



Annotated Bibliography on Psycholinguistic Studies in Mindanao

Bastida, E., et al. (2023). Pedagogical struggles and gaps in language literacy enhancement: the case of indigenous peoples' education teachers in the Philippines. *International Journal of Curriculum and Instruction*. Vol. 15 No. 1

Enhancing language literacy is one of the most prioritized learning targets of the K-12 curriculum in the Philippines. Several language acquisition, learning, teaching and assessing principles to which the present Language Arts and Multiliteracies Curriculum (LAMC) is anchored on, are consistently improved to forward maximum and effective instructional efforts in enhancing learners' communicative competence and multiliteracies. At the elementary level, teachers apply innovative pedagogical strategies to develop learners' macro skills which are relevant to have a meaningful interaction with others in a multicultural society. However, this language literacy enhancement is considered as a challenging task for the Indigenous Peoples Education (IPEd) teachers due to several constraints that may have influenced the indigenous learners' language learning competence. Using the qualitative-case study research design, the responses of the selected IPEd teachers from the semi-structured interviews were examined. The thematic analysis was utilized to determine the challenges encountered in teaching language literacy among indigenous learners in Agusan Del Sur, Philippines. On the other hand, the Provus Discrepancy model was used to determine the gaps between the current language literacy performance and outcomes and the language teaching standards enshrined in LAMC. The results showed that IPEd teachers commonly struggled with enhancing learners' viewing skills and digital literacy, developing reading comprehension, improving writing skills, contextualizing lessons, following spiral progression in language, and teaching orthography and grammar. Moreover, the results showed that these encountered struggles became more complicated due to the gaps in language learning standards, instructional learning support, learners' literacy and readiness level, and teachers' competence and strategies used.

Dedel, J. (2023). Acculturation strategies of indigenous students in learning English: a qualitative inquiry. *Journal Corner of Education, Linguistics, and Literature*. 3(2), 187–204. <https://doi.org/10.54012/jcell.v3i2.230>

This qualitative descriptive study aimed to identify the factors that contribute to social and psychological distance of indigenous English learners, their strategies to reduce these factors, and their insights about acculturation. To this end, ten indigenous English major students at the University of Mindanao were interviewed. Through thematic analysis, findings revealed that the factors involved in the social distance of the participants were incongruence and dissimilarity between 2LL and TL group, negative attitudinal orientation towards the TL group, and cohesiveness of the 2LL group, while the psychological factors were language shock, high affective filter, and ego permeability. To address these factors, the participants implemented the following strategies: positive intergroup relationship, accommodation of the TL, perceptual distortions in favor of outgroup vitality, cultivation of positive self-image, and development of TL skills. In terms of the insights of the participants, this study observed empowerment of indigenous community, enhancement of exposure to second language input, instructional scaffolding in L2 teaching, implementation of intercultural approach, immersion to the outgroup, and alleviation of affective filter. The results evinced how the acculturation dilemmas faced by indigenous English learners prevented effective second language acquisition. From this, appropriate solutions may be formulated to ensure successful acculturation in the classroom.

Dimla, S., et al (2023). The language learning strategies used by high school students: it's relationship to their English performance. *International Journal of Humanities and Social Sciences*. 3(2), 187–204. Volume, pp. 35-43,

Studies about the individual learner's learning behavior towards learning the second language using Language Learning Strategies (LLS) has been a concern since 1970's (Song, 2005). In line with this, the current research sought to find out what are the (LLS) of the four sections of 4th year students of ICNHS in learning English by utilizing the descriptive-correlation design in a survey form. It was found out that most of the respondents use "practicing and monitoring" as their strategy in learning English in the cognitive and metacognitive aspects, meaning the respondents look for opportunities to speak the language and improve it, and they improve one's speech when they mispronounced English words and mistakenly used the rules of grammar. It was also found

out that only “repeating and monitoring” have significant relationship to the respondents’ grade in terms of cognitive and metacognitive strategies, which means that in order for them to learn the English language they usually recur the language by over drilling and silently run-through and they improve their speech when they misused the rules of grammar and mispronounce words. Thus, language learners must be willingly addressed to themselves the importance and the role of the (LLS) in their language learning since they are a great help to learn the English language.

Fuentes, N. & Limpot, M. (2022). Teaching styles and language anxiety: the mediating effect of language learning beliefs. *International Journal of Multidisciplinary Research*. DOI: 10.36713/epra2013

The goal of this study was to see if language learning beliefs had a mediation influence on students' language anxiety in relation to teaching style. In this case, a descriptive correlational survey was used as part of a quantitative research project. It was conducted with 332 research participants at a private institution in Digos City. Adapted questionnaires from Grasha's Teaching Styles Inventory (2002), Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI), and Foreign Language Classroom Anxiety were the three instruments used in this study. Horwitz, Horwitz, and Cope are the three levels of the FLCAS scale (1986). The Google survey form was utilized to facilitate the investigation. In the data analysis, the mean, regression analysis, Pearson r, and the Sobel z-test were used. As a result of this research, it has been determined that there is a very high level in each teaching style. Moderate level of anxiety in the Filipino language and high level of belief in language learning. In addition, the variables in this study show a significant correlation. Thus, as a result of the significant correlation of each variable, it was found that there was a full mediation of the effect on language learning beliefs in the correlation of teaching styles and students' language anxiety.

Guimba, M. (2019). Relationship between native language and English language acquisition: the case of Meranaw learners of English. *Advances in Social Sciences Research Journal*, 6(1), 293–311. <https://doi.org/10.14738/assrj.61.5947>

The issue surrounding the relationship between the L1 and L2 has been of great interest among researchers for decades (Cui, n.d.). The newly implemented K+12 Curriculum in the country is also leaning on the proposition that L1 proficiency has a facilitative effect towards second language acquisition among learners. In view of that, the purpose of this

study focuses on determining the relationship between L1 and L2 which are Meranaw and English, respectively, in terms of vocabulary skills in the case of fourth year high school students in MSU-UTC. The correlation made use of their scores on the tests that measured their linguistic skill in both languages. The results revealed that most of the respondents are proficient in their native language in terms of synonyms, antonyms, and most especially, context clues. Moreover, respondents with good performance in the English language test also had the largest number. In view of these results, it is inferred that the respondents' native language proficiency is directly and significantly related to their English language acquisition, which is also supported by the hypothesis tests conducted ($p < 0.05$). In other words, as native language proficiency increases, English language proficiency also increases. It is recommended that teachers of the recent K+12 Curriculum should properly implement the stipulations of the language curriculum, with the adequate assistance of the government and other authorities, in order to see the positive results of L1 usage in assisting English language acquisition. Conducting further studies is highly encouraged to continually advance knowledge regarding L1 and L2 relationship.

Jamora, M., & Pongasi, A. (2023). Attitudes of Maranao learners towards English language learning. *International Journal of Innovative Science and Research Technology*, Volume 8, Issue 5

This study determined the attitudes of Maranao learners towards English Language Learning through their use of English in worshipping, communicating with fellow Muslims, schools, commercial establishments, and on social media. Furthermore, it also identified the factors that influenced their attitudes towards learning the English language. Using the qualitative approach, the data were acquired through interviews with 10 students who are studying in Matnog National High School, Matnog, Sorsogon and selected through purposive sampling. Using thematic analysis, it was revealed that the learners have varying attitudes towards English Language Learning, which included flexibility, preferred language, acceptance, and resentment; and the factors that affected their attitudes towards learning English includes acceptance of mediocrity and persistence to be better.

Lumontod, F., & Pradia, A. (2023). The Manobo learners' English language learning. *Psychology And Education: A Multidisciplinary Journal*. DOI: 10.5281/zenodo.8403241

This study investigated Manobo learners' experiences in learning English as a second language at Artemio L. Martin Integrated School in Obial, Kalamansig, Sultan Kudarat, Philippines. It focused on understanding their attitudes, encountered difficulties, and coping strategies during their English language acquisition journey. Using a phenomenological approach, the research employed the Collaizi method to delve into the unique experiences of Manobo learners in the context of foreign language learning. In-depth interviews were conducted with ten carefully selected Manobo participants, using open-ended guide questions to gather insights into their English language learning experiences. The study revealed that Manobo learners at Artemio L. Martin Integrated School generally have a negative attitude towards learning English, albeit recognizing its practical importance. They face a range of challenges, including educational disadvantages, difficulties in effectively utilizing internet resources, struggles with reading and pronouncing unfamiliar words, and a pervasive lack of confidence in their language abilities. To overcome these obstacles, they utilized various adaptive mechanisms, such as using dictionaries, collaborating with peers, seeking assistance from teachers and family members, and harnessing technology and media to improve their English-speaking skills. Additionally, the paper introduced "Padayon sa Pagtuon og Ingles para sa Kaugmaon" as an intervention material designed to support and empower Manobo learners in overcoming these challenges and advancing in their English language acquisition journey

Manakan, P., et al. (2023). English speaking skills: the plight of Maguindanao students: a phenomenology. *Philippine E-Journals*. Vol. 8 No. 6

This qualitative phenomenological inquiry was to determine the unraveled story of the plight of Maguindanaon English speaking skills of selected Grade 10 students of Datu Saudi Uy Ampatuan Memorial National High School, Maguindanao-1 Division. Thus, English speaking skills is one of the most essential for all the learners who wish to learn English to enhance their career, improve in business, build confidence levels, to get better job opportunities and success their respective fields. In the present modern world, everything is linked with speaking skills. The classroom is the ideal platform to acquire good communication skills. English language teachers have to understand the problems of English language learners and try to implement various teaching strategies. Hence, the study utilizing purposive sampling technique with in-depth interview with participants to

gather data relevant to the research study. The researchers' made guided questionnaires in order to the participants explicate their experiences in the phenomena. Thematic analysis was utilized to provide rigorous analysis of data. Finally, the study revealed that, majority of the students learned the English language at the age of seven to twelve years old. (7-12). They mentioned that it took a long time for them to speak English language. Therefore, The English Language learners learned to speak English by reading books, listen to music and watching movies, observe, imitate, dramatize, socialize, and use English in social media to master and develop speaking skills. Consequently, ELLs have faced difficulties, like grammar, pronunciation, and lack of confidence. Moreover, many factors affect the English language of students, such as, lack of vocabulary, grammar, pronunciation, level of comprehension, social criticism, socio-economic status, and lastly lack of practice speaking the English language. Findings suggested that, some useful tips for the teachers to introduce various activities that involve the ELLs more on practicing their speaking skills in English Classroom. So that the ELLs their speaking skills that is useful for them to build their future career in a perfect way.

Pantao, A. (2021). English language performance of Mindanao state university- Marawi technology students and its correlates. *International Journal of Advanced Research in Education and Society*. Vol. 3 No. 1

This study was conducted in order to determine the factors that affect the English language performance of English Essentials students of Mindanao State University Students. The variables considered in this study were categorized into personal, psychological and social This study used the qualitative-quantitative design. To gather the three variables, the researcher modified participant background questionnaire adapted from Balut (1985) and Araya (1999) and used an instrument patterned after that of Pasao (1985; cited in Caballas, 1994). The researcher found out that factors affecting students' performance include educational attainment of their parents and the respondent's choice of college program to pursue. The study revealed that public schools have weak preparation for their students to pass entrance exams. The study shows that although the respondents' attitudes towards English are positive, their home languages and language(s) used with peers show that English is not much used in these domains. The study also revealed that respondent's ages, field of specialization, use of imagery as strategy to employ English language learning and

exposure to mass media have significant relationship to the respondent's performance in their English subject. Furthermore, the respondents' age and field of specialization affects their performance in English. It is recommended that relevance and utility of teaching method that involves visual aids and Gardner's Multiple Intelligences theory should be used.

Placer, M., et al (2024). Pop culture and English language learning motivation among ab-english students. *International Journal Corner of Educational Research*, 3(1), 39–46. <https://doi.org/10.54012/ijcer.v3i1.237>

The study on Pop Culture and English Language Motivation was a descriptive correlational study conducted among the ninety-five (95) AB-English students at the University of Mindanao-Matina Campus, Davao City. This study aims to discover the prevalent relationship between the use of pop culture and English language learning motivation. Adopted questionnaires were utilized as a research instrument to gather the data, which were analyzed using mean, standard deviation, and Pearson's r correlation. The study also used total population sampling to select the number of respondents. Based on the findings, there is a high level of pop culture use, particularly on other media platforms, such as English cinema, music, and mobile phones. Moreover, AB-English students have a very high integrative and instrumental motivation to learn the language. Finally, the overall correlation for both variables suggests a moderate positive correlation with a threshold of 0.567, implying that learners with a high-level use of pop culture media are more likely to be integratively and instrumentally motivated to learn English, especially when using other media platforms, such as English cinema, music, and mobile phones.

Said, H., & Omar, A. (2022). Language anxiety towards English among ESL students: the case of first year students at Mindanao state university. *The Online Journal of New Horizons in Education*. Volume 12, Issue 3

The main purpose of this exploratory study was to identify the level and causes of language anxiety experienced by learners of English as a second language (ESL) in Mindanao State University-Main Campus, Marawi, Philippines, as well as to suggest some strategies for dealing with it. This study employed descriptive qualitative research as a research approach on 35 first-year university students using a questionnaire which contains Park's (2014) modified version of the 33-item Foreign Language Anxiety Scale (FLCAS) and an interview using the questions taken from Tanveer's (2007) study. Furthermore, means and

standard deviation were calculated and used to analyze language anxiety level; and a directed content analysis were conducted for the gathered qualitative data. The results showed neutral level of language anxiety among the respondents in overall components. Furthermore, these were the factors that cause language anxiety among the respondents: (1) linguistic difficulties: a poor command of grammar rules, lack of sufficient vocabulary and pronunciation difficulties (2) cognitive challenges: self-related cognition, fear of making mistakes and apprehension of others' evaluation, and (3) social factors: presentation in the classroom or in public and the role of teachers in the classroom. Finally, the learners offered some concrete suggestions to lower language anxiety in the classroom to provide insights into how educators can develop appropriate interventions to decrease language anxiety among second language learners.

Said, H., & Omar, A. (2022). The use of English as medium of instruction: exploring the perceptions of ESL learners at Mindanao state university. *TRANS-KATA: Journal of Language, Literature, Culture and Education*, 4(1), 7–22. <https://doi.org/10.54923/jllce.v4i1.57>

The purpose of this study was to investigate ESL learners' attitudes toward the use of English as a medium of instruction at Mindanao State University, Marawi, Lanao del Sur, Philippines. Furthermore, it tried to examine the challenges they encountered in the use of English as a medium of instruction. This study is guided by two different frameworks: the ABC Model of Attitudes of Eagly & Chaiken (1998) and the Problems of English as a Medium of Instruction (EMI) by Tanveer (2007). Thirty (30) undergraduate students from the College of Education majoring in English took part in the study by completing a survey questionnaire based on Ghani's (2015), using convenience sampling. This study further utilized a descriptive qualitative research design to explore their perceptions. The data from the Likert scale questionnaire were tabulated and computed, specifically the mean and standard deviation, as well as direct content analysis for the open-ended question. The major findings of this study were as follows: (1) the majority of participants had positive affective, behavioral, and cognitive attitudes toward English as a medium of instruction; (2) some of the challenges encountered were self-related cognition challenges, linguistic challenges, and challenges associated with the role of language instructor. Finally, this provided significant implications and recommendations for educators and curriculum planners by revealing the challenges encountered by students when using EMI, thereby

suggesting that they must carefully plan and design curriculum in alignment with the students' needs and interests so as to enhance learning using the target language.

Saniko, A., & Alo, M. (2020). Learning English as second language (ESL): The experiences of Tagakaulo students in focus. *Asian Journal of Education and Social Studies*. DOI: 10.9734/ajess/2020/v9i130240

This study investigated the struggles, coping mechanisms, and significant experiences of Grade 10 Tagakaulo students, an Indigenous Peoples (IP) group, in learning English. Qualitative method specifically phenomenological approach was used. The study was conducted in Dalamuan Integrated School in Lutay, Malungon, Sarangani Province. It was conducted during the school year 2019-2020. The Tagakaulo students were purposively chosen. Twelve Grade 10 Tagakaulo students participated in the focus group discussions. Validated researcher-made questionnaire was used to obtain information from the participants. Information obtained were data analyzed. Results showed seven themes emerged from the data analysis: Consideration in learning English; considerations of good experiences; complication in learning English; dealing with difficulties; combination of teaching strategies; variations of preferred strategies; and meaningful experiences. In particular, all the participants believed that learning English was difficult but interesting; majority found encountering difficult words to be a good experience; having no academic resource such as library added to their difficulties; they developed different learning styles and coping mechanisms; they preferred performance, group activities, and discovery learning; and they realized that what might be a meaningful experience to one might not be essential to others. Each theme was discussed thoroughly. Based on the findings of this study, several concepts are formulated. First, Tagakaulo students' struggles in learning English are not different from other non-tribal learners. It implies that in learning second language, indigenous and non-indigenous students experience similar difficulties. This may due to the similarity of their native languages and the target language they want to learn. Second, culture and upbringing of learners may affect students' motivation in learning English. Filipino students have the drive to learn English because it will give them more opportunities than not learning it. Third, English teachers need to enhance and strengthen their corrective feedback knowledge and skills in order for them to practice the concept effectively. Fourth, students remember those teaching strategies which challenge them

more. Fifth, the students prefer teaching strategies which are outcomes and performance-based. Sixth, students find meaningful experiences in learning English in spite of their challenges conditions.

Udat, N., & Kunso, F. (2021). The travails of Bangsamoro learners on multilingualism: a phenomenology. *Modern Journal of Studies in English Language Teaching and Literature*. 3(2), 39–51. <https://doi.org/10.56498/322021138>

This phenomenological study describes the struggles and coping mechanisms in Multilingual learning among the learners in Hadji Ali Baganian Memorial School Inc. It utilized the method described by Colaizzi (1978) to analyze data, including familiarization, identifying significant statements, formulating meanings, clustering themes, developing a detailed description, producing the fundamental structure, and verifying the fundamental structure. The participants were the ten purposively selected Grade 9 students at the said school who performed average to outstanding levels in their respective classes. This school has provided Bangsamoro learners educational perspectives both in the private Madaris and the DepEd curriculum. The findings revealed that the participants encountered difficulties with multilingualism. The difficulties include negative attitude and complexity of the rules in phonology, a poor background of students in word stratification in morphology, poor sentence construction due to the complexity of rules in syntax, and word recognition and correct usage in semantics. Five coping mechanisms were identified to address these difficulties. These were oral practicing, using a dictionary, tutorial, listening attentively, taking notes, and internet surfing. These identified coping mechanisms were summarized into one emergent theme – intrinsic motivation. The researchers concluded that language users and language learners need to know their language needs, background, progress in acquiring the target language, and capability to use it.

Zaniel, Z., et al. (2023). Grade II learners early language literacy (ELL) in modular distance learning at Simuay Junction Central Elementary School. *Philippine E-Journals*. Vol. 7 no. 2

This study aimed to determine the Grade II Learners Early Language Literacy (ELL) in Modular Distance Learning at Simuay Junction Central Elementary School. The researchers used qualitative methods employing phenomenology to delineate the perspectives and challenges experienced by the teachers, parents and learners themselves during the modular distance learning. The participants of the study were seven (7) Grade-

II Pupils, seven (7) Grade II teachers, and seven (7) parents. The semi-structured research questionnaire was utilized during the interview process. Thus, it also investigated the challenges in early language literacy through modular distance learning. Colaizzi's seven steps strategy in data analysis in phenomenological methods was utilized to provide a rigorous analysis with each step (1) Staying close to the data. (2) Transcripts were read repeatedly (3) Significant statement (4) Formulated meanings (5) Cluster themes (6) Developing exhaustive description (7) Producing the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis. Finally, the findings of the study revealed six (6) important themes: 1.) Parents' Assistance, 2.) Siblings' Assistance, 3.) Teachers' Assistance, 4.) Difficulty in Reading and Writing, 5.) Poor Word Recognition 6.) Difficulties in Blending words. Furthermore, the suggested solutions to address challenges are, parents' assistance, restriction of gadgets, enrichment activities in the module, face to face modality and Phonetic Alphabet Translation. it is concluded that, Modular Distance Learning can be a tool in learning early language literacy which includes reading and writing, learner to learner interaction and enrichment activities. However, it is quietly challenging to the part of the learners, teachers and parents. Hence, the assistance of adult learners at home like parents and siblings seemingly addressed the challenges in the modular distance learning.