

INCORPORATION OF TECHNOLOGY-BASED LEARNING TOOLS IN TEACHING FILIPINO GRAMMAR TO SECONDARY SCHOOLS

MILO M. MAMARIL

Master of Arts in Education
Lyceum Northwestern University, Dagupan City

Abstract

This study aimed to incorporate Technology-Based Learning Tools in Teaching Filipino Grammar to Secondary School Students in SDO Zambales. Specifically, it explored Filipino teachers' perceptions and attitudes toward technology use, challenges in integrating technology into grammar instruction, available resources and infrastructure, and professional development opportunities for enhancing technological pedagogical content knowledge (TPACK).

A descriptive research approach was employed to examine the current state of technology integration in teaching Filipino grammar within secondary schools in SDO Zambales. This method enabled systematic data collection and analysis, providing insights into existing conditions, practices, and perceptions.

Based on the findings, the following recommendations are proposed: Schools should leverage teachers' positive attitudes by ensuring access to user-friendly technological tools and creating a repository of educational apps and digital resources for grammar instruction. Comprehensive professional development programs tailored to address challenges in technology integration should be developed. These include specialized training sessions on using technology tools for grammar teaching and ongoing opportunities for integrating software applications effectively. Additionally, regular audits of hardware and software resources should be conducted to ensure readiness and adequacy for technology-enhanced instruction.

Keywords: Technology-Based Learning, Filipino Grammar, Secondary Education, Technological Pedagogical Content Knowledge, SDO Zambales

Introduction

The incorporation of technology-based learning tools has transformed teaching and learning across various disciplines, offering innovative approaches to engage students and enhance their understanding (Patero, 2023). This study explores the integration of technology-based learning tools in teaching Filipino grammar to secondary school students, recognizing the potential of technology to address the challenges of grammar instruction and foster deeper learning. By investigating teachers' perceptions and attitudes towards technology use, identifying the challenges encountered in integrating technology into grammar lessons, assessing the available resources and infrastructure, and examining professional development opportunities for enhancing technological pedagogical content knowledge, this research aims to provide a comprehensive overview of the current state of technology integration in Filipino grammar instruction (Chen et al., 2022). The findings of this study will offer valuable insights to guide efforts by educators, administrators, policymakers, and curriculum developers in leveraging technology effectively to improve grammar learning outcomes and cultivate students' appreciation for the Filipino language (Cruz et al., 2023).

A central focus of this study is examining Filipino teachers' perceptions and attitudes toward using technology in grammar instruction. (MORALISTA et al., 2022) The research investigates teachers' beliefs about the benefits and drawbacks of technology integration, their

comfort levels in using various technological tools, and their perceived effectiveness of technology in enhancing grammar learning. By understanding teachers' perspectives, the study aims to identify factors that influence technology adoption and utilization in the classroom (Santos & Castro, 2021) (Pheng et al., 2021).

Furthermore, this study examines the challenges faced by teachers in integrating technology into Filipino grammar instruction. The research explores obstacles such as limited access to technology resources, lack of adequate training, technical difficulties, time constraints, curriculum alignment issues, and student digital literacy levels. (Campado et al., 2023) By identifying these challenges, the study aims to inform strategies and interventions to overcome barriers and facilitate successful technology integration (Ammade et al., 2018) (Chun & Yunus, 2023).

In addition to exploring teacher perceptions and challenges, this study also assesses the available resources and infrastructure for technology integration in Filipino grammar instruction. (Estrellan et al., 2021) The research examines the availability of computers, internet access, software applications, digital resources, and technical support within secondary schools. By evaluating the technological infrastructure, the study aims to identify gaps and needs for resource allocation and development to support effective technology integration (Campado et al., 2023) (Santos & Castro, 2021).

Moreover, this study examines professional development opportunities for enhancing teachers' technological pedagogical content knowledge. The research investigates the availability of training programs, workshops, and mentoring opportunities that focus on integrating technology effectively into grammar instruction. (Lasito et al., 2023) By assessing professional development opportunities, the study aims to provide recommendations for strengthening teachers' capacity to leverage technology in teaching Filipino grammar.

By addressing these key areas of investigation, this study aims to provide a comprehensive understanding of the incorporation of technology-based learning tools in teaching Filipino grammar to secondary school students (Pascual, 2020). The findings will contribute to the ongoing discussion on the role of technology in language education and inform efforts to create engaging and effective grammar instruction that prepares students for the demands of the 21st century (Apurado & Legaspi, 2020).

Method

Research Design

The research approach employed in this study is descriptive research, aiming to provide a detailed account of the current state of technology integration in teaching Filipino grammar within secondary schools under the Schools Division Office (SDO) of Zambales. Descriptive research is well-suited for this investigation as it allows for the systematic collection and analysis of data to accurately portray existing conditions, practices, and perceptions in the educational context (Creswell & Creswell, 2017).

Participants

The participants in this study include secondary school Filipino language teachers from the Schools Division Office of Zambales. A census sampling technique will be used to ensure the inclusion of all eligible Filipino teachers within the selected secondary schools.

Instrumentation

A structured survey questionnaire will be developed for the quantitative aspect, targeting both Filipino language teachers and secondary school students. The questionnaire will include Likert-scale items to gauge attitudes, frequency of technology use, and perceived effectiveness.

Data Analysis

Frequency and percentage were used to determine the perceptions and attitudes towards using technology in teaching grammar, and resources and infrastructure are currently available to support technology integration. Moreover, five-point likert were also used in the study.

Results

Filipino language Teachers' Perceptions and Attitudes Towards Using Technology in Teaching Grammar in Secondary Schools

The study revealed that most of the respondents agreed that usefulness and ease of use on their perceptions and attitudes towards using technology in teaching grammar in secondary schools. Meanwhile, available resources got 98.67, followed by skills and competence (98%), student engagement (94.67), and barriers got 93.33 %.

Challenges Faced by Filipino Language Teachers in Integrating Technology in Teaching Grammar in Secondary Schools

The challenges encountered by Filipino teachers in integrating technology in teaching Filipino grammar were Limited access to educational technology resources (M=4.66) and Limited technological infrastructure (M=4.56). This were followed by language specific technological resources (M=4.46), insufficient professional development (M=3.54) and inadequate technical support (M=3.50).

However, resistance to change got a mean of 3.46 with a mean of 3.46. The overall mean of the challenges encountered by teacher in integrating Filipino grammar is 4.02 with a descriptive rating of Serious.

Resources and Infrastructure Currently Available to Support Technology Integration in Secondary Schools

The study found that the respondents believe that hardware resources (96.67%), internet connectivity (96%), software applications (94.67%). This were followed by online resources for teachers (88%), digital literacy programs (80%) and infrastructure support with 73.33%.

Discussion

The findings of this study suggest that Filipino language teachers generally hold positive perceptions and attitudes towards the incorporation of technology-based learning tools in teaching grammar to secondary school students. The participants recognized the potential of technology to enhance student engagement, learning outcomes, and grammar comprehension.

Nonetheless, the study also identified significant challenges that hinder effective technology integration in Filipino grammar instruction. Limited access to educational technology resources and inadequate technological infrastructure emerged as the primary obstacles, echoing the findings from previous studies (El-dali, 2015) (Golshan & Tafazoli, 2014).

Another key challenge was the lack of language-specific technological resources tailored to the unique needs and characteristics of the Filipino language. This underscores the need for

the development and curation of digital tools, software, and learning materials that are specifically designed for Filipino grammar instruction (Jugo, 2020).

Further, the study highlighted the importance of sustained professional development opportunities for teachers to build their technological pedagogical content knowledge (MORALISTA et al., 2022). Providing comprehensive training and support in technology integration can empower educators to effectively leverage digital tools and resources in their grammar lessons (Absari et al., 2020).

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