

# Language Acquisition of Kapampangan Dialect Among Senior High Students with Non-Kapampangan Parents

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**Abstract:** In today's social world, where every interaction shapes how we acquire and use language, an interesting thing is happening: Senior High School students with non-Kapampangan parents are learning the Kapampangan dialect. Language acquisition is a complex process, influenced by various factors such as social environment, open communication and active listening, and questioning and active learning. Understanding these factors is crucial, especially for Senior High School students whose parents speak a different native language. This qualitative phenomenological study aims to identify the different factors that contribute to the language acquisition of the Kapampangan dialect among these students. Through interviews with nine participants from Adelle Grace Montessori School Incorporated, the study reveals that the social environment, open communication and active listening, and questioning and active learning significantly influence language acquisition. By identifying these factors, we can gain insights into how students learn and use language, which can lead to improved language learning experiences and better retention of the dialect. This study is significant as it can provide valuable insights for students, parents, teachers, and future researchers interested in language acquisition and education.

**Keywords:** Language, Language acquisition, Kapampangan dialect, Senior high school students.

## 1. Introduction

Language is an organized communication system that uses words, sounds, and gestures to communicate with others. It is an important instrument for every individual to express, and share thoughts and feelings. In all aspects, language is essential and can be used in everyday living.

As per Nordquist (2019), language encompasses grammar, rules, and norms enabling effective communication through utterances and sounds. It arises from social and cultural interactions, with societies and communities fostering distinct values, signs, sounds, and symbols for facilitating communication (Samuel, 2019; Atmawati, 2018). Speaking, writing, and reading are essential for daily life, with language serving as the primary tool for expression and communication. Understanding how people utilize language and the unconscious selection and combination of words and phrases can provide insights into human behavior (Shashkevich, 2019).

Furthermore, the field of language encompasses dialects, highlighting variations within different communities and regions.

As per Tulio (2021), a dialect represents a form of language different from other forms of the same language in terms of pronunciation, grammar, vocabulary, and its usage by a group of people who are differentiated from others geographically or socially. Dialects signify a unique manner of speaking that emerges within specific locations, societies, or communities (Callaghan, 2023). Dialects offer valuable insights into the distinct identities, traditions, and linguistic variations of different groups. Additionally, dialect is a broader concept that characterizes the unique vocabulary and grammar used by individuals (Crystal, 2014). One example of a distinct dialect in the Philippines is the Kapampangan dialect. As indicated by Guiao (2023), in the Philippines, Kapampangan occupies a significant role as one of the primary languages, particularly serving as the dominant language in the Central Luzon province of Pampanga.

According to Dublin (2017), language acquisition plays an important role in children's socialization and early learning. It involves how children learn to communicate using words and acquire new vocabulary through interactions with others. Language acquisition encompasses the psychological process of acquiring and using spoken, written, or sign language (Mckay, 2021). Language acquisition is the process of how people acquire how to interact safely and effectively in a language they want to learn (Mack, 2021). Language acquisition gives a new insight into the complex development of the human language, showing how it develops in connection with its environment, the rest of human thinking, and the children of the language-rich surroundings are exposed to from an early age (Lidz & Perkins, 2018).

According to Chomsky's theory in the late 1950s and early 1960s, humans have an innate ability to learn language, and this knowledge shapes both our ability to understand language, as well as our capacity to produce it. Chomsky proposes the existence of a "language acquisition device" in the human brain, which enables to learn the children's native language and

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potentially second languages. This suggests that language learning is an intrinsic part of human nature and that we are inherently predisposed to developing language skills.

In Chomsky's view, the acquisition of language is not solely reliant on external input, but rather, every individual possesses an inherent biological predisposition for language acquisition. This means that the process of learning a language involves more than just mimicking what is heard; it is an innate ability that is hardwired into the human brain, allowing individuals to internalize and comprehend linguistic structures and patterns.

The study seeks to identify the different factors that contribute to the language acquisition of Kapampangan dialect among Senior High School students whose parents speak a different native language.

### A. Research Questions

This study aims to identify the different factors that contribute to the language acquisition of Kapampangan dialect among Senior High School students whose parents are not native Kapampangan

Specifically, this study seeks to answer the questions:

1. What are the different factors that contribute to the language acquisition of Senior High School students whose parents are non-native Kapampangan?
2. How do these factors help the students acquire the Kapampangan dialect?

### B. Significance of the Study

This study will be beneficial to the following:

*Students:* The study benefits the targeted Senior High School students learning the Kapampangan dialect. The research can lead to improved language learning experiences, enhanced proficiency, and better retention of the dialect.

*Parents:* The research findings can provide parents with an understanding of the different factors that contribute to children's language acquisition of Kapampangan dialect. This knowledge can guide parents in providing appropriate support and creating a language-rich environment at home.

*Teachers:* The study's insights can help teachers to better understand students' challenges in acquiring the Kapampangan dialect. This knowledge can assist teachers in developing appropriate instructional strategies and materials to facilitate effective language learning.

*Future Researchers:* The study can be a valuable resource for future researchers interested in exploring related topics or expanding upon the existing research on language acquisition and the impact of linguistic environments on students' learning outcomes. The findings can provide a foundation for further investigation, contributing to the body of knowledge in language acquisition and education.

### C. Scope and Delimitation

The scope of this study is to identify the different factors that contribute to the language acquisition of the Kapampangan dialect among Senior High School students whose parents are not native Kapampangan. The study will be delimited on nine (9) Senior High School students, who are currently attending school in areas where Kapampangan is spoken as a primary

language. The research will involve the collection of data from these students to understand the various factors in their acquisition of the Kapampangan dialect.

## 2. Methodology

### A. Research Design

The researchers planned to employ the qualitative approach to identify the factors that contributed to the acquisition of the Kapampangan dialect among Senior High School students with non-Kapampangan parents. Qualitative methodology involved an interactive process aimed at gaining a deeper understanding of the phenomenon being studied through meaningful distinctions (Aspers & Corte, 2019).

The chosen qualitative method was well-suited for conducting interviews regarding a specific event or phenomenon, as it was focused on gathering insights based on current experiences that aligned with the research topic. The study adhered to a qualitative phenomenological design, which aimed to explore the detailed experiences of a specific group. The primary objective of this approach was to describe the context of the specific phenomenon (Creswell, 2013).

### B. Participants of the study

The participants of the study were nine (9) Senior High School students in Adelle Grace Montessori School Incorporated whose parents were non-Kapampangan natives. In phenomenological research, having around 6 to 20 participants was enough (Elis, 2016).

The researchers chose the participants by purposive sampling to make sure that participants met certain criteria to be able to respond to the interview questions in a relevant way and had various types of experiences to gather a lot of data. Certain criteria were set by the researchers in choosing the appropriate participants.

The following were the criteria set by the researchers:

- Senior High School students having non-native-Kapampangan parents.
- Parents should not be able to speak the native Kapampangan dialect and have a different native language.

### C. Locale of the Study

The study was conducted with nine Senior High School students from Adelle Grace Montessori School Incorporated located at #120 A.N. Manapat St., Poblacion, Arayat, Pampanga.

### D. Research Instrument

Three (3) open-ended questions were developed as part of a semi-structured interview with researchers to identify the different factors by which Senior High School students with non-Kapampangan parents acquired the Kapampangan dialect. Furthermore, the interview questionnaire served as proof of the facts gathered, which were verified and authorized by an assigned validator.

### E. Data Gathering Procedure

Starting the study involved researchers initiating a room-to-room visit to find suitable participants. The purpose and criteria of the study were explained to potential participants during these visits. Subsequently, a detailed letter outlining the study's objectives, criteria, and interview schedule was written by the researchers. Once ethical approval was granted, contact with interested individuals was made, and interviews were scheduled, considering participants' availability. The interviews involved asking questions and recording responses verbatim for accuracy. Confidentiality measures were strictly adhered to, using unique identifiers for transcription and secure data storage. Participants were given ample time to respond during the interviews. Continuous monitoring was maintained to adapt as needed, ensuring a comprehensive and ethical study. Data were analyzed, and a detailed report was compiled while preserving participant anonymity.

### F. Ethical Consideration

In conducting the study, all participants were first provided with a detailed letter of informed consent, explaining the purpose, procedures, and potential risks and benefits of participation. The participants were given sufficient time to review the consent form and ask any questions they had before the interview. The consent form signified the participants' agreement to take part in the study.

To ensure confidentiality, each participant was assigned a unique identifier code, and the participant's names were never used in any reports or publications. All information obtained from the participants, including interview transcripts and survey responses, was kept confidential and stored securely. Only the researcher had access to the raw data, and any identifying information was removed before analysis.

Throughout the study, the researcher maintained open communication with the participants, allowing them to withdraw from the study at any time without consequences. Additionally, the researcher obtained ethical approval before commencing the study, ensuring that the research adhered to ethical guidelines and standards.

## 3. Findings

In identifying the different factors that contributing to the language acquisition of Kapampangan dialect among Senior High School students whose parents are non-native Kapampangan, open-ended interviews were conducted to gather insights from Senior High School students whose parents are non-native Kapampangan. The participants, ranging from different backgrounds and experiences, shared their thoughts and experiences regarding their language acquisition process. Through these interviews, researchers found one main factor that contributes to the language acquisition of the Kapampangan dialect of the participants, which is the Social Environment. This theme encompasses the influence of relatives, friends, and peers who spoke Kapampangan on the participants' language acquisition process.

### A. Social Environment

Participants mentioned that their social environment played a significant role in their language acquisition. This theme included interactions with friends, relatives, neighbors, and classmates who spoke Kapampangan. Through these interactions, they were exposed to the language and had opportunities to practice and learn from others. The following statements were given by the participants.

*“Nagkaroon ako ng mga friends doon na tinuruan nila ako ng Kapampangan and tsaka yung mga nakapaligid saakin.” (I had friends there who taught me Kapampangan, and also the people around me.) - SHS 1*

*“Meron din kasi kaming kamag-anak dito na marunong mag-Kapampangan sa Arayat kaya minsan tinuturuan nila ako.” (We also have relatives here in Arayat who speak Kapampangan, so sometimes they teach me.) - SHS 2*

*“Yung pinaka nakatulong talaga saakin na ano maacquire yung language na Kapampangan yung ano mga friends ko kase, kapag nga Kapampangan yung naririnig ko na ano nila usapan parang unti-unti na aadapt ko na rin tas sa ano rin sa school ganon yun nung ano Grade 1 to 3 Mother Tongue.” (The most helpful factor for me in acquiring the Kapampangan language is my friends because when I hear them speaking Kapampangan. I gradually adapted. It also helped me in school, particularly during Grades 1 to 3 when Mother Tongue was taught.”) - SHS 3*

*“For me po is ano sa ah... sa mga, ah mga cousins ko po atyaka yung mga tita ko.” (For me, from my cousins and aunts.) - SHS 4*

*“Kapag lumalabas ako yung kapag nakikipag socialize ako.” (When I go out, when I socialize.) - SHS 5*

*“Yung sa paligid ko ganon, yung mga nag ka Kapampangan.” (The people around me, those who speak Kapampangan.) - SHS 6*

*“Yung... mga naririnig ko sa ibang tao katulad ng mga kapamilya mo mga kapitbahay mo mga kaibigan mo na nagsasalita ng Kapampangan.” (What I hear from other people, like my relatives, neighbours, and friends who speak Kapampangan.) - SHS 8*

It was evident that the social environment played an important role in the Senior High School students' language acquisition of Kapampangan dialect. Within this environment, interactions with friends, relatives, and other individuals who spoke Kapampangan were identified as crucial aspects of their language acquisition journey. These interactions provided them with a constant exposure to the language and created regular opportunities for practice and reinforcement. The supportive and immersive nature of these interactions within their social circles contributed significantly to the students' understanding and proficiency in the Kapampangan dialect.

Researchers have also gathered data about the contribution of various factors on the language acquisition of Senior High School students learning Kapampangan dialect to provide knowledge and a comprehensive understanding of their language acquisition process. It was presented how these factors contribute to the students acquiring the Kapampangan dialect in the following order: Open Communication/Active Listening and Questioning and Active Learning.

#### B. A. Open Communication and Active Listening

Participants emphasized the importance of open communication and active listening, particularly in their interactions with peers and family members who spoke Kapampangan. They noted that engaging in conversations and actively listening to Kapampangan speakers helped them understand and adapt to the language more easily. Below are the statements provided by the participants.

*“Yun nga, yung ano lagi akong nakikipag-usap sa mga ibang tao na marunong din mag-Kapampangan.” (I always engage in conversations with other people who also know how to speak Kapampangan.) – SHS 2*

*“Since everyday naririnig mo ganon ma unti-unti mong pipick up yung language ganon.” (Since I hear it every day, I gradually pick up the language.) - SHS 3*

*“Kapag nakikipag socialize ako ahm, kumbaga yung pag-uusap nila ng Kapampangan parang, natutunan ko yung, yung unti-unti kong natutunan mga words na kung anong ibig sabihin nito, kung ano yung dapat kung ano ang dapat na gamit nito.” (When I socialize, I gradually learn the meaning and proper usage of Kapampangan words used in conversations.) - SHS 5*

*“Yung... mga naririnig ko sa ibang tao katulad ng mga kapamilya mo mga kapitbahay mo mga kaibigan mo na nagsasalita ng kapampangan. Yung mga naririnig ko nung una adapt kona tas naiintindihan kona tas ayun nakakasabay na ako sa pagsasalita nila nagkakaintindihan na kami nakikipagpalitan na ako ng salita.” (I adapted and understood what I heard from other people like my relatives, neighbors, and friends who speak Kapampangan. At first, I learned to adapt to what I heard, and now I can keep up with their conversation, understanding each other and exchanging words.) - SHS 8*

*“Dahil sa pagtatanong ko and naririnig ko madalas, tapos ginagamit ko na rin sa pakikipag-usap. Natutunan kong mag-Kapampangan kahit hindi Kapampangan mga magulang ko.” (Because of my frequent questioning and exposure to the language, which I also use in conversations, I learned to speak Kapampangan even though my parents are not native Kapampangan speakers.) - SHS 9*

#### C. Questioning and Active Learning

Participants mentioned that actively questioning and seeking

clarification helped them learn Kapampangan. By actively engaging in conversations and asking for explanations, they were able to improve their understanding and usage of the language. The participants' responses are outlined as follows.

*“Sa mga, ah mga cousins ko po atyaka yung mga tita ko is nag-uusap po sila ng Kapampangan so kapag nagsasalita po sila ng Kapampangan is tinatanong ko po sa kanila kung ano yung ibig sabihin ng ganon... so na aapply ko po siya sa kung pa-paano ako magsalita ngayon ng Kapampangan is na aapply ko po yung mga sinasabi nila na ganon pala po.” (My cousins and aunts speak Kapampangan, so when they speak Kapampangan, I ask them what it means... I apply it to how I speak Kapampangan now, applying what they say.) - SHS 4*

*“Kapag nagkukuwentuhan kami, tapos hindi ako makalalate ganon, nagtatanong ako kung ano yung mga words na 'yon.” (When we're chatting, and I can't relate, I ask what those words mean.) - SHS 7*

*“Dahil sa pagtatanong ko and naririnig ko madalas, tapos ginagamit ko na rin sa pakikipag-usap. Natutunan kong mag-Kapampangan kahit hindi Kapampangan mga magulang ko.” (Because of my frequent questioning and exposure to the language, which I also use in conversations, I learned to speak Kapampangan even though my parents are not native Kapampangan speakers.) - SHS 9*

The findings highlight the important role of Open Communication and Active Listening and Questioning and Active Learning in the language acquisition of Kapampangan dialect of Senior High School students with non-native Kapampangan parents. Participants emphasized the significance of engaging in conversations and actively listening to Kapampangan speakers, including peers and family members, which helped them understand and adapt to the language more easily. This interaction also enabled them to pick up the language gradually and learn the meaning and proper usage of Kapampangan words. Additionally, actively questioning and seeking clarification were found to be beneficial in their learning process, as it improved their understanding and usage of the language.

## 4. Discussion

The objective of this study is to identify the factors contributing to the acquisition of the Kapampangan dialect among Senior High School students whose parents are not native Kapampangan speakers. The researchers provided a set of questions to the participants to gather sufficient data for addressing the research question: (1) What are the different factors that contribute to the language acquisition of Senior High School students whose parents are non-native Kapampangan? (2) How does these factors help the students acquire the Kapampangan dialect?

The researchers employed qualitative research method and applied the phenomenological research design. Researchers utilized face-to-face interviews with open-ended questions to

gather data from the participants. Purposive sampling was used to ensure that the selected participants could provide valuable insights into the research questions. A thematic approach was employed to analyze the interview responses.

Language acquisition is a multifaceted process influenced by various factors that can significantly impact an individual's ability to learn and use a new language. Language acquisition is the process by which humans acquire the ability to understand, grow, and use words to understand and communicate (Looti, 2022). The participants stated the different factors that contribute to their language acquisition of the Kapampangan dialect despite of having a non-Kapampangan parent. The Researchers identify that one main factor contributing to the language acquisition among Senior High School students is the influence of the social environment. Students who reported regular exposure to the Kapampangan dialect in their environment, either through interactions with family members or friends, showed higher levels of proficiency in the language. The social environment significantly influences human interactions, shaping their behavior, thoughts, and emotions, shaping their goals and developments (Hrena, 2023).

Furthermore, the study underscored the role of Open Communication and Active Listening. Participants emphasize the importance of engaging in conversations and actively listening to Kapampangan speakers, including peers and family members. Such interactions facilitated their understanding and adaptation to the language, allowing them to gradually pick up the language and comprehend the meaning and proper usage of Kapampangan words. Open communication is the ability to freely express your thoughts while interacting with others (Rossingol, 2023). Active listening is a communication skill beyond simply listening to what someone else says. It's about actively absorbing and trying to understand the meaning and purpose behind things. It is essential to engage in the communication process with thought and attentiveness (Cuncic, 2024). Additionally, the study identified the role of Questioning and Active Learning in language acquisition. Students who expressed a strong interest in learning the Kapampangan dialect and were motivated to improve their language skills showed higher levels of proficiency. Asking questions is a basic active learning method that takes only a few minutes of planning and class time while allowing students to think and apply recently taught topics (Felder & Brent, 2016).

## 5. Conclusion

This study aimed to identify the factors contributing to the language acquisition of Kapampangan dialect among Senior High School students with non-Kapampangan parents. By employing a qualitative research method with a phenomenological research design, the researchers utilized purposive sampling and conducted open-ended interviews to gather data from nine participants.

The thematic analysis of the responses revealed several key themes regarding the different factors contributing to the language acquisition of the Kapampangan dialect among Senior High School students with non-Kapampangan parents.

Firstly, participants highlighted the significant role of their

Social Environment. They mentioned that interactions with friends, relatives, neighbors, and classmates who spoke Kapampangan played a crucial role in their language acquisition journey. These interactions provided them with exposure to the language and opportunities to practice and learn from others.

Secondly, the study identified the role of Open Communication and Active Listening in language acquisition. Participants emphasized the importance of open communication and active listening, particularly in their interactions with peers and family members who spoke Kapampangan. They noted that engaging in conversations and actively listening to Kapampangan speakers helped them understand and adapt to the language more easily.

Lastly, the study found that Questioning and Active Learning played a significant role, as actively engaging in conversations and seeking explanations improved their understanding and usage of the language. Students who expressed a strong interest in learning the Kapampangan dialect and were motivated to improve their language skills showed higher levels of proficiency. Their active engagement in questioning and seeking clarification helped them learn Kapampangan more effectively.

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