MULTIMODAL REPRESENTATIONS STRATEGIES IN TEACHING SCIENCE TOWARDS ENHANCING SCIENTIFIC INQUIRY SKILLS AMONG GRADE 4

AYLA MAE L. ORTIZ
aylamae.ortiz@deped.gov.ph
Laguna State Polytechnic University, San Pablo City Campus, San Pablo Laguna, Philippines

ABSTRACT

For the pupils to have fully understood the natural world and propose explanations based on the evidence derived from their work is one of the main concerns of Learning Science. Science as a Subject matter in the early years of learning need to be fully understand for the pupils to be ready for higher level of education. Science as a general education component in the Curriculum and as perceived by the students as a challenging subject, Science educators should create Learning Strategies that are relevant and engaging to enhance the scientific inquiry skills of the pupils. To support, this study introduced the Multimodal Representations Strategies in Teaching Science Towards Enhancing Scientific Inquiry Skills Among Grade 4 pupils. The use of two groups pre-test and post-test descriptive experimental research design led in achieving the objectives of the study participated by 75 Grade IV pupils, at San Joaquin Elementary School of the academic year 2020-2021. The result showed a significant difference between the pre-test and post-test scores performance of the pupil-respondents which implies that the use of the Multimodal Representations Strategies in Teaching Science helped students improve their Scientific Inquiry Skills. This indicates that from the beginning level in observing patterns, determining relationships, drawing conclusions, and communicating ideas in the concepts they were able to reach a proficient to an exemplar level of performance. The study suggests that the use of multimodal representation strategies resulted in a positive significant increase in student's scientific inquiry skills which promotes high engagement in learning.

Keywords: Multimodal Representation, Scientific Inquiry Skills, High Engagement