

Instructional supervisory practices to enhance Filipino language proficiency among English speaking learners in science classes

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ABSTRACT

Instructional supervisory practices play a vital role in guiding teachers, strengthening classroom instruction, and ensuring that language support mechanisms are effectively implemented to enhance learners' academic performance. This study examined the instructional supervisory practices supporting Filipino language proficiency among English-speaking learners in Science classes at Marigondon Elementary School, Lapu-Lapu City, for School Year 2025-2026. Utilizing a mixed-methods design with 28 Grade 4 learners and 31 teachers as respondents. Data from surveys and open-ended teacher responses were analyzed quantitatively using descriptive statistics and correlation, and qualitatively through thematic analysis to provide a comprehensive understanding of the issue. Findings revealed that learners, primarily using Bisaya/Cebuano or English at home, encountered moderate but consistent difficulties in understanding science concepts, recalling vocabulary, expressing ideas orally, and interpreting texts in Filipino. While supervisory practices like classroom observation on code-switching were often implemented, teacher training programs and systemic tracking of proficiency gains were only moderately applied. A significant negative relationship was found between the level of administrative interventions and the extent of language challenges, indicating that enhanced support reduces difficulties. Key implementation hurdles included limited learner proficiency, negative attitudes, material constraints, and insufficient parental support. The study concludes that a more structured and comprehensive administrative approach is necessary. Consequently, it proposes Project TAGISAN (Tatag at Gabay sa Integrasyon ng Filipino sa Siyensya at Agham), a detailed intervention plan designed to strengthen supervisory guidance, build teacher capacity, develop contextualized materials, establish supportive policies, and engage the community to systematically enhance Filipino language acquisition in the science classroom.

Keywords: Administration and supervision, Filipino language challenges, Instructional Supervisory practices, mixed-method, intervention plan, Lapu-Lapu City, Cebu, Philippines

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INTRODUCTION

The proficiency in the Filipino language plays a critical role in the holistic development of learners, especially in diverse linguistic environments such as the Philippines. Mastery of the Filipino language not only facilitates meaningful communication and cultural identity but also supports cognitive development and academic performance across disciplines. Developing strong vocabulary and comprehension skills in Filipino contributes to learners' confidence and participation in classroom discussions, which is essential for effective learning Filipino Language Proficiency (Trujillo, 2020; Panmei & Waluyo, 2021). This proficiency is particularly vital among English-speaking learners, who may face challenges transitioning between two languages and need targeted support to bridge the language gap in content areas like science.

International literature reveals significant gaps in language instruction that impact learner outcomes. Studies show that many bilingual or multilingual students struggle to achieve balanced proficiency when instruction emphasizes one language over the mother tongue, leading to diminished comprehension and engagement (Chen & Li, 2024; Lee & Kim, 2024). Moreover, constraints such as large class sizes, reliance on rote memorization, and lack of differentiated instructional resources exacerbate these difficulties (Salazar & Fajardo, 2020). Global research also highlights the need for culturally responsive and communicative teaching approaches to ensure learners' language skills develop effectively for academic success (Chen & Li, 2024). Thus, there is a pressing need to explore innovative strategies that include native language instruction alongside English to improve content understanding and learner participation in complex subjects like science.

In the Philippine context, recent investigations have identified ongoing challenges in Filipino language proficiency among learners, particularly in science education. Research affirms that many students face difficulties comprehending scientific concepts when taught in English due to limited vocabulary and language barriers (GMA News, 2023). Using Filipino language as a medium of instruction in science has been proposed to enhance understanding and participation, as it aligns with learners' linguistic backgrounds and cultural identity (Dizon, 2025). However, there remain gaps in professional development for teachers, adequate learning materials, and institutional support necessary to implement effective Filipino language instruction in science classes (PIDS, 2020; Calusa, 2025). Addressing these gaps is critical for improving educational outcomes in Philippine schools.

This is where the role of instructional supervisory practices becomes paramount. While national policies like the Enhanced Basic Education Act (RA 10533) and its amendment (RA 12027) provide the legal framework for language use in schools, it is up to school leaders to translate these mandates into effective classroom practice. Instructional supervision, encompassing classroom observations, targeted feedback, teacher mentoring, and the provision of resources is the critical mechanism for ensuring that teachers are equipped and supported to deliver linguistically responsive science instruction. Yet, significant gaps remain in understanding how these supervisory practices are currently being deployed to specifically support Filipino language development. There is limited data on the precise challenges English-speaking learners face, and more importantly, a lack of evidence on which specific administrative interventions are most effective in mitigating these challenges within the unique context of the science classroom.

Locally, At Marigondon Elementary School, English-speaking learners in the science class exhibit observable difficulties with Filipino vocabulary and academic expression, hindering their full participation and performance. Instructional materials and methodologies specifically designed to bridge this gap in a bilingual context are scarce. This local gap

necessitates a detailed assessment not just of learner proficiency, but of the very supervisory practices and administrative interventions meant to address it.

Thus, this study seeks to assess the instructional supervisory practices that support Filipino language proficiency among English-speaking learners in science classes, providing evidence-based recommendations to enhance teaching, learning, and administrative support.

Statement of the problem

This study examined the school administrative interventions that support Filipino language proficiency among English speaking learners in the Science classes of Marigondon Elementary School, Lapu Lapu City, for School Year 2025 to 2026 as a basis for the development of an administrative intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of age and gender, language used at home and in school, and the socio-economic status of parents?
2. What Filipino language related learning challenges do English speaking learners encounter in Science classes in terms of understanding Science concepts presented in Filipino, comprehending Science vocabulary in Filipino, expressing ideas in Filipino during Science activities, and reading and interpreting Science texts written in Filipino?
3. What administrative and supervisory interventions are currently implemented to support Filipino language proficiency in Science classes in terms of instructional supervision practices, teacher training or capacity building programs, learning support programs or school policies, and the development or provision of language support materials?
4. Is there a significant relationship between the Filipino language related learning challenges of English-speaking learners and the administrative and supervisory interventions implemented to support Filipino language proficiency in Science classes?
5. What challenges do administrators and teachers face in implementing language related interventions in Science classes?
6. Based on the findings of the study, what administrative intervention plan can be proposed to enhance Filipino language proficiency among English speaking learners in Science classes?

METHODOLOGY

This study utilized a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of how instructional supervisory practices supported Filipino language proficiency among English-speaking learners in Science classes. The quantitative component focused on gathering measurable data regarding the profile of learners, their Filipino language-related learning challenges, and the existing administrative and supervisory interventions. Meanwhile, the qualitative component explored the experiences, perceptions, and challenges faced by teachers and administrators in implementing language-related interventions, providing depth and context to the numerical data. This approach allowed the triangulation of findings for a more holistic analysis.

The respondents of this study were the 28 Grade 4 Special Science Class learners and 31 teachers of Marigondon Elementary School for the School Year 2025–2026, located along Maximo V. Patalinghug Jr. Avenue in Barangay Marigondon, Lapu-Lapu City, Philippines. The school is situated in a highly populated urban barangay in Central Visayas, providing a diverse educational setting with learners from varied linguistic, cultural, and socio-economic

backgrounds. The selected respondents belonged to an academically advanced section whose members predominantly used English as their primary language of communication. Through purposive sampling, these learners were intentionally chosen to align with the study's objective of assessing Filipino vocabulary proficiency and identifying language-related challenges among English-speaking pupils within the school's dynamic and resource-supported learning environment.

The instrument used in this study was a structured questionnaire designed to gather data from Grade 4 Special Science learners and their teachers regarding Filipino language proficiency and related challenges in Science classes at Marigondon Elementary School. For the learners, the questionnaire consisted of two parts: the first collected demographic and background information such as age, gender, language(s) spoken at home, parents' occupation, educational attainment, and approximate monthly family income to contextualize their Filipino language proficiency, while the second measured Filipino language-related learning challenges encountered in Science classes, including understanding science concepts, comprehending Filipino science vocabulary, expressing ideas in Filipino during activities, and interpreting Filipino science texts, using a 5-point Likert scale ranging from "5 – Strongly Agree" to "1 – Strongly Disagree." For the teachers, the questionnaire also had two parts: the first assessed the extent of implementation of administrative and supervisory interventions supporting Filipino language proficiency in Science classes—such as instructional supervision, capacity-building programs, learning support policies, and provision of language materials—using a 5-point Likert scale from "5 – Highly Implemented" to "1 – Not Implemented," while the second identified challenges encountered in implementing language-related interventions; the instrument was adapted from previous studies by Ranque et al. (2024) and Casimiro and Chua (2025) to ensure relevance and validity, providing both quantitative and qualitative data essential for assessing Filipino language proficiency among English-speaking learners and examining the interventions and obstacles experienced by teachers.

The data gathering and analysis procedures of this study were conducted in three stages—preliminary, gathering, and post-data gathering—to ensure accuracy and ethical compliance at Marigondon Elementary School. During the preliminary stage, approval was secured from the School Head and the validated questionnaires were reproduced; in the gathering stage, the researcher personally distributed and retrieved the questionnaires from the Grade 4 Special Science Class learners after explaining the study's purpose and ensuring anonymity, confidentiality, and voluntary participation in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173); and in the post-data gathering stage, responses were checked, tallied, encoded, and statistically treated using frequency and percentage for respondents' profile, weighted mean and standard deviation to measure the extent and variability of Filipino language-related challenges, Pearson Product-Moment Correlation Coefficient (r) to determine significant relationships between learning challenges and administrative interventions, and Braun and Clarke's thematic analysis to identify recurring themes from open-ended responses, leading to conclusions and recommendations for improving Filipino language proficiency.

RESULTS AND DISCUSSION

Demographic profile of the respondents

The demographic profile of the respondents indicated that most were nine years old (78.57%) with a nearly balanced gender distribution (13 males and 15 females), suggesting that the learners were at an early stage of academic language development where structured linguistic scaffolding is crucial; research affirms that age significantly influences second

language and academic language acquisition, while balanced gender representation enables educators to focus more on cognitive and linguistic needs rather than demographic disparities (Jim Cummins, 2021; Ester J de Jong & Harper, 2020). In terms of language background, 53.57% reported using Bisaya/Cebuano at home and in school, while 46.43% primarily used English, with none identifying Filipino as their dominant language, highlighting limited exposure to Filipino and the need for intentional language-responsive instruction (Ofelia García & Wei, 2020; Ruanni Tupas & Lorente, 2021). Regarding socio-economic status, the majority of parents were college graduates (78.57%) and reported a monthly family income above ₱30,000 (85.71%), indicating relatively stable economic conditions; however, studies emphasize that although higher socio-economic status may support academic achievement, language proficiency remains strongly dependent on exposure and quality instructional support (Selcuk R Sirin, 2020; Organisation for Economic Co-operation and Development, 2023).

Filipino language related learning challenges do English-speaking learners encounter in Science classes

Understanding Science Concepts Presented in Filipino. The findings revealed that English-speaking learners moderately experienced difficulty in understanding abstract and complex Science concepts when presented solely in Filipino, suggesting that language demands sometimes interfered with conceptual grasp and application; research affirms that linguistic proficiency significantly influences content comprehension in Science, particularly when learners process cognitively demanding material in a second language (Marvin Caraig, 2022; Cynthia Bravo-Sotelo, 2020; Ma Lourdes Bautista et al., 2020).

Comprehending Science Vocabulary in Filipino. Results indicated that learners sometimes struggled with recognizing, recalling, and fully understanding Filipino scientific terminology, reflecting partial familiarity but limited automaticity in academic vocabulary use; studies emphasize that vocabulary knowledge is a strong predictor of Science achievement and that limited exposure to subject-specific terms in the language of instruction constrains comprehension and retention (Marvin Caraig & Quimbo, 2022; Jennifer Casinto, 2025; Lescano et al., 2024).

Expressing Ideas in Filipino During Science Activities. The data showed moderate difficulty in expressing ideas orally in Filipino, particularly in formal academic tasks such as explaining conclusions and answering quiz questions, indicating that productive language skills posed greater challenges than receptive skills; research supports that limited proficiency in academic discourse restricts learners' ability to articulate scientific reasoning and that structured oral language support enhances confidence and clarity (Espina et al., 2023; Navarro, 2020; Mallari et al., 2021).

Reading and Interpreting Science Texts Written in Filipino. Learners also encountered moderate difficulty in reading and interpreting Filipino Science texts, particularly in higher-order tasks such as summarizing passages and interpreting diagrams, highlighting gaps in academic reading proficiency; literature indicates that limited mastery of academic language hinders comprehension of technical texts and that guided reading scaffolds significantly improve understanding in content areas (Mulmida et al., 2023; Idulog, 2023; Marvin Caraig, 2023).

Administrative and supervisory interventions are currently implemented to support Filipino language proficiency in Science classes

Instructional Supervision Practices. The findings indicated that instructional supervision practices were generally implemented, particularly in monitoring bilingual strategies such as classroom code-switching and providing pre- and post-observation feedback, reflecting the vital role of instructional leadership in strengthening language-responsive Science teaching; research affirms that sustained supervisory support, real-time monitoring of language practices, and collaborative coaching significantly enhance teachers' integration of academic language in content areas (Villanueva et al., 2022; Geagonia, 2022; Torres, 2025).

Teacher Training or Capacity-Building Programs. Results showed that capacity-building programs were implemented but varied in emphasis, with stronger focus on assessment of Filipino responses than on bilingual instructional strategies and visual scaffolding, suggesting the need for more balanced professional development; studies highlight that sustained, culturally responsive, and strategy-focused training improves teachers' competence and confidence in integrating language and content instruction (Gimpaya and Ligsanan, 2025; Camiring-Picpican, 2025; Necesario et al., 2023).

Learning Support Programs or School Policies. The data revealed that learning support programs such as bilingual glossaries, peer mentoring, and remedial bridging sessions were frequently implemented, although phased immersion policies and proficiency tracking systems were less consistently enforced, underscoring the importance of systematic and data-driven language support mechanisms; literature emphasizes that coherent school-wide policies and structured monitoring systems are essential in sustaining language gains in multilingual Science classrooms (Papa, 2025; Necesario et al., 2023; Mallari, 2024).

Development or Provision of Language Support Materials. Findings further indicated that the development and provision of language support materials—such as bilingual modules, digital videos, flashcards, and contextualized worksheets—were generally implemented, though greater emphasis on annotated visual-linguistic resources was recommended to enhance comprehension of abstract concepts; research supports the effectiveness of multimodal and bilingual instructional materials in improving Science understanding among multilingual learners (Altares et al., 2024; Saro, 2023; Melegrito, 2022).

Significant relationship between the Filipino language related learning challenges of English-speaking learners and the administrative and supervisory interventions implemented to support Filipino language proficiency in Science classes

The analysis revealed a statistically significant negative relationship between Filipino language-related learning challenges and the administrative and supervisory interventions implemented to support Filipino language proficiency in Science classes ($r = 0.68$, $p < 0.05$), indicating that increased and sustained implementation of instructional supervision, teacher training, learning support programs, and language support materials was associated with reduced language-related difficulties among English-speaking learners; this finding is supported by studies demonstrating that structured supervisory feedback, bilingual resource provision, and data-driven intervention monitoring significantly mitigate academic language barriers and improve content comprehension in multilingual Science classrooms (Necesario et al., 2023; Marvin Caraig & Quimbo, 2022; Espina et al., 2023).

Challenges do administrators and teachers face in implementing language related intervention in Science classes

Learners' Limited Filipino Vocabulary and Language Proficiency. Teachers and administrators identified learners' weak Filipino vocabulary and limited academic language proficiency as a primary barrier to implementing language-related interventions in Science,

noting that students often understood concepts but struggled to articulate scientific reasoning in Filipino; research confirms that academic language proficiency is essential for demonstrating conceptual understanding and that limited subject-specific vocabulary constrains learners' ability to process and express complex ideas in content areas (Jim Cummins, 2021; Zhongfeng Fang & Wei, 2022; Allan B I Bernardo, 2023).

Negative Learner Attitudes and Low Motivation Toward Filipino. Another major challenge involved learners' negative attitudes and low motivation toward using Filipino in Science classes, as teachers reported reluctance to participate, preference for English, and fear of making mistakes, which limited opportunities for meaningful language practice; studies emphasize that motivation and language attitudes significantly influence second language learning outcomes and that negative perceptions of a language reduce engagement in content-based instruction (Zoltan Dornyei & Ryan, 2023; Ofelia Garcia & Lin, 2024; Ruanni Tupas, 2021).

Instructional, Material, and Training Constraints. Administrators and teachers also faced systemic barriers such as limited Filipino-based Science materials, insufficient professional development, and increased workload, which hindered consistent implementation of language interventions; literature underscores that successful instructional reform depends on adequate resources, sustained teacher training, and strong instructional leadership to support innovation (Linda Darling-Hammond et al., 2020; Philip Hallinger & Wang, 2021; UNESCO, 2022).

Limited Parental and Societal Support for Filipino Language Use. Finally, limited reinforcement of Filipino at home and the societal dominance of English posed challenges to sustaining school-based language interventions, as learners had minimal opportunities to practice Filipino beyond the classroom; research highlights the critical role of parental involvement and consistent language exposure across environments in strengthening academic language development (Ester J de Jong, 2020; Ruanni Tupas & Martin, 2022; Allan B I Bernardo, 2023).

Findings

The findings of the study are presented according to the specific sub-problems. First, regarding the profile of the respondents, the majority were nine years old with a balanced gender distribution. Most learners used Bisaya/Cebuano or English at home and in school, with no respondents reporting Filipino as their primary language. Parents generally had college education and moderate to high family incomes. Second, concerning Filipino language-related learning challenges, learners sometimes experienced difficulties in understanding science concepts presented in Filipino, comprehending science vocabulary, expressing ideas during activities, and reading and interpreting science texts in Filipino. Third, on existing administrative interventions, instructional supervision practices were often implemented, particularly classroom observations on code-switching. Teacher training programs were moderately implemented, with a stronger focus on assessment than on instructional strategies. Learning support programs like bilingual glossaries and remedial sessions were frequently provided, while the development of language support materials, such as worksheets and digital videos, was also often undertaken. Fourth, a significant negative relationship was found between Filipino language learning challenges and the level of administrative interventions implemented. Fifth, key challenges faced by administrators and teachers included learners' limited Filipino proficiency, negative learner attitudes towards using Filipino, instructional and material constraints, and limited parental and societal support for Filipino language use.

CONCLUSION

Based on the findings, this study concludes that the instructional supervisory practices currently implemented at Marigondon Elementary School are insufficient to fully address the Filipino language needs of English-speaking learners in Science classes. Although supervision exists, it is not comprehensive enough to close the language gap. To be effective, supervisory practices must go beyond classroom observation and include targeted teacher training on bilingual strategies, the systematic development of materials, a clear policy for Filipino use, and a functional system for tracking learner progress. Without these interconnected supports, learners will continue to struggle, and the goal of enhancing Filipino proficiency in Science will not be fully achieved.

In light of the study's findings and conclusion, it is recommended that the proposed "Intervention Plan to Enhance Filipino Language Proficiency Among English-Speaking Learners in Science Classes" be adopted and implemented at Marigondon Elementary School. The School Principal, together with the Master Teacher, should immediately adopt and implement the proposed Project TAGISAN by forming a Language Support Committee, institutionalizing regular instructional walkthroughs focused on Filipino integration, and establishing a simple learner progress tracking system. Teachers are encouraged to actively participate in Learning Action Cell (LAC) sessions to develop and share contextualized bilingual materials and to use structured oral activities like "Agham-Kwentuhan" in their classrooms. Learners should be engaged in co-creating resources such as illustrated glossaries and should have their progress recognized to boost motivation. Parents and guardians must be involved through orientation seminars and family science activities to reinforce Filipino use at home. Future researchers are urged to conduct similar studies in other grade levels and subject areas and to experimentally test specific interventions. Finally, the researcher commits to presenting the findings and Project TAGISAN to the school and assisting in the initial organization of capacity-building activities to ensure the research translates into meaningful action.

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