



Philippine Emirates Private School

Senior High School Department

Filipino Literacy among the Grade 5 and 6 students of

Philippine Emirates Private School

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Practical Research 1

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DEDICATION

We dedicate this study to:

Our parents who served us as our inspiration and motivation
to always pursue our studies and goals with absolute and immovable
determination.

Our friends and peers who are always there to give us their moral, emotional,
and spiritual support.

Our teachers who guided us and imparted us the necessary knowledge and
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The Almighty God who gave us the required strength and faith to pull
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ABSTRACT

This study focused on the possible factors affecting the performance of the Grade 5 and 6 students of the Philippine Emirates Private School while aiming to measure, to a degree, their Filipino Literacy.

Sixty-six (66) students from Grade 5 – Victory & Sincerity and Grade 6 Perseverance & Courage were chosen to be the respondents of the study. After the administering of the Online Questionnaire, the researchers were able to gather data that will help in attaining their Objectives and proving their Hypothesis.

After the analysis of data, the researchers have found that the factors affecting the respondents, the Grade 5 & 6 students, were their parents, peers, and the school. Although their parents and peers alike play a significant role, their contribution to the respondents is aid for them to learn both English and Filipino. In other words, the school is the factor with the largest influence.

Through this study, both the school and the students will be able to realize such influences and act on them. In the school's case, creating a learning environment which promotes Filipino is one of their newfound priorities. Concerning the students, they can aim more of their focus and attention towards learning the Mother Tongue and not solely rely on English.

CHAPTER I

The Problem and its Background

Contained in this chapter are the Problem and its associated Background. The Scope and Delimitations, the Significance of the Study and the Definition of the Terms used in the study can be found here.

Background of the Study

Many Filipino children nowadays grow up to be distant and unconcerned of their Mother Tongue, the Filipino Language. This trend is commonly seen among children of the typical OFW family household. Assessing these cases that happen worldwide will provide a foundation to improve how we educate Filipino children of Overseas Filipino Workers (OFWs) in order for them to value the Mother Tongue. Furthermore, in the local community of the Philippine Emirates Private School, the results and data acquired will put into perspective how the current curriculum, the institution, the families, etc. of the young students influence their growth, particularly concerning their Filipino Literacy.

Statement of the Problem

Based on the researchers' observations, there appear to be multiple determinants that will be focused on in order to accurately gauge the Filipino Literacy among the Grade 5 and 6 Students of the Philippine Emirates Private School. Thus, the researchers aim to seek answers to the following problems:

- Under which demographics do the students fall into?
- What factors could possibly affect a student's ability to learn a language?
- How fluent and proficient are the students in the Filipino Language?
- What are the obstacles and difficulties that the students experience when speaking and learning the Filipino Language?
- In what kind of environment do these students learn and study?
- What Language do the students prefer to use in their daily life, English or Filipino?

Research Objectives

The researchers aim to:

- Know the demographic profile of the students in terms of their
 1. Grade & Section
 2. Age
 3. Gender
 4. Place of Birth
 5. Years Spent in the U.A.E
 6. Academic Performance (English and Filipino Subjects)
- Identify the factors that affect the language learning of the students
- Assess the level of Filipino fluency and proficiency of the students
- Ascertain the difficulties the students experience in learning and speaking Filipino
- Evaluate the learning environment of the student
- Determine what language do the students prefer (English or Filipino)

Research Hypothesis

The researchers hypothesize that not only does the country they live in affect the students' development, specifically their Filipino Literacy Skills, but also their family, peers, and educational institution play a role.

Scope and Delimitations

This study's scope mainly covers Filipino Literacy of the Grade 5 and 6 students of the Philippine Emirates Private School A.Y 2019-2020. The questionnaire designed by the researchers was thusly only administered to them. The study also covers the concept of Mother Tongue Literacy and how it applies to these students. The reasons and factors involved will be documented.

However, the research is limited to quantitative survey questionnaires and will not contain qualitative data. Furthermore, this study focuses on the Grade 5 and 6 students and other students of differing levels were not included.

Significance of the Study

The study is significant as it provides a basis for comprehending the reasons and factors that affect a child's Filipino Literacy while living abroad. The study is significant to the following:

To the students. The Grade 5 and 6 students of the Philippine Emirates Private School will be able to assess themselves and recognize the importance of the Mother Tongue.

To the parents. Parents of Grade 5 and 6 students will come to realize how much of their parenting can affect their child's primary language. How much we value our own culture despite living abroad will be put into question.

To the teachers. Teachers of the Philippine Emirates Private School will be able to integrate new techniques in their personal teaching programs upon reviewing the data presented in the research. Techniques that will contribute to their learning of the Filipino Language.

To the administration. The administrators will be given a higher level of awareness on just how much the school can influence a developing child's Filipino language literacy. With such information in mind, the school can then create school events and opportunities aiming to help develop a sense of value in the student body towards the Mother Tongue.

To the future researchers. This current study will serve as a reference for future similar research. While serving as a reference, this study can also serve as a foundation for future research to expound more in areas the researchers possibly overlooked.

Definition of Terms

The following terms are defined by the researchers in order to establish consistency when they are used throughout the study.

“Language.” Humanity's primary method of communication. It is spoken or written and each country has its own variation of language. It makes use of words in a structured and conventional manner.

“Literacy.” Literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.

“Filipino Language.” Filipino is the national language of the Philippines. It is spoken by its people, the Filipinos.

“Overseas Filipino Workers” or in short, OFWs, are people of Filipino origin who live outside of the Philippines pursuing livelihood opportunities. They can be of temporary or permanent residents, permanent denoting that they have become proper and enduring citizens of that nation. This study focuses on the families who are of temporary residency.

“Mother Tongue” or native language, is one’s original ethnic tongue. In this study’s case, despite these children aging and flourishing in another country outside of the Philippines, due to their parents and families being of temporary residence and not true natives or citizens to that country their native origin is still the Philippines and their native language is still Filipino.

CHAPTER II

Review of Related Literature & Studies

Contained in this chapter is the Review of Related Literature and both the Theoretical and Conceptual Frameworks.

Review of Related Literature

With the ever-increasing number of Filipinos going overseas, the number of Overseas Filipino Workers (OFWs) deciding to bring along their families, increase as well. There are approximately 10.2 million people of Filipino descent that have either lived or worked abroad (Commission of Filipino Overseas, 2013). According to the same Stock Estimate, 48% decided to become permanent residents in their respective countries. Their results show the United States of America to be the number one choice for OFWs to migrate to and call home with over 3,135,293 permanent Filipinos residing in the country. It is important to note though that these Filipinos, along with their families, can be considered citizens and have been absorbed into the main body population. An emphasis on the term, “permanent,” is crucial. Furthermore, the study done by the CFO (2013) incorporated a broad scope to measure the OFW population worldwide. Other studies and surveys focused on the temporary residents who will eventually return to the homeland Philippines. Such as the survey done by the Philippines Statistics Authority (2017), showed that the Middle East was the leading destination for OFWs of temporary residence. Two countries accommodate 40% of the total population, namely Saudi Arabia and the United Arab Emirates. Similar to where the surveys focused, the research to be done will largely concentrate on the families of OFWs who’ve taken up limited residence abroad. The reason being, it is this generation

of Filipino youth that is the most affected by the concern of Filipino Literacy. The researchers aim to identify the different circumstances and factors that affect children of such upbringing to be less fluent and/or proficient towards their Mother Tongue of Filipino.

As the research topic specifies language literacy to Filipino, related literature has been limited by a considerable margin. Consequently, the primary purpose of this review is to identify concepts and ideas related to language literacy rather than simply focusing on the Filipino language. However, this does not necessarily imply divergence from the main thought of the entire research.

Key concepts and ideas relating to language literacy will be covered in this review. The definition of “literacy” is the first concept to be reviewed. This will be important as it will set the context for the rest of the review. Second is regarding the use of “fluency” and “proficiency” when discussing language. A distinction is present between the two terms that need to be clarified. The third concept, or question rather, is “how do we measure language literacy?” Later in the research process, the researchers will be attempting similar, or perhaps different, methods thus finding literature at least showing some relevance to methods of measuring literacy is essential. The fourth concept is the benefits of being bilingual. Because of the topic focusing on the Filipino youth who are living in a situation where it is challenging to learn the Filipino language, encouragement of learning the Mother Tongue will be further supported by the benefits and positive effects of being bilingual. The fifth concept is about the factors that influence language learning. Of course, this must be considered in order to truly comprehend the reasons behind the loss of one’s native tongue or the gain of a second language. The final concept to be covered is the significance of

learning the Mother Tongue. This will be the central idea throughout the entire research. These key concepts and ideas will be outlined in this review of relevant literature.

The scope of this review is quite limited. As mentioned previously, the Filipino Language being a difficult topic to research on imposes many limits. However, as language is the focal theme, this allows the researchers to make adjustments to their research process in order to find relevant literature. Adjustments signify that the researchers will find general literature relating to language and literacy that, albeit general, could still be associated with the research topic. Thus, literature remains relevant. It also became apparent in this research that studies were done on OFWs living with their families overseas and the cultural impact of the situation on their children's learned tongue is surprisingly scarce. As a result, the review largely revolves around the concepts of "language" and "literacy" more so than "the Filipino language" and "literacy."

What is Literacy?

In order to move on with the review, literacy as a term must first be defined. Cambridge Assessment (2013) conducted an in-depth investigation of Literacy and its many definitions. Contained in the study are many different interpretations of what is literacy. It is interesting to point out that in the pursuit of explaining and elaborating any one thing, one can lose track of what can be considered truly in scope and relevant to the subject matter. The study demonstrates this by citing two researchers: "There is a focus on 'heated dialogue' about 'instructional extremes' in debates among researchers and scholars. Debates lack the focus on concepts of literacy and implications of changing interpretations of literacy for literacy education (*Limbrick & Aikman, 2005*)."

There were numerous researchers cited in the study debating literacy

in terms of education, being critical, being functional and other similar concepts. The manner in which the term “literacy” has been broken down in the study was remarkably thorough. In fact, the many definitions stated and found could be considered too thorough and out of context.

It should also be mentioned that theories will not be largely included in regards to defining literacy. One case would be research done on sociocultural perspectives towards literacy (Perry, 2012). Perry does an excellent job and illustrates her findings with the use of graphs. While her study has the potential to be relevant, the researchers will not utilize her findings as incorporating theories will make the review out of scope and further complicate the organization and cohesion of data.

Regarding the definition that will be used, it is that of The National Literacy Trust (as cited in CA, 2013): “We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.” This definition is quite simple and meshes well with the research topic specifying a language.

Language Fluency vs. Proficiency

In the process of finding literature, one problem became evident. It is the much-needed distinction between Language Fluency and Language Proficiency. The reason being, it is possible to be fluent without being highly proficient, as it is also possible to be highly proficient without being fluent (Daitsman, 2013). Daitsman (2013) expressed:

Fluency, whether it be in reading or in language, refers to the ability to convey the message unhaltingly. Prosody of the language, pronunciation, and the timing of dialogue are but a few major aspects of fluency regarding second language learning. Indeed, it is even possible to be fluent in your native

language in your home region, but not have fluency in a different region of the same country. I have fluency in a Midwestern dialect of English. If I were to travel to the deep south, I could easily hold a conversation, but I would not be considered fluent in that region. Fluency is impossible to attain without engaging in dialogue with a fluent speaker of the language.

As mentioned above, fluency is expressed best through the act of speaking. In the same article, he contrasts this with proficiency by stating that “Proficiency is best practiced through reading and writing” (Daitsman, 2013). The certain lack of vocabulary children may have might not make them proficient in a language even if they can be considered fluent in it. Understanding the language is also a key component in being qualified as highly proficient.

Another article supports Daitsman’s claims. The article (Donovan, 2018) defines the word fluent of Latin origin, meaning “flowing”. Flowing in this sense can be referred to as the speed and smoothness verbal language travels out of a person’s mouth. According to his statements, proficiency primarily concerns the person’s skill level; how much in a language you actually know and are able to use. He further elaborates, “You might have an incredibly high level of language proficiency (advanced reading level, strong grasp of grammar, large vocabulary) yet at the same time have terrible fluency when you speak (you’re slow to produce speech and get the words out or an impeded pronunciation) (Donovan, 2018). His statement correlates and supports those of Daitsman’s. Donovan (2018) concludes that fluency is best thought of as a spectrum for one’s speed and smoothness to speak and proficiency, on the other hand, should be mainly used to refer to the ability of someone to use a language.

In the context of measuring language literacy, it is crucial to discern the two terms as the participants' fluency and proficiency will play a large role in influencing the results.

How do we measure Language Literacy?

Measuring Language Literacy is a simple concept to cover in this review. As the research topic states, the participants will be students in a school setting. Therefore, the material found contained appropriate methods that were deemed acceptable as well as straightforward.

Engin (2009) conducted a study in two English preparatory classes at Atatürk University, Turkey. The study's aim was to define the ratio of motivation types in order to examine the correlation between the students' success in second language learning and motivation levels. The achievement of the study's aim was done by the use of a questionnaire. The usage of concepts such as second language learning and motivation will be applicable in this review as the participants are predominantly bilingual.

The researchers will also make use of questionnaires or surveys in their gathering of necessary data. Engin's (2009) study centralized on motivation as a significant factor when learning a language. Thus, the researchers will take his results into consideration in the overall research project.

Bilingualism Benefits

The promotion of the mother tongue, otherwise known as one's native language, is a fundamental aspect of this research project. This is why the researchers aim to measure the Filipino Literacy of a demographic whose present conditions provide multiple hindrances and difficulties in learning the Filipino Language. In this section of the review, the goal is to point out the benefits of bilingualism in relation to the

selected participants to at least encourage them to value their potential of being bilingual.

Advantages are present in being bilingual. Ellen Bialystok's (2008) study was conducted in classrooms in Canadian schools containing a mix of monolingual and bilingual students. The first result that was noticeable concerns language proficiency. The definition of language proficiency was defined previously in the articles by Daitsman (2013) and Donovan (2018). A trend of bilingual children having limited vocabulary in both their languages compared to the monolingual children's vocabulary in their specialized language is observable. However, due to having two languages influence these bilingual children, they have a deeper understanding of linguistic nature. A second result did not prove to be as significant as the first, showed that children learning two languages that share a writing system (e.g. English and French) showed an enhanced rate of learning to read. This is not as significant as the result varies depending on the bilingual child's two languages. Children learning two languages that have substantially distinct writing systems (e.g. English and Chinese) did not possess this advantage of learning how to read faster yet concurrently did not show signs of any disadvantage that would impede their rate of learning how to read. Third, bilingual children aged four to eight displayed superiority in problem-solving related to attention span. As attention span is their established edge, this is not limited to language processing but also non-verbal tasks that involve controlled attention (Bialystok, 2008). These results were acquired by studying bilingual children yet bilingual adults also exhibit benefits similar to those found in the youth.

In Viorica Marian and Anthony Shook's (2012) study, their preferred path on identifying the assets of bilingual people was to look inside of our heads, the brain. They found that bilingualism not only has an effect on neural activation (boost in sound

encoding) but also seems to affect the structure of the brain as well. They state that: “higher gray matter volume is evident in the left interior parietal cortex correlates to the proficiency in a second language where the earlier acquisition of said language heightens the effect” (Marian & Shook, 2012). This review will not delve any deeper into the neurological sciences of bilingualism yet this piece of information still remains noteworthy and interesting, to say the least.

Based on their research as well, both found that bilinguals have a clear advantage in language learning. In bilinguals’ cases, third language learning. Additionally, older bilingual people exhibited improved memory relative to comparable older monolingual people (Marian & Shook, 2012). Not only does bilingualism have positive effects during one’s youth, but these positive effects can also be found during one’s older stages of life.

Factors that Influence Language Learning

It is quite important to always find a reason as to how results came to be. In regards to language learning, there are many factors that come into play. Previously mentioned factors in this review were motivation (Engin, 2009) and being bilingual (Marian & Shook, 2012). Attapol Khamkhien (2010) decided to focus on three factors in his research, with motivation being one of them. The two others being gender and experience. A test and a questionnaire were employed in the study.

In regards to gender, Attapol (2010) concluded that gender as a factor did not influence the results just as the literature he cited concluded as well. He added that the frequency and pattern of strategies use by gender were most likely affected by other variables such as ethnic background and learning environment. In consideration of motivation, the factor is quite self-explanatory. Although Attapol (2010) concluded that

further investigation and research is required. Lastly, additional experience displayed results of it being a substantial influence on the two groups he gathered data from (Vietnam and Thai students.) Those with additional experience used more strategies in language learning than those who do not. Attapol (2010) notes that exposure to media such as English music or movies affects an individual in choosing how to learn a language (language learning strategies.) It would seem that there are indeed factors an individual can control when learning a language. Finally, he does not spare to add emphasis to further research and in-depth investigation on the matter.

Significance of the Mother Tongue

The last concept to be covered in this review is the Significance of the Mother Tongue, also known as the Native Language. This final concept can be considered as the one that ties the whole review and project together. Why should one learn the Mother Tongue? A clear-cut response to such a question would be, “because it’s important.” But why is it important?

One’s Mother Tongue and its importance can be viewed differently from person to person but no one can deny the underlying benefits of acquiring and learning your mother tongue. Such is with the children of OFWs, on the assumption that they have not learned their Mother Tongue of Filipino, if they do attempt to learn it they would then be considered bilinguals. And as previously stated, being bilingual has its fair share of benefits and positive effects. Sayeh Yousefi (2016) pointed out the importance of the Mother Tongue through the perspective of cultural preservation. She alluded to the Native American Communities and the loss of Mother Tongue in their youth. All the while, Yousefi (2016) mentioned two significant benefits of the preservation of native languages in their communities. The first being the restoration of ancient languages

revitalizes culture. The second benefits state how “high-risk youth” from difficult backgrounds can excel despite their socioeconomic circumstances. Both benefits specifically concern the Native American communities although later in the article Yousefi (2016) elaborates in a broader sense of why it is important to “keep in touch with your roots.” She mentions how doing so enriches our society and further improves it by creating a community that fosters diversity and values cultural heritage.

Similarly, another article breaks down why you should value your native language into three reasons. (Gengo, 2016) They first mention how it strengthens cultural identity and family ties. “Continuing to study your Mother Tongue long after childhood instill values that help you realize the importance of culture and heritage,” was reiterated by the Intercultural Development Research Association (as cited in Gengo, 2016). The second reason connects to a notion previously mentioned, ease of mastering other languages. The ability to learn multiple languages is apparently seen as a common benefit. Lastly, the third reason mentions horizons broadened. The final reason centralizes on opportunities being available stemming from the fact you are bilingual.

To conclude this section, cultural identity and its preservation are common themes found when discussing Mother Tongue Significance. There are also benefits to be reaped when one values their native language, such as what Yousefi (2016) acknowledges.

Conclusions and Needs for Additional Research

Literature regarding the research topic was far too limited so in order to overcome this, the researchers looked at the topic from a general and broad point of view. Concepts such as bilingualism and language literacy over Filipino literacy were

the key research points. In this review, defining literacy was the first course of action the researchers needed to be accomplished. Serving as the first essential concept, it sets the whole review in context. In the process of finding related literature, the need to differentiate fluency and proficiency became apparent. Both can be used in the same context yet are not supposed to be regarded synonymously. The main distinction between the two is that fluency focuses on speaking “flow” and how smooth one can verbally communicate in a language, while on the other hand, proficiency focuses on the overall skill in a language. The next concept of literature to be found revolves around methods and the process of measuring language literacy. The specific section of the review that discusses this is quite straightforward and simple; questionnaires and tests are the instruments of choice. Concerning Filipino children and their state of affairs, chances are likely that when they do gain the opportunity to learn Filipino they will be considered as bilinguals so the sections about “Bilingualism Benefits” and “Significance of the Mother Tongue” revolve around the positive gains of being bilingual. Although the latter tackles the ideas of cultural identity and heritage. The remaining concept that connects the two previously mentioned concepts is the factors affecting language learning. These are relevant to the researchers as they must be considered in the gathering and analysis of data. All the concepts were noted by the researchers as being general and applicable to language literacy because relevant literature about specifically Filipino literacy was limited.

The common problem that is repeatedly mentioned throughout the review is the absence of related material. Needs for Additional Research in this case mainly revolves around the need for a more thorough research process in order to locate better sources for material and related literature. Fortunately for the researchers, the topic can be regarded as language literacy and can still be relevant when specifying the Filipino

Language. More concepts could also have been covered in this review. These are merely what the researchers deemed relevant. In possible future research, concepts such as learning environments and social media as an influence in learning are recommended to expound upon.

Theoretical Framework

For many, their Mother Tongue isn't the first language they learn. Many factors must be considered when measuring language proficiency and especially language literacy. In language acquisition, many have made theories on what influences a person's ability to learn a language. These theories will be taken into account throughout the thesis project. There are three main theories that will be covered in this paper: The Behaviorist theory, Constructivist Theory and Social Interactionism Theory.

Firstly, the Behaviorist theory focuses on concepts of exposure and positive reinforcement as the main factors that aid a person's language learning. It was known that behaviorism dominated psychology during the beginning of the twentieth century. Additionally, during this time many behaviorist psychologists used this theory to explain language acquisition. This was seen in Skinner's (1957) analogy between the process of acquiring a (first) language and a behaviorist experiment involving a pigeon trained by giving him prizes. According to Skinner, it is through the process of stimulus-response-reward are languages acquired. Children learning a language can be simplified as them imitating their parents. These children "create associations between words and real-world objects" p. 17. Constant repetition acts as reinforcement that changes the association into a habit. What can be summated from this theory is that the environment plays an important role in the learning process and the acquisition of

language. (Skinner, as cited in Mato, n.d.). Infants develop patterns in their head and soon after, the grammatical language gets developed next. Similarly, not only does the Constructivism theory involve the child's interaction with the environment but also the aging process and maturation of the child.

The second theory, Constructivist theory, was developed primarily by the psychologist Jean Piaget. His claims were that children go through stages in cognitive development, as they age. The first stage, the Sensorimotor Stage, is the earliest stage where the child is still aged somewhere between birth and two years old and is still interacting with the environment. In the second stage, the Pre-operational Stage; the child is aged between two and seven and has the ability to think of the world symbolically although these children experience difficulty when taking in the perspective of others while their thinking remains largely egocentric. In the third stage, the Concrete Operational Stage; the child is aged between two and seven. This stage serves as a major turning point of the child's cognitive development as logical thought begins in this stage. They no longer have the need to try everything physically, rather they can now work things out mentally. The last stage, Formal Operational Stage; where the child is now over age eleven and the stage stretches out to adulthood. In this stage, the person is able to think of more serious and complex matters such as abstract concepts or the future. Furthermore, in this theory, Piaget developed three different components: assimilation (how the information is introduced), accommodation (the alteration of the system of knowledge on the infant's mind) and equilibration (the mental restructuring). According to this theory, a child's conception and an adult's conception of the world differ from each other and this is the reason each stage pertains to a certain age. The end of all these stages would be adult understanding.

The third theory, Social Interactionism, is the theory that claims that communicative interactions are necessary in language acquisition. This theory was based on the work of Jerome Bruner about social learning and claims that language is acquired as the result of interactions that help the infant develop language. Furthermore, what this theory stresses is the functional aspect of language. What is more, it discusses that language learning happens due to the process of socialization; hence the child is learning to be part of the community. Bruner argues that it is interactions that provide the infant with language acquisition support structures. What is more, Bruner (1983) pointed out that the process of language acquisition is easier thanks to social interaction; this is because of the assistance that more efficient partners in interaction do offer. (Garton, 1992)

To conclude, each theory can and will be connected to the overall thesis project. The Behaviorist theory largely discusses the role of the parents and the child's learning environment. These will be independent variables that are a part of the input data. The Constructivist theory's main concern is age and cognitive development relative to it. The theory is relevant because of its focus on age as the researchers' target demographic are the Grade 5 and 6 students who are particularly young and are between the Concrete Operational and Formal Operational Stages. Results may prove interesting. The third theory, Social Interactionism, is also applicable in this study. Language acquisition is affected by occasions in which language will be used. These three main theories are all relevant and will be acknowledged throughout the study.

Conceptual Framework

The following section will cover the related ideas and concepts of the researchers. From the previously discussed theories, the researchers were able to find independent variables applicable to the respondents. The usual independent variables will remain relevant in this study: age, gender, grade, section, etc. The learning environment is one of the variables that need to be taken into account in the process of gathering data from the students. This is one of the more important variables as parents and early teaching will largely influence a child's development especially in language acquisition. In the gathering of data, the researchers must consider where the respondent spent most of their childhood; the United Arab Emirates or the Philippines, how old did they start learning Filipino as a standard speaking & writing language and what language do they speak at home. Parents' reinforcement of their child learning the Filipino language is also another independent variable that should be included in the input. Age must also be recognized with more significance in this study as the age of the student plays a large role in language acquisition. The last independent variable that will also be acknowledged is the primary language of the respondent. This would be the language they are more proficient and fluent in, may it be English, Filipino or another language.

By the end of data gathering and analysis, the researchers hope to have found substantial data that will help them realize the output. The output is the level of Filipino Literacy among the Grade 5 and 6 students and, mainly, the correlating reasons behind it. This would then give a proper comprehension of how much the Filipino Language impacts our youth.

CHAPTER III

Research Design & Methodology

Contained in this chapter is the Research Design, Respondents of the Study, Research Instruments, Data Gathering Procedures and the Statistical Treatment of the Data.

Research Design

The researchers used the method of online survey questions. The survey was distributed to the selected Grade 5 and 6 students of The Philippine Emirates Private School. The questionnaire largely focused on the subject topic at hand, aiming to find the factors behind the “Filipino Literacy among the Grade 5 and 6 students of the Philippine Emirates Private School.”

Another method the researchers have utilized is the Quantitative method. It was used in tabulating and tallying the responses of the Grade 5 and 6 students in order to organize the data and results in such a form that provides ease in analyzing.

Respondents

The researchers randomly selected Grade 5 and Grade 6 students of the Intermediate Department of the Philippine Emirates Private School as the respondents to the study. Random Sampling was used to gather 70% of the population of each grade level that will take the online survey.

Research Instrument

Google Forms was used in order to create the appropriate online questionnaire the respondents will answer. It was used to obtain their perspectives and opinions on different statements correlating to the different Objectives of the Research. The actual survey can be found in the Appendix portion of the study. Within the survey contains:

- **Objective 1: Demographic Profile of the students.** The first objective contains the information about the respondent's gender, age, grade & section, place of birth, years spent living in the UAE, and their grades in the English and Filipino Subjects.
- **Objective 2: Identify the factors that affect the language learning of the students.** The second objective contains the different possible factors such as interest, teacher's influence, parents' encouragement, and their peers.
- **Objective 3: Assess the level of Filipino fluency and proficiency of the students.** The third objective contains the students' self-assessment of their literacy skills, particularly of fluency and proficiency.
- **Objective 4: Ascertain the difficulties the students experience in learning and speaking Filipino.** The fourth objective contains the possible difficulties the students may experience when learning either English or Filipino. Interest and external influence are considered.
- **Objective 5: Evaluate the learning environment of the student.** The fifth objective contains possible influencers and an idea of what their learning environment is like when studying English and/or Filipino.
- **Objective 6: Determine what language do the students prefer (English or Filipino).** The sixth objective contains language preference determined by interest and ease.

Likert Scale was used in the survey form. In this format, each response has an equivalent weighted mean and Verbal Description (VD). It is represented here:

Scale	Verbal Description (VD)	Range of Values
4	Strongly Agree (SA)	3.26-4.00
3	Agree (A)	2.51-3.25
2	Disagree (D)	1.76-2.50
1	Strongly Disagree (SD)	1.00-1.75

Upon calculation of the weighted mean, reviewing the Range of Values will determine the Verbal Description (VD) for each statements' responses from the survey. This reflects the majority in the tallying and tabulation of the responses.

Data Gather Procedure

Random Sampling was used in order to gather the 70% of the Grade 5 and 6 student population that will take the online questionnaire. The online questionnaire was created with the goal of quantifying the students' self-confidence in their Filipino Literacy Skills. Of course, the identification of the factors that affect these students is sought for and also pursued in the survey. It was revised only once following the advice of the Thesis Advisor, Mr. Henry P. Nadong, it was then administered. The researchers approached many of the authorities concerned in the gathering of data, such as the adviser, coordinators, the principal, etc., asking for their approval on the matter through signatures and confirmations with letters. The Grade 5 Victory & Sincerity and the

Grade 6 Courage & Perseverance were approached during times that the students were unoccupied in order to minimize disturbance. After acquiring the required data, the researchers tallied and tabulated the data needed for the study.

Statistical Treatment of Data

Statistical Tools were used by the researchers in order to collect the necessary results from the data gathered. These are the statistical tools that were utilized:

1. **Slovin's Formula.** This formula was used to get the required 70% of the total number of population (N) of the Grade 5 and 6 students. This will be the sample size that will take the survey. The formula is:

$$n = \frac{N}{1 + Ne^2}$$

where,

n = sample size

N = total population

e = error margin / margin of error

2. **Frequency and Percentage.** This formula was used to properly tabulate the demographic profile of the respondents and their respective responses to each of the statements in the online survey. The formula is:

$$\% = \frac{f}{n} * 100$$

where,

% = percentage

f = frequency

n = total number of respondents

3. **Weighted Mean.** This formula was used to get the mean (or otherwise known as the general average) of the data that had been gathered. The formula is:

$$\bar{X} = \frac{wx_1 + wx_2 + wx_3 + \cdots + wx_n}{N}$$

where,

$\bar{X}$ = Weighted Mean

w = weight of each response

x = number of responses

N = total number of cases

CHAPTER IV

Presentation, Analysis, and Interpretation of Data

This Chapter contains the presentation and analysis of the data that has been gathered from the surveys that were administered to the Grade 5 and 6 students of the Intermediate Department within the Philippine Emirates Private School. These data will be treated with the use of Frequency & Percentage and Average Means. Furthermore, these data will be presented in tables and graphs in order for there to be a thorough discussion of the findings and results.

Characteristics of the Respondents

This portion of the survey aims to present the demographic profile of the students. Ranging from their Ages, Gender, Grade & Section, Place of Birth, Years spent living in the UAE, and Grades in both English & Filipino, all will be discussed here.

Table 4.1 Age

The respondents were requested to affirm their age. The table below presents the respondent's age and its frequency and percentage.

AGE	FREQUENCY	PERCENTAGE
10	33	50%
11	26	39.4%
12	6	9.1%
13	1	1.5%
TOTAL:	66	100%

The students that partook in the study were from the age range of 10 – 13. The majority were aged 10, 50% (33). 39.4% were aged 11 (26) and 9.1% (6) were aged 12. There was only but one student that was aged 13 (1), that specific respondent served as 1.5% of the total respondent pool.

Table 4.2 Gender

The respondents were requested to affirm their gender. The table below presents the respondents' gender and their frequency and percentage.

GENDER	FREQUENCY	PERCENTAGE
MALE	33	50%
FEMALE	33	50%
TOTAL:	66	100%

The respondents of the study were both male and female. There was an equal number of respondents for both genders that consists of both male (33) and female (33) having a percentage of 50% each, making up the total population.

Table 4.3 Section

The respondents were requested to affirm their sections, being Grade 5 and 6 students, each year level has 2 sections respectively. The table below presents the section of the respondent and its frequency and percentage.

SECTION	FREQUENCY	PERCENTAGE
5 – Victory	22	33.3%
5 – Sincerity	19	28.8%
6 – Courage	10	15.2%
6 – Perseverance	15	22.7%
TOTAL:	66	100%

It is clear that the majority of the respondents came from the Grade 5 Classes, having 22 students (33.3%) come from 5 – Victory and 19 students (28.8%) come from 5 – Sincerity. Furthermore, 10 students (15.2%) came from 6 – Courage and 15 students (22.7%) came from 6 – Perseverance.

Table 4.4 Place of Birth

The respondents were requested to affirm their place of birth. The table below presents the respondents' place of birth and its frequency and percentage.

PLACE OF BIRTH	FREQUENCY	PERCENTAGE
Philippines	38	57.6%
UAE	26	39.4%
Kuwait	1	1.5%
Saudi Arabia	1	1.5%
TOTAL:	66	100%

The majority of the respondents were born in the Philippines with 57.6% (38) of them born there. On the other hand, 39.4% (26) were born in the UAE and 3% came from Kuwait (1) and Saudi Arabia (1), respectively.

Table 4.5 Years spent living in the UAE

The respondents were requested to affirm their years spent living in the UAE. The table below presents how many years have the respondents been living in the UAE and its frequency and percentage.

YEARS	FREQUENCY	PERCENTAGE
1	2	3.03%
2	1	1.52%
3	2	3.03%
4	3	4.55%
5	7	10.6%
6	8	12.12%
7	6	9.1%
8	4	6.1%
9	7	10.6%
10	16	24.2%
11	8	12.12%
12	2	3.03%
TOTAL:	66	100%

From greatest to least, 24.2% (16) have lived in the UAE for 10 years, 12.2% (8) have lived in the UAE for 11 years, 12.2% (8) have lived in the UAE for 6 years, 10.6% (7) have lived in the UAE for 9 years, 10.6% (7) have lived in the UAE for 5 years, 9.1% (6) have lived in the UAE for 7 years, 6.1% (4) have lived in the UAE for 8 years, 4.55% (3) have lived in the UAE for 4 years, 3.03% (2) have lived in the UAE for 12 years, 3.03% (2) have lived in the UAE for 3 years, 3.03% (2) have lived in the UAE for a year, and lastly, 1.52% (1) has lived in the UAE for 2 years.

Table 4.6 Grade in English

The respondents were requested to affirm their Grades in English. The table below presents their Grades in English and its frequency and percentage.

GRADE IN ENGLISH	FREQUENCY	PERCENTAGE
75 – 79	1	1.5%
80 – 84	15	22.7%
85 – 89	31	47%
90 and above	19	28.8%
TOTAL:	66	100%

The majority of the respondents have a grade in English ranging from 85-89 with 47% (31) of the population having so. 28.8% (19) of the respondents have a grade in English 90 and above, whereas, 22.7% (15) of the respondents have a grade in English ranging from 80-84. Only 1.5% (1) of the respondents have a grade below 80 in English.

Table 4.7 Grade in Filipino

The respondents were requested to affirm their Grades in Filipino. The table below presents their Grades in Filipino and its frequency and percentage.

GRADE IN FILIPINO	FREQUENCY	PERCENTAGE
75 – 79	3	4.5%
80 – 84	18	27.3%
85 – 89	18	27.3%
90 and above	27	40.9%
TOTAL:	66	100%

The majority of the respondents have a grade in Filipino 90 or above with 40.9% (27) of the population having so. 27.3% (18) of the respondents have a grade in Filipino ranging from 85-89, whereas, 27.3% (18) of the respondents have a grade in Filipino ranging from 80-84. Only 4.5% (3) of the respondents have a grade below 80 in Filipino.

Factors that affect the Language learning of the Students

Table 4.8

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents whether Filipino is interesting and motivating for the respondents.

“I am interested and motivated to learn Filipino”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	36	144	227/66 = 3.439	Strongly Agree
Agree (3)	24	72		
Disagree (2)	5	10		
Strongly Disagree (1)	1	1		
TOTAL	66	227		

As seen on the tallied results, Thirty-six (36) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-four (24) answered “Agree”, Five (5) answered “Disagree” and One (1) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.439** which would constitute a Verbal Description of “Strongly Agree”.

Table 4.9

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents whether the parents of the respondents encourage what language they learn.

“My parents are the ones who encourage me what language to learn”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	35	140	225/66 = 3.409	Strongly Agree
Agree (3)	24	72		
Disagree (2)	6	12		
Strongly Disagree (1)	1	1		
TOTAL	66	225		

As seen on the tallied results, Thirty-five (35) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-four (24) answered “Agree”, Six (6) answered “Disagree” and One (1) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.409** which would constitute a Verbal Description of “Strongly Agree”.

Table 4.10

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents whether the respondents learned English because it is required, not because they wanted to.

“I learned English because it’s a requirement in school, not because I wanted to”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	18	72	167/66 = 2.530	Agree
Agree (3)	16	48		
Disagree (2)	15	30		
Strongly Disagree (1)	17	17		
TOTAL	66	167		

As seen on the tallied results, Eighteen (18) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Sixteen (16) answered “Agree”, Fifteen (15) answered “Disagree” and Seventeen (17) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.530** which would constitute a Verbal Description of “Agree”.

Table 4.11

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents learn a language due to their parents' encouragement.

"I learned English (and/or Filipino) in order to communicate better"				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	50	200	247/66 = 3.742	Strongly Agree
Agree (3)	15	45		
Disagree (2)	1	2		
Strongly Disagree (1)	0	0		
TOTAL	66	247		

As seen on the tallied results, Fifty (50) of the selected Grade 5 and 6 respondents answered "Strongly Agree", Fifteen (15) answered "Agree", One (1) answered "Disagree" and Zero (0) answered, "Strongly Disagree." With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.742** which would constitute a Verbal Description of "Strongly Agree".

Table 4.12

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents whether the respondents' friends and peers influence their choice in learning English.

“My friends are fluent in English so I try to be fluent in English as well”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	30	120	209/66 = 3.166	Agree
Agree (3)	20	60		
Disagree (2)	13	26		
Strongly Disagree (1)	3	3		
TOTAL	66	209		

As seen on the tallied results, Thirty (30) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty (20) answered “Agree”, Thirteen (13) answered “Disagree” and Three (3) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.166** which would constitute a Verbal Description of “Agree”.

Table 4.13

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are encouraged by their teacher to speak in English.

“My teacher encourages us to speak in English during class and not Filipino”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	19	76	178/66 = 2.696	Agree
Agree (3)	19	57		
Disagree (2)	17	34		
Strongly Disagree (1)	11	11		
TOTAL	66	178		

As seen on the tallied results, Nineteen (19) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Nineteen (19) answered “Agree”, Seventeen (17) answered “Disagree” and Eleven (11) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.696** which would constitute a Verbal Description of “Agree”.

Level of Filipino Fluency and Proficiency of the students

Table 4.14

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are more confident when speaking in Filipino than English.

“I am more confident when speaking in Filipino than English”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	6	24	160/66 = 2.424	Disagree
Agree (3)	23	69		
Disagree (2)	30	60		
Strongly Disagree (1)	7	7		
TOTAL	66	160		

As seen on the tallied results, Six (6) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-three (23) answered “Agree”, Thirty (30) answered “Disagree” and Seven (7) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.424** which would constitute a Verbal Description of “Disagree”.

Table 4.15

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents can write a Filipino essay and confidently expect a high grade.

“I can write a Filipino essay and confidently expect a high grade”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	3	12	161/66 = 2.439	Disagree
Agree (3)	29	87		
Disagree (2)	28	56		
Strongly Disagree (1)	6	6		
TOTAL	66	161		

As seen on the tallied results, Three (3) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-nine (29) answered “Agree”, Twenty-eight (28) answered “Disagree” and Six (6) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.439** which would constitute a Verbal Description of “Disagree”

Table 4.16

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents can translate words in English to Filipino easily, and vice versa.

“I can translate words in English to Filipino easily, and vice versa”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	16	64	192/66 = 2.909	Agree
Agree (3)	35	105		
Disagree (2)	8	16		
Strongly Disagree (1)	7	7		
TOTAL	66	192		

As seen on the tallied results, Sixteen (16) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Thirty-five (35) answered “Agree”, Eight (8) answered “Disagree” and Seven (7) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.909** which would constitute a Verbal Description of “Agree”

Table 4.17

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents can teach their friends Filipino phrases.

“I can teach my friends Filipino phrases”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	23	92	202/66 = 3.060	Agree
Agree (3)	31	91		
Disagree (2)	7	14		
Strongly Disagree (1)	5	5		
TOTAL	66	202		

As seen on the tallied results, Twenty-three (23) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Thirty-one (31) answered “Agree”, Seven (7) answered “Disagree” and Five (5) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.060** which would constitute a Verbal Description of “Agree”.

Table 4.18

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how reading and writing in Filipino is easy for the respondents.

“Reading and writing in Filipino is easy for me”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	25	100	204/66 = 3.090	Agree
Agree (3)	25	75		
Disagree (2)	13	26		
Strongly Disagree (1)	3	3		
TOTAL	66	204		

As seen on the tallied results, Twenty-five (25) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-five (25) answered “Agree”, Thirteen (13) answered “Disagree” and Three (3) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.909** which would constitute a Verbal Description of “Agree”.

Table 4.19

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how Filipino is easier to understand than English for the respondents.

“Filipino is easier for me to understand than English”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	5	20	152/66 = 2.303	Disagree
Agree (3)	19	57		
Disagree (2)	33	66		
Strongly Disagree (1)	9	9		
TOTAL	66	152		

As seen on the tallied results, Five (5) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Nineteen (19) answered “Agree”, Thirty-three (33) answered “Disagree” and Nine (9) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.303** which would constitute a Verbal Description of “Disagree”.

Difficulties students may experience in learning and speaking Filipino

Table 4.20

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much are the respondents having a hard time speaking in Filipino.

“I have a hard time speaking in Filipino as all my friends speak in English”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	14	56	165/66 = 2.5	Disagree
Agree (3)	18	54		
Disagree (2)	21	42		
Strongly Disagree (1)	13	13		
TOTAL	66	165		

As seen on the tallied results, Fourteen (14) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Eighteen (18) answered “Agree”, Twenty-one (21) answered “Disagree” and Thirteen (13) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.5** which would constitute a Verbal Description of “Disagree”.

Table 4.21

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are encouraged by their parents to learn English more than Filipino.

“My parents encouraged me to learn English more than Filipino.”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	13	52	172/66 = 2.606	Agree
Agree (3)	18	54		
Disagree (2)	31	62		
Strongly Disagree (1)	4	4		
TOTAL	66	172		

As seen on the tallied results, Thirteen (13) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Eighteen (18) answered “Agree”, Thirty-one (31) answered “Disagree” and Four (4) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.606** which would constitute a Verbal Description of “Agree”.

Table 4.22

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents learn English from Social Media compared to Filipino in School.

“I learn more English from social media than Filipino in School”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	11	44	162/66 = 2.454	Disagree
Agree (3)	17	51		
Disagree (2)	29	58		
Strongly Disagree (1)	9	9		
TOTAL	66	162		

As seen on the tallied results, Eleven (11) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Seventeen (17) answered “Agree”, Twenty-nine (29) answered “Disagree” and Nine (9) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.454** which would constitute a Verbal Description of “Disagree”.

Table 4.23

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents find English easier to learn than Filipino.

“I find English easier to learn than Filipino ”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	27	108	214/66 = 3.242	Agree
Agree (3)	29	87		
Disagree (2)	9	18		
Strongly Disagree (1)	1	1		
TOTAL	66	214		

As seen on the tallied results, Twenty-seven (27) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-nine (29) answered “Agree”, Nine (9) answered “Disagree” and One (1) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.242** which would constitute a Verbal Description of “Agree”.

Table 4.24

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents find Filipino words harder to pronounce than English words.

“I find Filipino words harder to pronounce than English”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	24	96	206/66 = 3.121	Agree
Agree (3)	27	81		
Disagree (2)	14	28		
Strongly Disagree (1)	1	1		
TOTAL	66	206		

As seen on the tallied results, Twenty-four (24) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-seven (27) answered “Agree”, Fourteen (14) answered “Disagree” and One (1) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.121** which would constitute a Verbal Description of “Agree”.

Table 4.25

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents find their Filipino subject boring.

“I find our Filipino subject boring”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	1	4	94/66 = 1.424	Strongly Disagree
Agree (3)	2	6		
Disagree (2)	21	42		
Strongly Disagree (1)	42	42		
TOTAL	66	94		

As seen on the tallied results, One (1) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Two (2) answered “Agree”, Twenty-one (21) answered “Disagree” and Forty-two (42) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **1.424** which would constitute a Verbal Description of “Strongly Disagree”.

Learning Environment of students

Table 4.26

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents were taught English by their parents back in the day.

“I was taught English first by my parents back in the day”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	31	124	$212/66 = 3.212$	Agree
Agree (3)	21	63		
Disagree (2)	11	22		
Strongly Disagree (1)	3	3		
TOTAL	66	212		

As seen on the tallied results, Thirty-one (31) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-one (21) answered “Agree”, Eleven (11) answered “Disagree” and Three (3) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.212** which would constitute a Verbal Description of “Agree”.

Table 4.27

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are better with the use of technology and gadgets when it comes to learning languages.

“I learn better with the use of technology and gadgets”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	21	84	187/66 = 2.833	Agree
Agree (3)	25	75		
Disagree (2)	13	26		
Strongly Disagree (1)	2	2		
TOTAL	66	187		

As seen on the tallied results, Twenty-one (21) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-five (25) answered “Agree”, Thirteen (13) answered “Disagree” and Two (2) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.833** which would constitute a Verbal Description of “Agree”.

Table 4.28

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents learn more Filipino at home than in school.

“I learn more Filipino at home than in school”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	19	76	192/66 = 2.909	Agree
Agree (3)	25	75		
Disagree (2)	19	38		
Strongly Disagree (1)	3	3		
TOTAL	66	192		

As seen on the tallied results, Nineteen (19) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-five (25) answered “Agree”, Nineteen (19) answered “Disagree” and Three (3) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.909** which would constitute a Verbal Description of “Agree”.

Table 4.29

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are getting assisted by their parents with Filipino homework.

“My parents help me with my Filipino homework”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	18	72	187/66 = 2.833	Agree
Agree (3)	25	75		
Disagree (2)	17	34		
Strongly Disagree (1)	6	6		
TOTAL	66	187		

As seen on the tallied results, Eighteen (18) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-five (25) answered “Agree”, Seventeen (17) answered “Disagree” and Six (6) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.833** which would constitute a Verbal Description of “Agree”.

Table 4.30

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are assisted by their siblings to help learn English and Filipino.

“I have siblings who help me learn English and Filipino”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	13	52	153/66 = 2.318	Disagree
Agree (3)	12	36		
Disagree (2)	24	48		
Strongly Disagree (1)	17	17		
TOTAL	66	153		

As seen on the tallied results, Thirteen (13) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twelve (12) answered “Agree”, Twenty-four (24) answered “Disagree” and Seventeen (17) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.318** which would constitute a Verbal Description of “Disagree”.

Table 4.31

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are getting assisted by their friends when it comes to learning Filipino and English

“My friends help me learn Filipino and English”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	18	72	193/66 = 2.924	Agree
Agree (3)	32	96		
Disagree (2)	9	18		
Strongly Disagree (1)	7	7		
TOTAL	66	193		

As seen on the tallied results, Eighteen (18) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Thirty-two (32) answered “Agree”, Nine (9) answered “Disagree” and Seven (7) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.924** which would constitute a Verbal Description of “Agree”.

Language Preference (English or Filipino)

Table 4.32

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents speak the Filipino language at home.

“Filipino is the language we speak at home”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	24	96	205/66 = 3.106	Agree
Agree (3)	28	84		
Disagree (2)	11	22		
Strongly Disagree (1)	3	3		
TOTAL	66	205		

As seen on the tallied results, Twenty-four (24) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-eight (28) answered “Agree”, Eleven (11) answered “Disagree” and Three (3) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.106** which would constitute a Verbal Description of “Agree”.

Table 4.33

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents mostly talk with their friends in Filipino.

“I mostly talk with my friends in Filipino”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	6	24	151/66 = 2.287	Disagree
Agree (3)	18	54		
Disagree (2)	31	62		
Strongly Disagree (1)	11	11		
TOTAL	66	151		

As seen on the tallied results, Six (6) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Eighteen (18) answered “Agree”, Thirty-one (31) answered “Disagree” and Eleven (11) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.287** which would constitute a Verbal Description of “Disagree”.

Table 4.34

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents whether the respondents chat their friends in social media using the Filipino language more often.

“I chat my friends in social media using Filipino often”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	4	16	128/66 = 1.939	Disagree
Agree (3)	21	63		
Disagree (2)	28	56		
Strongly Disagree (1)	13	13		
TOTAL	66	128		

As seen on the tallied results, Four (4) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-one (21) answered “Agree”, Twenty-eight (28) answered “Disagree” and Thirteen (13) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **1.939** which would constitute a Verbal Description of “Disagree”.

Table 4.35

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents answer in Filipino when asked by the teacher.

“When asked a question by my teacher, I answer in Filipino”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	9	36	174/66 = 2.636	Agree
Agree (3)	32	96		
Disagree (2)	17	34		
Strongly Disagree (1)	8	8		
TOTAL	66	174		

As seen on the tallied results, Nine (9) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Thirty-two (32) answered “Agree”, Seventeen (17) answered “Disagree” and Eight (8) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **2.636** which would constitute a Verbal Description of “Agree”.

Table 4.36

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents talk to their parents using the English language.

“I talk to my parents in English”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	28	112	205/66 = 3.106	Agree
Agree (3)	23	69		
Disagree (2)	9	18		
Strongly Disagree (1)	6	6		
TOTAL	66	205		

As seen on the tallied results, Twenty-eight (28) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-three (23) answered “Agree”, Nine (9) answered “Disagree” and Six (6) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.106** which would constitute a Verbal Description of “Agree”.

Table 4.37

The respondents of the study were asked to share their level of agreement on the following statement(s). The table below presents how much of the respondents are comfortable speaking English than Filipino.

“I am more comfortable in speaking English than Filipino”				
Scale (S)	Frequency (F)	S (f)	Weighted Mean	Verbal Description
Strongly Agree (4)	31	124	213/66 = 3.227	Agree
Agree (3)	22	66		
Disagree (2)	10	20		
Strongly Disagree (1)	3	3		
TOTAL	66	213		

As seen on the tallied results, Thirty-one (31) of the selected Grade 5 and 6 respondents answered “Strongly Agree”, Twenty-two (22) answered “Agree”, Ten (10) answered “Disagree” and Three (3) answered, “Strongly Disagree.” With these acquired data, the researchers are then able to multiply the total result of the frequency to the scale (ranging from 1 – 4) and acquire their product. Afterward, to find the weighted mean the researchers divide the product by the total result of the frequency. In this case, the weighted mean is **3.227** which would constitute a Verbal Description of “Agree”.

Interpretation of the Findings

The first observation the researchers made concerned the respondents' place of birth. 57.6% (38) of the respondents were born in the Philippines yet a later table about the years spent living in the UAE indicates that the majority of the respondents spent 6 years or more living in the Emirates. Specifically, 77.27% (51) has done so. With 89.4% (59) of the respondents being aged 10 – 11, it is safe to assume that many of the respondents have lived at least half of their lives in the UAE. Exposure to the foreign culture at such a young age and its impact on the respondents are noted to be a factor in their Filipino Literacy Skills. Their grades, however, cannot be attributed much to the respondents' Language Fluency and Proficiency. 75.8% (50) of the respondents have a grade of 85 and above in English, with 28.8% (19) having a grade of 90 and above. In contrast, only 68.2% (45) have a grade of 85 and above in Filipino yet 40.9% (27) have a grade of 90 and above in the subject. While more of the respondents perform better in English, there are more that “excel” in Filipino in comparison.

The first objective aims to identify the factors that could possibly affect the respondents' language learning. The table presents a Verbal Description of “Strongly Agree” as 36 answered Strongly Agree and 24 answered Agree. Interest and motivation is, in fact, a factor, and the respondents have the interest and motivation to learn Filipino. It is also interesting to note that their parents and guardians are the ones who encourage them what language to learn, with 35 answering Strongly Agree and 24 answering Agree. Motivation and their Parents' encouragement go hand in hand, apparently. Interestingly, the respondents' answers varied when asked if they learn English as a requirement, and not an interest they've taken up by choice. But choice aside, 50 answered Strongly Agree to learning one or both languages, Filipino and English, in order to communicate better. Their peers, classmates and/or friends, also

influence them to be fluent in English as 30 answered Strongly Agree, and 20 answered Agree when they were asked if their friends affect why they try to be fluent in English. Although, when asked if their teachers encouraged them to speak in English than Filipino, surprisingly 19 answered Strongly Agree and 19 answered Agree. It would appear that some of their teachers prefer English to be spoken during class and this influences the respondents. Finally, interest, motivation, parents, friends, and teachers all serve as factors that affect how the respondents learn language(s).

With the second objective, the researchers aim to at least quantify a portion of the respondents' level of Filipino Fluency and Proficiency. The majority of the respondents are less confident when speaking in Filipino than English. Proof being is the 30 and 7 that answered Disagree and Strongly Disagree, respectively, when asked if they are more confident in speaking Filipino than English. Similarly, the majority of the respondents are less confident in their Filipino Writing Skills and as evidence: 28 answered Disagree and 6 answered Strongly Disagree, respectively, when asked if they are confident in attaining a high grade from creating a Filipino essay. On the other hand, the majority can translate words from English to Filipino, and vice versa, with confidence. 35 answered Agree and 16 answered Strongly Agree once asked this. Furthermore, the vast majority are knowledgeable of Filipino phrases enough that they can teach their friends. 23 answered Strongly Agree and 31 answered Agree when asked concerning this. Once again, the majority are in agreement that reading and writing in Filipino is easy. 25 and 25 answered Strongly Agree and Agree, respectively, when asked about this. However, it would seem that no matter how confident they are in their Filipino Literacy, they still lean towards English as a language they are more comfortable with. 33 Disagreed and 9 Strongly Disagreed when asked if Filipino is easier to understand than English. To conclude, in terms of Filipino Proficiency, the

respondents lack the confidence to expect high marks with their writing skills in the language. They are also less fluent in Filipino than English as they are more confident in speaking English. Although, phrases prove to be no problem for them.

The next objective aims to tackle the possible difficulties the respondents may experience in learning and speaking the Filipino language. Friends prove to be a non-concern for the respondents as they Disagree (VD/Verbal Description) to having a hard time speaking in Filipino as their friends speak in English. Their parents encouraged the respondents to learn English more than Filipino as the VD indicates “Agree.” Although, the respondents who agreed and disagreed could be considered “half-in-half.” The respondents also collectively Disagreed (VD) as to learning more English from Social Media than Filipino in School. If anything, this would mean that anything they learn does not outweigh one another despite their sources being different. Although, the vast majority of the respondents Agrees (VD) to finding English easier to learn than Filipino. Additionally, they find Filipino words harder to pronounce than English as their VD of Agree portrays. And interestingly, and quite fortunately, the respondents express a Strongly Disagree to finding Filipino as a subject boring. Thus, the respondents see Filipino is a more difficult language and/or subject than English.

The fourth objective, the Learning Environment of the students, aims to help visualize the learning environment of the students. The respondents’ parents served as their first teachers of English as indicated by their VD of Agree. They also find technology helping them in learning, as their VD of Agree shows. Surprisingly, the respondents learn more Filipino at home than in school as indicated by their VD of Agree. Correlating to this, the vast majority (VD of Agree) receive help from their parents at home. The respondents also don’t have any siblings that help them learn English and Filipino, or at least the majority does not, as shown by their VD of

Disagree. Their friends, however, do help them as indicated by their VD of Agree. As such, parents, technology, friends and classmates, are all utilized by the respondents in order to create a learning environment wherein they can learn Filipino. It is interesting to note though, that the respondents find that they learn more Filipino at home than in school.

The final objective of the researchers is to identify the preferred language the respondents use in daily activities. At home, the respondents speak Filipino as indicated by their VD of Agree. However, when it comes to communicating with friends, they would rather speak in English as indicated by their VD of Disagree when asked if they mostly talked to their friends in Filipino. Furthermore, once asked if they communicate with the use of Filipino through Social Media, there was a significant portion that does yet the majority does not. They speak English through Social Media as indicated by their VD of Disagree. And when teachers are involved, class recitation is done in the language of Filipino. The respondents Agree (VD) that they answer their teachers in class using the Filipino language. Despite that, they answer, or communicate, with their parents in English as their VD of Agree indicated when asked if they talk to their parents in English. Lastly, the respondents are more comfortable speaking English than Filipino as 31 answered Strongly Agree, and 22 answered Agree, leading to a VD of Agree. To conclude, the respondents prefer to use English in their daily lives from talking, chatting, and communicating with the people of their lives. It is interesting to note though, despite English being their preferred language they answer their teachers in Filipino. However, correlating to this, when asked earlier in Objective 1 regarding what language the teacher encourages, they portray contrasting results.

CHAPTER V

Summary, Conclusion, and Recommendation

This Chapter contains the summary of the findings, the conclusions drawn, and the recommendations the researchers have observed based on the conclusions arrived at through the course of discussing and analyzing the gathered data.

Summary of the Findings

The whole thesis project is entitled “Filipino Literacy among the Grade 5 and 6 students of Philippine Emirates Private School” by the researchers with the aim of identifying the factors and reasons behind the results in mind. This study is comprised of 5 Chapters. Contained in **Chapter I** are the researchers’ expression of concern about the lack of Filipino Literacy among children of OFWs. Within the chapter are the reasons why the researchers have decided to pursue this study and what objectives are they attempting to attain. In the next portion, **Chapter II**, the researchers discussed key concepts to the overall study. Related Literature was sought in order to provide additional background information and show previous similar studies done in the field. Both the Theoretical and Conceptual Frameworks are to be found here, discussing related theories and variables respectively. **Chapter III** provides insight into how the researchers plan to carry out the gathering and organizing of data. The Statistical Treatment of Data encompassed the different formulas that were used, such as the Weighted Mean, Frequency & Percentage, and Slovin’s Formula. Accordingly, **Chapter IV** presents the data gathered with the methods discussed in the previous chapter. The data had been tallied and tabulated bases on the responses acquired from the online survey form. Scale, Frequency, the Weighted Mean, and Verbal Description

were all highlighted. Additionally, the respondents' demographic profile can be found here. Lastly, this chapter: **Chapter V**, aims to conclude and discuss both the summary and the recommendations for future research.

Conclusions

The respondents are from being considered illiterate or distant to the Mother Tongue of Filipino. In fact, while they are not conversely fluent or proficient in writing with the use of Filipino, they are more than capable of speaking, reading, and writing. In terms of influence, the researchers have identified the different factors that affect and influence the level of Filipino Literacy the students are at. Firstly, while living in the UAE must be considered as a significant factor, the community the students are a part of: from their homes to their friends, and to the school, is one largely built on Filipino culture and values. As a result, the Emirati culture and the conditions of living in a foreign country, in this case, does not play a quite substantial role as the researchers expected it to. In the gathering and tabulation of data, the researchers aimed to quantify and present the Objectives as results. Regarding the First Objective, the researchers have concluded that their friends, teachers, and parents are all factors that influenced their level of Literacy in Filipino. Interest and Motivation were concepts that proved to be factors as well. Regarding the Second Objective, the Grade 5 and 6 students are more fluent in Filipino than they are proficient in it. Although English is their preferred language when it comes to reading and writing, Filipino phrases are no trouble for them. Regarding the Third Objective, the difficulties the students experience are more of a matter of choice, or a lack thereof. Their parents are the ones who decide what language they're supposed to learn, the data shows. Also, their teachers play a large role in this

as well as they are the main authority in learning aside from their parents. And while they experience particular difficulty in pronouncing Filipino words, they do not find the Filipino Subject boring. Regarding the Fourth Objective, the researchers have concluded that the students require additional aid in order to learn Filipino. They have found to be learning more Filipino outside the school, at home specifically. Consequently, it is not uncommon for them to request assistance in finishing Filipino home works from their parents. Their friends and classmates, along with any possible family member, all prove to be of use and helpful to the young learners. Along with the use of technology, the students have created a learning environment outside of school with the help of, surprisingly, the factors. Regarding the Fifth and Final Objective, it is already apparent from the previously discussed objectives that English is their preferred language for use in their day to day lives. From communicating with friends and family, answering in class, to chatting in social media, English is far more used by these students.

In regards to the Research Hypothesis in **Chapter I**, “The researchers hypothesize that not only does the country they live in affect the students’ development, specifically their Filipino Literacy Skills, but also their family, peers, and educational institution play a role,” the country does not play a big role in influencing the students’ Filipino Literacy as this is circumnavigated by building a Filipino community around the students, and the factors that prove to be their family, peers, and educational institution, conclusively affect their Filipino Literacy. Their parents, for one, are the ones who encourage and choose for their children to learn English primarily. Also, a strong positive correlation was established between the parent’s influence and the students’ Filipino Literacy. Similar to the parents, their peers, classmates and friends, influence them to use English yet they, too, come together and help each other to learn

languages. The biggest and most influential factor the researchers have found is the school. The school can do better by creating a more Filipino Language-friendly learning environment that promotes the Mother Tongue.

Recommendations

Based on the observations and conclusions the researchers have reached, they have formulated recommendations for, both, towards the school and future researchers:

Towards the school:

1. The school needs to formulate school events and programs that will help enhance Filipino Literacy, not only directed towards the Grade 5 and 6 students but also the whole school body population.
2. As much as English is prioritized because of the location everybody is residing in (UAE), Filipino must be given importance and valued in the school campus just as much. These can be done by putting up posters or bulletin boards that portray the Filipino Language rightfully so.
3. Teachers must remain mindful of their teachings, as influential as they are. The regular orientation of the teachers through weekly meetings or seminars are necessary for them to improve as educators.
4. The Learning Environment of the school, more specifically the classroom, must be geared properly in order to incorporate Filipino Language teachings just as much as English.

Towards Future Researchers:

1. More factors can be identified. Teachers, peers, family, and the school are large influencers yet they are not limited to those only. Be more thorough in the identification and pursuit of these factors.
2. Likert Scale was used, yet, it was a 4-point variant. The lack of the “Neutral” Option affected the Weighted Mean and Verbal Description’s accuracy greatly. Consider adding this option in order for the results to be much more accurate.
3. The quantitative method was used; different results might be achieved if the Qualitative method was instead utilized. The researchers encourage this as quantification of their factors and level of Filipino Literacy can only go so far. Qualitative Research can possibly go so much more in-depth.
4. More Literature could be found that will serve as a more direct guide than the researchers have found. Related Literature are boundless, the researchers recommend reviewing more of them before starting the gathering of data and everything else.

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Appendix A. Letter to Conduct the Survey

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Lalaine C. Ragodon
School Principal
Philippine Emirates Private School

Dear Ms. Lalaine Ragodon,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled "**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**" which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

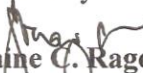
Researchers:


Ayman P. Calbe

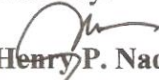

Jom Carl L. Robles


Daniel Austin M. Ignacio

Received by:


Lalaine C. Ragodon
School Principal

Noted by:


Henry P. Nadong
Subject Teacher & Thesis Adviser

Appendix B. Letter to Administer the Questionnaire
LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Rafael A. Canobas
Adviser (11 – Einstein)
Philippine Emirates Private School

Dear Mr. Rafael Canobas,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled “**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

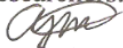
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

Researchers:


Ayman P. Calbe

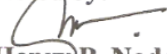

Jom Carl L. Robles

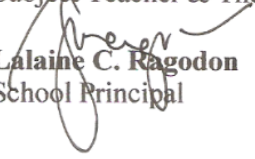

Daniel Austin M. Ignacio

Received by:


Rafael A. Canobas
Adviser (11 – Einstein)

Noted by:


Henry P. Nadong
Subject Teacher & Thesis Adviser


Lalaine C. Ragodon
School Principal

Appendix C. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Milagross Obaob
School Registrar
Philippine Emirates Private School

Dear Ms. Milagross Obaob,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled "**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**" which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

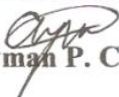
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

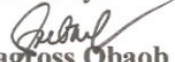
Researchers:


Ayman P. Calbe

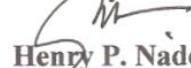

Jom Carl L. Robles

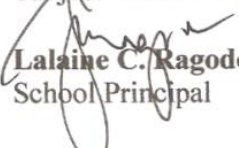

Daniel Austin M. Ignacio

Received by:


Milagross Obaob
School Registrar

Noted by:


Henry P. Nadong
Subject Teacher & Thesis Adviser


Lalaine C. Ragodon
School Principal

Appendix D. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Melvin D. Ajoc
Computer Lab Facilitator
Philippine Emirates Private School

Dear Mr. Melvin Ajoc,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled "**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**" which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School, specifically the Intermediate Computer Lab you facilitate. Our respective respondents for the survey will come from the grade 5 and 6 students. We humbly ask to borrow the laboratory and 15 computers along with the necessary Wi-Fi connection. The survey will take no longer than 45 minutes. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

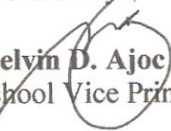
Researchers:


Ayman P. Calbe


Jom Carl L. Robles

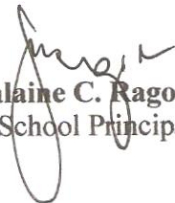

Daniel Austin M. Ignacio

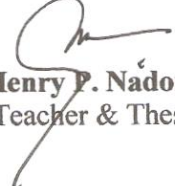
Received by:


Melvin D. Ajoc
School Vice Principal

Noted by:


Arnel T. Togoto
Intermediate Department Coordinator


Lalaine C. Ragodon
School Principal


Henry P. Nadong
Subject Teacher & Thesis Adviser

Appendix E. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Arnel T. Togoto
Intermediate Department Coordinator
Philippine Emirates Private School

Dear Mr. Arnel T. Togoto,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled "**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**" which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

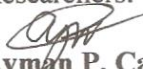
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School, specifically the Intermediate Computer Lab Mr. Melvin Ajoc facilitates. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

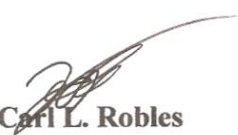
We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

Researchers:


Ayman P. Calbe

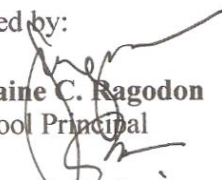

Jom Carl L. Robles

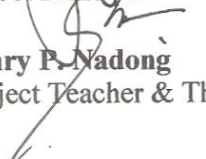

Daniel Austin M. Ignacio

Received by:


Arnel T. Togoto
Intermediate Department Coordinator

Noted by:


Lalaine C. Ragodon
School Principal


Henry P. Nadong
Subject Teacher & Thesis Adviser

Appendix F. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Josephine De Guia
Senior Highschool Department Coordinator
Philippine Emirates Private School

Dear Ms. Josephine De Guia,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled "**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**" which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

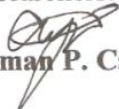
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

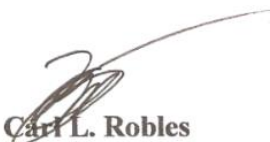
We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

Researchers:


Ayman P. Calbe


Jom Carl L. Robles

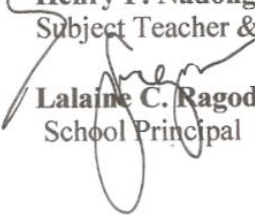

Daniel Austin M. Ignacio

Received by:


Josephine De Guia
SHS Department Coordinator

Noted by:


Henry P. Nadong
Subject Teacher & Thesis Adviser


Lalaine C. Ragodon
School Principal

Appendix G. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Arnel T. Togoto
Adviser (5 – Victory)
Philippine Emirates Private School

Dear Mr. Arnel Togoto,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled “**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

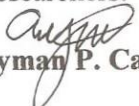
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

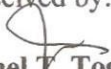
Researchers:


Ayman P. Calbe

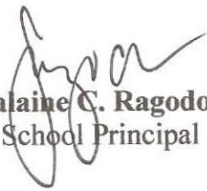

Jom Carl L. Robles


Daniel Austin M. Ignacio

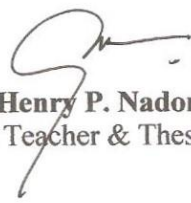
Received by:


Arnel T. Togoto
Adviser (5 – Victory)

Noted by:


Lalaine C. Ragodon
School Principal


Arnel T. Togoto
Intermediate Department Coordinator


Henry P. Nadong
Subject Teacher & Thesis Adviser

Appendix H. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Myra Jane C. Colcol
Adviser (5 – Sincerity)
Philippine Emirates Private School

Dear Ms. Myra Jane Colcol

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled “**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

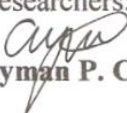
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in utmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

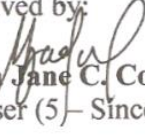
Researchers:


Ayman P. Calbe


Jom Carl L. Robles

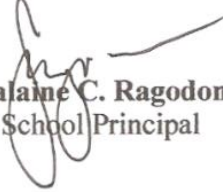

Daniel Austin M. Ignacio

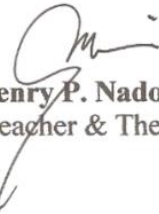
Received by:


Myra Jane C. Colcol
Adviser (5)– Sincerity)

Noted by:


Arnel T. Togoto
Intermediate Department Coordinator


Lalaine C. Ragodon
School Principal


Henry P. Nadong
Subject Teacher & Thesis Adviser

Appendix I. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Jacqueline B. Cruzat
Adviser (6 – Courage)
Philippine Emirates Private School

Dear Ms. Jacqueline B. Cruzat,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled “**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

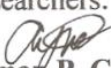
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

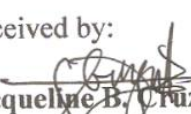
Researchers:


Ayman P. Calbe


Jom Carl L. Robles

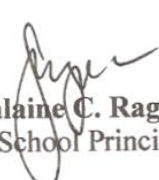

Daniel Austin M. Ignacio

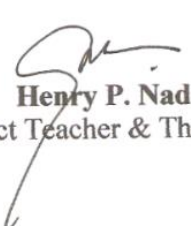
Received by:


Jacqueline B. Cruzat
Adviser (6 – Courage)

Noted by:


Arnel T. Togoto
Intermediate Department Coordinator


Lalaine C. Ragodon
School Principal


Henry P. Nadong
Subject Teacher & Thesis Adviser

Appendix J. Letter to Administer the Questionnaire

LETTER OF REQUEST TO ADMINISTER THE QUESTIONNAIRE

Maricel C. Mondero
Adviser (6 – Perseverance)
Philippine Emirates Private School

Dear Ms. Maricel Mondero,

We the researchers, **Ayman P. Calbe**, **Daniel Austin M. Ignacio**, and **Jom Carl L. Robles of Grade 11 Einstein**, are conducting a study entitled “**FILIPINO LITERACY AMONG THE GRADE 5 AND 6 STUDENTS OF PHILIPPINE EMIRATES PRIVATE SCHOOL**” which will serve as our requirement in Practical Research I, under the guidance of Mr. Henry P. Nadong.

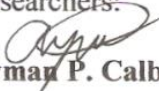
In this regard, we would like to request you to allow us to conduct our survey within the school campus, Philippine Emirates Private School. Our respective respondents for the survey will come from the grade 5 and 6 students in the Intermediate Department. The survey will take no longer than 45 minutes and would be arranged at a time convenient for the students along with the aid of Mr. Melvin Ajoc, the Computer Lab Facilitator. The individual response we receive from our questionnaire will be kept in upmost confidentiality and would be only used for academic purposes.

We look forward for your approval on this matter.

Thank you very much.

Respectfully yours,

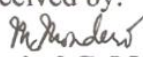
Researchers:


Ayman P. Calbe


Jom Carl L. Robles

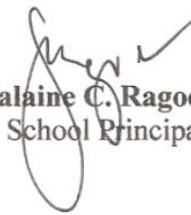

Daniel Austin M. Ignacio

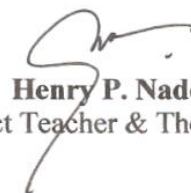
Received by:


Maricel C. Mondero
Adviser (6 – Perseverance)

Noted by:


Arnel T. Togoto
Intermediate Department Coordinator


Lalaine C. Ragodon
School Principal


Henry P. Nadong
Subject Teacher & Thesis Adviser

SURVEY QUESTIONNAIRE

SECTION 1: Demographic Profile

Name: _____

Age: _____

Sex: _____

Section: _____

Years spent living in the UAE: _____

Grade in English: _____

Grade in Filipino: _____

SECTION 2: Language learning Factors

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I am interested and motivated to learn Filipino.				
My parents are the ones who encourage me what language to learn.				
I learned English because it's a requirement in school, not because I wanted to.				
I learned English (and/or Filipino) in order to communicate better.				
My friends are fluent in English so I try to be fluent in English as well.				
My teacher encourages us to speak in English during class and not Filipino.				

SECTION 3: Filipino Fluency and Proficiency

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I am more confident when speaking in Filipino than English.				
I can write a Filipino essay and confidently expect a high grade.				
I can translate words in English to Filipino easily, and vice versa.				
I can teach my friends Filipino phrases.				
Reading and writing in Filipino is easy for me.				
Filipino is easier for me to understand than English.				

SECTION 4: Filipino Language Hardships

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
My parents encouraged me to learn English more than Filipino.				
I have a hard time speaking in Filipino as all my friends speak in English.				
I learn more English from social media than Filipino in school.				
I find English easier to learn than Filipino.				
I find Filipino words harder to pronounce than English.				
I find our Filipino Subject boring.				

SECTION 5: Learning Environment

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I was taught English first by my parents back in the day.				
I learn better with the use of technology and gadgets.				
I learned more Filipino at home than in school.				
My parents help me with my Filipino homework.				
I have siblings who help me learn English and Filipino.				
My friends help me learn Filipino and English.				

SECTION 6: Language preference

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Filipino is the language we speak at home.				
I mostly talk with my friends in Filipino.				
I chat my friends in social media using Filipino often.				
When asked a question by my teacher, I answer in Filipino.				
I talk to my parents in English.				
I am more comfortable in speaking English than Filipino.				

CURRICULUM VITAE

AYMAN PANDA CALBE

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EDUCATIONAL ATTAINMENT

Secondary Education

Year: 2015 - 2020

Place: Philippine Emirates Private School

Elementary Education

Year: 2013 - 2015

Place: Philippine Emirates Private School

Elementary Education

Year: 2009-2013

Place: Pisco Private School

Primary Education

Year: 2007-2009

Place: Pisco Private School

ACHIEVEMENTS

- Top Achievers & Honor roll from Grades 1 – 10
- Grade 10 A.Y 2018-19 Class Valedictorian
- World Scholar's Cup Dubai 0 Regional Round Participant & Winner
- World Scholar's Cup Kuala Lumpur Global Round Participant & Winner
- World Scholar's Cup Dubai 1 Regional Round Participant & Winner
- World Scholar's Cup Beijing Global Round Participant & Winner
- Consecutive Annual Qualifications for World Scholar's Cup Tournament of Champions Round
- Lakan ng PEPS 2016

- PEPS Spelling Bee 2015 1st Placer
- PEPS Science Olympiad 2019 Champion
- PEPS Intramurals A.Y 2019-2020 Multiple Sport Gold Medalist
- PEPS Battle of the Bands A.Y 2019-2020 2nd Runner-Up

SKILLS

- Moderate Computer Expertise (in MS Excel and MS Powerpoint)
- Art Skills – Drawing, Sketching, Moderate Painting
- Moderate Musicality – Capable of playing the Guitar
- Public speaking Skills
- Debate Skills
- Writing Skills

ORGANIZATION

- Student of PEPS

PERSONAL INFORMATION

Birth Date: May 3, 2003

Birth Place: Abu Dhabi

Nationality: Filipino

Name of Father: Macapanton M. Calbe

Name of Mother: Sania P. Calbe

DANIEL AUSTIN MARTIN IGNACIO

Mobile Number: 056 – 184 - 3849

E-mail Address: aust.ignacio@gmail.com



EDUCATIONAL ATTAINMENT

Secondary Education

Year: 2018 - 2020

Place: Philippine Emirates Private School

Secondary Education

Year: 2017 - 2018

Place: UST Angelicum College

Secondary Education

Year: 2014-2016

Place: Siena College of Quezon City

Elementary Education

Year: 2009-2014

Place: Perpetual Help Learning Academy of Quezon City

Primary Education

Year: 2007-2009

Place: Perpetual Help Learning Academy of Quezon City

ACHIEVEMENTS

- Top achievers at Grade 1 to 6
- Best in Computer
- Best in Social Studies

SKILLS

- Capable of playing sports like badminton
- Capable of playing video games competitively
- Capable of playing instrument like violin
- Capable of reading fluently and with clarity

- Capable of playing instrument like violin
- Capable of Understanding a situation easily

ORGANIZATION

- A Student of PEPS

PERSONAL INFORMATION

Birth Date: July 11, 2002

Birth Place: Valenzuela City

Nationality: Filipino

Name of Father: Jefrey Malelang Ignacio

Name of Mother: Emie Martin Ignacio

JOM CARL LIBREA ROBLES

Mobile Number: 050 – 468 - 9286

E-mail Address: roblesjomcarl15@gmail.com



EDUCATIONAL ATTAINMENT

Secondary Education

Year: 2017 - 2020

Place: Philippine Emirates Private School

Secondary Education

Year: 2016 - 2017

Place: The Philippine School Abu Dhabi

Secondary Education

Year: 2015 - 2016

Place: Philippine Emirates Private School

Secondary Education

Year: 2014 - 2015

Place: Blessed Hope Christian School

Secondary Education

Year: 2013-2014

Place: Twenty-First Century Private Academy (The Philippine Global School)

Elementary Education

Year: 2011-2013

Place: PISCO Private School (Philippine Emirates Private School)

Primary Education

Year: 2007-2011

Place: Blessed Hope Christian School

ACHIEVEMENTS

- Top achievers at Grade 1, 2, 5, and 6
- Best in Filipino

- Best in English
- U18 Basketball 1st runner up

SKILLS

- Playing Basketball
- Playing Guitar
- Singing
- Strategic thinking in games
- Read fluently
- Play competitively in Sports

ORGANIZATION

- A Student of PEPS

PERSONAL INFORMATION

Birth Date: December 15, 2002

Birth Place: Mandaluyong City

Nationality: Filipino

Name of Father: Ivann Jo Robles

Name of Mother: Maricar Robles