

Filipino Language Teachers: Addressing Difficulties in Teaching Filipino Subjects in Private Schools in the Philippines

Cathyrine D. Buhisan¹, Christine Mae A. Erocido², and Lloyd Matthew C. Derasin³

¹⁻³Cebu Normal University, Cebu City, Philippines

Abstract - This study explores the lived experiences of Filipino Language Teachers and how they dealt with the difficulties they faced in teaching in private schools. This study utilizes qualitative research design, specifically phenomenological design. The researchers were able to identify 11 teachers who responded to the semi-structured interview using a Google form that was sent via Facebook messenger by the researchers. This study utilizes Colaizzi's method of data analysis to extract emerging themes from the respondents' lived experiences. The results revealed that the teaching strategies used by Filipino language teachers were condensed into the following themes. Teaching Strategies: a.) Unlocking Difficulties, b.) Integration of Technology, c.) Code Switching and Translation, d.) Beauty in Diversity, e.) Practice and Apply. The study also revealed the teaching advice that the respondents gave which were also condensed into the following themes: a.) Know your students, b.) Positive Mindset and Sense of Consideration, and c.) Power of Creative Minds. The researchers recommend the following: (1) In future studies, more participants should be interviewed; (2) surveys and one-on-one interviews online or personally will be conducted to gain more information and experience; (3) application and implementation of these teaching strategies should be observed; and (4) investigate and evaluate if these teaching strategies are effective on the real-life setting.

Keywords: Filipino language teachers, difficulties, teaching strategies, private school, phenomenology, Colaizzi method

Introduction

The main role of a teacher is to impart knowledge and encourage learning among the students. As a noble profession, teaching inspires educators to work hard to ensure students receive a quality education. It is challenging, especially for students who rely on the teachers for their dreams and lives, not to mention the diverse languages the students have. As a teacher, the student's academic performance is one of the most important parts of the student, and measuring the student's achievement adds to these pressures and challenges. In the realm of Philippine education, the challenge of teaching the Filipino language in private schools encapsulates a multifaceted issue deeply rooted in the teachers' experiences and the systemic structure of education. A study highlighted by Nemenzo (2018) underscores the significant difficulties faced by educators, including the lack of Information Communication Technology (ICT) resources, oversized classes, insufficient parental support, and issues like bullying and absenteeism. In addition, as Lartic et al. (2014) pointed out, language incompetence and a lack of learning

materials make it hard for instructors to implement the Mother Tongue-Based Language Education (MTBLE) curriculum or teach majority/local dialect, hence the reason why the quality of teaching performance has a resultant effect on classroom management and the quality of education. These obstacles not only hinder the delivery of quality education but also contribute to the lower-than-expected performance ratings of teachers, emphasizing the need for comprehensive action plans to enhance teaching competencies and outcomes. Each teacher should be aware of their part in creating useful educational tools for assessing students' performance. According to Regalado (2020), teachers face challenges stemming from inadequate facilities, corruption, and the need for more relevant training on curriculum content and pedagogy (Canque et. al., 2023, Abojon et. al., 2023, Medico et. al., 2023, Derasin et. al., 2021). Research indicates that using many factors when instructing on a specific subject helps every student learn (De Mesa, 2006). The typical complaint for students is that learning Filipino is difficult, and they only pay attention to

topics that interest or have personal significance for them. Teachers must consider that different classrooms have different types of students creating a hugely diverse learning environment in making educational materials. According to Sauco et al. (1998), when the emphasis is on language and literature that includes the four macro skills—listening, speaking, reading, and writing—students are said to get bored in their studies due to the lack of a variety of pedagogical approaches. Because of the traditional approach, students are less interested in the topic. Filipino is supposed to be the national language of the Philippines. Due to this, teachers and students tend to think that the Filipino subject is easy. Opposite to this, teaching Filipino is not an easy task especially teaching it in private schools in the Philippines where students have English as their first language. Teachers now face various difficulties and challenges when it comes to effectively teaching the Filipino subject to their English-speaking students in private schools. These difficulties arise from the perspective that English is better than Filipino that's why students do not bother to show interest in learning the subject. Having the difficulties revealed by research, this study will specifically examine how Filipino Language teachers teaching in private schools addressed such difficulties and challenges.

This study about addressing the difficulties of Filipino language teachers in private schools will open up new perspectives on the Filipino subject. Teachers must navigate these challenges to foster a genuine appreciation and understanding of the Filipino language among students, who often exhibit low regard for their mother tongue and experience awkwardness in using it (Bologol, et. al., 2023). These factors collectively create a daunting environment for Filipino language teachers in private schools, underlining the importance of targeted research and interventions to address these systemic flaws and improve the educational landscape (Regalado, 2020; Durban & Catalan, 2012).

Materials And Methods

The researchers used the descriptive phenomenological research design for this study as it is the appropriate design focus on describing and interpreting the lived experiences of the teachers,

from the perspective or own views of the participants without injecting the researchers' perception or interpretations. The phenomenon of interest is private school teachers teaching Filipino subjects. This study will be conducted in chosen private schools within Cebu City that have Filipino Language Teachers teaching English-speaking students

Table 1. Demographics of the Participant

Respondents	Sex	Department	Years of Teaching
Teacher 1	Female	Elementary	2 years
Teacher 2	Female	JHS / SHS	2 years
Teacher 3	Female	JHS / SHS	7 months
Teacher 4	Female	JHS / SHS	Almost 2 years
Teacher 5	Female	JHS / SHS	2 years
Teacher 6	Female	Elementary	2 years
Teacher 7	Female	Elementary	3 years
Teacher 8	Female	JHS / SHS	2 years
Teacher 9	Female	JHS / SHS	4 years & 9 months
Teacher 10	Male	JHS / SHS	1 year & counting
Teacher 11	Female	Elementary	Almost 2 years

The researchers utilized a purposive sampling design for the study to obtain the number of respondents. A set of criteria served as a guide in selecting the respondents. The criteria for the participants are as follows: a) must be an Elementary or Junior-Senior high school Filipino teacher; b) must be teaching in private schools within Cebu; c) must have English-speaking students. After gathering the data from the respondents, the researchers will then analyze and draw emerging themes using thematic analysis, grounded in the Colaizzi method. Thematic analysis is the process of identifying, analyzing, and writing patterns within a given data. Using this analysis, the researchers will utilize a six-step process by Braun & Clarke (2006). The process includes: (1) becoming familiar with the data, researchers will get the important statements from the answers of the participants by reading answers from the survey questionnaires multiple times and taking notes of repeating patterns; (2) generating codes, meanings will be formulated from the answers of the participants by highlighting some parts of the data and putting labels or "codes" that describe the content; (3) identifying themes, from the constructed codes, patterns will be identified and emerging themes will be generated; (4) reviewing themes, researchers will evaluate the result of the analysis of the themes generated to represent the data set; (5) defining and naming the themes wherein the researchers will finalize the themes and make sure that the meaning of each theme is the

exact meaning of what the researchers are trying to define by coming up with a name that is clear and easy to understand; and lastly (6) writing the final report (Braun & Clarke, 2006). The cluster theme will then be analyzed and put together to have a thick understanding of the lived experiences of the participants. This data analysis solely focuses on the participant’s point of view. To avoid biases and manipulation of the data to be interpreted, the researchers will go through “bracketing” wherein the researchers will have to write on a blank paper about their past experiences related to the study.

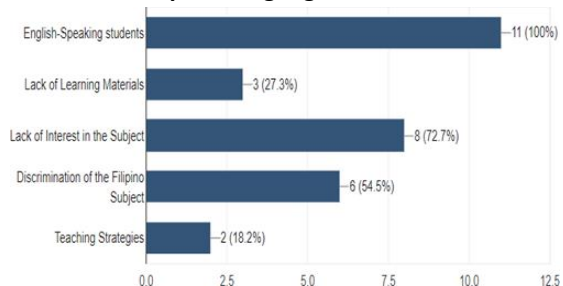
Results

This part entailed the results of the study, including statistical analysis and conclusions drawn from the data collected. The findings provided valuable insights into the research question and implications for future studies in the field.

Teaching Strategies

A teacher, in its most basic sense, is a someone who imparts knowledge and instructs others in a formal educational setting (Korth, et al., 2009). Teachers must possess sufficient competence to effectively transmit knowledge to students (Derasin et. al., 2021). Nevertheless, teachers encounter challenges when instructing private school children in the Filipino language. A study conducted by Largo & Gaihe (2021) found that Filipino Language teachers encountered challenges in teaching the subject. These difficulties arose from students' lack of interest, the prevalence of the English language, students' discrimination against the Filipino subject, and the insufficient availability of learning materials and teaching strategies. These issues were also the identical challenges that the participants frequently encountered when instructing the Filipino topic, particularly in a private school environment.

Table 1: Challenges and Difficulties faced by the Filipino Language Teachers



Notwithstanding the difficulties these educators encounter, they manage to create strategies to deal with them. Adegbola (2019) stated that proficient administration of the classes can foster a favorable disposition among pupils towards the subject. Therefore, a teacher must exhibit creativity while formulating instructional approaches that are tailored to the needs of their students. The pedagogical approaches employed by the instructors in delivering the Filipino curriculum at a private educational institution were consolidated into the subsequent themes:

Theme 1. Unlocking of Difficulties

Teachers have a very critical role in the learning process of their students. It is then important that teachers are equipped with the necessary strategies to engage their students and enhance participation. Three Filipino language teachers utilize the strategy of unlocking vocabularies.

Teacher 1 mentioned:

“Before I start my class every day, we do word of the day in which we unlock the meaning of some Filipino words and use it in a sentence.”

The same strategy was also used by Teacher 2 but is approached in a different way. *“First, I need to unlock the vocabulary words from the lesson proper or what we call Talasalitaan. By doing this, students will be ready to encounter these words during discussion.” (T2)* In Teacher 2’s case, the teacher will unlock certain words before proceeding to the main discussion in which the vocabularies are going to be used. This will help the students be ready to encounter the words without getting confused which will make the discussion easier.

Similarly, Teacher 4 takes this strategy to another level. Teacher 4 mentioned:

“I have implemented the “BOKABULARYO NGAYON”. The students will pick a difficult word from the story to be discussed on a certain day. Before the discussion starts the student will share the meaning of the word and synonyms, use it in a sentence, and provide a picture that describes the word.” (T4)

In this method, the student not only uses the word in a sentence but also provides a picture that describes that word. This will not only enhance the language skills of the student, but also their creativity and imagination.

A study by Apa (2022) revealed that unlocking vocabulary as a strategy in teaching is effective in achieving positive performance among students. Unlocking vocabulary may seem like a simple strategy, but it showed that it greatly helped Filipino language teachers in teaching the subject effectively to their mostly English-speaking students.

Theme 2: Integration of Technology

Technology has greatly affected how the world moves, and the education system is not exempted from it. It made the teaching and learning process more productive and interactive (Lin, et al., 2017). With the coming of the digital age, students became tech-savvy, more so than their teachers. This is now the reason why teachers need to be open to changes in order to cater to the needs of their students.

In the context of Filipino Language teachers, integrating technology in the classroom has given huge benefits to get the attention of their students. Teacher 2 cited:

“To gain the attention of students, I incorporate technology especially when I’m having my formal discussion or discussion proper. Using PPT or Canva Presentation is very useful since students nowadays are more of visual and auditory learners.”

Indeed, it is important that teachers take into consideration the kind of learners that they have. In the case of visual learners, Teacher 1 suggested the idea of *“watching kwentong pambata (children’s stories) and talking about their happenings in life using the Filipino language.”*

Additionally, Teacher 8 who mentioned the use of *“...language learning apps, multimedia resources, and online platforms to enhance the learning experience of the students...”*. Examples of these online platforms as mentioned by Teacher 4 would be *“... Tiktok, YouTube, and other social media platforms.”* On these platforms, teachers have a variety of informative but fun videos that students love.

Theme 3. Code-Switching and Translation

In a country such as the Philippines where a vast number of languages are present, code-switching is commonly used. Code-switching, as defined by Jamshidi & Navehebraim (2013), is *“the alternation of two languages within a single*

discourse, sentence, or constituent. In the context of the classroom, code-switching happens when a teacher or the students alternately use more than one language, such as Tagalog and English or Bisaya and English (Lin, 2008).

This is one of the most commonly used techniques by teachers teaching the Filipino language in private schools where students are mostly English-speaking students. Teacher 4 cited:

“Since our main problem is having students whose MTB is English language, my way of coping with my difficulties is to find ways to deal with it. My way of dealing is to use code-switching in language so the kids can still understand the terms well.”

Since the first language of private school students in Cebu is usually English, teachers rely on translating the words directly. Teacher 3 said, *“Most students cannot understand Filipino even though they’re already in Grade 10. Additionally, some students in the class are pure English speakers, so I will allow them to use Google Translate or a dictionary. When explaining, they can use the English language, but they should try their best to speak Filipino, even if just a little.”*

Although the use of translation hinders the student from fully learning the second language, teachers also set limitations on how far the students can use the English language. This is backed up by Teacher 2 who mentioned that she *“...also translate the hard words in English especially if the students cannot understand it, we need to connect to the hardship of the students and let them realize that they can always ask questions or help - But with boundaries also so that they will also give their best in learning the subject.”*

The same approach was also done by Teacher 1 who mentioned that *“translation is common in grades 2 and 3...”*. However, the teacher doesn’t spoon-feed their students because according to Teacher 1, *“But before I translate the word, I ask the pupils first if they know the English word for it. My grade 3 pupils also know how to use a dictionary. Every time we have a quiz, I let them use their dictionary.”*

Theme 4. Beauty in Diversity

One of the necessary things a teacher must do is to understand that their learners are all coming

from different backgrounds with different skills. To cater to the different needs of every learner and increase engagement and motivation, it is therefore important that teachers embrace diversity and adapt their lessons to the needs of their students (Schleicher, 2016).

Teacher 7, an elementary school teacher, utilizes the strategy called Active Learning Strategy. She cited *"I discussed and simplified the lessons and let the pupils apply what they have learned right away by letting them give their own examples and letting them write their own sentences. I rely mostly on Bloom's Taxonomy of Learning. I let them understand the concept, remember it, analyze it, and create meaningful sentences. I believe that students learn better through constant practice."*

Another strategy was utilized by Teacher 6 called the TPR strategy. TPR or the Total Physical Response method considers the notion that students learn best when they are actively involved in the learning process (Linse, 2005). Teacher 6 said, *"T-P-R strategy is so effective for me since I'm handling Grades 1 and 2."* Some of the activities that utilize the TPR strategy are vocabulary connected with an action (smile, cry, dance), simple instructions, and storytelling. In the case of Teacher 6, she uses songs in her activities. She mentioned, *"Also the pakantang estratehiya (sing-song strategy) to let the kids remember the terminologies."*

In addition to this, Teacher 8 noted the importance of differentiated instruction as a method of meeting the diverse needs of the learners. Differentiation as a philosophy of education is rooted in the belief that teachers should respect the students by acknowledging their differences by modifying the curricula, teaching methods, and activities to better meet the needs of the students (Tomlinson, et al., 2003). This was also the same ideology as Teacher 8 said *"Differentiate instruction to meet the diverse needs of students. Provide varied activities and assignments that cater to different learning styles and proficiency levels."* Examples of these activities as suggested by Teacher 8 are *"role-plays, games, debates, and group discussions to actively engage students in using and practicing the Filipino language."* Other differentiated

activities are *"Pictionary drills, use of games, and the use of interactive powerpoints"* as what Teacher 11 suggested.

Finally, Teacher 9 shared about using collaboration in the classroom. Teacher 9 cited *"I use collaborative learning and scaffolding in my class. I begin by giving micro tasks that lead to creating macro activities. The 'I Do- We Do- You Do' strategy works well for me."* This strategy was created by Fisher & Frey (2007), which gives teachers the time to demonstrate the topic while students practice gradually releasing one step at a time. It involves three phases; I Do, You Do, We Do. The I Do phase is where the teacher will model what the students need to do. Modeling refers to the demonstration of new concepts to students to learn by observation (Salisu & Ransom, 2014). The second phase is the We Do phase. In this phase, guided practice happens either individually or by group. They will have time to practice until they master the task at hand. Lastly, the You Do phase. At this level, students will now demonstrate the skill that they learned with less to no guidance from the teacher. The teacher will then provide feedback when it's applicable (Nearpod, 2023). As Teacher 8 mentioned, *"Providing constant feedback is essential so that students can track their progress. By doing this, I can easily identify their weaknesses and strengths, making it easier for me to help them complete their tasks successfully."* Teacher 11 also shared the same strategy when they mentioned *"immediate feedbacking"* as one of their strategies.

Theme 5: Practice and Apply

According to the teacher participants in this study, one of the ways how to motivate the students to be interested in the topic is by letting them understand why there is a need to learn the subject. In order to do this, teachers should connect their lessons to real-life situations that will foster critical thinking, creativity, problem-solving skills, and collaboration among students. Teacher 1 mentioned:

"But the most effective one is allocating time for them during my period to talk about anything using the Filipino language. I noticed that their confidence in speaking Filipino is improving. In that way, they will not be shy and awkward if they speak the language. They can also learn from their

classmates.”

In this case, the teacher lets the students use the language in daily conversation to let them practice and get used to the language without feeling “awkward”. Teacher 11 suggested that they are “*Providing opportunities for students to talk using the Filipino language in the classroom*”. Other activities can also be done such as “*using authentic Filipino materials such as literature, newspapers, videos, and songs to expose students to real-life language usage and cultural context (T8)*”.

Theme 6 Know Your Students

Teachers expressed that it will be easy to teach the subjects if teachers know their students well. According to Garvin (2020), teachers who have a deep understanding of their student’s needs are better equipped to design a learning environment that is student-centered. Understanding students’ backgrounds will guide and help the teacher prepare their lesson.

Teacher 5 describes how it will make teachers work in preparing the lesson easier.

“Understand the background of your students, be resilient and patient all the time because students, especially those who don’t have any background with the language, will ask a lot of questions and ask you to translate for them, and be equipped all the time.”

This proves that teachers must be one step ahead of their students. For them to be equipped with all the questions and variations of students inside the classroom, they must allocate extra time to understand their students.

As said by Teacher 7, “*Know your students. With this, you will know what appropriate strategy that you can use to make them understand and learn the concept.*”

Teachers believe that the different difficulties encountered by Filipino language teachers is the result of not knowing well the appropriate strategies for teaching the subject.

This was supported by Teacher 8 who spoke about knowing and learning students’ background: “*By recognizing the students’ need that each student learns differently. With this, I tailor my teaching approach to accommodate various learning styles and abilities. I also make my class more fun for them to be interested in our class by preparing*

more activities and engaging them in our class.” In addition, Teacher 11 explained: “*Little by little I was able to provide solutions to it through acceptance and knowing my learners. Also, by integrating varied strategies and techniques that would best cater to the students’ characteristics and needs.*” It explains the importance of knowing the students and not merely teaching them topics and grammar. As mentioned by Fiset (2010), students’ thoughts, feelings, and attitudes influence their level of interest in learning and interacting in class. For this reason, getting to know and understand students should be one of the main objectives of teaching. Spend some time getting to know the students by conversing with them. In a single classroom, you will encounter a variety of unique personalities grouped together. You understand how those personalities will interact with one another better if you get to know them.

Theme 7. Positive Mindset and Sense of Consideration

Strong relationships between teachers and students enable students to feel comfortable discovering and taking their chances with their academic work. In other words, students who display a positive relationship with their teachers perform better in the classroom (Beninato, et al., 2022).

Teacher 1 mentioned:

“My advice is very simple. Do not be so strict in terms of grammar. Let the pupils learn. Allow them to make mistakes but do not forget to correct them also. Do not make them hate the language because you are strict that their grammar must be correct.”

Teachers having a positive relationship with their students are said to be more understanding. They understand the imperfections of their students.

As shared by Teacher 9, *Filipino teachers must be patient and empathetic towards their students. The job is not easy, but we are educators and we have the power to make changes in our students’ lives.”*

Teachers must not forget that they have the power to enhance every skill of the students. It is in their teacher’s hands that they are able to change their lives and achieve their dreams. As a teacher, learning a Filipino subject is not merely

about perfect grammar and vocabulary. It is about how the students will apply their knowledge and learning of the subject in their lives.

Moreover, when asked what they can say to those struggling Filipino language teachers, Teacher 8 proudly said: *"All I can say is Laban Magtutudlo. Teaching a Filipino subject can be challenging, but stay positive and maintain a growth mindset. Embrace challenges as opportunities for growth and improvement. Your dedication and perseverance will ultimately contribute to the success of your students in learning the Filipino subject."*

This statement as highlighted by Teacher 9: *"I don't force my students to speak solely or purely in Filipino when sharing their thoughts about our topics...encourage them to share their thoughts and not be afraid to make mistakes... sometimes using vernacular to express themselves."* Teacher 9 mentioned as well how loving the job makes a difference in their students' lives: *"As an educator, it's my job to help my students learn to love the subject I am teaching. I assure them that having difficulties in understanding and learning the subject is not a weakness, but rather a challenge they need to overcome. By doing this, I can see that they are not self-conscious when talking and sharing their thoughts in class."*

Teaching the subjects that students can't understand is challenging. However, as teachers are the best teaching tool, take this as an opportunity to improve, grow, and become a better teacher.

Theme 8 Power of Creative Minds

Participants express ideas and suggestions on how to teach Filipino effectively. Two sub-themes exist out of this theme:

Integration of Technology

By utilizing technology in the classroom, teachers can increase productivity and maintain an engaging learning environment (LSU, 2020). These can also support a wide range of learning apps that are tailored to specific subjects.

Teacher 4 mentioned:

"Integrate technology in teaching like watching videos to entertain them and also enhance their kasanayan sa panonood."

Students learn in different ways. Some students learn through watching videos. Teachers can

utilize technology to come up with more creative ways to discuss the topic. With the use of technology, students' creativity will be enhanced by letting them make their own videos or articles based on their lessons. Additionally, Teacher 2 supports this idea as the participant said: *"Incorporate audio and visual materials that can enhance learning."* Students who use entertaining technologies are motivated to learn and continue. Consequently, it raises confidence in the classroom and facilitates teachers' work. Due to these massive benefits of technology, teachers too keep on seeking strategies and resources to improve student learning (Hew & Brush (2007).

Interactive Activities

Critical thinking, cooperation, and engagement are the goals of interactive education techniques (Efre, 2023). You can build an engaging and dynamic classroom that encourages a love of learning by implementing these techniques.

Teacher 4 stated:

"Ask higher-order questions in a time of story processing and allow students to share related situations. Encourage students to share and ask relevant questions." Critical thinking and problem-solving abilities can be strengthened through the use of interactive education techniques such as applying storytelling. Students are more likely to acquire the abilities needed in the real world when they are encouraged to work together and use their creativity.

In addition to Teacher 4, Teacher 3 answered:

"Teachers should adapt teaching methods to students' diverse language backgrounds...and encourage participation through interactive activities." Students are more likely to retain information when they are actively involved in the learning process. Key concepts can be reinforced and long-term retention can be encouraged.

Using interactive teaching techniques can help teachers foster deeper learning and student involvement. These can help the class establish a dynamic and engaging learning environment that motivates students to learn (Efre, 2023).

Conclusion

Language instructors specializing in Filipino encountered several difficulties when instructing

Filipino courses. The experiences of Filipino subject teachers encompass a wide range of reactions that address both the favorable and unfavorable aspects of encountering these challenges. Given these limitations, educators use inventive instructional approaches to accommodate and address the unique requirements of their students. Conversely, Filipino subject instructors who encounter the adverse aspects of these issues offer a diverse array of guidance to their fellow teachers. Through collaboration and sharing of best practices, language instructors are able to navigate through these challenges effectively. By continuously adapting and refining their teaching methods, educators can ensure that students receive the necessary support to succeed in learning the Filipino language.

Reference

- [1] Abojon, J. A., Derasin, L. M. C., Canque, M. S., Cordero, L. S., & Trinidad, G. A. (2023). Technological Skills of Senior High School Students in State-Run Basic Education Institutions in the Philippines. *European Chemical Bulletin*, 12, 12510-12518.
- [2] Adegbola, F.F., (2019). Teachers' Pedagogical Competence as Determinants of Students' Attitude towards Basic Science in South West Nigeria, *Educational Research and Reviews*, v14 n18 p655-660.
- [3] APA, B. J. (2022). Effectiveness in Unlocking the Difficult Words in Teaching Science in Relation to the Performance of Grade V Pupils. *International Journal Of Advanced Multidisciplinary Studies*, 11(10), 1 – 12.
- [4] Boligol, M. L., Longakit, M. A. B., & Pacaldo, L. A. (2023). Mountain School Teachers on MTB–MLE Program: A Hermeneutic Phenomenological Inquiry. *European Chemical Bulletin*, 12, 2145-2163.
- [5] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- [6] Canque, M. S., Cordero, L. S., Derasin, L. M. C., & Pinatil, L. L. (2023). Resumption of in-Person Classes in the State-Run Basic Education Institutions in the Philippines: Lived Experience of Filipino Junior High School Students. *Telematique*, 22(01), 495-503.
- [7] De Mesa, A. (2006). Ways of teaching Filipino (Pamamaraan sa Pagtuturo ng Filipino) Durban, J. M., & Catalan, R. D. (2012). Issues and Concerns of Philippine Education Through the Years. *Asian Journal of Social Sciences and Humanities*, 1(2), 61–69.
- [8] Derasin, L. M. C., Canque, M. S., Horteza, A. D., & Jungoy, E. E. (2021). Virtual Learning In A State University In The Philippines: Perspectives From The Education Students. *Multicultural Education*, 7(10).
- [9] Fisetite, J. (2010). Getting to know your students: The importance of learning students' thoughts and feelings in physical education. *Journal of Physical Education, Recreation & Dance*, 81(7), 42-49.
- [10] Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational technology research and development*, 55, 223-252.
- [11] Jamshidi, A., & Navehebrahim, M. (2013). Learners' use of code switching in English as a foreign language classroom. *Australian Journal of Basic and Applied Sciences* 7(1): 186-190.
- [12] Korth, B. B., Erickson, L., & Hall, K. M. (2009). Defining Teacher Educator through the Eyes of Classroom Teachers. *Professional educator*, 33(1), n1.
- [13] Lartec, J. K., Belisario, A. M., Bendanillo, J. P., Binas-o, H. K., Bucang, N. O., & Cammagay, J. L. W. (2014). Strategies and problems encountered by teachers in implementing mother tongue-based instruction in a multilingual classroom. *IAFOR Journal of language learning*, 1(1), n1.
- [14] Lin, A. (2008). Code-switching in the classroom: Research paradigms and approaches. In: Hornberger, Nancy ed. *Encyclopedia of Language and Education*. New York: Springer, 3464–3477.
- [15] Lin, Y. S., Chen, S. Y., Su, Y. S., and Lai, C. F. (2017). Analysis of students' learning satisfaction in a social community supported computer principles and practice courses. *Eurasia J. Math. Sci. Tech. Edu.* 14, 849–858. doi: 10.12973/ejmste/81058

- [16] Linse, C. (2005). The Children's Response: TPR and Beyond English *Teaching Forum* 43 (1): 8-11.
- [17] Medico, J. O., Nepangue, D. S., & Derasin, L. M. C. (2023). The Impact of Digital Gamification And Traditional Based Learning On Students' Mathematics Achievement: Evidence From The Philippines. *Journal of Data Acquisition and Processing*, 38(4), 2108.
- [18] Regalado, P. M. (2020). The Reality of Philippine Education: A Photovoice Participatory Action Research. *International Forum Journal*, 23(2), 22–39. <https://journals.aiias.edu/info/article/download/310/295>
- [19] Salisu, A., & Ransom, E. N. (2014). The role of modelling towards impacting quality education. *International Letters of Social and Humanistic Sciences*, 32, 54–61.
- [20] Saucó, C. (2000). The art of discussions in Filipino 1 (Sining ng Pakikipagtalastasan Filipino 1). Makati City: Grandwater Publication and Research Corporation.
- [21] Schleicher, A. (2016). *Teaching Excellence Through Professional Learning and Policy Reform: Lessons from Around the World*. Paris: International Summit on the Teaching Profession; OECD Publishing. doi: 10.1787/9789264252059-en
- [22] Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., et al. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: a review of literature. *J. Educ. Gifted* 27, 119–145. doi: 10.1177/016235320302700203
- [23] Turunen, H., Perälä, M. L., & Meriläinen, P. (1994). Modification of Colaizzi's phenomenological method; a study concerning quality care. *Hoitotiede*, 6(1), 8-15.
- [24] Winarti, A., Yuanita, L., & Moh, N. (2019). The effectiveness of multiple intelligences based teaching strategy in enhancing the multiple intelligences and science process skills of junior high students. *Journal of Technology and Science Education*, 9(2), 122–135.