic profiles also played a significant role in influencing their performance in oral communication. Furthermore, the study found that the English-only teaching method had a significant positive effect on students' performance in oral communication, particularly in the multiple-choice test assessments ($p=0.012$ and 0.019). Similarly, the Filipino-assisted teaching method had a significant positive effect on students' performance in oral communication, particularly in the role play assessments ($p=0.048$ and 0.022).

Based on the findings obtained there is a significant difference between the performances of the students using a English-only and Filipino-assisted Teaching Methods and Assessment Tools. There is a significant difference in the performance of grade 11 in Oral Communication when grouped according to profile. Teaching Methods have somewhat significant effect on the performance of the Grade 11 in Oral Communication. Specifically, for the English-only using multiple choice test and for the Filipino-assisted using role plays.

Part of the recommendation is DepEd Officials and school administrators may put in their school improvement plan ways developing and improving teaching and assessment methods based on the results obtained.

Keywords: Oral Communication; assessment tools; Teaching Methods

1. Introduction

One of the most widely spoken foreign languages is English. Most nations in the world, particularly those in the present, speak it as their official language. It has become essential to people's social and economic well-being on a global scale. In the areas of politics, business, and security as well as communications, entertainment, media, and education, English started to spread internationally (Jawad & Allaibi, 2018). Many methodological changes have been made to the English teaching process so that students can use the language successfully. As a result, by implementing contemporary techniques, approaches, and strategies that suit students' demands and skills, the process of teaching English has experienced numerous advancements (Al-Gundi, 2021).

In the context of education, teaching is crucial since it produces benefits for society's growth, improvement, and progress as well as for keeping up with scientific and technological advancements. Education plays a crucial role in driving economic growth and transformation. Graduates in the modern era are required to possess skills such as critical thinking, problem-solving, effective communication (both oral and written), digital literacy, creativity, teamwork, and intercultural communication. The ability to communicate effectively is particularly emphasized as a key skill for success in the 21st century (Shaaban, 2016).

From start to finish, teaching was a comprehensive process that includes planning, selecting the appropriate resources to include students in discussions, activities, and subsequent learning, and organizing. In order to achieve the intended learning objectives, the teacher must be inventive and creative. Among the often-employed instructional strategies are active depending on the teacher's method, these could include memory, recitation, presentation, and class involvement. The knowledge or skill being taught can have a major influence on the teaching strategies selected. The pupils' aptitude and enthusiasm might also have an impact. The two main facets of education are learning and teaching that are done consistently (Butawan, 2021).

Since English was regarded as the official language in the Philippines and is utilized in various transactions at schools and other institutions, it is one of the required topics, along with Filipino. The application of Mother Tongue Based Multilingual Education (MTB-MLE) to the early stages of education among learners was highlighted by the curriculum and Medium of Instruction (MOI) transitions observed from Bilingual Education to the current K to 12 curricula (Madrurnio, Martin, & Plata, 2016). That's why studies on what teaching methods is needed for the students to understand English better is done. This study aims to make a comparative study on the use of traditional English only and Filipino assisted teaching methods in Oral Communication subject. An assessment and survey will be done to achieve the result needed by the researcher.

1.1 Statement of the Problem

Specifically, this study answers the following questions:

1. What is the profile of the respondents in terms of: Age; and Sex?
2. What is the level of Teaching Methods using:
 - 2.1. English Only in terms of:
 - 2.1.1. Multiple Choice Test;
 - 2.1.2. Recitals;
 - 2.1.3. Role Plays?

- 2.2. Filipino – Assisted in terms of:
 - 2.2.1. Multiple Choice Test;
 - 2.2.2. Recitals;
 - 2.2.3. Role Plays?
3. What is the level of performance in Oral Communication Subject as to:
 - 3.1. Controlled; and
 - 3.2. Experimental?
4. Is there a significant difference between the grades of the students using English-only and Filipino-assisted Teaching Methods and Assessment Tools?
5. Is there a significant difference in the performance of grade 11 in Oral Communication when grouped according to profile?
6. Do the teaching methods have significant effect to the performance of Grade 11 in Oral Communication Subject?

2. Methodology

The study used experimental design specifically called Before and After Study. This is a design use in comparing variables, since the researcher's only concern is providing a description of the circumstance or case they are studying. This enables a researcher to explain the how and why of their work. This is to compare the English-only and Filipino-assisted teaching methods. The before and after study is experimental by design, claims Sedgwick (2014). The design entails comparing the outcomes of study participants examined prior to the intervention with those evaluated subsequent to the intervention in order to assess the impact of a purposeful intervention, such as the introduction of clinical guidelines. The same sites or centers, as well as possibly the same individuals or distinct samples, would be the subjects of the pre- and post-intervention investigations. Another name is pre-post study since it compares outcomes assessed before and after an intervention to assess how effective a treatment is.

3. Results and Discussion

This chapter present, analyzes and interprets the data gathered that showed significant difference between the performance of the students using a English-only and Filipino-assisted teaching methods and assessment tools, significant difference in the performance of the students in oral communication when grouped according to profile. Lastly significant effect on the teaching methods and students' performance of in oral communication.

Profile of the Respondents

The demographic profile of the respondents was determined in order to attained the age and gender distribution of the students involved in the study.

Figure 1 displayed the age distribution of the students involved in the study. Among the participants, fifty-nine individuals, constituting 55% of the total, were sixteen years old. Additionally, forty-nine students, comprising 45% of the total sample, fell into the seventeen-year-old age group. It only shows that most of the respondents are on the age of 16 years old, since the studies main focus are grade 11 of senior high school.

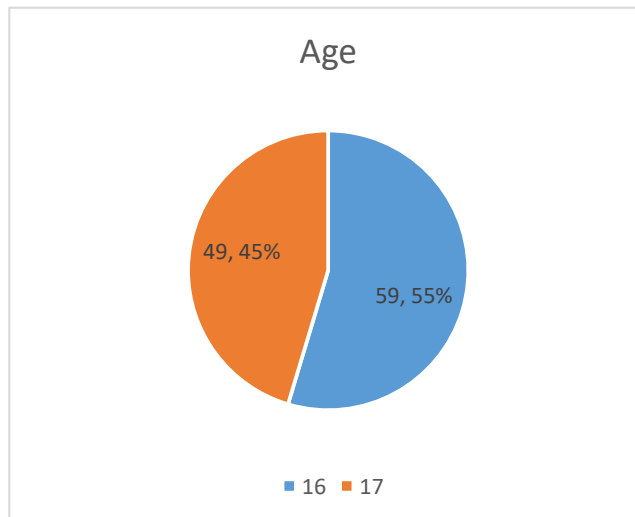


Figure 1. Age Profile of the Respondents

Figure 1 below displayed the gender distribution of the students involved in the study. Among the participants, fifty-four individuals, constituting 54.50% of the total, were male. Likewise, fifty-four students, comprising 54.50% of the total sample, fell into female group. It only shows that there is equal number of both gender who are the respondents of the study.

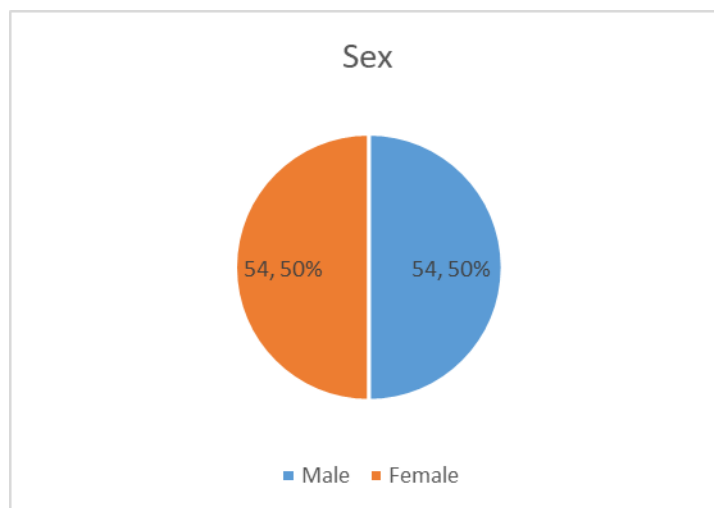


Figure 2. Gender Profile of the Respondents

Prior research has indicated that gender is a significant factor in the technological acceptance model, providing varying proofs, since men and women employ distinct socially formed cognitive structures while making judgments.

Level of Using English and Filipino Assisted Teaching Method

English and Filipino assisted teaching method includes multiple choice test, recital, and role play and statistically determine by mean and standard deviation.

Level of Using English Teaching Method in terms of Multiple Choice.

Table 1. Level of Using English Teaching Method in terms of Multiple-Choice Test

| Indicators | Mean | SD | Remarks |
|---|------|------|---------|
| 1. I understand the questions using English-only easily without the need to clarify to the teacher. | 2.85 | 0.56 | Agree |
| 2. I answer the questions easily because the choices are easy to understand. | 3.00 | 0.67 | Agree |
| 3. I attain a good or passing score after answering the test. | 3.02 | 0.66 | Agree |
| 4. I choose the appropriate answer with ease and without any clarifications needed. | 2.80 | 0.79 | Agree |
| 5. I answer questions in multiple choice tests using English-only presenting definite problems. | 3.00 | 0.58 | Agree |
| 6. I observe that the material present in multiple-choice tests is relevant. | 3.24 | 0.55 | Agree |
| 7. I consider that all choices are plausible. | 2.93 | 0.54 | Agree |
| 8. I identify that all choices are free from clues about which response is correct | 3.24 | 0.67 | Agree |
| 9. I recognize that choices are presented in a logical order. | 2.87 | 0.83 | Agree |
| 10. I notice that the specific content of the questions is independent of one another. | 3.09 | 0.52 | Agree |
| <i>Overall Mean = 3.00 Standard Deviation = 0.42 Verbal Interpretation = High</i> | | | |

Table 1 show the level of using English teaching method in terms of multiple-choice test. The average score across all indicators is 3.00, with a standard deviation of 0.42, indicating a general consensus among participants in favor of the English teaching method in multiple-choice tests. Specifically, students recognized the relevance of the material presented in the tests ($M=3.24$) and perceived the questions to be independent of each other ($M=3.09$). Moreover, they found it easy to select the correct answers without requiring additional clarification ($M=2.80$).

This implies that participants perceive the English teaching method positively in terms of its effectiveness in multiple-choice tests, as evidenced by their agreement with various indicators related to understanding, answering, and perceiving the test materials.

Level of Using English Teaching Method in terms of Recitals.

Table 2. Level of Using English Teaching Methods in terms of Recitals

| Indicators | Mean | SD | Remarks |
|--|------|------|----------|
| 1. I logically organize my ideas when I answer the question of my teacher during recitation. | 2.81 | 0.70 | Agree |
| 2. I answer the question in English without feeling nervous. | 2.15 | 0.56 | Disagree |

| | | | |
|---|------|------|-------|
| 3. I understand the questions without asking the teacher to repeat. | 2.70 | 0.72 | Agree |
| 4. I compose my answer and recite it properly with correct grammar, diction, and punctuation as much as possible. | 2.30 | 0.66 | Agree |
| 5. I attain a good or passing score after answering. | 2.91 | 0.59 | Agree |
| 6. I speak clearly and slowly during recitation. | 2.72 | 0.68 | Agree |
| 7. I answer the question, and then the teacher patiently waits for answers. | 3.31 | 0.64 | Agree |
| 8. I feel relax and no pressure while reciting my answer in front of the class. | 2.31 | 0.80 | Agree |
| 9. I recognize that monotone delivery is avoided during recitals, however too much enthusiasm can also make the recital seem insincere. | 2.87 | 0.65 | Agree |
| 10. I observe that the questions asked during recitation using English-only present definite problems. | 3.04 | 0.73 | Agree |
| <i>Overall Mean = 2.71 Standard Deviation = 0.41 Verbal Interpretation = High</i> | | | |

The level of recital use for the English teaching technique is displayed in Table 2 below. A general consensus favoring the English teaching technique in recital during oral communication class is indicated by the average score of 2.71 across all variables, with a standard deviation of 0.41.

Specifically, students noticed that the questions asked during recitation using English-only present definite problems ($M=3.04$) and they attained a good or passing score after answering ($M=2.91$). Moreover, they recognize that monotone delivery is avoided during recitals, however too much enthusiasm can also make the recital ($M=2.87$). This suggests that participants have a positive perception of the English teaching method's efficacy in recital, as demonstrated by their agreement with a number of factors pertaining to comprehension, response, and lesson delivery.

Level of Using English Teaching Method in terms of Role Plays.

Table 3. Level of Using English Teaching Methods in terms of Role Plays

| Indicators | Mean | SD | Remarks |
|--|------|------|----------------|
| 1. I observe that the scenario to be presented by the teacher is easily understood. | 3.20 | 0.59 | Agree |
| 2. I recognize the situations given are acted easily without stuttering. | 2.78 | 0.63 | Agree |
| 3. I easily connect with the audience during role play. | 2.91 | 0.65 | Agree |
| 4. I see that the goal of the role play is clear and attainable. | 3.39 | 0.63 | Strongly Agree |
| 5. I attain good or passing score after the play. | 3.17 | 0.54 | Agree |
| 6. I am certain that the teacher makes sure that we understand our roles and the goals of the role play. | 3.50 | 0.57 | Strongly Agree |
| 7. I avoid running off-topic if it does not contribute to the intended learning. | 3.02 | 0.71 | Agree |

| | | | |
|--|------|------|----------------|
| 8. I easily follow the instructions and groupings done by the teacher during the English-only class because it is clear and concise. | 3.11 | 0.63 | Agree |
| 9. I tend to develop confidence and muscle memory after each role-play. | 3.02 | 0.81 | Agree |
| 10. I, together with my classmates, receive specific feedback on our performance from our teacher. | 3.46 | 0.61 | Strongly Agree |
| <i>Overall Mean = 3.16 Standard Deviation = 0.43 Verbal Interpretation = High</i> | | | |

The level of role plays use for the English teaching technique is displayed in Table 3 above. A general consensus favoring the English teaching technique in role plays during oral communication class is indicated by the average score of 3.16 across all variables, with a standard deviation of 0.43.

Students observed, in particular, that the teacher makes sure that students understand their roles and the goals of the role play (M=3.50), and that together with their classmates, they receive specific feedback on their performance from their teacher (M=3.46). Furthermore, they see that the goal of the role play is clear and attainable. (M=3.39). The fact that participants agreed with several aspects of comprehension, response, and attainable goal indicates that they had a favorable opinion of the effectiveness of the standard English teaching approach in role play.

Level of Filipino Using – Assisted Teaching Methods in terms of Multiple-Choice Test

Table 4 below presents the evaluation of Filipino-Assisted Teaching Methods in terms of a multiple-choice test, with indicators assessing various aspects of the experience.

Table 4. Level of Filipino Using – Assisted Teaching Methods in terms of Multiple Choice Test

| Indicators | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. I easily understand the questions using the Filipino-assisted method without the need to clarify to the teacher. | 3.57 | 0.60 | Strongly Agree |
| 2. I easily answer the questions because the choices are easily understood since it is translated into Filipino. | 3.44 | 0.60 | Strongly Agree |
| 3. I attain a good or passing score after answering the test. | 3.20 | 0.66 | Agree |
| 4. I give an appropriate answer with ease and without any clarifications needed. | 3.04 | 0.75 | Agree |
| 5. I determine that the questions in multiple choice tests using the Filipino-assisted method present a definite problem. | 3.15 | 0.63 | Agree |
| 6. I analyze that there is no irrelevant material present in the multiple-choice test. | 3.02 | 0.63 | Agree |
| 7. I see that all the choices presented are plausible. | 3.07 | 0.70 | Agree |
| 8. I observe that all the choices are free from clues about which response is correct. | 3.26 | 0.62 | Strongly Agree |
| 9. I am certain that the choices are presented in a logical order. | 3.15 | 0.56 | Agree |

| | | | |
|---|------|------|-------|
| 10. I examine that the specific content of the questions is independent of one another. | 3.06 | 0.56 | Agree |
| <i>Overall Mean = 3.20 Standard Deviation = 0.44 Verbal Interpretation = High</i> | | | |

The average score across all indicators is 3.20, with a standard deviation of 0.44, indicating a general consensus among participants in favor of using Filipino –assisted teaching methods in multiple-choice tests. Specifically, students strongly agree that they easily understand the questions using the Filipino-assisted method without the need to clarify to the teacher (M=3.57), easily answer the questions because the choices are easily understood since it is translated into Filipino (M=3.44). Likewise, students analyze that there is no irrelevant material present in the multiple-choice test.

Overall, the table suggests that participants perceive the Filipino-assisted teaching method positively in terms of its effectiveness in multiple-choice tests, as evidenced by their agreement with various indicators related to understanding, answering, and perceiving the test materials. Meaning the students easily understands the questions and answered it properly when it was explained in Filipino.

Level of Filipino Using – Assisted Teaching Methods in terms of Recitals

The evaluation of Filipino-Assisted Teaching Methods in terms of recitals is shown in Table 5 below, with indicators evaluating several aspects of the experience.

Table 5. Level of Using Filipino – Assisted Teaching Methods in terms of Recitals

| Indicators | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. I logically organize my ideas when I answer the question of my teacher during recitation. | 3.17 | 0.64 | Agree |
| 2. I answer the question in English/Filipino without feeling nervous. | 3.07 | 0.72 | Agree |
| 3. I understand the questions without asking the teacher to repeat. | 3.13 | 0.67 | Agree |
| 4. I compose my answer and recite it properly with correct grammar, diction, and punctuation as much as possible. | 3.06 | 0.74 | Agree |
| 5. I attain a good or passing score after answering. | 3.11 | 0.69 | Agree |
| 6. I can speak clearly and slowly during recitation. | 3.13 | 0.70 | Agree |
| 7. I answer the questions, and then the teacher patiently waits for answers. | 3.43 | 0.57 | Strongly Agree |
| 8. I feel relax and no pressure while reciting my answer in front of the class. | 3.02 | 0.79 | Agree |
| 9. I observe that monotone delivery is avoided during recitals, however too much enthusiasm can also make the recital seem insincere. | 3.19 | 0.65 | Agree |
| 10. I recognize that the questions asked during recitation using the Filipino-assisted method present a definite problem. | 3.06 | 0.71 | Agree |
| <i>Overall Mean = 3.14 Standard Deviation = 0.50 Verbal Interpretation = High</i> | | | |

All indicators combined have an average score of 3.14, with a standard deviation of 0.50 indicating a general consensus among participants in favor of using Filipino –assisted teaching methods in recitals.

Students particularly answer the questions, and then the teacher patiently waits for answers ($M=3.43$), and that it was observe that monotone delivery was avoided during recitals, however too much enthusiasm can also make the recital seem insincere ($M=3.19$).

Overall, the table indicates that participants agree with a number of factors pertaining to comprehending, responding to, and perceiving the answers and their responses, indicating that they have a positive perception of the effectiveness of the Filipino-assisted teaching technique in recitals.

Level of Filipino Using – Assisted Teaching Methods in terms of Role Plays

Table 6. Level of Using Filipino – Assisted Teaching Methods in terms of Role Plays

| Indicators | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. I see that the scenario to be presented by the teacher is easily understood. | 3.44 | 0.57 | Strongly Agree |
| 2. I consider that the situations given are acted easily without stuttering | 3.17 | 0.67 | Agree |
| 3. I easily connect with the audience during role play. | 3.19 | 0.70 | Agree |
| 4. I notice that the goal of the role play is clear and attainable. | 3.44 | 0.60 | Strongly Agree |
| 5. I attain a good or passing score after the play. | 3.24 | 0.64 | Agree |
| 6. I am certain that the teacher makes sure that we understand our roles and the goals of the role play. | 3.52 | 0.57 | Strongly Agree |
| 7. I avoid running off-topic if it does not contribute to the intended learning. | 3.24 | 0.61 | Agree |
| 8. I follow the instructions and groupings done by the teacher during the Filipino-assisted class because they are clear and concise. | 3.41 | 0.66 | Agree |
| 9. I tend to develop confidence and muscle memory after each role play. | 3.28 | 0.66 | Strongly Agree |
| 10. After the role play, I, together with my classmates, are given specific feedback on our performances by our teacher. | 3.52 | 0.57 | Strongly Agree |
| <i>Overall Mean = 3.34 Standard Deviation = 0.47 Verbal Interpretation = Very High</i> | | | |

Table 6 below displays the evaluation of Filipino-Assisted Teaching Methods in terms of role plays, with indicators assessing several facets of the experience.

Overall, the indicators had an average score of 3.34 with a standard deviation of 0.47, suggesting that participants generally agree to use Filipino-assisted teaching techniques during role plays. In particular, it is certain that the teacher makes sure that students understand their roles and the goals of the role play and after the role play, students are given specific feedback on our performances by the teacher ($M=3.52$). It was also noted that students see that the scenario to be presented by the teacher is easily understood and that the goal of the role play is clear and attainable. ($M=3.44$). Furthermore, students tend to develop confidence and muscle memory after each role play ($M=3.28$).

Overall, the table indicates that participants agree with a number of factors pertaining to understanding, attaining goals, and developing confidence to perform, indicating that they have a positive perception of the effectiveness of the Filipino-assisted teaching technique in role plays.

Level of Performance in Oral Communication Subject as to Controlled Group

Table 7 below shows the level of controlled group performance in oral communication subject.

Table 7. Level of Controlled group Performance in Oral Communication Subject

| English Only | First Quarter | | Second Quarter | | Remarks |
|------------------------------|-------------------|------------|----------------|------------|---------------------|
| | Frequency | Percentage | Frequency | Percentage | |
| 90-100 | 33 | 61.11% | 35 | 64.81% | Outstanding |
| 85-89 | 6 | 11.11% | 8 | 14.81% | Very Satisfactory |
| 80-84 | 8 | 14.81% | 9 | 16.67% | Satisfactory |
| 75-79 | 7 | 12.96% | 2 | 3.70% | Fairly Satisfactory |
| Below 75 | 0 | 0.00% | 0 | 0.00% | Needs Improvement |
| <i>Mean</i> | 88.76 | | 91.24 | | |
| <i>SD</i> | 6.41 | | 5.80 | | |
| <i>Verbal Interpretation</i> | Very Satisfactory | | Outstanding | | |

There was an improvement in performance metrics from the first to the second quarter, with a higher percentage of students achieving outstanding and very satisfactory levels (M=88.76) first grading, (M=91.24) second grading. The results indicate that the teaching methods employed in the oral communication subject was successful in enhancing student performance. students were able to grasp and apply the concepts taught, resulting in enhanced oral communication skills.

Level of Performance in Oral Communication Subject as to Experimental Group

Table 8 presents the experimental group performance level for the oral communication subject.

Table 8. Level of Experimental group Performance in Oral Communication Subject

| Using Filipino-Assisted | First Quarter | | Second Quarter | | Remarks |
|-------------------------|---------------|------------|----------------|------------|---------------------|
| | Frequency | Percentage | Frequency | Percentage | |
| 90-100 | 15 | 27.78% | 26 | 48.15% | Outstanding |
| 85-89 | 12 | 22.22% | 12 | 22.22% | Very Satisfactory |
| 80-84 | 17 | 31.48% | 11 | 20.37% | Satisfactory |
| 75-79 | 10 | 18.52% | 5 | 9.26% | Fairly Satisfactory |
| Below 75 | 0 | 0.00% | 0 | 0.00% | Needs Improvement |
| <i>Mean</i> | 84.93 | | 88.44 | | |
| <i>SD</i> | 6.11 | | 5.71 | | |

Verbal
Interpretation

Very Satisfactory

Very Satisfactory

Performance metrics showed an increase from the first to the second quarter, with a greater proportion of students obtaining very satisfactory levels ($M=84.93$) for first grading and ($M=88.44$) for second grading.

These findings suggest that the instructional strategies used in the oral communication subject were effective in raising student performance, as demonstrated by the students' ability to understand and apply the concepts taught.

Significant Difference Between the Performance of The Students Using a English-Only and Filipino-Assisted Teaching Methods

Table 9 present the significant difference on the performance of the students using the two methods.

Table 9. Significant difference on the Performance of the students using a English-only and Filipino-Assisted Teaching Methods

| Performance | English-only | | Filipino-assisted Teaching | | Mean Difference | <i>t</i> | <i>df</i> | <i>p</i> |
|----------------|--------------|-----------|----------------------------|-----------|-----------------|----------|-----------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | |
| First Quarter | 88.76 | 6.41 | 84.93 | 6.11 | 3.83 | 3.18 | 106 | 0.002* |
| Second Quarter | 91.24 | 5.80 | 88.44 | 5.71 | 2.80 | 2.52 | 106 | 0.013* |

Note: * $p < .05$.

The results indicate a statistically significant difference in performance between students using English-only teaching methods and those using Filipino-assisted teaching methods in both the first and second quarters ($p=0.002$ and $0.013 < 0.05$). These findings indicate that English-only teaching methods may be more effective in improving student performance in oral communication compared to Filipino-assisted teaching methods, teaching methods used in the English-only group may be more aligned with the learning styles and preferences of the students, leading to better understanding and retention of the material.

Significant Difference in the Performance of Grade 11 in Oral Communication When Grouped According to Profile

Table 10 presents the results of a significant difference in the performance of the students in Oral Communication when grouped according to profile using the two methods.

Table 10. Significant difference in the performance of grade 11 in Oral Communication when grouped according to profile

| Group | Profile | <i>t</i> | <i>df</i> | 95 % CI | | <i>p</i> |
|--|---------|----------|-----------|-----------|-----------|----------|
| | | | | <i>LL</i> | <i>UL</i> | |
| Controlled (English Only) | Age | 20.993 | 53 | 1.290 | 1.562 | 0.000 |
| | Sex | 22.125 | 53 | 1.381 | 1.656 | 0.000 |
| Experimental (Filipino-assisted Teaching) | Age | 21.840 | 53 | 1.362 | 1.638 | 0.000 |
| | Sex | 22.125 | 53 | 1.381 | 1.656 | 0.000 |

Note: * $p < .05$.

Results indicate that within both the Controlled (English Only) and Experimental (Filipino-assisted Teaching) groups, significant differences in performance exist based on both age and sex ($p < 0.05$). Regardless of the teaching method age and sex seem to play a significant role in influencing students' performance in oral communication.

Other research, however, came to the conclusion that men and women have the same aim when it comes to using Internet technologies.

Significant Effect of Teaching Methods to the Performance of Grade 11 in Oral Communication Subject

Table 11 and 12 presents the significant effect of teaching methods to the performance of Grade 11 in Oral Communication Subject.

Table 11. Significant effect to the performance of Grade 11 in Oral Communication Subject using English Teaching Method

| English Only Method | Performance | Beta | SE | 95 % CI | | β | p |
|----------------------|----------------|-------|-------|---------|--------|---------|--------|
| | | | | LL | UL | | |
| Multiple Choice Test | First Quarter | 6.743 | 2.577 | 1.566 | 11.920 | 0.438 | 0.012* |
| Recitals | | 2.817 | 2.486 | -2.177 | 7.810 | 0.179 | 0.263 |
| Role Plays | | 0.775 | 2.702 | -4.651 | 6.201 | 0.052 | 0.775 |
| Multiple Choice Test | Second Quarter | 5.774 | 2.375 | 1.004 | 10.544 | 0.415 | 0.019* |
| Recitals | | 1.802 | 2.291 | -2.800 | 6.403 | 0.127 | 0.435 |
| Role Plays | | 1.435 | 2.489 | -3.565 | 6.435 | 0.106 | 0.567 |

Note: * $p < .05$.

Table 11 presents the significant effects on the performance of students in the Oral Communication subject using the English Teaching Method.

Both the first and second quarters, the multiple-choice test assessment method had a significant positive effect on the performance of students using the English teaching method ($p = 0.012$ and 0.019). While recitals and role plays did not show significant effects on performance in either quarter, they still contributed positively to student learning, albeit not statistically significant ($p > 0.05$).

Table 12 presents the significant effects on the performance of students in the Oral Communication subject using the Filipino-Assisted Teaching Method.

Table 12. Significant effect to the performance of Grade 11 in Oral Communication Subject using Filipino-assisted Teaching Method

| Filipino-assisted Method | Performance | Beta | SE | 95 % CI | | β | p |
|--------------------------|---------------|-------|-------|---------|-------|---------|-------|
| | | | | LL | UL | | |
| Multiple Choice Test | First Quarter | 3.430 | 2.609 | -1.811 | 8.670 | 0.245 | 0.195 |

| | | | | | | | |
|----------------------|----------------|--------|-------|--------|--------|--------|--------|
| Recitals | | -3.717 | 2.358 | -8.452 | 1.019 | -0.307 | 0.121 |
| Role Plays | | 4.570 | 2.536 | -0.524 | 9.664 | 0.351 | 0.048* |
| Multiple Choice Test | | 2.484 | 2.405 | -2.347 | 7.314 | 0.189 | 0.307 |
| Recitals | Second Quarter | -4.210 | 2.173 | -8.575 | 0.155 | -0.372 | 0.058 |
| Role Plays | | 5.515 | 2.338 | 0.819 | 10.211 | 0.452 | 0.022* |

Note: * $p < .05$.

Students using the Filipino-Assisted Teaching approach performed significantly better in both the first and second quarters when they used the role play evaluation approach ($p=0.048$ and 0.022). Even though they were not statistically significant ($p>0.05$), multiple choice and recitals nevertheless had a favorable impact on students' learning even though they had no discernible effect on performance in either quarter.

It is significantly harder to use a local language as a medium of instruction and learning than it is to use English since it necessitates the existence of supporting factors.

4. Conclusion and Recommendation

Based on the findings obtained in the study, the following conclusions was drawn:

There is a significant difference between the performance of the students using English-only and Filipino-assisted Teaching Methods and Assessment Tools. Thus, the first null hypothesis is rejected, it only implies that English-only teaching methods may be more effective in improving student performance in oral communication compared to Filipino-assisted teaching methods, since it may be more aligned with the learning styles and preferences of the students, leading to better understanding and retention of the material. There is a significant difference in the performance of grade 11 in Oral Communication when grouped according to profile. Thus, the second hypothesis is rejected, it only implies that regardless of the teaching method age and sex seem to play a significant role in influencing students' performance in oral communication.

Teaching Methods have somewhat significant effect on the performance of the Grade 11 in Oral Communication. Specifically, for the English-only using multiple choice test and for the Filipino-assisted using role plays. Thus, partially rejecting the last null hypothesis. It only implies for the first and second quarters, the multiple-choice test assessment method had a significant positive effect on the performance of students using the English teaching method while for the Filipino-Assisted Teaching approach role play performed significantly better in both the first and second quarters.

On the basis of the foregoing findings and conclusion of the study, the following recommendations are offered:

1. DepEd Officials and school administrators may put in their school improvement plan ways developing and improving teaching and assessment methods based on the results obtained.
2. English Teacher may further promote a mastery in a specific subject by developing strategies and instructional materials for the benefit of the teachers and students. As well as add materials with different tasks specially in speaking to further intensifies the communication skills of the students.
3. Other factors or focus of study may be used like code switching, or different level of students to test the level of proficiency in English and Filipino assisted teaching of different subjects.

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