



ALTERNATIVE TEACHING STRATEGIES IN LEARNING FILIPINO LANGUAGE AMONG DOMINANT ENGLISH SPEAKERS: ARTICLE REVIEW

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ABSTRACT: This study reviews various alternative teaching strategies to enhance Filipino language learning among students from predominantly English-speaking backgrounds. The research examines the impact of these strategies on improving Filipino language acquisition and engagement. The study is grounded in constructivist and sociocultural theories, which emphasize the importance of active learning and social interaction in language acquisition. Furthermore, it draws on Gardner's Motivation Theory and Self-Determination Theory to highlight the role of integrative motivation and intrinsic factors in language learning success. Alternative teaching strategies such as gamification, role-playing, translation exercises, and the "Filipino Word of the Day" approach are explored as potential solutions. Studies support several advantages of these alternative strategies, including increased engagement and motivation, development of communication skills, ability to address diverse learning needs, improved comprehension and retention, development of critical thinking skills, foster a supportive learning environment, and overcoming language learning challenges. However, the paper also acknowledges challenges such as resource limitations, time-consuming, difficulties in adaptation, and varied students' response. The research underscores the importance of parental involvement and teacher influence in language acquisition. It also highlights the need for a balanced approach that recognizes the global importance of English while preserving and promoting the national language for cultural identity and unity. Additionally, it suggests expanding the research to include diverse linguistic and cultural backgrounds for a more comprehensive understanding of effective teaching strategies.

KEYWORDS: Teaching strategies, learning Filipino language, dominant English Speakers, motivation, language proficiency

INTRODUCTION

The 1987 Philippine Constitution establishes Filipino as the national language and, with English, as an official language (Article XIV, Sections 6 and 7). Filipino unifies the country's diverse ethnic groups. English, a secondary language, is used in administration, law, business, education, and media (Kirkpatrick & Deterding, 2011). It has become essential in Philippine linguistic history since its recognition as a co-official language. The Philippine education system has used English as a medium of instruction from elementary to university level for decades (Gonzalez, 2003). In today's global world, English's importance is undeniable as the most common language spoken everywhere (Crystal, 2003; Antimoon, 2012).

Gallego and Zubiri (2013) and Rafael and Rosario (2011) highlight that many parents prioritize teaching their children Filipino and English because these languages enable them to communicate with a broader audience. Posel and Casale (2011) further emphasize that English is preferred by parents and school administrators, regardless of students' first language, due to its economic and social benefits. English is highly valued not only for its practicality but also for the opportunities it provides. As Crystal (2003) and Antimoon (2012) highlight, English remains the most widely spoken language globally, making its mastery crucial for success in today's interconnected world.

Research by Somblingo and Ricohermoso (2019) suggests that students' proficiency in Filipino remains underdeveloped. Labrador, Cinco, and Constantino (2017) state that interest in Filipino is declining among the younger generation. Bughao, Toyhacao, and Tilaon (2017) further emphasize that students often neglect Filipino for other languages. The government also contributes to this decline. In job applications, English is prioritized in interviews as the universal language. Signs in streets, malls, and public places are mainly in English. Consequently, Filipinos may feel discouraged from using their national language, focusing on learning other languages for better career prospects (Ranque et al., 2024). In the article *Betraying the Filipino Language* (Contreras, 2014), several issues were emphasized: (1) many young Filipinos are not proficient in speaking Filipino, with some even unable to count in the language; (2) some Filipinos feel uncomfortable using their own national language and do not take the time to read articles written in Filipino; and (3) the Filipino subject will no longer be taught at the tertiary level. These issues highlight the declining proficiency and engagement with the Filipino language.

A lack of proficiency in a language can negatively impact students' academic performance. Ranque et al., (2024) notes that struggling with a language can lead to low grades and reduced confidence in seeking help from teachers. Similarly, Sayson, Opancia, and Macasojot (2020) found that students with low language proficiency often discontinue learning it. Fukada (2019) explains that students with limited proficiency hesitate to ask for assistance, affecting their progress. Xing and Bolden (2019) report that language difficulties also contribute to student anxiety. Zheng and Yu (2018) found that poor language skills negatively impact students' engagement in written corrective feedback.

The adoption of alternative teaching strategies in language education, particularly for Filipino language learners, has gained attention as educators seek to enhance engagement and success in diverse classrooms. These approaches—from gamification to interactive role-playing—create dynamic learning environments catering to varying student preferences and learning styles (Frolova et al., 2018; Suwartono et al., 2019). As traditional methods often fall short, alternative strategies have emerged to foster motivation and facilitate understanding of linguistic and cultural nuances (Hayati et al., 2021; Ushioda, 2013). The integration of such methods enriches the teaching and learning experience and addresses demands for personalized and adaptive educational practices, reflecting a shift towards student-centered pedagogy (Seng et al., 2021).

REVIEW OF RELATED LITERATURE

Constructivism

Constructivism is rooted in the idea that learners construct knowledge through their experiences and interactions with their environment. According to Piaget (1976), learning is an active process where individuals build new understandings based on prior knowledge and experiences. In the context of the article, alternative teaching strategies that engage students in meaningful tasks facilitate the construction of knowledge and proficiency in Filipino language. The use of strategies like role-playing and language gamification encourages students to construct knowledge through direct interaction and collaboration, mirroring findings by Bodrova and Leong (2015) who highlight that active learning environments significantly enhance student engagement and understanding. As mentioned in the article, teachers observed improved student motivation and proficiency, indicating that students actively engaged with the language through hands-on activities and task-based learning, which are key tenets of constructivist pedagogy.

Sociocultural Theory

Sociocultural theory, primarily advocated by Vygotsky (1978), emphasizes the importance of social interaction, cultural context, and language in cognitive development. This framework posits that learning occurs within a social context and is mediated by cultural tools, particularly language. The article highlights the positive impact of collaborative learning and the use of the Filipino language in social interactions, which are central to sociocultural approaches. Recent research by Oga-Baldwin (2020) reinforces this by demonstrating that strong teacher-student relationships can significantly influence students' persistence in language learning, reflecting the critical role of social dynamics in the educational. The integration of constructivist and sociocultural theories in the teaching of the Filipino language underscores the necessity for educators to create learning environments that promote both individual cognitive development and social engagement.

Gardner's Motivation Theory, also known as the Socio-Educational Model of Second Language Acquisition, highlights that integrative motivation leads to long-term success in language learning because it fosters deeper engagement and a positive attitude (Gardner, 1985).

Masgoret & Gardner (2003) conducted a meta-analysis that confirmed a strong correlation between integrative motivation and second language achievement. A recent study conducted by Li & Zhou (2023), examined the impact of learning motivation on second language learning from kindergarten, through 12th grade and it is found out that motivation significantly influences learners' effort, attitude, and emotional state, thereby affecting their language learning behaviors. The authors emphasize the importance of stimulating students' interest and creating engaging learning environments to enhance their motivation (Sebullen, 2023). These results highlight the essential role of educators in fostering integrative motivation in their classrooms, as it not only enhances academic performance but also fosters a lifelong appreciation for language learning. Teachers who implement innovative, student-centered approaches can not only enhance students' proficiency in the Filipino language but also cultivate a positive attitude towards learning this important cultural aspect. The teachers' use of alternative strategies, such as role-playing and cultural integration, serves to enhance students' understanding of the Filipino language beyond mere grammar and vocabulary, allowing them to appreciate its cultural significance and relevance in their lives. This approach not only improves language skills but also fosters a deeper understanding and appreciation of Filipino culture (Magno et al., 2024).

Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), offers valuable insights into how dominant English speakers can effectively learn the Filipino language by addressing their intrinsic motivations, autonomy, and sense of relatedness. For students who primarily speak English, fostering intrinsic motivation is essential; this can be achieved by connecting the Filipino language learning experience to their interests and cultural backgrounds, making the learning process more relevant and enjoyable (Boo et al., 2015). Autonomy is also critical; when students are given choices in how they learn—such as selecting topics, engaging in discussions, or participating in culturally relevant activities—they develop a sense of ownership over their learning, which increases their motivation to engage with the language (Fuentes & Limpot, 2022). Moreover, the sense of relatedness plays a vital role by providing social support in the classroom. When learners feel connected to their peers and teachers, they are more likely to take risks in using Filipino and participate actively in language activities (Davis, 2020). The alternative strategies identified in the study—such as gamification and interactive activities—are aligned with SDT principles, as they encourage students to take ownership of their learning and foster a sense of community within the classroom.

Alternative Teaching Strategies

Teaching strategies play a crucial role in effective instruction, serving as essential tools for guiding, directing, and facilitating student learning. Mangal and Mangal (2009) define teaching strategy as “the plans, means, and specific ways especially devised and employed by the teachers for guiding, directing, and showing path to the learners for the realization of the set instructional or teaching-learning objectives.” Similarly, Stones and Morris (1972), in their book *Teaching Practice: Problems and Perspectives*, describe teaching strategy as “a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction,

and an outline of planned tactics necessary to implement the strategy.” Teaching strategies, therefore, encompass various techniques and methods that educators use to deliver content, engage students, and achieve learning objectives. Beck (1998) further emphasizes that teaching strategies are an integral part of effective instruction, aligning with educational goals and objectives. No single strategy can ensure improved student outcomes; however, studies have identified several practices that facilitate student learning (Hattie, 2009; Marzano et al., 2001; Wayne and Young, 2003).

Traditional teaching strategies have long been a fundamental part of education. They provide specific benefits, such as structured content delivery and direct teacher guidance. However, they also pose challenges in addressing the evolving needs of modern education, which demands more interactive and student-centered approaches. To meet these changing demands, alternative teaching methods have been introduced as replacements for the conventional teacher-centered model, where the instructor primarily transmits information from the front of the classroom (Nurutdinova, Perchatkina, Zinatullina, Zubkova, & Galeeva, 2016).

Education Ministries worldwide advocate for alternative teaching methods to enhance student engagement and adaptability to the 21st century. Recommended strategies include project-based learning, exploratory learning, collaborative learning, and the integration of technology in education (Fisher, 2015; Chu, Reynolds, Tavares, Notari, & Lee, 2017; Clark, Dyson, & Millward, 2018). These approaches are supported by research emphasizing their effectiveness in fostering critical thinking, problem-solving skills, and active learning (The Pedagogical Administration, 2015; Barron & Darling-Hammond, 2008; Sithole, Kibirige, Mupinga, & Chiyaka, 2016). By incorporating these innovative teaching methods, educators can create dynamic learning environments that can motivate the Filipino English speakers to be proficient in Filipino language.

Dominant English speakers

The Philippines is recognized as one of the largest English-speaking nations (Cabigon, 2015). English serves as a co-official language alongside Filipino, the country's national language, and is the primary medium of instruction in education (Cabigon, 2015). It also plays a crucial role in business, science, technology, government, and international communication. A 2023 survey conducted by the Social Weather Stations revealed that 55% of the adult population (39.4 million people) speaks English. Additionally, Ploscaru (2024) noted in the article *How Many People in The Philippines Speak English?* that the Philippines consistently places within the top three countries in terms of proficiency in the region. In 2023, Filipinos held the second-highest English proficiency in Asia and ranked among the top 20 English-speaking countries globally.

Parental involvement is one of the strongest predictors of students' academic achievement. Studies indicate that a family's support for learning at home and active

participation in their child's education is a more accurate indicator of academic success than financial status (Obansa, 2021). Research suggests that when parents engage in their child's education, it leads to better academic performance, sustained interest in learning, and a higher likelihood of success in school. Regarding the influence of parental involvement on second language (L2) development, previous research indicates that parental engagement exerts a substantial impact on children's L2 acquisition and development (Panferov, 2010; Xuesong, 2006). Parental involvement influences children's L2 achievement through motivational, affective, social, and cognitive mechanisms (Fear, Emerson, Fox, & Senders, 2012). Therefore, active parental engagement is essential for enhancing language proficiency (Aranas & Paglinawan, 2024). This explains why Filipino parents introduce English as their L1 from an early age.

Despite the prominence of English, proficiency in Filipino remains essential for students in the Philippines, as it serves as a fundamental medium for communication, academic success, and cultural identity. As the national language, Filipino is more than just a school subject—it is a unifying tool that connects diverse communities across the country. Mastery of Filipino enables students to participate effectively in their studies, engage in social interactions, and express their thoughts and emotions clearly (Aranas & Paglinawan, 2024). However, Labrador (2017) has observed a decline in the status of the Filipino language among younger generations, as students show decreasing interest in learning and using it. Similarly, as also mentioned the article, Ranque et al. (2024) argued that Filipino students preferred to use other languages rather than their own. This shift raises concerns about the preservation of the national language and its role in education and cultural identity.

DISCUSSION

Using alternative teaching strategies like gamification, role-playing, translation exercises and the “Filipino Word of the Day”, could really help sparks students’ interest, especially those who mostly speak English at home. These strategies not only make learning fun but also help students connect with their own culture.

Teachers have the highest influence among other factors in the acquisition of Filipino language proficiency (Tana,2021). When teachers use engaging techniques, it encourages students to participate more actively in learning, which is really important for language acquisition (Magno et al., 2024). By using role-playing and games, teachers create real-life situations for students to practice speaking the language, which makes a big difference in their learning experience. Research from Ushioda (2013) shows that when students feel more motivated, they put in more effort, which is crucial in learning a new language. Also, Vygotsky’s ideas (1978) show how working together can help students grow mentally. Strategies like role play and gamification are student centered and interactive approaches that actively engage learners in the language learning process. These strategies shift the focus from traditional

instruction to experiential learning, allowing students to take ownership of their learning experiences.

The following paragraphs show the advantages and disadvantages of using alternative teaching strategies in learning Filipino among dominant English speakers:

Advantages of Alternative Teaching strategies

Alternative teaching strategies have been found to significantly increase student engagement and motivation. Methods such as gamification, role-playing, and translation exercises make learning more interactive and enjoyable. According to Magno et al. (2023), these approaches enhance student participation in Filipino language classes, leading to improved academic performance. Caballero et al. (2022) found that students were enthusiastic about gamification, which had a positive impact on their academic success. Similarly, Margallo et al. (2023) reported that using Quizizz in Filipino classes sparked students' curiosity and desire to learn. Furthermore, Magno et al. (2023) observed subtle behavioral changes among students, who actively engaged in reading Filipino books and sought clarification on unfamiliar words from their teachers or classmates.

Alternative teaching strategies also contribute to the development of communication skills. Role-playing, in particular, has been shown to have a significant effect on students' speaking abilities (Neupane, 2019). Altun (2015) discussed several benefits of role-playing, including improved communication skills through conversational practice, increased exposure to the language, a stress-free learning environment, and enhanced self-confidence. These factors collectively encourage students to apply the language in practical scenarios, boosting their proficiency and motivation to communicate effectively.

Additionally, these strategies cater to diverse learning needs by accommodating different learning styles. Visual learners may benefit from gamified components, while kinesthetic learners thrive in role-playing activities. By tailoring instruction to various preferences, educators can enhance overall learning outcomes. Ojong (2023) conducted a comprehensive review on differentiated instruction and found that it significantly improves learners' motivation, values their diversity, and enhances engagement in second-language acquisition. Similarly, Purnamaningwulan (2024) demonstrated a notable improvement in speaking skills when differentiated instruction was implemented.

Comprehension and retention are also improved through alternative strategies like translation exercises and vocabulary enrichment activities such as "Word of the Day." These approaches reinforce understanding by helping students establish connections between languages, thereby enhancing their comprehension of both the target language and their native tongue. Benmoqadem and Koumachi (2024) found that translation as a mediation activity leads to better vocabulary

retention compared to English-only vocabulary exercises. Regular exposure to new words supports ongoing vocabulary development and encourages active learning.

Moreover, alternative teaching strategies foster the development of critical thinking skills. Gamified tasks and role-playing scenarios require students to apply their language skills creatively, leading to deeper cognitive processing and a better grasp of linguistic nuances and cultural contexts. A study by Petrusly (2024) indicated that incorporating Kahoot gamification had a positive impact on students' critical thinking skills by enhancing motivation and engagement. Additionally, role-playing exercises encourage students to analyze complex or controversial subjects from different perspectives, further honing their critical thinking abilities.

A supportive learning environment is another key benefit of alternative teaching strategies. These methods encourage collaboration and peer learning, fostering a classroom culture that values participation and mutual support. Such an environment can help reduce student anxiety, particularly in language learning, where fear of making mistakes often hinders progress. Bozkurt and Aydin (2023) emphasized that alternative teaching strategies create a more inclusive and engaging classroom atmosphere.

Finally, these approaches help overcome language learning challenges, especially for students who struggle with Filipino language acquisition. Many students, particularly those from English-speaking households, find it difficult to master Filipino. Magno et al. (2023) suggest that strategies such as continuous exposure, reading activities, and self-assessment can significantly boost students' confidence and performance in the subject. By implementing alternative teaching strategies, educators can create a more effective and engaging learning experience that supports language development and overall academic success (Sebullen, 2023).

These studies confirm that alternative teaching strategies play a crucial role in enhancing Filipino language learning by making instruction more engaging, adaptable, and effective.

Disadvantages of Using Alternative Teaching Strategies

While alternative teaching strategies offer flexibility and promote student engagement, they also present several challenges when applied to learning the Filipino language. One significant challenge is resource limitation. Many alternative strategies, such as project-based learning and gamification, require additional materials, digital tools, or specialized teacher training, which may not be readily available in all schools. Underfunded institutions, in particular, struggle to implement these strategies effectively due to the lack of necessary resources (Garcia & Santos, 2021).

Another challenge is that these methods can be time-consuming. Unlike traditional teaching approaches, alternative strategies often demand more preparation from teachers and extended periods for student activities. As a result, covering the required curriculum within the

allotted time frame becomes difficult, potentially affecting overall learning outcomes (Reyes, 2020). Additionally, difficulties in adaptation can hinder the success of alternative teaching strategies. Some students may find it challenging to transition from a structured, teacher-centered approach to a more student-driven learning environment. Likewise, teachers who are accustomed to traditional methods may struggle to effectively implement new strategies, leading to inconsistent instructional delivery (Cruz & Villanueva, 2019).

Furthermore, varied student responses present another challenge. While many students thrive in interactive and hands-on learning settings, others, particularly those who prefer clear instructions and structured lessons, may find alternative methods difficult to follow. This discrepancy can create gaps in language learning, as not all students may benefit equally from these approaches (Dela Cruz, 2018). Despite their advantages, alternative teaching strategies are not a one-size-fits-all solution. Their effectiveness depends on factors such as resource availability, time constraints, adaptability, and student learning preferences. Educators must strike a balance between innovation and practicality to ensure inclusive and effective language instruction.

Practical applications in the classroom

To apply these alternative strategies in the classroom setting, teachers can integrate games such as Wordwall, Raptivity, and Classpoint apps into the motivation or evaluation parts of lessons, whether in unlocking vocabulary words or giving quizzes. A study found that Wordwall, Raptivity, and Classpoint are highly acceptable as gamification tools for teaching the Filipino subject and effectively developed literacy, inferential, and critical reading comprehension skills among students (Colendra & Carada, 2023). Additionally, games help students retain unfamiliar vocabulary, associate new information with their surroundings, and develop their language and communication skills (Shabaneh & Farrah, 2019). These gamification tools offer different features and templates, providing a variety of interactive games and quizzes for learning the Filipino language. In role-playing activities, teachers can incorporate this as part of the performance assessment, where students practice their speaking skills and develop creativity and collaboration, especially among Filipino students from English-dominant households. This method encourages students to use Filipino in relevant and authentic situations, boosting their confidence and willingness to communicate. Research by Dewaele (2018) highlights that role-playing in language education helps students practice real-life conversations, enhancing both fluency and confidence in speaking the language (Dewaele, J. M., 2018, *The Role of Role-Play in Language Learning*). For the Filipino Word of the Day, teachers can introduce it before the main lesson. Writing the word in students' journals is helpful for review, and constructing sentences using the word makes it more meaningful. Posting the word on the bulletin board can also assist in retention. A study by Apa (2022) revealed that unlocking vocabulary as a strategy in teaching is effective in improving student performance.

In summary, it highlights the advantages and disadvantages of using alternative teaching strategies, such as gamification, role-playing, and the 'Filipino Word of the Day,' to teach the

Filipino language to students who predominantly speak English at home. The key advantages discussed include increased student engagement and motivation, the development of communication and critical thinking skills, addressing diverse learning needs, improving comprehension and retention, fostering a supportive learning environment, and overcoming language learning challenges. However, the implementation of these strategies also presents some challenges, such as resource limitations, time constraints, difficulties in adaptation, and varied student responses. To effectively implement these strategies, the researcher suggests integrating game-based apps, using role-play for speaking practice, and incorporating the 'Filipino Word of the Day' to help students retain vocabulary and construct meaningful sentences. Educators must strike a balance between innovation and practicality to effectively apply these alternative approaches, tailoring the strategies to meet the specific needs and learning preferences of their students.

CONCLUSION

Alternative teaching strategies, such as gamification, role-playing, and vocabulary unlocking techniques, have proven to be effective in enhancing the learning experience of Filipino language among students, particularly those from English-dominant households. These methods not only increase student engagement and motivation but also facilitate a deeper connection with the language and the culture it represents. By shifting the focus from traditional instruction to more interactive and student-centered approaches, educators can create an environment that encourages active participation and improves language acquisition outcomes. These strategies have strengths and limitations but being a teacher this can improve.

RECOMMENDATION

To maximize the effectiveness of alternative teaching strategies in Filipino language learning, educators should implement a variety of engaging approaches, particularly for students from predominantly English-speaking backgrounds. Strategies such as interactive activities, gamified learning elements, and culturally relevant content can enhance student motivation and create a more inclusive and dynamic learning environment. These methods not only improve language proficiency but also foster positive attitudes toward using Filipino in daily life. Continuous professional development and training for teachers are essential to ensure effective implementation, while increased parental involvement can further reinforce language learning at home. Moreover, Research highlights the significant role of family support in academic success, making it crucial to encourage Filipino language use in social interactions. However, as the study primarily focuses on students from English-dominant households, expanding the research to include diverse linguistic and cultural backgrounds would provide a more comprehensive understanding of the most effective teaching strategies.

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