

## THE USE OF LOCAL FOLKTALES AND MYTHS IN TEACHING MOTHER-TONGUE LANGUAGE

*by:*  
**Marlene Galigao**

The Philippines is a country rich in cultural heritage and tradition, evident in its diverse and colorful collection of folktales and myths. These stories are not only entertaining but also serve as valuable resources for teaching mother-tongue languages, which play a significant role in preserving the country's linguistic and cultural identity (Kunduz, 2022).

The use of local folktales and myths in teaching mother-tongue languages has been gaining popularity in recent years, thanks to the efforts of educators and advocates who recognize the importance of preserving and promoting the country's cultural heritage. By incorporating these stories into language lessons, students can learn not just the language but also the values and beliefs of their community (Biró, 2015).

One advantage of using folktales and myths is that they are easily accessible and relatable to students. These stories are part of the student's cultural identity, and they can connect with them on a personal level. Moreover, these stories are usually passed down orally, so teaching them in school helps to preserve them for future generations (Tariq et al., 2020).

Another benefit of using folktales and myths is that they provide a rich source of vocabulary and grammar structures (Mart, 2018). These stories are often written in poetic or metaphorical language, which can challenge students to think creatively and expand their vocabulary. Additionally, the use of dialogue in these stories can help students practice their conversational skills and improve their pronunciation.

Teaching language through folktales and myths also allows for a more engaging and interactive learning experience. Rather than just memorizing vocabulary lists and grammar rules, students can actively participate in the storytelling process. Teachers can encourage students to retell the story in their own words or create their versions, which promotes critical thinking and creativity (Yulianawati & Larasaty, 2019).

Moreover, these stories can teach valuable life lessons and values that are deeply rooted in Filipino culture. For instance, the legend of the "Mariang Makiling" teaches students the importance of preserving nature and the environment, while the "Alamat ng Pinya" teaches them the value of hard work and patience. The story of "Juan Tamad" imparts the value of hard work and responsibility. The story of "Bernardo Carpio" imparts the value of courage and perseverance in overcoming challenges. Furthermore, promoting the use of mother-tongue languages in education can also lead to better academic performance and overall promote a more inclusive and diverse society.

In conclusion, using local folktales and myths in teaching mother-tongue languages is a powerful tool for promoting linguistic and cultural heritage in the Philippines. It is an effective way to engage students, enrich their vocabulary and grammar skills, and instill important values and beliefs. Educators and advocates must continue to prioritize the integration of these stories into language instruction to preserve the rich cultural heritage of the Philippines for future generations.

#### *References:*

- 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>
- Biró, E. (2015, December 1). Travelling among Languages – Comparing Language Learning Beliefs of Learners at Home Versus Migrant or Immigrant Workers. *Acta Universitatis Sapientiae Philologica*, 7(2), 21-33. <https://doi.org/10.1515/ausp-2015-0044>

Tariq, T. M., Arshad, A. M., & Hina, K. (2020, December 26). Inclusion of Civic Education in Social Studies Subject at Primary Level in AJK: A Perspective Study. *Research Journal of Social Sciences & Economics Review (Rjsser)*, 1(4), 282-288. [https://doi.org/10.36902/rjsser-vol1-iss4-2020\(282-288\)](https://doi.org/10.36902/rjsser-vol1-iss4-2020(282-288))

Mart, C. T. (2018, December 1). Literature in language teaching: A recipe to maximize learning. *L1 Educational Studies in Language and Literature*, 18, Running Issue(Running Issue), 1-25. <https://doi.org/10.17239/l1esll-2018.18.01.09>

Yulianawati, I., & Larasaty, G. (2019, October 16). The Contribution of Creative Writing Activity Toward Student's Engagement In Poetry Class. *Wiralodra English Journal*, 3(2), 344-354. <https://doi.org/10.31943/wej.v3i2.66>