

Transitional Challenges And Factors Affecting English-Speaking Learners In Learning The Filipino Language

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Abstract

Learning a new language can present numerous difficulties, especially for individuals who are native English speakers and are embarking on the journey of acquiring the Filipino language. This study aimed to determine the transitional challenges faced by English-speaking learners during the process of acquiring proficiency in Filipino, as well as identify the factors that affect their language-learning journey. By understanding these challenges and factors, educators and language instructors can design effective strategies and interventions to facilitate a smoother transition for English-speaking learners into learning the Filipino language. This study used qualitative design as a research method, data were collected from 8 participants through interviews. Exploratory research was carried out to extract narratives and experiences that are relevant to English-speaking learners in learning the Filipino language. The results showed that English-speaking learners often struggle with understanding and speaking the language, particularly with pronunciation, grammar structures, and vocabulary. Additionally, learners may lose interest in the language, making language acquisition more difficult. The factors that facilitate the language transition process were interest and exposure to the target language. The findings of this research will contribute to the existing literature on second language acquisition, specifically focusing on the challenges and factors affecting English-speaking learners in learning the Filipino language. The results will provide valuable insights for language educators and

curriculum developers to develop effective teaching methodologies, language materials, and support systems to facilitate a more successful transition for English-speaking learners.

Keywords: Transitional challenges, English-speaking learners, learning and Filipino language.

Introduction

The Philippines is recognized as among the world's biggest English-speaking nations. In actuality, English holds the status of an official language within the country. Despite having over 170 languages and dialects, the Philippines stands as a multilingual nation, with Filipino and English established as its official languages. Filipino, also referred to as Tagalog, serves as the national language and is the primary medium of instruction in schools, while English finds extensive application in areas such as business, media, and higher education. Nonetheless, numerous English-speaking learners, particularly those from urban locales, encounter difficulties when engaging with this language.

English serves as a global means of communication within the nation, favored due to the substantial fluency level found among a majority of the populace. Nevertheless, it may not be widely recognized that English learners from the Philippines encounter their own set of challenges in acquiring proficiency. A noteworthy proportion of Filipinos struggle to converse or write effectively in English. This specific demographic is often referred to as the "Indigenous People," encompassing those belonging to various tribes or residing in rural mountainous areas and villages. Additionally, adults or parents who lacked educational opportunities during their era, along with underprivileged children, also contend with language learning obstacles (Chavez, 2020; Carmela, 2020).

The prominence of English has led to the neglect of Filipino language in terms of usage, status, and prestige, resulting in a language shift among the younger generation who favor English for daily communication, media engagement, and social interactions. Educators and language experts express growing concern over the waning proficiency and interest in Filipino among the youth, despite the Philippines being recognized as a major

English-speaking nation. However, over time, a gradual decline in English language proficiency is evident among Filipinos as indicated by metrics like the EF English Proficiency Index, TOEIC, and average IELTS scores. This study delves into the factors influencing this declining proficiency, encompassing motivation, parental involvement, learning environment, teaching strategies, socio-economic status, and age. The analysis draws from various articles and concludes that consistent English language practice could strengthen the economy, grammar improvement could alleviate learners' concerns, and a balance between refining English education and nurturing local languages is essential. The findings offer valuable insights for educators planning English classes, institutions enhancing language teaching, and curriculum developers designing innovative learning materials (Santos et.al, 2022). The importance of English language instruction and acquisition is crucial for the progress of both the nation and its citizens. In Thailand, teaching English has emerged as a highly sought-after profession, encompassing both native and non-native English-speaking educators. However, instructing the English language within the Thai context presents various challenges. These challenges include students' waning enthusiasm for English, limited access to an English-speaking milieu, inadequacies in the English curriculum's clarity and suitability, and a dearth of opportunities for teacher professional growth. This study explores the repercussions of these challenges and proposes potential avenues for future research. (Ulla, 2018).

Differences on motivation and self-efficacy levels were also examined in terms of participants' gender and academic tracks. Finally, the relationship between motivation and self-efficacy was also explored. Results present a challenge among ESL teachers and curriculum planners on how to come up with pedagogical programs, both in the micro and the macro-levels, that will be responsive to students' levels of English motivation and self-efficacy (Torres & Alieto, 2019).

Research Objectives

The purpose of this study is to determine the transitional challenges and factors affecting English-speaking learners in learning the Filipino language. Specifically, this study aims to answer the following research objectives:

- 1.) Determine the transitional challenges of English-Speaking learners in learning the Filipino language.

2.) Identify the factors affecting transitional challenges in learning the Filipino language among the Grade 3 students.

Literature Review

The evolution of the English language in the Philippines shares similarities with many Asian nations, where its introduction took place during the colonial era. The United States government mandated the adoption of English within the country. The progression of English education and language development in the Philippines has been closely intertwined with the nation's political, economic, educational, and cultural aspects. From a historical perspective, English was initially enforced by American authorities and subsequently became the prevailing language. Following the establishment of the public education system by the American colonial administration in 1901, as noted by Tupas and Lorente (2013), English was predominantly employed as the sole medium of instruction for a considerable span of time. Attaining language proficiency stands as a significant milestone for language educators in relation to their students. However, prior to reaching this pinnacle, it is imperative to delve into the underlying influences on learners' oral proficiency. Among the key determinants impacting pupils' spoken language skills, motivation, vocabulary, pronunciation, and grammar emerge as paramount. Further accentuating these factors are the teaching methodologies employed and the curriculum in place. The analysis of gathered data reveals a sequential impact of these contributing elements on both teachers and students. It becomes evident that the alignment of teaching strategies and curriculum with learners' requisites has not been adequately emphasized, resulting in subpar pupil performance (Pangket, 2019).

Development of Filipino as the national language. Prior to the administration of President Marcos, the country was a truly multilingual society and had employed English as the tool for communication among various dialects and local languages. Tagalog appeared in the limelight during this time. President Marcos made an effort to fulfill his dream of creating 'the New Society' and developing 'Pilipino or Filipino' as the national language. President Marcos, nevertheless, did not indicate Tagalog, the predominant language of people around the capital, as the national language. It was later employed for the purpose. He proposed a language that was more adaptive and accommodative to other local languages for a sense of ownership

among citizens. President Marcos, therefore, stated that it would be “the national language acceptable to the entire populace ideally incorporating elements from various languages spoken throughout the islands” (“Tagalog Lang,” 2009, para 1). As the national language was being developed, English and Filipino or Tagalog were designated as official languages (Tupas & Lorente, 2013). The context of Philippine English is examined by delving into its historical, societal, political, and economic aspects. The aim is to elucidate the present through a retrospective analysis of the past, while also delineating the contemporary status and unique attributes of this Philippine linguistic variant. Moreover, an effort is undertaken to foresee potential future developments, drawing from ongoing social and economic trajectories within the region. An endeavor is made to expound upon the elements contributing to the persistence of a standardized Asian manifestation of English, one that remains mutually comprehensible with other global varieties. Conversely, the factors propelling the emergence of distinct English variations that might eventually lose mutual intelligibility are explored, paralleling the evolution from Latin to the Romance languages following the fragmentation of the Roman Empire into independent nation-states (Gonzalez, 2002).

English in The Philippines: A Brief History. The history of the Philippines includes its affiliation with the Spanish Empire, during which the introduction of the Latin script to the country took place due to colonization. Tagalog, the native script, emerged as the primary written language. Meanwhile, English, initially utilized for trade and governance, gained prominence as the *lingua franca* during the colonial era due to its prevalence in commerce and administration. Consequently, it transitioned into the language of instruction and commerce, driven by its significance in international transactions. This transformation has led to a substantial increase in English-proficient professionals in the Philippines, given its pivotal role in the realms of media, arts, and social interactions. This linguistic shift has elevated English to the position of a national *lingua franca*, deeply rooted in Filipino culture and history. The progression of English in the Philippines reflects its adaptation to the nation's evolving needs and the preferences of its citizens. The Philippines, characterized as a bilingual nation, witnesses the usage of both Spanish and English in various contexts. The Philippine version of the English language holds immense importance in shaping the cultural and economic landscape of the country (Ryan, 2022)

Transitional Challenges. Filipino language educators encounter a significant hurdle in the form of bias against the language itself. Within the Philippines, a considerable number of Filipinos perceive both the language and the corresponding subject matter as "baduy" or inferior, suitable only for use in movies and telenovelas. According to observations made by Contreras (2014), certain individuals within the Filipino populace label the Filipino language as a form of communication associated with the uneducated, labeled as "jologs" or "hoi polio," implying it lacks academic value. This prevailing attitude poses a formidable challenge to Filipino language instructors, who operate within the academic realm and must endeavor to instill a sense of appreciation and enthusiasm for a language and subject that's unjustly considered dispensable.

The role of a language instructor is undeniably challenging. Language, inherently fluid, requires educators to continuously expand their expertise in tandem. The difficulties faced are also ever-evolving, mirroring the shifts within each new generation of learners. It becomes imperative for language teachers to engage in workshops and seminars, which serve as essential platforms for staying current and adopting novel strategies to effectively navigate these evolving challenges and brace themselves for forthcoming responsibilities (Largo & Gaihe, 2021)

Educational institutions that provide academic programs should seriously contemplate revising their curricula. It is my conviction that a significant number of universities are already taking steps in this direction. Such an endeavor serves as a catalyst for institutions, given that the true test for graduates lies in their professional endeavors. Rather than perceiving this as an impediment, we should reframe each hurdle as an opportunity for growth and a means to reform the conventional framework of education (Largo & Gaihe, 2021)

Learning Tagalog can be quite challenging for English speakers. A primary factor contributing to this challenge is the stark contrast in vocabulary, particularly in terms of verb-pronoun relationships, when compared to languages from other regions. Despite this, Tagalog boasts straightforward pronunciation and writing, along with a handful of pleasantly uncomplicated grammatical attributes. It holds true that Filipino presents a formidable learning curve for English speakers, to say the least. Tagalog, also referred to as Filipino, holds a prominent position in the FSI rankings as one of the top four languages in terms of

difficulty. The complexities of Tagalog for English speakers stem from both linguistic and cultural disparities between the two languages (Ryan, 2022)

Possessing proficiency in English communication certainly provides us with an advantageous position. English serves as a widespread language across numerous countries worldwide. Young Filipinos harboring aspirations to venture abroad will experience smoother cultural adaptation due to their ability to surmount language barriers. However, this advantage comes with a drawback: English-fluent youngsters often grapple with the challenge of mastering their native tongue, leading to difficulties comprehending lessons delivered in Filipino. As citizens of the Philippines, it remains imperative that we grasp our own cultural heritage initially. Could we not envision an even more beneficial scenario wherein Filipinos, particularly the youth, are well-versed in both indigenous and foreign languages? If English proficiency affords us an upper hand, then the mastery of both Filipino and English would propel us to a heightened level of both patriotism and global interconnectedness (Reyes, 2012)

Filipino children are raised in an environment where English learning is a foundational component, mandated by the national curriculum which introduces English classes from the initial grade. As students progress to the fourth grade, the medium of instruction shifts from being primarily based on their native language to a blend of English and Filipino. In privately-run educational institutions, there is a heightened emphasis on English instruction. While esteemed universities within the country might incorporate some Filipino elective courses, the primary language of instruction remains English-dominant. This inclination has fostered the perception that fluency in English reflects one's intellectual prowess. Consequently, it's no surprise that parents encourage the utilization of English, given its crucial role in achieving success in esteemed professions like medicine, law, and business. The aspiration for their children to excel in these fields propels parents to prioritize English proficiency. Nevertheless, amid this emphasis on English, there might have been an oversight in ensuring their children's fluency in Filipino, a concern highlighted by Martin (2018)

A significant portion of English-speaking children primarily came from privileged backgrounds. Conversely, children from economically disadvantaged families were more at ease conversing in Filipino, despite possessing a strong command of the

English language. In today's context, parents from low-income households view English proficiency as a potential means to break free from the cycle of poverty. Nevertheless, they encounter challenges in fostering an English-speaking environment conducive to immersive language learning due to their own limited language skills. This situation could contribute to a substantial divide between socio-economic classes if an entire generation of the upper class remains unable to communicate in the local language. The existing wealth disparity in the Philippines is already quite pronounced, and a language barrier represents the final step in solidifying this division. Once English becomes the exclusive mother tongue for an entire Filipino generation, the upper class might opt to isolate themselves, leading to diminished communication with the broader population. (Martin, 2018)

English-Speaking learners. With English being among the recognized official languages in the Philippines, its influence on the nation has been profound. The presence of English has notably enhanced both communication and educational avenues within the Philippines, concurrently facilitating smoother trade interactions with fellow English-speaking countries. Moreover, English has played a role in shaping a distinct Filipino identity, contributing to the nation's overall development (Ryan, 2022)

In the Philippines, the journey of English acquisition begins early in a child's life. Parents actively encourage their children to embark on learning English, foreseeing its future significance. The educational journey commences as kids enter kindergarten, where they acquaint themselves with the alphabet, colors, shapes, pronunciation, and spelling, all while embracing their native tongue alongside English as a pivotal linguistic pursuit. Modern-day parents particularly emphasize achieving fluency in English for their children. Filipinos adopt a bilingual approach, with their mother tongue as the primary language and English as the secondary. As students' progress from elementary to high school, English extends beyond being just a subject, permeating other key disciplines like Mathematics, Science, Technology and Livelihood Education, and the Arts (Carmela C., 2020)

English holds the position of the Philippines' secondary language. Remarkably, in certain regions, English surpasses even Filipino, the country's official national language, in terms of popularity. It might come as a surprise, but for some individuals, English is even deemed their primary language (kurt, 2020)

The prevalence of English in the Philippines is often characterized as a "bittersweet" outcome of American influence. The sweetness emanates from its status as a global language. However, bitterness arises from the concern that some Filipinos are gradually relinquishing their national Filipino identity due to this linguistic shift. This predicament is evident when some Filipino children adopt English akin to American kids but struggle to utter even a single word in their native tongue (kurt, 2020)

Even before formal schooling begins, some Filipino children are already interacting using English words. Parents engage in baby talk, using phrases like "close-open" while guiding the child's hand movements or prompting "beautiful eyes" to make the baby flutter their eyelashes in an endearing manner. Furthermore, parents encourage their children to showcase intelligence by correctly responding to simple queries, such as "Point to your nose, mouth, cheek, etc.?" or "Where is the dog, cat, moon, etc.?" (kurt, 2020)

Learning the Filipino Language. The prejudice against the language or its curriculum poses a significant hurdle for Filipino language educators. Within the context of the Philippines, a substantial number of citizens regard the language and its associated subject matter as "baduy" or lacking sophistication, suitable solely for inclusion in movies and telenovelas. As highlighted by Contreras (2014), certain segments of the Filipino population label the Filipino language as a form of communication associated with the uneducated, referred to as "jologs" or "hoi polio," suggesting it holds no academic value. This prevailing viewpoint presents a formidable challenge for Filipino language instructors, situated within the academic sphere, as they grapple with the task of nurturing students' affection and enthusiasm for a language and discipline perceived as inconsequential.

Years ago, a classroom penalty was imposed for conversing in Tagalog, intended to promote the use of English. The situation today presents a contrasting scene where local children exhibit fluent English skills while receiving instruction in Filipino from tutors. In the past, Filipino youngsters were engrossed in watching "Batibot," a Tagalog educational program, each afternoon. However, contemporary children's earliest media encounter often involves a YouTube video featuring an endearing character who speaks English (Co Say, 2019). With the majority of school subjects being delivered in English and the Philippines embracing greater global competitiveness, an increasing number

of parents are opting for English as their child's primary language (L1).

As noted by Cunanan-Calado (2021), acquiring the national language not only nurtures an individual's distinct identity but also lays the foundation for cultivating patriotism and an affection for the homeland. Given that parents hold a crucial influence in their children's linguistic growth, imparting the Filipino language should prioritize practical, experiential, and conversational methods, steering away from excessive focus on grammar or overly academic approaches.

Methods

To extract narratives and experiences of the English-speaking learners and the teacher, this study used qualitative design as a research method. Exploratory research was carried out to extract narratives and experiences that are relevant to English-speaking learners in learning the Filipino language. This approach aimed to identify the transitional challenges and factors affecting of English-Speaking learners in learning the Filipino language. The primary data collected in this study serves as evidence for more in-depth theoretical and organizational assessments.

Through the utilization of qualitative data, researchers gathered insights and concerns from customers who purchased agricultural goods, specifically focusing on the perspectives of mothers acting as buyers. The participants in this study encompassed both mothers earning incomes above and below the minimum wage threshold. The research approach embraced a qualitative framework, deliberately selected for its capacity to facilitate an in-depth investigation of experiences and the provision of intricate descriptions (Chavez, 2022)

Participants

The study used purposive sampling, which included Grade 3 Teachers and Grade 3 English-speaking learners. These participants were chosen in order to dissect information from different perspectives and angles. Specifically, this study interviewed Grade 3 Teachers (4 participants) and Grade 3 English-speaking learners (4 participants).

Participant	N
Grade 3 Teacher	4

Grade 3 learners	4
Total	8

Instrument

The study involved participants who underwent an interview procedure, which aimed to gather firsthand accounts encompassing their interests, strategies, perceptions, and encounters in the realm of learning the Filipino language. This tool underwent validation from both an educator and experts in linguistics. The following were the guide questions set for the interview: 1. What are the Transitional challenges of English-speaking learners in learning the Filipino language? Elaborate the Transitional challenges of English-speaking learners in learning the Filipino language in terms of the following: a. Communication b. Interest c. Learning 2. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of the following: a. use of language b. interest c. learning?

Objectives	Interview Question
1.) Determine the transitional challenges of English-Speaking learners in learning the Filipino language.	<p>1. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of communication?</p> <p>2. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of interest?</p> <p>3. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of learning?</p> <p>4. are there any transitional challenges of English-speaking learners in learning the Filipino language?</p>
2.) Identify the factors affecting transitional challenges in learning the Filipino language among the Grade 3 students.	<p>1. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of the use of the Filipino language?</p> <p>2. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of interest?</p>

	<p>3. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of learning?</p> <p>4. Are there any factors that affecting the Transitional challenges of English-speaking learners in learning the Filipino language?</p>
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Research Procedures

The researcher prepared a written consent to ask permission from the school administrator to interview the 8 participants. Consent form were administered to the teacher-participants and assent forms were collected from the parents of the learners. Participants had to sign the consent to participate in the interview. Detailed instructions were provided to the participants before conducting the interview. The schedule for the individual interview was established following convenience and time. Coding the responses of participants was done to examine the themes of the narrative data based on research questions and emerging topics. Significant answers highlighted the data's relevance to the research aims.

Results

Objective 1. Determine the transitional challenges of English-Speaking learners in learning the Filipino language

Question 1. What are the Transitional challenges of English-speaking learners in learning the Filipino language?

Six individuals expressed that English-speaking learners face transitional obstacles when acquiring the Filipino language. These challenges encompass difficulties encompassing comprehension and oral communication in Filipino, spanning aspects such as pronunciation, grammar, and vocabulary. Furthermore, a decline in motivation or interest in learning Filipino was observed. The accurate pronunciation of Filipino words posed a challenge for English-speaking learners due to disparities in the phonetic systems of English and Filipino. Additionally, the distinct grammatical structures of the two languages led to struggles in grasping Filipino grammar rules. Recalling Filipino words proved challenging for English-speaking learners, primarily because of the dissimilarities between the languages.

“English-speaking learners may face challenges when learning Filipino language in terms of pronunciation, vocabulary, grammar and cultural differences.”

“English-speaking learners have difficulty in understanding spoken Filipino and speaking Filipino as well as difficulty with vocabulary and pronunciation.”

Question 2. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of communication?

Among the four participants, a notable transitional hurdle identified for English-speaking learners pertained to communication. These participants emphasized that English-speaking learners encounter obstacles in effectively conveying themselves in Filipino due to divergences in grammar and sentence structure inherent to the two languages. This linguistic disparity leads English-speaking learners to struggle with both understanding and verbalizing the Filipino language. Furthermore, these learners often face difficulties in establishing connections with their peers since they lack proficiency in speaking Filipino at home.

“I have limited exposure to the Filipino language outside of the classroom. So I find it hard to connect with my classmates or teacher because I don’t know what word I will use. I also had difficulty understanding spoken Filipino and speaking Filipino.”

Question 3. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of interest?

A consensus emerged from two participants regarding a potential hurdle encountered by English-speaking learners in mastering Filipino, which pertains to their level of engagement. They pointed out that these learners often experience a waning interest in acquiring the Filipino language due to the perceived complexity in comprehending and speaking it, particularly concerning aspects such as pronunciation, grammar, and vocabulary. Consequently, the lack of enthusiasm in learning Filipino becomes more pronounced among English-speaking learners.

“The interest is there but it’s likely not in its full interest. English-speaking learners might cooperate whatever the learners only know or limited interaction. Because they are aware that they have difficulty in Filipino language that they are losing interest in learning.”

Question 4. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of learning?

The consensus among seven participants is that English-speaking learners encounter obstacles while acquiring proficiency in the Filipino language. The dissimilarities in pronunciation, grammar, and vocabulary between English and Filipino contribute to the difficulty these learners encounter when attempting to retain and accurately recall new information. Moreover, grappling with memorizing novel words, phrases, and grammatical principles poses an additional challenge. The limited exposure to native speakers and cultural nuances further compounds the difficulty English-speaking learners face in grasping the language. “The difference between English and Filipino grammar makes it difficult for them to learn Filipino language. Learning is low if they feel so hard to understand and speak the Filipino language. Sometimes they choose not to learn because they find it so hard to learn the Filipino language.”

Emerging themes of the Transitional challenges of English-speaking learners in learning the Filipino language in terms of the following:

a. Pronunciation

The perspective of three participants suggests that English-speaking learners could encounter difficulties in accurately enunciating Filipino words. Furthermore, the distinct accent and intonation inherent to Filipino present a potential hurdle for English speakers aiming for proficiency. To enhance their pronunciation skills, it becomes vital for English-speaking learners to prioritize consistent practice through active engagement in listening and speaking exercises with native Filipino speakers.

“English speakers face challenge when learning Filipino is the pronunciation. The Filipino and English has different sound system, with a smaller number of vowel sounds and different consonants.

English speakers may find it challenging to produce the correct sounds, especially those that don't exist in English. for example, the "ng" sound in the Filipino language is produced by combining two sounds that don't occur together in English."

b. Grammar

The viewpoints of two participants indicate that English-speaking learners might encounter hurdles in comprehending the grammar of the Filipino language. This arises from the intricate grammatical structure and word order present in both Filipino and English languages.

"grammar is another area where English-speaking learners may face challenges when learning Filipino. Filipino grammar differs from English, and learners will need to master new rules and structures. For example, Filipino verbs have different forms depending on the tense and whether the subject is singular or plural, which can be a significant departure from English grammar."

c. Vocabulary

The viewpoint shared by four participants underscores the contrast between the vocabularies of Filipino and English. English-speaking learners may encounter challenges when it comes to committing unfamiliar words to memory and grasping their meanings in the context of Filipino. Additionally, the multifaceted nature of Filipino words, often carrying multiple connotations, can potentially bewilder individuals accustomed to the clarity of English, thus introducing the potential for confusion.

"English-speaking learners may encounter challenge when learning Filipino language is vocabulary. Although there are some similarities between English and Filipino vocabulary, there are many words in Filipino that have no direct translation in English. Learning these new words and their meanings can be time-consuming and require a significant effort."

Objective 2. Identify the factors affecting transitional challenges in learning the Filipino language among the Grade 3 students.

Question 1. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the

Filipino language in terms of the use of language the Filipino language?

The consensus among four participants underscores a critical aspect that contributes to the challenges experienced by English-speaking learners in their journey to acquire the Filipino language. This fundamental factor pertains to their patterns of language usage. Typically, these learners rarely engage in conversations using Filipino either at home or within the school setting. Consequently, their familiarity with the Filipino language remains limited due to this lack of substantial exposure. The prevailing practice of predominantly communicating in English may potentially pose obstacles when attempting to apply Filipino in their interactions. This scenario could potentially lead to instances of code-switching, a phenomenon in which a mixture of Filipino and English is employed during communication. Regrettably, this blending of languages can lead to reduced clarity and heightened complexity in their speech, making effective understanding a challenging endeavor.

“We rarely use Filipino language at home and lack of exposure to Filipino language.”

“It can be the language that they use at home. For example, if someone grows up in a bilingual family, they may speak one language at home and another language outside of the home. In this case, the language that they use at home would be the one that they learned and are most comfortable using.”

Question 2. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of interest?

The perspective shared by five participants underscores another aspect influencing the hurdles faced by English-speaking learners when acquiring the Filipino language: their level of interest in the language itself. For those English-speaking learners who lack enthusiasm for the language, comprehending lessons and retaining information can pose considerable challenges. Conversely, learners who hold a genuine interest in mastering the Filipino language might find it more manageable to surmount difficulties and sustain their learning efforts. Moreover, the absence of interaction with native Filipino speakers and limited

opportunities for speaking practice further dampens their interest in learning the language.

“The lack of interest in learning Filipino language among peers affects my motivation to learn and lack of interaction with native Filipino speaker.”

“If English-speaking learners are keep getting low scores, it can cause them to lose interest in learning. This is especially true for language learners who may feel frustrated and discouraged by their lack of progress.”

Question 3. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of learning?

Seven participants agree that learning affects the transitional challenges of English-speaking learners in learning the Filipino language. English-speaking learners may struggle with the learning Filipino language because they lack language exchange which affects their ability to learn Filipino language because the Filipino language is primarily learned through conversations and social interactions.

“Lack of exposure to Filipino language or activity affects their learning.”

“Depending upon the interest of a person so that they can learn abruptly.”

“Lack of language exchange affects my ability to learn Filipino language.”

Discussion

Objective 1. Determine the transitional challenges of English-Speaking learners in learning the Filipino language.

Question 1. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of communication?

Conversations with instructing faculty members unveiled challenges encountered when engaging with students who are practicing speaking skills. These students exhibited difficulties encompassing limited vocabulary, inadequate grasp of grammar rules, apprehension about errors, and reduced engagement in

spoken interactions. A common theme emerged, where students' speaking impediments primarily manifested as 'vocabulary deficiencies,' 'lack of self-assurance in verbalizing,' 'unfamiliarity with class discussions,' and 'struggles in articulating thoughts.' The prevailing predicaments were frequently traced back to the students' underlying fear of making mistakes. This aversion to errors gave rise to a range of issues, compounded by factors such as deficient background knowledge, limited speaking exercises, apprehension regarding errors, deficient vocabulary application and grammatical understanding, diminished motivation, limited participation in reading, passiveness, timidity, infrequent utilization of dictionaries, uneasiness, reluctance to face criticism, and challenges in pronouncing unfamiliar words. This amalgamation of factors collectively contributes to subpar speaking abilities (Ryan, 2022)

The schooling of Filipino individuals has predominantly relied on two foreign languages: Spanish during the 17th, 18th, and 19th centuries, and English in the 20th century. As a result, most significant intellectual achievements by Filipinos have occurred in Spanish and English. While the establishment of a national language commenced with the 1935 Constitution, it was after World War II that the push to educate Filipinos in their indigenous languages and in Filipino gained significant momentum (Sibayan, 2009)

Question 2. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of interest?

The entire array of challenges and obstacles becomes insignificant if you harbor a profound personal fascination for the cultures or individuals associated with a language. Consider the scenario of mastering Dutch (often deemed English's closest major counterpart) solely for the purpose of an examination. Such an endeavor would likely evolve into a strenuous undertaking, replete with struggles in retention and minimal prospects for practical application. I term this phenomenon as "classroom language syndrome": a scenario wherein a language is learned out of obligation, only for the individual to later discover that their classroom-acquired knowledge offers little utility upon arriving in the respective country. Now, envision learning Tagalog (acknowledged as objectively more complex) to engage with

friends or cherished ones. This path promises enhanced opportunities for practice, heightened motivation to persevere through the initial arduous phases, and an overall more beneficial and gratifying journey (Bassett, 2023).

Question 3. What are the Transitional challenges of English-speaking learners in learning the Filipino language in terms of learning?

Tagalog presents a notable challenge for English speakers embarking on its acquisition. This can be largely attributed to significant disparities in grammar, particularly pertaining to verb-pronoun relationships, and the etymology of its vocabulary. However, Tagalog stands out for its direct approach to pronunciation and writing, coupled with certain uncomplicated grammatical aspects (Bassett, 2023)

Exploring the Significance of Embracing the Filipino Language from a perspective of sheer linguistic elegance, Tagalog boasts an assortment of terms that are elusive within other languages. Its lexicon is imbued with vitality, interwoven with a spectrum of expressive Filipino phrases. Beyond its intricate grammatical structure, Filipino garners global acclaim as a distinguished linguistic marvel. The educational pursuit of Filipino holds undeniable advantages. It constitutes a pivotal facet of our collective national identity and serves as a conduit for mutual understanding. In tandem with its linguistic allure, the language boasts a robust vocabulary, accompanied by an intricate and dynamic grammar system often likened to that of Latin.

Emerging themes of the Transitional challenges of English-speaking learners in learning the Filipino language in terms of the following:

a. pronunciation

Tagalog poses a formidable challenge for individuals coming from an English-speaking background. This challenge primarily arises from the significant dissimilarity in vocabulary, particularly the nuances of verb-pronoun relationships, setting Tagalog apart from languages spoken elsewhere. Notwithstanding this, Tagalog showcases an uncomplicated approach to pronunciation and script, coupled with a selection of grammatical elements that offer a gratifying simplicity. Adding to the complexity, variations in

accents can pose difficulties for English speakers in understanding Philippine English, with slight deviations in the sounds of /l/ and /i/. Distinguishing factors include the occasional use of /v/ and /b/, as well as /f/ and /p/. Indeed, for English speakers, mastering Filipino can prove to be an intricate endeavor. Tagalog, often referred to as Filipino, earns a noteworthy position within the FSI rankings, placing it among the top four languages. The intricacies of Tagalog, stemming from linguistic and cultural disparities with English, contribute to its classification as a challenging language for English speakers (Ryan, 2022).

As stated by FilipinoPod101.com, the enunciation of certain terms can present a slight complexity. While the majority of Tagalog words align phonetically with their written forms, a subset of words presents a more intricate soundscape. Expressions like "Tao" (man), "aso" (dog), and "pusa" (cat) exhibit straightforward pronunciation. However, considerations arise with words such as "nakakapagpabagabag" (worrisome) and "kumukutikutitap" (twinkling), not to mention "kagilagilalas" (marvelous) and "nagsisiusyosohan" (watching with curiosity).

b. grammar

Owing to several variations in grammar, acquiring Tagalog proves relatively challenging for those proficient in English. Tagalog stands distinct culturally for English speakers, contributing to the complexity of its acquisition. Conversations with speaking instructors unveiled that English-speaking student posed communication challenges: they exhibited challenges in vocabulary, grammar comprehension, reluctance due to error aversion, and reduced participation in speaking activities.

c. vocabulary

Tagalog vocabulary does not share direct connections with English counterparts. It's evident that Tagalog words are distinct and unrelated, with the exception of the numerous Spanish and subsequently adopted English terms. Given the unfamiliarity of most vocabulary, it's unrealistic to anticipate deciphering a Tagalog word based on vague resemblances in English (Bassett, 2023).

Usually, students encountered challenges in speaking, often stemming from 'vocabulary limitations,' 'lack of self-assurance in verbalizing,' 'inexperience in classroom conversation,'

and 'struggles in articulating thoughts.' A prevalent factor contributing to most of these challenges is the apprehension linked to making errors.

Objective 2. Identify the factors affecting transitional challenges in learning the Filipino language among the Grade 3 students.

Question 1. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of the use of the Filipino language?

Possessing proficient English-speaking skills indeed provides us with a competitive advantage. English serves as a global lingua franca, utilized extensively across numerous nations. For aspiring young Filipinos with intentions of venturing abroad, this proficiency facilitates smoother assimilation into foreign cultures by dismantling language barriers. However, a drawback surfaces: English-speaking children often overlook the acquisition of their native tongue, resulting in challenges comprehending Filipino lessons. This circumstance underscores the significance of prioritizing an understanding of our own culture as Filipinos (Reyes, 2012).

As English is the Philippines Second Language, the curriculum provides adequate opportunities in order for the students to have an effective and efficient communication but despite all these, the students have to improve their skills wherein it was stated that there are factors that affect and hinder them to learn the second language effectively (Cabaltica & Arcala, 2021).

Question 2. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of interest?

As noted by Sharma (2017), the enhancement of communication skills holds the potential to equip learners with the means to navigate professional and social challenges. This viewpoint resonates with the efforts exerted by Filipino language educators, who diligently strive to educate students in honing and elevating their communication abilities, even when faced with disinterest from some learners. These educators recognize their pivotal role in skill development, thereby grappling with the challenge of fostering engagement when learners demonstrate a preference for learning alternative languages.

In parallel, parental encouragement drives children to acquire English proficiency as a strategic response to future adversities. Subsequently, as youngsters embark on their educational journey starting from kindergarten, they grasp foundational aspects such as the alphabet, colors, shapes, pronunciation, and spelling. Alongside their native language, English emerges as a crucial linguistic competency for them to master. In contemporary times, many parents actively direct their children's focus toward attaining fluency in the English language (Carmela C. 2020). However, the influence of the mother tongue on pronunciation was found to be significant, particularly in the Philippines where English is taught as a second language. Furthermore, the instruction provided by teachers was found to be a crucial factor affecting students' pronunciation, with the need for teachers to utilize more effective teaching techniques and strategies (Kilag et.al, 2023).

Question 3. What do you think are the factors affecting the Transitional challenges of English-speaking learners in learning the Filipino language in terms of learning?

Filipino language educators face another hurdle in the form of inadequate backing from the administration, resulting in a dearth of essential learning materials. In certain instances, teachers find themselves compelled to personally finance their teaching resources. The scarcity of accessible reading materials encompassing Filipino culture, literature, nursery rhymes, and children's literature compounds this challenge. The absence of Filipino subjects as obligatory components of college curricula further troubles the situation, an irony highlighted by the fact that some non-native speakers exhibit more enthusiasm in learning Filipino than those to whom it is native. The significance of instilling a reverence for the national language in young minds is underscored by the contributor, who advocates a shift away from the perception that mastering Filipino serves merely to pass exams. Instead, she champions the notion that the national language stands as a pivotal conduit for advancement, fueling a zeal for the country's progress among Filipino citizens (Cunanan-Calado 2021).

The realm of student behavior also emerges as a challenge, extending beyond the realm of parental influence to encompass the teacher-student relationship. Teachers, often regarded as secondary parental figures, grapple with the impact of students'

conduct on the learning process. In the contemporary landscape delineated by the technological era, the war on terror, and multiculturalism, the current generation, encompassing learners in secondary education, belongs to Generation Z. This cohort displays heightened interest in gadgets, online gaming, social media, and the like (Chavez, 2020b). These inclinations pose a formidable challenge to language educators, particularly in the context of adapting to evolving communication styles and writing practices associated with specific languages. Moreover, the tendency of some students to dedicate significant periods of time to their electronic devices exacerbates the issue (Duncan, 2012).

Conclusion

English-speaking learners may face various transitional challenges when learning the Filipino language. These challenges may include differences in language structure, grammar, and pronunciation, as well as unfamiliarity with the word. However, there are several factors that can affect their learning experience, such as their interest to learn, exposure to the language, learning strategies. To Addressing these transitional challenges and factors affecting English-speaking learners in learning the Filipino language requires a comprehensive and supportive approach. Providing appropriate instructional materials, creating immersive language learning environments, offering cultural exchange programs, promoting language practice opportunities, seek guidance and support from language experts to help English-speaking learners overcome these challenges and achieve proficiency in Filipino.

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