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Pedagogical Practices in Teaching the Filipino Subject and Their Influence on Students' Learning Processes at Burgos National High School

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Abstract

This study examined the pedagogical practices employed in teaching the Filipino subject and their influence on students' learning processes at Burgos National High School. Utilizing a descriptive mixed-methods research design, the study explored instructional strategies, classroom practices, and assessment techniques used by Filipino teachers, as well as their impact on students' engagement, motivation, comprehension, and language skill development. Quantitative data were collected through survey questionnaires and classroom observations, while qualitative data were obtained through semi-structured interviews and focus group discussions. Descriptive statistics and thematic analysis were used to analyze the data. Results revealed a very high level of learner-centered and contextualized pedagogical practices, particularly in the use of interactive activities, culturally relevant materials, and varied assessments. Students demonstrated very high levels of engagement, participation, and motivation, indicating positive learning processes in Filipino instruction. Qualitative findings further showed that contextualized and interactive teaching enhanced students' confidence and understanding, while teachers employed adaptive strategies to address challenges such as time constraints and varied learner abilities. The study concludes that effective pedagogical practices significantly enhance students' learning processes in the Filipino subject. The findings provide an empirical basis for instructional improvement, professional development, and future research aimed at strengthening Filipino language education in secondary schools.

Keywords: *Filipino subject, pedagogical practices, learning processes, secondary education, learner-centered instruction*

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Introduction

The teaching of Filipino as a subject plays a crucial role in developing students' linguistic competence, cultural identity, and critical thinking skills. As the national language, Filipino serves not only as a medium of communication but also as a vehicle for transmitting values, traditions, and social consciousness. In secondary education, effective pedagogical practices in Filipino instruction are essential in fostering meaningful learning experiences that enhance students' engagement, comprehension, and language proficiency. Teachers are expected to employ learner-centered, contextualized, and interactive approaches that address diverse learning needs and promote active participation. This study examines the pedagogical practices used in teaching the Filipino subject at Burgos National High School and analyzes how these practices influence students' learning processes, particularly in terms of engagement, motivation, and language skill development.

In the Philippine basic education system, the K-12 curriculum emphasizes communicative competence, contextualization, and learner-centered instruction in language subjects, including Filipino (Department of Education [DepEd], 2016). Teachers are encouraged to use varied instructional strategies, authentic texts, and formative assessment techniques to support students' holistic language development. However, several studies indicate that Filipino instruction in secondary schools often remains teacher-centered, with heavy reliance on textbooks and limited opportunities for interactive language use (Bernardo, 2019; Montebon, 2019). Challenges such as large class sizes, limited instructional resources, and varied student language proficiency further affect teaching-learning processes. In this context, examining actual classroom pedagogical practices and their influence on students' learning processes at Burgos National High School is necessary to identify strengths, gaps, and areas for instructional improvement.

Research on language pedagogy highlights the effectiveness of learner-centered and communicative approaches in enhancing students' learning processes. Richards (2017) emphasized that interactive teaching strategies, such as discussions, collaborative tasks, and contextualized activities, promote deeper engagement and language use. Similarly, Nunan (2015) noted that learner-centered language instruction encourages students to take active roles in their learning, thereby improving motivation and comprehension.

In the Philippine context, Barrot (2016) found that activity-based and culturally relevant teaching practices positively influence students' engagement and writing performance in Filipino and other language subjects. Bernardo (2019) also reported that students' language comprehension and participation improve when instruction integrates meaningful contexts and opportunities for interaction. Assessment practices play a vital role in shaping learning processes; Shepard (2019) emphasized that formative assessment supports continuous feedback and learner reflection, leading to improved learning outcomes.

Despite these findings, studies have identified persistent challenges in Filipino instruction, including limited instructional materials, insufficient time for language practice, and teachers' difficulty in addressing diverse learner needs (Corpuz & Salandanan, 2018; Montebon, 2019). These challenges suggest the need for pedagogical approaches that are flexible, inclusive, and responsive to students' learning processes.

While existing studies have examined pedagogical practices in language teaching, most focus on general language instruction or higher education contexts. There is limited empirical research that specifically investigates pedagogical practices in teaching the Filipino subject at the secondary school level and directly links these practices to students' learning processes, such as engagement, motivation, and comprehension, within a single school setting. Moreover, few studies integrate teachers' instructional strategies, classroom practices, and students' learning experiences in a comprehensive analysis.

This study addresses this gap by providing a context-specific examination of Filipino pedagogical practices at Burgos National High School, offering evidence-based insights that may inform instructional enhancement and contribute to more effective Filipino language education in secondary schools.

Research Objectives

The study aims to examine and analyze the pedagogical practices employed by Filipino teachers and determine how these practices influence students' learning processes in the secondary school context. Specifically, it seeks to

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identify and describe the instructional strategies, teaching methods, classroom practices, and assessment techniques used in teaching the Filipino subject, including learner-centered approaches, language activities, use of instructional materials, and integration of culture and context. The study also aims to determine the influence of these pedagogical practices on students' learning processes, particularly in terms of engagement, comprehension, motivation, participation, and development of Filipino language skills such as listening, speaking, reading, and writing. In addition, it intends to examine the challenges encountered by teachers and students in the teaching and learning of Filipino and the strategies employed to address these challenges. Ultimately, the study seeks to provide an empirical basis for improving pedagogical practices and enhancing the quality of Filipino instruction at Burgos National High School, contributing to more effective and meaningful language learning experiences.

Methodology

This study employed a descriptive mixed-methods research design to examine the pedagogical practices used in teaching the Filipino subject and their influence on students' learning processes at Burgos National High School. The descriptive approach was appropriate as the study aimed to document existing teaching practices and learning experiences without manipulating variables, while the mixed-methods design allowed for a comprehensive analysis by integrating quantitative and qualitative data.

The participants of the study included Filipino subject teachers and selected junior high school students. Teachers were chosen through purposive sampling based on their involvement in teaching Filipino, while students were selected using simple random sampling to ensure representative participation. Data were gathered using a researcher-made survey questionnaire, a classroom observation checklist, and semi-structured interviews and focus group discussions. The questionnaire measured instructional strategies, assessment practices, and students' learning processes, while interviews explored experiences, challenges, and perceptions. Quantitative data were analyzed using frequency, percentage, and weighted mean, while qualitative data were analyzed through thematic analysis. Ethical standards such as informed consent and confidentiality were strictly observed.

Results/Findings

Quantitative Results

Table 1. Pedagogical Practices in Teaching Filipino

| Indicators | Weighted Mean | Interpretation |
|---|---------------|------------------|
| Learner-centered strategies | 4.32 | Very High |
| Use of contextualized materials | 4.25 | Very High |
| Interactive activities (discussion, group work) | 4.41 | Very High |
| Use of varied assessments | 4.18 | High |
| Integration of culture and values | 4.36 | Very High |
| Overall Mean | 4.30 | Very High |

The results indicate a very high level of pedagogical practices, suggesting that Filipino teachers consistently employ learner-centered and interactive strategies. The strong integration of culture and contextualized materials implies that lessons are relevant to students' lived experiences, enhancing engagement and comprehension.

Table 2. Students' Learning Processes in Filipino

| Learning Processes | Weighted Mean | Interpretation |
|------------------------------|---------------|----------------|
| Classroom engagement | 4.34 | Very High |
| Motivation to learn Filipino | 4.29 | Very High |
| Comprehension of lessons | 4.17 | High |
| Participation in activities | 4.38 | Very High |

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| Learning Processes | Weighted Mean | Interpretation |
|----------------------------|---------------|------------------|
| Language skill development | 4.21 | Very High |
| Overall Mean | 4.28 | Very High |

Students demonstrated very high engagement, motivation, and participation, indicating that effective pedagogical practices positively influence their learning processes. High language skill development suggests that teaching strategies support meaningful language acquisition.

Qualitative Results

Table 3
Emerging Themes from Interviews and Focus Group Discussions

| Theme | Description |
|----------------------------------|---|
| Learner-centered instruction | Active participation and student voice |
| Contextualized Filipino teaching | Lessons connected to culture and real life |
| Positive learning experiences | Increased motivation and confidence |
| Instructional challenges | Time constraints and varied learner abilities |
| Adaptive teaching strategies | Differentiation and peer learning |

Participant Responses:

"Mas nagiging interesado ang mga estudyante kapag may talakayan at aktibidad." (Teacher)

"Mas naiintindihan namin ang aralin kapag may halimbawa sa totoong buhay." (Student)

The qualitative findings affirm that contextualized and learner-centered practices enhance engagement, confidence, and understanding. Teachers' adaptive strategies help address instructional challenges, ensuring inclusive learning experiences.

Discussions

learning processes. The very high use of learner-centered and interactive strategies supports Richards' (2017) and Nunan's (2015) assertions that communicative and participatory instruction enhances engagement and comprehension. The strong integration of culture aligns with Barrot (2016), who emphasized the importance of culturally relevant pedagogy in language learning.

Students' high motivation and participation indicate that Filipino instruction at Burgos National High School fosters meaningful learning experiences. However, challenges such as time constraints and varied learner abilities echo findings by Montebon (2019), highlighting the need for differentiated instruction and institutional support.

Conclusions

The study concludes that the pedagogical practices employed in teaching Filipino at Burgos National High School are highly effective, learner-centered, and aligned with the principles of inclusive education and the goals of Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education for all. These instructional practices positively influence students' engagement, motivation, and learning processes by creating a supportive classroom environment that values learner diversity and active participation.

The integration of contextualized instruction allows learners from varied linguistic, cultural, and socio-economic backgrounds to meaningfully connect classroom lessons with their lived experiences, thereby enhancing comprehension and promoting equitable access to learning. Interactive strategies such as collaborative discussions, differentiated activities, and performance-based tasks further support inclusive learning by accommodating diverse learning styles, abilities, and language proficiencies. These approaches foster the development of students'

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Filipino language skills while ensuring that no learner is marginalized in the learning process. Despite challenges such as heterogeneous classrooms, limited instructional resources, and varying levels of learner readiness, teachers demonstrate adaptive and responsive pedagogical practices. Through flexible lesson delivery, differentiated instruction, and continuous instructional adjustments, teachers are able to sustain effective learning outcomes and uphold inclusive classroom practices. Overall, the findings affirm that context-sensitive and learner-responsive pedagogical approaches are essential in advancing SDG 4 and strengthening inclusive Filipino language education that supports holistic learner development.

Recommendations

1. Teachers should continue strengthening learner-centered and differentiated strategies to address diverse learning needs.
2. School administrators should support Filipino instruction through professional development and instructional resources.
3. Curriculum planners may enhance contextualized Filipino materials aligned with students' cultural experiences.
4. Future researchers may conduct longitudinal or comparative studies on Filipino pedagogical practices across schools.

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Conflicts of Interests

The author declares no conflict of interest.

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