

## ARTICLE

# Parental Support in Developing the Love and the Use for the Filipino Language

*Anesito L. Cutillas<sup>1\*</sup> , Evangeline C. Rellin<sup>2</sup>, Rhea Jane L. Caynila<sup>2</sup>, Ma Judiana S. Pangandoyon<sup>2</sup>,  
April Jane G. Sales<sup>2</sup>*

<sup>1</sup> College of Arts and Sciences & College of Education and Center for Social Innovations, CTU Argao Campus, Argao 6021, Philippines

<sup>2</sup> College of Arts & Sciences & Education, CTU Argao Campus, Argao 6021, Philippines

## ABSTRACT

Globalization has significantly influenced language preference among younger Filipino generations by promoting the widespread use of English as the dominant medium in education, technology, and international communication. The pervasive presence of global media, digital platforms, and multinational corporate cultures has led to increased exposure to and reliance on English, often at the expense of local languages such as Filipino. To address the growing preference for foreign languages, this paper explores how parental involvement and support can help instill a love and interest in the use of the Filipino language. Filipino parents (n = 25) from Central Visayas, Philippines were purposively sampled for interviews about their language teaching strategies at home. Narratives from one-on-one interviews were analyzed to identify general themes that reflected the personal strategies employed. The findings indicated that parents intentionally created language-rich environments through everyday interactions, media immersion, and the integration of literature and cultural practices. These efforts helped normalize the use of Filipino, anchoring it emotionally and culturally within the child's daily life. Participation in traditions, preparing native delicacies, and engaging in festive activities provided contextual learning opportunities that strengthened linguistic and cultural identity. Positive reinforcement and encouragement were crucial in enhancing children's confidence and motivation to use the language. Structured repetition through songs, games, and guided conversations also contributed to the internalization of vocabulary and grammatical structures. Educational institutions and policymakers may build on these insights by designing family-

### \*CORRESPONDING AUTHOR:

Anesito L. Cutillas, College of Arts and Sciences & College of Education and Center for Social Innovations, CTU Argao Campus, Argao 6021, Philippines; Email: [anesito.cutillas@ctu.edu.ph](mailto:anesito.cutillas@ctu.edu.ph)

### ARTICLE INFO

Received: 27 January 2025 | Revised: 21 February 2025 | Accepted: 16 June 2025 | Published Online: 14 July 2025  
DOI: <https://doi.org/10.30564/fls.v7i7.8572>

### CITATION

Cutillas, A.L., Rellin, E.C., Caynila, R.J.L., et al., 2025. Parental Support in Developing the Love and the Use for the Filipino Language. *Forum for Linguistics Studies*. 7(7): 298–312. DOI: <https://doi.org/10.30564/fls.v7i7.8572>

### COPYRIGHT

Copyright © 2025 by the author(s). Published by Bilingual Publishing Group. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

centered language programs and community-based initiatives that empower parents as active agents in language preservation.

**Keywords:** Filipino; Language Preservation; Language Use; Parental Involvement; Parental Support; Positive Reinforcement

## 1. Introduction

The Filipino language serves as a cornerstone of Philippine identity and cultural heritage, passed down through generations within families. At home, children are first introduced to the language, establishing the groundwork for their linguistic abilities and cultural understanding <sup>[1]</sup>.

This paper believes in the role of parents in improving the interest of younger generations towards the Filipino language. Parents could help in building a nurturing environment where the language can thrive. With positive parenting strategies, such as setting structured routines, managing realistic expectations, providing emotional reinforcement, and maintaining open communication with educators, parents can significantly influence their children's language acquisition and appreciation <sup>[2]</sup>. This study focused on how parents actively cultivate their children's love for the Filipino language, examining its integration into both formal settings, such as schools, and informal family interactions.

Early studies found that parental involvement is integral to language learning. Personalized parental strategies are essential in guiding children through the process of language acquisition process <sup>[3,4]</sup>. Given the influence of globalization and the dominance of English, which present challenges to Filipino families, it is possible to encourage parents to implement noble approaches to preserve their connection to the Filipino language and culture. Studies also noted the importance of respecting and utilizing local languages within the household and community to prevent younger generations from losing familiarity with their vernaculars <sup>[5]</sup>.

Parents can employ various methods to incorporate the Filipino language into daily activities, turning routine tasks into opportunities for linguistic and cultural enrichment. Parents often face decisions about whether to prioritize bilingual fluency or emphasize a single language for career advancement <sup>[6,7]</sup>. The study also considers the uniqueness

of language as a cognitive tool wherein children naturally acquire language based on the experiences they encounter <sup>[8]</sup>. By bridging traditional practices with modern communication dynamics, parents highlight the richness of the Filipino language as both a functional tool and a medium of cultural expression.

This research holds significant value in understanding the role of parental support in linguistic development and cultural preservation. Beyond shedding light on how families transmit language and values across generations, the study provides practical strategies that can empower parents, educators, and communities to sustain the Filipino language in a rapidly changing world.

## 2. Literature Review

The widespread preference for English over Filipino has led to a noticeable decline in the use of the national language. Montemayor <sup>[9]</sup> points out that students are often drawn to English because of its perceived simplicity, with shorter words being easier to pronounce and spell. This preference is strengthened by globalization and the widespread exposure to English-language media <sup>[10]</sup>.

Fuentes and Limpot <sup>[11]</sup> argue that the lack of interest in Filipino literature is driven by the allure of foreign cultures, which are often viewed as more modern or prestigious. As a result, students struggle to express themselves fluently in Filipino, particularly when it comes to using advanced vocabulary in oral communication <sup>[12]</sup>. However, motivation remains a critical factor in improving language proficiency. Importantly, fostering motivation through encouragement and engagement can lead to significant improvements in students' language skills, even in a society that increasingly favors English <sup>[13,14]</sup>.

This paper explored how parents can help build children's appreciation and love for the Filipino language. The significance of parental involvement in language development is well-documented in both linguistics and educa-

tion. Early language acquisition is profoundly influenced by the linguistic environment, with particular emphasis on the family dynamic. Sapungan and Sapunga<sup>[15]</sup> assert that when parents actively engage in their children's educational journey, it signals proactiveness towards academic success. They advocate for schools to provide resources and guidance to help parents become more involved, particularly during the early years, which are crucial for laying a foundation for lifelong learning and success.

Bartolome et al.<sup>[16]</sup> emphasized the importance of informing parents about their crucial role in enhancing their children's academic performance. The emphasis on early engagement highlights the importance of understanding the specific role that Filipino parents play in preserving and promoting the Filipino language, a crucial aspect of this research.

Research consistently highlights the importance of language immersion as a key strategy for achieving fluency and fostering a deep understanding of cultural heritage. In school environments, parental support has been shown to impact academic performance and language development significantly<sup>[17,18]</sup>. Children exposed to both formal and informal language environments, such as conversation, storytelling, and singing, tend to develop stronger language skills. This consistent exposure not only enhances fluency but also helps children form a deeper connection to their cultural roots, contributing to their identity development<sup>[19]</sup>.

Furthermore, parental interaction plays a crucial role in vocabulary acquisition. Studies by Sun et al.<sup>[20]</sup> and Roberts et al.<sup>[21]</sup> emphasized that verbal feedback from parents can help children to improve and to expand their language skills. Through consistent engagement, children are better equipped to use the language naturally, reinforcing their cultural identity while becoming more proficient in Filipino.

In the Philippines, the preservation of the Filipino language has become a national priority to safeguard cultural heritage and identity. Educational approaches to language instruction vary, with some schools adopting formal methods while others incorporate more interactive, community-based strategies<sup>[22,23]</sup>. This paper, however, believes in the involvement of parents as a cornerstone in ensuring the

success of language preservation efforts. Comeros et al.<sup>[24]</sup> highlight that parents, being the first and most influential educators, have a profound impact on their children's language acquisition. They help shape attitudes toward learning and provide an environment that fosters academic success, reinforcing values such as perseverance and resilience<sup>[24]</sup>. Filipino parents could often adopt strategies to encourage Filipino use at home, such as praising progress, celebrating linguistic milestones, and offering positive reinforcement to keep children motivated. These practices help solidify the importance of Filipino in daily life and provide students with the tools needed to succeed both academically and socially.

A child's native language is crucial not only for cognitive development but also for emotional connection and personal confidence. Children's first understanding of the world is shaped through the language spoken by their parents, particularly the mother<sup>[25]</sup>. This connection begins before birth and is integral to their emotional and social well-being. In many developing countries, where language barriers exist, students may struggle to engage with their education fully. Positive reinforcement from parents can alleviate these challenges by reinforcing correct language usage and motivating children to practice.

Rivero et al.<sup>[26]</sup> highlight how parents' recognition of effort, along with continuous encouragement, strengthens children's vocabulary and deepens their understanding of the language. This not only fosters a sense of ownership over their native tongue but also encourages children to see it as an essential part of their cultural identity, motivating them to continue using it in social, academic, and personal contexts.

This research held significant value in understanding the role of parental support in linguistic development and cultural preservation. Beyond illuminating how families transmitted language and values across generations, the study provided practical strategies that empowered parents, educators, and communities to sustain the Filipino language within a rapidly evolving society.

## 3. Methods

### 3.1. Research Design

This paper explored the role of parental involvement

in developing love and interest towards the use of the Filipino language. Exploratory research facilitates the analysis of specific issues and the explanation of a phenomenon through deliberate methods<sup>[27,28]</sup>. In the social sciences, exploratory analysis employs organized methods to identify fundamental patterns of a phenomenon, thereby enhancing the assessment and documentation of both social and psychological constructs<sup>[7,29]</sup>. Such investigations offer an initial framework that serves as the basis for generating hypotheses, which are subsequently subjected to empirical validation in future studies<sup>[30]</sup>. Although exploratory research has historically faced criticism for its alleged deficiency in scientific rigor<sup>[31]</sup>, contemporary scholars acknowledge its critical function in fostering an initial comprehension of phenomena and in contributing to the structured acquisition of essential data<sup>[32,33]</sup>. This paper aimed to answer a critical question: What role do parents play in language preservation among younger generations? Considering the declining interest of younger generations in using the Filipino language due to the increasing preference for English<sup>[34]</sup>, the study offered a valuable foundation for understanding the social and familial factors that influence language attitudes.

### 3.2. Population and Sampling

Exploratory research has conventionally employed a limited sample size to facilitate a thorough investigation of key variables and the dynamics of their interrelationships<sup>[33,35]</sup>. These studies generally focused on a targeted group to attain an in-depth understanding of specific phenomena<sup>[36]</sup>. The number of participants was typically small, primarily guided by their potential to offer substantial insights aligned with the objectives<sup>[37]</sup>. A common approach in such research is purposive sampling, a non-probability sampling technique, in which participants are deliberately selected based on specific traits or their relevance to the research focus<sup>[4,38,39]</sup>. In this study, an online purposive sampling method was employed<sup>[40]</sup>, wherein data were gathered through open-ended questions administered via

Google Forms to obtain initial responses. This strategy allowed the researchers to select individuals who met defined sampling criteria and whose expertise or lived experiences were considered critical to addressing the research questions<sup>[27]</sup>. Four important sample characteristics were considered in sampling: (1) a Filipino parent, (2) has children exposed to the English language, (3) implements strategies towards learning the Filipino language, and (4) willingness to participate in one-on-one interviews. Using this sampling criteria, out of 76 Filipino parents who responded to the online screening, only 25 from Central Visayas, Philippines were selected to be interviewed.

### 3.3. Instrumentation

The trustworthiness and dependability of qualitative research outcomes are primarily determined by the rigor of the data collection strategies employed<sup>[41]</sup>. The one-on-one interviews were specifically structured to remain flexible, allowing participants to express their perspectives openly, raise pertinent issues, and, when appropriate, influence the flow of the dialogue<sup>[42,43]</sup>. A semi-structured interview guide was formulated to promote uniformity and coherence throughout the interview process<sup>[44]</sup>. This guide included clearly defined questions, thematic domains, and focal topics to ensure a systematic and comprehensive data collection process that addressed all essential dimensions of the research inquiry<sup>[45]</sup>.

The construction of the interview guide was based on the model introduced by Kallio et al.<sup>[46]</sup>, which involved identifying essential components, incorporating existing literature, drafting the initial version, conducting a pilot study, and refining the final tool. Pilot testing of the interview questions helped in confirming their clarity, relevance, and effectiveness in eliciting rich and insightful responses<sup>[47]</sup>. Feedback from experts was also integrated to strengthen the validity and ensure alignment with the research aims<sup>[48]</sup>. Following this evaluation, the finalized semi-structured interview guide is presented in **Table 1**.

**Table 1.** Final interview guide questions.

Objectives	Interview Questions
To explore the various forms of parental support that contribute to a love for the Filipino language among children.	<ol style="list-style-type: none"> <li>1. Can you describe specific ways in which you encourage your child to appreciate and enjoy using the Filipino language? For example, do you use storytelling, music, or cultural activities?</li> <li>2. How do you incorporate the Filipino language into your daily interactions with your child to foster their love for it? Can you share examples from your routines?</li> <li>3. What role do you think family traditions or celebrations play in nurturing your child's appreciation for the Filipino language? Can you provide examples?</li> </ol>
To examine how parental encouragement influences the consistent use of the Filipino language in both formal and informal settings.	<ol style="list-style-type: none"> <li>1. In what ways do you encourage your child to use the Filipino language at home during casual conversations? How effective do you think this is in maintaining their fluency?</li> <li>2. How do you motivate your child to use Filipino in formal settings, such as during school assignments or presentations? What challenges do you encounter?</li> <li>3. What strategies do you use to ensure your child continues to use Filipino when communicating with friends or during social activities? Can you share any specific examples?</li> </ol>

### 3.1. Data Collection

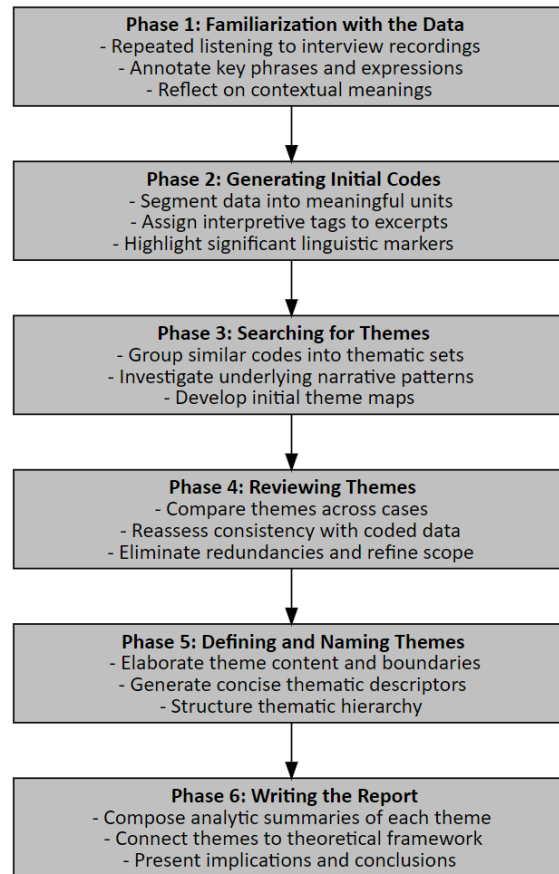
Interviews were undertaken to obtain comprehensive responses from the participants. These interviews served as the primary method for eliciting participants' narratives, providing a structured yet adaptable framework for analyzing their behaviors, perceptions, and viewpoints<sup>[41]</sup>. Semi-structured interviews, in particular, are valued for their balance between guided questioning and conversational flexibility, facilitating the natural progression of dialogue while addressing the core themes of the research<sup>[49]</sup>. The interview process was carried out systematically to ensure alignment between the objectives and the thematic content of the questions, to build relevance and depth in the responses<sup>[50,51]</sup>. To cultivate a safe and trustworthy environment, participants were encouraged to respond openly and reflectively, with the option to communicate in their native language<sup>[52]</sup>. While initial answers often yielded general observations<sup>[53]</sup>, further probing and follow-up inquiries were utilized to uncover deeper layers of meaning related to participants' values, experiences, and viewpoints<sup>[54]</sup>. To ensure data integrity and accuracy, all interviews were audio-recorded using mobile devices, thereby preserving the authenticity of participants' narratives.

### 3.2. Data Analysis

Thematic analysis was employed to examine the participants' responses systematically. As a qualitative analyt-

ical method, thematic analysis facilitates the identification, organization, and interpretation of recurring patterns within data, emphasizing both collective meanings and individual perspectives<sup>[55]</sup>. Due to its flexibility, it was particularly well-suited for this exploratory study, as it enabled the emergence of themes directly from the data without being limited by predetermined theoretical constructs<sup>[56]</sup>. Specifically, this study conducted reflexive thematic analysis that emphasizes the researcher's active involvement in the analytical process and supports reflexivity as a mechanism for acknowledging and addressing potential subjectivities<sup>[57]</sup>. Rather than perceiving the researcher's positionality as a source of bias, this approach recognizes it as an integral tool that can deepen the analytical interpretation<sup>[58,59]</sup>. The analysis followed the six-phase framework of Braun and Clarke<sup>[60]</sup> (**Figure 1**), wherein each stage was designed to have a rigorous yet flexible engagement with the data, ensuring a comprehensive and credible representation of participants' lived experiences. Lastly, the inductive approach guided the thematic analysis, reducing the influence of pre-existing assumptions, minimizing bias, and promoting a data-grounded interpretation. This method involved constructing codes and themes based on the data itself, allowing for the generation of broader conceptual understandings from specific empirical insights<sup>[35,61]</sup>.





**Figure 1.** Workflow of data analysis process.

## 4. Results

Objective 1: To explore the various forms of parental support that contribute to a love for the Filipino language among children.

Theme 1: Exposure

The responses reveal that parental support in fostering a love for the Filipino language is substantially rooted in consistent linguistic exposure within the home environment. Parents adopt intentional communicative practices, such as instituting household norms where Filipino is the primary medium of interaction, particularly during meals and informal conversations. These practices helped normalize the use of Filipino in everyday discourse and enhance the children’s comfort and fluency with the language through routine use in familiar settings.

“At home, we enforce a rule where everyone must speak in Filipino during meals or family gatherings. This helps my kids become comfortable using the language daily.”

“We make it a habit to speak Filipino at home during casual moments, like meal times or when discussing their day. Simple questions like ‘Kumusta ang araw mo?’ or instructions like ‘Pakilagay ang plato sa lababo’ ensure they use Filipino in everyday interactions.”

For example, the deliberate use of Filipino terms of endearment—such as *anak*, *bunso*, and *mahal*—demonstrates an emotional strategy that associates the language with warmth, familial intimacy, and emotional closeness. This emotional anchoring reinforces a positive disposition toward the language, positioning it not merely as a tool for communication but as a carrier of cultural and relational significance.

“We use Filipino terms of endearment like ‘anak,’ ‘bunso,’ or ‘mahal.’ It makes the language feel warm and familiar.”

Additionally, parents facilitate media-based immersion by introducing children to Filipino-language tele-

vision programs, cartoons, and educational shows. This expands the contextual range of language use, allowing children to encounter Filipino in diverse narrative and informational formats.

“Introducing my kids to age-appropriate Filipino TV shows, cartoons, or educational programs that are engaging and fun.”

“Watching programs like *SineSkwela* or *Batibot* also helps them grasp formal expressions.”

“We watch Filipino TV shows, movies, or YouTube channels together. It helps the kids hear conversational Filipino in a fun context.”

Lastly, some also used literary works to expose their children to the creative use of the Filipino language. The integration of literary materials, both classical and contemporary, into children’s reading experiences indicates a deeper pedagogical intent to elevate their linguistic competence and cultural literacy. The introduction of canonical texts, such as *Noli Me Tangere* and *Florante at Laura*, not only enhances their language skills but also fosters a sense of national identity and appreciation for the historical and artistic dimensions of the Filipino language.

“We motivate them by providing resources like Filipino storybooks, newspapers, or videos of speeches in Filipino.”

“To enrich their exposure, we also introduce classic and contemporary works of Filipino literature, such as *Noli Me Tangere* and *Florante at Laura*.”

## Theme 2: Traditions and Customs

The responses described how parental reinforcement of traditions and cultural customs serves as a critical mechanism for cultivating children’s appreciation and affection for the Filipino language. Through active participation in culturally significant events, such as *Pista ng Bayan*, *Simbang Gabi*, and *Pasko*, parents embed the language within rich cultural narratives and communal practices. These events frequently involve collective rituals, religious expressions, and celebratory dialogues, all of which are predominantly conveyed in Filipino, thereby reinforcing the contextual relevance and emotional resonance of the language.

“We make it a point to celebrate traditional events like *Pista ng Bayan* (town fiestas) and *Simbang Gabi* with our kids. These occasions often involve prayers, songs, and conversations in Filipino.”

For example, culinary traditions emerge as a pedagogical and affective medium through which language learning is organically integrated. The use of Filipino vocabulary while preparing traditional delicacies—such as *bibingka* and *puto bumbong*—and while referring to cooking actions and utensils (*paghalo*, *pagbabalot*, *pagtutong*) transforms everyday household tasks into linguistic learning opportunities. This approach links language acquisition to moments of familial intimacy, sensory engagement, and shared joy, enhancing memory retention and deepening positive associations with the language.

“We also introduce them to traditions surrounding the celebrations, like preparing *kakanin* (rice cakes) such as *bibingka* and *puto bumbong*.”

“While cooking, we use Filipino terms for the tools and processes, like *paghalo*, *pagbabalot*, or *pagtutong*. It becomes a fun learning experience, tying the language to moments of family togetherness and joy.”

In addition, engagement in creative and symbolic cultural activities, such as crafting *parol* and decorating for the holidays, also provides a tactile and imaginative context for language exposure. The intentional use of Filipino terminologies for materials (e.g., *papel de hapon*, *stick ng kawayan*) extends children’s vocabulary while reinforcing linguistic relevance through hands-on experience.

“We also make it a point to involve our children in activities like preparing *parol* (Christmas lanterns) and decorating them while discussing the significance of these symbols in Filipino culture.”

“We use Filipino terms for materials, such as *papel de hapon* (Japanese paper) and *stick ng kawayan* (bamboo sticks), helping them learn new vocabulary while engaging in a creative activity.”

Through these practices, parents not only model

the language use in socially meaningful contexts but also engage in meta-linguistic instruction by explaining key phrases and their cultural implications. This deliberate strategy ensured that children develop both linguistic competence and cultural consciousness.

“When we celebrate Pasko (Christmas), we teach our children about traditions like pagmamano and singing Filipino Christmas carols like *Ang Pasko ay Sumapit*. We intentionally use Filipino phrases like ‘*Maligayang Pasko*’ (Merry Christmas) and explain their meanings to keep the language alive.”

#### Theme 3: Positive Reinforcements

Positive reinforcement functioned as an essential strategy in building children’s affective connection to the Filipino language. Parents consciously employed affirmations and praise as motivational tools whenever their children attempted to use Filipino, regardless of fluency or grammatical precision.

“I make sure to praise my kids or family members every time they use Filipino, no matter how small the effort.”

Rather than discouraging errors, parents redirected responses in a supportive manner, modeling proper usage subtly, without resorting to direct criticism. This technique preserved the child’s willingness to engage with the language and minimized the fear of making mistakes, which can often inhibit language acquisition.

“Whenever they try to speak in Filipino, we praise their effort, even if they make mistakes. For instance, if they say ‘*Ma, gusto ko ng tubig*,’ we’ll gently add, ‘*Oo, pakiabot ko rin ng baso, anak*.’ This way, they feel encouraged and learn the correct way to express themselves without fear of being judged.”

Essentially, positive reinforcement served as an effective scaffolding mechanism that might enhance comfort and motivation in using the Filipino language. It encouraged repeated practice, increased self-assurance, and fostered a supportive communicative climate, all of which contributed significantly to the development of a genuine fondness for the language.

“Whenever someone tries speaking Filipino, I focus on what they did right instead of correcting mistakes. This positive reinforcement helps them feel more comfortable using the language without fear of judgment.”

Objective 2: To examine how parental encouragement influences the consistent use of the Filipino language in both formal and informal settings.

#### Theme 1: Boosts Confidence

Parental encouragement significantly contributed to cultivating children’s linguistic confidence by affirming their efforts in both formal and informal contexts. Even minimal attempts to communicate in Filipino, such as using individual words or brief expressions, were acknowledged and praised, reinforcing the children’s willingness to continue engaging with the language. This affirmation functioned as a psychological motivator, creating a safe environment where children felt supported in their language development without fear of criticism.

“Even if it’s just a word or a short sentence, it boosts their confidence and encourages them to continue practicing.”

“To boost their confidence, we model the use of Filipino by sharing our own experiences. For instance, we tell them how we used Filipino during school presentations, debates, or other formal settings. As we show them that we value the language, we also encourage them to do the same.”

In casual environments, such as family gatherings, children were entrusted with opportunities to take on communicative roles, such as storytelling or expressing personal reflections in Filipino. These moments of affirmation from family members, through verbal praise and active listening, build a sense of pride and belonging tied to the use of the language.

“We let them take the lead during family gatherings by asking them to share stories or thoughts in Filipino. When they do, we cheer them on so they feel proud of expressing themselves in the language.”

In preparation for school-related performances,



parents actively supported their children by assisting with Filipino scripts and offering constructive feedback. This preparatory engagement not only improved fluency but also instilled a sense of competence and readiness to use the language in structured settings.

“Whenever they participate in school activities like declamation or storytelling, we help them prepare by practicing Filipino scripts. We tell them how fluent and articulate they sound, which makes them more eager to use the language.”

Lastly, when linguistic errors occurred, parents deliberately avoided corrective strategies that might induce embarrassment. Instead, they emphasized the progress made, which reinforces a positive feedback loop that sustained the children’s confidence and encouraged continued use of Filipino in various domains.

“When they make small mistakes, we avoid pointing them out harshly. Instead, we highlight the effort and tell them they’re improving. This really helps them feel confident speaking Filipino in front of others.”

#### Theme 2: Encourage Repetition

Parental encouragement through structured repetition proved to be a vital mechanism for reinforcing the consistent use of the Filipino language. Parents facilitated the internalization of vocabulary, sentence structures, and proper grammatical usage.

For instance, when children initiated communication in Filipino, parents would restate the phrase and encourage the child to repeat it. This strategy not only clarified meaning but also strengthened linguistic recall in a supportive and interactive manner.

“We also encourage repetition to help them remember the correct usage. If they ask for ‘tinapay na may peanut butter,’ we might respond, ‘Oo, ito ang tinapay na may peanut butter. Paki-ulit nga, anak, paano mo sasabihin ito sa Filipino?’ Repeating it reinforces their learning while keeping it fun.”

Repetition was further reinforced through engaging and child-friendly activities such as language games, which transformed learning into a recreational experience

rather than a didactic exercise. These games required children to repeat Filipino words or phrases in a playful context, which significantly contributed to long-term memory retention while maintaining a relaxed and enjoyable environment.

“At home, we often play language games where they need to repeat Filipino words or phrases after hearing them. This helps the language stick and makes the activity feel like play rather than a lesson.”

Likewise, musical elements—such as songs and rhymes in the Filipino language—were incorporated into routine interactions. These auditory forms of repetition facilitated phonological awareness and vocabulary building in a non-intrusive manner. Regular sing-alongs with repetitive lyrics helped children grasp pronunciation nuances and embed new terms into their active vocabulary.

“We use songs or rhymes in Filipino and have them sing along regularly. The repetition through music helps with pronunciation and vocabulary without making it feel like formal studying.”

During conversations where children resorted to using English words, parents employed a gentle corrective approach by supplying the Filipino equivalent and encouraging the child to repeat it. Over time, this method fostered a habit of relying on Filipino expressions without requiring constant reminders. The emphasis on repetition, along with positive reinforcement and context-sensitive correction, was essential in establishing consistent language usage across both informal and formal contexts.

“During conversations, if they use an English word, we gently provide the Filipino equivalent and ask them to repeat it. Over time, they naturally start using the Filipino terms first without needing reminders.”

## 5. Discussion

This study examined how parental support can contribute to fostering interest and affection for the Filipino language. The findings highlight the essential contributions of parents in nurturing a love for and consistent use of the

Filipino language among their children. Given the preference of younger generations for the use of the English language, especially in educational, digital, and social media contexts <sup>[62,63]</sup>, intentional parental involvement has served as an effective force in re-establishing the relevance of Filipino in everyday life.

Parents act as primary figures in preserving linguistic and cultural identity within the family <sup>[64]</sup>. Through deliberate strategies, they create an environment where the Filipino language naturally flourishes through daily interactions, cultural traditions, and informal conversations. These efforts bridge the gap between formal language learning and real-life application, enabling children to regard it not merely as an academic subject but as an integral part of their heritage and identity <sup>[65]</sup>.

Encouraging the use of Filipino can foster better understanding and unity among native multilingual speakers <sup>[65,66]</sup>. For example, activities such as establishing “Filipino-only” days or incorporating Filipino into regular routines illustrate how consistent exposure helps develop fluency and comfort with the language. One parent believed that showing support to children “...boosts their confidence and encourages them to continue practicing.” This aligns with socio-linguistic principles <sup>[67]</sup> that emphasize the importance of affective support in sustaining language retention and performance.

The focus on meaningful contexts, such as integrating Filipino into family traditions, storytelling, and media activities, demonstrates how parents combine language learning with enjoyable, relatable experiences <sup>[68]</sup>. For example, some parents engaged their children in their traditions and customs, such as preparing native delicacies, participating in cultural festivals, or creating symbolic crafts like parol, while simultaneously using Filipino terms and narratives. These culturally immersive practices allowed children to associate the language with moments of celebration, belonging, and pride in their heritage. These practices not only improve language proficiency but also instill a sense of pride in children about their cultural heritage.

Furthermore, parental encouragement becomes more effective when applied with emotional support and creative approaches <sup>[69]</sup>. Using positive reinforcement, reward systems, and Filipino terms of endearment helps create a supportive environment where the language is linked to feelings of care and encouragement. Teaching Filipino,

as a culturally rich language, requires a well-thought-out understanding of effective language acquisition methods <sup>[70]</sup>. For instance, recognizing and praising even small efforts to use the Filipino language builds confidence in children. Similarly, even in second language settings, learners demonstrated a strong preference for positive and constructive feedback on their linguistic errors <sup>[71]</sup>. Rather than punitive correction or overt criticism, affirming responses that acknowledge effort while gently guiding toward more accurate usage were more effective in building confidence and sustained engagement.

More importantly, the findings of this study have important implications for teaching the Filipino language, particularly in contexts where language preference is increasingly shifting toward English. Language instruction should extend beyond the formal classroom environment to include family-based, culturally rich experiences that foster meaningful engagement <sup>[7,72]</sup>.

Language teachers can collaborate with families to encourage the integration of Filipino in daily routines, celebrations, and informal conversations, which can help bridge academic learning with lived cultural practices. Such partnerships may promote not only linguistic competence but also positive attitudes toward the language, which are critical for sustained motivation and use <sup>[73]</sup>.

Positive reinforcement and emotionally supportive feedback—practices already adopted by parents at home—should also be emphasized in educational settings. These strategies help reduce learners’ anxiety and fear of making mistakes, thus facilitating more confident and frequent use of Filipino. Language programs that incorporate culturally relevant materials, storytelling, and creative activities that reflect learners’ identities can create a more inclusive and encouraging environment <sup>[74,75]</sup>. This, in turn, may increase learners’ resilience and commitment to maintaining Filipino language proficiency across both formal and informal contexts.

Parental support functions as a vital safeguard against linguistic erosion, ensuring that Filipino remains a living language within the home and community. The preservation of linguistic heritage is often linked to the reinforcement of cultural identity, which in turn strengthens social cohesion and intergenerational continuity <sup>[76]</sup>. Language revitalization efforts must therefore recognize the family as a primary site of language transmission and encourage

strategies that empower parents to be proactive language advocates.

## 6. Conclusion

This paper explores the experiences of Filipino parents in instilling a love and interest in the Filipino language among their children. Findings indicated that, with intentional and consistent efforts, parents created nurturing environments where Filipino was not only spoken but also celebrated as an integral part of cultural identity and family heritage. Integrating Filipino into everyday interactions, traditions, and enjoyable activities enabled their children to perceive the language as relevant and meaningful beyond the classroom, which helped in strengthening their intrinsic motivation to learn and use it consistently. Parental encouragement, manifested through positive reinforcement and emotionally supportive feedback, was instrumental in building children's confidence and willingness to communicate in Filipino. These practices mitigated anxiety related to language use and cultivated a sense of pride and belonging tied to their linguistic and cultural roots.

This study had several limitations that should be addressed in future research. First, the sample size was relatively small and may not represent the full diversity of Filipino families across different regions, socioeconomic backgrounds, and linguistic environments. This limits the generalizability of the findings, as parental support and language use practices can vary significantly depending on these factors. Second, the study primarily used qualitative methods, which provided rich, detailed insights but also introduced subjectivity and potential biases in data interpretation. Incorporating mixed-method approaches, including quantitative measures of language proficiency and frequency of use, could strengthen the validity and reliability of the findings. Also, longitudinal studies could better capture the long-term effects of parental support on children's language development and attitudes. Finally, the study's focus on family contexts and parental roles means that other influential factors, such as peer interactions, school environment, and media exposure, were not fully explored. Future research should investigate how these broader social contexts interact with parental support to influence language retention and loss, providing a more holistic perspective on the challenges and opportunities in preserving the Filipino

## Author Contributions

All authors contributed equally to the conception, design, data collection, analysis, and writing of this study. All authors have read and agreed to the published version of the manuscript.

## Funding

This research received no external funding.

## Institutional Review Board Statement

Ethical review and approval were waived for this study due to external assessment and evaluation by the journal's editorial boards.

## Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

## Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

## Conflicts of Interest

The authors declare no conflict of interest.

## References

- [1] Munteanu, O., 2024. Evolution of Tagalog: The story of a national language. Available from: <https://www.polilingua.com/blog/post/tagalog-language-origin-evolution-philippine-language.htm> (cited 3 July 2025).
- [2] Al Murshidi, G., Daoud, S., Al Derei, R., et al., 2023. Parental involvement in English as foreign language learners' education: challenges and solutions in a post-pandemic era. *International Journal of Educational Research Open*. 5, 100297. DOI: <http://doi.org/10.1016/j.ijedro.2023.100297>

- [3] Gao, X., 2012. Parental strategies in supporting Chinese children's learning of English vocabulary. *Research Papers in Education*. 27(5), 581–595. DOI: <http://doi.org/10.1080/02671522.2011.602102>
- [4] Chavez, J.V., Adalia, H.G., Alberto, J.P., 2023. Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*. 5(2), 1541. DOI: <http://doi.org/10.59400/fls.v5i2.1541>
- [5] Yusuf, Y.Q., Aziz, Z.A., Menalisa, et al., 2022. The dynamics of language attitudes of young parents towards the preservation of the mother tongue. *Language, Discourse & Society*. 10, 26–42.
- [6] Jordan, J., 2017. Creating literacy-based programs for children: lesson plans and printable resources for K–5. *Reference & User Services Quarterly*. 57(2), 146–146.
- [7] Chavez, J.V., 2022. Narratives of bilingual parents on the real-life use of English language: materials for English language teaching curriculum. *Arab World English Journal*. 13(3), 325–338. DOI: <https://doi.org/10.24093/awej/vol13no3.21>
- [8] MacSwan, J., Thompson, M.S., Rolstad, K., et al., 2017. Three theories of the effects of language education programs: an empirical evaluation of bilingual and English-only policies. *Annual Review of Applied Linguistics*. 37, 218–240. DOI: <https://doi.org/10.1017/S0267190517000137>
- [9] Montemayor, M.T., 2018. Filipino: A dynamic, evolving language. Philippine News Agency. Available from: <https://www.pna.gov.ph/articles/104638213> (cited 3 July 2025).
- [10] Blasco, R.N.B., Elizalde, K.C., 2024. Analyzing the English language hierarchy: How globalization affects language inequality in the Philippines [Doctoral Dissertation]. Reykjavík, Iceland: University of Iceland. pp. 1–50.
- [11] Fuentes, N.A., Limpot, M.Y., 2022. Teaching styles and language anxiety: the mediating effect of language learning beliefs. *EPRA International Journal of Multidisciplinary Research*. 8(2), 248–253. DOI: <https://doi.org/10.36713/epra9607>
- [12] Bajenting, L.A.G., 2024. Fostering oral communication skills in Filipino language: teachers' pedagogical initiatives. *International Journal of Progressive Research in Engineering Management and Science*. 4(6), 1034–1047.
- [13] Boo, Z., Dörnyei, Z., Ryan, S., 2015. L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System*. 55, 145–157. DOI: <https://doi.org/10.1016/j.system.2015.09.001>
- [14] Magno, J.M., Indal, R.S., Chavez, J.V., et al., 2024. Alternative teaching strategies in learning Filipino language among dominant English speakers. *Forum for Linguistic Studies*. 6(4), 404–419. DOI: <https://doi.org/10.30564/fls.v6i4.6742>
- [15] Sapungan, G.M., Sapungan, R.M., 2014. Parental involvement in child's education: importance, barriers and benefits. *Asian Journal of Management Sciences & Education*. 3(2), 42–48.
- [16] Bartolome, M.T., Mamat, N., Masnan, A.H., 2017. Parental involvement in the Philippines: a review of literatures. *International Journal of Early Childhood Education and Care*. 6, 41–50. DOI: <https://doi.org/10.37134/saecj.vol6.5.2017>
- [17] Borup, J., West, R.E., Graham, C.R., et al., 2014. The adolescent community of engagement framework: a lens for research on K–12 online learning. *Journal of Technology and Teacher Education*. 22(1), 107–129.
- [18] Murro, R.A., Lobo, J.G., Inso, A.R.C., et al., 2023. Difficulties of parents with low educational attainment in assisting their children in modular distance learning during pandemic. *Environment and Social Psychology*. 9(1), 1957. DOI: <https://doi.org/10.54517/esp.v9i1.1957>
- [19] Beller, S., 2008. Fostering language acquisition in daycare settings: what does the research tell us? *Working Papers in Early Childhood Development*, No. 49. Bernard van Leer Foundation: The Hague, The Netherlands.
- [20] Sun, D., Chen, Z., Zhu, S., 2023. What affects second language vocabulary learning? Evidence from multivariate analysis. *Frontiers in Education*. 8, 1210640. DOI: <https://doi.org/10.3389/educ.2023.1210640>
- [21] Roberts, M.Y., Curtis, P.R., Sone, B.J., et al., 2019. Association of parent training with child language development: a systematic review and meta-analysis. *JAMA Pediatrics*. 173(7), 671–680. DOI: <https://doi.org/10.1001/jamapediatrics.2019.1197>
- [22] Yunaldi, Y., 2021. Character education based on language stylistics (semantic analysis of educational verses). *Forum Paedagogik*. 12(1), 145–159. DOI: <https://doi.org/10.24952/paedagogik.v13i1.3519>
- [23] Garil, B.A., Entong, M.B.M., Muarip, V.C., et al., 2024. Language delivery styles in academic trainings: analysis of speaker's emotional connection to audience for lasting learning. *Forum for Linguistic Studies*. 6(3), 326–342. DOI: <https://doi.org/10.30564/fls.v6i3.6533>
- [24] Comerros, N.A., Cuilan, J.T., Chavez, J.V., 2024. Parental discretionary influence on their children's manner of learning English language. *Forum for Linguistic Studies*. 6(4), 284–299. DOI: <https://doi.org/10.30564/fls.v6i4.6742>

- org/10.30564/fls.v6i4.6656
- [25] Nishanthi, R., 2020. Understanding of the importance of mother tongue learning. *International Journal of Trend in Scientific Research and Development*. 5(1), 77–80.
- [26] Rivero, M., Vilaseca, R., Cantero, M.J., et al., 2023. Relations between positive parenting behavior during play and child language development at early ages. *Children*. 10(3), 505. DOI: <https://doi.org/10.3390/children10030505>
- [27] Adalia, H.G., Chavez, J.V., Hayudini, M.A.A., et al., 2025. Relevance of grammar among Gen Z college students using social learning perspectives. *Forum for Linguistic Studies*. 7(3), 432–450. DOI: <https://doi.org/10.30564/fls.v7i3.8401>
- [28] Chavez, J.V., Del Prado, R.T., 2023. Discourse analysis on online gender-based humor: markers of normalization, tolerance, and lens of inequality. *Forum for Linguistic Studies*. 5(1), 55–71. DOI: <https://doi.org/10.18063/fls.v5i1.1530>
- [29] Feroz, A.S., Ali, N.A., Ali, N.A., et al., 2020. Impact of the COVID-19 pandemic on mental health and well-being of communities: an exploratory qualitative study protocol. *BMJ Open*. 10(12), e041641. DOI: <https://doi.org/10.1136/bmjopen-2020-041641>
- [30] Gupta, A.S., Mukherjee, J., 2022. Long-term changes in consumers' shopping behavior post-pandemic: an exploratory study. *International Journal of Retail & Distribution Management*. 50(12), 1518–1534. DOI: <https://doi.org/10.1108/IJRDM-03-2022-0128>
- [31] Nattrass, N., 2020. In defence of exploratory research: a reply to critics. *South African Journal of Science*. 116(SPE), 1–36. DOI: <https://doi.org/10.17159/sajs.2020/7640>
- [32] Harrison, R.L., Reilly, T.M., Creswell, J.W., 2020. Methodological rigor in mixed methods: an application in management studies. *Journal of Mixed Methods Research*. 14(4), 473–495. DOI: <https://doi.org/10.1177/1558689820914806>
- [33] Leon, A.J.T.D., Jumalon, R.L., Chavez, J.V., et al., 2024. Analysis on the implementation of inclusive classroom: Perception on compliances and obstructions of selected public-school teachers. *Environment and Social Psychology*. 9(9), 2537. DOI: <https://doi.org/10.59429/esp.v9i9.2537>
- [34] Galdonez, D., 2023. Filipino language anxiety among science high school students. *International Research Journal of Science, Technology, Education, and Management*. 3(4), 92–103.
- [35] Inoferio, H.V., Espartero, M., Asiri, M., et al., 2024. Coping with math anxiety and lack of confidence through AI-assisted learning. *Environment and Social Psychology*. 9(5), 2228. DOI: <https://doi.org/10.54517/esp.v9i5.2228>
- [36] Wutich, A., Beresford, M., Bernard, H.R., 2024. Sample sizes for 10 types of qualitative data analysis: an integrative review, empirical guidance, and next steps. *International Journal of Qualitative Methods*. 23, 16094069241296206. DOI: <https://doi.org/10.1177/16094069241296206>
- [37] Hunter, D., McCallum, J., Howes, D., 2019. Defining exploratory-descriptive qualitative (EDQ) research and considering its application to healthcare. *Journal of Nursing and Health Care*. 4(1), 1–8.
- [38] Campbell, S., Greenwood, M., Prior, S., et al., 2020. Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*. 25(8), 652–661. DOI: <https://doi.org/10.1177/1744987120927206>
- [39] Hassan, M., 2022. Purposive sampling—Methods, types and examples. Available from: <https://researchmethod.net/sampling-methods/> (cited 1 December 2024).
- [40] Barratt, M.J., Ferris, J.A., Lenton, S., 2015. Hidden populations, online purposive sampling, and external validity: taking off the blindfold. *Field Methods*. 27(1), 3–21.
- [41] Mwita, M.K., 2022. Factors to consider when using qualitative interviews in data collection. *Social Sciences, Humanities and Education Journal (SHE Journal)*. 3(3), 313–323. DOI: <https://doi.org/10.53797/shej.v3i3.41.2022>
- [42] Alshenqeeti, H., 2014. Interviewing as a data collection method: a critical review. *English Linguistics Research*. 3(1), 39–45. DOI: <https://doi.org/10.5430/elr.v3n1p39>
- [43] Ruslin, R., Mashuri, S., Rasak, M.S.A., et al., 2022. Semi-structured interview: a methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education*. 12(1), 22–29. DOI: <https://doi.org/10.9790/7388-1201022229>
- [44] Duhaylungsod, A.V., Chavez, J.V., 2023. ChatGPT and other AI users: innovative and creative utilitarian value and mindset shift. *Journal of Namibian Studies*. 33, 4367–4378. DOI: <https://doi.org/10.59670/jns.v33i.3601>
- [45] Monday, T.U., 2020. Impacts of interview as research instrument of data collection in social sciences. *Journal of Digital Art & Humanities*. 1(1), 15–24.
- [46] Kallio, H., Pietilä, A.M., Johnson, M., et al., 2016. Systematic methodological review: developing a framework for a qualitative semi-structured interview



- guide. *Journal of Advanced Nursing*. 72(12), 2954–2965. DOI: <https://doi.org/10.1111/jan.13031>
- [47] Dikko, M., 2016. Establishing construct validity and reliability: pilot testing of a qualitative interview for research in Takaful (Islamic insurance). *The Qualitative Report*. 21(3), 521–528. DOI: <https://doi.org/10.46743/2160-3715/2016.2243>
- [48] Brod, M., Tesler, L.E., Christensen, T.L., 2009. Qualitative research and content validity: developing best practices based on science and experience. *Quality of Life Research*. 18, 1263–1278. DOI: <https://doi.org/10.1007/s11136-009-9540-9>
- [49] Hopf, C., 2004. Qualitative interviews: an overview. *A Companion to Qualitative Research*. 203(8), 100093.
- [50] Chavez, J.V., Ceneciro, C.C., 2023. Discourse analysis on same-sex relationship through the lens of religious and social belief systems. *Environment and Social Psychology*. 9(1), 2801. DOI: <https://doi.org/10.54517/esp.v9i1.2801>
- [51] Taherdoost, H., 2021. Data collection methods and tools for research; a step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in Management*. 10(1), 10–38. DOI: <https://doi.org/10.2139/ssrn.3641471>
- [52] Chavez, J.V., Vicente, M.B., 2025. Halal compliance behaviors of food and accommodation businesses in the Zamboanga Peninsula, Philippines. *Multi-disciplinary Science Journal*. 7(5), 1251. DOI: <https://doi.org/10.55927/msj.v7i5.1251>
- [53] Ceneciro, C.C., Estoque, M.R., Chavez, J.V., 2023. Analysis of debate skills to the learners' confidence and anxiety in the use of the English language in academic engagements. *Journal of Namibian Studies: History Politics Culture*. 33, 4544–4569. DOI: <https://doi.org/10.59670/jns.v33i.3613>
- [54] Creswell, J.W., Creswell, J.D., 2017. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. Sage: Thousand Oaks, CA, USA. pp. 1–275.
- [55] Joffe, H., 2011. Thematic Analysis. In: Harper, D., Thompson, A.R. (eds.). *Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners*, 1st ed. Wiley-Blackwell: Chichester, UK. pp. 209–223.
- [56] Liu, W., 2024. The cognitive basis of thematic analysis. *International Journal of Research & Method in Education*. 47(3), 277–287. DOI: <https://doi.org/10.1080/1743727X.2024.2311985>
- [57] Terry, G., Hayfield, N., 2020. Reflexive thematic analysis. In: Atkinson, P., Delamont, S., Hardy, M.A., et al. (eds.). *Handbook of Qualitative Research in Education*, 1st ed. Edward Elgar Publishing: Cheltenham, UK. pp. 430–441.
- [58] Braun, V., Clarke, V., 2021. Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*. 21(1), 37–47. DOI: <https://doi.org/10.1002/capr.12360>
- [59] Braun, V., Clarke, V., 2024. A critical review of the reporting of reflexive thematic analysis in Health Promotion International. *Health Promotion International*. 39(3), daae049. DOI: <https://doi.org/10.1093/heapro/daae049>
- [60] Braun, V., Clarke, V., 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3(2), 77–101. DOI: <https://doi.org/10.1191/1478088706qp0630a>
- [61] Galanis, P., 2018. Data analysis in qualitative research: thematic analysis. *Archives of Hellenic Medicine*. 35(3), 416–421.
- [62] Ronquillo, K.C., Ngag, J.B.J.U., 2024. Overcoming linguistic hurdles: investigating challenges encountered by Maguindanaon students in achieving proficiency in speaking English. *Ignatian International Journal for Multidisciplinary Research*. 2(7), 1069–1081.
- [63] Soliman, C., Gorospe, J.D., 2024. Learner autonomy, language learning strategies and English language proficiency of Filipino senior high school students. *International Journal of Language and Literary Studies*. 6(2), 330–359.
- [64] Nupus, H., Riandi, R., 2021. Parent's language policies and language attitudes in the family. *Journal of English Education Studies*. 4(1), 41–54.
- [65] Vallance, A.L., 2015. The importance of maintaining a heritage language while acquiring the host language [Honors College Theses]. Detroit, MI, USA: Wayne State University. pp. 1–34.
- [66] Gorgonio, J.P.R., SocStud, M., 2012. Use of Filipino and English in social studies learning. ResearchGate. Available from: <https://www.researchgate.net/publication/317231828> (cited 3 July 2025).
- [67] Tubao, L.C., Orowan, N.N., Winnie, P.S., et al., 2023. Exploring language-based acquisition approaches in teaching Filipino: a literature review. *Cognizance Journal of Multidisciplinary Studies*. 3(11), 350–356.
- [68] Trujillo, Y.A., Castañeda-Trujillo, J.E., 2024. Fostering mother language and cultural preservation: perspectives of three Latina immigrant mothers in the United States. *Journal of Latinos and Education*. 1–15. DOI: <https://doi.org/10.1080/15348431.2024.2334622>

- [69] Lamorinas, D.D., Bulado, A.J.B., Lutian, M.J.M., 2024. Preserving initiatives for the Filipino language: analysis of language protection through personal efforts among Filipino students. *Development*. 13(11), 14. DOI: <https://doi.org/10.47760/cognizance.2023.v03i11.028>
- [70] Farida, L., Mustofa, M., Romadhon, M.G.E., 2024. Can I speak English in my home? The role of parents' support in students' English learning motivation: a narrative study. *Ethical Lingua: Journal of Language Teaching and Literature*. 11(2).
- [71] Salpocial, L.M.L., Palma, R.C., 2023. Effective teaching of teachers, self-regulation, and study habits among students: structural equation model on learning of Filipino. *Asian Journal of Education and Social Studies*. 39(3), 1–14. DOI: <https://doi.org/10.9734/ajess/2023/v39i3845>
- [72] Shahid, A., Kashif, F., Ijaz, K., 2023. Teacher's implementation of error-correction strategies in L2 classroom. *Pakistan Journal of Language Analysis and Wisdom*. 2(2), 83. DOI: <https://doi.org/10.1234/pjlaw.v2i02.83>
- [73] Wahyuningsih, S., Mua'dib, M.G., 2023. The role of parents in enhancing children's English skills: evidence from Indonesia. *Lectura: Jurnal Pendidikan*. 14(2), 187–197.
- [74] Efrizah, D., Sari, I., Putri, V.O., 2024. The role of parents in increasing children's English vocabulary in Kelambir V Kebun. *JL3T (Journal of Linguistics, Literature and Language Teaching)*. 10(1), 96–108.
- [75] Gumartifa, A., Sofendi, S., Mirizon, S., 2025. Enhancing English literacy through ethnopedagogy: a focus on cultural relevance in teaching practices. *Journal of Languages and Language Teaching*. 13(1), 294–305.
- [76] Tariq, M.U., 2025. Bridging Cultures and Languages: Innovative Literacy Strategies for Inclusive and Engaged Classrooms. In: Chua, B.H., Singh, N. (eds.). *Supporting Cultural Differences Through Literacy Education*, 1st ed. IGI Global Scientific Publishing: Hershey, PA, USA. pp. 257–282. DOI: <https://doi.org/10.4018/978-1-6684-1234-5.ch012>
- [77] Urbaite, G., 2024. The impact of globalization on cultural identity: Preservation or erosion?. *Global Spectrum of Research and Humanities*. 1(2), 3–13.