

## Unveiling Educational Frontiers: Exploring The Role Of Filipino Language In Higher Learning

MARIA JANNETTES B. RENEGADO,MA

[mariajannettes.renegado@bisu.edu.ph](mailto:mariajannettes.renegado@bisu.edu.ph)

Bohol Island State University – Main Campus  
CPG North Avenue, Tagbilaran City, 6300, Bohol, Philippines.

### *ABSTRACT*

This study delves into the significance of incorporating the Filipino language within higher education. The research aims to uncover new perspectives in the educational landscape by examining the role and impact of the Filipino language in tertiary curricula. Through comprehensive analysis and interpretation of data, the study investigates how the inclusion of Filipino language influences teaching methods, learning outcomes, and overall educational experiences. By exploring this uncharted territory, the research contributes to the ongoing discourse on language diversity and its implications for higher learning institutions. Ultimately, this study fosters a deeper understanding of the multifaceted benefits that arise from integrating the Filipino language, enriching the educational journey for both students and educators alike. Based on the research findings, it is concluded that the incorporation of the Filipino language significantly enhances college students' comprehension and navigation of intricate subjects in the curriculum that demand higher-order cognitive skills. This underscores the importance of integrating modern teaching methodologies and technologies to effectively engage students with the Filipino language, particularly when dealing with complex real-life scenarios. Teaching Filipino assumes a pivotal role in national development, aligning with the constitutional designation of Filipino as the official language for national identity and needs. Given linguists' assertion that Filipino is comparatively easier to learn than foreign languages, its widespread use is crucial for fostering unity among Filipinos. Prioritizing our own language, a key emblem of our identity, becomes pivotal in presenting the Philippines as a distinct nation within the global community. Drawing from the study's findings and conclusions, the researcher recommends that customized

training strategies should be employed with diverse training approaches tailored to students' specific fields of study, maximizing the value of their learning experience in the Filipino subject. Recognizing varying intellectual capacities, instructors should facilitate the attainment of learning objectives while keeping students engaged. Tertiary level administrators can leverage these findings to shape curriculum guidelines and institutional policies that empower educators to effectively teach the Filipino language. This includes equipping them with the necessary skills and resources. By implementing these recommendations, educational institutions can better equip students to navigate complex subjects and foster a stronger connection to their national identity through the Filipino language.

Keywords: language, perspectives, curricula.

## INTRODUCTION

The Philippines possesses a diverse array of languages, each tied to specific regions. However, the challenge lies in selecting a single language for educational purposes due to the multitude of native languages. One important language that needs preservation is the chosen language for instruction, which should be considered beyond being taught as just a subject.

The controversial issues surrounding the choice and promotion of a national language and instructional medium have surfaced. This issue resembles a puzzle where concerns arise from inadequate recognition and a lack of clear official guidelines regarding the roles of language in education, communication, and as a subject. Within this context, the Filipino language emerges as an effective tool for enhancing students' conversational abilities. It goes beyond mere words on a page, serving as a conduit for sharing ideas and bridging the gap between students and their potential to express themselves effectively.

As the educational narrative unfolds, language takes center stage as a protagonist, guiding the plot towards success. It functions as both a compass and an engine, propelling aspirations from the realm of thought to concrete accomplishments. The urgency to master the language becomes a driving force,

compelling students to unravel the intricacies of its structure. However, within this educational landscape, some individuals remain disconnected from the significance of the Filipino language, their detachment overshadowed by uncertainty. In these cases, the symphony of language remains unheard, a potential connection severed.

Therefore, a pivotal question arises, akin to a research query awaiting exploration: Which linguistic avenue should steer the ship of education through uncharted waters? The choice is not merely about selecting a language, but about choosing a vessel brimming with knowledge, reflecting cultural identity, and promising unity—a language that resonates not only within classrooms but also in the corridors of scholarly pursuit.

According to Daryl Bem, the Self-Perception Theory reflects the change in behavior and attributes it to the attention given to a person's actions and their underlying reasons. This concept relates to children who learn a second language like English or Filipino. They learn because the language they're exposed to is consistently employed, especially when they begin their studies. Even before formal education, parents might prioritize teaching a foreign language rather than allowing the child to learn their native language.

#### **METHODOLOGY**

The study employed stratified sampling to determine the number of respondents, a technique for selecting a target population. The population was initially divided into groups with similar characteristics, and participants were then randomly chosen from each group, a method known as stratified random sampling. The researcher utilized a questionnaire as its instrument to gather data about students' perspectives on the importance of Filipino within the Tertiary Curriculum. The questionnaire was developed based on relevant variables related to the specific research topic, incorporating insights from previous studies and consultation with advisors. It consisted of two parts: A. The first part collected information about respondents' personal profiles. B. The second part focused on students' viewpoints regarding Filipino as a subject, instructional language, its role in the tertiary curriculum, and its significance as a symbol of identity. After its completion, the questionnaire underwent review by the researcher's advisor and fellow educators to ensure its quality. They evaluated and validated

the questionnaire's content, and once its accuracy was confirmed, it was approved. The questionnaire's validity was tested on ten students, who provided feedback after answering it, pointing out possible errors and suggesting improvements to enhance its effectiveness and success.

## RESULTS AND DISCUSSION

### Perspectives of Students on the Importance of Filipino in the Tertiary Curriculum

ITEMS	MSI %	SI %	HM %	S2 %	MS2 %	MEAN	DESCRIPTION
1. Students can express their deepest beliefs, aspirations, and ideas through the Filipino language.	29.0	49.7	16.6	4.8	----	4.03	Agree
2. Six to nine units of Filipino are sufficient for various courses in college.	23.4	43.4	21.4	9.7	2.1	3.77	Agree
3. Having proficiency in a second language like Filipino provides a significant advantage in finding employment opportunities.	15.2	38.6	28.3	14.5	3.4	3.48	Agree
4. Graduates who are fluent in speaking Filipino are more likely to be hired, especially when interviewed using the language.	20.0	34.5	30.3	11.7	3.4	3.56	Agree
5. Lack of knowledge in the Filipino language is a significant weakness for a Filipino citizen.	41.7	42.4	9.0	5.6	1.4	4.17	Agree
6. Only a few jobs require proficiency in Filipino.	11.2	43.4	30.8	12.6	2.1	3.49	Agree
7. Learning Filipino is an indicator of being educated.	29.4	42	18.2	6.3	4.2	3.86	Agree
8. Filipino opens doors for students to find jobs, travel, and improve their lives.	18.8	45.8	25.7	9.0	.7	3.73	Agree
9. A common challenge when changing the curriculum is the lack of information about its goals and objectives.	22.4	58.0	14.7	4.9	----	3.98	Agree
10. Students can easily express their thoughts in Filipino without grammar-related difficulties.	23.4	43.4	20.7	11.0	1.4	3.77	Agree
11. Filipino greatly aids in the effective learning of the chosen course.	15.2	47.6	27.6	8.3	1.4	3.67	Agree
12. Writing research papers or theses is challenging due to difficulties in translating words, especially borrowed ones.	25.5	48.3	19.3	6.9	----	3.92	Agree
13. Learning proper Filipino speaking is more meaningful for students than memorizing definitions of terms.	31.1	47.6	20.7	.7	----	4.09	Agree

14. Skills in using the Filipino language in critical discourse are developed.	18.6	55.2	22.8	3.4	----	3.98	Agree
15. Teachers thoroughly explain the course description at the beginning of the class, allowing students to better understand the Filipino subject.	28.5	55.6	12.5	2.8	.7	4.08	Agree

The table presents the respondents' reactions to each statement regarding their perspectives on the importance of incorporating the Filipino language in the tertiary curriculum. Based on the mean values, a consensus was reached among the majority, with agreement prevailing across all fifteen statements. The overall mean ranged from 3.48 to 4.17, derived from a total of 147 respondents. Among all the statements, the ninth one, stating, "A common problem when the curriculum is changed is the lack of information about its purpose and goals," garnered the highest percentage of concurrence (58%) among the respondents. It is undeniable that the dissemination of information about the objectives and intentions of the revised curriculum is not receiving the necessary attention from the authorities. This dissemination should ideally guide teachers and students alike. As stated by Badayos (2008), the curriculum takes into account the teachers' need for comprehensive knowledge in theoretical and methodological skills that empower them to design and implement a conducive learning environment when they are in the service of teaching. However, not all teachers, especially in private schools, have the opportunity to attend conferences, meetings, seminars, and other gatherings related to curriculum changes. Nevertheless, there are still teachers who fail to communicate the curriculum's objectives to their students, particularly in courses with six (6) or nine (9) units of Filipino. The second and third statements, with substantial percentages of 55.6% and 55.2% respectively, state, "The teacher adequately explains the course description at the beginning of the class, allowing students to better appreciate the Filipino subject; Skills in using the Filipino language in critical discourse are developed." This underscores the importance of effectively introducing the course and nurturing language skills for critical discussions.

### Conclusion

Grounded on the findings of the study, the researcher concludes that the Filipino language significantly contributes to the learning

and understanding of college students in dealing with complex subjects in the curriculum that require higher levels of abstract thinking. This implies the necessity of incorporating modern methodologies and technologies to enhance and engage college students in the Filipino subject, especially when facing intricate life experiences. Teaching Filipino holds a significant role in the development of our nation, aligned with our constitution's provision that designates Filipino as the official language for our national needs and identity. With the fervent belief of linguists that Filipino is easier to learn compared to other foreign languages, every Filipino must utilize it to foster unity within the Filipino community. Prioritizing our own language, a strong symbol of our identity, is essential in introducing the Philippines as a distinctly Filipino nation among the countries of the world.

### **RECOMMENDATIONS**

Based on the study's outcomes and conclusions, the following recommendations are proposed for consideration:

Teachers should utilize a range of identified training strategies tailored to individual students' chosen fields to amplify the value of their learning journey in the Filipino subject. Additionally, instructors should consider the varying intellectual capacities of students, facilitating the achievement of topic objectives while maintaining engagement. It is recommended that syllabi employed by educators be reassessed to harmonize with contemporary approaches and subject content, guaranteeing the creation of appropriate teaching materials. Furthermore, these findings have the potential to inform tertiary-level administrators in shaping curriculum directives and institutional policies aimed at equipping educators to proficiently teach Filipino.

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