



Breaking Barriers: Exploring Language and Pedagogical Challenges in Teaching the Filipino Subject

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Abstract

The Philippine educational system has faced several challenges, including a teacher shortage that created pedagogical difficulties across many subjects. This study identified the language and pedagogical challenges that English teachers encounter when teaching the Filipino subject. The researchers used the transcendental phenomenology method to collect data through one-on-one interviews with English teachers. The data explication was done by using the modified Van Kaam Analysis to characterize the challenges English teachers face by examining the respondents and then comparing and contrasting their responses by following the seven (7) steps: listing and grouping, reduction and elimination, clustering and thematizing, validation, individual textual description, individual structural description, and textural-structural description. This study revealed that the challenges faced by English teachers in teaching the Filipino subject were as follows: (1) the misplacement of English teachers because of a shortage of teachers; (2) the need for out-of-field pedagogical adjustment; and (3) rapid language transition. Moreover, presenting interventions like using various strategies and approaches to address these challenges.

Keywords *Challenges, Language, Pedagogy, Strategies, Transcendental*

INTRODUCTION

The preservation and promotion of the Philippines' rich cultural legacy depended heavily on the Filipino language, which served as the nation's official language (Takahata, 2022). Nonetheless, the curriculum was more frequently taught in English, which made it difficult for students to advance their literacy abilities, which include the capacity to read, write, and speak Filipino in formal education, particularly in high school (grades 7–12) (Meneses et al., 2023). Numerous studies have emphasized the difficulties teachers encounter when teaching Filipino subjects. Gelilio and Janer (2021) highlighted instructors' knowledge and skills deficiencies, especially in instructional materials and teaching methodologies. Dumpang et al. (2021) and Tica-a and Wangdali (2023) observe that the deficiency of contextualized materials and knowledge of literature and culture further exacerbates this. The quality of education in the Philippines is ultimately impacted by several variables, making it difficult to teach Filipino subjects successfully. This research delved into the challenges faced by English teachers when teaching Filipino subjects.

The relationship between language proficiency and pedagogical strategies emphasized the complexity of language education. Furthermore, the English language education curriculum prioritized native speaker norms over the realities of the English language variance in the Philippines. English teachers should implement a K–12 English language curriculum that reflects the strict syllabus and ambiguous assumptions surrounding the teaching and learning of English (Canilao, 2020). Understanding how these variables interact is essential for developing effective interventions that address the challenges faced by English teachers when teaching the Filipino

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subject.

There is no existing study on the challenges affecting English teachers in teaching Filipino subjects; however, there are some considerable research studies that align with teachers' experiences in different learning industries. According to Villanueva et al. (2020), Filipino terms are suggested as a translation tool to provide words that fit the meaning of English words. However, their application may affect educators and learners, leading to extra misconceptions. Furthermore, Ariaso (2020) found that the social context, instructional curriculum, difficulty level, and teacher readiness all impact student performance. Another study was conducted by Largo and Gaihe (2021), who indicated that Filipino subject teachers must be completely prepared with various teaching methodologies and abilities to tackle obstacles in various businesses. Rahimi and Samadi (2022) emphasized that the primary purpose of teaching was to attain educational results. Many university students have varying levels of English competency. These existing studies used descriptive research methodology to assess their findings and incorporate their information. In this study, the researchers will use transcendental phenomenology to provide adequate information, specifically, about the challenges English teachers encounter when teaching the Filipino subject.

The nation's linguistic diversity added to the complexity of this issue, making an interdisciplinary approach to policy creation necessary (Vicerra & Javier, 2015). Understanding the challenges faced by English educators' ability to teach Filipino subjects is important. This study is intended to recognize the elements impacting language-teaching journeys to empower language teachers to devise successful methods and interventions for better progress. This research sought to investigate the multifaceted language and pedagogical challenges encountered by English teachers in effectively instructing the Filipino subject. Therefore, the objective of this study was to identify and address the challenges faced by English teachers, specifically in their language proficiency and pedagogical strategies that influence their effectiveness when teaching the Filipino subject.

LITERATURE REVIEW

Language Proficiency

Many students experienced hardships while learning English and Filipino frequently needed more assets and support. The Mother Tongue-Based Multilingual Education program presented difficulties for educators in fostering students' writing, listening, speaking, and reading skills because of limited resources and their unfamiliarity with the Filipino language (Alberto, 2016). Differences between Filipino and English development have also created problems in the educational system. Instructors also face challenges when contextualizing Filipino training, especially considering the dearth of contextualized resources and cultural and literary expertise (Tica-a & Wangdali, 2023).

Students faced challenges with word problems in Filipino, indicating the need for English teachers to develop interventions. Students struggled with the interpretation of Filipino-to-English, especially concerning syntax, lexical-semantic subtleties, social contrasts, and logical angles (Langga & Alico, 2020). Students struggle with Filipino-to-English translation because they lack competence in both languages (Langga & Alico, 2020) and must balance Filipino and English in the classroom (Paez, 2018). It was found that teachers with limited professional education caused poor student academic performance. This meant that proficiency-lacking teachers produced inadequately educated students (Mukeredzi, 2016).

Pedagogical Strategy

Developing young minds to learn and develop required effective teaching (Lagria, 2021). Teachers play a crucial role in helping students reach their full potential, acquire essential skills to

adapt to the evolving demands of society, and become well-prepared to meet the needs of the modern world. To assist their students, teachers possessed expertise or knowledge about the subjects they were teaching (Tingzon & Buyok, 2022). However, English language education policies in the Philippines have faced several challenges regarding the alignment, precision, and practical application of curriculum and evaluation. These difficulties require significant reforms. Many students also faced difficulties with language issues in Filipino, highlighting the need for English educators to intervene by addressing these issues within the Filipino subject. Despite these challenges, some teachers reported positive experiences even though they are prone to stress and burnout (Madrugno et al., 2016). The longstanding debate between using English and the native tongue as the medium of instruction added complexity to the Philippine educational system's task (Navarrete, 2019). The Department of Education's K-12 initiative has led to a significant teacher shortage in the Philippines, with an estimated need for 60,000 additional educators to address this gap (Asian Development Bank, 2014). Additionally, it is common for teachers in the Philippines to teach subjects outside their areas of expertise, which presents additional challenges (Bayani & Guhao, 2017). Teachers assigned to subjects outside their specialization should receive adequate training and technical support from school administrators to enhance their pedagogical techniques and assessment methods (Recede et al., 2023).

RESEARCH METHOD

Design

This research aimed to investigate the challenges faced by English teachers teaching the Filipino language. This study adopted a qualitative research approach, specifically, a transcendental phenomenology approach. According to Martirano (2016), transcendental phenomenology can provide rigorous and disciplined philosophical studies with valid and trustworthy outcomes. The data collected from the interviews will be analyzed to understand the difficulties experienced by the educators. This study applied the phenomenological method, which maps the qualitatively different ways in which people experience specific phenomena (Kettunen & Tynjälä, 2018). This highlighted the necessity of putting prior beliefs and biases aside to conduct a more objective analysis (Martirano, 2016). A common way to identify and distinguish phenomenological approaches is the extent to which an investigator may produce objective accounts of, or interpret, actual experiences (Wilson, 2015). The significance of comprehending phenomenology's philosophical and psychological foundations, especially when using it as a qualitative research methodology (Mc Coog & Ed, 2021).

Instrument

In this study, the researchers used an interview guide. The researchers prepared a questionnaire consisting of an orderly set of questions that the participants were going to answer. The data was collected by taking notes or recording points based on the interview. This addressed all their current or previous feelings and experiences in teaching Filipino subjects.

Participant of the Study

The number of participants in this study was 3 (three). The data collection began with 3 (three) participants who were English teachers with a bachelor's degree in English Education, teaching in both public and private schools. These participants are currently teaching or have previous experience teaching Filipino subjects, which is not their specialization field. These participants, or professional teachers, specifically teach within the area of Cadiz City, Negros Occidental. These participants engaged in various teaching contexts, including their challenges and how they coped with them, specifically in the Filipino specialization. In this qualitative study, the

researchers will be able to determine the challenges facing English teachers in the field.

Data Gathering Procedure

In collecting the data needed for the research study, one-on-one interviews with English teachers were conducted based on the following primary research question: "How do you describe your experiences in teaching the Filipino subject?" After answering the primary question, follow-up open-ended questions were given. To obtain substantial information, the study completed a series of three interviews with each participant. In this study, three participants were sufficient because data saturation was achieved, which means that no new themes or concepts emerged from the data collection process. This can also be explained by the fact that, according to the transcendental phenomenology approach, the profundity of participants' experiences is valued over the number of subjects included in the study. The concept of saturation is used by researchers to determine whether to halt, resume, or adapt research methods to analyze regions in which saturation is insufficient during the study process (Malterud et al., 2015; Roy et al., 2015). The interviews were conducted in synchronous sessions, either face-to-face or via videoconferencing platforms. The researchers requested permission for audio recordings so that they could obtain proof that they had conducted a personal interview. The information gathered from the participants will be recorded by listening to their answers in audio recordings, and the participants can compile all their responses. Only relevant data from the interview will be recorded in the data collection. This information ensures the anonymity of the respondents and prevents breaches to protect their personal information. The use of interviews is a common method of data collection in educational research (Lin, 2018).

Data Explication

Upon completing the data collection phase, researchers progressed to the data explication stage, which was conducted through a one-on-one interview with the researcher and interviewees. We used the modified Van Kaam methodology to analyze all the data collected in this study. Butler (2017) asserted that the overarching meanings or essences of the experiences developed among the participants were identified and bracketed. This procedure follows the modified Van Kaam approach, which Moustakas (1994) defined as a seven-step procedure. The method is described herein: (1) listing and grouping, (2) reduction and elimination, (3) clustering and thematizing, (4) validation, (5) individual textual description, (6) individual structural description, and (7) textural-structural description. Based on the collected transcripts, the researchers identified all the challenges English faced and categorized similar patterns with all challenges. Next, the researchers reviewed and eliminated all irrelevant and unnecessary information for the study. The researchers then clustered the remaining challenges into categories with similarities and conducted peer checking to validate all interpretations to confirm all data to the participants. After data authentication, the researchers delineated all challenges experienced by the English teachers. They used quotes or descriptions to narrate all the data. The principles of transcendental phenomenology were used to identify the necessary structures and meanings that highlight challenges. Finally, the researchers incorporated the individual textual and structural descriptions into a comprehensive description of the challenges faced by the participants. This rigorous approach ensures the accuracy and reliability of the research findings.

FINDINGS AND DISCUSSION
Findings**Table 1.** Guide Questions with Corresponding Responses from Participants

QUESTIONS	PARTICIPANTS' RESPONSES
1. What motivates you to teach Filipino subjects, regardless of being an English teacher?	<p>Teacher 1: "I was given a slot to teach Filipino because of the shortage of teachers teaching this subject at the school I teach. Since I am an English teacher, it may seem that the next viable teachers for teaching Filipino subjects are English teachers, for we are language educators."</p> <p>Teacher 2: "I began teaching Filipino subjects to Senior High School students because there was a shortage of Filipino teachers at my school. I stepped in to fill the gap and ensure the students received a well-rounded education."</p> <p>Teacher 3: "I was able to teach Filipino subjects because I was a sub-teacher at first because of the lackness of availability of some Filipino teachers, but then it allowed me to go out of my comfort zone to teach something that challenged me."</p>
2. Can you describe your experience teaching the Filipino subject as an English teacher?	<p>Teacher 1: "Since I am an English teacher, when I started teaching the Filipino subject "Pagbasa at Pagsusuri," there have been quite multiple challenges, as both subjects have unique differences in terms of language and pedagogical aspects such as vocabulary and grammar structures. "</p> <p>Teacher 2: "Teaching Filipino as an English teacher has been quite challenging because I studied an English education course, which, to be exact, led me to become unfamiliar with some Filipino words. So, as their teacher, I quickly adapted to their learning environment, and I became more interested in learning specific values and strategies in Filipino."</p> <p>Teacher 3: "As an English teacher, it was difficult for me to translate some other words in Filipino because there are words that are too deep to describe, but as time went on, I learned about them and was able to teach them fluently because of my years of experience."</p>

QUESTIONS	PARTICIPANTS' RESPONSES
3. How do you approach teaching the Filipino subject differently compared to teaching English?	Teacher 1: "I approach teaching the Filipino subject differently by using different strategies to make learning the subject easier and better. For example, connectivism integrates technology to make learning the Filipino subject faster and more manageable, and social constructivism applies real-life situations that integrate social and cultural contexts to motivate the students to learn the subject." Teacher 2: "There are actually times that I have to search for the meaning of a specific word on the internet because it's too deep to understand. But still, I approach teaching Filipino differently by integrating my English teaching techniques, like making an analysis between the two languages to help students understand complex Filipino concepts." Teacher 3: "It's the same approach that I used, but in a different language because when teaching Filipino subjects, I would use Tagalog. I teach English subjects, and I have no problem at all. There are times I need to do research first so that I can teach the correct meaning of that word, or either I would use an English and Filipino dictionary so that I would know the correct meaning of the word that I'll be using in teaching."
4. How would you assess your proficiency in the Filipino language?	Teacher 1: "I would assess my proficiency in teaching Filipino as good, but there is room for improvement in terms of fluency, vocabulary and grammar.' I did not master some aspects of the subject since I focused on improving my skills for teaching English. subject." Teacher 2: "My proficiency in Filipino is good but not as strong as that of a Filipino education graduate. I continually work on improving my language skills" Teacher 3: "I would assess my proficiency as moderate and still learning. I'm still learning to speak Filipino, but there are times when it challenges me to come to a deeper meaning. It's been quite challenging for me to adapt to the Filipino language since I am an English teacher, but as time goes by, I've learned some deep terminologies that I didn't know at first. "

QUESTIONS	PARTICIPANTS' RESPONSES
<p>5. What language challenges do you encounter when teaching Filipino subjects? (e.g., vocabulary differences, grammar structures)</p>	<p>Teacher 1: "In terms of vocabulary, many terminologies are quite hard to grasp. There are quite some differences between English and Filipino grammar structures, which made learning more timely since I need to learn the grammar structures well to teach the subject appropriately."</p> <p>Teacher 2: "The biggest challenge is explaining intricate grammar rules and bridging the gap between my background and the student's needs. Also, because I was still teaching English at the time, it was quite challenging for me to have a quick transition in language, like speaking Filipino during my Filipino class after my English class."</p> <p>Teacher 3: "I would say that the biggest challenge for me is when it comes to teaching grammar in Filipino. As an English teacher, there are words and explanations I can't directly say because they're totally different in the English language."</p>
<p>6. Have you encountered any pedagogical challenges specific to teaching the Filipino subject? (e.g., student attitudes, lack of resources, curriculum design)</p>	<p>Teacher 1: "Yes, for example, lack of resources is a significant challenge. I often face lack access to necessary materials, which can hinder teaching the subject effectively. Also, I have noticed that most students find the subject boring, and they are not as motivated to learn Filipino subjects than other subjects."</p> <p>Teacher 2: "Some students are not interested in Filipino subjects, so I think that those teachers who have expertise in Filipino subjects know how to manage or control that situation, but in my case, since I am not a Filipino major teacher, there are times that it feels quite challenging for me to catch the attention of the students."</p> <p>Teacher 3: "Some challenges I've experienced are limited resources, unlike my language proficiency in English. They say that Filipino is easier than English, but some curriculum designs sometimes do not fully engage students."</p>

QUESTIONS	PARTICIPANTS' RESPONSES
7. How do you address these challenges in your teaching methods?	<p>Teacher 1: "To address these challenges, I make interventions to find the right resources to teach better the subject to students. This includes seeking support from colleagues and exploring alternative resources. Also, I integrated interactive activities to make the students enjoy learning the subject."</p> <p>Teacher 2: "I think I approach these differences by seeing the structural curriculum and resources of these different subjects. I teach Filipino, which often involves an emphasis on cultural immersion and practical language use, whereas teaching English, in my own experience, tends to focus more on linguistics, such as formal language structures, and also on improving academic skills."</p> <p>Teacher 3: "I address it by creating my materials so that I am fully aware of what I teach and not depending on some materials they already have. And I want more resources and curriculum improvements for me to better understand and know about teaching Filipino subjects."</p>
8. What pedagogical strategies do you use to teach the Filipino subject effectively?	<p>Teacher 1: "To teach the Filipino subject effectively, I use a variety of pedagogical strategies, such as connectivism and social constructivism, to integrate technology and motivate the students to learn the subject in a situation that they can relate to. These strategies help to engage students in the learning process and make the subject more enjoyable and interactive."</p> <p>Teacher 2: "I teach the subject "Wika at Panitikan," so I think my strategy in teaching this subject is more of a scaffolding strategy. I provided particular discussions, and after that, I gave assessments to my students, letting them understand the lessons more and also enabling them to know if there were things I still needed to explain or discuss further."</p> <p>Teacher 3: "I used group discussion as an activity, and I also incorporated technology to make my lesson and class more interactive."</p>

Table 2. Invariant Structures and Their Corresponding Meaning Units

Invariant Constituent	Meaning Units
Given a slot because of a shortage of teachers.	
The number of Filipino teachers	Teachers' shortage within the school
Has been a sub-teacher	
Found that using different strategies made learning the subject easier.	
Applied several strategies to connect with the students effectively.	Integration of multiple strategies
I got some help from students who are excelling in Filipino subjects.	
Different strategies are used to make learning the subject easier and better.	
Made an analysis between the two languages	Intervention seeking in unfamiliar contexts
Implemented cultural application activities.	
Most students find the subject less motivating	
Some students are not interested in Filipino subjects.	Lesser engagement and motivation among students
Filipino curricula sometimes do not fully engage students.	
Both subjects have unique differences in terms of language and pedagogical aspects, such as vocabulary and grammar structures.	
It leads to becoming unfamiliar with some Filipino words.	Challenges in language skills due to cross-subject teaching.
Difficulty translating some Filipino words.	
Needs for learning Filipino grammar structures in effective teaching.	
Explaining intricate grammar rules and bridge the gap between my background and the student's needs.	Challenges in teaching the Filipino subject include teaching the grammar structure and vocabulary
Differences in teaching grammar between English and Filipino.	

Invariant Constituent	Meaning Units
Interventions to find the right resources to teach the subject better.	Finding credible resources to effectively teach the Filipino subject
See the structural curriculum and resources of the two subjects.	
Seeking resources to better understand the Filipino curriculum.	
Using various pedagogical strategies such as connectivity and social constructivism	Utilizing different pedagogical strategies and the use of technology to create more interactive learning experience in Filipino subject.
Using a scaffolding strategy to provide students with an opportunity to understand the lesson.	
Incorporate activities that give students the opportunity to participate in class.	

Table 2 shows a clear correlation between the results of the research accomplished during data collection—the abstract responses of the participants (the invariant constituents) and the corresponding meaning units. This resulted in some meaning units; for instance, there was a shortage of English teachers teaching Filipino, forcing them to teach in a different specialization. These teachers used technology teaching methods, including integration and scaffolding, that enabled them to compensate for their lack of knowledge of the teaching context. This study also showed that the participants encountered many challenges, especially in teaching language skills, e.g., grammar and vocabulary, which impacted learners' enthusiasm. It remains stated that despite the teachers' attempts to find credible resources and to use various strategies to enhance the effectiveness of the activity, the contrast between the languages and the difference in the pedagogical aspects of English and Filipino still caused severe difficulties.

Table 3. Core Themes and their Corresponding Meaning Units and Invariant Constituents

Invariant Constituent	Meaning Units	Core Themes
Given a slot because of a shortage of teachers.	Teachers' shortage within the school	Misplacement of English Teachers
The number of Filipino teachers		
Has been a sub-teacher		
Found that using different strategies made learning the subject easier.	Integration of multiple strategies	
Applied several strategies to connect with the students effectively.		
I got some help from students who are excelling in Filipino subjects.		

Invariant Constituent	Meaning Units	Core Themes
Different strategies are used to make learning the subject easier and better.		Out-of-Field Pedagogical Adjustments
Made an analysis between the two languages	Intervention seeking in unfamiliar contexts	
Implemented cultural application activities.		
Most students find the subject less motivating		
Some students are not interested in Filipino subjects.	Lesser engagement and motivation among students	
Filipino curricula sometimes do not fully engage students.		
Both subjects have unique language and pedagogical aspects, such as vocabulary and grammar structures.		
It leads to becoming unfamiliar with some Filipino words.	Challenges in language skills due to cross-subject teaching.	
Difficulty translating some Filipino words.		
Needs for learning Filipino grammar structures in effective teaching.		Rapid Language Transition
Explaining intricate grammar rules and bridge the gap between my background and the student's needs.	Challenges in teaching the Filipino subject include teaching the grammar structure and vocabulary	
Differences in teaching grammar between English and Filipino.		
Interventions to find the right resources to teach the subject better.		
See the structural curriculum and resources of the two subjects.	Finding credible resources to effectively teach the Filipino subject	Strategies and Approaches in Teaching the Filipino Subject
Seeking resources to better understand the Filipino curriculum.		

Invariant Constituent	Meaning Units	Core Themes
Using various pedagogical strategies such as connectivity and social constructivism	Utilizing different pedagogical strategies and technology to create more interactive learning experience in Filipino subjects.	
Using a scaffolding strategy to provide students with an opportunity to understand the lesson.		
Incorporate activities that give students the opportunity to participate in class.		

Table 3 presents the interconnection of the abstract responses of the participants (invariant constituents) and their corresponding meaning units to create a core theme for each cluster. These Clusters themes led to the creation of a specific theme for each challenge faced by the participants. These themes include misplacement of English teachers, out-of-field pedagogical adjustments, rapid language transition, and approaches and strategies for teaching the Filipino subject. The first three themes focused on teachers' challenges in teaching different subjects, and the last theme, which is the approaches and strategies in teaching the Filipino subject directly address their difficulties, led them to create intervention and strategies to make the classroom engaging and allow students to participate in class.

Theme 1. Misplacement of English Teachers

The study revealed a considerable problem of "misplacement of English teachers" as there were not enough Filipino teachers; thus, English teachers were assigned to teach the Filipino subject in the Philippines. Teacher 1 was assigned to teach Filipino because of a shortage of teachers; Teacher 2 also started teaching the subject for the same reason; and Teacher 3, who was initially a substitute teacher, had to go out of their way to teach Filipino. One participant stated, "*I began teaching the Filipino subject to students because there was a shortage of Filipino teachers at my school.*" This misalignment highlighted the key issue of teacher scarcity, whereby teachers are compelled to teach subjects in areas that are not their specialization, possibly compromising the quality of their teaching and students' learning experiences.

Theme 2. Out-of-field Pedagogical Adjustment

The findings revealed out-of-field pedagogical adjustments where English teachers tasked with teaching the Filipino subject experienced difficulty. A participant stated, "*There have been quite multiple challenges, as both subjects have unique differences in terms of language and pedagogical aspects such as vocabulary and grammar structures.*" Another participant highlighted, "*I also adjusted to the environment, like I approach teaching Filipino differently by making an analysis between the two languages to understand the complexity of Filipino concepts.*" This motivated teachers to look for further help in understanding and teaching lessons that have been taught with difficulty. To overcome these challenges, they adopted various combinations of practices, which included the use of various teaching techniques and modifying their teaching strategies. However, after these changes were made, there was less engagement and motivation among the students learning the Filipino subject, thus showing that the changes the teachers have sought to implement

do not close the gap between them and the competency level of the subject. The problem emphasized the challenges one can face when no teacher is well-trained in a subject, which is poorly conveyed to learners.

Theme 3. Rapid Language Transition

English teachers have major problems with language proficiency because they teach across different subjects; they often find themselves responding to the difficulty of mastering the Filipino language within a short period of time. Problems also occurred in the processes of learning and teaching grammar structures and vocabulary. A participant stated, *“Teaching Filipino as an English teacher has been quite challenging because I studied an English education course, which, to be exact, led me to become unfamiliar with some Filipino words.”* Another participant elaborated, *“There are quite some differences between English and Filipino grammar structures, which makes learning more timely since I need to learn the grammar structures well to teach the subject appropriately.”* In consideration of the fluctuating language use, it became tiresome for the teachers, and this hindered them from imparting comprehensive and interesting lessons on the subject of Filipino.

Theme 4. Strategies and Approaches in Teaching Filipino Subjects

Teachers also used interventions that included different pedagogical practices to improve the delivery of teaching the Filipino subject. They also looked for more reliable sources that could be helpful in providing instruction and managing problems that may arise when a teacher had little background knowledge of the topic. A participant underscored *“For example, lack of resources is a significant challenge. I have also noticed that most students find the subject boring, and they are not as motivated to learn the Filipino subject than other subjects.”* Moreover, enhanced technology utilization as an intervention strategy became evident because it helped teachers make learning more interactive and involved students in the Filipino subject. One participant stated, *“I use a variety of pedagogical strategies, such as connectivity and social constructivism, to integrate technology and motivate the students to learn the subject in a situation that they can relate to.”* By using different strategies in teaching, English teachers aimed to reduce barriers in teaching the Filipino subject and to provide an engaging learning environment for students.

Individual Textural Description

This study concentrated on the challenges English teachers encounter when they are assigned to teach Filipino because of a shortage of teachers. These participants explained this internment as the “out-of-field pedagogical adjustment,” meaning they experienced difficulty teaching Filipino grammar and vocabulary and the Filipino teaching approaches. Thus, this struggle affected students’ involvement and enthusiasm in learning.

Individual Structural Description

The study also considered the possible positive approaches the teachers undertook to counter the challenges. These strategies were “intervention through pedagogical practices,” in which teachers tried various teaching methods to enhance their delivery of Filipino. The teachers continuously looked for credible sources of information to fill in knowledge gaps and focused on properly handling students.

Textural-Structural Description

The major concern has emerged from the study that most teachers taught English lessons mistakenly relieved of Filipino teachers. This misplacement caused the English teachers to experience “out-of-field pedagogical adjustment,” meaning that they were unfamiliar with the

Filipino subject in terms of their content and newly acquired teaching methods. The comprehension issue was compounded at the high rate of language shift, especially for younger teachers who find it difficult to master the Filipino language. Despite the challenges experienced in implementing the strategies, the participants showed a willingness to overcome them. They used different strategies, commonly called "interventions," including searching for better resources and using technology to enhance instruction, particularly for teaching the Filipino subject.

DISCUSSION

The study revealed a concerning problem in the Philippines' education system called "misplacement of teachers." Due to a lack of subject-specific teachers, English teachers were assigned to teach Filipino, a subject outside their area of expertise. This mismatch created challenges for both teachers and students. English teachers have struggled to teach Filipino because the languages and teaching methods differ significantly. They faced difficulties in selecting appropriate Filipino vocabulary, syntax, and teaching methods. While some teachers use creative strategies and technology to enhance lessons, they do not fully address the weaknesses in their content knowledge. This could lead to decreased student motivation and hinder learning. Furthermore, the constant switch between English and Filipino created difficulties for both teachers and students, making it harder for teachers to effectively explain concepts and deliver engaging Filipino lessons.

The study revealed a need to address the challenge of unnecessary posting of teachers to the wrong regions. Teachers need to be equipped with reliable sources for the Filipino language to enhance their effectiveness. The use of technology in teaching can lead to better teaching practices and increased learner engagement. In an ideal setting, the educational system should focus on professional English teaching to enhance its competency in teaching Filipino. When issues of teacher shortage are addressed and proper support is given to the English teachers who teach Filipino classes, an efficient teaching-learning process occurs in Filipino classes.

CONCLUSIONS

This study presented the challenges faced by English teachers when teaching the Filipino subject. The researchers used the modified Van Kaam Analysis to characterize the phenomenon under study by examining the respondents and then comparing and contrasting their responses. According to [Montero et al. \(2022\)](#), English teachers might encounter difficulties and challenges if they are assigned to teach subjects that are not their area of specialization. Based on the findings, the challenges were the misplacement of English teachers because of a shortage of specialized teachers, the need for out-of-field pedagogical adjustment, and the rapid language transition. There were challenges regarding the reliability and effectiveness of the teachers who lacked the specialized knowledge and abilities required to teach subjects outside of their specialization areas ([Matsumura, 2022](#)). This study revealed the challenges English teachers face when teaching the Filipino subject and the issues demonstrated by teacher misplacement because of shortages. This study contributed to the country's educational context; therefore, teachers are important figures in the educational system. The study offered opportunities to provide knowledge that the mentioned challenges are prevalent in our educational system. In response to this, the different disciplines of whether public or private institutions could organize strategic deployment, whether schools could focus the training so that it is offered for such, or whether the Filipino curriculum for non-specialist teachers could change to support such, were possible to enhance the teaching of the Filipino subject to students. This study sought to raise awareness among educators and policymakers by identifying these challenges.

LIMITATION AND FURTHER RESEARCH

The study was conducted in a small specific population, specifically the teaching profession participants. The collection was performed through interviews and was scoped at a small and limited scale that may deprive the results of specificity. Future research could tackle support systems for teachers implementing new strategies. Future studies could assess the long-term impact of both strategies and the support system on student learning by tracking student outcomes alongside receiving teacher support. Future research should include more subjects. The study should be selected from diverse backgrounds, and more follow-up studies should be conducted to assess the outcomes. Exploring this involvement might be helpful to consider institutional support, and comparing such data with other resources will help define the challenges faced by English teachers. Moreover, understanding students' perceptions of teaching and learning may assist in the eventual addition of changes to teaching practices and improve learning outcomes.

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