

TEACHING AND PRESERVING THE FILIPINO LANGUAGE

by:
Marlene Galigao

Learning and preserving the Filipino language is crucial in promoting our national identity and cultural heritage. As such, we must prioritize the teaching of Filipino in schools and universities to ensure that future generations of Filipinos will continue to use and appreciate the language. Moreover, teaching the Filipino language can also serve as a way to bridge the gap between different regions in our country, as it provides a common language that can be used to communicate and understand each other (Fernando, 2021). In addition, learning Filipino can also benefit individuals in terms of career opportunities and personal development, as it opens up access to a wider range of literature, media, and other forms of cultural expression in the Philippines. It is also worth noting that the Filipino language is one of the fastest-growing languages in the world, and the ability to speak it can be a valuable asset in various international fields such as business, diplomacy, and tourism.

To effectively teach the Filipino language, we need to adopt a holistic approach that goes beyond just memorizing vocabulary and grammar rules (Krajka, 2019). Instead, we should strive to make the learning experience engaging and relevant to students' lives. This can be achieved by incorporating various forms of media such as music, films, and literature into the curriculum (McMahon et al., 2015). We can also encourage the use of Filipino in everyday conversations and provide opportunities for students to practice their speaking, listening, reading, and writing skills through interactive activities (Khan et al., 2020).

Furthermore, we need to recognize that there are different dialects and variations of the Filipino language spoken throughout the country, and we should embrace this diversity in our teaching approach. We should encourage students to appreciate the unique qualities and nuances of each dialect while also emphasizing the importance of a standard Filipino language that can be understood by all. Overall, teaching and preserving the Filipino language is a vital aspect of promoting our national identity (Vasiljević et al., 2021; Kunduz, 2022), and cultural heritage, and ensuring the continued unity and development of our country.

Investing in the teaching of the Filipino language is a crucial step towards building a stronger and more unified nation that values its diverse cultural heritage and promotes inclusivity and understanding among its citizens. Let us continue to prioritize the teaching and preservation of the Filipino language for future generations to come. By doing so, we can help ensure that the language remains a vibrant and integral part of our national identity and contributes to the social, economic, and political progress of our country.

The Official Website of DepED Division of Bataan

Together, we can work towards a future where the Filipino language is celebrated and appreciated both within our borders and across the world.

References:

- Ferrando, I. N. I.. (2021, January 1). Metaphorical Concepts and Their Cognitive Functions in Medical Discourse: Research Papers vs. Press Articles. *Esp Today*, 9(1), 150-174. <https://doi.org/10.18485/esptoday.2021.9.1.8>
- Krajka, J.. (2019, January 1). Teacher language awareness and world Englishes – where (corpus) linguistics, digital literacy and teacher training meet. *Crossroads a Journal of English Studies*, 28-51. <https://doi.org/10.15290/cr.2019.25.2.02>
- McMahon, M., Elaine et al. (2015, December 15). Reading Books and Watching Films as a Protective Factor against Suicidal Ideation. *International Journal of Environmental Research and Public Health*, 12(12), 15937-15942. <https://doi.org/10.3390/ijerph121215032>
- Khan, M. U., Khan, S. U., & Khan, I. U.. (2020, March 30). Perceptions of Teachers Regarding Online In-Service Training in their Professional Development in Khyber

Pakhtunkhwa, Pakistan. *Global Educational Studies Review*, V(I), 52-63.

[https://doi.org/10.31703/gesr.2020\(v-i\).06](https://doi.org/10.31703/gesr.2020(v-i).06)

Vasiljević, D., Adžić, B., & Semiz, M.. (2021, January 1). National identity in the textbooks of English as a foreign language. *Zbornik Radova Filozofskog Fakulteta U Pristini*, 51(3), 35-53. <https://doi.org/10.5937/zrffp51-32180>

Kunduz, A. C.. (2022, October 6). Heritage Language Acquisition and Maintenance of Turkish in The United States: Challenges to Teaching Turkish as a Heritage Language. *Journal of Linguistics - Dilbilim Dergisi*, 0(38), 41-60.

<https://doi.org/10.26650/jol.2022.1129254>