

BOOSTING THE LANGUAGE SKILLS IN FILIPINO FOR GRADE 2 LEARNERS: BASIS FOR PROPOSED SUPPORT MATERIALS

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Abstract:

This study focused on enhancing the Filipino language skills of Grade 2 learners as the basis for developing support materials intended to strengthen literacy and communication proficiency. Using instructional materials and language-based activities as primary data-gathering tools, the study assessed the performance level of Grade 2 learners, identified weaknesses in relation to the objectives of Filipino language instruction, and determined the acceptability of the proposed materials as evaluated by Grade 2 teachers of P. Gomez Elementary School, Division of City Schools – Manila. The study involved nineteen Grade 2 teachers as respondents and thirty-five Grade 2 learners as subject participants, with frequency, percentage, and average weighted mean used to analyze the sub-problems. Findings revealed that only 42.86 percent of the learners met the expected proficiency level, and teachers rated the learners “Weak” in meeting the Filipino language objectives of the K to 12 Curriculum. Results further indicated that the proposed support materials could effectively address learners’ weaknesses and improve fluency, vocabulary, and comprehension, and were rated “Acceptable” by teachers in terms of appropriateness and effectiveness. The study concluded that the Filipino language performance of Grade 2 learners needs improvement, that learners remain weak in achieving curriculum-based proficiency, and that the proposed materials are effective and acceptable for strengthening language learning. Based on these conclusions, the study recommends submitting the proposed materials to DepEd for review and possible adoption, integrating them as supplementary tools in Filipino instruction, organizing capacity-building activities for teachers to enhance instructional approaches, and encouraging parents and guardians to support Filipino language development at home through engaging and literacy-based activities.

INTRODUCTION

The K–12 curriculum has introduced significant reforms in Philippine basic education. While this initiative represents a major step toward quality learning, it remains anchored in the constitutional mandate to provide accessible and relevant education for all Filipino learners. However, like any educational reform, its success depends on how effectively it is implemented in classrooms. The curriculum’s goals are often subject to different interpretations and challenges that may hinder its intended outcomes.

One of the major components of the K–12 curriculum is the emphasis on language development as the foundation of learning. The use of Filipino as a medium of instruction plays a critical role in promoting literacy, comprehension, and communication skills among learners. Proficiency in Filipino not only supports academic achievement but also strengthens national identity and cultural appreciation. It enables learners to express their thoughts clearly, understand ideas deeply, and interact meaningfully in diverse contexts.

Despite these goals, many Grade 2 learners continue to experience difficulties in Filipino language learning. Learners often struggle with vocabulary, reading fluency, sentence construction, and comprehension. These challenges affect their overall academic performance and confidence in using the language. Limited exposure to contextualized materials, as well as varying levels of teacher preparedness, contribute to the persistent gaps in Filipino language proficiency. This situation calls for the development of appropriate instructional interventions and engaging support materials.

Language serves as a bridge to knowledge and understanding. When learners encounter barriers in expressing themselves or comprehending lessons in Filipino, their motivation and participation decrease. Studies have shown that mastery of the first or national language significantly influences success in learning other subjects. Therefore, strengthening Filipino language instruction at the Grade 2 level is crucial in developing functional literacy and higher-order thinking skills that are essential for lifelong learning.

The Department of Education (DepEd) recognizes that effective language instruction requires not only sound pedagogy but also sufficient teaching resources. While Filipino is one of the two mandated languages of instruction, many learners still face challenges in mastering it due to the lack of localized and age-appropriate learning materials. To address this, teachers must be equipped with effective support materials that simplify abstract concepts, connect lessons to real-life experiences, and encourage interactive learning.

Several researchers and educational advocates have emphasized that learners perform better when instructional materials are culturally relevant and linguistically appropriate. According to Gonzales and Sibayan (1988), language learning becomes more

meaningful when students engage with materials that reflect their environment and everyday experiences. Similarly, the Basic Education Sector Reform Agenda (BESRA, 2006) highlights that language competence develops more effectively through structured and purposeful instruction, supported by adequate learning tools.

In recent years, the Philippines has continued to strengthen its bilingual and language education programs to meet the growing demands of a multilingual society. The Department of Education's ongoing efforts focus on enhancing Filipino literacy while ensuring that learners remain globally competitive. This initiative aligns with the government's vision of producing functionally literate and culturally grounded citizens capable of critical and creative communication (Velez, 2011).

Although the implementation of the K–12 curriculum has improved access and quality of education, gaps remain in ensuring that Filipino language learning outcomes are consistently achieved across grade levels. The challenges faced by teachers such as inadequate materials, limited training, and lack of standardized strategies highlight the need for further research and innovation in instructional design.

This concern is particularly evident in Grade 2, where learners transition from foundational to more complex language tasks. Strengthening their Filipino language skills at this stage ensures readiness for higher academic demands and supports their overall literacy development. Addressing these needs through well-designed support materials can enhance comprehension, vocabulary, and writing proficiency, leading to better communication and academic success.

Thus, the researcher was motivated to conduct this study focusing on boosting Filipino language skills among Grade 2 learners through the development of proposed support materials. This study aims to identify learning gaps, assess performance levels, and design materials that will serve as effective tools for improving Filipino language proficiency. Ultimately, this effort seeks to contribute to the enhancement of language instruction and provide a framework for sustained literacy development among young Filipino learners.

Theoretical Framework

The researcher used the following theories relevant to the study. These theories of learning strongly support the importance of enhancing Filipino language skills among Grade 2 learners, particularly through the use of appropriate instructional strategies and contextualized support materials. The Filipino language serves as a vital foundation for developing literacy, comprehension, and higher-order thinking skills. These theories highlight how prior knowledge, social interaction, and cultural context influence learning, forming the basis for the proposed framework for developing effective support materials in Filipino language instruction.

The Schema Theory of Learning by R.C. Anderson, a well-known educational psychologist, provides one strong foundation for this study. Anderson views organized knowledge as a network of abstract mental structures that represent an individual's understanding of the world. He posits that prior knowledge is crucial for learning and comprehension. When applied to Filipino language instruction, this theory implies that Grade 2 learners grasp new concepts more effectively when lessons connect to their existing experiences and linguistic background. By activating and building upon familiar knowledge, learners can better process, organize, and retain new Filipino vocabulary and grammatical structures, leading to improved literacy and communication skills.

The Social Learning Theory of Albert Bandura also reinforces this study. Bandura asserted that learning occurs through observation, imitation, and reinforcement. In the context of Filipino language learning, Grade 2 learners acquire language competence by modeling the speech, pronunciation, and expressions used by teachers, classmates, and people in their community. Through guided modeling, positive feedback, and active participation, learners internalize proper language use and develop confidence in speaking and understanding Filipino. This theory emphasizes the role of teachers and social environments in shaping effective language learning behaviors.

The Socio-Cultural Theory of Lev Vygotsky further strengthens the theoretical foundation of this research. Vygotsky emphasized that learning is a social process that occurs through interaction and communication, with language serving as the primary tool for thought and understanding. He introduced the concept of the Zone of Proximal Development (ZPD), which explains that learners can achieve higher levels of understanding with the guidance of a more knowledgeable person. In teaching Filipino, this means that Grade 2 learners, though still developing their mastery of the language, can reach advanced levels of comprehension and expression through scaffolding, modeling, and structured support from teachers. This theory underscores the value of interaction, collaboration, and cultural relevance in strengthening Filipino language proficiency.

Strengthening Filipino Language Instruction Under the K to 12 Curriculum

The implementation of the K to 12 Basic Education Program under DepEd Order No. 31, s. 2012 institutionalized Filipino as one of the primary languages of instruction and learning in the Philippine education system. This policy is grounded in both local and international research highlighting the vital role of language proficiency in developing literacy, comprehension, and critical thinking. By emphasizing Filipino as a medium of instruction in the lower grades, learners are better able to understand lessons, express ideas, and build foundational language skills necessary for lifelong learning and national identity formation.

The policy acknowledges that strengthening Filipino language instruction enhances overall learning outcomes and reduces communication barriers in classrooms. Studies conducted by the Department of Education and linguistic researchers have shown that learners who are proficient in Filipino develop stronger reading and writing abilities, which serve as the basis for mastering

English and other languages later on. Proficiency in Filipino also improves cognitive processing and supports academic performance across subject areas, including mathematics, science, and social studies.

Further evidence from national and regional assessments, such as the National Achievement Test (NAT) and classroom-based performance evaluations, reveals that learners with solid Filipino language skills perform better academically. These findings affirm that language proficiency is directly linked to comprehension, reasoning, and problem-solving skills. Thus, prioritizing Filipino in instruction not only promotes literacy but also strengthens learners' capacity to grasp complex concepts in higher grade levels, contributing to holistic intellectual and emotional growth.

To ensure effective implementation, the Department of Education mandates that Filipino language instruction be integrated across all learning areas beginning in Grade 1 and strengthened in Grade 2. Schools are encouraged to incorporate Filipino literacy activities and reading programs into their School Improvement Plans (SIPs) to promote consistent language development. This ensures that Filipino language education reaches all learners whether in urban or rural schools addressing linguistic diversity and ensuring equity in learning opportunities.

The program's success depends heavily on strong support systems through School-Based Management (SBM) and collaboration with local stakeholders. Teacher training, production of localized and culturally relevant instructional materials, and continuous assessment of learners' language skills are key areas of focus. By equipping teachers with effective tools and materials, schools can provide engaging and contextualized instruction that makes Filipino learning meaningful and relatable to the learners' daily experiences.

In terms of resource allocation, schools are authorized to utilize Maintenance and Other Operating Expenses (MOOE) and other educational funds for the improvement of Filipino language instruction. These funds may cover the development of supplementary reading materials, teacher guides, visual aids, and assessment tools that cater to the specific needs of Grade 2 learners. This strategic investment ensures that Filipino language learning remains well-supported and sustainable at the school level.

Finally, DepEd continues to establish monitoring and evaluation mechanisms at both regional and division levels to oversee the implementation of Filipino language programs. Technical working groups and language coordinators are tasked with evaluating the effectiveness of instructional materials and classroom practices. These institutional measures affirm the government's commitment to nurturing Filipino proficiency as a cornerstone of literacy, cultural development, and academic excellence. Strengthening Filipino language instruction for Grade 2 learners therefore serves not only as a means of communication but also as a foundation for lifelong learning and national unity.

Boosting Language Skills in Filipino for Grade 2 Learners: Basis for Proposed Support Materials

Language development during the early years of schooling plays a vital role in shaping learners' academic performance and communication skills. In the Philippine context, Filipino serves as both a subject and a medium of learning, promoting unity while enriching cultural identity. Strengthening language proficiency at the Grade 2 level ensures that learners not only understand content effectively but also express themselves with confidence and clarity. This initiative aligns with the Department of Education's goal of nurturing literate, articulate, and culturally grounded learners.

Filipino language instruction serves as a bridge for learners transitioning from their mother tongue to a more standardized national language. At the Grade 2 level, children begin expanding their vocabulary, improving sentence construction, and refining reading comprehension. The use of Filipino in instruction supports the gradual development of critical and creative thinking while preparing learners for bilingual proficiency. This additive approach to language learning builds on what learners already know, creating continuity from the mother tongue to Filipino and, later on, to English.

Research underscores the importance of using a familiar language in developing foundational skills. Benson (2002) emphasizes that literacy instruction in a child's known language enhances understanding and retention. In the case of Filipino, early exposure through meaningful activities such as storytelling, dialogues, and reading strengthens comprehension. When learners are given sufficient time to master Filipino before fully transitioning to English, their cognitive and linguistic development becomes more stable and enduring.

Dutcher (1994) further highlights that mastering academic language requires several years of sustained exposure. For Grade 2 learners, this means integrating Filipino language learning into all subject areas to reinforce vocabulary and comprehension. When children engage in both conversational and academic Filipino, they begin to bridge the gap between social and formal language use. This process leads to deeper literacy and critical reasoning, which are essential for long-term academic success.

In support of these findings, Cummins (2000) asserts that a strong foundation in the first learned language facilitates success in subsequent languages. Applying this to Filipino, when learners acquire proficiency through engaging and contextual learning materials, they develop linguistic transfer skills that enhance reading and writing in English as well. UNESCO (2008) reports similar benefits in multilingual settings, where systematic language progression results in more confident and competent learners.

The development of Filipino language skills also nurtures emotional and social growth. Rubio (2007) points out that learners' sense of identity and self-esteem improves when their language and culture are valued in school. By using Filipino as a primary medium, teachers promote inclusivity and affirm cultural heritage. This positive emotional climate motivates learners to participate actively in class, fostering both communication skills and confidence.

Wright and Taylor's (1995) study also supports this view, showing that students who learn in a familiar language demonstrate higher self-esteem and cultural pride. Applying this insight, Filipino instruction in Grade 2 can go beyond grammar and vocabulary it can become a means of self-expression and connection. Through songs, stories, and role-play, learners gain appreciation for their linguistic identity, which leads to stronger engagement and motivation in learning.

Teachers across the Philippines have observed that learners grasp concepts more effectively when lessons are delivered in Filipino. The language minimizes confusion and enhances participation, particularly for learners from non-Tagalog-speaking regions. By introducing Filipino gradually and meaningfully, educators ensure that children develop both fluency and comprehension, reducing frustration and promoting a smoother transition into higher levels of learning.

Filipino language instruction also serves as a tool for cultural preservation. As language carries traditions, values, and history, nurturing Filipino proficiency allows young learners to remain connected to their roots. McCarty (2008) emphasizes that language is central to cultural continuity, and integrating Filipino in early education ensures that learners appreciate their national identity while preparing to engage globally.

For many parents and educators, developing Filipino proficiency represents both academic and cultural achievement. It equips learners with communication skills necessary for academic success while cultivating pride in being Filipino. Through well-designed lessons and support materials, schools can balance these two goals preparing learners for modern challenges without losing sight of their cultural heritage.

Within the K–12 curriculum, Grade 2 serves as a critical stage for strengthening Filipino literacy. At this point, learners move from basic reading to comprehension, from simple speaking to expressive communication. Using Filipino as the medium for these skills ensures deeper understanding and retention. When learners are confident in expressing themselves, they become active participants in their learning journey.

The development of Filipino language skills also addresses learning disparities among students. Many children, particularly from rural or multilingual backgrounds, find it challenging to adjust when instruction immediately shifts to English. By focusing on Filipino proficiency first, these learners gain equitable access to education and build stronger academic foundations, leading to improved performance across all learning areas.

Studies also show that proficiency in Filipino enhances not only reading and writing but also performance in subjects like mathematics and science. A solid grasp of language helps learners comprehend instructions, solve problems, and articulate reasoning effectively. Hence, boosting Filipino language skills contributes to overall cognitive and academic development.

Teachers play an essential role in this endeavor. With sufficient training and access to localized and interactive materials, they can design lessons that integrate speaking, reading, writing, and listening. Such approaches promote critical thinking and creativity while ensuring that learning remains engaging and relevant to students' experiences.

Ultimately, boosting Filipino language skills among Grade 2 learners fosters not only linguistic competence but also cultural appreciation and confidence. When students are proficient in their national language, they are better prepared to engage with other languages and with the world. Strengthening Filipino proficiency at this stage builds a solid foundation for lifelong learning and communication success.

Thus, promoting Filipino language development in Grade 2 is not merely an academic goal it is an educational commitment to nurturing identity, inclusivity, and national pride. Through research-based strategies and well-crafted support materials, schools can ensure that every learner becomes a confident, articulate, and culturally grounded Filipino.

Relationship Between Filipino Language Proficiency and Academic Achievement of Grade 2 Learners

The relationship between Filipino language proficiency and academic performance among Grade 2 learners is both significant and multifaceted. Educational achievement is influenced not only by how well learners use and understand Filipino but also by social and environmental factors. School success indicators such as attendance, participation, comprehension, and test performance are enhanced through effective Filipino instruction but may be hindered by challenges like poverty, malnutrition, limited parental support, and cultural mismatch. For many children, especially those from non-Tagalog-speaking areas, learning Filipino as a second language requires mastering both language skills and academic content simultaneously.

Learners from linguistic minority backgrounds often face greater learning challenges due to socio-economic conditions. Families in under-resourced communities have fewer educational materials and less access to literacy support at home, which directly affects learners' ability to develop Filipino proficiency. Thus, language barriers are intertwined with broader inequalities, making academic outcomes dependent on both instruction and environmental factors. Addressing these challenges requires intentional programs that strengthen Filipino language exposure inside and outside the classroom.

Benson (2009) emphasized that gender differences can also shape Filipino language acquisition. In some communities, girls may have fewer opportunities for extended social interaction outside the home, limiting their exposure to conversational Filipino. Conversely, boys may develop wider vocabulary through peer engagement. This underlines the importance of inclusive language policies and classroom practices that ensure equal opportunities for both genders to develop Filipino communication skills. Teachers must also design support materials that are gender-sensitive and culturally relevant.

The socio-linguistic and socio-economic backgrounds of learners play a vital role in Filipino language development. Research suggests that the success of Filipino language instruction depends largely on program quality, teacher competence, and sustained implementation. However, few studies account for all influencing variables, such as home language use or parental attitudes toward Filipino. This makes it necessary to tailor instructional materials to the learners' linguistic realities, ensuring that Filipino remains accessible, meaningful, and engaging to all Grade 2 students.

Several studies warn that language skills decline if they are not consistently reinforced. If learners are expected to shift quickly from their mother tongue to Filipino without a solid foundation, comprehension gaps and disinterest may develop. Sustained Filipino instruction beyond the early grades is essential to strengthen vocabulary, grammar, and reading fluency (Abadzi, 2006). Continuous exposure to well-designed support materials such as storybooks, dialogues, and reading exercises enhances both fluency and confidence in using Filipino.

Learning Filipino does not hinder the acquisition of English or other languages. In fact, strengthening literacy in Filipino enhances performance in both local and foreign languages. Children who build a strong foundation in Filipino reading and writing develop better comprehension, problem-solving, and reasoning skills across subjects (Palmer et al., 2007). Mastery of Filipino vocabulary and structure also facilitates smoother transitions to English learning in later grades.

Cummins (2000) supports this perspective, emphasizing that exposure to Filipino as a subject and as a medium of instruction benefits learners when introduced systematically. Filipino should be taught not only through memorization but through purposeful communication that builds meaning and confidence. Structured teaching of word recognition, sentence construction, and comprehension skills prevents cognitive overload and allows learners to excel in other content areas while acquiring the language naturally.

Filipino language instruction is most effective when teachers use explicit, interactive strategies that integrate phonological awareness, vocabulary development, and reading comprehension. Focused lessons, supported by visual aids and contextual examples, help learners understand how Filipino functions as a living language. This balanced approach enhances oral and written proficiency while deepening cultural appreciation among young learners.

Scholars such as Beller (2008) and Nicholas and Lightbown (2008) emphasize the need for more research on integrating Filipino instruction with the development of other subjects in early education. While many studies focus on upper primary learners, there is limited evidence addressing Grade 2 programs, which are crucial for building literacy foundations. Developing localized and creative support materials in Filipino is therefore essential to fill this gap and sustain language growth in early education.

The global initiative for quality education stresses inclusivity and equity in language learning. In the Philippine context, this means ensuring that every Grade 2 learner regardless of region or mother tongue can access effective Filipino instruction. Early language programs must support comprehension, communication, and literacy without alienating learners from their linguistic roots. This inclusive approach guarantees that no child is disadvantaged because of language differences.

Genesee (1987) found that language learning potential is not determined by intelligence but by exposure and instructional quality. This implies that all Grade 2 learners, regardless of ability, can master Filipino when given supportive and engaging instruction. Further studies by Genesee et al. (2004) reveal that literacy skills in Filipino, particularly reading and writing, develop best when learners are taught explicitly through scaffolded and interactive lessons.

These findings emphasize the need for structured Filipino language programs that prioritize oral fluency, vocabulary development, and reading comprehension before advancing to complex academic tasks. Such programs enable learners to use Filipino as a tool for learning across all subjects. By grounding instruction in Filipino, teachers promote better understanding, retention, and academic confidence among young learners.

Ultimately, the relationship between Filipino language proficiency and academic achievement calls for a well-designed framework that nurtures communication skills in Grade 2 learners. Strengthening Filipino instruction through targeted support materials, culturally responsive pedagogy, and continuous reinforcement ensures lasting success. This approach equips learners with both linguistic competence and self-assurance, preparing them for higher learning and meaningful participation in a multilingual and multicultural society.

Distinctive Challenges in Strengthening Filipino Language Skills for Grade 2 Learners

While the development of Filipino language proficiency among Grade 2 learners is widely recognized as vital to academic success, the process continues to face multiple challenges in implementation. UNESCO (2008) notes that language education programs often encounter complex issues when dealing with learners who speak diverse mother tongues. Unlike bilingual contexts where the languages used are both well-documented and institutionally supported, teaching Filipino in non-Filipino-speaking regions requires addressing linguistic diversity, resource gaps, and limited teacher preparation. These conditions make the design and delivery of effective Filipino language programs particularly demanding.

One major challenge is the limited availability of research-based strategies for improving Filipino language acquisition among young learners whose home language is not Filipino. Although studies on bilingual education exist, most focus on second language learning in general rather than Filipino as a specific instructional medium. Many children enter Grade 2 with minimal exposure to Filipino, relying mainly on their mother tongue. This necessitates creative, culturally relevant teaching strategies and support materials that bridge the gap between home and school language use. Without sufficient empirical evidence and local studies, educators struggle to identify effective methods for sustained language improvement.

Another difficulty is the scarcity of standardized and developmentally appropriate Filipino instructional materials. In many schools, textbooks and reading resources are either outdated or do not match the learners' linguistic level. Furthermore, materials

often fail to reflect the cultural and linguistic backgrounds of non-Tagalog-speaking learners, making lessons less engaging or relatable. To make Filipino meaningful to learners, instructional materials must incorporate familiar contexts and vocabulary while introducing new language concepts systematically. This requires continuous resource development and teacher support.

The shortage of teachers with adequate Filipino proficiency and pedagogical training also poses a significant obstacle. In some regions, teachers themselves may not be fluent in Filipino or may use it differently from the standardized form required in instruction. This inconsistency can lead to confusion among learners and hinder language mastery. Moreover, professional development opportunities focused on Filipino language teaching remain limited, preventing teachers from acquiring updated methods for effective instruction and language integration.

Classroom realities also reflect challenges stemming from linguistic diversity. Many learners use mixed codes or local vernaculars that combine Filipino with their mother tongue or English. This linguistic variation often causes a mismatch between the Filipino taught in class and the Filipino used in everyday interactions. Teachers must adapt their instructional approaches to accommodate different levels of language proficiency, which demands flexibility and creativity in lesson planning and delivery. These challenges highlight the urgent need for comprehensive efforts in research, material development, and teacher training. Addressing these issues is crucial to ensuring that Filipino language instruction truly enhances learners' communication, reading, and writing skills. By overcoming these barriers, educators can equip Grade 2 learners with the necessary language competence to succeed academically while fostering appreciation for Filipino as both a national language and a vital medium of learning. This commitment to continuous support and improvement lays the groundwork for developing effective, evidence-based materials that sustain Filipino language growth in the early grades.

Difficulties in Strengthening Filipino Language Skills Among Grade 2 Learners

Language development during the early primary years is crucial in building the foundation for literacy, communication, and academic achievement. At this stage, learners acquire essential Filipino language skills that allow them to read with comprehension, express ideas clearly, and participate meaningfully in class discussions. Strengthening these skills ensures that Grade 2 learners are better equipped to handle more complex subjects and develop confidence in using Filipino both inside and outside the classroom.

The importance of developing strong Filipino language skills is widely acknowledged, as numerous studies emphasize that early mastery of the national language enhances overall academic performance. Grade 2 learners, being at the transition stage from basic literacy to content learning, need structured and engaging activities that reinforce their understanding and use of Filipino. This highlights the necessity of effective instructional strategies and well-designed support materials that address the learners' varying proficiency levels.

Following the K-12 Curriculum, the Department of Education emphasizes the development of communication skills in Filipino through reading, writing, listening, and speaking activities. However, many learners still struggle to achieve grade-level expectations due to differences in linguistic background and exposure. For students whose home language is not Filipino, understanding lessons becomes more challenging, affecting comprehension and participation. This calls for additional classroom support and localized learning resources that make Filipino instruction more accessible and meaningful.

Cognitive development theories underscore the role of language as a tool for learning. Anderson's Schema Theory suggests that comprehension improves when new information connects to prior knowledge. In the Filipino context, this means that learners benefit most when lessons draw from familiar experiences and local contexts. Teachers who link new vocabulary and reading passages to learners' daily lives make Filipino learning more effective and engaging, promoting deeper understanding and retention.

Bandura's Social Learning Theory further reinforces the need for interactive language learning. Learners acquire Filipino proficiency through observation, imitation, and communication with peers and teachers. Grade 2 classrooms that encourage oral participation, group discussions, and storytelling foster both linguistic growth and social confidence. Through guided interaction, learners develop fluency and accuracy in using Filipino in real-life situations.

Vygotsky's Sociocultural Theory also highlights the importance of scaffolding in language development. Within the Zone of Proximal Development (ZPD), teachers provide necessary support as learners progress from simple to complex language use. This guided approach allows Grade 2 pupils to develop not only vocabulary and grammar but also comprehension and critical thinking skills in Filipino. The presence of supportive adults and peers helps learners internalize language structures and apply them independently over time.

Despite its significance, strengthening Filipino language skills in Grade 2 faces numerous challenges. These include insufficient instructional materials, lack of teacher training focused on Filipino as a second language, and limited exposure to Filipino outside the school environment. In linguistically diverse regions, learners often mix local dialects with Filipino, creating inconsistencies in usage and comprehension. Such challenges require targeted interventions and continuous teacher support to ensure language mastery.

One of the key benefits of effective Filipino language instruction is the enhancement of self-expression and cultural identity. When learners are encouraged to use Filipino confidently, they develop a sense of national belonging and pride. This confidence improves classroom participation and academic engagement, leading to stronger overall performance in school. Filipino becomes not only a subject to learn but also a medium for meaningful interaction and connection.

Studies have also shown that skills developed in Filipino can positively influence the acquisition of English and other languages. The principle of language transfer indicates that mastery in one language strengthens comprehension and literacy in another. Thus, focusing on Filipino language skills does not hinder multilingual development; rather, it supports balanced linguistic growth across subjects and languages.

However, achieving this requires more than just curriculum implementation; it calls for practical support and innovation. Teachers need continuous professional development in Filipino language pedagogy, access to creative materials, and opportunities for collaborative lesson planning. Without these, teaching Filipino effectively remains a challenge, particularly in non-Tagalog-speaking areas.

Community participation also plays a vital role in sustaining Filipino language use. Parents, local organizations, and schools must work together to promote Filipino literacy beyond the classroom. When learners hear and use Filipino in daily life

through conversations, storytelling, and media they gain fluency and motivation to learn. This partnership between home and school strengthens both language proficiency and appreciation.

Instructional materials should likewise be culturally relevant and age-appropriate. Reading stories, poems, and activities that reflect learners' experiences make Filipino learning enjoyable and relatable. Visual aids, songs, and interactive exercises capture attention and enhance understanding. By connecting lessons to culture and everyday life, educators can foster a deeper love for the Filipino language.

In addition, integrating play-based and communicative approaches in Filipino instruction makes learning more engaging for Grade 2 pupils. Games, role-playing, and collaborative projects encourage spontaneous language use and creativity, making Filipino a living, dynamic subject. These methods enhance not only linguistic ability but also critical thinking and collaboration skills.

Strengthening Filipino language skills among Grade 2 learners is not merely about teaching vocabulary or grammar it is about shaping confident communicators and lifelong learners. Learners who can think, speak, and write effectively in Filipino are better prepared to engage with other subjects and express their ideas clearly. Thus, this study emphasizes the importance of addressing the difficulties in developing Filipino proficiency among Grade 2 learners as the basis for proposing well-designed support materials that enhance language mastery, cultural understanding, and academic success.

Teaching Academic Concepts During the "Bridging Process"

One of the key challenges for Grade 2 learners who are still developing proficiency in Filipino is that, during the "bridging process" from their first language to Filipino as the medium of instruction, they often lack sufficient support to fully understand academic concepts. This difficulty arises because many of them have not yet acquired the necessary academic vocabulary and communication skills to comprehend abstract lessons in subjects such as Agham, Matematika, and Araling Panlipunan. Strengthening Filipino language skills helps address this gap by ensuring that learners first develop a strong foundation of comprehension and expression in Filipino before progressing to more complex academic content. The central goal of the bridging process, therefore, is twofold: to help learners understand essential academic ideas through Filipino and to equip them with the linguistic competence to apply and communicate their knowledge effectively. For this process to succeed, teachers must be provided with comprehensive pre-service preparation and ongoing professional development that focuses on integrating concept instruction with Filipino language development. When effectively implemented, the bridging process enables learners not only to acquire proficiency in Filipino but also to build the academic literacy and cognitive skills necessary for long-term educational success (DepEd MTB-MLE Resource Book, 2012).

Using the L1–L2–L1 Method

The L1–L2–L1 method is an essential approach in boosting language skills in Filipino for Grade 2 learners, as it ensures comprehension while steadily enhancing proficiency in Filipino as the second language. In this method, teachers and students first discuss concepts using the learners' first language (L1) when necessary, but gradually shift to Filipino (L2) so that learners hear and use both languages meaningfully in context. Teachers may introduce new lessons in the first language, supported by visual aids, pictures, and real-life examples that connect to the learners' experiences, before presenting the corresponding Filipino vocabulary. Each new Filipino term is explained through L1 for clarity, then reinforced by having students use the word in simple Filipino sentences to check understanding. Teachers may list these new words on a Filipino vocabulary chart while learners practice reading and writing them to strengthen both oral and written skills. During textbook or activity-based tasks, students are encouraged to describe images and answer comprehension questions in Filipino, which are later reinforced through L1 discussion to ensure full conceptual understanding. To deepen learning, teachers revisit the main idea in Filipino, asking more complex questions and encouraging learners to express their thoughts confidently. This cyclical process of introducing, practicing, and reviewing concepts across both languages supports vocabulary development, comprehension, and mastery of lessons. By ensuring that understanding is prioritized over mere language use, the L1–L2–L1 method provides a balanced and structured framework for developing Filipino proficiency, promoting active participation, and supporting long-term academic growth among Grade 2 learners (DepEd MTB-MLE Resource Book, 2012).

Sheltered Language Methods for Teaching Academic Contents in L2

Ausubel (1968) emphasized that the most critical principle in educational psychology is that learning is influenced by what the learner already knows. For Grade 2 learners, this principle highlights the importance of activating prior knowledge and connecting new lessons to familiar experiences. In the context of boosting Filipino language skills, sheltered language methods help teachers build on learners' existing linguistic and cognitive foundations while carefully scaffolding instruction in Filipino as the second language (L2).

Sheltered language methods are especially important for young learners who are still developing proficiency in Filipino. Effective teachers recognize the distinction between academic content and the language through which it is presented (Malone, 2007). By adjusting the content to match learners' developmental and linguistic levels, teachers ensure that language does not hinder comprehension. This approach enables students to focus on the meaning of academic concepts while gradually strengthening their skills in Filipino.

When the first language (L1) is not used as a foundation, children often face challenges in becoming literate in both L1 and L2. Without adequate development of L1, vocabulary, sentence construction, and comprehension remain weak, limiting the transfer of skills to Filipino (Cummins, 2000). A strong foundation in the learners' first language is therefore essential to succeed in developing literacy and academic Filipino skills. For Grade 2 learners, early and purposeful integration of L1 during instruction is vital before moving fully into Filipino-based content.

Research by Thomas and Collier confirms that immersing children entirely in L2 does not necessarily produce better language outcomes. In fact, students in L2-only classrooms often show lower performance in reading and mathematics by Grade 5

compared to peers exposed to bilingual or sheltered instruction. These findings emphasize the risks of neglecting L1 during instruction and the importance of adopting frameworks that integrate both languages effectively for Grade 2 learners.

Benson (2008) further supports this view by explaining that submersion in L2 is inefficient, inequitable, and often wasteful. Learners in L2-only classrooms are more prone to repeating grades, dropping out, or failing to meet academic standards. For young learners, this experience not only limits progress but also affects self-confidence and motivation. Sheltered language methods prevent this by allowing children to grasp key ideas through L1 while gradually acquiring Filipino in a meaningful, low-stress environment.

One of the most important advantages of sheltered instruction is the transfer of learning across languages. Learners who develop literacy and conceptual understanding in their mother tongue can apply these same skills when learning Filipino. Abilities such as sequencing, categorizing, and drawing inferences, once mastered in L1, provide a solid foundation for second language learning. This transfer process shows why sheltered methods are more effective than submersion models, especially during the early grades.

In actual classroom practice, sheltered language methods for Grade 2 learners include the use of visuals, real-life materials, gestures, and simplified language to introduce new lessons in Filipino. Teachers may pre-teach key terms in L1, then reinforce them through Filipino stories, songs, or interactive activities. This approach helps learners understand the lesson's meaning while being exposed to Filipino vocabulary and structure. Through this dual process, comprehension is strengthened and frustration is reduced.

Moreover, sheltered methods encourage active participation among learners. Teachers provide opportunities for students to use Filipino through group discussions, pair work, or guided questioning while allowing the use of L1 to clarify meaning. The inclusion of both languages ensures that all learners can participate fully, while the structured use of Filipino builds their confidence and communicative competence. For Grade 2 learners, this combination promotes both understanding and enthusiasm in learning.

The success of sheltered instruction also depends on teacher competence and continuous professional growth. Teachers must be equipped to recognize whether a learner's difficulty stems from a language issue or a conceptual misunderstanding. Without such awareness, learners may struggle unnecessarily, confusing language barriers with learning challenges. Skilled teachers can effectively balance conceptual mastery with gradual language development, ensuring equitable progress for all.

In summary, sheltered language methods provide a strong framework for boosting Filipino language skills among Grade 2 learners. By valuing the first language as a bridge to Filipino and adapting instruction to children's developmental needs, these methods promote comprehension, confidence, and sustained learning. They ensure that learners acquire not only Filipino vocabulary and grammar but also the cognitive and conceptual abilities essential for future academic success. Thus, sheltered instruction serves as a vital foundation for proposed support materials aimed at enhancing Filipino language **learning in the primary grades.**

Conceptual Framework

The legal bases used in this study were primarily drawn from Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 or the K to 12 Curriculum. This law adopts a policy of providing a complete, adequate, and learner-centered education that values the linguistic and cultural diversity of Filipino students. Embedded in this framework is the mandate to promote language development and literacy proficiency in Filipino, English, and the learners' mother tongue, ensuring that students progress from foundational to higher-order language skills in the early grades.

Republic Act No. 10533 emphasizes the State's policy of establishing a basic education system that is comprehensive and responsive to the needs of learners and society. This system should equip children with the essential competencies, values, and skills for lifelong learning and responsible citizenship. In the context of language education, this means ensuring that instruction in Filipino the national language supports comprehension, communication, and cultural identity. Filipino language learning must be learner-oriented, culturally relevant, and aligned with the developmental needs of young learners.

The law further underscores the importance of aligning curriculum design with learners' linguistic, cognitive, and cultural capacities. This principle directly supports the goal of strengthening Filipino language skills in Grade 2, as language proficiency serves as the foundation for comprehension, problem-solving, and academic success. By ensuring that Filipino instruction connects with the learners' prior experiences and first-language knowledge, teachers foster both intellectual growth and national identity through meaningful language use.

Complementing this law is DepEd Order No. 74, series of 2009, which institutionalized Mother Tongue-Based Multilingual Education (MTB-MLE) as a fundamental policy. This directive defines MTB-MLE as the "effective use of more than two languages for literacy and instruction." It serves as a bridge that connects early learning in the mother tongue to developing proficiency in Filipino and English. The policy is grounded in research demonstrating that learners achieve stronger literacy and comprehension outcomes when early education builds upon their first language before transitioning to Filipino as a primary medium of instruction.

Notable initiatives such as the Lingua Franca Project and the Lubuagan First Language Component provided empirical evidence that learners who develop literacy first in their L1 transition more effectively to Filipino and English. These projects revealed that students with strong first-language skills demonstrate improved reading fluency, comprehension, and academic performance. Such findings validate the need to design instructional materials that intentionally strengthen Filipino language learning in Grade 2 while maintaining the linguistic connections established in earlier grades.

UNESCO and other international organizations have also recognized the advantages of multilingual education in preserving cultural identity while promoting academic excellence. In the Philippine context, where linguistic diversity is vast, developing Filipino proficiency ensures inclusivity, unity, and academic progression. This highlights the importance of creating learning materials that enhance Filipino language skills while allowing learners to draw from their mother-tongue foundation to ensure smoother linguistic and cognitive transitions.

Based on these legal and policy foundations, the present study developed support materials aimed at boosting the Filipino language skills of Grade 2 learners. These materials are designed to enhance vocabulary, reading comprehension, and expressive communication in Filipino while supporting continued literacy growth as mandated by the K to 12 curriculum. By aligning with

both RA 10533 and DepEd Order No. 74, the study contributes to improving the quality and relevance of language instruction in the early primary years.

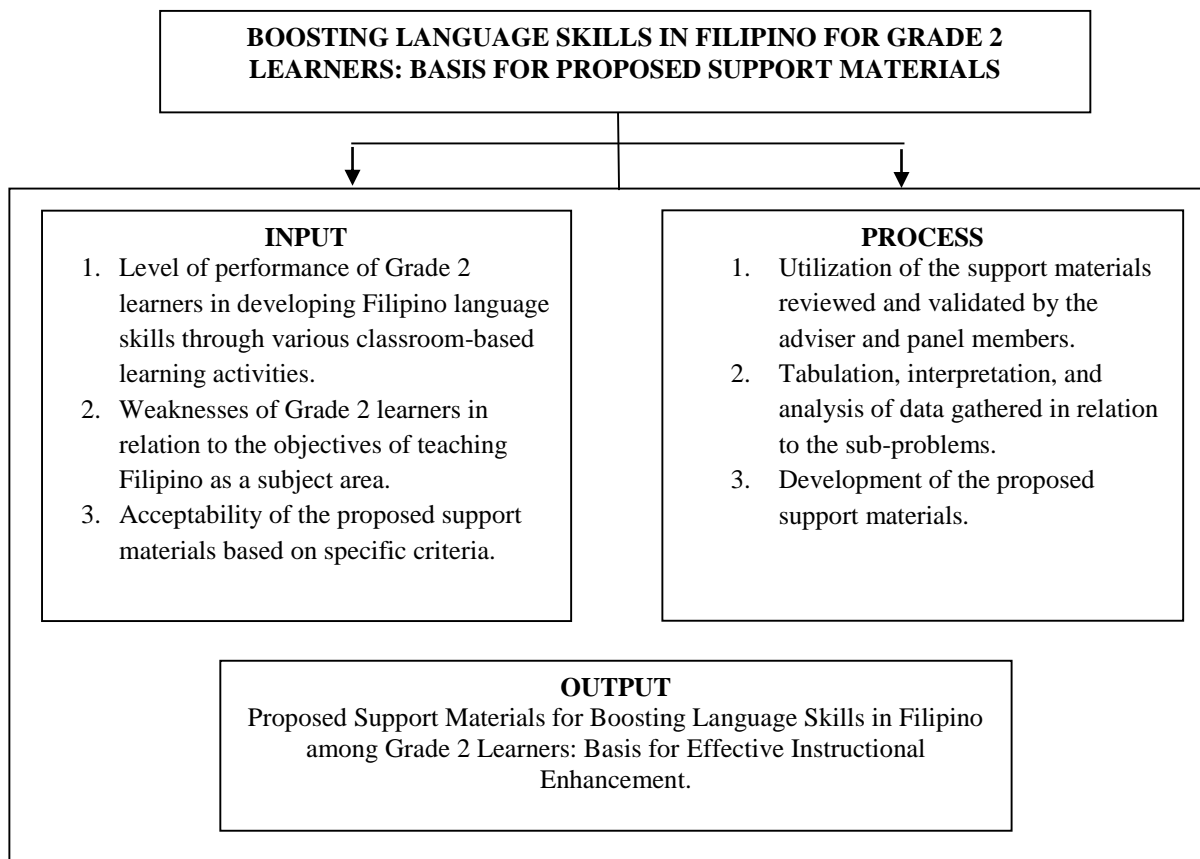
Figure 1 presents the schematic diagram of the conceptual framework of the study using the “Input–Process–Output” model. This framework illustrates how the identified variables interact to achieve the desired outcomes. By visually showing the relationships among inputs, processes, and outputs, the framework establishes a logical structure that supports the development of effective Filipino language materials for Grade 2 learners.

For the Input, the study considered the current level of Filipino language proficiency among Grade 2 learners, common difficulties in oral and written communication, and the degree of acceptability of proposed support materials based on expert criteria. These serve as the foundational data for designing interventions that address specific linguistic and comprehension needs.

For the Process, the researcher analyzed the gathered data, identified recurring challenges in Filipino instruction, and developed support materials tailored to the linguistic and developmental needs of Grade 2 learners. This process included expert validation and evaluation of the materials’ acceptability in terms of content, presentation, language, and relevance to ensure that they are developmentally appropriate and pedagogically sound.

For the Output, the study aimed to produce a set of validated support materials that would effectively strengthen Grade 2 learners’ mastery of Filipino language skills. These materials are envisioned as practical tools that teachers can use to enhance vocabulary acquisition, reading comprehension, and oral expression. The ultimate goal is to foster active engagement, confidence, and academic competence in Filipino among young learners.

In summary, the conceptual framework integrates legal mandates, research-based principles, and instructional innovation. Grounded in RA 10533 and DepEd Order No. 74, it highlights the critical role of Filipino language development in early education. The Input–Process–Output model provides a systematic foundation for the design of evidence-based, learner-centered support materials aimed at boosting Filipino language proficiency and enriching literacy instruction in Grade 2.



Statement of the Problems

This study focused on boosting the language skills in Filipino of Grade 2 learners through the development of support instructional materials as a basis for proposed materials that enhance language learning in the P. Gomez Elementary School, Division of City Schools - Manila during the school year 2024–2025.

Specifically, it sought to answer the following sub-problems:

1. What is the level of performance of Grade 2 learners in developing Filipino language skills through classroom-based activities and existing instructional materials?

2. What are the identified weaknesses of Grade 2 learners in achieving the objectives of developing proficiency in the Filipino language as a foundation for communication and literacy?
3. What support instructional materials can be developed to address the identified weaknesses of Grade 2 learners in improving their Filipino language performance?
4. How acceptable are the proposed support materials in terms of relevance, appropriateness, and effectiveness as evaluated by Grade 2 teachers?

Basic Assumptions

This study was anchored on the following basic assumptions:

1. The Grade 2 teachers can develop and evaluate support instructional materials that will boost Filipino language skills for Grade 2 learners as part of effective language learning enhancement.
2. With the use of these support instructional materials, it is assumed that Grade 2 learners will be encouraged to strengthen their Filipino language proficiency, not only as a subject but also as a medium for expressing ideas and understanding lessons across learning areas.

Scope and Delimitation of the Study

This study was limited to the development of proposed support materials for boosting the Filipino language skills of Grade 2 learners through the utilization of instructional materials in the teaching of Filipino as a subject area under the K to 12 Curriculum during the school year 2024–2025.

Included in the study were the level of performance of Grade 2 learners in developing Filipino language skills through teacher-made assessments; the identified weaknesses of the learners in meeting the objectives of Filipino instruction as a foundation for literacy and communication; and the acceptability of the proposed support materials based on specific criteria as evaluated by Grade 2 teachers.

The output of this study was a proposed set of support materials designed to enhance the Filipino language skills of Grade 2 learners. However, the reproduction, distribution, and actual classroom implementation of these support instructional materials were beyond the limits of this study.

Significance of the Study

This study will benefit the following:

The School Administrators. The findings of this study and the proposed support materials for boosting Filipino language skills may help school administrators improve their policy guidelines and instructional support systems. It is expected to guide them in selecting appropriate Filipino learning materials for teachers and pupils, examining strategies that enhance comprehension and fluency, and aligning practices with language development goals. This will also contribute to addressing challenges in implementing Filipino instruction in Grade 2. Furthermore, administrators may use the results as a basis for designing professional development programs that equip teachers with updated strategies in Filipino language teaching. The study may also assist them in decision-making regarding resource allocation, prioritizing materials and training that directly improve learners' language outcomes.

Grade 2 Teachers. The output of this study, which is the proposed set of support materials, will be of great help to teachers as it provides ready-to-use enrichment resources that strengthen Filipino language proficiency. These materials will save them time from searching for supplementary activities and will support them in enhancing learners' communication skills in Filipino. Furthermore, the results of this study will serve as enrichment support in lesson delivery using interactive and contextualized Filipino lessons. In addition, the materials may help teachers gain confidence in implementing language-focused approaches, promote creativity in lesson planning, and enhance their ability to address diverse learner needs. By providing structured yet flexible tools, teachers will have more opportunities to engage learners in meaningful and enjoyable Filipino learning experiences. Ultimately, this study empowers teachers to act as facilitators of linguistic growth, ensuring every child gain strong foundational language skills.

Grade 2 Learners. Findings of this study will directly benefit the learners as they are the end-recipients of the intervention. Boosting Filipino language skills through engaging support materials will improve their communication abilities, reading fluency, and overall literacy foundation, which are essential for academic progress. Moreover, the use of contextualized Filipino materials suited to their developmental level will foster motivation and enjoyment in learning, making classroom experiences more interactive and relevant. This will also help strengthen their confidence in expressing ideas, encourage active participation in class discussions, and prepare them for advanced literacy in higher grade levels. Beyond academic benefits, learners will also develop improved social and emotional communication skills, as proficiency in Filipino enhances collaboration, empathy, and peer interaction.

The Parents. The output of this study will help the Department of Education and teachers explain to parents the significance of boosting Filipino language development. Parents will gain a clearer understanding of how this approach supports their child's holistic learning and how it differs from traditional methods of instruction. They will also recognize the long-term benefits of strong Filipino language skills as a foundation for success across subjects. Furthermore, parents may become more engaged in their child's education by practicing Filipino at home, supporting reading and speaking activities, and fostering a home-school partnership that strengthens language learning.

The Researcher. Based on the results of this study, the researcher will gain valuable insights into the areas that require enhancement to meet the needs of Grade 2 learners in Filipino. The study will also allow the researcher to propose practical solutions to the lack of appropriate instructional resources that promote Filipino language proficiency. The process of designing, validating, and evaluating the support materials will enrich the researcher’s professional competence and contribute to future scholarly and instructional endeavors.

Other Researchers. Finally, this study is expected to serve as a valuable reference for future researchers focusing on language development in the primary grades. Since teaching and learning practices continue to evolve, the results may inspire further research and innovation in promoting Filipino language proficiency through well-designed instructional materials. Future researchers may also expand on this study’s proposed framework to develop specialized interventions, adapt materials for diverse linguistic contexts, or explore the long-term impact of Filipino language strengthening on academic achievement.

Definition of Terms

The following terms used in this study were operationally defined for better understanding of this research.

Filipino Language Skills. As used in this study, this refers to the learners’ ability to communicate effectively in Filipino through speaking, reading, and writing activities that enhance comprehension and fluency. It involves mastering basic vocabulary, sentence construction, and the correct use of grammar to strengthen overall literacy in the Filipino subject.

Grade 2 Learners. They are the main respondents of this study whose performance results in teacher-made tests were analyzed and interpreted to determine their level of proficiency in developing Filipino language skills through contextualized learning activities and materials.

Grade 2 Teachers. They served as respondents in this study who evaluated the proposed support materials based on specific criteria such as relevance, appropriateness, and effectiveness in enhancing learners’ Filipino communication and literacy development.

Level of Performance. It refers to the academic achievement of Grade 2 learners in Filipino language development, as determined by the analysis of results from teacher-made assessments measuring their listening, speaking, reading, and writing competencies.

Support Materials. These represent the output of the study designed to address the identified weaknesses of Grade 2 learners in Filipino. The materials were developed, adapted, and enriched from textbooks and other reading resources to boost Filipino language skills as part of the proposed instructional support for effective learning.

RESEARCH METHODOLOGY

This study focused on boosting language skills in Filipino for Grade 2 learners as the basis for the development of proposed support materials, making use of a descriptive-developmental research design to systematically analyze and address the learners’ linguistic needs. A questionnaire served as the main data-gathering instrument, complemented by teacher evaluations and document analysis, to ensure a comprehensive assessment of the learners’ Filipino language performance. The study examined the level of performance of Grade 2 learners in developing Filipino language skills through classroom-based activities, the specific weaknesses encountered in meeting the objectives of Filipino instruction, and the acceptability of the proposed support materials in terms of relevance, appropriateness, and effectiveness as evaluated by Grade 2 teachers in the P. Gomez Elementary School, Division of City Schools - Manila. Furthermore, the research design emphasized not only the identification of gaps in Filipino language development but also the systematic creation of intervention strategies to ensure that the support materials produced were evidence-based, culturally relevant, and learner-centered. The output of this study was a set of proposed support materials designed to enhance the Filipino language proficiency of Grade 2 learners, strengthen their literacy foundation, and provide teachers with structured tools to improve instruction and promote meaningful language learning experiences.

Sources of Data

The nineteen (19) Grade 2 teachers in P. Gomez Elementary School, Division of City Schools - Manila served as the respondents of this study, representing various public elementary schools within the district as shown in Table 1 on the next page, which presents the distribution of respondents.

Table 1
Distribution of Respondents
 N=19

Schools	No. of Grade 2 Teachers
P. Gomez Elementary School	19
Total	19

Instrumentation and Data Collection

This study used a structured questionnaire as the main data-gathering instrument, which was carefully designed to align with the objectives of boosting language skills in Filipino for Grade 2 learners. The questionnaire consisted of three (3) major parts. Part I focused on the level of performance of Grade 2 learners in developing Filipino language skills through classroom-based learning activities and the analysis of the support materials utilized. Part II addressed the weaknesses of Grade 2 learners in relation to the objectives of Filipino language instruction as a learning area. Part III concentrated on the acceptability of the proposed support materials in terms of relevance, appropriateness, and effectiveness, as evaluated by Grade 2 teachers.

The primary purpose of the instrument was to obtain accurate and relevant data that could serve as the foundation for the development of proposed support materials to enhance Filipino language learning. The questionnaire items were developed based on the researcher’s review of related literature, books, theses, and dissertations, ensuring that the indicators used were anchored on established educational principles. To validate the instrument, it was presented to the panel members during the proposal defense. The comments, suggestions, and recommendations provided by the panel were carefully incorporated to improve the quality of the questionnaire. The final version was reviewed by the research adviser and subsequently approved by the Dean of the Graduate School at the Lyceum-Northwestern University, Dagupan City.

The administration of the questionnaire underwent formal approval to ensure compliance with ethical standards in conducting research. Prior to distribution, the researcher sought and obtained permission from the Schools Division Superintendent, Division of City Schools - Manila. This ensured that the study was properly endorsed and that the data collection process was aligned with the policies and regulations of the Division Office.

The actual distribution of the questionnaire was done personally by the researcher, with the assistance of the different school heads under the P. Gomez Elementary School. The teachers, as key respondents, were oriented about the purpose of the study and the manner in which their responses would be treated with confidentiality. The retrieval of the questionnaires was also conducted personally by the researcher to ensure a 100 percent return rate, thereby securing complete data for analysis.

The data gathered from the three parts of the questionnaire provided essential inputs for the study. These data were analyzed to determine the performance levels of Grade 2 learners, identify their specific weaknesses in Filipino language development, and evaluate the acceptability of the proposed support materials. The results of this process ultimately served as the basis for developing instructional support materials aimed at addressing the identified challenges and boosting Filipino language skills among Grade 2 learners.

Tools for Data Analysis

The different sub-problems raised in the study were addressed using appropriate statistical treatments to ensure accuracy and objectivity in the interpretation of results.

For sub-problem 1, which focused on the level of performance of Grade 2 learners in boosting language skills in Filipino through classroom-based learning activities, frequency and percentage were applied to describe and summarize the learners’ performance.

For sub-problems 2 and 3, which dealt with the identified weaknesses of Grade 2 learners in relation to the objectives of Filipino language instruction and the acceptability of the proposed support materials in terms of relevance, appropriateness, and effectiveness, the average weighted mean was used as the statistical tool.

The formula is:

$$AWM = \frac{\sum fx}{N}$$

Where:

AWM = Average Weighted Mean

$\sum fx$ = Distributed frequencies

N = Total Number of respondents

To interpret sub-problem 2 and 3 the scale below was used.

		Descriptive Equivalent (DE)	
Scale	Statistical Range	Sub-Problem 2	Sub-Problem 3
5	4.50-5.00	Very Weak (VW)	Very Acceptable (VA)
4	3.50-4.49	Weak (W)	Acceptable (A)
3	2.50-3.49	Moderately Weak (MW)	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Weak (SW)	Slightly Acceptable (SA)
1	1.00-1.49	Not At All (NAA)	Not Acceptable (NA)

RESULTS AND DISCUSSION

This section presents the level of performance of the Grade 2 learners of P. Gomez Elementary School in developing and enhancing their language skills in Filipino through classroom-based instruction and learning activities. Table 2 presents the data in answer to sub-problem 1.

Table 2

Level of Performance of the Grade 2 Learners of P. Gomez Elementary School in Boosting Language Skills in Filipino N=35

Level of Performance	f	Percent
Very Good	5	14.28%
Good	5	14.28%
Poor	15	42.86%
Fair	10	28.57%
Total	35	99.99%

Table 2 presents the level of performance of the Grade 2 learners of P. Gomez Elementary School, Division of City Schools - Manila, based on the analysis of a teacher-made test administered as of June 2025. Based on the results, 15 or 42.86 percent of the Grade 2 learners obtained a “Poor” performance in boosting their language skills in Filipino. This outcome may be attributed to the learners’ limited exposure to structured Filipino language activities and varied reading experiences at home. This implies the necessity of providing them with more purposeful and engaging exercises in Filipino language instruction to further enhance their vocabulary, comprehension, and overall communication skills.

Weaknesses of the Grade 2 Learners in Terms of the Objectives in Boosting Language Skills in Filipino

This section presents the weaknesses of the Grade 2 learners in relation to the objectives of boosting language skills in Filipino as a learning area. The data are presented in Table 3 in answer to sub-problem 3.

Table 3

Weaknesses of the Grade 2 Learners in Terms of the Objectives in Boosting Language Skills in Filipino

Weaknesses in Terms of the Objectives	AWM	D.E.
1. Demonstrates improved communication skills through fluent oral expression in Filipino.	4.58	VW
2. Engages in discussions about familiar topics using appropriate Filipino words and expressions.	3.70	W
3. Responds correctly to verbal and non-verbal cues for better understanding of spoken Filipino.	3.60	W
4. Shows comprehension of common Filipino vocabulary and basic sentence structures.	4.70	VW
5. Demonstrates developing skills in reading short Filipino words and simple sentences.	3.60	W
6. Practices basic writing skills in recognizing, tracing, and forming Filipino letters and words.	3.60	W
7. Appreciates Filipino culture, values, and traditions through meaningful language activities.	3.20	MW
Total	3.85	Weak (W)

Legend:

Scale	Statistical Range	Descriptive Equivalent (D.E.)
5	4.50-5.00	Very Weak
4	3.50-4.49	Weak (W)
3	2.50-3.49	Moderately Weak (MW)
2	1.50-2.49	Slightly Weak (SW)
1	1.00-1.49	Not At All (NAA)

Analyzing Table 3, the Grade 2 learners were found to be “very weak” in the objectives: “demonstrates improved communication skills through fluent oral expression in Filipino” and “shows comprehension of common Filipino vocabulary and basic sentence structures,” with average weighted means of 4.58 and 4.70, respectively. The rest of the objectives listed in the table were assessed as “weak.” This indicates the need to further enhance the Grade 2 learners’ language proficiency by strengthening their Filipino communication skills through structured and engaging support materials. The overall average weighted mean was 3.85, which is interpreted as “weak.”

Support Instructional Materials to Address the Weaknesses of the Grade 2 Learners in Boosting Language Skills in Filipino

This section presents the output of the study, which is the proposed intervention program focused on the utilization of support instructional materials designed to address the weaknesses of Grade 2 learners in boosting their language skills in Filipino.

The proposed support materials were carefully developed based on the identified weaknesses of Grade 2 learners after analyzing their performance in relation to the objectives of Filipino language instruction. These materials were designed to enhance

learners’ oral communication, comprehension, reading fluency, and writing abilities, while also promoting appreciation of Filipino culture and values through meaningful language activities.

The intervention program was crafted not only to provide immediate solutions to the identified weaknesses but also to serve as a long-term reinforcement for strengthening Filipino literacy skills. It is intended to guide teachers in developing interactive, engaging, and context-based activities that actively involve learners in the process of language learning and mastery.

The framework emphasizes the importance of contextualized and age-appropriate instructional materials that reflect the learners’ daily experiences, environment, and cultural identity. By making lessons more relatable and enjoyable, these materials aim to sustain learners’ motivation and improve their confidence and fluency in using the Filipino language.

The program also encourages Grade 2 teachers to maximize the use of the developed support instructional materials as supplementary resources in lesson delivery. These materials are not meant to replace existing textbooks but to enrich them, ensuring that gaps in communication, comprehension, and literacy development are effectively addressed.

Furthermore, the intervention materials were designed to be flexible and adaptable to different classroom contexts, enabling teachers to modify activities depending on the proficiency levels and learning needs of their students. This adaptability ensures that the framework remains practical, sustainable, and responsive to actual classroom situations.

The instructional materials included in the program were adopted and adapted from credible sources, including educational websites, as well as from the researcher’s review of books, unpublished theses, and dissertations. These references provided a strong foundation in developing materials that are evidence-based, engaging, and developmentally appropriate for Grade 2 learners in Filipino language learning.

Acceptability of the Support Instructional Materials Based on a Set of Criteria as Evaluated by the Grade 2 Teachers

This section presents the acceptability of the support instructional materials based on a set of criteria as evaluated by the Grade 2 teachers. This is to answer sub-problem 4, presented in Table 4.

Table 4
Acceptability of the Support Instructional Materials Based on a Set of Criteria as Evaluated by the Grade 2 Teachers

Criteria for Acceptability	AWM	D.E.
A. Content		
1. The materials are suitable for the Grade 2 level.	3.70	A
2. Exercises are arranged in a logical sequence from simple to complex.	3.60	A
3. The language used is appropriate and within the comprehension level of Grade 2 Filipino learners.	3.70	A
B. Quality of Presentation		
1. The drawings and illustrations are clear, colorful, and engaging for Grade 2 pupils.		
2. The materials are neatly organized and visually appealing.	4.20	A
3. The activities are simple yet demonstrate creativity and encourage imaginative thinking.	4.20	A
C. Physical Make-up	4.30	A
1. The instructional design of each activity is carefully structured and developmentally appropriate for Grade 2 learners.		
2. The size of the letters and print is suitable for the reading level of Grade 2 pupils.	3.70	A
3. The pictures and visual elements are interesting, culturally relevant, and appealing to young learners.	3.70	A
	3.50	A
AWM	3.84	A

Legend:

Scale	Statistical Range	Descriptive Equivalent (D.E.)
5	4.50-5.00	Very Acceptable (VA)
4	3.50-4.49	Acceptable (A)
3	2.50-3.49	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Acceptable (SA)
1	1.00-1.49	Not Acceptable (NA)

Table 4 presents the acceptability of the support instructional materials based on a set of criteria as evaluated by the Grade 2 teachers in P. Gomez Elementary School. The criteria included content, quality of presentation, and physical make-up. It must be noted that all items indicated under each criterion were rated as “Acceptable,” with an average weighted mean of 3.84. This means that the proposed materials can be effectively utilized as enhancement resources in boosting language skills in Filipino for Grade 2 learners, supporting their oral communication, reading comprehension, and writing development through engaging and well-structured instructional activities.

**PROPOSED INTERVENTION PROGRAM ON THE UTILIZATION
 OF SUPPORT MATERIALS IN BOOSTING LANGUAGE SKILLS IN FILIPINO FOR GRADE 2 LEARNERS**

Identified Needs	Proposal Recommended to Concerned Authorities
Learning Environment	
1. Maintains a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background, and gender.	✓ Considering that many parents of Grade 2 learners have limited educational backgrounds and lack awareness of effective Filipino language practices, schools should conduct regular orientations and updates regarding their child’s language progress. Capacity-building programs and refresher courses for teachers should focus on oral communication, reading fluency, and vocabulary enrichment. Parents must also be encouraged to take active roles in school-based Filipino language activities.
2. Provides appropriate learning intervention for learners-at-risk in the class.	✓ Collaborative efforts between teachers, parents, and administrators should be established to provide targeted interventions and sufficient resources to support struggling learners. Specialized strategies and remedial activities in Filipino should be implemented to ensure that learners-at-risk receive consistent assistance in developing their language skills.
3. Provides learning activities that allow learners to reach their full potential.	✓ Schools should prioritize the recognition of stakeholder involvement in language development programs. Teachers must receive training to design and implement interactive and differentiated Filipino language activities that cater to learners’ varied proficiency levels, particularly those who exhibit difficulties in communication and comprehension.
4. Maintains a safe and smooth classroom environment.	✓ Learners should be encouraged to participate in peer-assisted learning activities such as “Filipino Language Buddies” or group reading sessions. Positive reinforcement systems must be adopted to reward learners who show improvement in speaking and writing Filipino.
5. Gets involved in activities that contribute to a friendly environment.	✓ Schools and local community partners must design extracurricular activities that promote the use of Filipino in real-life contexts. Instructional practices should focus on mastering foundational language skills before moving toward complex literacy tasks.
Diversity of Learners	
1. Utilizes varied designs of activities for all types of learners.	✓ Provide differentiated Filipino language activities suited to learners’ diverse needs, ensuring equitable opportunities for skill enhancement and active participation.
2. Provides gender-fair learning opportunities.	✓ Develop Filipino learning materials that promote inclusivity, gender sensitivity, and fairness while recognizing learners’ unique linguistic backgrounds.
3. Provides learning-teaching strategies for learners with special needs.	✓ Teachers should attend seminars and professional development programs focused on inclusive education, ensuring that Filipino language activities are

	accessible and supportive to learners with special needs.
4. Shows fairness and learner consideration regardless of their socio-economic status.	✓ Conduct regular formative assessments to monitor progress and ensure that all Grade 2 learners, regardless of background, receive equal support and access to Filipino learning resources.
5. Uses teaching techniques in motivating students' full potentials.	✓ Provide remedial sessions and enrichment tasks for learners who struggle in Filipino reading and writing to help them meet expected performance standards and develop confidence in language use.
Curriculum	
1. Applies updates on recent studies in subject matter holistically.	✓ Teachers should continuously participate in training and research-based workshops on innovative Filipino language teaching strategies to remain updated and effective in instruction.
2. Uses multi-disciplinary integrative learning modes.	✓ Encourage the integration of Filipino with other subjects such as Araling Panlipunan, Edukasyon sa Pagpapakatao, and Arts to foster holistic learning and language application.
3. Provides learning-teaching strategies for learners with special needs.	✓ Offer differentiated tasks and scaffolded instructions in Filipino to ensure learners with varying abilities can actively engage and achieve learning goals.
4. Clearly and accurately states learning goals, policies, and concepts to learners.	✓ Design lessons that connect new Filipino vocabulary and grammar concepts with learners' everyday experiences to enhance understanding and retention.
5. Adopts evaluation tools in assessing students' outputs.	✓ Utilize a variety of assessment tools such as oral recitation, creative writing, and performance tasks to evaluate learners' progress in Filipino language skills. Practicums and outputs should align with standards that promote global competence and literacy advancement.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study focused on boosting language skills in Filipino for Grade 2 learners as the basis for proposed support materials designed to enhance literacy and communication proficiency. Instructional materials and language-based activities served as the main data-gathering instruments. The study determined the performance level of Grade 2 learners in developing Filipino language skills, identified the areas of weakness in relation to the objectives of Filipino language instruction, and examined the acceptability of the proposed support materials based on specific criteria as evaluated by Grade 2 teachers in the P. Gomez Elementary School, Division of City Schools - Manila.

The outcome of this study is a proposed set of support materials designed to strengthen the Filipino language proficiency of Grade 2 learners and address their identified learning needs. The nineteen (19) Grade 2 teachers served as respondents of the study, while thirty-five (35) Grade 2 learners in the P. Gomez Elementary School, Division of City Schools - Manila served as the subject respondents. Frequency, percentage, and average weighted mean were used to statistically analyze the sub-problems presented in the study.

FINDINGS

1.0. The level of performance of the Grade 2 learners in boosting their Filipino language skills in the P. Gomez Elementary School, Schools Division Office I of Pangasinan, based on the teacher-made test result, showed that 15 or 42.86 percent of the learners performed within the expected proficiency range.

2.0. The Grade 2 teachers revealed that the learners were rated "Weak" with an AWM of 3.35 in achieving the objectives of enhancing Filipino language proficiency as outlined in the K to 12 Curriculum.

3.0. The proposed support materials designed for boosting language skills in Filipino can effectively address the identified weaknesses of Grade 2 learners and improve their fluency, vocabulary, and comprehension skills.

4.0. The support instructional materials were rated "Acceptable" based on the evaluation of Grade 2 teachers, affirming their appropriateness, usefulness, and effectiveness in strengthening Filipino language learning among pupils.

CONCLUSIONS

Based on the analysis of the findings, the following conclusions were drawn:

1. Generally, the level of performance of the Grade 2 learners in boosting their Filipino language skills can still be improved.
2. In general, the Grade 2 learners are still weak in developing proficiency in the Filipino language as part of the K to 12 Curriculum.
3. The proposed support materials can effectively address the weaknesses of the Grade 2 learners in enhancing their Filipino language skills.
4. The Grade 2 teachers evaluated the support instructional materials as “acceptable” in terms of their relevance, quality, and effectiveness in improving Filipino language learning.

RECOMMENDATIONS

In the light of the findings made, the following recommendations were drawn:

1. The proposed support materials should be submitted to the Department of Education (DepEd) for review, reproduction, and possible adoption across districts to strengthen Filipino language learning among Grade 2 learners.
2. The support materials may be integrated as supplementary tools in teaching Filipino language skills within the context of the K to 12 Curriculum.
3. Capacity-building activities and training workshops should be organized for Grade 2 teachers to further enhance their instructional approaches in boosting Filipino language proficiency.
4. Parents and guardians should be encouraged to actively support the development of Filipino language skills at home through engaging and literacy-based activities.

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