

EXPLORING LANGUAGE-BASED ACQUISITION APPROACHES IN TEACHING FILIPINO: A LITERATURE REVIEW

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ABSTRACT: This literature review delves into language-based acquisition approaches employed in the instruction of Filipino, examining a wealth of scholarly works to elucidate effective pedagogical practices. The focus encompasses second language acquisition among Filipino migrant workers, as well as language acquisition studies centering on Filipino children. Notably, immersion and practical application of the target language in authentic communicative contexts emerge as key strategies facilitating language acquisition. The synthesis of these studies underscores the significance of designing responsive curricula, innovative teaching methodologies, and relevant assessment tools tailored to the adult education context. Moreover, the review accentuates the need for further research on language acquisition in the unique multilingual landscape of the Philippines. Overall, it advocates for language-based acquisition approaches that prioritize immersive experiences and genuine language use for the successful teaching of Filipino.

Keywords: Language-based Acquisition, Filipino Language Teaching, Immersive Language Learning Pedagogical Practices

INTRODUCTION

The effective teaching of Filipino, a dynamic and culturally rich language, requires a nuanced understanding of language acquisition approaches. This literature review delves into the diverse methods and strategies employed in teaching Filipino, focusing on language-based acquisition approaches. With a spotlight on immersive and contextual learning, this review aims to explore the implications of various pedagogical practices in the Filipino language teaching landscape. As the importance of linguistic diversity gains recognition, understanding the intricacies of language acquisition becomes pivotal for educators and policymakers. By synthesizing existing research, this literature review seeks to contribute insights into the evolving landscape of language education, shedding light on best practices and innovative approaches that enhance the acquisition of the Filipino language.

Guaranteeing the quality of resources used by instructors is just as essential as ensuring the amount and accessibility of learning materials for every student. Zulyadaini (2017) asserts that educators should place a high value on how relevant instructional materials are to students' daily lives and concentrate on curricular items that can help students become community builders. When creating educational resources that are suited to the requirements of students, teachers play a crucial role. UNESCO emphasizes that in order to improve student learning, teachers must have access to a variety of learning materials outside of textbooks. According to Mouraz and Leite (2013), when it comes to curriculum creation, teacher training programs have to be a part of the innovation of materials.

Reviewing a spectrum of journals and papers for a literature synthesis enriches the researcher's understanding of the repercussions associated with the creation and application of instructor-generated, culturally relevant instructional materials. Consequently, this inquiry lays the groundwork for future investigations delving into interconnected issues. The research indicates that while some learners express a preference for English as their instructional medium, others lean toward Filipino. Both languages are recognized as valuable tools in the educational process. Despite an inclination towards English, Filipino serves as a strategic competence for clarifications. English assumes the role of the primary language for instruction, with Filipino providing supplementary support (Gorgonio, 2012). In a separate study by Melegrito (2022) examining the beliefs, strategies, and academic performance of 74 indigenous students from the Manobo tribe in the Philippines, the findings revealed high levels of beliefs and strategies but average academic performance. Embracing the Filipino language can foster understanding and unity among native multilingual speakers. Tribal societies now embrace modern language learning, allowing women to pursue education, and tribes uphold high language learning ideals. The study also identified correlations between gender, academic discipline, and tribe, indicating that gender influences the beliefs and strategies of indigenous students in acquiring the Filipino language.

In contrast, Napil *et al.*'s (2020) investigation delves into the factors contributing to subpar writing skills in both English and Filipino among sixth-grade elementary students in the Zamboanga Peninsula. Surveying 43 language instructors from diverse public primary schools, the study identifies lack of vocabulary, challenges in expressing ideas, students' perception of writing as arduous, diminished enthusiasm, and struggles with spelling, syntax, and sentence construction as the five variables influencing poor writing skills. These challenges are linked to the fact that English and Filipino are considered second languages, overshadowed by the students' native tongues.

In a surprising twist, Saavedra and Barredo's (2020) study evaluates classroom instruction, comparing monolingual English instruction (ESL) with a bilingual Filipino and English approach. The alarming low grades in Sciences and Mathematics underscore language proficiency as a critical factor impacting academic achievement. Recognizing the need for improvement, teachers should reassess teaching methods, particularly in subjects like English as a Second Language (ESL). The study scrutinizes the use of teaching strategies in English, revealing that lecture methods and brainstorming are prevalent. Notably, the research identifies a

significant correlation between respondents' profiles and the strategies employed, indicating that factors such as age, educational attainment, and teaching experience influence the choice of teaching methods. The findings emphasize the importance of encouraging teachers to pursue further studies and receive training to enhance their teaching performance, offering valuable insights for school administrators.

However, the study investigates the impact of Communicative Language Teaching Strategies on the Speaking Competence of Grade 11 learners at Hondagua National High School. Employing an experimental research design, the results indicate that the experimental groups exhibited highly satisfactory performance, suggesting that this teaching strategy effectively enhances speaking skills. Mojares (2013) recommends further development of instructional materials for various English and language subjects, along with the implementation of rubrics for assessing student performance. This article delves into the intricate relationship between culture and language, underscoring the significance of integrating cultural elements into second language learning and teaching strategies. It emphasizes the imperative for educators to acknowledge cultural diversity, identify key cultural components, and apply suitable teaching strategies to bridge cultural gaps, ensuring successful language acquisition. Moreover, research involving bilingual and multilingual children suggests challenges in nominal and verbal morphology, particularly in Spanish–English and English–Mandarin bilingual situations. Spanish–English bilingual children exhibit delays in past tense morphology compared to monolingual peers, while Mandarin-dominant English–Mandarin bilingual children show a lack of inflection in English verbs, even at ages 6 to 8. This study aims to provide a comprehensive overview of commission errors made by Filipino children by reviewing literature spanning from the 1980s to the present. Focusing on Tagalog, a complex Western Austronesian language, the paper examines patterns of errors in verbal and nominal marking in both first language (L1) and second language (L2) acquisition. Tagalog's intricate voice system, involving prefixes, infixes, and suffixes, presents challenges in acquiring correct forms, with error patterns raising intriguing questions about the learning process. The review also explores implications for inflectional morphology acquisition theories, drawing connections to findings in other languages.

In a bid to enhance pedagogy, another study by Ogayon, Tangalin, and Esmald (2020) scrutinizes the daily lesson plans of Senior High School language teachers instructing Oral Communication in Context (OCC) using Communicative Language Teaching (CLT) theory. The identified strategies encompass task completion, opinion sharing, mechanical practice, information transfer, reasoning gap, communicative, information gathering, fluency, accuracy, and meaningful practice activities. Importantly, these strategies align with the Department of Education's curriculum guide in terms of content standards, performance standards, and assessment types, with implications for language teaching practices in the Philippines.

This literature review focuses on language acquisition within the Filipino setting, examining the impact of Communicative Language Teaching (CLT) strategies on Grade VI pupils' reading comprehension skills. The study utilized a mixed-methods approach, incorporating pre-test and post-test assessments alongside survey questionnaires. The findings indicate that CLT strategies outperformed traditional methods, leading to a significant

improvement in reading comprehension. Notably, the role-play strategy emerged as the most preferred among the seven CLT strategies, although no significant relationship was identified with other methods. In addition to CLT, the review delves into an investigation involving second-year high school students at the University of San Carlos, exploring their academic performance based on the medium of instruction (MOI) employed, either Filipino or English. The results demonstrate a substantial improvement in the mean performance of both groups from pre-test to post-test. The review concludes by recommending future research directions, suggesting the inclusion of larger sample sizes, the exploration of the effectiveness of teaching the local language, and the consideration of extended instructional intervals.

This literature review aims to explore language-based acquisition approaches in teaching Filipino. The search results provide several studies related to second language acquisition of Filipino migrant workers, as well as studies on the acquisition of Tagalog by Filipino children. The studies suggest that immersion and actual use of the target language in authentic communicative situations can make language acquisition easier. Additionally, the studies highlight the importance of designing appropriate and responsive curricula, teaching methodologies, and assessment tools relevant to adult education. The studies also emphasize the need for research on first or second language acquisition in the Philippines, particularly in the multilingual context of the country. Overall, the literature suggests that language-based acquisition approaches that prioritize immersion and actual use of the target language in authentic communicative situations can be effective in teaching Filipino.

DISCUSSIONS

Effective communication is intricately tied to language proficiency, playing a pivotal role in interpersonal connections and the articulation of thoughts, ideas, emotions, and experiences. The ability to wield language adeptly is a potent tool, empowering individuals to pursue their aspirations and broaden their knowledge.

This lesson has delved into diverse methodologies for teaching the Filipino language, including Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), Project-Based Language Teaching (PBLT), and Task-Based Language Teaching (TBLT). The assimilation of these approaches promises to enhance the classroom learning environment and elevate students' enjoyment of the educational journey. Educators strategically employ diverse methodologies, such as Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), Project-Based Language Teaching (PBLT), and Task-Based Language Teaching (TBLT), to create an immersive and learner-centric language acquisition environment for elementary students. As a teacher, the deliberate application of these methods serves as a powerful tool to reinforce language acquisition among my students, facilitating practical application in real-world scenarios. This approach aims to not only elevate their language proficiency but also enhance overall fluency.

Recently, the debate has shifted from a mere competition between rules and analogy to an acknowledgment that different acquisition approaches incorporate varying degrees of both

aspects (refer to Granlund *et al.*, 2019, for an extensive discussion on these approaches). However, the majority of these approaches have predominantly been tested on simpler morphological systems like English and German. Only in recent times have there been more studies delving into complex systems, such as Polish, Finnish, and Estonian (Engelmann *et al.*, 2019; Vihman *et al.*, 2021).

Examining Estonian noun inflection, Vihman *et al.* argue that proficiency in productive noun marking stems from analogy across a broad spectrum of examples. They base this conclusion on their observation that the neighborhood density of children's responses increased with age. Furthermore, children displayed a preference for utilizing more frequent but less transparent patterns rather than resorting to patterns that required fewer stem changes. Similarly, Engelmann *et al.* assert that their data on Polish and Finnish align with a model involving "rote storage and phonological analogy, as opposed to formal symbolic rules."

Research indicates that learner-centered strategies, where both teachers and students actively participate, are more effective than traditional methods, positively impacting comprehension abilities. Activities rooted in CLT, CLIL, PBLT, and TBLT, where the target language is consistently used, prove particularly effective in fostering language acquisition. While English is often preferred in subjects like Mathematics and Science, Filipino is essential for ensuring comprehensive understanding. Recognizing the multilingual nature of Filipinos, proficiency in both English and Filipino is integral for holistic learning, fostering unity and understanding. The dynamic interplay between language and culture significantly influences the process of language acquisition. The pivotal recognition of the symbiotic relationship between language and culture underscores the reciprocal shaping and reflection of each element on the other. The crucial integration of cultural elements into language learning ensures a comprehensive understanding and meaningful language acquisition.

This necessitates the incorporation of carefully planned cultural objectives and activities into language lesson plans, enriching teaching materials and fostering a profound connection between language and cultural context. Implementation of these methodologies in language teaching has revealed their effectiveness firsthand. Unaware of their impact before exploring these techniques, I observed notable engagement and enthusiasm among students in learning different languages. Aligning with holistic and functional literacy goals, understanding the importance of teaching in the mother tongue, Filipino, and English has become evident. Recognizing the significance of language in education, the motivation to incorporate these lessons into various subjects has shaped the teaching approach. In the role of a teacher, commitment to applying these methods and techniques in instruction is unwavering. The newfound knowledge significantly contributes to creating a more conducive and enjoyable learning environment for students. Emphasis on fluency in communicating in their mother tongue, Filipino, and English aims to mold students into competent and confident communicators. By fostering a positive and enjoyable atmosphere through learned approaches, strategies, and activities, the belief is that learning will thrive both inside and outside the classroom, contributing to a more profound language acquisition experience.

CONCLUSION

The evaluated publications demonstrated how important instructional resources are to the teaching-learning process, including textbooks, modules, audio-visual materials, etc. The instructional resources that instructors use have a big impact on the students' learning results. Nonetheless, some research revealed that because textbooks are out of date and don't meet students' requirements, most teachers view them as ineffective teaching tools. Additionally, journals and articles studied indicated that one of the main trends in teaching Filipino nowadays is the creation and use of locally tailored learning materials by teachers. Numerous types of evaluated literature attest to the fact that using locally relevant instructional materials enhanced students' engagement in the learning process.

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