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Comparative Study Of Two Languages In The Teaching  
Of Selected Topics In High School Chemistry  
In Non-Tagalog and Tagalog-Speaking Areas

**LISTO**

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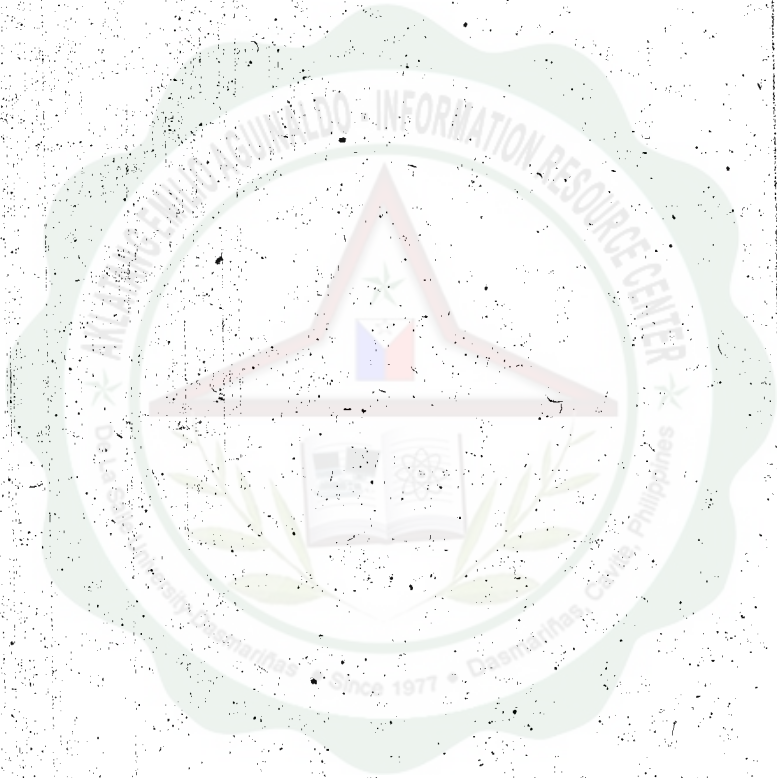
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## ABSTRACT

The main purpose of the study was to identify and compare the effectiveness of Filipino and English as medium of instruction in the teaching of selected topics in high school chemistry in non-Tagalog and Tagalog speaking areas.

Filipinas Technical Institute and Zamboanga A.E. Colleges in Zamboanga City represented the schools in the non-Tagalog speaking area. Lourdes School of Quezon City represented the Tagalog speaking area.

The experimental method of research was used in the study. The posttest only control group design by Campbell and Stanley was used.

A total of 160 third year high school students were used as samples of the study. Two study groups per area were exposed to the unit lesson on Solutions; one group, the experimental group exposed to Filipino while the control group was exposed to English.

The study showed that the study groups, whether in a Tagalog or non-Tagalog speaking area, did not differ in their performance in an achievement test after exposure



to either Filipino or English.

Since the Tagalog speaking students achieved better than the non-tagalog students, it can be said that the spoken language at home can influence to an extent the achievement of the students.

Finally, it can be stated that teaching a unit lesson in Filipino is as effective as English. An advantage is seen when Filipino is used in an area where the language is used.

