



A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting

Jennifer Tan - de Ramos, PhD

De La Salle University - Manila

jennifer.tan@dlsu.edu.ph

DOI: <https://doi.org/10.36892/ijlls.v5i1.1168>

APA Citation: Tan de Ramos, J. (2023). A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting. *International Journal of Language and Literary Studies*, 5(1), 114–126. <https://doi.org/10.36892/ijlls.v5i1.1168>

Received:

23/01/2023

Accepted:

04/03/2023

Keywords:

English,
Saudi,
reading,
phonological
awareness,
EFL learners.

Abstract

In the field of language learning, language acquisition covers a lot of topics that are interesting to investigate as there are a number of theories (Aljoundi, 2014) that explain how language is acquired at an early age. Among early bilinguals, it is important to study the factors that affect their vocabulary. In this regard, this study seeks to contribute to the body of existing literature regarding vocabulary; particularly, the word list among Filipino- English bilingual children outside the school setting. The goal was to determine which language, be it Filipino or English, was dominantly used among the target population. A second goal was to identify which category the dominant target item(s), i.e. word list belonged to. Two groups of participants, belonging to children whose ages range between three and five, were selected randomly. Sixteen females and fourteen males, all of whom belong to the lower-income families, were asked to identify words that they are familiar with in Filipino and English. The findings revealed that the early bilingual children belonging to the lower-income strata prefer nouns over other English word categories. The findings support the theories of noun bias (Gentner, 1982; Nelson, 1974; Markman, 1987,1989; Lucas & Bernardo, 2008), stereotyping (Halim and Rubleare (2010), and Social Interaction (Vygotsky, 1978). The results of the study may further improve procedures being done in support of data-driven language learning.

1. INTRODUCTION

The scope of applied linguistics is multifaceted because it covers areas related to psycholinguistics, language acquisition (Lge.AQ, hereafter) among others. The latter also deals with various issues related to education among children and adults. Within the area of language development, language acquisition is an issue that generates much interest among psycholinguists.

1.1. Background

To date, numerous theories have already been formed to explain how language is acquired. The conflicting positions concerning how language is acquired and whether language, that is, first or second, dominates in the individuals' mental frame to make them speak or write using the given language. One theory in psycholinguistics is the Behaviorist Theory. This theory is closely connected with Skinner's Operant Conditioning (Skinner, 1953; McLeod, 2018). The behaviorist theory posits that language is a matter of habit-forming mechanism that relies on external reinforcements to allow the individual to retain the knowledge or the language input that they have acquired. These external reinforcements may be classified as negative or positive. It is further posited that the strength of the reinforcement will likely determine the degree of language acquisition. Opposite the behaviorist theory is the Nativist theory proposed by Noam Chomsky (1980; Sobecks, 2020) from which the Language Acquisition Device (LAD) sprang forth. According to the Nativist theory, children possess built-in mechanisms and functions in their brain that allow them to learn a language effortlessly. LAD theorizes that individuals will learn on their own even without reinforcement from their environment or supervision from their parents. Another theory that appears to strike a balance between the notions put forth by the behaviorists and the nativists is Social Interactionism (Vygotsky, 1978; "Interactionism", n.d.; Cooter & Reutzler, 2004). According to the social interactionist approach, there is not a sole factor that determines language acquisition. Instead, children acquire language through a combination of physical, linguistic, cognitive, and social variables. Currently, assumptions on how learners acquire language continue to be the subject of argumentation. The Constructivist Theory (Piaget, 1976; Papert, 1980; Lust & Foley, 2004) maintains that language acquisition is brought about by the conscious effort on the part of the learners to observe patterns in the language. For example, Greenberg's (1963; McRoy, 2021) study of the English syntax observes that the position of a head and its complement within a phrase at any given level of projection appears to be consistent across various categories within the English language. These generalizations are noted in utterances like "eat with his bare hands" where the verb is followed by its prepositional phrase and the verb is preceded by the noun in "he eats with his bare hands." Meanwhile, the reverse is true in the Turkish language (Ekmekci & Can, 2000). Ekmekci and Can's study of a 19-month old child reveals that the child acquires the knowledge to produce utterances in the head-last parameter characteristic of the Turkish language. The Constructivist Theory ((Piaget, 1976; Papert, 1980; Lust & Foley, 2004) also regards language learning as the basis of the children's interactions with the environment and with other speakers around them. These

A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting

speakers may be people within their age bracket or those older than them. The advocates (Bloom, 1998; Talai & Fotovatnia, 2012; Guan, 2013; Corino & Onesti, 2019) of the Data-Driven Language Learning Theory (DDL), the basis of which was John's (1991) DDL debunk the position of the Nativist precisely because they believe that beyond the LAD, there is a missing mechanism that allows the learners to learn a language. They furthered the role of the learners being able to automatically discover words, including grammatical patterns from authentic data derived from their immediate environment. Finally, there is a theory that appears to support the Nativist theory. The Cognitivist Theory (Anderson, 1990) maintains the notion that language learning and development entails more complex mental processes. In view of the claims put forth by different experts, the language acquisition issue is interesting not only because of the conflicting positions put forth by the psycholinguistic theories but also because of the data dependent on the type of English learners the participants are in. One dimension that is worth investigating is one that concerns bilingual learners. In a study conducted by Barnett, Yarosz, Thomas, Jung and Blanco (2007), bilingual learners of pre-school ages of three and four were subjected to experimentations to compare a newly established TWI (Two-way immersion) Spanish/English program and a monolingual English program in terms of three dimensions in the cognitive development namely growth in language, emergent literacy, and mathematics. Results reveal that both types of classroom set-up obtained substantial learning gains in terms of the areas to be measured. This particular study supports the benefits that bilingual education provides among learners. However, conclusions about the nature of bilingualism must not only consider the educational setting that learners are subjected to. Societal bilingualism (Rosenberg, 1987) must also be considered since the kind of language the learners use signals their membership and affiliation within the group where the language is being used. Given this dimensionality, it is noteworthy to determine what language is predominant - the first or the second - in the learners' verbal make-up if the learners are tested outside the classroom setting. The questions that will be answered are threefold. The first question concerns the vocabulary the bilinguals are familiar with. Connected with this question is determining the word list among early bilinguals. The second question determines what language is frequently accessed by the set of learners under investigation. The third question covers the factor that accounts for the predominance of certain word and word categories over the others.

1.2 Theoretical framework

This study is hinged on the theory of Social Development Theory proposed by Vgotsky (1962). The theory contends that the acquisition of language is affected by the balance between the cognitive and the social domains. It further holds the view that the children's cognitive development is worked out in two stages. The first stage is in the social level and second, in the children's cognition. More particularly, the first stage deals with how children interact with their significant others like their guardians or their parents. The second stage deals with the mental processes that children put into their interaction with the adults. Moreover, these mental processes are responsible for the meanings that the children, as well as the adults they interact with, attach to the given communicative event. In short, in the Social Interaction Theory, there must be a correspondence between the social and the cognitive aspects to fully make the learners' language development work at the optimum level. The combination of these two key factors impact on the cognitive development of children. As social animals with full capacity for learning, interaction from adults is a necessary requirement to learn new words. Children in their formative years, access language which is an essential feature of a fully -developed cognition. The interaction from the primary caregivers, such as parents or immediate members of the household, as well as the social environment the children are exposed to, determines the exposure the children will have to the second language, in this case, English. Then, the individual processing that transpires during the interaction triggers the memory retention of the new word in so far as language development, for instance, is concerned.

The theory of Social Development (Vgotsky, 1962) carries two principles. One, the principle of cognitive development states that the capacity for storing knowledge is limited to a certain range at any given age. This means that the children whose ages may be three to four years will store information up to a certain level only. One evidence in support of this position shows that a newborn's brain is 25% smaller than the size of the adult brain. However, the speed of neural processing increases dramatically during infancy and childhood, reaching its maximum at about age fifteen (DiPietro, 2000: 457). This evidence supports the principle that cognitive development is proportional to the chronological development of years of the learner. One reason to account for this principle is the fact that as learners increase in age, they gain more experience and through associations with related concepts, they are more likely able to retain a new concept that will be introduced. The second principle states that the development of the cognitive domain is achieved fully upon contact with other people through the process of communication. As early as the infancy stage, communication with the adults caring for the infants is an important feature of their survival (Piazza, et al. 2019) to ensure It is therefore

crucial that the interaction takes place in an environment that is open, positive, and conducive to learning so that the children can reach their optimum development.

2. METHODOLOGY

2.1 Participants

Thirty children aged between three and five years olds were selected for the particular purpose of determining their vocabulary spurts. The participants are all residents of Alabang, Muntinlupa City belonging to the lower income bracket. Of the thirty, fourteen were females and the remaining sixteen subjects were males. Seven of the fourteen female participants are currently in their kindergarten and preparatory levels. The other seven had not acquired formal education at the time of the study. Among the male participants, six had entered preparatory schools while ten had not.

Table 1. *Demographic Characteristics of the Participants*

Gender	Number	Formal schooling	No formal schooling
Females	14	7	7
Males	16	6	8

2.2 Procedure

Measures were done to obtain parental consent since the participants were minors. To facilitate word lists among the participants, initiatives were taken, using simple pad and pen, to write down thirty words that the participants are familiar with. Occasionally, prodding through lead- questions was required to get the participants to complete the word list of thirty words. Two forms of prodding questions were formulated for the two sets of participants. The first question, directed at participants who had formal schooling, simply required the children to enumerate the thirty words that came into their mind. The second question, a reformulation of the first question, asked those who had not entered pre-school education to identify the things that they see around them. These things presuppose their knowledge of concrete objects as well as actions based on what they most frequently observe in their environment. The reformulation of the first question was needed because this other group of participants - the one who had no formal schooling - appeared confused when asked the first question.

2.3 Analysis

A quasi-quantitative method using a frequency word count was done to answer the first question. This was started by placing each word in a category, that is, as nouns, verbs, modifiers, and adverbs. After determining the categories of the words, language was observed in terms of its predominance. Here, reference to Filipino as the first language and English as the second language was made. Finally, discussion of significant points that may account for the dominance of the word category and the language, was provided.

3. RESULTS

Thirty early bilinguals, who acquired their second language either through formal education or informal setting through contact with the environment, media, and the home, participated in the study. Results are summarized in the the table and the graph below.

Table 2. *Category of Words in the Early Filipino - English Bilinguals' Vocabulary*

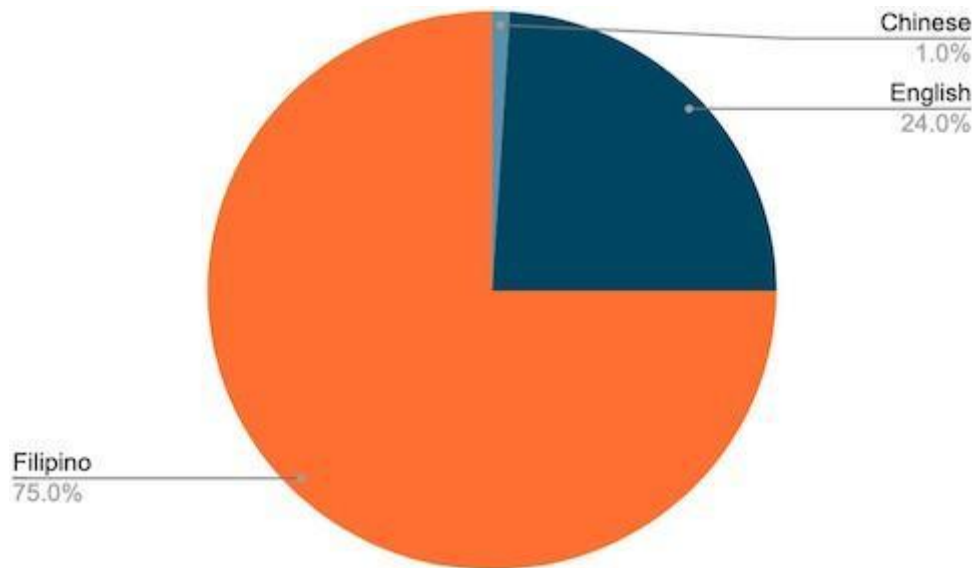
Category	Word Type	Female (F) Bilinguals	Male (M) Bilinguals	Total Number of Word Type	F vs M (in %)	% of the Word Type
I. Nouns						
	Parts of the Body	63	60	123	.07 vs .07	.14
	Girl things	25	7	32	.03 vs .01	.04
	Play things	8	5	13	.01 vs .01	.02
	Nature	10	6	16	.01 vs .01	.02
	Self	2	1	3	.00 vs .00	.00
	Appliances	39	33	72	.05 vs .04	.09
	Things in the house	96	154	250	.11 vs .18	.29
	Vehicles	10	20	30	.01 vs .02	.03
	Animals	18	30	48	.02 vs .03	.05
	School things/ math/ abc's	31	53	84	.04 vs .06	.10
	Family members	30	39	69	.03 vs .05	.08
	Food	11	16	27	.01 vs .02	.03
	Structure	3	22	25	.00 vs .03	.03
	Birthdays	4	0	4	.00 vs .00	.00
	Boy Things	5	0	5	.01 vs .00	.01
	Color	0	9	9	.00 vs .01	.01
	Money	0	4	4	.00 vs .00	.00
II. Verbs		11	9	20	.01 vs .01	.02
	Commands	2	0	2	.00 vs .00	.00
	Future Actions	2	3	5	.00 vs .00	.00
III. Modifiers		1	0	1	.00 vs .00	.00
	Disability	1	0	1	.00 vs .00	.00
IV. Adverbs		0	2	2	.00 vs .00	.00
V. Others						
	Expressions	13	5	18	.02 vs .01	.03
Total words		385	478	863		.99

Results, shown in Table 2, reveal a range of categories the early bilinguals are familiar

A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting

with. The most frequently used words that the three to five year olds utter belong to the noun category with eighty-eight percent of the total number of words. Within the noun category, the highest frequency percentage comes from the things that the children see inside their house. This is followed, although not too closely, by the parts of the body. What is interesting is that the least percentage, with zero to one percent, comes from the objects which have reference to the “self”. Some examples of things that the early bilinguals utter that have reference to the ‘self’ may further be classified as “play things”, “girl” and “boy things”. Examples of play things are “barbie” and “stuff toys”. Female accessories are “hikaw”(earrings), “kwintas” (necklace), or “headband”. For “boy things”, words like “drum”and “bola”(ball) are frequently used. It is to be expected that the utterance of “girl things”comes from the female participants. It is also interesting to report that even reference to “boy things” comes before the female subjects. Reference to appliances, which may also be found inside the house, ties the spot at eight percent with objects related to school like “count numbers”, “abc’s”, “notebook”, “pencil”, and “eraser”. More male participants come up with words in the “vehicle”, “structure” and the “animal” categories with two (tied for “animal”and “structure”) and three percent, respectively when compared to females. Although the percentage difference is negligible, more male participants refer to the nouns in the “color” category than their female counterparts in the actual frequency count. On the other hand, the female participants refer to objects in the “special occasion” category like “cake”, “Goldilocks”, and “birthday” more than the male counterparts do in the actual count. After the noun category, it is observed that the early bilinguals uttered words in the verb, adjective, and adverb categories. Additionally, even if the percentage difference is hardly significant, it is observed that the actual frequency count shows more female participants referring to words in all the three categories as compared to the male counterpart. Figure 1 below displays the percentage distribution of language type that the early bilinguals most frequently accessed outside the school setting. When asked to enumerate words that the thirty participants are familiar with, seventy-five percent of the words in their word list were derived from their first language - Filipino. The remaining twenty-four percent were English words while one percent came from one respondent who had knowledge of counting numbers (1-10) was in Chinese. With regards to gender, it appears that the male and female early bilinguals do not differ much in their actual usage of English words, using an average of 7.18 and 7.14 words respectively. With reference to Filipino words, male early bilinguals outnumber their female counterparts with an average of twenty-eight and fifteen words, respectively.

Fig 1. *Percentage Distribution of Languages Thirty Early Bilinguals Frequently Access*



4. DISCUSSION

The study was conducted with the goal of determining the word list outside the school setting among early bilinguals. A second goal the study sought was to identify what language - whether first or second - would dominate given that the two groups of participants both belong to the lower income bracket of the society. The findings show that the noun category is the word type most frequently accessed by the early bilinguals outside the school scenario. This case is true regardless of the factor of formal schooling. This is followed by the verb, modifier and adverb categories. The noun category predominance supports the theory on noun bias in studies conducted by Gentner (1982), Nelson (1974), Markman (1987,1989), and Lucas and Bernardo (2008). According to noun bias advocates, objects that are tangible are the ones most likely referred to by children, as opposed to action words that need to be demonstrated first before the concept is fully grasped. The findings also appear to show some tendencies to favor the notion of stereotyping. According to Macrae, Stangor and Hewstone (1996), stereotyping may both be an individual and a cultural construct that propagates the notion of categorizing groups or individuals to behaviors or attributes. For example, the stereotype about mothers being nurturing propagates the notion of the female gender as fragile or vulnerable. This notion of stereotyping is usually more common among the low income bracket families because the individual and cultural constructs “limit upward mobility” (Brown, Ai-Hamad & Nieves, 2005). In other words, these pictures in the head that individuals put into themselves, as regards how they must behave, what employment they must have, and what roles they are to play in the society, are self - fulfilling prophecies that seem to project into reality. Stereotyping appears

A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting

to be reflected in the word list and language of preference among the early bilinguals as well. Stereotypes, according to Halim and Rubleare (2010) are beliefs about the characteristics or attributes of men and women, boys and girls (p.500). These attributes are qualities of boyhood or girlhood among the early bilinguals. These include knowledge and possession of things associated with either genders. In the case of the participants under study, the notion of stereotype is evidenced by the female participants' automatic access to words pertaining to females stereotypes like preference for accessories, recall of special occasions (eg. birthdays) and affinity with nature. On the other hand, the word list among male participants like structure, (eg. buildings, houses) vehicles, and animals perpetuates the image of strength and stability common in the male stereotype. The other notion of stereotype is reflected in both the group's preference for the Filipino language. Although this scope of the study does not focus primarily on the language preference and economic status of the participants by postulating that the two factors go hand in the sense that language preference determines the individuals' economic status and vice versa, the particular finding on the preference for Filipino among low income families seems to favor the theory of Social Interaction, with reference to the Data-driven language learning theory. The predominance of Filipino words in the word list as opposed to the English counterpart shows the relationship among environment, language, and the learners as factors the early language bilingual learners, who have age ranges off between three and four, will most likely favor. Through imitation and associations with the members of their household and community, preference for Filipino appears to be the automatic choice. For learners as young as these participants in the study, the members of the community whom they form the most interactions with are their parents, siblings, and immediate neighbors. Inside the house, the preferred language is the first language because the most accessible members of the community use it to communicate with one another. Because of the common perception that English is used by the rich and the powerful (Thirumalai, 2003), the idea of using English as a means of communication may have never been considered by those belonging to the low income bracket families since doing so may sound artificial. In Song, Spier, & Tamis-Lemonda (2014, p. 306) , it was posited that children from low-income backgrounds lag behind their middle-class peers in vocabulary and cognitive skills (as cited in Brooks-Gunn & Duncan, 1997; Shonkoff & Phillips, 2000). This observation may most likely be due to the more pressing needs, like the need for shelter and food that the guardians of the low-come bracket families, may need to attend to first. In these cases, the parents may not be able to provide for the children reading materials such as books and educational media (eg.tapes,videos)which are mostly presented using the English language. Because of this limitation, these early learners

may most likely not have the means to hone their English proficiency in so far as expanding the vocabulary is concerned.

5. CONCLUSION

The preference for the Filipino language among the early Filipino-English bilinguals whose families belong to the low income bracket supports the Social Interactionist Theory that maintains that cognitive development is reinforced by the interaction of the learners with their environment and their mental processes. Without enough opportunities for language learning to flourish through constant use and exposure, the learners, whose cognitive processes may be intact, usually will not be able to expand their vocabulary in their second language. At this point, with children whose ages are three and four, the critical period hypothesis must be maximized to ensure that the early learners will develop into their fullest potentials as worthy members of their society. The findings here can further improve procedures on how classroom learning using the data-driven language learning theory is done to achieve optimum benefits for early bilingual learners. In fact, scholars advocating data-driven language learning theory, which has, for its initial applications, delved mainly into the success of its implementations in the classroom setting in the ESL and EFL contexts, may rethink their applications to include field studies where the actual use of the second language is observed.

REFERENCES

- Aljoundi, E. (2014). *Language acquisition theories*. University of KwaZulu-Natal Publisher.
- Anderson, J. R. (1990). *Cognitive psychology and its implications, 3rd ed*. NY: Freeman.
- Barnett, W.S., Yarosz, D.J., Thomas, J., Jung, K. & Blanco, D. (2007). *Two way and monolingual English immersion in preschool education: An experimental comparison*. <http://nieer.org/docs/?DocID=130>
- Bloom, L. (1998). Language acquisition in its developmental context. In D. Kuhn & R. Siegler (Eds.), *Cognition, perception, and language (Vol. II, pp. 309-370)*, in W. Damon (Series Ed.), *Handbook of child psychology*. New York: John Wiley & Sons.
- Brooks-Gunn, J. & Duncan, G. J. (1997). The effects of poverty on children. *Future of Children* 7, 55–71.
- Brown, G., Al-hamad, L. & Nieves, C.D.P. (2005). *Gender equality in East Asia*. siteresources.worldbank.org/.../Resources/genderequality.pdf
- Chomsky, N. (1980). *Rules and representations*. New York: Columbia University Press.
- Cooter, R. B., & Reutzell, D. R. (2004). *Teaching children to read: Putting the pieces together*. Upper Saddle River, NJ: Pearson Education.

A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting

- Corino, C. & Onesti, C. (2019). Data-driven learning: A scaffolding methodology for CLIL and LSP teaching and learning. *Frontiers in Education*.
<https://www.frontiersin.org/articles/10.3389/feduc.2019.00007/full>
- DiPietro, J. A. (2000). Baby and the brain: Advances in child development. *Annual Review of Public Health*, 21, pp. 455-471. <https://doi.org/10.1146/annurev.publhealth.21.1.455>
- Eimas, P.D., Siqueland, E.R., Jusczyk, P.W. & Vigotorio, J.(1971). *Speech perception in early infancy.Science*, 171, 304-306.
- Ekmecki, F. & Can, C. (2000). *Head parameter setting in the acquisition of Turkish as first language*. <http://www.ekmecki.com/...AcqTur/Head%20Parameter.doc>
First language acquisition: The argument.
http://www.timothyjpmason.com/Webpages/.../L1_Introduction.htm
- Gentner, D. (1982). *Why nouns are learned first before verbs: Linguistic relativity versus natural partitioning*. In S.A. Kuczaj (Ed.) *Language Development 2: Language, Thought and Culture* (pp. 301-334). Hillsdale, NJ: Erlbaum.
- Greenberg, J.H. (Ed.).(1963). *Universal language*. London: MIT.
- Guan, X. (2013) A study on the application of data-driven learning in vocabulary teaching and learning in China*s EFL Class. *Journal of Language Teaching and Research*, 4, 1, 105-112. <https://www.academypublication.com/issues/past/jltr/vol04/01/14.pdf>
- Halim, M.L. & Ruble, D. (2010). Gender identity and stereotyping in early and middle childhood. In J.C. Chrisler & D. McCreary (Eds.), *Handbook of gender research in psychology* (Vol. 1, pp. 495-525), in *Gender research in general and experimental psychology*. New York: Springer.
- Johns, T. (2002). Data-driven learning: The perpetual challenge. In B. Kettemann & G. Marko (Eds.), *Teaching and Learning by Doing Corpus Analysis* (pp. 107-117).
Interactionism. (n.d.). *Social interactionist approach*..
http://soda.ustadistancia.edu.co/enlinea/MAURICIO_BUITRAGO_ingles_PSYCHOLINGUISTICS_PRIMER_MOMENTO/Interactionism.pdf
- Kuhl, P.K., Williams, K.A., Lacerda, F., Stevens, K.N., & Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. *Science*, 2555, 606-608.
- Lucas, R.I., & Bernardo, A.B. (2008). Exploring noun bias in Filipino English bilingual children. *The Journal of Genetic Psychology* 169, 2, 141-163.
- Lust, B.C. & Foley, C. (Eds.) (2004). *First language acquisition: The essential readings*.
Maden, MA: Blackwell Publishing.

- McLeod, S. A. (2018, January, 21). *Skinner-operant conditioning*. Simply Psychology. www.simplypsychology.org/operant-conditioning.html
- Macrae, C.N., Stangor, C. & Hewstone, M.(Eds.) (1996). *Stereotypes and stereotyping*. NY: Guilford Press.
- Markman, E.M. (1987). How children constrain the possible meanings of words. In U. Neisser (Ed.), *Concepts and conceptual development: Ecological and intellectual factors in categorization* (pp.255-257). NY: Cambridge University.
- Markman, E.M.(1989).*Categorization and naming in children*. Cambridge,MA:MIT.
- McRoy, S. (2021). Overview of English syntax. In Principles of natural language processing. <https://uwm.pressbooks.pub/naturallanguage/chapter/chapter-3-overview-of-english-syntax/>
- Nelson, K. (1974). Concept, word,and science :Interrelations in development. *Psychological Review* 81, 267-285.
- Papert, S. (1980). *Mindstorms. children, computers and powerful ideas*. New York: Basic books.
- Piaget, J. (1976). *The child and reality: problems of genetic psychology*. New York: Penguin Books.
- Piazza, E., Hasenfratz, L. Hasson, U. & Lew-Williams, C. (2019). Infant and adult brains are coupled to the dynamics of natural communication. *Psychological Science*, 3, 1, pp.6-17. DOI: [10.1177/0956797619878698](https://doi.org/10.1177/0956797619878698)
- Rosenberg, S. (1987). *Advances in applied psycholinguistics, 1*. Cambridge: Cambridge University.
- Shonkoff, J. & Phillips, D. (eds.) (2000). *From neurons to neighborhoods : The science of early childhood development*. Washington, DC: National Academy.
- Sobecks, B. (2020). Language Acquisition Device and the Origin of Language. *Brain Matters*, 1,2, 9-11.
- Talai, T. & Fotovatnia, Z. (2012). Data-driven learning: A student-centered technique for language learning. *Theory and Practice in Language Studies*, 2,7, pp. 1526-1531. <https://www.academypublication.com/issues/past/tpls/vol02/07/28.pdf>
- Skinner, B. F. (1953). *Science and human behavior*. SimonandSchuster.com.
- Song, L., Spier, E. & Tamis-Lemonda, C. (2014). Reciprocal influences between maternal language and children's language and cognitive development in low-income families. *Journal of Child Language*, 41,2, 305- 326.
- Thirumalai, M.S. (ed.). (2003). *Language in India: Strength for today and bright hope for tomorrow*. www.languageinindia.com/may2003/annika.html

A Study on the Vocabulary of Filipino- English Bilingual Children Outside the School Setting

Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA:M.I.T.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge. MA: Harvard University Press.

Appendix

kwintas	upuan	tiya	ako	face
tsinelas	lamesa	tiyo	paa	pupunta
sapatos	palo	pinsan	tiyan	pasyal
Goldilocks	Jollibee	bike	mata	kama
headband	Mcdonalds	papel	tenga	plato
arattles	lola	pencil	kamay	baso
puno	lola	hikaw	eraser	lamesa
aklat	pangit	dram	yi (Chinese for one)	ilaw
bahay	spaghetti	bola	puno	blackboard
nanay	tuyo	pusa	ibon	flower
tatay	isda	aso	tinapay	halaman
ate	eskwela	cake	kendi	pinto
kuya	pasok	birthday	boy	ilaw
kotse	upo	notebook	girl	araw

Privacy Statement

The names and email addresses entered in this journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

ACKNOWLEDGMENTS

The article is an inspiration I dedicate to Katherina Carla T. de Ramos. My thanks also go to my research assistants Mr. R, Mr. S. and Ms. Shane Conferido-Labrador.

AUTHOR'S BIO-NOTE

Dr. Jennifer Tan-de Ramos is an associate professor at De La Salle University- Manila, Philippines. She has published and presented papers in both local and international publications and conferences. Her research areas of interest in applied linguistics are language teaching, language processing, critical discourse analysis, pragmatics, and sociolinguistics.