An Analysis of the Use of the Filipino Language in the Technical Vocational and Livelihood Track: Towards the Development of a Proposed Language Policy Framework in Technical Education

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Abstract

This study examines the role of the Filipino language—both academic and modern—in shaping a language policy framework for Technical Vocational and Livelihood Education (TVLE) in Senior High School. Recognizing the increasing demand for linguistic accessibility in technical education, this research investigates how Filipino facilitates comprehension, communication, and instructional efficiency in specialized TVL subjects. The study involved a comprehensive dataset comprising 1,953 TVLE students from Grades 11 and 12, 48 teachers, 8 school administrators, and 8 education and TVLE experts across nine cities in Metro Manila. A mixed-methods approach was employed, utilizing observations, questionnaires, and interviews to analyze the frequency, nature, and impact of Filipino language usage in TVL instruction. Findings indicate a strong consensus on the effectiveness of the Filipino language as a medium of instruction, particularly in enhancing student engagement, knowledge retention, and skill acquisition. Observations highlighted prevalent code-switching between English and Filipino, reflecting the adaptive strategies employed by both teachers and students. Various translation techniques, including direct and literal translations, were identified as essential for bridging gaps in technical vocabulary. The results further suggest that using Filipino in TVL subjects fosters a more inclusive and contextually relevant learning environment, enabling students to grasp complex technical concepts with greater ease. Based on these findings, the study proposes the TVLE+ Language Policy, which formalizes the integration of Filipino as a primary instructional language in TVL courses while maintaining bilingual flexibility for technical terminologies and global competency. This policy aims to standardize language use in technical education, ensuring pedagogical effectiveness and linguistic inclusivity. The implications of this research extend beyond language instruction, contributing to broader discussions on curriculum development, language policy reform, and the role of native languages in vocational education.

1. Introduction

The use of native language in technical studies has received considerable interest and studies, especially with the accent on multilingual countries and students. Benson (2019) provides the advantages of multilingual education frameworks in increasing students' interest and understanding. These frameworks assist a more culturally sensitive setting because they meet the students' language needs. Cummins (2000) also supports this argument by asserting that education should consider students' first languages to be used in class since it closes the comprehension gap and enhances the learning process. It is most appropriate in technical and vocational education since such knowledge is easier grasped when translated into a familiar language. Building upon this logic, Cummins (1984) extends this argument to the phenomena of bilingualism and special education focusing on native language use in instruction. It reveals that users of bilingual education have shown improvement in the process of thought and also supports the integration of the multilingual concept of education. This is in line with Mahboob and Szenes's (2020) view that local language in the teaching and learning process of technical education makes comprehension and reference relevant and easy hence making students understand lessons better and in the long run enabling them to have better retention rates. However, there is a dearth of information as to how the Filipino language can be employed systematically in Technical-Vocational and Livelihood (TVL) education in the country. Whereas Bautista (2021) speaks of the possible benefits of the integration of the Filipino language regarding cultural retention and language pride, many such discussions generally lack a specific analysis of technical education. In addition, Gonzales (2022) discusses the advantages and uses of code-switching in class but does not expound on the drawbacks that may ensue such as the translation of technical terms or the readiness of the teacher to deliver content in Filipino within the context of TVL.

To answer these questions, this study focuses on the implementation of Filipino in TVL education and the issues that arise in utilizing the subject in teaching and learning in the context of Metro Manila schools. Emulating the arguments by Cummins and Halliday, it explores how the Filipino language can be used duly as a medium of instruction without affecting cultural identity and the learning gap. Furthermore, the present study provides a proposed language policy framework that focuses on the technical education reform and integration of an inclusive language policy.

In this respect, the study contributes to enriching the perception of the place of the Filipino language in learning TVL, and also to the elaboration of policy actions. The implications of this research may contribute to improving the quality as well as the availability of technical training in the same country as the study and aims at satisfying both the practical and the language demands of the faculty and the students.

1.1 The Role of Native Languages in Technical Education

Halliday and Matthiessen (2014) address the intricacies of language translation in technical contexts, stressing the importance of context-sensitive translation practices. Their research underscores the need for accurate and effective translation to ensure that technical concepts are conveyed properly. This aligns with Castro, Villaver, and Balintec's (2021) study, which revisits the use of Filipino as a medium of instruction in technical vocational courses. Their findings emphasize the effectiveness of the Filipino language in improving student comprehension and performance in technical subjects. Antonio (2020) contributes to this discourse by examining the translation of Filipino technical terms in agricultural education. Antonio's research illustrates how translating technical terms into Filipino can enhance students' understanding and engagement with the subject matter, further supporting the use of native languages in technical education.

Ekmekçi (2015) investigates the impact of first language (L1) use in individual conferencing on English as a Foreign Language (EFL) students' writing performance. This study provides evidence that incorporating native language support positively influences learning outcomes, reinforcing the benefits of using native languages in education. Elbers (2012) analyzes teacher-student interactions and the scaffolding of student learning. His micro-analysis demonstrates how native language support facilitates effective communication and enhances the learning experience, which is particularly relevant in technical education.

1.2 The Impact of Native Languages on Technical Vocabulary and Education

Muziatun (2017) explores lexical borrowing in Indonesian printed media, highlighting how the integration of native language elements into technical vocabulary can aid in understanding and knowledge transfer. This research supports the broader argument for incorporating native languages into technical education to make content more relatable and accessible. Derewianka (2012) discusses knowledge about language in the Australian Curriculum, focusing on how language instruction impacts educational outcomes. Although specific to the Australian context, Derewianka's work provides valuable insights into how language policies can shape educational practices globally.

In summary, the literature collectively supports the integration of native languages, particularly Filipino, into technical education. These studies highlight how incorporating native languages enhances student

comprehension, engagement, and cultural identity, making technical content more accessible and relevant. The comprehensive use of native languages in education not only supports effective learning outcomes but also promotes linguistic diversity and cultural connection.

2. Methodology

The study employs a descriptive research design utilizing surveys, interviews, and observations. This approach is well-suited for exploring beliefs, perceptions, and attitudes toward the use of one's native language in education, providing a comprehensive understanding of both subjective experiences and contextual nuances. A multi-method approach integrating these techniques was chosen to ensure a holistic examination of the research problem. Triangulation, which combines data from multiple sources, enhances the credibility and validity of the findings by cross-verifying insights from students, teachers, administrators, and experts. This design also captures diverse perspectives while systematically analyzing the Filipino language's application in Technical-Vocational and Livelihood (TVL) education.

The study involved 1,953 students, 48 teachers, and 8 school administrators from public schools across nine cities in Metro Manila, as well as 8 experts in education and TVL. Participants were selected through purposive sampling, targeting regions with the highest population of TVL students to ensure broader applicability. The selection of schools and cities relied on data from the Department of Education's regional office to avoid biases and ensure a systematic, evidence-based process. Slovin's formula was used to calculate the sample size with a 95% confidence level and a 5% margin of error, providing statistical reliability. Schools in both northern and southern Metro Manila were included to enrich the dataset with diverse educational contexts.

Data were collected using observations, surveys, interviews, and a corpus-based analysis of technical terminologies. Classroom and practical sessions were observed using both non-participatory and participatory techniques, with findings systematically recorded through coding, categorization, and thematic analysis. Surveys were administered with a four-point Likert scale to gather quantitative data, while semi-structured interviews with teachers, administrators, and experts provided qualitative depth. A corpus of technical terms used in TVL classrooms was developed, ensuring that language data reflected authentic usage, which served as a foundation for the proposed language policy. Validation of survey instruments was conducted through a pilot study, ensuring reliability and refining items as needed.

The study adopted a thematic analysis framework to integrate findings from multiple methods. Quantitative data were analyzed using descriptive statistics, such as means and standard deviations, to identify trends in participant perceptions. Qualitative data from interviews and observations were coded and categorized into recurring themes, such as "language accessibility" and "translation inconsistencies." Triangulation ensured that insights from observations, surveys, and interviews were cross-verified, strengthening the robustness of the findings. Corpus analysis revealed patterns in technical terminology use, highlighting inconsistencies that could inform policy development.

The research followed a systematic timeline. The first month focused on identifying cities and schools with the largest TVL student populations. From the second to fourth months, data collection instruments were validated, permission letters were submitted, and a pilot study was conducted to test survey reliability. Adjustments were made based on the results to refine the instruments. The fifth and sixth months were dedicated to drafting the proposed language policy framework, reviewing it with experts, and finalizing the dissertation manuscript for oral examination. This rigorous methodology ensures the study's reliability, transparency, and relevance to advancing language policy in technical education.

3. Results and Discussion

Table 1 *General perception on the use of filipino in specialized subjects at the senior high school level in selected cities of Metro Manila*

Perceptions on the Use of Filipino in Specialized Subjects at the Senior High School Level in Selected Cities of Metro Manila	Students		Teachers	
I. Perspectives on the Cognitive Effectiveness of Using the Filipino Language in Specialized Subjects within the TVL Track at the Senior High School Level.	3.29	0.57	3.49	0.50

II. Perspectives on the Skill-Based Effectiveness of Using the Filipino Language in Specialized Subjects within the TVL Track at the Senior High School Level.	3.23	0.58	3.42	0.62
III. Perspectives on the Moral, Emotional, and Social Effectiveness of Using the Filipino Language in Specialized Subjects within the TVL Track at the Senior High School Level.	3.29	0.57	3.44	0.51
OVERALL MEAN AND SD	3.27	0.57	3.45	0.54

MEAN		SD		
	4.00-3.51	Category I - Effective	0	Category I - High Level of Focus and Dispersion in Responses
	3.50-3.01		0.1-0.5	
	3.00-2.51	Category II - Moderately Effective	0.51-1.0	Category II - Balanced Level of Focus and Dispersion in Responses
	2.50-2.01		1.1- 2.0	
	2.00-1.51	Category III - Not Effective	>2.1	Category III - High Level of Focus and Dispersion in Responses
	1.50-1.00			

Table 1 indicates the students' and teachers' perceptions of the use of the Filipino language in the specialized TVL subjects of Senior High Schools in selected cities of Metro Manila. The overall mean is noted down at 3.27 on a scale of 4-point for scale with a rating of "Effective", and SD is 0.57 which shows that the responses among students are at a "Balanced Level of Concentration and Dispersion". On the other hand, responses received from the teachers have an overall mean of 3.45 which falls under 'Effective' with a Standard Deviation of 0.54 signifying a 'Balanced Level of Concentration and Dispersion of Responses" among the teachers.

The average rating of the students is 3.27 which represents the extent of concurrence on the level of using Filipino language in the specialized subject. Slight variations of views are well exhibited in the standard deviation of the mean being equal to zero point fifty-seven therefore, the students have a relatively positive outlook towards the use of Filipino in TVL subjects. This less fluctuation can be attributed to the aspects of students' linguistic experience or contact with Filipino as the medium of < >. Some would feel at ease translating in Filipino, while others opt for English, due to the latter's perceived advantages associated with academic or career achievement. This is a challenge to the use of Filipino as a medium of instruction because learners' perception influences their preference and competence in learning the language.

On the other hand, teachers exhibit a higher mean (m=3.45), demonstrating a stronger agreement with the effectiveness of the Filipino language in these specialized subjects. The relatively lower standard deviation (sd=0.54) among teachers indicates a more consistent or uniform opinion within the teacher group. This consistency could be attributed to the teachers' professional experience and familiarity with the pedagogical benefits of using the Filipino language in teaching technical concepts. Teachers, being more accustomed to instructional strategies, may recognize the advantages of using Filipino to bridge the gap between technical terminology and students' comprehension levels. Moreover, the alignment of the teachers' perceptions with the Filipino language's role in enhancing comprehension reflects a broader consensus in the literature, such as that of Gonzales (2022), who highlights the role of code-switching in making technical subjects more accessible to students.

They may also be as follows: The students have a low perception compared to their teachers and this may be probably due to the roles that they play in the process of learning. While students may pay more attention to content, the teachers try to think of the application of language in the teaching process. This corresponds to

Halliday and Matthiessen's (2014) focus on how language helps to support learning and to build learning within students. Teachers can therefore use the Filipino language as an additional way of explaining, making directions, or teaching principles to make them easily understood by the learners in the classroom.

In sum, the data produced paints the picture of the student's and teachers' perceptions of the utilization of Filipino in specialized TVL subjects. Currently, the masses have positive sentiments towards the usage of the Filipino language in pragmatic approaches to learning technical professions. Such perceptions could be essential in establishing educational policies on the use of Filipino in TVL education in the country, which is in compliance with Gadong's (2017) on the need to contextualize language use to address educational policy formulation in the Philippines. Moreover, the overlapping of the objectives of the student and teacher, regarding a positive perception towards the use of Filipino in TVL learning means that there is the ability to promote the deeper fusion and recognition of the use of Filipino in TVL instruction by applying a culturally sensitive and more predisposing approach to the Filipino culture.

Thus, incorporating findings into the given study, the necessity of making references to linguistic inclusion in technical education is stressed within the framework of this theoretical study. Consequently, the study points out that incorporating the Filipino language into the academic curricula of TVL is not only helpful in enhancing students' comprehension but also crucial in promoting Filipino culture and embracing this language. This is following the knowledge produced by Mahboob and Szenes (2020) regarding the need to adopt local languages in education to enhance both education literacy as well as social integration. This experience reaffirms the need to promote a language policy that affirms Filipino as a medium of instruction that can be helpful and positive for student learning especially in TVL courses that will fashion students into culturally inclined academics in the Philippines.

Table 2 *Detailed interviews with school administrators of schools offering TVL strands*

INTERVIEW QUESTIONS	OVERALL THEME	f	%
FIRST QUESTION: What is your perspective on the use of the Filipino language in teaching Specialized Subjects in the TVL strand?	Unified Positive Perspectives on the Importance, Effectiveness, and Benefits of Using the Filipino Language in Specialized Subjects within the TVL Strand at the Senior High School Level	8	100
SECOND QUESTION: What role do you see the Filipino language playing in the development of skills and knowledge in TVL subjects?	Unified Perception of the Essential, Critical, and Positive Role of the Filipino Language in the Development of Skills and Knowledge of Students in TVL Courses	8	100
THIRD QUESTION: Are there any strategies, programs, or initiatives in our school to support teachers in the effective use of the Filipino language in teaching TVL subjects?	Unified Perception on the Importance and Need for Programs or Initiatives at the School Level to Ensure Effective Use of the Filipino Language in TVL Courses	8	100
FOURTH QUESTION: What do you see as the need for implementing the use of the Filipino language in these courses?	Major Recognition of the Need for Training for Teachers on Translation and Enhancing the Use of Filipino in Education	7	87.5
FIFTH QUESTION: What are the potential benefits of using the Filipino language in these courses?	Major Recognition of the Positive Communicative Implications of Using the Filipino Language in TVL Courses	6	75
SIXTH QUESTION: How do you manage, oversee, or plan to manage the development and implementation of training programs for improving Filipino language skills for teachers and students in TVL subjects?	Major Recognition of the Need for Initiatives in Managing Programs that Address Teachers' Needs for Proper and Effective Use of the Filipino Language in TVL Subjects	5	62.5

SEVENTH QUESTION: What challenges have you faced, or do you anticipate facing in implementing the use of the Filipino language in TVL subjects, and how can these be addressed?	Major Awareness of the Challenges Associated with the Use of the Filipino Language in TVL Subjects, Focusing on the Development, Use, and Evaluation of Teaching Materials	5	62.5

The results from the interviews detailed in Table 2 reveal a unified positive perspective from respondents regarding the use of Filipino in teaching Specialized Subjects within the Technical-Vocational-Livelihood (TVL) strand at the Senior High School level.

1. *First Question:* All respondents (100%) expressed a positive view on the importance, effectiveness, and benefits of using Filipino. They also highlighted related challenges and contexts.
2. *Second Question:* Similarly, 100% of the respondents agreed on the essential, critical, and positive role of the Filipino language in developing skills and knowledge in TVL subjects.
3. *Third Question:* Again, 100% of respondents believed that there are strategies, programs, or initiatives in their schools aimed at supporting teachers in the effective use of Filipino in TVL subjects. All respondents considered these programs crucial at the school level to ensure the effective use of Filipino in TVL courses.
4. *Fourth Question:* A significant majority (87.5%) identified the need for implementing Filipino in these courses. Most respondents indicated a need for teacher training in translation and enhancing the use of Filipino in education. Notably, one city reported a lower overall response rate on this topic, reflecting a theme different from the majority (see Table B.9).
5. *Sixth Question:* About 62.5% of respondents recognized the existence of initiatives managing programs addressing teachers' needs for proper and effective use of Filipino in TVL subjects.
6. *Seventh Question:* Similarly, 62.5% of respondents acknowledged challenges associated with using Filipino in TVL subjects and provided suggestions for addressing these challenges.

These results suggest a generally consistent view among respondents, though variations are evident based on leadership styles and perspectives on policy implementation and challenges. For instance, in response to the sixth question regarding the development and implementation of training programs for Filipino language skills, most administrators focused on conducting training sessions. However, some argued for a more robust integration of the Filipino language in TVL facilities and traditional hands-on assessments, suggesting a need for a holistic approach to language training in technical education. This preference may signify different levels of compliance to policy deployment as suggested by Cummins (2000) who stressed that for successful learning, there must be compliance with all elements of education in the linguistic sense of the word.

The most mentioned challenges concerning the integration of the Filipino language in technical education are the technical translation difficulties, besides globalization and grassroots participation. These issues pertain to the conflict between adopting linguistic practices regional or nationwide and conforming to the international standard, as pointed out by Mahboob and Szenes (2020) by highlighting that education policies should be localized while at the same time fostering global skills.

Finally, in the fifth question, 75 percent of the administrators highlighted the existence of the value of using Filipino in the TVL courses, which affirms great awareness of the communicative value of technical education. The respondent stated that Filipino is useful in TVL fields in terms of communication, interaction, and the development of the student; this supports the finding of Gonzales (2022) who said language is very important for students to engage and to understand technical subjects.

Table 3 *Detailed interviews with experts on TVLE*

INTERVIEW QUESTIONS	OVERALL THEME	f	%
FIRST QUESTION: What is your perspective on the use of the Filipino language in teaching Specialized Subjects in the TVL strand at the Senior High School level?	Major Positive Perspectives on the Importance, Effectiveness, and Benefits of Using the Filipino Language in Specialized Subjects within the TVL Strand at the Senior High School Level	7	88
SECOND QUESTION: What role do you see the Filipino language playing in the development of skills and knowledge in TVL subjects?	Unified Perception of the Essential, Critical, and Positive Role of the Filipino Language in Developing Skills and Knowledge of Students in TVL Courses	8	100

THIRD QUESTION: What potential challenges might be faced in implementing the use of the Filipino language in TVL subjects, and how do you think these can be addressed?	Major Identification of the Challenges that May Arise in Using the Filipino Language in TVL Subjects, Focusing on Discipline and Application of Translation	5	62.5
FOURTH QUESTION: How do you think the training and development of teachers' skills in using the Filipino language for teaching these subjects can be effectively implemented?	Identification of the Need for Training Programs for Teachers on Translation and Enhancing the Use of Filipino in Education	6	75
FIFTH QUESTION: What recommendations or methods do you suggest for improving the integration of the Filipino language in Specialized Subjects in the TVL strand?	Major Suggestion for Conducting a Pilot Program Before Any Integration of the Filipino Language in Specialized Subjects within the TVL Strand"	6	75
SIXTH QUESTION: In your opinion, how can the success or impact of using the Filipino language in teaching TVL subjects be measured?	Major Suggestion for Conducting a Pilot Program Before Any Integration of the Filipino Language in Specialized Subjects within the TVL Strand	8	100
SEVENTH QUESTION: What potential benefits do you see in using the Filipino language in teaching Specialized Subjects in the TVL strand at the Senior High School level, particularly?	Unified Perception of the Positive Benefits of Using the Filipino Language in TVL Subjects from a Holistic Perspective	8	100

Table 3 provides an overall categorization of themes from the interviews with experts in education and TVL education regarding the use of Filipino in teaching Specialized Subjects within the TVL strand at the Senior High School level. The categorization and response gradation for each question shows a majority or even a unanimous theme in responses.

1. *First Question:* On the topic of views regarding the use of Filipino, the majority (88%) of experts expressed a positive perspective on the importance, effectiveness, and benefits of using Filipino in Specialized Subjects. However, one respondent, Respondent 7, offered a slightly different view, acknowledging both the benefits and challenges associated with using Filipino in education. This response highlighted the nuances and challenges, which were a key context in some parts of the questionnaire, particularly the third question.

2. *Second Question:* All experts (100%) agreed on the essential, critical, and positive role of the Filipino language in developing skills and knowledge in TVL subjects. This consensus is also reflected in the sixth question, where 100% of respondents indicated that the success or impact of using Filipino in teaching TVL subjects can be assessed through various evaluations conducted in Filipino.

3. *Third Question:* A majority of 62.5% of experts identified potential challenges in implementing Filipino in TVL subjects, with a focus on technical translation issues. This is consistent with the fourth question, where 75% of respondents emphasized the need for teacher training in translation and enhancing the use of Filipino in education. This majority view supports Antonio's (2020) assertion that improving the translation of technical terminology requires the use of dictionaries, reference materials, and professional training.

4. *Fifth Question:* A majority (75%) of respondents suggested conducting pilot testing before implementing the integration of Filipino in Specialized Subjects within the TVL strand. Respondent 5 uniquely emphasized the importance of initial pilots as examples, referring to a recent conference organized by KWF and UST Centro ng Pagsasalin at Araling Saling. This respondent advocated for inviting translators from various disciplines to broaden translation training related to technical fields, thereby promoting interdisciplinary studies.

5. *Sixth Question:* About 62.5% of experts acknowledged existing initiatives that address teachers' needs for proper and effective use of Filipino in TVL subjects.

6. *Seventh Question:* All experts (100%) recognized the potential benefits of using Filipino in teaching Specialized Subjects within the TVL strand, particularly concerning student development.

In all the interviews, therefore, there is a general agreement indicating the benefits of using Filipino in technical education. They also strongly agreed that Filipino aids in understanding especially in TVL courses because there are instances that technical terms and directions may be difficult to grasp. One administrator expressed that when delivering competencies, the students are more capable of comprehending why specific activities are accomplished. In TVL, some things are prohibited, and the teachers may use code-switching to explain such aspects. We are not doing this, nor are we eradicating English from the practice in this as well. In dealing with customers, code-switching should be done both by the students and the teachers so that it can be particularly used in the means of subsequent careers. This insight can be used to demonstrate how code-switching is useful in covering communication breakdowns especially when it comes to imparting specific information that needs to be passed accurately, such as technical know-how.

The results presented in the paper have been comparable with the ideas stated by De Bruijn (2012) which stress the significance of local knowledge and the recognition of the community while choosing the effective strategies and means of learning. When used as a medium of instruction, the Filipino language enhances the understanding of the lessons among the learners and the teachers since emotion plays a factor in understanding. But it also presents some issues regarding the use of Filipino such as the translation of certain terms in the Filipino version as well as the capability of participants to facilitate in the Filipino language.

To the above challenges, the administrators noted the need to train and pilot various programs. As noted by one administrator: '*Well, it is always good that there should be initiators or what they are called the 'pilots' and they ought to work in the field. An example of the professional meetings is the recent conference of translators which was recently held in the Philippines by KWF together with the UST Centro ng Pagsasaling at Araling Saling. In this way, through calls for the participation of translators of different specialties, including psychology, the spectrum of technical fields of translation training can be broadened, and this is a highly desirable goal in terms of the development of interdisciplinary programs.'* This comment indicates that there is a need for training that enhances how to deal with the issue of translation of technicalities and other practices about the Filipino language towards achieving the fundamental goal of enhancing meaningful education for all.

The findings call for the improvement of the challenges, training of professors and administrators as well as the pilot testing towards the effective implementation of Filipino in TVL subjects. Though there is agreement with the belief that there are advantages of implementing Filipino in TVL education, the differences indicate the need for eliminating practices that may not fit certain conditions such as the competency level of the teachers and the available resources. This resonates with Cunmin's (2000) postulation that language policies should be contextualized so that they facilitate the acquisition of a second language and harbor the social integration of students.

This paper has found that the potential for increasing the engagement and comprehension level of TVL students in terms of Filipino can be achieved if appropriate integration is made as well as the development of training and related teaching-learning resources. Such information helps formulate policies regarding the implementation of Filipino as one of the media of instruction in technical education with out-of-doors students, to avoid the language factor becoming a reason for students to drop out or have poor performances in their courses.

Table 4 *Thematic analysis of classroom observations*

LEARNING PHASES	OVERALL CODES	OVERALL CATEGORIES	f	%
Introduction / Motivation	*Observed code-switching between English and Filipino*	The role of code-switching is aimed at a more "time-efficient" contextualization of the lesson.	8	89
Connecting to the Lesson				
Presentation of Theories and Concepts		The presence of code-switching is evident from the students' side. The context involves the teacher interacting in English, while the students participate in Filipino. (Cross-Lingual Interaction)	9	100

		The strategy of code-switching, observed by the teacher, is referred to as "Learning Progression." In these critical stages of learning, code-switching occurs from English, during the teacher's explanation, to Filipino, and finally, the teacher's free guidance to students in speaking, participating, and interacting in English. There is also a noticeable use of French, with the teacher meticulously teaching the pronunciation of words involved in the discussed lessons and activities.		
Discussion, Explanation, Processing, or Reasoning		The "Peer Recitation" observed among students is unique, where a student who struggles to express themselves in English switches to Filipino, and a peer translates this Filipino statement into English.		
Deepening and Expanding the Lesson		A noticeable increase in student participation in activities related to deepening the lesson is observed when it is discussed in Filipino. (Increased and Sustained Student Participation)		
		Code-switching is focused on strengthening the teacher-student relationship, especially in new lessons, and is geared toward hands-on activities (Fortification and Bridging).		
Providing Examples (Application) / Real-Life Application		Code-switching is focused on elaborating terminology and concepts, and also on smoother group work and exercises. The use of Filipino in contextualizing the lessons for students is unique.	8	89
		The use of Filipino in contextualizing the lessons for students is unique.		
Testing / Practice / Assessment / Evaluation	*Observed use of pure English.*	Filipino was used to explain specific assessment criteria, while textual assessments were written in English, as well as the summary.	7	78
		Paper-and-pencil assessments were in English, while the teacher's demos, student demos, and general demonstrations were code-switched.		
		The training activities were discussed in English, while the teacher's demo, student demos, and overall student demonstrations in practice were code-switched.		
		The practice test was presented by the teacher using pure Filipino in one of the observed schools, and also in a code-switched manner in another school with combined written and practical assessment (Integrated Assessment).		
Summary and Final Activity	*Observed code-switching between English and Filipino*	The code-switching of the teacher and students was observed in the majority of the classes. However, in the final part, it was noted that both the teacher and students predominantly used Filipino. (Unsustained Code-Switching).	8	89

The thematic analysis presented in Table 4 reflects the observation of teaching stages in TVL courses across various cities, focusing on code-switching between English and Filipino. The analysis covers the full teaching process, from the Introduction/Motivation phase to the Summary and Closing activities. The observations indicate a prevalent use of code-switching in teaching TVL subjects, with a strong preference for Filipino in the initial teaching stages and English in assessments. This bilingual approach allows for flexibility in communication, ensuring that both language proficiency and technical comprehension are addressed. For instance, one teacher averred, "To be precise, the Filipino portions aid the students in understanding the fundamentals of each topic more easily. However, in the case of assessments, they use English so that they are ready for the national examination, which uses English medium of instruction.

This serves to endorse the capacity to implement technical education at local levels as it also addresses national regulatory frameworks. The results have established a delicate utilization of Filipino for purposes of enhancing understanding and retention of English for national-level examination purposes while at the same time exposing the learners to the language used in classrooms in their country. This second language use and first language, according to Cummins (2000) is essential as the first language enhances deeper understanding while the second language such as English in this particular case enhances broader academic and career achievement.

They also incorporate code-switching in their teaching-learning process to stress and sustain the relevance of the Filipino language in the technical school a component of authentic learning according to De Bruijn (2012). By incorporating Filipino, teachers can use content in a manner that the students can relate to and therefore serve an educative purpose. Nevertheless, the use of English in standard tests indicates its relevance in the broader educational and career context, which is in agreement with Mahboob and Szenes (2020) who called for bilingual education systems to fit in local and international environments.

The variability observed in the frequency and context of code-switching—stronger in initial teaching stages and more restrained during assessments—illustrates the dynamic nature of language use in TVL education. This variability may stem from the different roles that language plays in various stages of learning. In the earlier stages, the goal is to build a foundational understanding, where the Filipino language may be more accessible to students. As students progress, especially during assessments, English is emphasized to ensure that students are prepared for the standardized evaluations they will face in the future. This dual approach highlights the practical challenges of integrating Filipino in technical education, while also addressing the need for students to be proficient in both languages.

Table 5 *Thematic approach observed in the translation methods used in technical-vocational classes in Metro Manila*

X Cookery	A Animation	B Bartending	C Food and Beverage Services	D Bread and Pastry Production	E Technical Drafting	F Beauty and Nail Care	G Commercial Cooking	H Computer Systems Servicing
Blanch (Blants)	Animation	Back-End	À la carte (Alakarts)	Bench Scraper	Axonometric Projection (AP)	Acrylic Nails	Bain-Marie (Bayan Mari)	BIOS (Basic Input/Output System)
Deglaze	Background	Float	Buffet (Bupey)	Boule	Dimension Line (DL)	Cuticle Pusher	Baste	Cache Memory
Fillet (Piley)	Establishing Shot (E.S.)	Garnish	Degustation	Docking (Paghango)	Isometric Projection (IP)	Gel Nails	Caramelization	Driver
Julienne (Julyen)	Foreground	Jigger	Expediter	Glaze	Line Weight	Nail Art (NA)	Emulsify	IP Address (Internet Protocol Address)
Knead	Head	Mixer	Gueridon Service	Kneading (Pagmamasa)	Perspective Drawing	Nail Bed (NB)	Gratin (Greytin)	Operating System/ OS

Nappe (Neyp)	Jumpcut (J.C.)	Mojito	In-Room Dining	Proofing (Pagpapaalsa)	Plan View (PV)	Nail Drill (ND)	Hollandaise (Holandeys)	Router
Pan-Seared	Post-Production / Post Prod.	On the Rocks/ OTR	Kiosk	Starter	Section View (SV)	Nail Extension (NE)	Mise en Place (Miss in Place)	Server
Reducation	Rough Cut (R.C.)	Rimming	Napkin Folding	Tarlet	Title Block	Nail Polish (NP)	Quenelle (Kweenel)	TCP/IP (Transmission Control Protocol/ Internet Protocol)
Sear	Truck- In (T.I.)	Shaken not Seared/ SNS	Queue	Tempering (Pagsasang kutsa)	Viewport	Pedicure	Truss (Tuss)	Virtualization
Umami	Truck- Out (T. O.)	Zester	Sommelier (Somelyer)	Yeast Nutrient (Mala-amag)	Working Drawing	Xylene	Velouté (Balut)	Wireless Access Point/ WAP
Bain-Marie (Beyn Mari)	Aspect Ratio	Cobbler Shaker (C.S.)	Beverage Station	Blind Baking	Blueprint	Base Coat	Blanch (Blants)	Bootloader
Baste	Character Rotation (C. R.)	Highball	Corkage Fee	Creaming	Computer-Aided Design (C.A.D.)	Emery Board	Deglaze	Debugging (Debug)
Emulsify	Compression	Neat	Hors d'oeuvre (Horse di Ubri)	Fold and Turn	Orthographic Projection (O.P.)	Manicure	Julienne (Julyen)	Firewall
Gratin (Greyteen)	Dubbing	Old Fashioned (O.F.)	Linen	Leavening Agent (Pampaalsa)	Raster Image	Nail Buffer (N.B.)	Knead	Local Area Network (L.A.N.)
Hollandaise (Hollandi)	Field	Pour Spout (P.S.)	Maitre d'Hotel (Mother of Hotel)	Pâte Brisée	Scale Factor	Nail Polish Remover	Nappe (Neyp)	Media Access Control Address (M.A.C. Address)
Mise en Place (Misenpleys)	Layout	Shooter	Order Up	Pâte à Choux	Solid Modeling	Nail Technician	Pan-Seared	Patch
Quenelle (Kwinel)	Pan	Strainer	Prix Fixe	Scaling	Technical Draftsman	Paraffin Wax Treatment	Reducation	Simple Mail Transfer Protocol (S.M.T.P.)
Truss (Trust)	Storyboard	Tiki Drink (T.D.)	Reservation	Stiff Peaks	Vector Graphics	Quick-Dry Top Coat	Sear	User Datagram
(direct borrowing)								

Table 5 describes the thematic approach observed in the translation methods used in Technical-Vocational classes in Metro Manila. Each school has an instructional and training program in various TVL courses, where 100% of the observed classes rely on borrowed translations or direct borrowing. This is rooted in the context of the lack of direct translations of technical terms or, if available, these are not arbitrarily accepted and used in technical education.

The categorization in this section is based on the proposed types of technical translation or Scientific and Technical Translation by Antonio and Iniego Jr. (2020). In various technical courses, students exhibit unique translation methods for terminology. At School X (Cookery), students utilize surface assimilation, adapting terms for easier pronunciation due to training challenges. At School A (Animation), online platforms influence customized language use, preferring abbreviations for faster communication. School H (Bartending) highlights the necessity of abbreviations for practical training efficiency. School C (Food and Beverage Services) shows casual adaptations like spelling "À la carte" as "Alakarts." School D (Bread and Pastry Production) illustrates parallel translation, while Schools E (Technical Drafting) and F (Beauty and Nail Care) reflect the frequent use of abbreviations for ease. School G (Commercial Cooking) emphasizes learning French terms but also favors simplified translations. If examined, there is no visible cultural, psychological, or academic basis for this variation in translation. It can be concluded that the arbitrariness of language is evident in such contexts, especially when translation dynamics for similar technical terms are localized. *(School H),* Computer Systems Servicing (NC II): Abbreviations are used in contexts such as teacher demos, student demos, and general student demos. For instance, the term "Debugging" is not abbreviated as "D.B." but is assimilated into "Debug." This differs from surface assimilation where letter substitution does not occur but is rather an assimilation. Such isolated cases reflect adherence to global jargon used in computer-related courses.

In summary, these data reveal a thorough examination of translation methods in technical-vocational classes. By analyzing observed classes in courses like Cookery, Animation, Bartending, and others, the broad impact of language translation on technical education is highlighted. The use of technical translations in online platforms reflects the growing emphasis on modern communication methods in education, especially in fields like Animation and Bartending, where technical jargon is constantly evolving. One teacher put it in this context, 'It has been easy to adopt these terms in a way, the student can find easy to access through online sources'. However, some terms are unreliable in the kind that cannot have a direct translation so they are expressed by related and related terms and learned in the particular context.

This is because it demonstrates the high level of difficulty that teachers are confronted by when coming up with a balance between utilizing technical terms in their teaching as well as being relativity. Ideally, a teacher's experience and language in use in everyday practices derive their features and become fruitful to the learner. This methodology enables the teachers to be able to make the students understand the concept they are teaching and relate it with the reality of the community in which they are learning. That is the reason why, for instance, in the case of the Cookery course, one must ensure that the language being used during the demonstration of cooking procedures is in Filipino in so doing, the students would feel that they are included in the process. However, we use the standardized recipe in English to ensure that can work anywhere since English has been established as the international language in the culinary profession. This reflection reveals how the code-switching and translation methods are sustained for the profession's demands, so the students can be ready to work in both local and international contexts.

In other words, language translation cannot be viewed as a mere tool of communication; it is a tool that is key to learning in technical-vocational subjects. It is useful to guarantee that the students can by some means grasp and apply technical concepts in both Filipino and English. This twofold structure assists in nurturing bilingual persons who would be able to work in various organizational settings. The translation methods also used in teaching are not only solving the language barriers in the current learning environment but also helping students to prepare for the global society; this is in line with the sentiments made by Mahboob and Szenes that promote bilingual education for the global world. The findings indicate that documenting these approaches to translation and further enhancing the same is important for enhanced understanding and enhancement of language in technical-vocediary education.

TVLE+ is a direct response, based on the data collected in the research to which it is attached, and is related to Elbers' (2012) argument on the potential benefits of integrating the agreed, preferred, and known language of students to enhance overall cultural understanding. In the context of Technical-Vocational Education, this means that school administrators, linguists, translators, and especially subject teachers should focus on considering the variations and integration of language and contemporary contexts in their lessons to improve the understanding of any theories and practices of the students.

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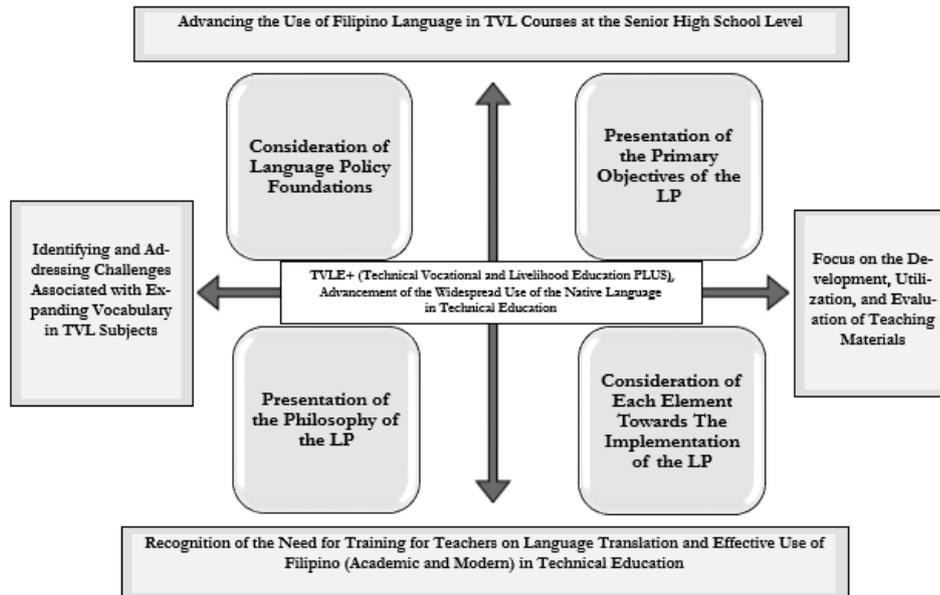
Fig. 1 *The TVLE+ language policy framework*

In the above paradigm, *TVLE+ (Technical Vocational and Livelihood Education P.L.U.S.) ADVANCEMENT in the WIDESPREAD USE of the LOCAL LANGUAGE* in Technical Education is seen as the core of the proposed policy. Within this framework, there are four foundational elements of the proposed policy: 1. Consideration of Language Policy Foundations, 2. Presentation of the Main Goals of Language Policy, 3. Presentation of the Philosophy of Language Policy, and 4. Consideration of Each Element Towards the Implementation of Language Policy. These four elements form the basis of the conceptual, legal, and administrative ideologies of the policy. Detailed breakdown and specifications of each part are outlined below. The policy proposal is based on the following: 1. Data collected from surveys conducted with teachers and students; 2. Categories derived from interviews with school administrators, experts, and language specialists; and 3. Categories derived from thematic analysis conducted in classrooms across participating cities in the research to which this proposal is attached. Again, the goal of the proposed policy is undeniably the result of the researcher's humanistic desire to hear the voices of those on the margins. In this regard, Atkinson (1987) emphasized the relationship between the humanistic aspect of language study and national language, which states that the evolution of teaching and learning should be based on and remain grounded in specific methods that are widely accepted and recognized for their effectiveness. Like the researcher proposing TVLE+, Atkinson asserts that the use of the local language allows teachers to establish an emotional learning state and that the freedom of students to express their language is essential.

There is no doubt that many factors need to be considered in developing policies, programs, and strategies, and understanding the benefits of using the local language (Ekmekçi, 2015). However, starting with a modest and simple step toward development is a clear indication of both humanistic and academic success.

4. Conclusions

4.1 Agreement on the Use of Filipino in TVL

Students and teachers in the TVL strand show significant agreement on the overall effectiveness of using Filipino in specialized subjects. Interviews with school administrators and education experts, particularly those specializing in TVL, reveal a unified positive outlook on incorporating Filipino in teaching specialized subjects within the TVL strand at the Senior High School level. Both groups of interviewees emphasized the essential, critical, and positive role of the Filipino language in enhancing skills and knowledge in TVL subjects. In line with improving technical education, and based on the collected data, it is timely to uphold Derewianka's (2012) statement that an educational institution aware of the language used by its students considers their thinking methods, preferences, and experiences related to various contexts to enhance technical and vocational practices. This supports the use of language in communication for a better understanding of specific lessons or training

activities. However, despite this general agreement, some challenges remain in fully implementing Filipino across all TVL subjects, particularly in translating technical terms and ensuring consistency in its use during assessments.

4.2 Code Switching in TVL Teaching

By evaluating the teaching stages of the TVL courses in the classroom from the Introduction/Motivation to the Summary and Final Activities, it can be observed that much switching between English and Filipino is done in most of the stages. This supports Ghosh's (2020) study, which shows that students and teachers teaching science and technical classes use a second language as well as a local language while explaining, understanding, or teaching compound situations, ideas, or instructions. Referring to technical translation, each school has teaching and training curricula for various TVL courses in which all observed classes are based on translation. Technical translations of pre-sent texts involve the students' use of modern communication and show their lexical power in their translation and abbreviations as used in online platforms. In this way, the views of the teachers themselves and their attempts to incorporate language into everyday situations enhance the formation of the accurate translation of TVL vocabulary. These observations bring out that language translation is not only necessary in TVL education as a tool of communication but as an element of learning whereby students enhance their understanding of the technical content in addition to grasping content matter.

4.3 Proposed Language Policy: TVLE+

The specific policy proposed for the language to be taught in TVLE+ is to favor the improvement and usage of Filipino in Technical-Vocational and Livelihood Education (TVLE) abilities. In addition to that, it aims to enhance the establishment and recognition of Filipino as the dominant language in teaching TVL courses for Senior High School. This policy answers the survey data results on the specific following key stakeholders' preferences directly: Castro et al.'s (2021) issue of no clear policy on the usage of Filipino in TVL instruction. Without such policies, such technical differences may lead to misunderstandings in conceptual and terminological aspects. The promotion of the Filipino language should be reflected in the curriculum, languages relevant to the culture, cognition, and plans for students that are fit for professional life once they come out of technical learning. However, the following challenges would need to be addressed for this policy to be implemented; The requirement of having concrete technical terminologies in Filipino for use in teaching and learning); Lack of adequate teacher development. It is also important that the TVLE+ framework takes into account teachers' resistance due to habits of engaging with English as the main medium of communication.

5. Recommendations

5.1 Expansion of Research to Other Cities

It is recommended to conduct similar research on the effectiveness of using Filipino in specialized subjects in the eight cities not included in this study. According to the DepEd Annual Improvement Plan and the new DepEd Matatag Agenda, a 0.5% increase in enrollment targets for each school is expected. Consistency in population figures is anticipated in the next two years, making the accuracy of the data presented in this research still relevant. Expanding this study to other regions would help identify regional differences in language use and provide a more comprehensive understanding of the policy's potential nationwide impact.

5.2 Assessment in Other Senior High School Strands

It is also recommended to examine the use of Filipino in teaching stages across other strands in Senior High School. The implementation of language policies in TVL under the Matatag Agenda should be compared with past practices and historical trends to identify changes and improvements in teaching strategies and practices. This expansion would also help to assess how other academic strands could benefit from integrating Filipino as the medium of instruction, enhancing the overall impact of the policy.

5.3 Evaluation in TESDA and Tertiary Levels

It is advisable to evaluate the use of Filipino in TESDA and tertiary education levels. This includes assessing the quality of the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) and the translation of educational materials into Filipino to ensure their effectiveness and accessibility. This evaluation would provide valuable insights into the long-term effects of Filipino language use across different educational levels, helping to refine language policies and practices in technical and vocational education.

5.4 Experimental Research on Youth Language Use

Conducting descriptive or experimental research focusing on the use of youth language at the Senior High School level in provinces or other regions of the Philippines is timely. Additionally, extending the glossary developed and included in this research, and reinforcing the proposed Talamitam Theory as a relevant linguistic and pedagogical theory for teaching Technical-Vocational courses, is recommended. The goal is to better understand the identified categories of youth language based on observations made during the study.

Benchmarking in this case is a process where the various classes in school are visited and observed to see the extent of the implementation of the proposed policies and plans. The intended aim is to evaluate these implementations at their institutions of work their accomplishments and areas of failure. This benchmarking is also associated with the application of a language theory introduced by the author following the terms that students use in TVL classes. The proposed concept of TVLE+ language policy coupled with the implementation of the Talamitam Theory is supported by Dr. Joel Malabanan, a language expert from Philippine Normal University. It expands knowledge about the changes in the used language by the youth and therefore responds to the concept defined in the TVLE+ policy. The about part of the present paper presents the specification and explication of this proposed theory.

In light of this, the Talamitam Theory is an effort to teach using the students' language in a bid to influence learning. This approach aligns with the conceptualization of the author of TVLE+ as the ladder and guide on the student's learning process refers to the student as the "hiker" on top of Mt. Talamitam in Nasugbu, Batangas which represents the process of learning and acquiring educational and communicative competence. The TVLE+ policy is followed in the development of technical-vocational education where the use of modern Filipino language is improved in teaching. The Talamitam Theory supports the positive stance on the inclusion of the Filipino language in the teaching of specialized TVL subjects in Senior High School. Introduces code-switching from English to Filipino starting from the introduction up to the summarizing part of the discussion as well as the use of technical translations on social media to showcase the students' proficiency on how language is used in contemporary social interaction. Hence, the theory seeks to enhance the position of Filipino as a natural language that is valid and effective for use in instruction across the whole process of learning.

Limitations and Future Implementation Strategies

The suggestions that can be given for this study include: Despite the insights this study provides on the use of Filipino in TVL education, the following limitations should not be overlooked. Metro Manila only limits the generality of the research, and the study maintains the affirmative aspect without elaborating on constraints like the preparedness of the teachers and the availability of technical terms in Filipino. This leads to the further question as to the extent to which the Filipino language is effective in enhancing the achievement of the goal of TVL education, considering that it is impossible to quantify what specific increments or gains are attributed to fluency in Filipino. However, the use of perceived data limits the study since subjects are inclined to provide results influenced by their judgments. It is also important to elaborate more on the difficulties of translation, especially inconsistency in it, as such difficulties disrupt the comprehension of the material in the class.

These are the challenges that would determine the feasibility of the proposed TVLE+ policy; training of teachers, harmonization in the development of standard technical languages to be used in translating texts, and consistent practices in the translation sector. Further, quantitative means should be adopted to establish the efficacy of the policy during future research. The present study shows that Filipino is generally used in TVL education but teachers still have some limitations on the preparedness of technical terms. These are in line with Castro et al. (2021) who noticed the absence of policies regarding the Filipino language in TVL and this causes misunderstanding. For this reason, the study should extend to other areas and analyze the use of the languages in other Senior High School strands, and the effectiveness of MTB-MLE in TESDA institutions and universities. In integrating Filipino in TVL, there should be an ability to weigh between using the first language and second language in TOEs like the English language. Some of these include; These are some of the challenges that should be considered as the TVLE+ policy is implemented.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of the paper.

Author Contribution

The authors confirm their contribution to the paper as follows: **study conception and design:** *K.G. Lansang;* **project supervision:** *N.C.L. Zamora;* **ethics application and review:** *N.C.L. Zamora;* **data collection:** *K.G. Lansang* **analysis and interpretation of results:** *K.G. Lansang;* **draft manuscript preparation and revision:** *N.C.L. Zamora. All authors reviewed the results and approved the final version of the manuscript.*

Data Availability

Data can only be made available with permission from the Philippine Normal University.

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