
**TRANSLATED LEARNING ACTIVITY SHEETS (TRANSLAS) ON TEACHING
GRADE-11 COOKERY CONCEPTS**

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ABSTRACT

Modules and activity sheets were essential learning materials in strengthening quality education in the modular distance learning modality amidst the COVID-19 pandemic. The study was conducted to determine the validity and efficiency of the developed Translated Learning Activity Sheet (TransLAS) as a learning material in teaching Grade-11 Cookery in the competency: preparation of various salads and dressings. The analysis sought to investigate the outcomes of the assessment rating of the prepared translated learning activity sheets and the impact of implementation. Teacher experts, student experts, and regular students from secondary schools in Surigao Del Sur Division were the study subjects. The study's tool was the DepEd standard evaluation rating tool for printed materials obtained from the Surigao del Sur Division Learners Resource Management and Development Office, the developed translated learning activity sheets, and the pretest and posttest questionnaires adopted from Project PPE (Portfolio Predicate on Exemplar) on Cookery 11. A developmental-quasi experimental design was used in this study. Using the DepEd standard evaluation rating tool for printed materials, the developed TransLAS in Teaching Cookery – 11 were rated very satisfactory as to educational soundness. Likewise, as to its extent of validity, it was rated as strongly agree. Analyses found that students who utilized the translated learning activity sheets scored significantly better than those who used the learning activity sheets with no translation on the posttest. The study concluded that the developed translated learning activity sheet has a positive learning outcome in learners' competency mastery. Likewise, it is accepted and recommended for learning purposes as experts evaluate educational soundness and extent of validity.

Key Words: Translated, Learning Activity Sheets, Cookery Concepts.

1. INTRODUCTION

Education has a significant impact on the lives of learners. Educators are a critical element of this approach because they are one of the key instruments for providing high-quality instruction. COVID-19's presence in the Philippines resulted in considerable improvements in the learning setting. One of these is adopting a new type of education in the K-12 curriculum. As a result of the current COVID-19 problem, most learning institutions have been pushed to devise alternatives for face-to-face teaching and learning. Several academic institutions have moved activities online (OECD, 2020). The transition of teaching-learning services in classrooms to modular remote learning makes the delivery of primary quality education more difficult for school employees.

Dangle (2020) mentioned the COVID-19 public health crisis, which resulted the due to the COVID-19 outbreak, face-to-face learning engagement between learners and lecturers inside the institution had been suspended, as per DepEd Order No. 12 s. 2020, which, through its Basic Education Learning Continuity Plan, tackles the difficulties in basics of education (B.E.- LCP). The pandemic has created the opportunity for Modular Distance Learning to be used as an instant reply to assure educational continuousness.

According to the Division of Surigao del Sur, a common problem the learners face in modular learning is difficulty understanding the modules or learning activity sheet's content and instruction. In addition, they cannot understand the terminologies used in the lesson. Therefore, they still need the teacher's elaboration, especially on the Technical Vocational Education Track, where skills are of utmost concern.

The instructors' goal is to make teaching-learning understandable at all times, and this is attainable even while utilizing translation. It is not difficult to teach a translation lesson if it includes a blend of learning and pleasant activities for the target students and is tied to authentic experiences. Never forget that translation serves a function and has a specific audience in mind. According to Rutu's goal (Rutu Foundation, 2022), making mother tongue education, a priority does not imply that children should solely be educated in their mother tongues. On the contrary, they assume that in today's globalized world, all students benefit from multilingualism that allows them to become fluent in their mother tongues, the official language of the state, and one or more foreign languages, enabling them to attend college, easily communicate in more than one language, through various media, and contribute positively to society.

In this regard, the researcher speculated that if the mother tongue were incorporated in less experienced kindergarten to grade 3 to improve understanding, it would be good to use this as a way of teaching skill-related topics. Hence, the researcher developed a Translated Learning Activity Sheets (TransLAS) that can be utilized to teach a particular topic in TVL-HE Cookery 11, which is on preparing a variety of salads and dressings with low proficiency. This study will bridge the gap by providing Learning Activity Sheets translated into the mother tongue. Struggling learners like the Alternative learning system -ALS passers will somehow benefit from this study.

2.STATEMENT OF THE PROBLEM

The study aims to determine the validity and effectiveness of TransLAS – Translated Learning Activity Sheets on Modular Distance Learning to the Senior high school student of Agsam Integrated School, Madrid National High School, Palasao Integrated School, and Adlay National Highschool. Specifically, this study seeks to answer the following questions:

1. What is the Educational Soundness evaluation of the developed Translated Learning Activity Sheets in Teaching Cookery - 11 in terms of:
 - 1.1 Integrity;
 - 1.2 Learner Focus;
 - 1.3 Usability;
 - 1.4 Accessibility

2. What is the extent of the validity of the developed Translated Learning Activity Sheets in Teaching Cookery - 11 along:
 - 2.1 Content;
 - 2.2 Organization;
 - 2.3 Presentation;
 - 2.4 Appeal to the Target Users
3. What was students' performance in Cookery 11 in the pretest and posttest when the Translated Learning Activity Sheets were used?
4. Is there a significant difference in the mean-variance of students' pretest and posttest scores in Cookery 11 when Translated Learning Activity Sheets were used?

Hypothesis

At .05 level, it is hypothesized that:

H₀: There is no significant difference between the pretest and post-test scores of students in Cookery 11 when using the Translated Learning Activity Sheets.

Research Design

A developmental-quasi experimental design was used in this study. It is a developmental design because it concentrates on developing and evaluating the instructional material, a TransLAS – translated learning activity sheet. It is also a quasi-experimental design since it requires a pretest and posttest for a treated and comparison group. In addition, the said instructional material has undergone evaluation and validity by the experts in terms of educational soundness and extent of validity.

Research Locale

The development of the TransLAS was made at Madrid National High School. In addition, the said instructional material was validated and utilized in the selected secondary schools of the CARCANMADCARLAN area, Surigao del Sur offering TVL Cookery for the academic year 2021-2022. The following secondary schools are Agsam Integrated School, Madrid National High School, Palasao Integrated School, and Adlay National High School.

Research Respondents

The chosen respondents in determining the validity of the developed TransLAS – Translated Learning Activity Sheets were the Division Education Program Supervisor in TVL, Master Teachers, Teachers with Trainers Methodology Level 1, and NC II holders since they can validate locally-developed instructional materials used in teaching. Hence the respondents' insight into the developed instructional material helped improve its quality. Moreover, the researcher selected the TVL-HE Cookery 11 students from the four selected schools offering TVL-HE Cookery in CarCanMadCarLan as subjects of the study.

Furthermore, the researcher chose the individuals for the study using a purposive selection approach, often known as selective sampling. According to Hickam et al. (2013), the researcher's judgment is relied on in this purposeful selection technique when selecting participants in the study

to participate or may implicitly choose a "representative" sample to match their objectives or specific approach to persons with certain attributes.

The researcher chose Grade 11 students from Agsam Integrated School, Madrid National High School, Adlay National High School, and Palasao Integrated School with TVL subjects specializing in cookery 11. Therefore, students enrolled in these schools are the study participants, especially those from the ALS - Alternative Learning System.

Table 1. Distribution of Respondents

EXPERTS	Number of Respondents	STUDENTS	Number of Respondents	
			ALS Students	Regular Students
Division TVL Coordinator - Education Program Supervisor	1	Agsam Integrated School	3	17
Master Teachers	4	Madrid National High School	11	29
Teachers I-III/TMC Holders/NC II Holders	15	Palasao Integrated School	7	13
TOTAL	20	Adlay National High School	3	17
		TOTAL	24	76
			100	

Research Instruments

To determine the acceptance and validity of the developed lecture-demo video, the researcher used a DepEd standard evaluation rating tool for Print Materials obtained from the Surigao del Sur Division's Learner Resource Management and Development Office. The rating tools are the *LRMDS Educational Soundness General Evaluation Checklist* and *LRMDS Extent of Validity General Evaluation Checklist*. The instrument was adopted from DepEd because the produced learning material must be matched with curricular standards, and the respondents are students and teachers of the institution. The translated learning activity sheet itself was used as a research instrument since it is the highlight of the study that would help generate the result on how efficient TransLAS are in increasing the learners' performance. The researcher administered a pretest and posttest using the adopted questions from a Project PPE (Portfolio Predicate on Exemplar) on TVL Cookery 11 that is streamlined in a teacher-and-learner-friendly format to cater to the new classroom setup in light of the COVID-19 health crisis. Experts also validated the questions from these exemplars.

Data Gathering Procedure

The researcher followed the following steps in the conduct of the study:

Firstly, the researcher asked for the data from the division planning office on the consolidated least learned competencies in TVL-HE Cookery 11 for the school year 2020-2021. The researcher then determined the least learned skill for both the school and the division. The identified least learned competency paved the way to developing the TransLAS – Translated Learning Activity Sheets, considering the specific objectives, specific learning activity, and the crafting of the content outline.

Secondly, the researcher obtained approval for the conduct of this study from the Schools Division Superintendent and Principals of the selected CarCanMadCarLan schools offering TVL Cookery. Along with it is the letter requesting the respondents, the Grade 11-TVL Cookery students, to participate in the study's implementation.

Thirdly, to administer and promote information collection, the researcher conducted pretest and posttest on the respective respondents. A quality assured questionnaire adopted from the LRMDs Project PPE - The researcher used the portfolio Predicated Exemplar.

Then, the researcher personally collected the answer sheets from the respondents. The researcher retrieved the answer sheets from the school and then checked, tallied, tabulated, scored, and classified the gathered data with the assistance of the statistician.

Finally, based on the goal of the analysis, as stated in the sub-problem, the findings were analyzed and interpreted with the aid of a statistician.

Statistical Treatment

In the analysis and treatment of data, the researcher used the following statistical tools to answer:

Average Weighted Mean.

This statistical method was utilized to obtain the evaluation rating on the Translated Learning Activity Sheets created in teaching Grade 11 TVL Cookery of the teachers-experts on the educational soundness and extent of validity. It shall also be used in identifying the evaluation rating of the teacher-experts and students on the Educational Soundness of the developed Translated Learning Activity Sheets in terms of integrity, learner focus, usability, and accessibility.

T-test.

This statistical tool was utilized to determine the significant difference between the pretest and post-test scores of students in Cookery 11 when using the TransLAS. At the same time, this instrument was used to calculate the significant difference in the evaluation rating on the developed TransLAS as evaluated by teachers and students.

3.RESULTS AND DISCUSSIONS

Table 2 shows the experts' ratings of the educational soundness of the developed TransLAS in terms of usability, accessibility, integrity, and learner focus using the DepED standard assessment rating tool for printed materials.

As shown in table factor 1 integrity, all indicators are perceived to be very satisfactory. The average weighted mean score of the developed translated learning activity sheets based on the DepEd standard evaluation rating tool for non-print materials in educational soundness is 3.69 and has a verbal description of very satisfactory. As a result, the translated learning activity sheets were developed to conform to DepEd curriculum guidelines and scaffold learners' comprehension of the topic lesson. Moreover, the dialect, symbols, and graphical and diagrammatic representations were relevant to the learners.

The finding is related to Nishanthi's (2020) study, which said that a curriculum founded in the child's recognized language, culture, and surroundings, with suitable and locally-developed reading and curricular materials, is critical for early learning success. Children must be motivated and passionate about reading and learning, which can only be accomplished if the materials are ones they will comprehend and appreciate.

As to Factor 2 Learner Focus, all indicators were rated very satisfactorily. The average weighted mean score in learner focus is 3.67 and has a verbal description of very satisfactory. The result implies that the produced material is centered on students' learning requirements, which would promote better comprehension. Furthermore, translated learning activity sheets were designed to scaffold learning, objectives were made apparent to learners, and information was made genuine and relevant to their everyday lives.

The findings are consistent with the Rutu Foundation's (2022) study, which emphasizes that to help learners learn better and quicker, feel right at ease, and increase self-esteem and engagement, content should be meaningful to them, and one way to do so could be by incorporating their native languages into the teaching-learning process.

Table 2 Educational Soundness Rating

Factor 1. INTEGRITY	Weighted Mean	Verbal Description
1. Content is accurate and reflects the ways in which knowledge is conceptualized within the domain.	3.80	Very Satisfactory
2. Supports learners deepening of knowledge within the content domain.	3.80	Very Satisfactory
3. Presents controversial issues with balance and fairness and per the DepED curriculum policies.	3.90	Very Satisfactory
4. Uses language and symbols of the content domain and its ways of representation.	3.50	Very Satisfactory
5. The following are used correctly and appropriately: (terms and expressions, symbols and patients, diagrammatic representation and graphical representation)	3.45	Very Satisfactory
Average Weighted Mean	3.69	Very Satisfactory
Factor 2. LEARNER FOCUS	Weighted Mean	Verbal Description
1. Assists the learner with identifying and differentiating between different points of view and perspectives presented.	3.65	Very Satisfactory
2. Uses content in ways that are real to life or authentic for learners or users	3.70	Very Satisfactory
3. Reflects the profile of the target learner or users or the curriculum or training area	3.70	Very Satisfactory
4. Presents the same idea for learners or users in multiple or multidirectional modes	3.65	Very Satisfactory
5. Learning objectives are made explicit to learners or users	3.75	Very Satisfactory
6. The target learners or users are identified (academic level/ technical ability/ demographics address).	3.50	Very Satisfactory
7. Content is structured to scaffold learning.	3.85	Very Satisfactory
8. Provides an opportunity for learners/ users to obtain feedback either within or outside resource.	3.60	Very Satisfactory
9. Presents same idea to learners/ users in multiple/ multidirectional modes	3.45	Very Satisfactory
10. Learning objectives are made explicit to learners or users	3.80	Very Satisfactory

11. The target learners or users are identified (academic level/ technical ability/ demographics addressed)	3.70	Very Satisfactory
Average Weighted Mean	3.67	Very Satisfactory
Factor 3. USABILITY	Weighted Mean	Verbal Description
1. Is easy to use (time and effort to use it is reasonable) and the language is appropriate for the intended learner/ user	3.65	Very Satisfactory
2. Clear instructions for use are provided (purpose, process, intended outcomes or explicit).	3.85	Very Satisfactory
3. Learning and information design are intuitive (the user knows what to do and how to do it).	3.55	Very Satisfactory
Average Weighted Mean	3.68	Very Satisfactory
Factor 4. ACCESSIBILITY	Weighted Mean	Verbal Description
1. The learning resource can be accessed by learners/ users in deprived, depressed, and underserved areas	3.95	Very Satisfactory
2. The resource may not require teacher/ facilitator intervention to be used effectively invited learning environments	4.00	Very Satisfactory
3. Their learning resource connects to learners personal/ local knowledge and experience	3.95	Very Satisfactory
4. Resource does not confirm or embarrass learners in any or all of the following ways	4.00	Very Satisfactory
5. Equivalent or alternative access information is available for learners with diverse needs	3.70	Very Satisfactory
Average Weighted Mean	3.92	Very Satisfactory
Legend: 1.00 – 1.75 Poor 1.76 – 2.50 Fair 2.51 – 3.25 Satisfactory 3.26 – 4.00 Very Satisfactory		

In addition, factor 3 – usability got a weighted average mean of 3.68, which is very satisfactory, clear usage instructions are provided. Consequently, the generated instructional material is also user-friendly, and the language is appropriate for the student. Furthermore, the TransLAS highlight user-friendly learning and information designs. Based on the research of Saputro et al. et al. (2018) state that a successful worksheet must fulfill both construction and didactic standards. The terms of structure include standards about terminology, sentence order, vocabulary, degree of difficulty, and clarity, all of which must be suitable so that the user, or learner, can understand them.

Furthermore, factor 4 accessibility received a weighted average of 3.92, which is very satisfactory. This demonstrates that the developed material links to the learners' personal or local experience and knowledge and is easily accessible to their various requirements without humiliation.

Furthermore, the produced translated learning activity sheet is available to learners in disadvantaged, depressed, and neglected places, where it may not require the participation of a teacher or facilitator to be utilized effectively.

The findings may be associated with research conducted by the Rutu Foundation (2022), which argued that teaching learners with mother-tongue integration views about providing a level playing field, equal possibilities for everyone, regardless of economic position or ethnic origin geographic location. Furthermore, because translated learning activity sheets use the local language, it is consistent with the findings of Benson (2004). He found that mother tongue-based education increases access to skills and improves basic education quality by facilitating classroom interaction and the integration of prior knowledge and experiences with new learning.

Table 3 illustrates the experts' views on the validity of the localized worksheet developed. It demonstrates that the translated learning activity sheet was quite acceptable, and the concepts and ideas offered are appropriate for the grade level. The findings suggest that factor 1 content has an average weighted mean of 4.41, which is strongly agreeable. This is consistent with Fillmore's (2014) contention that teaching aids become meaningful and acceptable to learners when localized learning resources meet a curriculum transformation that incorporates culturally relevant learning and reading materials.

Regarding factor 2 organization, with a weighted average of 4.42, strongly agree that the developed translated learning activity sheet is well organized and consistent. Similarly, Saputro et al. (2018) considered that a suitable worksheet should fulfill sentence structure and clarity requirements to make material intelligible to learners. In addition, the flow of activities appeared cohesive and user-friendly. According to Aditya (2014)'s research, worksheets and activity sheets are teaching materials that should be packaged so that students are supposed to master the teaching materials by themselves.

Table 3 Translated Learning Activity Sheets Validity Rating

FACTOR 1. CONTENT	Weighted Mean	Verbal Description
1. The content of the worksheets are parallel to the objectives	4.40	Strongly Agree
2. The lesson included in the worksheet contains clear instruction and set of procedures	4.45	Strongly Agree
3. The concept and ideas presented or appropriate to the grade level	4.70	Strongly Agree
4. The worksheet can be linked to its intended which is the mastery of the lesson	4.25	Strongly Agree
5. Aligned to the curriculum guide of K to 12	4.25	Strongly Agree
Average Weighted Mean	4.41	Strongly Agree
FACTOR 2. ORGANIZATION	Weighted Mean	Verbal Description

1. The topics are well organized	4.65	Strongly Agree
2. The worksheet shows consistently in the series of activities offered	4.55	Strongly Agree
3. Topics are secured from K to 12 curriculum guide	4.50	Strongly Agree
4. The flow of activities are coherent and not confusing	4.15	Strongly Agree
5. Observes appropriate grammar and punctuation	4.25	Strongly Agree
Average Weighted Mean	4.42	Strongly Agree
FACTOR 3. PRESENTATION	Weighted Mean	Verbal Description
1. The worksheet has adequate margins, legible font style and comfortable font size	4.75	Strongly Agree
2. The material is presented in a way student understand	4.90	Strongly Agree
3. The worksheet is presented at a pace that allows review and reinforce activities	4.70	Strongly Agree
4. The worksheet has sufficient space provided for student's response	4.90	Strongly Agree
5. The design and appearance of the worksheet are exceptionally different from other materials in the circulation	4.50	Strongly Agree
Average Weighted Mean	4.75	Strongly Agree
FACTOR 4. APPEAL TO THE TARGET USER	Weighted Mean	Verbal Description
1. The worksheet is worth for time, effort and experiences of students	4.25	Strongly Agree
2. The worksheet stimulates students to be proficient in the use of error analysis	4.65	Strongly Agree
3. The worksheet enables the students to develop his or her creativity skills of self-expressions	4.65	Strongly Agree
4. The worksheet can be served as new learning materials in mastering concepts	4.70	Strongly Agree
5. The worksheet enables the student to enhance mastery	4.70	Strongly Agree
Average Weighted Mean	4.59	Strongly Agree

Legend: 1.00 – 1.80 Strongly Disagree
1.81 – 2.61 Disagree
2.62 – 3.42 Agree
3.43 – 5.00 Strongly Agree

Furthermore, all indicators were strongly agreed upon, with the highest weighted mean of 4.90 and the lowest weighted mean of 4.50 for the factor 3 presentation. As revealed in the data, factor 3 presentation has an average weighted mean of 4.75 – strongly agree. This suggests that the translated learning activity sheet developed is well-presented and well accepted as instructional material in teaching skill-related disciplines such as TVL cookery.

The findings were also associated with Sasmaz-Oren and Ormanci (2012), who proposed that well-designed worksheets had a favorable influence on students' learning success. Furthermore, Rotter (2006) asserts that a worksheet should adhere to the COLA concept of layout to be effective (contrast, orientation, lettering, and artwork).

Moreover, data are shown in factor 4 – appeal to the target user revealed that all indicators were interpreted as strongly agree, indicator 4.1 (WM=4.25); indicator 4.2 (WM=4.65); indicator 4.3 (4.65); indicator 4.4 (WM=4.70); and indicator 4.5 (WM=4.70). As shown in the table, the average weighted mean of 4.59, which is interpreted as strongly agree, manifests that the developed translated learning activity sheet is worth the students' time, effort, and experiences. Additionally, the created worksheet inspires creativity and improves comprehension and mastery.

According to Nishanthi's (2020) research, children need to be interested and enthused about reading and learning, which can only be done if the materials are ones that they will comprehend and appreciate. Similarly, Aditya (2014) stated that well-designed worksheets could help pupils obtain learning information in the classroom.

Table 4 shows how students performed on the Cookery pretest and posttest using the translated learning activity sheet. Students in the experimental group had a slightly higher mean than those in the control group during the pretest, as seen in the table. The result suggests that learners have little prior knowledge of preparing various salads and dressings. It denotes that students learn the required competencies for the lesson before conducting the study.

As shown in Table 4, students in the experimental group who used the translated learning activity sheets performed much better on the posttest, with a mean value of 20.90, than students who just utilized the learning activity sheets without translation, with a mean value of 15.76.

Table 4 Performance of Students in Cookery 11 in the Pre-Test and Post-Test when the TransLAS were Utilized

Group	N	Pretest	Posttest
		Mean	Mean
Control	50	12.82	15.76
Experimental	50	13.76	20.90

It may be proven that the difference in the outcome significantly influences the learners' performance. According to the findings, translated learning activity sheets enhanced learners' skill

and knowledge acquisition, particularly in the identified least-learned competency. This also means that learners performed well when utilizing the translated learning activity sheets. They comprehend the concepts and abilities needed to master the learning competence better.

These findings are consistent with the Grade Fixer (2020) study, which found that learners understand best through their main languages or the languages they bring to school. A learner cannot acquire advanced topics successfully unless they have a firm foundation and comprehension of the fundamentals. It was also stressed in the Rutu Foundation's (2022) study that the benefits of incorporating the mother-tongue into the teaching-learning process include students learning better and quicker, feeling more at ease, and demonstrating enhanced self-esteem and involvement. Similarly, Nishanthi (2020) stated a learner taught in his native language, the fraction of his educational attainment is higher than if the student is conducted in a medium other than his mother tongue.

Table 5 reveals the significant difference in pretest and posttest scores of Cookery 11 students who utilized the translated learning activity sheet. The calculated p-value is greater than the critical value at the 0.05 level in the pretest, suggesting that the null hypothesis is accepted. It implies no significant difference in the learners' pretest scores. Additionally, the data indicate that the mean pretest scores for the control group, 12.82, and the experimental group, 13.76, do not differ significantly. This might imply that students in both groups have the same prior knowledge when preparing various salads and dressings.

Table 5 Significant difference in the pre-test and post-test scores of students in Cookery 11 when TransLAS was used

Pretest						
Group	N	Mean Scores	t-value	p-value	Decision	Interpretation
Control	50	12.82	-1.276	0.205	Accept H ₀	No significant difference
Experimental	50	13.76				
Posttest						
Group	N	Mean Scores	t-value	p-value	Decision	Interpretation
Control	50	15.76	7.853	0.000	Reject H ₀	There is a significant difference
Experimental	50	20.90				

Table 5 shows, on the other hand, that the calculated p-value in the posttest is less than the critical value at the 0.05 level, implying the rejection of the null hypothesis. It denotes a significant difference in the students' posttest results. Furthermore, the data shows that the mean posttest scores for the control group, which is 15.76, and the experimental group, which is 20.90, differ significantly. The outcome indicates that the developed translated learning activity sheet assisted the learners in understanding the concepts and processes.

Furthermore, the results demonstrate that providing the mother tongue as a translation in the learning activity sheet is an effective instructional resource that may benefit learners in mastering

the competency compared to utilizing learning activity sheets with only the English language as a medium of instruction. The TransLAS or Translated Learning Activity Sheets became significant to those ALS students and those struggling learners, especially amidst this pandemic where their learning capabilities still need scaffolding from the teacher, specifically on terminologies and instructions that they find difficult to comprehend. In addition, the pandemic situation made it difficult for them to ask the teacher for further elaboration immediately or explain the confusing contents to them in their mother tongue. Hence the translated learning activity sheet enabled them to comprehend instructions and terminologies, which allowed them to master the competency.

The results are consistent with Awopetu's (2016) findings, which demonstrated that using a mother tongue as a medium of teaching in the classroom is particularly successful in enhancing learners' learning capabilities. The study's findings indicated a clear link between the teacher's communication medium and the learners' learning capabilities.

Similarly, Dayon (2019) found that when their subject instructor communicated the lecture in their first language, more students comprehended it. Furthermore, their school involvement was high, indicating that they actively participated in academic tasks. In congruence to the MeridiE (2021) study, instructors from Region II Nueva Vizcaya, Central Visayas, and Cagayan Valley Philippines noted that the most significant advantage of mother language in education is that students enhanced their comprehension of classroom content. Similarly, Nishanthi (2020) stressed that if a learner's mother tongue is integrated into their education, they will likely outperform someone taught in a language other than their mother tongue.

4. SUMMARY OF FINDINGS

Based on the analysis of the data gathered, the following findings were found. In the educational soundness evaluation of the developed TransLAS in Teaching Cookery – 11 using the DepEd standard evaluation rating tool for printed materials, the total weighted average is 3.74, with a descriptive rating of very satisfactory.

Regarding the extent to which the developed TransLAS in Teaching Cookery is valid, the overall weighted average mean is 4.54, with a verbal interpretation of strongly agree.

According to the findings, during the pretest, learners in the experimental group had a slightly greater mean than those in the control class. Meanwhile, students from the practical class who utilized translated learning activity sheets scored significantly better on the posttest, with a mean value of 20.90, than students who used the learning activity sheets with no translation with a mean value of 15.76.

The calculated p-value is greater than the crucial value at the 0.05 level in the pretest, suggesting the acceptance of the null hypothesis according to the results. It implies no significant difference in the learners' pretest results. The results indicated that the mean pretest results for the control class, 12.82, and the experimental class, 13.76, do not differ substantially. In the posttest, however, the calculated p-value is below the crucial value at the 0.05 level, so the null hypothesis is rejected. It denotes a significant difference in the students' posttest results. Furthermore, it is demonstrated

that the mean posttest scores for the control class, 15.76, and the experimental class, 20.90, differ substantially.

5. CONCLUSION

Based on the data, it is possible to conclude that the produced translated learning activity sheet is widely accepted and recommended for learning purposes, as judged by experts regarding educational soundness and extent of validity. Additionally, the instructional material is particularly suited for learners, as both teachers and students expressed enthusiasm for the developed translated learning activity sheets.

Moreover, teacher experts believed that the instructional material is effective and practical for students' consumption because both assessed the educational soundness as very satisfactory and strongly agreed on the degree of the validity.

Finally, students who used the developed translated learning activity sheets performed better than those who used the learning activity sheets with no translation. The developed learning material could be a great scaffold for ALS students and struggling learners who need assistance, especially in understanding instructions and processes. This benefit in strengthening quality education in the community as a whole.

6. RECOMMENDATIONS

Based on the conclusions, the researcher forwards the following recommendations. For educational purposes, translated learning activity sheet is encouraged as it is appropriate and commendable, as experts evaluated it. In this pandemic, learners with difficulty mastering the skill of preparing a variety of salads and dressings can use this as a supplementary learning material to better understand the lesson.

Teachers are encouraged to produce more translated learning activity sheets as supplementary learning material for learners to master the complex competencies, particularly in the Senior high school TVL subject, where actual performance skills are required. Cascading this material in the DepEd Division through the LR portal can be used in the TVL – Cookery 11.

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