Students’ Acquired Skills in Filipino in the K-12 Program: Basis for Pedagogical Development

Melvin O. Mortera¹, Marilyn Papa² & Merlyn Francisco³
¹Rizal Technological University, Philippines
²³Rizal Technological University, Philippines

Abstract: The desire of the Department of Education that Filipino students must attain language competencies requires careful and accurate application of strategy for the development of macro skills. The objective of Filipino courses is to produce effective communicator. This research assessed the acquired skills of students in a language course (Filipino) and will give way to the development of teaching, specifically the strategies and teaching materials. A self-assessment checklist was utilized to identify the level of skills of students. Any information and data on the acquired skills came from assessment plays significant role in planning and decision making for the development of teaching and learning.

1. Introduction

The twelve years in basic education in the Philippines is fully implemented. It started with a year for Kindergarten, six years of Elementary level, four years in Junior High School up to two years in Senior High School.

The K-12 program aims to holistically developed citizens with 21st century skills to prepare them in higher education, business and work. The 21st skills include the following: innovation, information, media, technology, effective communication and life and career skills.

To respond to the attainment of stated skills, courses in Filipino as a discipline offer a big help. Basic skills in Filipino are reflected in the competencies expected to perform by the students. The five macro language skills are the focus of development for every grade level.

Though the scope of basic education is from Kindergarten to Senior High School, this study will be contextualized to Grade 7 of the Junior High School. It is expected that at the end of Grade 10, students of language course (Filipino) can explain, appreciate, and imbibe the information from written text that can be read between (subtext) and beyond the lines (context). As a program standard, students are also expected to show communicative competence, comprehend and appreciate literary pieces and utilize reflective and critical thinking in reading regional, national, Asian and world literature that can be anchored in cultural literacy.

The desire of the Department of Education that Filipino students must attain language competencies requires careful and accurate application of strategy for the development of macro skills. The objective of Filipino courses is to produce effective communicator.

The K-12 program focuses in molding students to become critical, creative and be a researcher. The improvement of skills will lead to learning as a response in producing a student/learner of the 21st century.

In the K-12 language course (Filipino), macro skills will be improve with the help of Content-based Instruction (CBI) of various literary genres that will test higher level of comprehending text and integration of learning grammar structure through text. Valuing is also injected in comprehending literature (DepEd Order 31, s. 2012).

This research assessed the acquired skills of students in a language course (Filipino) and will give way to the development of teaching, specifically the strategies and teaching materials. A self-assessment checklist was utilized to identify the level of skills of students. Go and Posecion (2010) stressed that self-assessment increased the students’ skills in accepting responsibilities in identifying skills that they needed.

This was proved by Espiritu in Villafuerte and Bernales (2008) in explaining that any information and data obtained assessment plays significant role or has implication in planning and decision making for the different aspects of teaching and learning development.

2. Theory

The assessment of language skills under the K-12 program is based on the framework regarding the skills expected to obtain by the 21st century language students of UNESCO. This includes information, media, technology, learning and
motivation, life and career and effective communication skills.

Through the DepEd Representative, Dr. Giron and Dr. Del Rosario (2012) said that language skills are anchored to effective communication skills. It is considered as basis of the conceptual framework of this study. Language skills are assessed to relate with the overall academic performance (average grade/numerical rating) of grade 7 students in K-12 language course (Filipino).

In establishing the relationship of the two stated variables, appropriate methods and strategies of teaching language will be discovered.

As trends in teaching and assessing change, various strategies were developed. Now, there is a paradigm shift from individualistic way to holistic, whole language approach. To note, other approaches being applied in a language class includes the following: cognitive, affective-humanistic, comprehension-based and communicative way approaches focusing in diverse target learning (Savignon in Celce-Murcia, 2006).

This study aimed to assess the language skills of grade 7 students in a language course (Filipino) in Laboratory High School under the K-12 program and its relationship to their academic performance (grade/numerical rating) in Filipino. Specifically, this will answer the following: What is the level of language skills obtained by the students in a language course (Filipino Grade 7) based on the following: listening, speaking, viewing, reading, writing? What is the average academic performance in Filipino of Grade 7 students under the K-12 program? Do language skills (listening, speaking, viewing, reading and writing) of grade 7 students significantly related to their academic performance?

What are the programs to be initiated to improve the teaching and learning Filipino under the K-12 program?

There is no significant relationship between the language skills (listening, speaking, viewing, reading and writing) of grade 7 students to their academic performance.

3. Related Literature and Studies

There are different listening skills to be developed to language learners.

Listing information while listening is significant to retain concepts that is difficult to comprehend. In some situation in high school context, there are teachers that give permission to students to jot down data from lectures. Listing is also important in doing report and researches.

Summarizing and outlining are listening skills that can be obtained through listing. Summarizing is the process of shortening and or making a brief concept from what is heard/listened. Outlining is structuring the main and supporting details.

Following direction is another skill in listening. The proof of listening is that individual is able to accomplish what is expected.

In the study of Evans and Morrison (2011), there is a low level of difficulty in listening for students. This is the primary skills learned and practiced by individuals.

The high level of skills in listening of students is because of being receptive. This is passive. Anderson and Lynch in Morley and Celce-Murcia (2006) suggest that it should be an active receptive skill through various activities.

Communicative outcome can be considered in listening (Morley, 2006). It includes the combination of listening and actual operation, listening and transferring of information, listening and solving problems, listening and evaluation of information, interactive listening and listening and listening for entertainment.

Torres in Corpuz and Salandanan (2007) said that 75% of information can be retained in the process of listening.

Viewing as a language skill is also higher through series of illustration and symbols (Bruner in Torres, 1994).

There are several theories in reading stated in the book Teaching Reading (2004). Text is the important element of reading in Gough’s bottom-up theory. The focus of this is reading through from letters to words, words to sentences up to the full comprehension of the meaning of the text. The process starts from the text up to understanding.

Schema is the primary consideration in top-down theory of Goodman. With this, the reader has the prior knowledge as he reads the wholeness of the text. The understanding of the text is achieved if the message of the author is being associated with own schema.

The interactive/transactive theory of Rumelhart is a combination of the two earlier stated theories. There are parts of the text that are familiar and there are parts that are unfamiliar to reader.

Developmental reading is one of the thrust in understanding the reader. Preschool years is the readiness phase. The primary reading phase is expected to the first two grade levels in elementary. Students can identify symbols, words, phrases and sentences.
The phase for speed development is from grades 3 to 6 of the elementary years. This concerns reading for vocabulary development and identification of contextual meaning.

Extensive reading phase is expected to secondary and tertiary students. They are proficient giving meaning and critical reading.

According to Evans and Morrison (2011), writing skill is the problematic among language skills for students. Specifically, cohesion, grammar and style in academic writing are the three of the most difficult aspects. For Bernales et.al. (2002), other aspects require mental, level of technical knowledge and creativity.

Frodesen in Celce-Murcia (2006) suggests activities in writing. This comprises text analysis, text conversion, text elicitation, dictation, text completion, error diagnosis and correction. Regular feedbacking of teachers is significant.

4. Methods

The descriptive type of research is utilized because it is appropriate for describing the trend in studying and obtaining the language skills of grade 7 students in Laboratory High School.

This is quantitative study. The design is correlational because relation between variables established.

To validate the results of the research problems, triangulation (survey, interview and observation of classroom proceedings) is used.

The respondents of this research are the grade 7 students (139) of Rizal Technological University-Laboratory High School, school year 2012-2013.

Students and teachers are the subject of semi-structured interview.

Survey from researchers made instrument was utilized and it was based on the language competencies expected to grade 7 students in Filipino. It was validated and consulted to Filipino and research professors in the College of Education. Comments and suggestions were applied. Dry-run was also executed to fourth year students of the said institution.

The questionnaire has five categories. It reflects the five macro skills in Filipino competencies. Respondents may answer through checking the level of skills they have obtained. Self-assessment will be utilized, as to the study of Garvida et.al (2014), it will change the attitude of respondents.

To validate the results and the data gathered in this quantitative study, the following statistical formulas were utilized: Weighted mean, T-test and Spearman Rank.

5. Results

To clarify, the results of the study are based on self-assessment of grade 7 students in Filipino at RTU-LHS. This proves the study of Garvida et.al who utilize self-assessment in the conduct of their study.

From the questionnaires, these are the results of the study.

There are 3.44 or high level of skills in listening of grade 7 students. The students has the following skills: identifying expected situations in discourse or text heard (3.64), accuracy on the utilization of tone, pause, intonation (3.49), structured way of expressing (3.47), knowledge on the context heard (3.46), organization of ideas and information heard (3.45), deciding based on explanation of events (3.44).

There are 3.43 on the skills on the exposition on the significance of a particular media heard, composing questions measuring the higher level of comprehension and collecting and analyzing important information from any media. Student also have skills in understanding the effects of suprasegmental sounds and phrasing.

There is a high level of skill in speaking (3.29) among grade 7 students in Filipino. This includes the following: utilization of different types of expression (3.47), sharing of emotions, experiences and opinions (3.43), saying arguments relative to recent issues and themes (3.39), expressing through use of clear sentences (3.33), explaining with organization, unity of paragraph/thought (3.28) and performing organize thought in speaking (3.27).

There are skills in reporting a research and using symbols in expressing (3.19). Also, students are effective in persuading (3.20) and expressing logical sequences with correct grammar (3.10).

The grade 7 students of Laboratory High School has a high level of skills (3.35) in viewing. This includes the following: giving meanings (3.49), comparison on the characters performed (3.43), assessment on the significance of the content (3.39), creating questions to test understanding (3.38), justifying the significance of the content (3.37), performing skits and play reflecting appreciation of the Filipino culture (3.29) and suggesting outcomes of events (3.28). Also, students have the skill in analyzing cause and effects of events.

The high level of skills in viewing is proved by Torres in Corpuz and Salandanan (2007), in saying that the use of the sense of sight can retain 75% of information, far better than other senses.

There is more learning in viewing skills through series of illustrations and symbols (Bruner in Torres. 1994).
In reading, the grade 7 students in LHS takes a high level of skills. This includes the following: utilization of schema in understanding literary genres (3.40), expressing suggestions like solutions, conclusions, thoughts and effects of the text to self (3.37), analyzing the elements of the text and contrasting the different regional text (3.36), giving arguments on the truthfulness of the text and appreciating literature by region (3.33), utilizing the thoughts expressed in the text and comprehending the meanings of words (3.30) and analyzing the elements and socio-cultural context of the text (3.26). Also, students are skilled in classifying the characteristics of relationship of people to the society as reflected in the text (3.24).

The grade 7 students of LHS are highly skilled in writing. This includes the following: writing with comparing or presenting cause and effect (3.51), analyzing different texts based on the different kinds of exposition (3.49), writing with simple and creative description (3.47), researching information to utilized in writing (3.41), sharing emotions, ideas, opinions and messages with correct grammar (3.36), comparing the differences between speaking and writing in terms of language use (3.33) and writing narrative texts (3.30). Students are also skilled in writing critical paper (3.21), writing simple and organized paragraphs (3.12) and writing essays with organization, unity and coherence (3.05).

Based on the average academic performance of grade 7 students in Filipino for School Year 2012-2013, 85% is computed which is in the proficient level and it reflects the performance of students and the skills executed for a year. This is because of the strict implementation of screening in Junior High School of Laboratory High School. This means that the students upon entry already have the communication skills from the schools wherein they completed their elementary years.

The negative r-value came from all language skills means low relationship among variables. Activities and skills anchored in the strategies executed in the class are attained but not actually represent the average grade in Filipino of grade 7 students in Laboratory High School.

For the two Filipino teachers in grade 7, the main problem they have encountered is that students are not interested in language skills and their orientation in having high grades. This was explained by De Guzman (2010) in a seminar-workshop. Parents and students are oriented with Teaching for Understanding (TFU) instead of Teaching for Achievement (TFA). Grades/Quantity is the primary motivation instead of the skills as proof of learning.

In listening, the r-value is -0.246. It has low relationship. It has a p-value of 0.012 which is much lower than .05 significance level. Therefore, the null hypothesis is rejected.

In speaking, the r-value (-0.218) has low relationship with the academic performance. It has 0.027 p-value which is much lower than the significance level (.05). Therefore, the null hypothesis is not accepted.

The skill in viewing and performance of students listed r-value of -0.124 (low relationship) and p-value of 0.211 which is much higher than the .05 significance level. The null hypothesis is accepted.

There is low relationship between language skills and the academic performance in Filipino. The relationship between variable is direct. This means that the higher the level of skills, the higher the academic performance in Filipino.

In the viewing skill, there is no specific relationship between the level of skill and academic performance of grade 7 Filipino students. Viewing is passive and natural act of students today because of new technology. Viewing as a language skill is part of the new trend in teaching Filipino.

Since the result of this program has been revealed, programs on revisiting the minimum competencies set by Department of Education for Filipino has already started particularly on the language skills. Aside from that, evaluation of its content has been made on literature skills that has been used as springboard for language skills development.

From the reviews conducted, the head of the Filipino department in the Laboratory High School collected and recorded the suggestions on literature and language skill that need more attention.

In the Laboratory High School, the student teachers have very significant role from the College of Education. Giving suggestions may start in the Filipino department of the said College in order to emphasize and give importance on the prepared list of competencies on the different subjects for the said specialization (Pedagogy and Assessment in Language Skills and Literature) in order to examined and studied by the student-teachers.
6. Discussions

Based on the findings, the conclusions were drawn. From the self-assessment conducted from the students’ language skills, it can be inferred that such skills have been effectively realized.

In the study of Evans and Morrison (2011), there is low level of difficulty in listening skills of students. This is the easiest language skills for this is the first skill learned by the students.

The high skill in identifying the outcome of any situations heard is the utilization of narrative strategies in the Laboratory High School. Creative narrations and declamation is also used for interactive listening.

Listening is receptive and passive. This was contrasted by Anderson and Lynch in Morley and Celce-Murcia (2006) by suggesting to contextualize listening as an active receptive skill through prepared activities.

Morley (2006) said that communicative outcome in listening may be considered in executing the skill. It includes listening and doing actions and preparations, listening and transferring of information, listening and giving solution to problem, listening and evaluation of information, interactive listening and speaking and, listening for entertainment.

The Filipino Department of LHS prepared various form activities in speaking that is reflected in the materials used by the students. However, the preparation of materials is based on the concept presented in Lazaratong in Celce-Murcia (2006), that in teaching speaking, there is a need to give diverse experiences and task that will lift the level of skills of students.

The use of schema plays significant role in comprehending text. Barlett and Rumelhart in Badayos (1999) proves that prior knowledge is called basic knowledge of reader in giving meanings to text.

According to Evans and Morrison (2011), writing is the most problematic skill to students. Cohesion, grammar and style in academic writing are the most difficult aspects. It requires mental, level of technical knowledge and creativity (Bernales et.al., 2002).

Though students already have the skill in writing, they have still difficulty in writing essays with unity, coherence and organization. This is the most challenging part. Frodesen in Celce-Murcia (2006) suggests activities in letting students to write. This comprises the following: text analysis, text conversion, text elicitation, dictation, text completion and error diagnosis and correction. Giving feedbacks of teachers is important.

High performance has already been revealed from the Laboratory High School students in their Filipino subject and is continuously being developed by the department.

The null hypothesis has been rejected, thus there is no relationship between listening, speaking, reading and writing with that of the grades in Filipino, there is a relationship between grades and viewing.

The low relationship of listening, speaking, reading and writing of students though they have high level of skill in their performance reflects inconsistency in assessing and evaluating. It is clear that though activities and tasks are executed, the process of assessment is inappropriate to represent the students’ performance. It is recommended to revisit the assessment tools (rubrics-checklist etc.)

In implementing Filipino under the K-12 program in LHS, activities and tasks are based in the Communicative Language Teaching for the 21st century by Savignon. The Laboratory High School practice this approach to students as they attain language skills. Savignon in Celce-Murcia (2006) expresses that the primary development of language teaching is the process of recognizing the needs and objectives of students in communication. These are required to improve the performance of grade 7 students in Filipino through productive tasks in listening, speaking, reading and writing.

There is a significant role of reevaluation on continuous assessment in order to realize skills in Filipino subjects.

7. Acknowledgements

The researchers wish to acknowledge the students and administration of the Rizal Technological University- Laboratory High School.

8. References


