

Abstract Summary

Amid the pandemic, teaching and learning in the Philippines face challenges and opportunities for tech-driven projects fostering the Filipino language. However, there's a gap in utilization of Open Online Courses. The eTULAY-FILIPINO Project addresses this by offering Basic Filipino Grammar and Academic Writing courses. With modules, it employs interactive learning for Senior High School and Undergraduate students, integrating technology for effective and accessible learning. It serves as a vital resource for both academic and broader communities.

Introduction

1. The COVID-19 pandemic has significantly impacted education in the Philippines, leading to a shift toward online learning.
2. Technology use has increased for webinars and online conferences, but there is a gap in fully utilizing OOCs for the Filipino language.
3. Implementing the UP Policy Language aligns with the mandate of the Sentro ng Wikang Filipino-UP Diliman, in partnership with UP Open University, a pioneer in online teaching and learning.

Project Overview

eTULAY-FILIPINO Project: A response to enhance Filipino language proficiency by developing OOCs:

Course Title: Panimulang Kasanayan sa Gramatikang Filipino
(Basic Filipino Grammar)

Course Code: PKGF

Course Title: Batayang Kasanayan sa Akademikong Pagsulat sa Filipino
(Academic Writing in Filipino)

Course Code: BKAPF

Target Audience

In its pilot implementation, the audience was Senior High School and Undergraduate students of the University of the Philippines and its constituent units who are struggling with:

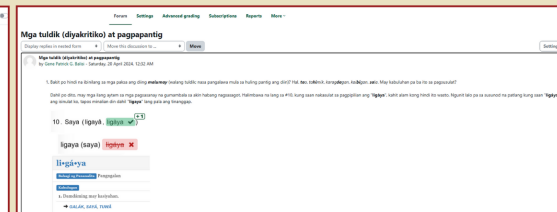
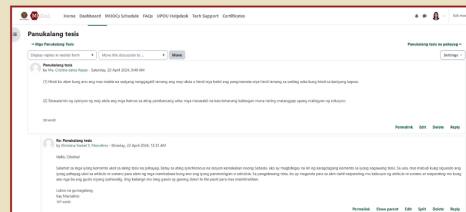
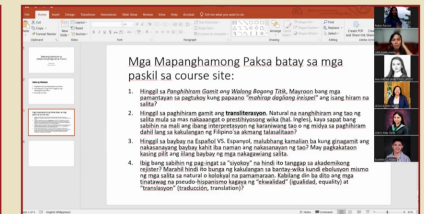
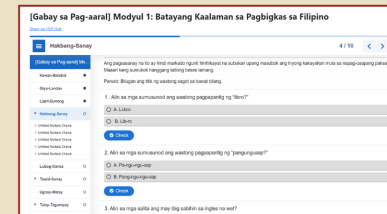
- Filipino grammar and structure
- Developing ideas and concepts
- Language use, sentence, and paragraph construction

Course Structure

Five scaffolded modules designed for:

1. Flexible learning
2. Interactive engagement
3. Fun and self-paced experiences

Learning Approach, Innovative Tools, and Methods



Findings

The integration of technology in teaching Filipino grammar and academic writing leads to:

1. Accessible Learning: Flexible formats cater to diverse learners.
2. Reflective Practice: Encourages self-assessment and improvement.
3. Collaborative Learning: Engages students in peer discussions and teamwork.
4. Transformative Learning: Promotes a deeper understanding of the language and its applications.

Conclusion

The eTULAY-FILIPINO Project addresses gaps in language education and presents an effective model for integrating technology into language learning. Thus, it serves multiple sectors, benefiting students and professionals alike, and promotes the use of Filipino as a medium of instruction, research, and communication.

Future Directions

1. Explore further courses to expand the curriculum.
2. Develop partnerships with educational institutions to enhance reach and impact.
3. Continuous evaluation and improvement based on learner feedback.

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