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Second-Generation Filipina Americans: Language and Gender Roles as Influences on Identity Formation

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Second-Generation Filipina Americans: Language and Gender as Influences On Identity Formation

PRESENTER:
Ashleigh Requiño

BACKGROUND: Cultural awareness during a time of rising Asian hate is one necessary way to combat ignorance. In uplifting the voices of second-generation Filipina Americans, we gain valuable insight to their experiences and see how their perspectives may change ours as well.

METHODS

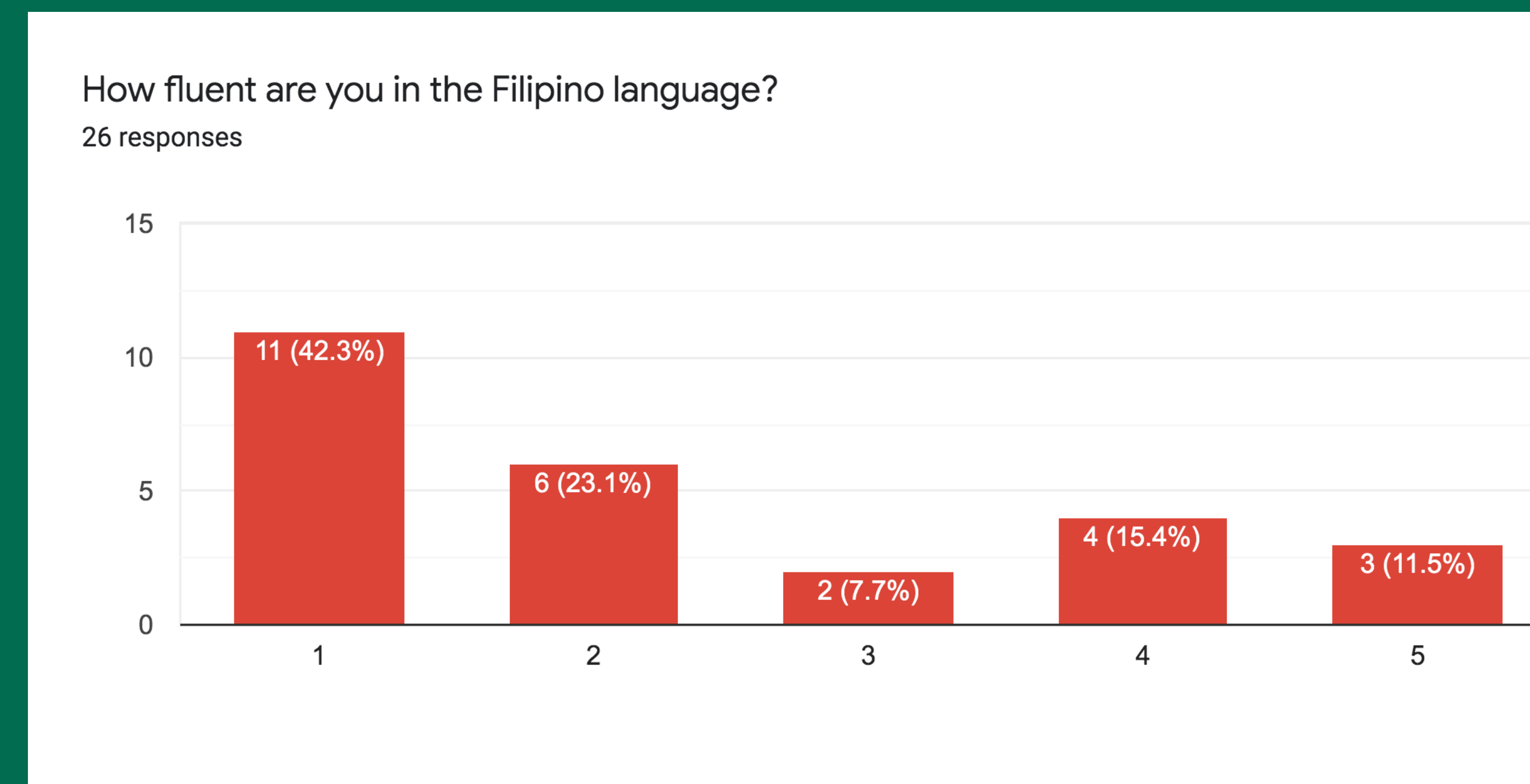
1. Collected surveys and oral interviews from college-aged Filipina Americans born in the Northeastern United States.
2. Tested it against previous scholarly literature about Filipino American identity formation, in terms of language fluency and gender norms.

RESULTS

- Level of fluency decreased when parents did not speak and/or teach Filipino to their children – no matter the child’s gender.
- Visits to the Philippines presented language barriers and feelings of ostracization and being on the “outside.”
- Most participants revealed desires to feel more connected to their Filipino roots by learning the language, as they feel very “Americanized.” Yet, they also shared a strong embrace for their own culture.

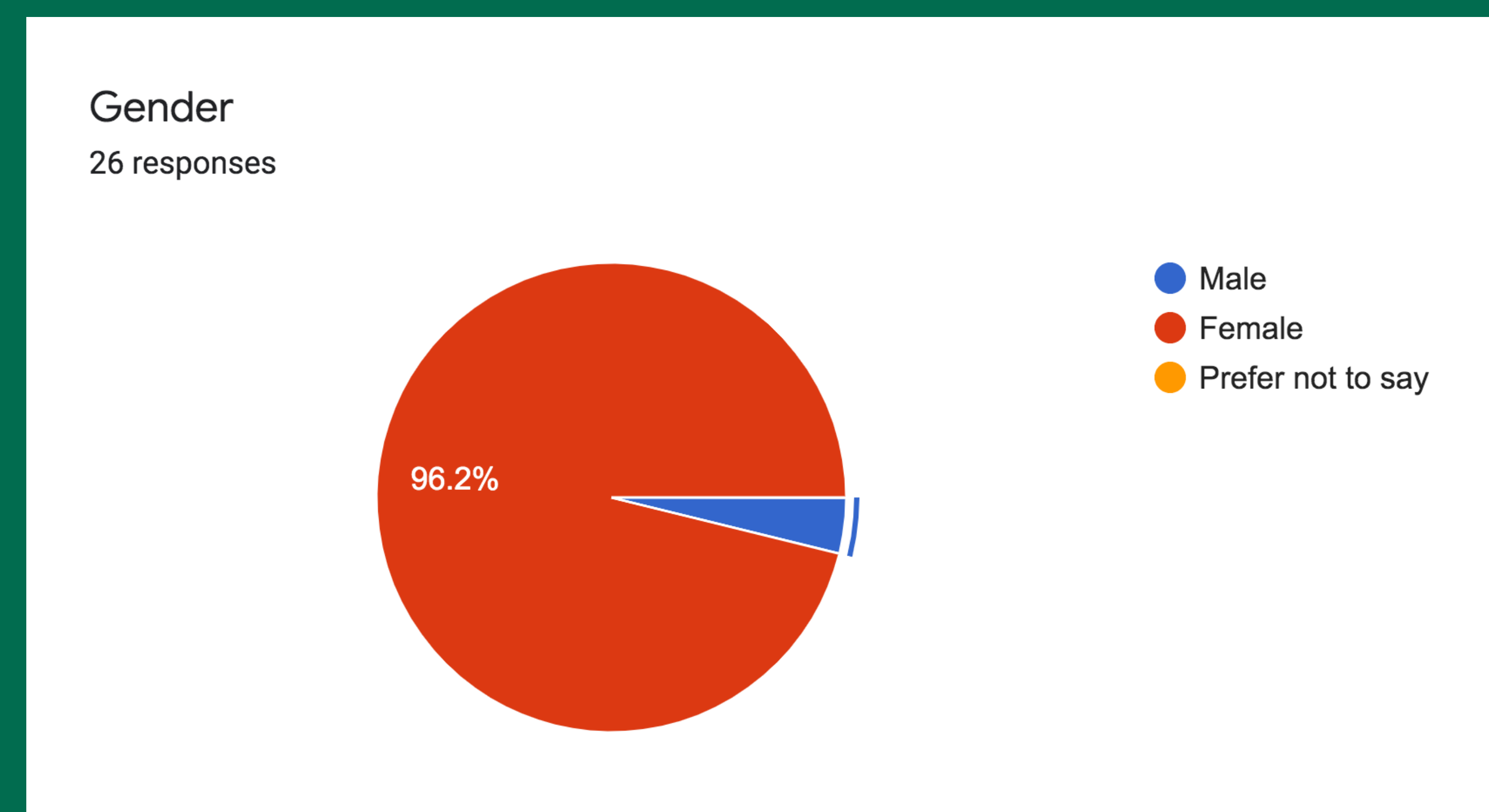


Fluency in Filipino stands to be more important than gender for “closeness” to the Filipino culture

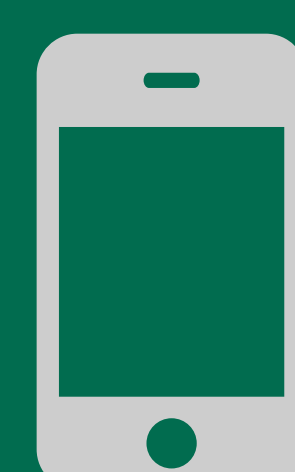


- 1: Not fluent
- 2: Somewhat fluent
- 3: Neutral
- 4: Moderately fluent
- 5: Fluent

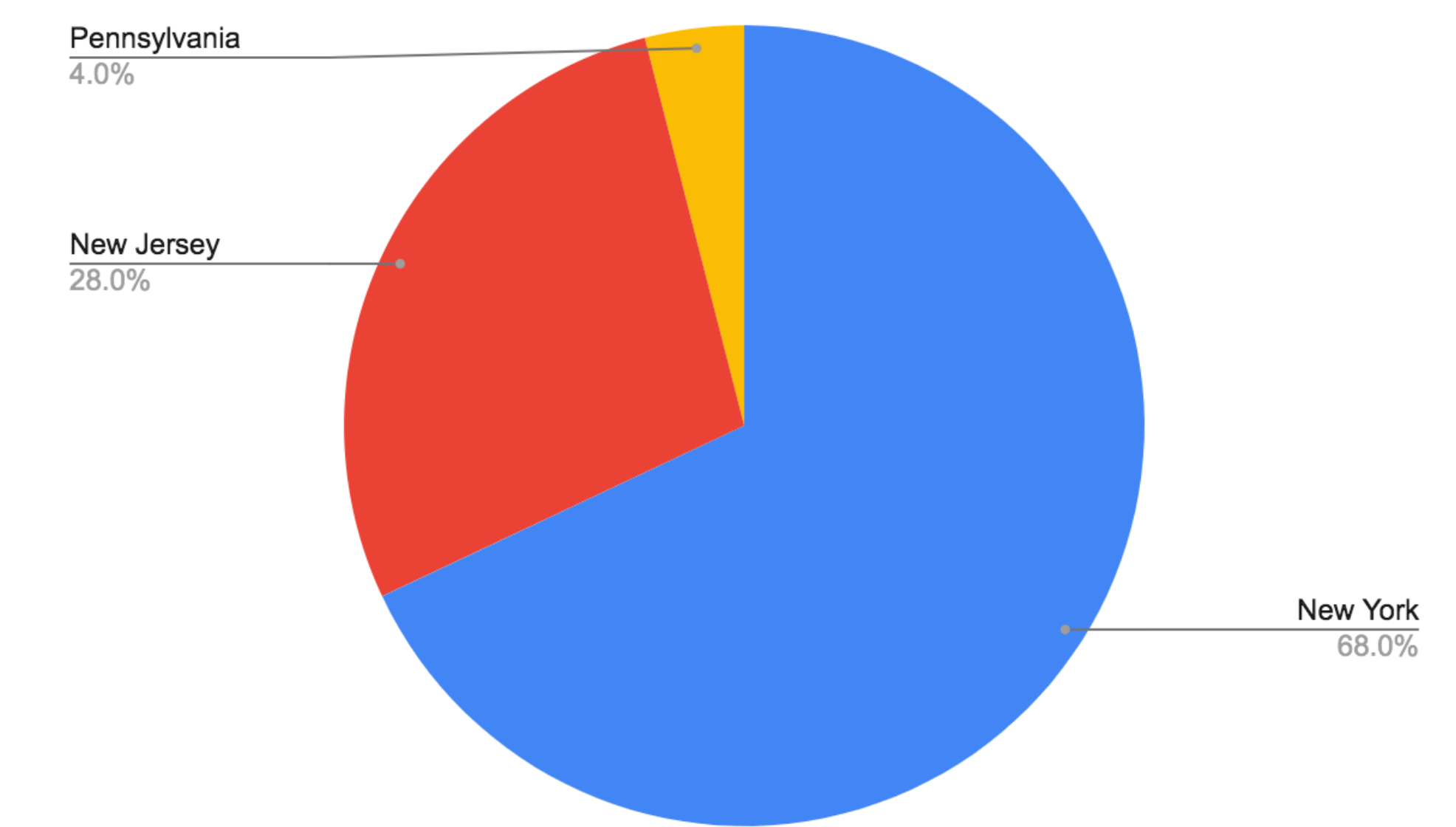
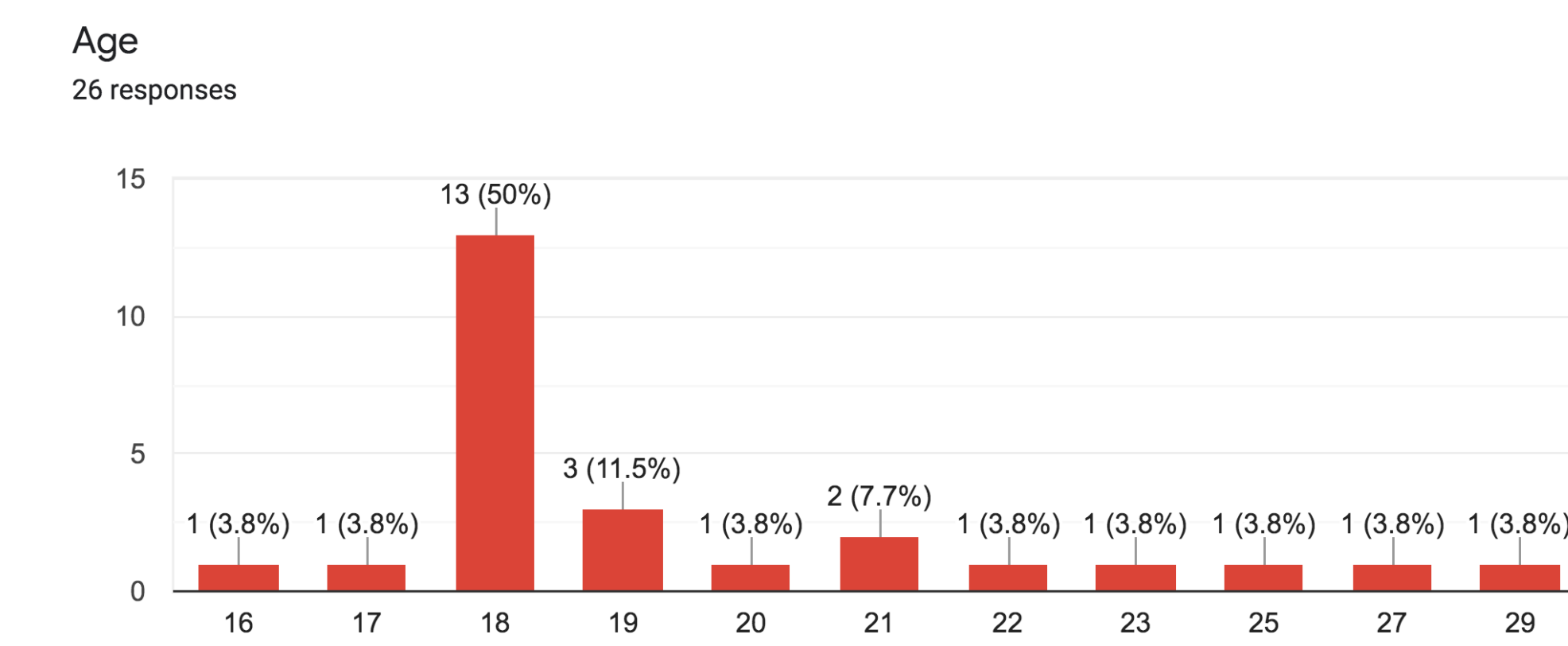
With most survey participants being female, none indicated parental expectations that were culturally or gender-specific.



SCAN ME

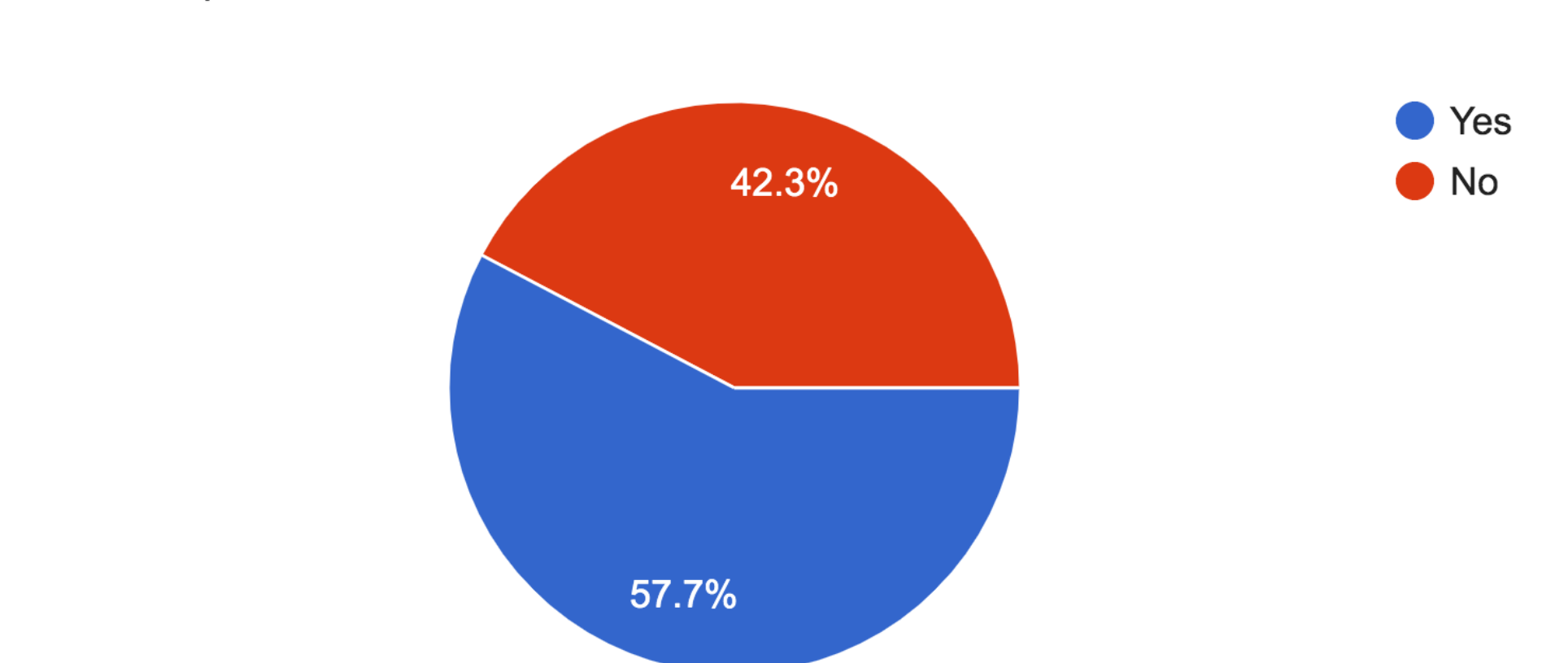


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All participants were born in the United States, except for one participant born in the Philippines.

Have you visited the Philippines?



Most did not visit due to financial reasons or not having time to visit, but one participant mentioned their parents preferring to travel in the continental U.S.

REFERENCES

- Axel, J., Borlongan, A., Chow, E., Enrile, A. & Agbayani, P., Heinrich, J., Kiguwa, P., Levon, E., Liwag, E., Oslabo, J., Paz, C., Tuason, T.