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Research Article

Parental Involvement and Chabacano Language Proficiency among High School Students in Ternate, Cavite

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ABSTRACT

This study examined the connection between parental involvement and Chabacano language ability among Chabacano-speaking students from Ternate, Cavite. Chabacano in Ternate is based on an Indonesian-Malay ancestry but it evolved into a creole language based on the Spanish colonial period. Today, Chabacano in Ternate is still endangered. A descriptive-correlation research design was employed to examine the relationship between parental involvement and Chabacano language ability. Data were collected through a survey questionnaire using purposive sampling which gathered 138 high school students. The study found that the students with more parental support such as support for use of the language at home and support for community-based learning programs had a greater overall ability in Chabacano. The study reveals strong and statistically significant correlations between parental involvement and all domains of Chabacano proficiency. The highest correlation was found in conversational skills ($r = 0.584$), followed closely by overall proficiency ($r = 0.591$), indicating that students who receive consistent support from their parents tend to perform better in using the language interactively. Additionally, some differences in demographic means demonstrated differences in proficiency levels. Overall, the study highlights the important role of family involvement in the preservation of minority languages such as Chabacano, especially in an increasingly assimilated community where family involvement can demonstrate an appreciation of the cultural and unique tradition that exists. It was concluded that a greater involvement by parents can reverse a decline in the Chabacano language, and the next generation in Ternate, where the language still remains an important relationship to Filipino and Southeast Asian heritage.

Keywords: Chabacano, Ternate, Parental Involvement, Creole, Chabacano-Cavite

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Introduction

Children who receive support from their parents with their homework, encouragement to read at home, or engagement in school activities are considered to have parental engagement. Parental involvement is crucial for understanding a learner's language proficiency in Chabacano. Due to a supportive environment, students who are learning the language for professional purposes often demonstrate high proficiency levels (Heidrich & Kraemer, 2018). Chabacano students that have a supportive environment, surrounded by parents who provide support, could result in a high proficiency level in the Chabacano language and could also potentially increase the number of speakers, which is currently dwindling. Similarly, Ardiansyah et al. (2023) found that parental support contributes to a child's motivation. Parental support plays a significant role in a child's language acquisition.

According to Lipski (1988), Chabacano, referred by linguists as Philippine Creole Spanish (PCS), is the sole and most extensive Spanish-based creole language that still exists in Asia or Oceania and it is also one of the oldest creole languages in the world, it is the "lingua franca" of Zamboanga City, the latin capital of the country, due to the impressively large size and wide range of its speech community. The word "Chabacano" was defined by Lesho (2013) as a term referring to the cluster of creoles communally. However, in Ternate, the locals still prefer to use the term "Bahra".

Furthermore, parental engagement has a positive influence on children's language skills, as community-based programs can enhance parent Furthermore, parental engagement has a positive influence on children's language skills, as community-based programs can enhance parent engagement (Sheridan et al., 2011) According to Vicente and Cheng (2024), the Chabacano used in Ternate is one of the oldest forms of Creole in the Philippines. While Ternateno is the oldest, Chabacabo Zamboangueno, on the other hand, is one of the most used and has many active speakers among the three variants. In the three, Zamboangueno is often the most used in blogs, news, and social media (Lipski, 2001).

Aguilar et al. (2024) point out that in areas such as Cavite, new languages are seen as more useful and this brings down the perception of Chabacanos usability and poses a threat to its intergenerational transfer. The direction points towards the urgent need to reconsider parent roles in keeping languages alive, especially in cultures where heritage languages are likely to become obsolete.

The same thing is said by Lim-Ramos et al. (2020) that parents have a "slightly positive" attitude towards the use of Chabacano in early childhood education. This indicates that the attitude of the parents has something to do with proficiency and maintenance in language for students. Lear (2023) also discusses the speaking and writing skills of Chabacano speakers in three generations from Zamboanga City and illustrates that language proficiency is mostly passed down at home and is important in maintaining and acquiring fluency.

Aside from the domestic environment, outside factors also account for the loss of Chabacano. Astorga et al. (2025) see exposure to the media, priority education on English and Filipino, and shifts in family language usage as the top factors behind declining Chabacano usage by Generation Z speakers in Cavite, including Ternate. The research focuses on the importance of more effective familial support in keeping the language alive among young generations.

Feng and Tan (2022) emphasize the significance of parents' roles in children's home language development. Their study focuses on the fact that although cooperation with schools is crucial, the quality and nature of communication between school and home should be properly addressed to prevent unwanted negative impacts.

According to a study by Lesho (2013), in the generation of their parents and grandparents, Chabacano was the language they used; unfortunately, the language we use today is the result of forgotten proverbs, plays, and traditional songs. Chabacano speakers in Cavite City became lower because of the lack of language transmission to younger generations, while Chabacano in Ternate is still stable, but the language is considered as the language of the poor.

Statement of the Problem

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Sex
 - c. Barangay
 - d. Grade Level
2. What is the level of Chabacano Proficiency among Chabacano-speaking high school students in Ternate, Cavite in terms of:
 - a. Listening
 - b. Speaking
 - c. Vocabulary
 - d. Conversation
3. Is there a significant relationship between Parental Involvement and Chabacano proficiency of the students at Ternate, Cavite?
4. Is there a significant difference between the proficiency of the Chabacano-speaking students when grouped according to demographic profile?

Methodology

This study used a descriptive-correlation research design to describe and determine the relationship between parental involvement and Chabacano language proficiency among students in Ternate, Cavite. The researchers utilized purposive sampling, where a total of 138 identified respondents were approached and chosen who met the special criteria given by the researchers.

The respondents were chosen based on three criteria; (1) identification as junior or senior high school students and being currently enrolled in the Ternate, Cavite, as the research sought to investigate the influence of parental involvement in a specific educational context, (2) only students whose parents or guardians

were presently engaged in their education were chosen. Lastly, students who were surveyed were required to speak Chabacano as their first or primary home language to ensure that the sampled individuals have natural and consistent exposure to Chabacano in both the household and community environment.

The researchers ensured that the interests of the participants are protected. They were informed that they can withdraw the survey anytime and they will be anonymous. The researchers adhered to ethical standards of research. Formal letters were given to the respondents and barangay officials.

While the study was able to gather relevant data, a number of limitations were identified. The sample size was limited to a certain group of students and does not reflect the full range of the Chabacano-speaking community.

The researchers utilized a survey questionnaire as the sole research instrument of this study. The questionnaire was developed with indicators intended to assess students' Chabacano proficiency and indicators to assess parental involvement. A five-point Likert scale was used to record responses, with Strongly Disagree (1) to Strongly Agree (5) as categories. The survey instrument was validated by other expert researchers and was field-tested.

The study was conducted over a four-month period in Ternate, Cavite. Ternate is a community of historical significance where Chabacano persists as a positive part of local identity. The researchers focused on younger speakers as a means of understanding how family involvement may help maintain and develop language competence in a context where the dialect may shrink.

Results and Discussion

Table I. Demographic profile of the students at Ternate, Cavite (n=138)

Profiles	Frequency	Percentage
Age		
Below 12	10	7.2%
12-14	39	28.3%
15-17	50	36.2%
18 And Above	39	28.3%

Profiles	Frequency	Percentage
Gender		
Male	84	60.9%
Female	54	39.1%
Barangay		
Poblacion 2	83	60.1%
Poblacion 3	12	8.7%
San Jose	43	31.2%
Grade Level		
Grade 7	24	17.4%
Grade 8	14	10.1%
Grade 9	17	12.3%
Grade 10	17	12.3%
Grade 11	15	10.9%
Grade 12	51	37.0%

Table I presents the demographic profile of the 138 respondents surveyed, selected from Ternate, Cavite, is provided in Table I. The data depict a population representative of age, gender, barangay of residence and grade categories. The greatest percentage of respondents was from the 15 to 17-year-age group accounting for 36.2% or (n=50), indicating critical developmental stages, which can be significant in a student's academic achievement and social behavior. These critical developmental stages impact how students think and feel, thus the age distribution indicates that these students are developing cognitively and emotionally, which is best supported through effective academic support, and guidance.

The occurrence of language shifts from the heritage to the majority language in terms of residence, a considerable proportion of students (60.1%) reside in Barangay Poblacion 2. According to Lalanan and Oco (2025), environment can impact positive engagement in local educational efforts, particularly in terms of access to educational facilities and support from the community. The majority of respondents being from one barangay suggests that a close proximity to the school may improve attendance and engagement, a factor to be considered

when creating outreach and educational programs.

The data also indicated that the majority of respondents were from Grade 12 (37.0%). According to Enciso et al. (2025), Senior High School students generally participate with an intentional focus on preparing themselves for career and skill development opportunities. Grade 12's strong presence in these results may have resulted from their engagement with school programs that are specifically meant to prepare them for college entrance or entering the workforce. Additionally, this shows that Grade 12 students should have a special focus for interventions that will be focused on building life skills and skills for the workplace.

Overall, the results provided valuable data on the students that are represented, which not only shows the diversity of the student body, but also viewed via important demographic elements that can impact learning outcomes. There are very clear differences in development that have age-related commonality, or gender participation, when comparing these results to the previous studies, but the sample is framed in the context of the unique situation it describes.

Table II. Level of Chabacano Proficiency among Chabacano-speaking students at Ternate, Cavite in terms of Listening Comprehension

Statements	Mean	SD	Interpretation
I can easily understand Chabacano conversations between native speakers.	4.07	0.727	Agree
I can comprehend Chabacano language media.	3.89	0.918	Agree
I can understand Chabacano instructions or directions given by others.	4.09	0.833	Agree
I can follow Chabacano discussions on various topics.	4.04	0.800	Agree
Overall	4.02	0.704	Agree

Range: 4.20-5.00 (Strongly Agree), 3.40-4.19 (Agree), 2.60-3.39 (Neutral), 1.80-2.59 (Disagree), 1.00-1.79 (Strongly Disagree)

Table II presents the levels of Chabacano proficiency of Chabacano speaking students in Ternate, Cavite, in listening comprehension. The overall mean of 4.02, interpreted as "Agree", provides empirical evidence that students have good levels of listening comprehension in Chabacano. Specifically, the students agreed they could follow conversations of native speakers of Chabacano ($M = 4.07$), understood instructions or directions ($M = 4.09$), and could follow conversations on wide ranging topics ($M = 4.04$). The results imply the use of Chabacano within their community and home, reinforces the students' listening comprehension skills, especially when the students need to take direction or verbal instructions.

Besides the natural exposure to Chabacano, instructional practice should and does help develop listening comprehension. William et al. (2025) indicate that mother tongue-based

multilingual education (MTB-MLE) becomes an important resource for improving literacy skills by engaging students in using their mother tongue through creating planned activities around the target-monolingual language (for Chabacano - Tagalog, Cebuano, etc.). Nonetheless, the lower mean score ($M=3.89$) considering students' understanding of Chabacano media content is an area of concern. This was validated based on the overall positive data, which supports Chabacano language as an important language for defining and maintaining both a varied and cultural identity with students. Given these results, students should have ongoing encouragement and support for using Chabacano, whether within education or informally, to sustain their skills, assume their heritage, experience cultural pride, and continue to define a critical cultural identity.

Table III. Level of Chabacano Proficiency among Chabacano-speaking students at Ternate, Cavite in terms of Speaking Fluency

Statements	Mean	SD	Interpretation
I can express myself easily and clearly in Chabacano.	3.90	0.882	Agree
I can speak Chabacano with native-like pronunciation.	3.78	0.982	Agree
I can engage in conversations in Chabacano without feeling anxious.	3.91	0.947	Agree
I can use Chabacano idioms and expressions in my daily conversations.	3.76	0.971	Agree
Overall	3.84	0.790	Agree

Range: 4.20-5.00 (Strongly Agree), 3.40-4.19 (Agree), 2.60-3.39 (Neutral), 1.80-2.59 (Disagree), 1.00-1.79 (Strongly Disagree)

Table III shows the proficiency level in Chabacano of students in Ternate, Cavite who are speakers of Chabacano students in terms of speaking fluency. The general mean score is 3.84 which qualifies the score "Agree." This signifies that students have generally exhibited confidence in their ability to speak fluently in Chabacano. The students professed to express themselves fairly easily and clearly ($M=3.90$), that they speak in Chabacano without anxiety ($M=3.91$), and they express thoughts and ideas explicitly during daily conversations in Chabacano. The pronunciation is also relatively high ($M=3.78$); idioms and expression mean score were the lowest among the items ($M=3.76$) but still interpreted as "Agree." From the results, it could be interpreted that students feel confident speaking the language enough to express thoughts and ideas, but that there is a slight gap in idiomatic expressions that would constitute fluency and cultural competency in usage.

These findings are consistent with the existing literature. Cho (2000), in The Role of Heritage Language in Social Interactions and Relationships, observed that, while heritage

language speakers are mostly confident in their general communicative abilities, they often experience challenges with idiomatic and culturally representative expressions. This finding informs the absolute ranking score and lower score for idiom usage from Ternate students, which is not surprising as these are potential tensions for all youth speaking heritage languages.

In addition to the current findings, Derwing and Levis (2024) highlighted that formal instruction helps students improve their pronunciation skills and overall intelligibility. The results suggest that students are demonstrating a promising level of spoken fluency, with relative strengths in expression and reduced anxiety. The findings also suggest that some areas of students' spoken fluency, such as idiomatic fluency, are better served with improved pedagogy. In this regard, it suggests that students have a solid basis of speaking skills overall but could further their Chabacano proficiency with added cultural breadth and authentic language use in their instruction.

Table IV. Level of Chabacano Proficiency among Chabacano-speaking students at Ternate, Cavite in terms of Vocabulary

Statements	Mean	SD	Interpretation
I have a wide range of Chabacano vocabulary to express my thoughts.	3.83	0.919	Agree
I can understand and use Chabacano words with precise meanings.	4.00	0.871	Agree
I can learn and remember new Chabacano words easily.	3.96	0.915	Agree
I can use Chabacano vocabulary to describe complex ideas or situations.	3.91	0.955	Agree
Overall	3.93	0.721	Agree

Range: 4.20-5.00 (Strongly Agree), 3.40-4.19 (Agree), 2.60-3.39 (Neutral), 1.80-2.59 (Disagree), 1.00-1.79 (Strongly Disagree)

In Table IV, the level of Chabacano vocabulary proficiency was measured among Chabacano-speaking students of Ternate, Cavite. The mean score was 3.93 ($SD = 0.721$), which indicated high levels of confidence and abilities when using Chabacano vocabulary. Students agreed that they had many vocabulary words, meaning they could label a wide variety of things, accurately delimited the meaning of words, and that they could remember and use

new ones. This supports the students' own self-assessment of their language competencies in their heritage language.

The highest statement was "I can understand and use Chabacano words with precise meanings" ($M = 4.00$, $SD = 0.871$), which suggests that semantic awareness is strong. The statement that received the lowest score, "I have a wide range of Chabacano vocabulary to express my thoughts" ($M = 3.83$, $SD = 0.919$),

highlights a common challenge among heritage speakers Koizumi and In'nami (2013) found that while learners may be fluent in casual conversations they often find it difficult to use a broader vocabulary, especially when discussing more abstract or complex topics. The data reveals that when students feel confident in their language skills especially in vocabulary, they are more likely to continue using and pre-

serving their heritage language, even in multilingual environments. For the students in Ternate, this self-confidence may be a key reason why Chabacano continues to be spoken in their community. Overall, the results point to the importance of both frequent exposure to the language and targeted support, especially in building vocabulary, to help heritage speakers use their language more fully and effectively.

Table V. Level of Chabacano Proficiency among Chabacano-speaking students at Ternate, Cavite in terms of Conversation

Statements	Mean	SD	Interpretation
I can initiate and maintain conversations in Chabacano.	3.86	1.005	Agree
I can respond appropriately to questions or statements in Chabacano.	3.99	0.871	Agree
I can use Chabacano to persuade others in conversations.	3.94	0.972	Agree
I can engage in casual conversations in Chabacano with native speakers.	3.89	1.001	Agree
Overall	3.92	0.826	Agree

Range: 4.20-5.00 (Strongly Agree), 3.40-4.19 (Agree), 2.60-3.39 (Neutral), 1.80-2.59 (Disagree), 1.00-1.79 (Strongly Disagree)

Chabacano-Speaking Students in Ternate, Cavite rated their conversational proficiency in Chabacano positively, with an overall mean of 3.92. The highest score was in responding appropriately during conversations ($M = 3.99$), suggesting that students are confident when reacting to prompts or engaging in guided dialogue. However, initiating and maintaining conversations received a slightly lower score ($M = 3.86$), indicating that students may need more opportunities to practice spontaneous speech. Persuasive use ($M = 3.94$) and casual conversations with native speakers ($M = 3.89$) also showed strong results, reflecting the continued

relevance of Chabacano in informal and social contexts. Astorga et al. (2025) found out that one of the factors affecting the decline of Chabacano speakers in Ternate and Cavite City are Media influence, the participants of this study expressed that they do not see any Chabacano contents online and also they do not have a chance to speak with Chabacano language in the social media. This findings show that despite of the decline of Chabacano speakers in Ternate, some highschool Chabacano speakers are still proficient in speaking Chabacano, probably, this happens due to the active participations of their parents at home.

Table VI. Level of Chabacano Proficiency among Chabacano-speaking students at Ternate, Cavite.

Level of Chabacano Proficiency	Mean	SD	Interpretation
Listening Comprehension	4.02	0.704	Agree
Speaking Fluency	3.84	0.790	Agree
Vocabulary	3.93	0.721	Agree
Conversation	3.92	0.826	Agree
Overall	3.93	0.684	Agree

Range: 4.20-5.00 (Strongly Agree), 3.40-4.19 (Agree), 2.60-3.39 (Neutral), 1.80-2.59 (Disagree), 1.00-1.79 (Strongly Disagree)

The students at Ternate, Cavite showed consistent skills across all areas of the Chabacano language. Among the four domains, listening got the highest average score ($M = 4.02$), which means many students feel confident when it comes to understanding spoken Chabacano. Vocabulary ($M = 3.93$) and conversation ($M = 3.92$) were also rated highly. These scores suggest that students are able to express themselves and participate in conversations with ease. This aligns with Pascual et al. (2022) discussion in Vocabulary Acquisition and Learnings Strategies in Second Language Learning,

where they emphasized that there can be many strategies to improve a student's vocabulary that they can use in many things, especially in effective communication. The results show that students are confident in their listening, vocabulary, and conversation skills. The slightly lower score in fluency, however, shows there's still room to grow. Giving students more chances to speak—like through group discussions or community activities—could help them become more fluent and keep Chabacano alive for future generations.

Table VII. Parental Involvement students at the Ternate, Cavite.

Statements	Mean	SD	Interpretation
My parents/guardians speak Chabacano with me at home.	4.26	0.840	Strongly Agree
I receive encouragement from my parents/guardians to practice speaking Chabacano.	3.99	0.978	Agree
My parents/guardians correct my Chabacano language mistakes.	4.01	0.985	Agree
I discuss family matters with my parents/guardians in Chabacano.	3.88	1.084	Agree
My parents/guardians provide opportunities for me to practice speaking Chabacano.	3.95	0.938	Agree
I feel that my parents/guardians value my ability to speak Chabacano.	4.08	0.975	Agree
My parents/guardians use Chabacano language media with me.	3.83	1.057	Agree
I receive feedback from my parents/guardians on my Chabacano language speaking.	3.90	0.969	Agree
My parents/guardians encourage me to speak Chabacano with relatives and friends.	4.04	0.973	Agree
I believe that my parents/guardians are fluent in Chabacano.	4.25	0.897	Strongly Agree
My parents/guardians teach me Chabacano proverbs, idioms, and expressions.	3.90	1.034	Agree
I feel comfortable speaking Chabacano with my parents/guardians.	4.13	0.965	Agree
My parents/guardians help me understand Chabacano language nuances and cultural references.	4.12	0.929	Agree
I use Chabacano language to communicate with my parents/guardians in daily life.	3.96	0.911	Agree
My parents/guardians are proud of my ability to speak Chabacano.	4.28	0.951	Strongly Agree
Overall	4.04	0.690	Agree

Range: 4.20-5.00 (Strongly Agree), 3.40-4.19 (Agree), 2.60-3.39 (Neutral), 1.80-2.59 (Disagree), 1.00-1.79 (Strongly Disagree)

Parental involvement was perceived as strong and multidimensional, with an overall mean of 4.04. The highest-rated items were parental pride in the child's ability to speak Chabacano ($M = 4.28$) and parental fluency ($M = 4.25$), highlighting the emotional and linguistic support provided at home. Students agreed that their parents offer opportunities to practice, correct mistakes, and encourage use with relatives and friends. Lam and Catto (2023) view that regular home use of heritage

languages strengthens retention and identity. However, the lowest score was in the use of Chabacano media ($M = 3.83$), suggesting limited digital engagement. Park (2024) noted that heritage language media is often underrepresented, which may contribute to this gap. These findings reveal that high school students in Ternate are still proficient in Chabacano language due to the support they receive from their parents in speaking Chabacano at home.

Table VIII. Significant relationship between Parental Involvement and Chabacano proficiency of the students at Ternate, Cavite.

Chabacano Proficiency	Pearson's r	p-value	Decision	Conclusion
Listening Comprehension	0.502	<.001	Reject Ho	Significant
Speaking Fluency	0.508	<.001	Reject Ho	Significant
Vocabulary	0.528	<.001	Reject Ho	Significant
Conversation	0.584	<.001	Reject Ho	Significant
Overall Chabacano Proficiency	0.591	<.001	Reject Ho	Significant

NOTE: If p value is less than the level of significance which is 0.05 reject the null hypothesis otherwise accept. Correlation coefficient values: ± 0.76 - ± 0.99 Very Strong: ± 0.51 - ± 0.75 Strong: ± 0.26 - ± 0.50 Moderate: ± 0.11 - ± 0.25 Weak: ± 0.01 - ± 0.10 Very Weak.

Table VIII reveals strong and statistically significant correlations between parental involvement and all domains of Chabacano proficiency. The highest correlation was found in conversational skills ($r = 0.584$), followed closely by overall proficiency ($r = 0.591$), indicating that students who receive consistent support from their parents tend to perform better in using the language

interactively. These findings affirm Macbeth et al. (2022) conclusion that regular home use of heritage languages improves fluency and confidence, particularly in speaking and listening. The data confirms that family support through daily conversations, emotional encouragement, and cultural instruction is a key factor in sustaining Chabacano proficiency among students in Ternate

Table IX. Significant difference between the proficiency of the Chabacano-speaking students when grouped according to demographic profile

Profiles	Group	Mean	F-value	p-value	Decision	Conclusion
Age	Below 12	3.93	9.21	<.001	Reject Ho	Significant
	12-14	3.48				
	18 and above	4.10				
	15-17	4.13				
Gender	Male	4.02	3.74	0.055	Retain Ho	Not Significant
	Female	3.79				
Barangay	Poblacion 2	4.13	10.7	<.001	Reject Ho	Significant
	Poblacion 3	3.77				
	San Jose	3.58				
Grade Level	Grade 7	3.61	5.45	<.001	Reject Ho	Significant
	Grade 8	3.50				
	Grade 9	3.65				
	Grade 10	3.94				

Profiles	Group	Mean	F-value	p-value	Decision	Conclusion
	Grade 11	4.16				
	Grade 12	4.21				

Note: The p-value is significant below .05

Significant differences in Chabacano proficiency were observed based on age, barangay, and grade level. Older students, particularly those aged 15–17 and 18 and above, had higher mean scores, suggesting that age contributes to greater language awareness and retention. This supports Hernandez's (2022) findings on the role of cognitive maturity in second language acquisition. Grade level also showed a clear upward trend, with Grade 12 students scoring highest ($M = 4.21$), reflecting the impact of cumulative instruction and academic exposure over time, as noted by reflecting the impact of cumulative instruction and academic exposure over time, as noted by Hayakawa et al. (2022) which may explain these results. No significant difference was found by gender, indicating that male and female students perform similarly in Chabacano proficiency.

Conclusion

The results reveal that the Chabacano language continues to be used as an active form of communication among Chabacano-speaking students in Ternate, Cavite, mainly in social and informal contexts. The majority of students demonstrate strong skills in listening, conversational, and vocabulary, but continue to contrive challenges in written formats and through complex language expressions. The descriptive data serves as background evidence, suggesting most of the students surveyed from this study's participants are from Poblacion 2, were largely male, in which students from the Grade 12 cohort showed the best proficiency in the Chabacano language.

The data confirmed that when parents at home encouraged their children to engage in conversations in the Chabacano language, that parents corrected their children while speaking in the Chabacano language, and parents offered vocabulary/word-based words opportunities that helped family members with fluency, then the children were influenced by their

successful exposure to parents that utilized Chabacano language.

This study shows that parental involvement affects Chabacano proficiency. With this, it can be concluded that the highschool students of Ternate, Cavite are still proficient in Chabacano language due to the consistent support of their parents at home. The data reveals that parental guidance in the Chabacano language among the respondents has a strong relationship with their listening comprehension, speaking skills, vocabulary and conservational skills.

Future researchers are encouraged to dig right into various aspects of the Chabacano language to contribute to its preservation and academic development. One potential area is the comparative analysis of different Chabacano varieties, such as Zamboangueño, Caviteño, and Ternateño, focusing on their linguistic features including syntax, vocabulary, and phonology. Sociolinguistic studies are also essential, particularly those that examine language use, attitudes, and intergenerational transmission within Chabacano-speaking communities. Additionally, research exploring the relationship between Chabacano and cultural or regional identity would provide valuable insights, especially among the youth. The role of Chabacano in education, particularly within the framework of Mother Tongue-Based Multilingual Education (MTB-MLE), is another promising area for investigation. Furthermore, analyzing how Chabacano is represented in media and digital platforms may offer strategies for language promotion and revitalization.

The researchers highly recommend that Chabacano parents in Ternate should be equipped in preserving the Chabacano language at home. The researchers recommend a program called "Chabacano sa Casa" where parents will be trained to engage with their children in the preservation of Chabacano language at home. This program aims to equip the

parents on Chabacano language preservation at home.

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