

The Mediating Effect of Filipino Language Orientation Toward Language Attitude and Active Learning of the Learners

ABSTRACT

Aims: This research aims to determine the mediating effect of Filipino Language orientation towards language attitude and active learning of the learners.

Study Design: Quantitative non-experimental design.

Place and Duration of the Study: The study was conducted among Senior High School students in HOLY CHILD College of Davao, particularly on 3 campuses: Mintal, Jacinto, and Cabantian during the school year 2022-2023.

Methodology: The respondents were 261 senior high school students from private schools in Davao City, Region 11, Philippines. The respondents were chosen using stratified sampling. The data was collected using survey questionnaires. The data analysis was done by mean, Pearson correlational coefficient and Path analysis.

Result: The results revealed that the level of language attitude was high and the level of active learning of the learners was very high. Additionally, the level of Filipino Language orientation is also high. There was a significant relationship between language attitude and active learning, language attitude and Filipino Language orientation, and Filipino Language orientation and active learning.

Conclusion: Therefore, there is a partial mediation of Filipino Language orientation toward language attitude and active learning of the learners. Therefore, the researcher recommends that to enhance the language attitude and Filipino Language orientation of the students, they can participate in competitions related to Filipino Language like National Language Month and National Literature Month. Additionally, teachers should provide an interactive experience to the students in teaching of Filipino like audiolingual method, community language learning, language scaffolding, Socratic discussion and others.

Keywords: The mediating effect of Filipino Language orientation; language attitude; active learning; Philippines.

1. INTRODUCTION

Active learning has little or no effect on the academic performance of the students [1]. It can be challenging to structure and implement effectively, and there are mitigating factors that can affect its success [1]. Active learning is a sophisticated strategy for students because it requires a higher level of cognitive process [2]

There is a connection between constructionism and active

learning because it enables learners to create their own learning and construct understanding using their thoughts [3]. The connection between language attitude and active learning has a significant role because, from the start of the lesson, learners are given the opportunity to discover their own learning, build their own knowledge of the subject, collaborate with their classmates and their teachers to further expand the knowledge of the learners about a complex topic and make it

simple for them to understand the subject [4].

It has been proven that there is a positive and significant relationship between language orientation and language orientation. This is an indication that learners who had language orientation also had good language attitudes. Language attitude is an important aspect of learning one's language [5]. Language attitude is a way of how people accept and feel their own language or other people's language. Additionally, if a person likes the language or they need it that's what we call a positive language attitude. But if one person doesn't like the language or they don't need it, that's what is called a negative language attitude [5].

There are three categories of language attitudes: behavioural attitude, cognitive attitude, and affective attitude. Behavioral attitude is one of the aspects of language attitudes in which the students behave and responds in particular situations. Furthermore, if one student has a positive attitude towards one subject, they get information from the discussion and they will try to learn and understand it. This means that the behavioural attitude of the students affects their academic performance, particularly in Filipino subjects [6]. It is believed that in cognitive attitude students learn in one language through the knowledge acquired from the school. Affective attitude is about emotion that affects in learning one language. The affective attitudes of students influence their perception of the target language, such as Filipino. The affective attitude is the most difficult to change among

indicators, it is also suggested that teachers should provide enjoyable learning experiences in Filipino subjects to enhance the affective attitude of the learners[7].

In active learning, there are five (5) indicators: positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal skills and group processing. Positive interdependence refers to grouping the learners and assigning them a specific responsibility that is related to the subject matter, so they can effectively engage in the teaching and learning process. The concept of individual and group accountability is aimed at enabling learners within a group to independently and collectively grasp those specifically that are related to the subject matter. On the other hand, promotive face-to-face interaction focuses on creating activities that encourage students to be active in their own learning during face-to-face interaction [8].

Interpersonal skills highlight the importance of teaching learners social skills to achieve successful collaboration. Group processing emphasizes the importance of dedicating time for learners to reflect, which eventually leads to transformative learning [9]. Active learning is not limited to listening to a lesson, but it also develops high-level skills like analysis, evaluation and synthesis when learners collaborate with their peers [10]. For a learner to be motivated to seek employment, they need to develop their language skills, especially in Filipino. In addition, motivation may also lead to

them to learn other languages aside from Filipino[11]. In language orientation as motivation, there are two types: integrative and instrumental motivation. Integrative motivation refers to a student's inclination to communicate or interact in another target language so that they feel more comfortable [12]. On the other hand, instrumental motivation refers to the response to a need, which is why a learner learns a language in order to use it in the future, such as having a good job, a high salary or passing an examination[13].

This study is anchored in the Constructivism Theory of Qiong[14]. This theory refers to use in classroom-based research particularly in language-related studies in order to promote critical thinking that could serve as a link for teachers teaching language in various fields. The essential element of constructivism lies in its integration with language through alternative pedagogical models.

Another is the Tripartite Model on Language Attitude of Rosenberg and Hoaland[15]. In this model, there are 3 aspects of attitude namely cognitive, affective and behavioral. This Tripartite Model of Attitude defines that an individual may have a preference for a particular language or dialect.

This research has three variables that address the problem of the study, language attitude, active learning and Filipino language orientation as mediating variables.

Language attitude has three indicators according to Ong[6]: behavioral, cognitive and affective. The behavioural

attitude is about how we act or react in a particular situation. The cognitive attitude, on the other hand, links prior knowledge to new knowledge. Affective attitude is showing feelings and emotions about one situation or thing.

Active learning has five indicators according to Neo et al [16], positive interdependence, individual and group accountability, face-to-face promotive interaction, interpersonal skills, and group processing. Positive interdependence means that the success of a group or individual's peers is also their own success. Individual and group accountability involves being aware of the tasks assigned to oneself and also considering the viewpoints or ideas of other members in the group. Face-to-face promotive interaction refers to the act of collaborating and interacting with peers to better understand a subject or lesson. Interpersonal skills involve the ability to express one's knowledge, opinion or idea about a subject or lesson and share them with peers. Group processing refers to the act of collaborating with each member within their group to achieve a common goal.

In this study, we also used Filipino language orientation as a mediating variable in the relationship between language attitude and active learning. It has ten questions in the questionnaire according to Mbato and Kharismawan[5]. It is about how important learning a language is. It also helps in the future career prospects if one is proficient in a language. If you are proficient in one language it gives a sense of accomplishment.

The conceptual framework shows the relationship between (1) Language Attitude and Active Learning, (2) Language Attitude and Filipino Language Orientation, (3) relationship between mediating effect of Filipino Language Orientation and Active Learning, the Mediating Effect of Filipino Language Orientation

Towards Language Attitude and Active Learning of the Learners.

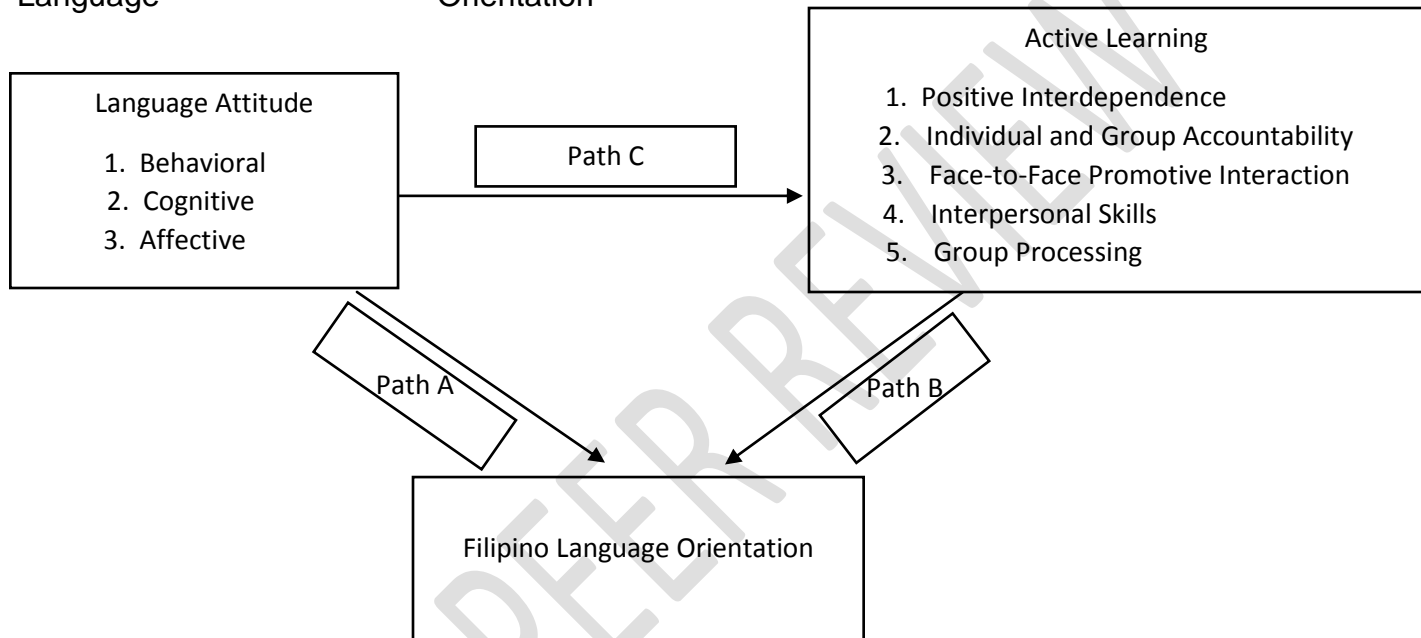


Fig. 1. Conceptual Framework of the Study

In this study, we used four ways to identify the mediating effect of Filipino language orientation towards language attitude and active learning of the learners. The path (a) shows the direct effect of language attitude and Filipino language orientation as mediating variable, path (b) shows the direct effect of Filipino language orientation as mediating variable and active learning of the learners, and path (c) shows the indirect effect of language attitude and active learning using the Filipino language orientation as mediating variable.

There might be many studies about language attitudes and active learning language attitudes and language orientation, but this study focused on the relationship between language attitude and active learning to learn a language and the mediating effect of language orientation. It was important to conduct this study because we considered the interests and learning of the students. Thus, the outcome of this study will significantly contribute to increasing the level of student's motivation to learn a language, especially Filipino.

The objective of this research is to present the mediating effect of Filipino language orientation towards language attitude and active learning of the learners. Specifically, this study **sought** to answer the following question: what is the level of language attitude according to behavioural; cognitive; and affective? **What** is the level of active learning of the learners according to positive interdependence; individual and group accountability; face-to-face promotive interaction; interpersonal skills; and group processing? What is the level of Filipino language orientation? **To** determine if there is **any** significant relationship between; language attitude and active learning; language attitude and Filipino language orientation; and Filipino language orientation and active learning of the learner based on 0.05 level of significance and to determine if Filipino language orientation as mediating variable has **any** significant relationship of language attitude and active learning.

2. MATERIALS AND METHODS

2.1. Respondent

The study was conducted on three campuses of one private school in Davao City. The respondents in this study were Grade 11 and Grade 12 Senior High School Students who are taking the Filipino subject as core and applied. Out of 780 Senior High Students, only 261 students were selected through stratified random sampling with a confidence level of 95%. The objective of this study is to determine the level of language attitude, active learning and Filipino language

orientation. The respondents were not coerced to answer the questionnaire and the researcher respected their decision to refuse. Nonetheless, they willingly took the time and effort to respond to the questionnaire without any form of intimidation. **There were no consequences to whoever chose not to participate in answering the questionnaire.** The respondents came from three campuses of Holy Child College of Davao – Cabantian, Jacinto, and Mintal. Senior High School Students who do not have Filipino subjects, **were** absent at the time of the survey and **had** no interest in answering the survey were not included in the study. During the data gathering, **health** protocol was observed.

2.2. Research Instrument

This research used **an** adapted questionnaire from the internet. **It was** modified by the researcher with the help of five validators. The questionnaire was about language attitude, active learning and Filipino language orientation.

The first part of the questionnaire **consisted** of language attitude by Jerusha Ong “Attitude of Filipino Senior High School Students Towards English: Implication for Teaching”[6]. It **had** 29 items and three indicators: **namely:** behavioural, cognitive and affective. The second part is about active learning by Neo et al. “MICE 2.0: Designing Multimedia Content to Foster Active Learning in a Malaysian Classroom” and has 25 items with 5 indicators: positive interdependence, individual and group accountability, face-to-face promotive

interaction, interpersonal skills and group processing [16]. The third part is language orientation by Mbato and Kharismawan “A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners” and has 10 items [5].

During the validation of the questionnaire, the mean score was 4.50 which was very good. After the validation, the efficiency of the questionnaires was tested through pilot testing using CronbachAlpha. The pilot testing was done and all items were reliable with anCronbachAlpha of greater than 0.840 which is a good result.

2.3. Research Design and Methodology

This study was conducted according tonon-experimental design and quantitative research. The learning attitude is the independent variable, while the active learning of the learners is the dependent variable and the Filipino language orientation is the mediating variable. In this research, we used descriptive correlational survey and quantitative research to analyze and interpret the relationship between two or more variables or to determine the mediating effect of Filipino language orientation towards language attitude and active learning of the learners. Furthermore, descriptive correlation was to describe the relationship between two or more variables. Hence, the researcher’s data collection was suitable for this research.

After the validation of the questionnaire, the data was gathered in order to secure a certificate from the university along with some attachments such as a certificate of appearance and approval was given with U MERC Protocol No. U MERC-2023-102. After this, data was collected through survey questionnaires with an informed consent form, assent form and letter to conduct the study for pilot testing. Afterwards, the final data gathering in 3 campuses of Senior High School students under Davao City, Region 11 was done. The responses and privacy of the respondents were kept confidential.

For the data analysis, some statistical tools were used like the mean, to determine the level of Filipino language orientation towards language attitude and active learning of the learners. Pearson correlational coefficient was used to determine the significant relationship between variables like language attitude and Filipino language orientation. However, linear regression was used to identify the influence of Filipino language orientation on other variables. Furthermore, path analysis was used in this research to know if the mediating variable has a significant relationship to the independent and dependent variables.

The researcher chose this study due to its relevance to their own experiences. The significance of this study is to enhance the active learning of the students to achieve the importance of Filipino subjects or lesson. To future researchers, this research can be used as their guide or reference that may

establish the relationship of each variable.

3. RESULTS AND DISCUSSION

3.1. Level of Language Attitude of Senior High School Students

Table 1 shows the result of the study on the level of language attitude of senior high school students that have a total mean score of 4.03 means high, and a standard deviation of 0.356. The behavioral attitude, cognitive attitude and affective attitude are remain high. Behavioral attitude in terms of mean has 4.10, cognitive attitude has 4.08, and affective attitude has 3.92.

This result indicates that the three indicators are important to the students in learning Filipino subject. In the study of Ong, if a student has a positive

attitude towards one subject, they get information from the discussion and they will try to learn and understand it. This means that the behavioural attitude of the students affects their academic performance, particularly in Filipino subjects [6]. It is believed that in cognitive attitude students learn in one language through the knowledge acquired from the school. Affective attitude is about emotion that affects in learning one language. The affective attitudes of students influence their perception of the target language, such as Filipino. The affective attitude is the most difficult to change among indicator. It is also suggested that teachers should provide enjoyable learning experiences in Filipino subject to enhance the affective attitude of the learners [7].

Table 1. Level of Language Attitude of Senior High School Students

Indicators	Mean	SD	Description
Behavioral Attitude	4.10	.363	High
Cognitive Attitude	4.08	.427	High
Affective Attitude	3.92	.459	High
Overall	4.03	.356	High

3.2. The Level of Active Learning of the Learners

Table 2 shows the overall score in student's active learning that range from 4.20-5.00 and has a total mean score of 4.34 and has a standard deviation of 0.454 which is very high. An indicator that has the highest mean scores are the face-to-face promotive interaction which has 4.38 and has a standard deviation of 0.539 and group processing with a mean score of 4.38 and has a

standard deviation of 0.532. the two indicators have a descriptive level of very high. Although the descriptive level of positive interdependence is very high, but this indicator is also the lowest because of the mean score of 4.24 and has a standard deviation of 0.501.

Active learning is not limited to listening to a lesson, but it also develops the high-level skills like analysis, evaluation and synthesis when learners collaborate with their peers [10]. The active learning

is an important method that involved students in a learning environment that is enjoyable and dynamic. This will

implement through discussion or group activity, metacognition, formative assessment, workbook and games [17].

Table 2. The Level of Active Learning of the Learners.

Indicators	Mean	SD	Description
Positive Interdependence	4.24	.501	Very High
Individual and Group Accountability	4.31	.572	Very High
Face-to-face Promotive Interaction	4.38	.539	Very High
Interpersonal Skills	4.37	.509	Very High
Group Processing	4.38	.532	Very High
Overall	4.34	.454	Very High

3.3. Level of Filipino Language Orientation of Senior High School Students

Table 3 shows the Filipino language orientation of Senior High School students. The overall mean score is 4.05 and 0.488 standard deviation which has a descriptive level of high. In ten items, only the item number 1 and number 10 had a descriptive level of very high. Item number 1 got a mean score of 4.27 and has a standard deviation of 0.746. On the other hand, the item number 10 has a mean score of 4.26 and standard deviation of 0.772.

This result indicates that the respondents have positive perception if they know their language orientation and

they can use it in their everyday life. For a learner to be motivated to seek employment, they need to develop their language skills, especially in Filipino. In addition, the motivation may also lead to them to learn other language aside from Filipino [11]. In language orientation as motivation, there are two types – integrative and instrumental motivation. Integrative motivation refers to a student's inclination to communicate or interact in another target language that they feel more comfortable with [12]. On the other hand, instrumental motivation is refers to the response to a need, which is why a learners learns a language in order to use it in the future, such as having a good job, a high salary or passing an examination [13].

Table 3. Level of Filipino Language Orientation of Senior High School Students

Items	Mean	SD	Description
Learning Filipino language is important to me.	4.27	.746	Very High
Being proficient in Filipino language will help me in my future career.	4.10	.737	High
Being proficient in Filipino language gives me a good sense of accomplishment.	3.98	.765	High
Being proficient in Filipino language	3.92	.748	High

enhances my standing with my peers.			
Being proficient in Filipino language will help me get a good job.	3.97	.739	High
Proficient in Filipino language makes me retain my Filipino proficiency.	4.05	.743	High
Being proficient in Filipino language, I can access information for learning other subjects.	4.00	.713	High
Being proficient in Filipino language will make me more confident.	3.98	.742	High
Being proficient in Filipino language will help me in learning other subjects.	3.92	.748	High
Overall, I consider Filipino language to be useful to me.	4.26	.772	Very High
Overall	4.05	.488	High

a. Analyzing the Relationship Between Variables

Table 4 show the relationship between variables, language attitude and active learning, language attitude and Filipino language orientation, and Filipino language orientation and active learning.

The result shows that language attitude has a significant relationship with the active learning of the learner having $r=0.488$, $p<0.000$. The connection between language attitude and active learning has a significant role because from the start of the lesson, learners are given the opportunity to discover their own learning, build their own knowledge of the subject, to collaborate with their

classmates and their teachers to further expand the knowledge of the learners about a complex topic and make it simple for them to understand the subject [4]. Furthermore, the language attitude and Filipino language orientation has a significant relationship having $r=0.737$, $p<0.000$. According to Mbato and Kharismawan [5], there is a positive and significant relationship between language orientation and language orientation. This is an indication that learners who had language orientation also had good language attitude [5]. Lastly, the Filipino language orientation as a mediating variable had a significant relationship to active learning having a result of $r=0.518$, $p<0.000$.

Table 4. Analyzing the Relationship Between Variables

Pairs	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Language Attitude and Active Learning	0.488	<0.000	Reject the null hypothesis
IV and MV	Language Attitude and Filipino Language Orientation	0.737	<0.000	Reject the null hypothesis
MV and DV	Filipino Language Orientation and Active Learning	0.518	<0.000	Reject the null hypothesis

b. Analyzing the Mediation of Three Variables

Using path analysis, the result of IV (language attitude) to MV (Filipino language orientation); IV (language attitude) to DV (active learning); MV (Filipino language orientation) to DV (active learning) is significant. Hence, the MV **had** partial mediation in the relationship of IV and DV.

Figure 2, shows that **for** every unit increase in language attitude there is a corresponding 0.871 unit increase in Filipino language orientation. Also, for every unit increase in Filipino Language orientation there is 0.623 corresponding increase in active learning. Moreover, for every unit increase in language attitude there is a corresponding 0.224

unit increase in active learning. In summary, this implies that active learning of learners can be enhanced by language attitudes **s** but should **be** passed through Filipino language orientation, hence higher students' Filipino language orientation mediate language attitude for enhanced active learning of the learners.

The mediation happens when, firstly, the independent and dependent variables maintain a significant relationship through the mediation. Secondly, even without a mediation there is still a significant relationship between independent and dependent variables. Thirdly, when the independent variable has a significant relationship with the mediation [18].

Analyzing the Mediation of Three Variables

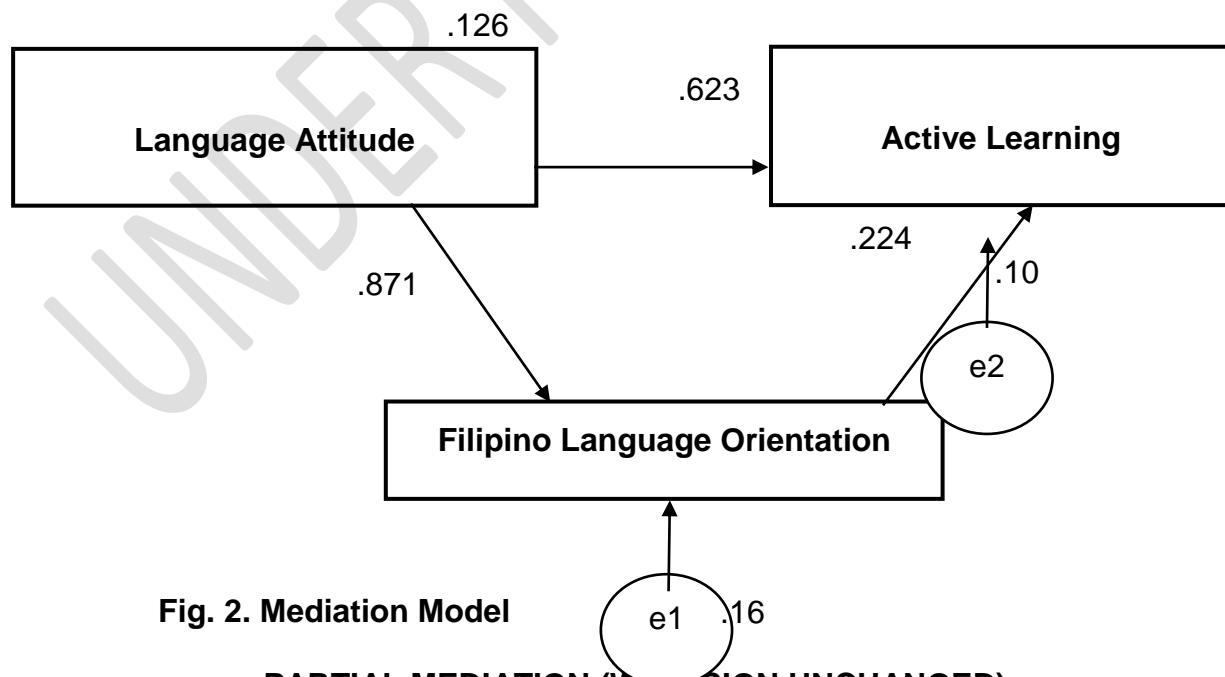


Fig. 2. Mediation Model

PARTIAL MEDIATION (WITH SIGN UNCHANGED)

	Estimate	S.E.	C.R.	P	Label
OVMDV <--- OVMIV	.623	.069	8.990	***	
OMMV <--- OVMIV	.871	.064	13.664	***	
OMMV <--- OVMDV	.224	.050	4.476	***	

4. CONCLUSION

In conclusion, the results show that language attitude has a significant relationship with active learning of the learners, having $r=0.488$, $p<0.000$. Furthermore, the language attitude and Filipino language orientation has a significant relationship having $r=0.737$, $p<0.000$. Lastly, the Filipino language orientation as mediating variable has a significant relationship to active learning having a result of $r=0.518$, $p<0.000$.

This study was anchored by Constructivism Theory of Qiong [14]. This theory refers to use in classroom-based research particularly in language related studies to promote critical thinking that could serve as a link for teachers teaching language in various field. The essential element of constructivism lies in its integration with language through alternative pedagogical models. The Tripartite Model on Language Attitude of Rosenberg and Hoaland [15]. In this model, there are 3 aspects of attitude namely cognitive, affective and behavioral. This Tripartite Model of Attitude is defined as an individual may have a preference for a particular language or dialect. This implies that active learning of the learners can be enhanced by language attitude but should passed through Filipino language orientation, hence higher students'

Filipino language orientation mediate language attitude for enhanced active learning of the learners.

RECOMMENDATION

Thus, researcher recommends that to enhance the language attitudes and Filipino Language orientation of students, they could participate in competition related to Filipino Language like National Language Month and National Literature Month. Additionally, teachers should give interactive experiences to the students while teaching Filipino like audiolingual method, community language learning, language scaffolding, socratic discussion and others.

ETHICAL APPROVAL AND CONSENT

The researcher followed and complied with all the research criteria, protocol, and standardized measures. Voluntary participation, privacy and confidentiality, informed consent form, assent form, benefits, conflict of interest, permission form the organization and location were thoroughly followed as stipulated by the University of Mindanao Ethics and Review Committee. Certification was issued to the UMER research with Protocol No. UMER-2023-102 for the implementation of the research.

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