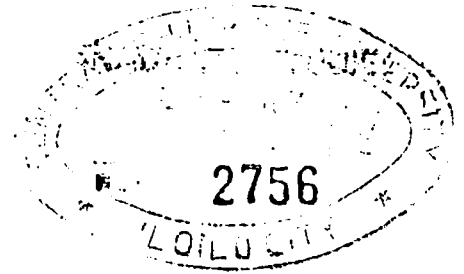


A STUDY OF THE COMPETENCE OF SIXTH-GRADE PUPILS  
IN THE PRODUCTION OF THE STRESS PATTERNS OF  
PILIPINO IN A HILIGAYNON-SPEAKING AREA



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## CHAPTER I

### INTRODUCTION

The teaching, learning, and extensive use of Pilipino is given emphasis in the country today. This concern is due to the fact that knowledge of the national language is a must for all laymen and educators as well as for all students. For now, that language is Pilipino.

His Excellency, Ferdinand E. Marcos himself, has often come up in support of the development of the national language by making himself a model to the nation in the use of the language in almost all of his speeches, whether it be on television or over the radio. In his speech at the Marikina School of Arts and Trades, the President urged "the intensive use of Pilipino language not only in the school but also in other fields of endeavor."<sup>1</sup>

With the implementation by the Ministry of Education and Culture of a resolution passed by the National Board of Education, which specifies that English and Pilipino should serve as media of instruction and be taught as

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<sup>1</sup>Speech delivered by President Ferdinand E. Marcos during the 9th National Workshop Conference, Marikina School of Arts and Trades, May 7, 1973.

subjects in the curriculum from grade one to the university level in all schools,<sup>2</sup> there is great need for competence in the use of Filipino.

The Philippines being a multi-tongued nation, with 81 languages and dialects (66 of which are native and 15 are foreign),<sup>3</sup> it has to deal with the complex problem of what is to be the language of the home, the national language, the official language, and the language of instruction. The educational system of the Philippines is finding it difficult to arrive at simple decisions concerning language instruction and language learning.

The present situation in the country has made the use of the national language difficult, most especially in the non-Tagalog areas where Filipino is considered a second language, not any more acceptable than English, a foreign language. Thus, the learning of Filipino in the country has been slow. According to Gregorio Borlaza, former President of Philippine Normal College, we Filipinos are slow to support the use of our national language.

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<sup>2</sup>F. C. Borlongan, "What Lies Ahead for Filipino?" Philippines Daily Express, Manila, August 19, 1974, p. 3.

<sup>3</sup>Philippine (Republic) National Economic and Development Authority, 1975 Philippine Yearbook (Manila: 1976), p. 117.

Since spoken language is learned through imitation of models, the dearth of native Filipino models has had deleterious effect on the pronunciation of some of the Filipino sounds by non-Filipino-speaking Filipinos today. Many features of the vernacular have taken the place of what would seem like similar features in the Filipino sound system. In her own teaching of Filipino in the classroom and in her demonstration classes, the researcher has noted pupil difficulties in the oral production of the stress patterns and the vowels of Filipino. Pupils also showed poor comprehension in their Filipino lessons.

This state of learning could be due to the persistent use of the vernacular in each region in the country, to the lack of Filipino teachers who can act as acceptable models, and to the incompetence of teachers teaching Filipino.

It is in this connection that this study had been conducted, to find out whether some similarities between Filipino and the vernacular of Philippine regions could facilitate the learning of Filipino. The study also sought to identify some probable causes of mispronunciation and to draw implications for more effective teaching of critical sounds in Filipino to elementary school children, particularly in the non-Tagalog areas.

The aforementioned problem concerning oral production will be narrowed down to the facility with which non-Tagalog

speakers learn the stress patterns of Pilipino.

#### SCOPE OF THE PROBLEM

Specifically, this study is concerned with determining the competence of Hiligaynon Visayan sixth-grade pupils in producing the stress patterns of Pilipino words which have false cognates in the vernacular (Hiligaynon).

This study was conducted with the purpose of seeking answers to the following questions:

1. What stress patterns in the test items are commonly missed by Hiligaynon sixth-grade pupils?
2. Who have the greater percentage of errors in the production of Pilipino stress patterns: the Hiligaynon-speaking boys or the Hiligaynon-speaking girls?
3. If there are outstanding differences in competence among the pupils under study, to what may they be attributed?
4. How competent are Hiligaynon-speaking sixth graders in the production of Pilipino words with false cognates in Hiligaynon?