



(RESEARCH ARTICLE)



Innovative approaches to teaching authentic Filipino

ZCEKIAH F. SENA *

Master of Arts in Teaching Filipino, Tabaco College, Inc.

International Journal of Science and Research Archive, 2026, 19(01), 335-337

Publication history: Received on 24 February 2026; revised on 05 April 2026; accepted on 07 April 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.1.0682>

Abstract

This study investigates the creative methods of teaching the natural Filipino language in response to the increasing reliance on borrowed words in communication. Rooted in the belief that language is central to national identity and cultural continuity, the research explores the challenges faced by teachers in promoting authentic Filipino vocabulary and the strategies that can foster its growth. The study was conducted at Tabaco College with thirty third-year students and three Filipino teachers as participants, employing a quantitative descriptive design supported by purposive sampling. Data were gathered through questionnaires focusing on four key areas: reasons for using borrowed words, difficulties encountered by teachers in teaching native terms, approaches to expand the use of authentic Filipino, and effective teaching methods for communication. Statistical tools such as frequency counts and ranking were applied to analyze responses. The theoretical framework draws from Bloom's mastery learning, Skinner's operant conditioning, and constitutional provisions affirming Filipino as the national language. Findings highlight the importance of vocabulary development, creative teaching strategies, and consistent reinforcement of native terms to strengthen Filipino identity. The study underscores the need for innovative pedagogical approaches to ensure the preservation and enrichment of the Filipino language in academic and social contexts.

Keywords: Filipino language; Borrowed words; Creative pedagogy; National identity

1. Introduction

Language serves as the foundation of identity, culture, and national consciousness. In the Philippines, the Filipino language embodies the spirit of unity and patriotism, yet its vitality is increasingly challenged by the widespread use of borrowed words from English, Spanish, and other languages. This phenomenon, often driven by convenience and habit, risks diminishing the richness and authenticity of Filipino vocabulary. The introduction of foreign terms into everyday communication has created confusion and weakened the natural use of the language, particularly among students. Teachers, therefore, play a crucial role in revitalizing Filipino by employing creative and effective teaching methods that encourage learners to appreciate and utilize native words. This study focuses on examining the reasons behind the preference for borrowed words, the difficulties teachers face in promoting authentic Filipino, and the strategies that can enhance its usage in both academic and social interactions. Anchored in educational theories such as Bloom's mastery learning and Skinner's operant conditioning, the research emphasizes the importance of reinforcement, creativity, and contextual adaptation in language instruction. By highlighting the challenges and proposing innovative approaches, this study aims to contribute to the preservation, enrichment, and sustainable development of the Filipino language as a vital instrument of national identity.

2. Materials

The study utilized several instructional materials designed to support the creative teaching of the natural Filipino language. These included questionnaires divided into four parts: reasons for using borrowed words, challenges faced

* Corresponding author: ZCEKIAH F. SENA

by teachers, strategies to expand authentic Filipino usage, and effective teaching methods. Supplementary teaching aids were also employed, such as culturally relevant texts, poems, songs, and plays that reflect Filipino traditions and values. Classroom activities incorporated games, collaborative projects, and social tasks to encourage active participation and contextual learning. Materials were selected to align with students' daily experiences, ensuring relevance and engagement. Teachers were provided with reference guides and lesson outlines to help integrate creative approaches into instruction. These resources emphasized vocabulary enrichment, grammar accuracy, and cultural appreciation. Collectively, the materials aimed to foster deeper understanding, creativity, and respect for Filipino identity while addressing the challenges of borrowed word usage in communication.

3. Methods

The research employed a quantitative descriptive design to examine the effectiveness of creative methods in teaching Filipino. Purposive sampling was used to select thirty third-year students and three Filipino teachers from Tabaco College, ensuring participants had relevant exposure to language instruction. Data collection was conducted through structured questionnaires, which captured responses on four focal areas: borrowed word usage, teacher challenges, strategies for promoting native Filipino, and effective teaching methods. Statistical tools such as frequency counts and ranking were applied to analyze responses, providing measurable insights into the most reliable approaches. The study also incorporated classroom observations and teacher feedback to validate findings. Creative teaching strategies, including role-playing, cultural activities, and interactive discussions, were implemented to assess their impact on student engagement and comprehension. This methodological framework allowed the researchers to evaluate both quantitative data and qualitative experiences, ensuring a comprehensive understanding of language teaching practices.

4. Discussion

The findings underscore the importance of creative pedagogy in revitalizing the Filipino language. Students demonstrated greater engagement when lessons incorporated culturally relevant activities such as poetry, songs, and dramatizations. These methods not only enhanced vocabulary retention but also fostered appreciation for Filipino identity and heritage. Teachers acknowledged challenges, particularly the prevalence of borrowed words and limited vocabulary resources but emphasized that creative approaches helped overcome these barriers. The integration of experiential learning—linking language to real-life contexts—proved effective in deepening comprehension and encouraging authentic usage. Moreover, the study highlights the role of reinforcement and motivation, consistent with Skinner's operant conditioning, in sustaining student interest. By combining traditional grammar instruction with innovative activities, teachers were able to balance linguistic accuracy with cultural enrichment. Overall, the discussion reveals that creative teaching methods are essential for addressing linguistic challenges and ensuring the sustainable development of Filipino as a national language.

5. Results

The results revealed that creative teaching methods significantly improved students' understanding and appreciation of the Filipino language. Frequency analysis showed that the most common reason for using borrowed words was convenience and habit, while teacher challenges included limited vocabulary resources and student reliance on foreign terms. Ranking analysis identified culturally grounded activities—such as poetry writing, dramatizations, and interactive discussions—as the most effective strategies for promoting authentic Filipino usage. Students reported increased motivation and confidence when engaged in creative tasks, while teachers observed stronger participation and deeper comprehension. The study also found that reinforcement techniques, such as recognition and rewards, enhanced learning outcomes. Overall, the results confirm that creative pedagogy not only addresses linguistic challenges but also strengthens cultural identity and national pride. These findings support the adoption of innovative teaching approaches to preserve and enrich Filipino language instruction in academic and social contexts.

6. Conclusions

This research examines the creative methods of teaching the natural Filipino language as a response to the growing reliance on borrowed words in communication. The study emphasizes the role of language as a cornerstone of national identity and cultural heritage, highlighting the risks posed by the habitual use of foreign terms. Conducted at Tabaco College, the study involved thirty third-year students and three Filipino teachers, selected through purposive sampling to ensure relevant insights. Using a quantitative descriptive design, data were collected through questionnaires addressing four central issues: (1) reasons for using borrowed words, (2) challenges faced by teachers in teaching native Filipino, (3) strategies to expand the use of authentic Filipino, and (4) effective teaching methods for communication.

Statistical tools such as frequency counts and ranking were employed to analyze responses. The theoretical foundation draws from Bloom's mastery learning, Skinner's operant conditioning, and constitutional provisions affirming Filipino as the national language. Findings reveal that vocabulary enrichment, creative pedagogy, and consistent reinforcement are essential to revitalizing Filipino usage. The study concludes that innovative teaching approaches are critical to preserving and strengthening Filipino as a medium of learning and communication, ensuring its sustainability as a vital instrument of national identity and cultural continuity.

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