Language Strategies Integration in Learning Grade 10 Science

Desiree A. Simagala
https://orcid.org/0000-0001-9491-2243
desiree.abrenica@deped.gov.ph
Department of Education, Division of Lipa City
Maraouy, Lipa City Batangas, Philippines

Abstract

A good understanding of language provides a better springboard for students to gain a higher proficiency level. The ability of the learners to communicate both in oral and written help them to perform well in class. This descriptive study described the performance of Grade 10 students in English. It determines the achievement of Grade 10 students in science tests and the significant relationship between the performance in English and achievement in science tests of Grade 10 Students. Also, the researcher made use of a survey questionnaire to explore the application of language strategies in teaching Science to 108 Junior High School Science teachers in the division of Lipa City. These strategies include vocabulary, writing frames, metacognition, defining format, and profiling. Furthermore, the difficulties encountered in the application of language strategies integration in teaching science were identified. Findings showed that Grade 10 students performed Satisfactorily in English and they are very satisfactory in their Quarterly test in science. Also, the data revealed that there is a significant relationship between the performance in English and Achievement in Science Tests of Grade 10 Students. Vocabulary, metacognition, and profiling are applied in science class very often while writing frames and defining format language strategies are applied in science class often. The study further revealed that difficulties encountered by science teachers in applying language strategies are requiring the integration of science concepts to real-life scenarios, using appropriate contexts to develop thinking and reasoning, and lacking students' comprehension in understanding instructions. Thus, crafting science activities with language strategies integration was prepared to strengthen the students' performance in science.

Keywords: language strategies, science activities, science learning, descriptive research, Philippines