

Mapping Research Trends and Gaps in Filipino Language Teaching in the Philippines (2022–2026): A Content Analysis of Published Research Abstracts

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ABSTRACT

This study aimed to analyze published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. Specifically, it sought to determine the distribution of studies according to year of publication, thematic focus, research approach, research design, participants, research instruments, and identified research gaps. The study employed Qualitative Content Analysis supported by thematic analysis and descriptive data analysis using frequency and percentage. Thirty-five (35) published research abstracts were purposively selected from reputable online databases, institutional repositories, and peer-reviewed journals. A researcher-developed Coding Matrix was utilized to systematically code and classify the essential characteristics of each abstract.

The findings revealed that the highest number of publications appeared in 2025. Instructional strategies emerged as the most dominant thematic focus among the studies. Quantitative research was the most frequently employed research approach, while descriptive research was the most used research design. Students constituted the primary participants in most of the studies, and questionnaires were identified as the most widely used research instrument. The analysis identified recurring research needs within the reviewed corpus, with improving instructional strategies and interventions emerging most frequently.

The study concludes that research on Filipino language teaching in the Philippines continues to expand, reflecting the growing interest of researchers in improving language instruction. However, the findings also indicate the need for more diverse, comprehensive, and innovative studies to address research needs emerging from the reviewed corpus. The results of this study may serve as a valuable reference for researchers, educators, curriculum developers, school administrators, and policymakers in planning future research and enhancing the quality of Filipino language teaching and learning.

Keywords: Filipino language teaching, qualitative content analysis, thematic analysis, research trends, research gaps, educational research

INTRODUCTION

Filipino language education continues to evolve in response to changes in educational policies, instructional practices, technological developments, and the diverse learning needs of students. In recent years, researchers have examined various aspects of Filipino language teaching, including instructional strategies, technology integration, language skills development, teacher competence, instructional materials, and emerging challenges in classroom practice. These studies provide valuable insights into specific issues in Filipino language education; however, examining individual studies separately does not necessarily provide a comprehensive picture of the broader direction of research in the field.

A systematic examination of existing research is therefore important for identifying dominant themes, methodological patterns, emerging areas of interest, and areas that remain insufficiently explored. Research trend analysis can provide a broader view of how a field develops over time and can help researchers identify areas that require further investigation. In educational research, content analysis and related systematic approaches have increasingly been used to examine published studies, identify recurring themes, and determine research

gaps. Such approaches provide an evidence-based basis for understanding the current state and future directions of research.

Within Filipino language education, published studies have explored a wide range of instructional concerns. Research has addressed innovative teaching strategies, alternative approaches to instruction, technology-supported learning, instructional materials, language competencies, teacher experiences, and challenges encountered in teaching Filipino. The growing diversity of these studies suggests an expanding research interest in Filipino language education. Nevertheless, the available studies are generally focused on specific topics, contexts, populations, or instructional interventions. Consequently, there remains a need to examine these studies collectively to determine the broader patterns emerging from the research literature.

The importance of mapping educational research is also reflected in studies conducted in other fields. Previous research has demonstrated that content analysis, bibliometric analysis, and related systematic approaches can be used to identify publication trends, thematic concentrations, methodological characteristics, and research gaps. These approaches allow researchers to move beyond individual studies and examine the development of a research field. In the context of Filipino language education, however, there is a need for a systematic examination specifically focused on published research abstracts concerning Filipino language teaching in the Philippines.

This study addresses this need by systematically analyzing 35 published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. The abstracts were examined to determine their distribution according to year of publication, thematic focus, research approach, research design, participants, research instruments, and identified research gaps. Qualitative content analysis was employed and supported by thematic analysis and descriptive quantification through frequency and percentage. The use of published abstracts as the primary unit of analysis makes it possible to identify recurring patterns across studies while maintaining a focused examination of the research landscape.

Specifically, the study seeks to answer the following questions:

What are the major themes identified in published research abstracts on Filipino language teaching from 2022 to 2026?

What are the methodological characteristics of the published studies in terms of:

- a. research approach;
- b. research design;
- c. participants; and
- d. research instruments?

What major research trends can be identified from the analyzed abstracts on Filipino language teaching?

What major research needs can be identified from the analyzed abstracts?

By addressing these questions, the study aims to provide a consolidated view of the research landscape in Filipino language teaching in the Philippines. The findings may serve as a reference for researchers in identifying underexplored areas and developing future studies that respond to current educational needs. They may also provide useful insights for teachers, educational administrators, curriculum developers, and policymakers in considering research-based directions for improving Filipino language teaching and learning.

More broadly, mapping the existing research on Filipino language teaching can contribute to the strengthening of the research base of Filipino language education. By identifying both established areas of inquiry and research needs emerging from the reviewed corpus.”

REVIEW OF RELATED LITERATURE AND STUDIES

Filipino Language Teaching in the Philippine Educational Context

Filipino language teaching continues to evolve in response to changes in educational contexts, curriculum reforms, technological developments, and the diverse needs of learners. Recent literature has examined instructional strategies, language competencies, teacher preparedness, technology integration, instructional materials, and challenges in classroom practice. These studies demonstrate that Filipino language education remains an active area of research, but much of the literature focuses on specific instructional practices, learner groups, or educational contexts. This makes it necessary to examine the studies collectively to identify broader patterns in the development of the field.

A major concern in the literature is the improvement of instructional practices. Studies have explored alternative teaching strategies, differentiated instruction, flipped classroom approaches, code-switching, and other learner-centered practices. Gile et al. (2022), for example, examined innovative approaches to teaching Academic Filipino during the new normal, while other studies have investigated strategies intended to address learners' varying needs and improve language learning outcomes. The literature therefore demonstrates a predominantly practice-oriented concern with improving classroom instruction. However, the concentration on individual strategies also highlights the need to examine whether particular areas of instructional research are receiving sustained attention across the broader research landscape.

Technology Integration and Emerging Approaches

Technology has also become an important area of Filipino language education research. Studies have examined educational videos, multimedia resources, digital games, social media platforms, and more recently, artificial intelligence. These studies indicate a gradual movement from conventional instructional resources toward technology-supported and AI-assisted learning environments. Recent research on AI, in particular, has considered teachers' perceptions, pedagogical adaptations, and the potential effects of AI-supported instruction.

This trend is consistent with the findings of the present study, in which technology integration constituted the second-largest thematic category, with six studies or 17.14% of the corpus. The emergence of AI-related studies suggests that future research may need to move beyond technology adoption and examine effectiveness, pedagogical implications, teacher preparedness, ethical considerations, and effects on learning outcomes. Thus, the literature reflects not only increasing technological adoption but also the need for deeper investigation of how technology can be meaningfully integrated into Filipino language instruction.

Teachers, Learners, and Instructional Conditions

Another major strand of research concerns teachers' competence, preparedness, experiences, and challenges. Studies have examined teacher readiness to teach Filipino literature, teachers' instructional experiences, code-switching, learner diversity, and difficulties encountered in different educational settings. These findings indicate that effective Filipino language instruction depends not only on the availability of appropriate teaching strategies but also on teachers' knowledge, skills, adaptability, and institutional support.

At the learner level, research has examined reading comprehension, grammar, oral communication, writing, motivation, attitudes, learning experiences, and learning environments. These studies demonstrate that Filipino language learning involves both measurable language competencies and broader learner-related factors. The present corpus similarly shows a strong learner orientation, with students comprising the largest participant group. While this focus is important, the concentration on students also suggests value in expanding research that connects learner outcomes with teacher practices, teacher preparation, institutional conditions, and other educational stakeholders.

Instructional Materials, Curriculum, and Educational Support

Instructional materials represent another area of research, particularly the development, validation, and use of learning resources for Filipino. These include instructional videos, multimodal resources, digital games, lesson exemplars, and other materials intended to support specific learning objectives. The literature indicates that instructional materials are increasingly connected to pedagogical approaches and are being adapted to contemporary curricula, technologies, and learner characteristics.

Curriculum and policy concerns likewise provide an important context for Filipino language education. Research involving Filipino 7 lesson exemplars and the Enhanced MATATAG Curriculum illustrates the importance of examining whether instructional materials and classroom practices are aligned with curricular expectations. Broader linguistic, cultural, and institutional concerns, including language use, preservation, and curriculum implementation, further indicate that Filipino language teaching cannot be understood solely through classroom strategies; it is also shaped by curricular and institutional environments.

Research Mapping as a Basis for Understanding the Field

Beyond studies directly concerned with Filipino language teaching, methodological literature supports the value of systematically mapping educational research. Content analysis, thematic analysis, and bibliometric approaches have been used to identify publication trends, thematic concentrations, methodological patterns, and research gaps. Guo et al. (2024), Constantino and Antonio (2025), Meral et al. (2021), and Abidin et al. (2023) demonstrate how systematic examination of published research can reveal patterns that may not be apparent when studies are considered individually.

Local research also demonstrates the relevance of systematic analysis of educational scholarship. Belleza et al. (2025), for example, analyzed research abstracts within a teacher education program to identify research priorities and gaps. Although that study focused on a particular teacher education program, its use of abstracts as a source of data is relevant to the present research. The present study extends this approach by examining published research abstracts specifically concerning Filipino language teaching in the Philippines across the 2022–2026 period.

Synthesis and Research Gap

The literature reviewed demonstrates that Filipino language teaching research is characterized by several interconnected concerns. Instructional improvement remains central, while technology integration has become increasingly prominent, particularly with the emergence of artificial intelligence. Teacher competence and instructional challenges influence the implementation of teaching practices, while studies on language skills and learner experiences emphasize the importance of learner outcomes. Instructional materials and curriculum implementation provide additional dimensions that shape the teaching and learning of Filipino.

At the same time, the literature remains largely composed of studies that address specific strategies, technologies, learner competencies, teacher experiences, or educational contexts. Although these studies provide valuable evidence, they do not by themselves present a comprehensive picture of the distribution of research themes, methodological approaches, participants, instruments, and research needs in Filipino language teaching. This limitation provides the rationale for the present study.

Accordingly, the present study contributes by systematically examining 35 published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. Rather than focusing on a single intervention or educational setting, it provides a broader research map showing where scholarly attention has been concentrated and which areas may warrant further investigation.

METHODOLOGY

Research Design

This study employed a qualitative content analysis design supported by thematic analysis and descriptive quantification to systematically examine published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. Qualitative content analysis was used to identify and categorize recurring concepts, thematic foci, methodological characteristics, and research gaps reflected in the selected abstracts. Thematic analysis was subsequently used to examine patterns across the coded data, while frequency and percentage were used to describe the distribution of the identified characteristics.

The study was guided by a researcher-developed Coding Matrix and a Coding Framework with Operational Definitions and Decision Rules. The Coding Matrix served as the primary instrument for organizing and classifying information extracted from each abstract, while the Coding Framework provided standardized definitions and decision rules for assigning studies to the thematic categories. The matrix included publication year, thematic focus, research approach, research design, participants, research instruments, major findings, and identified research gaps.

The selected abstracts served as the units of analysis. Through systematic coding, thematic analysis, and descriptive quantification, the study sought to map recent research on Filipino language teaching and identify areas that have received substantial attention and areas that warrant further investigation.

Research Corpus and Selection of Abstracts

The research corpus consisted of 35 published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. The studies were purposively selected based on predetermined inclusion and exclusion criteria. The researcher searched online academic databases, institutional repositories, peer-reviewed journals, and other recognized academic sources using combinations of relevant search terms, including “*Research in Teaching Filipino Subjects*” and “*Strategies in Teaching Filipino*,” together with related terms concerning Filipino language teaching, instructional strategies, technology integration, language skills, teacher competence, instructional materials, and student learning.

The search and screening process focused on identifying studies directly related to the teaching and learning of Filipino and published within the 2022–2026 period. Retrieved studies were screened based on relevance, publication year, availability and completeness of the abstract, and alignment with the inclusion criteria. A final corpus of 35 abstracts was purposively selected for analysis. The final corpus consisted of 35 eligible abstracts that met the established inclusion and exclusion criteria.

Literature Search and Study Selection

The search for relevant published research was conducted through Google Scholar, Philippine E-Journals (PhilEJournals), institutional repositories, and peer-reviewed academic journals. The search focused on studies published from 2022 to 2026 and employed predetermined keywords and related search terms, including “*pagtuturo ng Filipino*,” “*Filipino language teaching*,” “*Filipino education*,” and other terms related to Filipino language instruction. The search was intended to identify published research directly concerned with the teaching and learning of Filipino in the Philippine educational context.

The identified publications underwent an initial screening based on their titles and abstracts. Studies were considered for inclusion when they focused directly on Filipino language teaching at any educational level, were published within the 2022–2026 period and had a complete and readable abstract containing sufficient information on the study purpose, methodology, and findings. Studies that were unrelated to Filipino language teaching, published outside the specified period, had incomplete or unavailable abstracts, were duplicates, or were reflective essays, editorials, opinion papers, conference announcements, or other non-research publications were excluded.

Following the initial screening, potentially eligible publications were assessed against the established

inclusion and exclusion criteria. The final selection consisted of 35 published research abstracts, which were organized according to year of publication and entered the Master Coding Matrix for systematic coding and analysis. The selected studies were subsequently analyzed according to publication year, thematic focus, research approach, research design, participants, research instruments, findings, and identified research gaps.

The study selection process is presented in Table X. Because exact counts of records retrieved, duplicates removed, and records excluded at each intermediate screening stage were not retained in the original search documentation, these stages are reported descriptively rather than represented by reconstructed numerical counts. The documented final corpus of 35 studies serves as the basis for the subsequent content analysis.

Inclusion Criteria

1. Studies were included when they met the following criteria:
2. The research focused directly on the teaching and learning of Filipino at any educational level. The study was published from 2022 to 2026.
3. The article contained a complete and readable abstract presenting its purpose, methodology, and major findings.
4. The research was published in a peer-reviewed journal, recognized institutional repository, or other credible academic publication.
5. The abstract was written in either Filipino or English.

Exclusion Criteria

Studies were excluded when they met any of the following conditions:

1. The research did not directly address Filipino language teaching.
2. The article was published before 2022 or after 2026.
3. The article had no abstract or had an incomplete abstract.
4. The publication was a duplicate or appeared more than once in different repositories.
5. The document was a reflective essay, editorial, opinion paper, conference announcement, or another type of document that did not constitute an academic research publication.

These criteria were applied to ensure that the research corpus consisted of relevant and sufficiently documented studies addressing Filipino language teaching within the specified period.

Data Collection Procedure

The data collection process involved the identification, screening, selection, and systematic coding of published research abstracts. Relevant studies were located through online academic databases, institutional repositories, peer-reviewed journals, and other credible academic sources.

After the initial identification of potentially relevant publications, the abstracts were screened using the predetermined inclusion and exclusion criteria. The final set of 35 abstracts was then organized according to publication year and entered the researcher-developed Coding Matrix.

The Coding Matrix was used to extract comparable information from each abstract. The coded variables included publication year, thematic focus, research approach, research design, participants, research instruments, major findings, and research gaps. The selected abstracts served as the principal source of evidence for the subsequent

thematic and descriptive analysis.

Data Analysis

Data analysis was conducted through three interconnected stages: data coding, thematic analysis, and descriptive quantification.

Data Coding

In the first stage, each abstract was read carefully, and relevant information was recorded in the Coding Matrix. Each study was coded according to its publication year, primary thematic focus, research approach, research design, participants, research instrument, major findings, and identified research gaps.

The coding process enabled the researcher to organize information from the 35 abstracts into comparable categories and to identify recurring characteristics across the research corpus.

For research gaps, the coding distinguished between gaps explicitly identified or recommended by the original study authors and patterns of underrepresentation identified through the present content analysis. The former were recorded based on statements contained in the abstracts or source publications, while the latter were derived from the comparative analysis of the coded research corpus. This distinction was maintained to avoid presenting author-reported research needs as independently established evidence of field-wide gaps.

Thematic Analysis

After the initial coding, thematic analysis was conducted to identify recurring patterns and broader themes across the abstracts. The process followed the six phases described by Braun and Clarke (2006): (1) familiarization with the data, (2) generation of initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) interpreting the findings.

Through this process, recurring concepts were grouped into broader thematic categories representing major areas of research in Filipino language teaching. Thematic analysis also supported the identification of emerging research directions and areas that may warrant further investigation within the reviewed corpus.

To strengthen the consistency of the coding, the researcher reviewed each abstract more than once. Ambiguous cases were compared with the original abstract and reconsidered in relation to the established coding framework until an appropriate category was determined.

Descriptive Quantification

Following the qualitative coding and thematic analysis, frequency and percentage were used to describe the distribution of the coded characteristics. These descriptive measures were applied to the major themes, research approaches, research designs, participants, research instruments, and research gaps.

Frequency was calculated by determining the number of abstracts belonging to each category, while percentage was computed to show the proportion of each category relative to the 35 studies analyzed. This descriptive quantification provided a clearer representation of the dominant and less frequently represented characteristics of the research corpus.

The quantitative summaries were used primarily to support the interpretation of the qualitative findings rather than to conduct inferential statistical analysis. The combination of qualitative interpretation and descriptive quantification enabled the study to present both the substantive themes and the distributional patterns evident in the reviewed research.

Ethical Considerations

The study involved the analysis of publicly available academic abstracts and did not involve direct interaction with human participants. The sources examined were obtained from publicly accessible academic publications

and repositories and did not contain sensitive personal information requiring the collection of informed consent.

Nevertheless, academic integrity was maintained throughout the research process. All sources were properly acknowledged and cited, and the researcher sought to accurately represent the information contained in the original publications. Care was also taken to avoid plagiarism, misrepresentation of findings, and inappropriate use of published information.

Because the study focused on publicly available research abstracts rather than identifiable human participants, the principal ethical considerations concerned responsible source use, accurate reporting, proper attribution, and preservation of the integrity of the original research.

Trustworthiness and Consistency of Coding

To enhance the consistency and transparency of the coding process, the researcher developed and applied a structured Coding Framework with operational definitions and decision rules for each thematic category. The framework was used consistently across all 35 abstracts to guide the classification of studies according to their primary research focus.

Each abstract was initially reviewed and coded by the researcher using the established Coding Matrix and decision rules. In cases where a study addressed more than one research area, the study was classified according to its primary research focus, as determined from its stated purpose, research questions, and principal findings. The researcher also conducted repeated readings and rechecked coding decisions against the original abstracts whenever ambiguity or potential inconsistency was identified.

To further establish coding consistency, an independent second coder coded all 35 abstracts using the finalized thematic categories and decision rules without access to the researcher's original coding. The two coding sets were then compared to determine intercoder agreement. Initial agreement was obtained in 34 of the 35 abstracts, corresponding to 97.14% percentage agreement. Cohen's kappa was also computed, yielding a coefficient of 0.965, indicating a very high level of agreement between the two coders.

The single discrepancy involved A29, which was initially coded as T8 by the researcher and T6 by the second coder. Upon review using the operational definitions and decision rules, the study was resolved as T6 – Instructional Materials, because its primary focus was the development, validation, and acceptability of a Filipino learning material. The reconciled coding was used in the final analysis.

The use of a structured coding framework, independent second coding, intercoder agreement, and reconciliation of the single discrepancy strengthened the consistency and transparency of the thematic classification. The study does not claim to represent the entire body of research on Filipino language teaching in the Philippines. Rather, it maps patterns and research needs observable within the purposively selected corpus of 35 published research abstracts.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the analysis of 35 published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. The findings are organized according to publication year, thematic focus, research approach, research design, participants, research instruments, and identified research gaps. Frequencies and percentages were used to describe the distribution of the studies, while thematic interpretation was employed to identify broader patterns and directions in the research landscape.

Publication Trends

Table 1. *Distribution of the Analyzed Abstracts by Year of Publication*

Year of Publication	Frequency	Percentage
2022	2	5.71
2023	2	5.71

2024	6	17.14
2025	18	51.43
2026	7	20
Total	35	100

Table 1 shows a marked increase in the number of published studies on Filipino language teaching during the latter part of the review period. Of the 35 studies analyzed, 18 (51.43%) were published in 2025, making it the most productive year in the dataset. This was followed by 2026, with seven studies (20.00%), and 2024, with six studies (17.14%). Only two studies each (5.71%) were published in 2022 and 2023.

The concentration of publications in 2025 and 2026 suggests that research activity concerning Filipino language teaching has become more visible in recent years. The increase may reflect growing scholarly attention to changes in educational practice, technology-supported instruction, teacher preparedness, and emerging curricular concerns. The pattern is also consistent with the broader movement toward examining educational practices in response to changing learning environments.

However, the distribution should be interpreted as a publication trend within the selected corpus, rather than as a definitive measure of the total volume of Filipino language teaching research in the Philippines. Since the study employed purposive rather than exhaustive sampling, the results primarily describe the characteristics of the 35 studies that met the established criteria.

Thematic Focus of Filipino Language Teaching Research

Table 2. Distribution of the Analyzed Abstracts by Thematic Focus

Code	Thematic Focus	Frequency	Percentage
T1	Instructional Strategies	9	25.71
T2	Technology Integration	6	17.14
T3	Language Skills	3	8.57
T4	Teacher Readiness and Competence	3	8.57
T5	Teaching Challenges	6	17.14
T6	Instructional Materials	4	11.43
T7	Student Learning	3	8.57
T8	Curriculum, Policy, and Implementation	1	2.86
	Total	35	100

Thematic analysis revealed that Instructional Strategies (T1) constituted the most dominant research focus, accounting for nine studies or 25.71% of the corpus. This was followed by Technology Integration (T2) and Teaching Challenges (T5), with six studies each or 17.14%. Language Skills, Teacher Readiness and Competence, Instructional Materials, and Student Learning each accounted for three studies or 8.57%. Curriculum, Policy, and Implementation represented the smallest thematic category, with one study or 2.86%.

The dominance of instructional strategies indicates that researchers continue to prioritize the question of how Filipino can be taught more effectively. The studies represented a range of approaches, including differentiated instruction, code-switching, flipped classroom strategies, oral communication activities, and other learner-centered practices. This emphasis suggests that classroom pedagogy remains a central concern in Filipino language education.

The prominence of technology integration also indicates an expanding research interest in digitally mediated language instruction. The corpus includes studies involving digital resources, TikTok, visual media, artificial intelligence, and other technology-supported approaches. Thus, technology is no longer treated merely as an auxiliary classroom resource but increasingly as a component of instructional design and teacher practice.

At the same time, the substantial representation of teaching challenges demonstrates that researchers are not focusing exclusively on innovative strategies. They are also documenting the contextual and professional difficulties experienced by teachers. These concerns include difficulties in teaching Filipino in multilingual or English-dominant environments, limitations in technological resources, and challenges associated with adapting instruction to different learner needs.

The relatively smaller number of studies concerning curriculum, policy, and implementation is noteworthy. Only one study in the corpus primarily addressed this area. Although curriculum reforms and educational policies directly influence Filipino language teaching, this area received comparatively less attention than instructional strategies, technology integration, and teaching challenges.

Overall, the thematic distribution suggests that the research landscape is strongly practice-oriented, with considerable attention given to instructional strategies, technology, and classroom challenges. However, broader structural concerns such as curriculum implementation, policy, and system-level issues remain comparatively underrepresented.

Research Approaches

Table 3. Distribution of the Analyzed Abstracts by Research Approach

Research Approach	Frequency	Percentage
Quantitative	19	54.29
Qualitative	11	31.43
Mixed Methods	5	14.29
Total	35	100

Quantitative research was the most frequently employed approach, accounting for 19 studies or 54.29% of the corpus. Qualitative research followed with 11 studies or 31.43%, while mixed-methods research represented five studies or 14.29%. The distribution demonstrates a clear preference for quantitative approaches in the published research analyzed.

The predominance of quantitative research may be associated with the frequent use of surveys, assessment measures, correlational analyses, and experimental or quasi-experimental designs. Such approaches allow researchers to measure teacher characteristics, learner performance, attitudes, perceptions, and relationships among variables.

Nevertheless, the presence of 11 qualitative studies indicates substantial interest in understanding teachers' experiences, classroom challenges, perceptions, and pedagogical practices. Qualitative approaches are particularly valuable for examining the contextual dimensions of Filipino language teaching that may not be adequately represented through numerical measures alone.

Only five studies employed mixed methods. This relatively small proportion suggests an opportunity for future research to combine quantitative evidence with qualitative explanations. Mixed-methods studies could provide a more comprehensive understanding of how instructional interventions work, why particular strategies are effective or ineffective, and how teachers and learners experience these interventions.

The methodological distribution therefore points to an important research-development opportunity: future studies may benefit from greater methodological diversity, particularly when investigating complex instructional, technological, and curricular phenomena.

Research Design

Table 4. Distribution of Research Designs of the Reviewed Studies

Research Design	Frequency	Percentage
Descriptive	6	17.14
Experimental/Quasi-Experimental	5	14.29
Phenomenological	4	11.43
Correlational	3	8.57
Research and Development	3	8.57
Sequential Explanatory	3	8.57
Convergent Mixed Methods	2	5.71
Descriptive-Correlational	2	5.71
Multiple Case Study	2	5.71
Structural Equation Modeling	1	2.86
Regression/Predictive Research	1	2.86
Case Study	1	2.86
Documentary Analysis	1	2.86
Content Analysis	1	2.86
Total	35	100

Research Design

The reviewed studies employed a range of research designs, reflecting methodological diversity in Filipino language teaching research from 2022 to 2026. Descriptive designs were the most frequently represented, comprising six studies (17.14%), followed by experimental/quasi-experimental designs with five studies (14.29%) and phenomenological designs with four studies (11.43%).

Correlational, research and development, and sequential explanatory designs each accounted for three studies (8.57%). Convergent mixed-methods, descriptive-correlational, and multiple case study designs were represented by two studies each (5.71%). Structural equation modeling, regression/predictive research, case study, documentary analysis, and content analysis were each represented by one study (2.86%). Overall, the distribution indicates that Filipino language teaching research during the period employed both quantitative and qualitative designs, with a notable presence of descriptive, intervention-oriented, relational, mixed-methods, and qualitative approaches.

Participants in the Reviewed Studies

Table 5. Distribution of the Analyzed Abstracts by Participants

Participants	Frequency	Percentage
Students	18	51.43
Teachers	12	34.29
Students and Teachers	4	11.43
Pre-service Teachers	1	2.86
Total	35	100

Students constituted the most common participants in the reviewed studies. Eighteen studies or 51.43% involved students, while 12 studies or 34.29% focused on teachers. Four studies or 11.43% included both students and teachers, and only one study or 2.86% involved pre-service teachers.

The strong representation of students reflects the research community's interest in learner outcomes, language skills, attitudes, motivation, achievement, and learning experiences. This is understandable because the effectiveness of Filipino language instruction is ultimately reflected in students' learning and development.

The substantial number of teacher-focused studies likewise highlights the importance of teacher competence, instructional practices, professional experiences, and pedagogical challenges. However, the very small representation of pre-service teachers indicates an area that may warrant further investigation, particularly concerning how future Filipino language teachers are prepared before entering the profession.

Another notable observation is that only four studies examined students and teachers together. Research involving both groups could provide a more integrated perspective by comparing teachers' intended practices with learners' actual experiences. Future studies may therefore consider designs that incorporate multiple stakeholder perspectives.

Research Instruments

Table 6. Distribution of the Analyzed Abstracts by Research Instruments

Research Instrument	Frequency	Percentage
Questionnaire	16	45.71
Interview	10	28.57
Combined Methods	6	17.14
Interview and Observation	1	2.86
Document Analysis	1	2.86
Pre-test and post-test	1	2.86
Total	35	100

Questionnaires were the most frequently used research instrument, appearing in 16 studies or 45.71% of the corpus. Interviews were used in 10 studies or 28.57%, while six studies or 17.14% employed combined data-collection methods. Interview and observation, document analysis, and pre-test/post-test measures were each used in one study or 2.86%.

The high frequency of questionnaires corresponds with the dominance of quantitative research in the corpus. Questionnaires provide an efficient means of collecting data from relatively large groups and are particularly appropriate for examining perceptions, attitudes, experiences, readiness, competence, and other measurable characteristics.

Interviews were the second most frequently used instrument, reflecting the substantial presence of qualitative studies. Interviews enable researchers to capture teachers' and learners' experiences and perceptions in greater depth, particularly regarding challenges and instructional practices.

The relatively limited use of observation, document analysis, and direct achievement measures suggests that many studies rely heavily on self-reported data. Future research could strengthen the evidence base by triangulating questionnaires and interviews with classroom observations, learner outputs, assessment data, teaching artifacts, and documentary evidence.

Such methodological diversification would allow researchers to examine not only what teachers and learners report but also what occurs in actual classroom practice.

Research Gaps

Table 7. Distribution of Recurring Research Needs Identified Within the Reviewed Corpus

Code	Research Gap	Frequency	Percentage
RG1	Instructional Strategies and Interventions	11	31.43
RG2	Technology Integration	8	22.86
RG3	Teacher Development and Competence	5	14.29
RG4	Methodological Expansion	4	11.43
RG5	Scope and Context Expansion	4	11.43
RG6	Curriculum, Policy, and Implementation	3	8.57
	Total	35	100.00

Note. The categories represent recurring research needs identified within the 35-study corpus based on the recommendations and future research directions reflected in the reviewed abstracts. They should not be interpreted as definitive or absolute gaps in the entire field of Filipino language teaching.

Research Needs Emerging from the Reviewed Studies

The reviewed studies pointed to several areas that warrant continued investigation in Filipino language teaching. These research needs were considered at two levels: first, directions for future research explicitly stated or recommended by the authors of the reviewed studies; and second, recurring patterns observed across the corpus through the present content analysis. These areas are therefore presented as research needs emerging from the reviewed corpus rather than as definitive or absolute gaps in the entire field.

One recurring area concerns instructional strategies and interventions. Several studies indicated the need for continued development, testing, comparison, and refinement of instructional approaches for Filipino language teaching. Although instructional strategies constituted the largest thematic category in the present corpus, the continued recommendations for further testing and improvement suggest that research attention to an area does not necessarily mean that the area has been sufficiently explored.

Another important area is technology integration, particularly the use of artificial intelligence and other digital resources in Filipino language education. The reviewed studies suggest the need for continued investigation of the pedagogical effectiveness, accessibility, teacher preparedness, and contextual appropriateness of emerging technologies.

The studies also pointed to the continuing importance of teacher development and professional competence. Recommendations for professional development, capacity building, and strengthening teachers' pedagogical and technological competencies indicate the need to examine how teacher preparation and support influence the implementation of instructional innovations.

Methodological and contextual expansion also emerged as an area for further research. Some reviewed studies recommended larger participant groups, longitudinal investigations, qualitative inquiry, classroom observation, and research involving additional educational levels and contexts. Such approaches could complement the predominantly quantitative and survey-oriented evidence represented in the corpus.

Finally, the reviewed studies indicated continuing attention to instructional materials, curriculum, policy, and implementation. For example, some studies recommended further development and validation of learning materials, while others emphasized teacher training, contextualization, and adaptation of curricular resources in response to curriculum reforms.

Taken together, these findings suggest that future research in Filipino language teaching may benefit from broader methodological approaches, wider contexts, continued examination of instructional and technological innovations, stronger teacher development research, and closer attention to instructional materials and curriculum implementation. These areas should be understood as research needs suggested by the 35-study corpus rather than as definitive gaps in the entire field.

Overall Research Trends

The combined findings reveal several interconnected trends in Filipino language teaching research from 2022 to 2026.

First, research activity has become more concentrated in the later years of the review period, particularly in 2025. Second, the thematic landscape is strongly oriented toward instructional strategies, technology integration, and teaching challenges. Third, quantitative research remains dominant, with descriptive and experimental/quasi-experimental designs accounting for a substantial proportion of the studies.

Fourth, students remain the primary participants, while teachers constitute the second largest participant group. Fifth, questionnaires and interviews are the most used instruments. These methodological patterns suggest that the field continues to rely heavily on surveys, perceptions, self-reported experiences, and measurable learner outcomes.

At the same time, the identified research gaps reveal an important tension in the literature: the areas receiving the greatest research attention are also among those requiring further investigation. Instructional strategies, for example, represent the largest thematic category but also constitute the largest identified research gap. This indicates that research activity in an area does not necessarily mean that the area has reached sufficient depth or maturity.

The growing attention to technology presents a similar pattern. Technology integration is already a significant thematic focus, yet it remains the second most frequently identified research gap. This suggests that the field is moving from simply asking whether technology is being used toward more complex questions concerning effectiveness, pedagogical integration, teacher readiness, learner outcomes, and sustainability.

Synthesis of the Results

The findings collectively portray a research field that is expanding but still developing in methodological and thematic breadth. The increasing number of publications demonstrates growing scholarly attention to Filipino language teaching, while the thematic distribution shows a strong concern for improving classroom instruction.

However, the methodological profile indicates that the field remains largely quantitative and survey oriented. The limited use of mixed methods, classroom observation, documentary analysis, and longitudinal approaches leaves opportunities for more comprehensive investigations.

The participant profile likewise indicates a strong learner-centered orientation, but relatively limited attention to pre-service teachers and multi-stakeholder perspectives. This suggests that future studies could benefit from examining the connections among teacher preparation, classroom practice, learner experience, and educational policy.

Most importantly, the identified research gaps provide a forward-looking research agenda. Future studies should prioritize the development and rigorous evaluation of instructional interventions, meaningful integration of technology, continuous teacher professional development, methodological diversification, broader research contexts, and closer examination of curriculum and policy implementation.

Taken together, these findings provide an evidence-based map of the recent research landscape in Filipino language teaching. Rather than simply demonstrating an increase in publications, the analysis identifies where research is concentrated, how it is being conducted, who is being studied, what tools are commonly used, and which areas continue to require scholarly attention.

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Conclusion

This study mapped the recent research landscape of Filipino language teaching in the Philippines through a

qualitative content analysis of 35 published research abstracts from 2022 to 2026. The analysis examined publication trends, thematic focuses, research approaches, research designs, participants, research instruments, and identified research gaps. The findings provide an overview of how research in Filipino language teaching has developed during the period covered by the study.

The results indicate that research activity has become more pronounced in the later years of the review period, with 2025 accounting for the largest proportion of the analyzed publications (51.43%). This pattern suggests increasing scholarly attention to Filipino language teaching and to the changing instructional and educational contexts in which the subject is taught.

Among the thematic categories, Instructional Strategies emerged as the most prominent focus, accounting for 25.71% of the studies. This finding demonstrates the continuing concern of researchers with identifying, developing, and evaluating teaching approaches that can improve Filipino language learning. Technology Integration and Teaching Challenges also constituted substantial areas of research, reflecting the changing demands placed on Filipino language educators.

In terms of methodology, quantitative research was the dominant approach (54.29%), followed by qualitative research (31.43%) and mixed-methods research (14.29%). The predominance of quantitative approaches indicates that much of the existing research emphasizes measurable outcomes, perceptions, relationships among variables, and evaluation of instructional practices. At the same time, the presence of qualitative and mixed-methods studies demonstrates an emerging interest in understanding the experiences and contextual realities underlying Filipino language instruction.

The descriptive research design was the most frequently represented design, while students were the most common participants and questionnaires were the most frequently used research instruments. These patterns suggest that the existing literature places considerable emphasis on describing current conditions, learner experiences, teacher practices, and measurable aspects of Filipino language learning.

Despite the increasing number of studies, the analysis identified continuing research needs within the reviewed corpus. These included improving instructional strategies and interventions, strengthening technology integration, enhancing teacher competence and professional development, expanding research methodologies and contexts, and examining curriculum, policy, and implementation. These areas are presented as research needs emerging from the reviewed corpus rather than as definitive gaps in the entire field.

Taken together, the findings demonstrate that Filipino language teaching research is expanding but remains concentrated in particular methodological and thematic areas. The field would benefit from greater methodological diversity, broader participant representation, expanded geographical and educational contexts, and more systematic investigation of curriculum, policy, technology, and teacher development.

More importantly, the study demonstrates the value of systematically examining published research abstracts as a means of identifying both established trends and areas requiring further scholarly attention. Such mapping can help researchers move beyond isolated studies and develop a more coherent research agenda for Filipino language education.

Synthesis of Research Gaps

The reviewed studies pointed to several areas that warrant continued attention in Filipino language teaching research. Importantly, the research gaps discussed in this study are understood at two levels. First, some research needs or directions for future investigation were explicitly identified or suggested by the authors of the reviewed studies. Second, the present content analysis identified recurring patterns across the reviewed corpus that indicate areas where further research may be warranted. Thus, the gaps discussed in this study are not presented as absolute or field-wide deficiencies, but as research needs suggested by the evidence available in the 35 abstracts included in the present analysis.

Despite the increasing number of studies, the analysis identified continuing research needs within the reviewed corpus. These included improving instructional strategies and interventions, strengthening technology

integration, enhancing teacher competence and professional development, expanding research methodologies and contexts, and examining curriculum, policy, and implementation. These areas are presented as research needs emerging from the reviewed corpus rather than as definitive gaps in the entire field.

The reviewed studies also pointed to the continuing need to examine technology integration, particularly the use of artificial intelligence in Filipino language education. Recommendations included continued teacher training, improved technological infrastructure, development of Filipino-focused AI tools, and further research on localized AI and its application across educational levels.

Another recurring area concerns teacher development and instructional improvement. Several studies recommended continuing professional development, capacity building, and the strengthening of teachers' pedagogical and technological competencies. These recommendations were particularly evident in studies involving instructional strategies, technology integration, and challenges encountered by teachers.

The corpus likewise suggests a need for broader methodological and contextual coverage. While the reviewed studies employed quantitative, qualitative, and mixed methods approaches, some authors specifically recommended larger participant groups, longitudinal designs, qualitative interviews, classroom observation, and studies involving other educational levels and contexts.

Finally, the studies indicate continuing attention to instructional materials and curriculum implementation. For instance, A29 recommended additional Research and Development studies for the development and validation of learning materials, while A22 recommended continued contextualization and adaptation of lesson exemplars to improve implementation of the MATATAG Curriculum.

Taken together, the findings demonstrate that Filipino language teaching research is expanding but remains concentrated in particular methodological and thematic areas. These areas should be interpreted as research needs emerging from the reviewed corpus rather than as definitive gaps in the entire field.

IMPLICATIONS OF THE FINDINGS

Implications for Researchers

Researchers in Filipino language education may use the identified trends and gaps as a basis for developing more focused and innovative research agendas. The dominance of quantitative and descriptive approaches indicates an opportunity to expand the use of qualitative, mixed-methods, longitudinal, experimental, comparative, and other research designs.

Future research should also move beyond frequently studied variables and populations by examining broader educational contexts and multiple stakeholder perspectives. Including teachers, students, pre-service teachers, administrators, curriculum developers, and other stakeholders may provide a more comprehensive understanding of Filipino language education.

Implications for Teachers

For Filipino language teachers, the findings highlight the continuing importance of evidence-based instructional strategies. The strong research emphasis on instructional approaches suggests that teachers can benefit from interventions and teaching practices that are systematically developed, implemented, and evaluated.

The growing body of research on technology integration likewise indicates the need for teachers to develop the knowledge and skills necessary to use digital tools meaningfully rather than merely incorporating technology into instruction. Technology should be aligned with instructional objectives, learner needs, and the specific requirements of Filipino language learning.

Implications for Educational Institutions

Schools and higher education institutions may strengthen support for research-based innovation in Filipino

language instruction. Institutional programs can provide opportunities for teachers to engage in professional development, classroom-based research, collaborative research projects, and technology-enhanced instructional practices.

Institutions may also encourage the dissemination and publication of research findings so that evidence generated in classrooms can contribute to the broader body of knowledge in Filipino language education.

Implications for Curriculum Developers and Policymakers

The relatively limited representation of curriculum, policy, and implementation studies suggests the need for closer examination of how educational policies and curriculum reforms are translated into classroom practice. Curriculum developers and policymakers may use research evidence to assess whether curricular expectations are responsive to teachers' capacities, learners' needs, technological developments, and the diverse linguistic contexts of Philippine schools.

RECOMMENDATIONS

Based on the findings and identified research gaps, the following recommendations are proposed:

1. Conduct more studies on instructional strategies and interventions. Future researchers should continue developing, implementing, comparing, and evaluating innovative instructional strategies designed to improve Filipino language learning outcomes.
2. Expand research on technology-enhanced Filipino language teaching. Further studies should examine artificial intelligence, digital learning environments, social media, multimedia resources, and other emerging technologies, with particular attention to their pedagogical effectiveness and accessibility.
3. Increase qualitative and mixed-methods research. Researchers should broaden methodological approaches to obtain deeper explanations of teachers' experiences, learners' perspectives, classroom practices, and contextual factors affecting Filipino language instruction.
4. Diversify participants and research settings. Future studies should include pre-service teachers, teachers, administrators, curriculum personnel, and other stakeholders, as well as schools from different regions, educational levels, and institutional contexts.
5. Strengthen research on curriculum, policy, and implementation. More empirical studies should investigate how Filipino language policies and curriculum reforms are interpreted and implemented in actual educational settings.
6. Promote evidence-based teacher professional development. Educational institutions should develop professional learning opportunities that respond to identified teacher competencies, instructional challenges, technological developments, and emerging demands in Filipino language education.
7. Encourage institutions and academic journals to support the publication of quality research. Sustained institutional and scholarly support for research dissemination can strengthen the evidence base for Filipino language teaching and encourage continued scholarly engagement with the field.

Overall, the findings point toward a research agenda that is not only concerned with developing new instructional strategies but also with understanding why, for whom, where, and under what conditions these strategies are effective. A more diverse, context-sensitive, and methodologically rigorous research program can contribute to the continuing improvement of Filipino language teaching and learning in the Philippines.

Data Availability

The data analyzed in this study consist of published research abstracts on Filipino language teaching in the Philippines from 2022 to 2026. These sources were obtained from publicly accessible academic databases,

institutional repositories, and peer-reviewed journals. The abstracts and bibliographic information used in the analysis may be accessed through their respective original publication sources and references cited in this article. No confidential or personally identifiable data were collected or used in this study.

Ethical Considerations

Ethical approval was not required for this study because it did not involve human participants, animals, or the collection of personal or confidential information. The study analyzed publicly available research abstracts and bibliographic information from published academic sources. All sources were appropriately acknowledged and cited in accordance with academic and ethical standards.

Conflict of Interest

The author declares that there is no conflict of interest related to the conduct, analysis, or publication of this study.

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Appendix A. Thematic Coding Framework, Operational Definitions, and Decision Rules

Code	Thematic Category	Operational Definition	Decision Rule
T1	Instructional Strategies	Studies that examine, describe, implement, compare, or evaluate teaching strategies, approaches, methods, styles, or classroom practices used to facilitate or improve Filipino learning.	Code as T1 when the primary focus is the use, implementation, effectiveness, comparison, or assessment of a specific teaching strategy, method, approach, or instructional practice in Filipino.
T2	Technology Integration	Studies examining the use, integration, adoption, frequency, effectiveness, application, or acceptance of digital or technological tools in teaching or learning Filipino.	Code as T2 when the primary focus is the use, integration, adoption, application, or acceptance of technology in Filipino teaching.
T3	Language Skills	Studies examining, assessing, describing, or evaluating learners' proficiency, performance, difficulties, or development in specific Filipino language skills such as reading, writing, speaking, listening, grammar, or communication.	Code as T3 when the primary focus is the assessment, development, proficiency, performance, or difficulties related to a specific Filipino language skill.
T4	Teacher Readiness and Competence	Studies examining teacher competence, capability, readiness, preparedness, self-efficacy, knowledge, skills, or professional capacity in teaching Filipino.	Code as T4 when the primary focus is teacher competence, readiness, capability, preparedness, or professional capacity in teaching Filipino.
T5	Teaching Challenges	Studies focusing on teachers' experiences, challenges, difficulties, barriers, struggles, and adaptations encountered in teaching Filipino.	Code as T5 when the primary focus is challenges, difficulties, barriers, struggles, or experiences encountered by teachers in teaching Filipino.
T6	Instructional Materials	Studies examining, developing, validating, evaluating, or implementing instructional materials, learning resources, textbooks, modules, lesson exemplars, and similar resources used in Filipino instruction.	Code as T6 when the primary focus is the quality, appropriateness, effectiveness, usability, development, validation, or implementation of a specific instructional material or learning resource.
T7	Student Learning	Studies examining students' learning, understanding, performance, learning experiences, engagement, attitudes, motivation, or other learning-related outcomes in Filipino.	Code as T7 when the primary focus is student learning, understanding, performance, experiences, engagement, attitudes, motivation, or other student-related learning outcomes.
T8	Curriculum, Policy, and Implementation	Studies whose primary focus is curriculum, educational policy, curricular implementation, curriculum alignment, or implementation of mandated or official curriculum or policy in Filipino teaching.	Code as T8 when the central purpose examines a curriculum, policy, program implementation, or curriculum-alignment issue. Do not use T8 when curriculum or policy is only mentioned as background or recommendation.

APPENDIX B. Master Coding Matrix

Abstract Code	Year of Publication	Title	Author	Objectives	Methodology	Research Instrument	Level /Participants	Findings	Recommendations
A1	2026	The readiness of Teacher in Teaching Filipino Literature in Secondary Schools	Quiño, Greshela Mae E., et al	To assess the level of teacher's readiness to teaching Filipino Literature in selected secondary schools in Villanueva, Tagoloan, Mis. Oriental	Quantitative	Validated Survey	Teacher	-Most teachers were mid-career, female, and holder of bachelor's degrees. -they demonstrated a high level of various across content knowledge, instructional materials, teaching methods and Filipino language proficiency.	Teachers and generally well-prepared to teach Filipino literature but enhancing digital literacy and interdisciplinary skills is essential to further strengthen instructional materials.
A2	2025 EPRA JOURNAL	Rekindling Skills in Oral Communication: Strategies of Filipino Language Teachers	Orboc, Miracel L. Rizal Memorial College	Explore the teaching strategies used by 8 teachers of Panabo City National H.S in argumenting the oral communication skills of the students.	Qualitative	In-depth interview	Teacher	Structured performance and assessment and interactive and collaborative Oral communication.	Requires continued teacher-training and the use of engaging student-centered teaching strategies.
A3	2025	Teacher's Competence in Teaching Filipino: A concurrent Analysis using Mixed Method Approach	Balbuena, Juvelyn J. Bukidnon State University	To understand Filipino teacher's perspective on the relationship between digital literacy, self-efficiency, and teaching competence.	Mixed Methods Approach	In-depth interview, FGD	Teacher	Digital Literacy-highest level. Lack of training of teachers in the use of technology and the lack of digital tools.	Training for Filipino is necessary focus on the effective use of technology in their teaching.
A4	2025	Alternative Teaching Strategies in Learning Filipino Language among Dominant English speakers: Article Review	Catanes, Rochelle C. Baguio Central University	Review various alternative teaching strategies to enhance Filipino language learning among students from predominantly English Speaking backgrounds.	Qualitative	Article Review	Students - not specified	Gamification, role-playing and vocabulary unlocking techniques have process to be very effective in enhancing the leaning experience of Filipino Language among students particularly those from English-dominant households.	-Educates should implement a variety of engaging approaches particularly for students from predominantly English-speaking backgrounds. -Continuous professional development and training for teachers are essentials to ensure effective

									implementati on.
A5	2025	Navigating through challenges lead to solution: Teachers experience in teaching Filipino subject	Garcia, Jonaden DWCL	Identify and explore the instructional difficulties encountered by teachers in teaching the Filipino subjects in rural elementary schools.	Qualitati ve	Questionnaire	Teacher	Teachers face multiple challenges including insufficient Filipino books and instructional materials, students limited understanding of Filipino, minimal daily use of the language, diverse learning abilities, and unstable internet connectivity.	Teachers emphasized the importance of training and seminars contextualize d lessons, parental involvement and home follow-up, ICT and multimedia integration, collaborative learning activities and organizing language related school events.
A6	2024	The Mediating Effect of Student Understanding in Filipino Subject in the Relationship Between Learning Experience and Communicati ve Skills	Rowena Egar Professional Schools, University of Mindanao , Davao City, Philippines Elleine Rose Oliva Professional Schools, University of Mindanao , Davao City, Philippines	To investigate the mediating effect of students' level of understandin g in Filipino in the relationship between learning experiences and communicati ve skills.	Quantitat ive	Face-to-face survey	Secondar y Students	The findings revealed that learning experiences scored a high level, as did the dependent variable, communicativ e skills, and the mediating variable, students' understanding of Filipino subjects. It was also found that there is a significant relationship between learning experiences and communicativ e skills, learning experiences and students' understanding in Filipino, and students' understanding and communicativ e skills. It was found that students' understanding of Filipino has a partial mediating effect on the relationship between students' learning experiences	There should be a focus on developing communicativ e skills at present for meaningful learning using the language in the social context.

								and communicativ e skills.	
A7	2025	"Differentiate d Instruction in Teaching Communicati on and Research in Filipino Language and Culture and It's Effect to the Senior High School Students' Learning	-MARIE GRACE RIVERA LEONAR D YOUNG SR. NATION AL HIGH SCHOOL -ANESA MANGIN DRA SULTAN KUDAR AT STATE UNIVER SITY	To investigates the effectiveness of Differentiate d Instruction (DI) in teaching Communicati on and Research in Filipino Language and Culture to Senior High School students during the 2021-2022 school year. To assess the students' learning progress, both groups completed pretests and post-tests.	Quantitat ive	pretests and post-tests	Secondar y students	This suggests that the online differentiated instruction strategy had a more substantial positive impact on student learning compared to the traditional method.	The study highlights the importance of employing differentiated instructional methods, particularly in the context of online learning during the "new normal," where diverse learning needs must be addressed.
A8	2026	Effect of Code- Switching in Teaching Among Filipino Pre- Service Teachers	Aslie Ral, et al	To determine how pre- service teachers at Tagoloan Community College use code- switching in teaching and its effects on instructional clarity and classroom management.	Quantitat ive	Likert-scale survey questionnaire	Pre- service teachers	Results showed a high positive impact of code- switching on teaching (M = 4.61, SD = 0.45), particularly in clarifying concepts and supporting classroom management.	code- switching should be recognized as an essential teaching competence and integrated into the professional preparation of pre-service teachers.
A9	2025	Academic and Creative Writing Skills of College Students in Filipino Language	Fred Mhore P. Abes, Merilyn L. Lincallo, Rose Ann D. Martinez, Jodelyn B. Rios, Wilson A. Salazar	investigates the academic and creative writing skills of Filipino major students at Mindoro State University	mixed- methods	assessing students' writing samples and conducting interviews and focus group discussions	College Students	Quantitative findings reveal that while most students demonstrate 'Proficient' academic (56%) and creative (50%) writing skills, a substantial portion exhibits 'Intermediate' abilities (34% and 44%, respectively), revealing areas for improvement.	The Filipino language curriculum should be enhanced to provide more explicit and systematic instruction in academic and creative writing. This includes teaching academic language conventions, discourse structures, and argumentatio n skills; integrating more creative writing

									exercises that encourage idea generation, application of literary techniques, and structured composition; and ensuring a balanced approach to writing instruction, giving sufficient attention to both academic and creative forms.
A10	2025	Epektibong Pagtuturo Ng Mga Guro Kaugnay Sa Performans Ng Mga Mag – aaral Sa Filipino Sa Bagong Normal Na Edukasyon	Rachel Ann I. Bali, MAFIL; Gemma S. Orosca, MAFIL JRMSU - Siocon	matukoy at masuri ang epektibong pagtuturo ng mga guro kaugnay sa akademikong performans ng mga mag – aaral sa asignaturang Filipino sa gitna ng bagong normal na kalakaran.	Quantitative	Researcher-made questionnaire	College Students	Natuklasan mula sa pag – aaral na ang mga respondente sa anumang domeyn, gaya ng kognitib, afektib at saykomotor ay kapwa epektibo ang kanilang pagkatuto ng mga respondente. Gayundin sa estado ng kanilang pag – aaral hinggil sa pagpapatupad ng mga guro gamit ang Flexible Learning System ay nagpapakita ng epektibong performans ng mga respondente.	patuloy na itatagayod at yayakapin ng mga guro at mga mag – aaral ang mga pagbabago na nakaangkla sa bagong bormal na edukasyon tungo sa kalidad ng pagtuturo at pagkatuto upang ganap na mapabuti ang kaliangang pang – akademya.
A11	2025	PAGGAMIT NG TEKNOLOHIYA SA PAGTUTURO NG ASIGNATURANG FILIPINO SA MAKABAGO NG PANAHOON	Geneva Cleo A. Castillo, Nerissa N. Behhay, Jiralyne L. Monchigu, Angelica W. Allaga, April E. Gonayon-Ifugao State University	Layunin ng pag-aaral na ito na mailarawan ang pananaw ng mga guro sa pag-utilized o paggamit ng makabagong teknolohiya sa pang-araw-araw na pagtuturo ng asignaturang Filipino.	Quantitative	Survey Questionnaire	Teachers	Napatunayan lamang na karamihan sa mga tagatugong guro ay halos sumasang-ayon sa paggamit ng mga makabagong pamamaraan sa pagtuturo at ipinakita rin dito ang kanilang kahandaan at madalas na paggamit ng mga	inirerekomenda ang pagkakaroon ng regular na mga seminar at workshop upang mas mapalawak pa ang kaalaman ng mga guro sa paggamit ng teknolohiya bilang isang mabisang kasangkapan sa pagpapalawak ng kaalaman at kasanayan

								makabagong teknolohiya sa klase. Kung kaya, napag-alamang malaki ang naitutulong nito upang mapadali ang pagkatuto ng mga tinuturuan sa kasalukuyang panahon, lalo na sa kontekstong pang-edukasyon na mas nangangailangan ng inobasyon at interaktibong pamamaraan o teknik sa pagbabahagi ng mga kaalaman.	ng mga tinuturuan. Higit sa lahat, ang makabagong teknolohiya ay hindi lamang opsyonal kundi isang mahalagang bahagi ng edukasyon sa makabagong panahon.
A12	2025	Learning Attitudes, Motivation, and Learning Environment: A Structural Model for Filipino Language Learning	Decy Esclares The University of Mindanao Marilou Limpot The University of Mindanao	The research aimed to identify significant relationships between exogenous variables (learning attitudes, motivation, and learning environment) and the endogenous variable (Filipino language learning), as well as to determine the most appropriate predictive model for analyzing Filipino language learning among students.	Quantitative	Questionnaires	Secondary	This research is strengthened by using a structural equation model because the analysis aligns with the sequential process of the specific model. The results showed the levels of learning attitudes, motivation, and learning environment in the learning of Filipino language among students.	language use depends not only on habitual structure but also on its actual use in daily communication. Students' language development is significantly influenced by their interaction with the environment, where their skills expand through continuous interaction, learning from their surroundings, and actively using the language in various situations.
A13	2026	Teaching Style and Student Well-being: Regression Analysis in Filipino Language Learning	Ma. Ernalyn B. Cepeda, Jonalyn L. Denusta, ug Salvador P. Bacio Jr.	Sinuri ng pag-aaral ang impluwensiyang iba't ibang teaching styles (authority, managerial, delegator, facilitator, at hybrid) sa	Quantitative	(1) Filipino-adapted Foreign Language Classroom Anxiety Scale (FLCAS), (2) Attitude and Motivation Test Battery (AMTB), ug (3) Teaching Style Inventory/Quest	Secondary	Natuklasan nga mataas ang lebel sa anxiety, motivation, ug positibong attitude sa mga estudyante. Ang teaching style adunay positibong	Girekomenda sa mga mananaliksik ang pagpalig-on sa hybrid ug autonomy-supportive teaching practices, paghatag og professional development

				anxiety, motivation, at attitudes ng mga mag-aaral sa pagkatuto ng asignaturang Filipino. Layunin din nitong matukoy kung alin sa mga teaching styles ang may kakayahang makahula (predict) sa mga nabanggit na salik.		ionnaire nga gisalin sa Filipino ug gi-validate sa mga eksperto.		relasyon sa motivation ug attitude, apan walay mahinungdanong relasyon sa anxiety. Sa regression analysis, hybrid teaching style lamang ang nakapakita og mahinungdanong epekto sa pagpauswag sa attitude sa mga estudyante ngadto sa Filipino.	sa mga magtutudlo, ug paggamit sa mga estratehiya nga makapamenos sa anxiety (sama sa low-stakes communicative tasks ug formative assessment). Girekomenda usab ang mas dagkong sample, longitudinal studies, ug qualitative interviews sa umaabot nga mga panukiduki.
A14	2025	Pedagohiya at Hamon sa Pagtuturo ng Filipino: Isang Paglalahad ng mga Karanasan at Estratehiya ng mga Guro sa Filipino sa mga Kursong Teknikal	Penie O. Varquez	Suriin ang mga karanasan, pedagohiya, at mga hamong nararanasan ng mga guro sa Filipino sa pagtuturo ng mga kursong teknikal at matukoy ang mga estratehiyang kanilang ginagamit upang mapabuti ang pagkatuto ng mga mag-aaral.	Qualitative	Semi-structured interview guide o gabay sa panayam	Teachers	• Gumagamit ang mga guro ng iba't ibang estratehiya tulad ng kontekstuwali sadong pagtuturo, kolaboratibong gawain, at paggamit ng mga aktuwal na sitwasyon sa mga kursong teknikal. • Pangunahing hamon ang kakulangan ng angkop na kagamitang pampagtuturo, limitadong oras, at mababang motibasyon o interes ng ilang mag-aaral sa asignaturang Filipino. • Mahalaga ang pag-angkop ng pedagohiya sa pangangailangan ng mga mag-aaral sa teknikal na programa upang mapataas ang kanilang partisipasyon at pagkatuto.	• Magbigay ng mas maraming pagsasanay sa mga guro tungkol sa kontekstuwali sadong pagtuturo sa mga kursong teknikal. • Bumuo ng mga angkop na kagamitang pampagtuturo para sa Filipino sa teknikal na edukasyon. • Magsagawa pa ng mga kaugnay na pag-aaral sa iba't ibang institusyon at programa.
A15	2025	Ang Filipino sa Konteksto	JJI ROSE G.	Layunin ng pag-aaral na	Qualitative	Interview	Teachers	Ipinakita sa mga pahayag	Pagpapalawak ng

		ng Pagpapalit-Wika: Ang mga Karanasan, Hamon at Pagtatagumpay ng mga Guro sa Pagtuturo ng Filipino	MAGAL SO Rizal Memorial Colleges, Inc.	ito na tukuyin at suriin ang mga karanasan, pagninilay, at pananaw pedagogikal ng mga guro sa Filipino sa pagtuturo sa konteksto ng multilingguwalismo at pagpapalit-wika.				ng guro na ang pagpapalit-wika ay hindi lamang pansamantala ng estratehiya kundi isang sinadyang hakbang upang maging mas inklusibo at nauugnay ang pagkatuto ng mga mag-aaral. Ipinapakita ng pagaaral na ang mga guro sa Filipino ay aktibong tagapagtaguyod ng inobasyon sa pagtuturo.	programang pangkaunlaran para sa mga guro na nakaugat sa reyalidad ng multilingguwal na klasrum, kabilang ang pagsasanay sa paggamit ng pagpapalit-wika, integrasyon ng teknolohiya, at pagpapalalim sa kasanayan sa kritikal na pag-iisip.
A16	2024	Filipino Language Teachers: Addressing Difficulties in Teaching Filipino Subjects in Private Schools in the Philippines	Cathyrine D. Buhisan, Christine Mae A. Erocido, at Lloyd Matthew C. Derasin	Tuklasin ang mga naranasang suliranin ng mga guro sa pagtuturo ng asignaturang Filipino sa mga pribadong paaralan at alamin ang mga estratehiyang kanilang ginagamit upang malampasan ang mga hamong ito. Layunin din nitong makapagbigay ng mga mungkahi upang mapabuti ang pagtuturo ng Filipino.	Qualitative	Semi-structured interview	Teachers	Lumitaw sa pag-aaral na gumagamit ang mga guro ng iba't ibang estratehiya upang matugunan ang mga hamon sa pagtuturo ng Filipino. Nabuo ang limang pangunahing tema: (1) Paglililina ng Mahihirap na Konsepto (Unlocking Difficulties), (2) Integrasyon ng Teknolohiya, (3) Code Switching at Pagsasalin, (4) Pagpapahalaga sa Pagkakaiba-iba (Beauty in Diversity), at (5) Pagsasanay at Paglalapat (Practice and Apply). Nagbigay rin ang mga guro ng payo tulad ng pagkilala sa mga mag-aaral, pagkakaroon ng positibong pananaw at	Inirekomenda ng mga mananaliksik na (1) dagdagan ang bilang ng mga kalahok sa mga susunod na pag-aaral, (2) magsagawa ng mas malalim na panayam (online o harapan), (3) obserbahan ang aktuwal na implementasyon ng mga natukoy na estratehiya sa silid-aralan, at (4) suriin ang bisa ng mga estratehiyang ito sa tunay na sitwasyon ng pagtuturo.

								konsiderasyon , at pagiging malikhain sa pagtuturo.	
A17	2025	Filipino Language as an Auxiliary Medium of Instruction in Teaching Physics	Aljahir S. Abdulrahman, Samirudin L. Ali, Joel C. Arenas, Alibai L. Unsi, at Solayha A. Sam.	Suriin ang pagiging epektibo ng paggamit ng wikang Filipino bilang pantulong na midyum ng pagtuturo sa asignaturang Physics, partikular sa pagpapahusay ng pag-unawa at pagganap ng mga mag-aaral sa paglutas ng mga problemang numerikal at konseptuwal.	Quantitative	Validated at reliable pretest at posttest achievement test	Secondary	Walang makabuluhan g pagkakaiba sa pretest ng dalawang grupo. Pagkatapos ng interbensiyon, mas mataas ang naging pagganap ng experimental group kaysa sa control group. Ipinakita ng pag-aaral na ang paggamit ng Filipino bilang pantulong na midyum ng pagtuturo ay nakapagpabuti sa pag-unawa, kumpiyansa, at akademikong pagganap ng mga mag-aaral sa Physics.	Inirekomenda ng mga mananaliksik ang mas malawak na paggamit ng Filipino bilang pantulong na midyum ng pagtuturo sa mga asignaturang pang-agham, pagrepaso sa mga polisiya tungkol sa medium of instruction, at pagsasagawa ng higit pang pag-aaral sa iba pang asignatura at mas malaking pangkat ng mga mag-aaral upang mapatunayan ang bisa ng pamamaraang ito.
A18	2026	Distractions and Obstructions in the Mainstreaming and Preserving of the Filipino Language	Jenny Rose O. Tumacder	Tuklasin ang mga salik na humahadlang sa pagpapalaganap (mainstreaming) at pagpapanatili (preservation) ng wikang Filipino, at alamin ang mga estratehiyang ginagamit ng mga guro upang mapanatili at mapalakas ang paggamit ng Filipino sa paaralan at lipunan.	Qualitative	Semi-structured interview.	Teachers	Lumabas sa pag-aaral na ang pangunahing hadlang sa pagpapanatili ng wikang Filipino ay ang dominasyon ng Ingles, hindi pareparehong polisiya ng mga paaralan, impluwensiya ng social media at teknolohiya, at paniniwalang mas mataas ang prestihiyo ng Ingles. Gayunpaman, ipinakita rin ng mga guro ang iba't ibang estratehiya tulad ng culturally responsive teaching, paggamit ng Filipino sa	Inirekomenda ng mananaliksik ang pagpapalakas ng mga patakaran sa paggamit ng Filipino, pagsasanay ng mga guro sa makabagong estratehiya sa pagtuturo, integrasyon ng Filipino sa digital media at teknolohiya, at pagpapatupad ng mga programang nagtataguyod ng pagpapahalaga sa wikang Filipino sa paaralan at komunidad. Iminungkahin ang higit pang pananaliksik sa mas

								mga digital platform, at pagsasagawa ng mga programang pangkomunidad upang mapanatili ang paggamit ng wikang Filipino.	maraming paaralan at iba pang sektor upang mapalawak ang pag-unawa sa mga hamong kinakaharap ng wikang Filipino.
A19	2025	Exploring Filipino Language Educators' Perceptions and Pedagogical Adaptations in AI-Integrated Instruction	Eva Suasba Balbada (Eastern Samar State University).	(1) Tuklasin ang persepsyon at karanasan ng mga guro ng Filipino sa paggamit ng Artificial Intelligence (AI) sa pagtuturo; (2) Suriin ang mga hamon at oportunidad ng AI sa pagtuturo ng Filipino; at (3) Alamin ang mga estratehiya at pedagogical adaptations na ginagamit ng mga guro bilang tugon sa AI-driven na inobasyon sa edukasyon.	Qualitative	Semi-structured interview	Teachers	Napag-alaman na positibo ang pananaw ng mga guro sa AI bilang pantulong sa pagtataya (assessment), pagbuo ng mga gawain, at pagpapataas ng partisipasyon ng mga mag-aaral. Gayunpaman, nababahala sila sa katumpakan ng AI, lalo na sa pagsasalin ng mga idyoma, kulturang Filipino, at masalimuot na estruktura ng wika. Lumitaw din ang digital divide bilang malaking hadlang sa paggamit ng AI. Bilang tugon, mas pinili ng mga guro ang blended learning approach, kung saan pinagsasama ang AI at tradisyunal na pagtuturo upang mapanatili ang kalidad at integridad ng pagkatuto.	Inirekomenda ng may-akda ang patuloy na pagsasanay (professional development) ng mga guro sa AI, mas matibay na suporta mula sa mga institusyon, pagbuo ng AI tools na nakatuon sa wikang Filipino at kulturang Filipino, at pagbibigay ng pantay na akses sa AI resources upang maging mas inklusibo at epektibo ang pagtuturo ng Filipino. Inirekomenda rin ang karagdagang pananaliksik sa pagbuo ng localized AI para sa edukasyong Filipino.
A20	2025	Exploring the Integration of Artificial Intelligence in Filipino Language Education: Enhancing	Mishell Q. Jaramillo, Crisanta L. Baquiran, Charity P. Madayag,	Sinuri ng pag-aaral ang integrasyon ng Artificial Intelligence (AI) sa pagtuturo ng wikang	Qualitative	Semi-structured interviews, classroom observations, at focus group discussions (FGDs)	Teachers, Students, administrator	Natuklasan na ang AI ay nagpapahusay sa kahusayan ng pagtuturo sa pamamagitan	Inirekomenda ng mga mananaliksik ang pagbibigay ng mas maraming pagsasanay

		Teaching Practices and Learning Outcomes in Higher Education Institutions	Cherry B. Alih, Alma B. Manera, at Jesusie T. Ramones	Filipino sa mga institusyon ng mataas na edukasyon (HEIs). Layunin nitong alamin ang pananaw ng mga guro, ang mga estratehiya sa pagtuturo na gumagamit ng AI, ang partisipasyon ng mga mag-aaral sa AI-assisted classrooms, at ang epekto ng AI sa mga kasanayan sa pagtuturo at kinalabasan ng pagkatuto.				ng pagpapadali ng lesson delivery, awtomatikong pagtataya, at agarang feedback. Nakatulong din ito sa personalized learning , pagtaas ng motibasyon, at aktibong pakikilahok ng mga mag-aaral. Gayunpaman, lumitaw ang mga hamon tulad ng kakulangan sa pagsasanay ng mga guro , limitadong teknolohikal na pasilidad, at kakulangan ng AI applications na angkop para sa wikang Filipino. Iginiit din ng mga guro na hindi kayang palitan ng AI ang papel ng guro sa pagpapalalim ng pag-unawa sa kultura at wika.	sa AI para sa mga guro , pagpapabuti ng imprastraktura at akses sa teknolohiya, pagbuo ng mga AI tools na nakatuon sa wikang Filipino , at pagtatatag ng malinaw na etikal na gabay sa paggamit ng AI sa edukasyon. Iminungkahin nila ang patuloy na pananaliksik upang mapalawak ang epektibong paggamit ng AI sa pagtuturo ng Filipino sa iba't ibang antas ng edukasyon.
A21	2022	Ang Paggamit ng Wikang Filipino sa Pagtuturo sa Larang ng Agrikultura	Divinia K. Dominguez (Benguet State University–Buguias Campus).	Alamin ang gamit ng wikang Filipino bilang wikang panturo sa larang ng agrikultura at suriin ang pananaw ng mga guro at mag-aaral hinggil sa epekto nito sa pagkatuto, pag-unawa sa mga konseptong teknikal, at pakikilahok sa talakayan sa klase.	Qualitative	Panayam (interview) at pagsusuri sa mga talakayan sa klase (classroom discourse analysis)	Teachers and students	Natuklasan na ginagamit ang wikang Filipino bilang estratehiyang pangkomunikasyon, wikang pantulong, at panlinaw sa mga katawagang teknikal sa agrikultura. Ayon sa mga guro, mas madaling nauunawaan ng mga mag-aaral ang mga aralin, mas aktibo ang interaksyon, at mas malalim ang naibabahagin g ideya. Ayon	Inirekomenda ng may-akda ang pagpapatuloy ng paggamit ng wikang Filipino bilang wikang panturo sa mga talakayan sa larang ng agrikultura. Iminungkahin ang pagbibigay ng pagkakataon sa mga mag-aaral na magsanay sa paggamit ng Filipino upang higit pang mapaunlad ang kanilang kakayahan sa

								naman sa mga mag-aaral, mas madali nilang nauunawaan ang mga terminolohiya ng teknikal, mas malaya silang nakapagpapahayag ng kanilang saloobin, at mas malinaw ang pagpapaliwanag ng mga guro. Kapwa naniniwala ang mga guro at mag-aaral na nakatutulong ang paggamit ng Filipino sa mas epektibong pagkatuto.	komunikasyon at pag-unawa sa mga teknikal na konsepto.
A22	2026	Kaangkupan ng Filipino 7 Lesson Exemplars sa Implementasyon ng Enhanced MATATAG Curriculum Batay sa Persepsiyon ng mga Guro	Wenceslao Jasmin Buen, Jr. (Pangasinan State University)	Suriin ang antas ng kaangkupan, pagtanggap, at paggamit ng Filipino 7 Lesson Exemplars (FIL7-LEEx) sa implementasyon ng Enhanced MATATAG Curriculum batay sa persepsiyon ng mga guro. Layunin din nitong matukoy ang mga kalakasan at mga aspektong dapat pangpaghusayin upang maging mas epektibo ang paggamit ng lesson exemplars sa pagtuturo ng Filipino 7.	Quantitative	Survey questionnaire (sarbey-kwestyoneyr)	Teachers	Natuklasan na "naaangkop" ang Filipino 7 Lesson Exemplars sa implementasyon ng MATATAG Curriculum (overall mean = 4.29). Pinakamataas ang pagpapahalaga ng mga guro sa kakayahan ng mga lesson exemplars na humubog ng kagandahang-asal at edukasyong pangkapayapaan. Mataas din ang antas ng kontekstuwali sasyon, adaptabilidad, at praktikalidad ng mga ito. Gayunpaman, lumitaw ang ilang hamon, gaya ng kakulangan sa pagsasanay ng mga guro, hindi ganap na pagtutugma ng dami ng nilalaman sa	Inirekomenda ng may-akda ang mas maraming pagsasanay (professional development) para sa mga guro tungkol sa MATATAG Curriculum at pagbuo ng instructional materials. Iminungkahin ang pagpapahusay ng lesson exemplars, lalo na sa pag-angkop ng dami ng nilalaman sa itinakdang oras ng pagtuturo at sa lebel ng kakayahan ng mga mag-aaral. Hinihikayat din ang patuloy na kontekstuwali sasyon at adaptasyon ng mga lesson exemplars upang mas matugunan ang pangangailangan ng mga

								oras ng pagtuturo (coverage over mastery), at ilang gawaing hindi lubos na naaayon sa aktuwal na kakayahan ng mga mag-aaral.	mag-aaral at mapataas ang kalidad ng implementasyon ng MATATAG Curriculum.
A23	2026	Reading Comprehension Difficulties in Filipino Among Grade 10 Learners: Basis for a Reading Intervention Program	Jeanneliza C. Liugan at Janeth L. Lacostales.	Suriin ang mga suliranin sa reading comprehension sa Filipino na nararanasan ng mga mag-aaral sa Baitang 10 at gamitin ang mga natuklasan bilang batayan sa pagbuo ng isang Reading Intervention Program upang mapabuti ang kanilang pag-unawa sa binabasang teksto.	Quantitative	structured survey questionnaire	Secondary	Natuklasan na ang pinakamalaking suliranin ng mga mag-aaral ay ang pag-unawa sa malalalim at hindi pamilyar na salita, pagkilala sa literal at matalinghaga ng kahulugan, inferencing, at pag-unawa sa mga tayutay at iba pang kagamitang pampanitikan. Bagama't madalas silang gumagamit ng mga estratehiya tulad ng muling pagbasa (re-reading), paghighlight ng mahahalagang ideya, at pagninilay pagkatapos magbasa, nananatili pa rin ang kanilang kahirapan sa pag-unawa. Ipinakita rin ng pag-aaral na ang problema ay higit na kaugnay ng kompleksidad ng mga tekstong Filipino kaysa sa pangkalahatang kakayahan ng mga mag-aaral sa asinatura.	Inirekomenda ng mga mananaliksik ang pagbuo at pagpapatupad ng isang Reading Intervention Program na nakatuon sa pagpapayaman ng bokabularyo, pagsasanay sa inferential reading, pag-unawa sa mga tayutay at tekstong pampanitikan, at paggamit ng differentiated at culturally responsive instructional materials. Inirekomenda rin ang patuloy na pagsubaybay sa pag-unlad ng mga mag-aaral at ang paggamit ng mas angkop na estratehiya sa pagtuturo ng pagbasa sa Filipino.
A24	2024	The Mediating	Rowena Egar at	Tuklasin ang mediating	Quantitative	survey questionnaire	Secondary	Natuklasan na mataas ang	Inirekomenda ng mga

		Effect of Student Understanding in Filipino Subject in the Relationship Between Learning Experience and Communicative Skills	Elleine Rose Oliva (University of Mindanao).	effect ng pag-unawa ng mga mag-aaral sa asignaturang Filipino sa ugnayan ng kanilang learning experiences at communicative skills. Layunin ding malaman kung paano nakatutulong ang pag-unawa sa Filipino sa pagpapaunlad ng kasanayang pangkomunikatibo ng mga mag-aaral.				antas ng learning experiences, pag-unawa sa asignaturang Filipino, at communicative skills ng mga mag-aaral. Lumabas din na may makabuluhan g ugnayan sa pagitan ng learning experiences at communicative skills, learning experiences at pag-unawa sa Filipino, at pag-unawa sa Filipino at communicative skills. Higit sa lahat, napatunayang ang pag-unawa sa asignaturang Filipino ay may partial mediating effect sa ugnayan ng learning experiences at communicative skills, na nangangahulugang mas napapahusay ang kasanayang pangkomunikatibo kapag mas mataas ang pag-unawa ng mga mag-aaral sa asignatura.	mananaliksik na palakasin ang mga learning experiences ng mga mag-aaral sa asignaturang Filipino sa pamamagitan ng aktibong pagkatuto, suporta ng guro, at makabuluhan g mga gawain. Dapat ding pagtuunan ng pansin ang pagpapalalim ng pag-unawa sa Filipino upang higit na mapaunlad ang communicative skills ng mga mag-aaral at maging mas makabuluhan ang kanilang paggamit ng wika sa iba't ibang konteksto.
A25	2024	Visual Media Exposure on Students' Grammar Competence in Filipino	Carren Mhe C. Embornas Reusora, Pearl Angelie Mercurio, Marissa M. Abuel, at James L. Paglinawan.	Tukuyin ang antas ng pagkakalantad (exposure) ng mga mag-aaral sa visual media at ang kanilang kakayahan sa gramatikang Filipino. Layunin din nitong alamin kung may makabuluhan g ugnayan ang visual	Quantitative	structured survey questionnaire	Secondary	Natuklasan na may makabuluhan g positibong ugnayan ang visual media exposure at grammar competence sa Filipino. Ipinakita rin ng pag-aaral na ang paggamit ng mga educational videos, subtitled movies, at iba	Inirekomenda ng mga mananaliksik ang mas malawak na paggamit ng visual media bilang instructional tool sa pagtuturo ng gramatikang Filipino. Hinikayat din ang mga guro na gumamit ng edukasyonal na bidyo,

				media exposure at grammar competence ng mga mag-aaral.				pang visual media ay nakatutulong sa pagpapabuti ng katumpakan sa gramatika, bokabularyo, pag-unawa, pagpapanatili ng kaalaman (retention), at aplikasyon ng mga tuntuning panggramatika. Gayunpaman, katamtaman lamang ang antas ng visual media exposure at grammar competence ng mga respondente, kaya kailangan pa rin ang wastong paggabay ng mga guro sa paggamit ng visual media bilang pantulong sa pagkatuto.	multimedia presentations, at iba pang makabagong visual resources upang mapataas ang interes at kasanayan ng mga mag-aaral. Iminungkahi rin ang pagpapalakas ng media literacy upang maging mapanuri ang mga mag-aaral sa paggamit ng iba't ibang uri ng visual media.
A26	2025	Antas sa Paggamit ng Integrasyon sa mga Estratehiya sa Pagtuturo ng Filipino sa Tersyarya	Carina Ramos Sancon Laguna State Polytechnic University	this study examines the integration of teaching strategies in Filipino instruction and how such integration contributes to improving student performance.	Quantitative	Descriptive Survey Research design	Guro	Findings revealed a significant improvement in student achievement, as shown by the difference between pre-test and post-test results.	Magkaroon ng tuloy-tuloy na pagsasagawa ng capacity building para sa mga guro lalo na sa mga bago pa lamang sa serbisyo upang mapaunlad at mapalawig pa ang paglinang sa higit sa paggamit ng integrasyon at sa iba't ibang estratehiya.
A27	2025	Digi-AI: Ugnayan ng Digital Literacy at Pagtanggap ng mga Guro sa Filipino sa Paggamit ng Artificial Intelligence sa Pagtuturo	JULIE ANN A. OROBIA, PhD FELY V. ALAJAR	Layunin ng pag-aaral na ito na tukuyin ang ugnayan ng antas ng digital literacy at pagtanggap ng mga guro sa Filipino sa paggamit ng AI sa	Quantitative	Survey	Teachers	Lumabas sa pagsusuri na mataas ang antas ng digital literacy ng mga guro at positibo ang kanilang pagtanggap sa AI, lalo na sa aspeto ng kapakinabangan at	Kaya, iminumungka hi ang patuloy na pagsasanay upang mas mapabuti ang kanilang digital literacy at magbigay ng mas mataas na antas ng

				pagtuturo gamit ang Technology Acceptance Model (TAM) ni Davis (1989) bilang balangkas teoretikal.				kaluwagan ng paggamit nito	pagtanggap sa teknolohiyang ito, at hinihikayat ang mga susunod na pag-aaral na isaalang-alang ang personal na salik gaya ng edad, karanasan, at antas ng edukasyon sa pagsusuri ng pagtanggap sa artificial intelligence sa pagtuturo. Susing Salita — artificial intelligence, digital literacy, technology acceptance model (TAM)
A28	2024	Antas ng Hamon sa Pag-aaral ng Wikang Filipino ng mga Mag-aaral sa Ikalabing-isang Baitang	Reina Nicole O Fajardo, et al	This study aims to determine the level of challenges faced by eleventh-grade students in learning the Filipino language.	Quantitative descriptive	Survey questionnaire	Secondary	The study revealed that eleventh-grade students at St. Paul University Surigao experience significant cognitive challenges that greatly hinder their proficiency in the Filipino language.	It serves as a call for unified efforts aimed at enhancing the cognitive abilities of students, thus leading to a deeper understanding and improvement of their skills in the Filipino language.
A29	2023	PAGBUO AT BALIDASYON NG KAGAMITANG PAMPAGKATUTO SA FILIPINO SA KOLEHIYO	Dr. Jessica Marie I. Dela Pena	Bumuo, magbalida, at tukuyin ang antas ng pagtanggap ng isang kontekstwali sadong teksbuk sa Komunikasyon sa Filipino (Kom Fil 1) bilang kagamitang pampagkatuto sa kolehiyo. Layunin din nitong matiyak ang kaangkupan ng teksbuk bilang sanggunian sa pagtuturo at pagkatuto ng Filipino sa antas	Quantitative	Questionnaire	College	Napatunayang mahalaga ang nabuong teksbuk sa proseso ng pagtuturo at pagkatuto. - Ang layunin, nilalaman, organisasyon, at pagsasanay ay nakatanggap ng "Pinakamataas na Katanggap-tanggap" na marka. - Ang presentasyon ay may "Mataas na Katanggap-tanggap" na interpretasyon. - Ang antas	Gamitin ang nabuong teksbuk sa kursong Kom Fil 1. - Magsagawa pa ng iba pang Research and Development na pag-aaral para sa pagbuo at balidasyon ng mga kagamitang pampagkatuto. - Hikayatin ang mga guro na dumalo sa mga seminar at palihan hinggil sa pagbuo ng instraksyunal na kagamitan upang higit na mapaunlad

				tersiyarya.sa nakasaad sa probisyon pangwika ng Saligang Batas ng 1987 sa Artikulo XIV Sec. 6 at 7.				ng pagtanggap ng mga mag- aaraal ay Pinakamataas na Katanggap- tanggap. • Karamihan sa mga mag- aaraal ay nagtamo ng napakahusay na marka, na nagpapahiwat ig ng positibong epekto ng kagamitang pampagkatuto	ang kalidad ng pagtuturo.
A30	2026	Flipped Classroom bilang Estratehiya sa Pagpapataas ng Kasanayan sa Pagsasalita ng Wikang Filipino: Batayan sa Manwal- Gabay ng Guro	John Adriel A. Madrona	Tukuyin ang bisa ng Flipped Classroom bilang estrategiya sa pagpapataas ng kasanayan sa pagsasalita ng wikang Filipino ng mga mag- aaraal at makabuo ng Manwal- Gabay ng Guro batay sa resulta ng pag-aaraal.	Quantitat ive	Pagsusulit sa kasanayan sa pagsasalita (pretest at posttest), rubric sa pagtataya ng pagsasalita, at mga kagamitang ginamit sa Flipped Classroom.	Secondar y	• Mas mataas ang naging pagganap ng mga mag- aaraal na sumailalim sa Flipped Classroom kumpara sa mga gumamit ng tradisyunal na pamamaraan. • Nagkaroon ng makabuluhan g pagtaas sa kasanayan sa pagsasalita ng wikang Filipino. • Napatunayang epektibong estrategiya ang Flipped Classroom sa pagpapaunlad ng komunikatibo ng kakayahan ng mga mag- aaraal.	Hikayatin ang mga guro sa Filipino na gamitin ang Flipped Classroom sa pagtuturo ng pagsasalita. • Gamitin ang nabuong Manwal- Gabay ng Guro bilang sanggurian sa pagtuturo. • Magsagawa pa ng mga kaugnay na pag-aaraal sa ibang asignatura at antas ng edukasyon upang mapatunayan pa ang bisa ng estrategiya.
A31	2025	UNPACKING THE PEDAGOGIC AL APPROACH ES AND CHALLENG ES: A DEEP DIVE INTO FILIPINO LANGUAGE INSTRUCTI ON IN ELEMENTA RY CLASSROO MS	Anna Mae G. Baculaya n	Suriin ang mga pamamaraan g pedagohikal na ginagamit ng mga guro sa pagtuturo ng wikang Filipino sa elementarya at tukuyin ang mga hamon na kanilang nararanasan upang makapagbiga y ng mga	Qualitati ve	Semi-structured interview	Teachers	Gumagamit ang mga guro ng iba't ibang estrategiya tulad ng learner- centered activities, kolaboratibon g pagkatuto, at kontekstuwali sadong pagtuturo. • Nahaharap sila sa mga hamon gaya ng kakulangan sa	• Maglunsad ng patuloy na propesyon na pagsasanay para sa mga guro sa Filipino. • Maglaan ng sapat na kagamitang pampagtuturo at suporta mula sa paaralan. • Magsagawa pa ng mga kaugnay na pag-aaraal sa

				mungkahing makapagpapahusay sa pagtuturo.				kagamitang pampagtuturo, limitadong oras, magkakaibang kakayahan ng mga mag-aaral, at impluwensiya ng paggamit ng ibang wika. • Ipinakita ng pag-aaral na mahalaga ang patuloy na paglinang sa kakayahang pedagohikal ng mga guro upang mapabuti ang pagkatuto ng mga mag-aaral.	iba't ibang antas at konteksto ng edukasyon upang higit na mapahusay ang pagtuturo ng Filipino.
A32	2022	PANANAW AT DANAS NG MGA GURONG FILIPINO: BATAYAN SA PAGBUO NG PLAN OF ACTION	REBOA M S. AÑEZ	Tukuyin ang pananaw at danas ng mga guro ng Filipino bilang batayan sa pagbuo ng Plan of Action.	Qualitative	Semi-structured interview	Teachers	Positibo ang pananaw ng mga guro ngunit nakararanas ng mga hamon sa kagamitan, administratibo ng gawain, at propesyonal na pag-unlad.	Ipatupad ang Plan of Action at palawakin pa ang mga programang sumusuporta sa mga guro ng Filipino.
A33	2024	Breaking Barriers: Exploring Language and Pedagogical Challenges in Teaching the Filipino Subject	Seballos, Yna Jane H, et.al	Tukuyin ang mga hamong pangwika at pedagohikal na nararanasan ng mga guro ng Ingles na nagtuturo ng asignaturang Filipino at magmungkahi ng mga interbensiyon upang matugunan ang mga hamong ito.	Qualitative	One-on-one (semi-structured) interviews	Teachers	Natukoy ang tatlong pangunahing hamon: (1) maling pagtatalaga ng mga guro ng Ingles upang magturo ng Filipino dahil sa kakulangan ng guro, (2) pangangailan ng umangkop sa pedagohiyang wala sa kanilang espesyalisasyon (out-of-field pedagogical adjustment), at (3) mabilis na paglipat o transisyon ng wika (rapid language transition). Ipinakita rin ng pag-aaral na nakatutulong ang paggamit ng iba't ibang estratehiya at	Magpatupad ng mga interbensiyon, estratehiya, at angkop na pamamaraang panturo upang masuportahan ang mga guro ng nagtuturo ng Filipino sa labas ng kanilang espesyalisasyon at matugunan ang mga hamong pangwika at pedagohikal

								pamamaraang panturo upang mabawasan ang mga hamong ito.	
A34	2023	TIKTOK AS A SUPPLEMENTARY INSTRUCTIONAL MATERIAL IN TEACHING FILIPINO AND COMMUNICATION SUBJECTS	<i>Garcia Mikee, Grayda Mc Kendrick S., at Huang Maria Christina T.</i> <i>Antas: Students</i>	Tukuyin ang epektibidad ng TikTok bilang isang makabagong supplementary instructional material sa pagtuturo ng Filipino at Communication subjects sa mga mag-aaral sa sekondarya at tersiyarya sa taong panuruan 2022–2023.	Quantitative	Self-made questionnaire, pre-test at post-test, at mga TikTok videos	Secondary and College	• Napakataas ang antas ng mental effectiveness, emotional effectiveness, at active learning. • Nagkaroon ng makabuluhang pagtaas sa marka ng mga mag-aaral mula pre-test hanggang post-test. • May makabuluhang ugnayan sa pagitan ng paggamit ng TikTok at pagganap ng mga mag-aaral. • Napatunayang epektibong supplementary instructional material ang TikTok sa pagtuturo ng Filipino at Communication subjects.	Hikayatin ang mga guro na gumamit ng mga makabagong digital na kagamitan tulad ng TikTok upang mapataas ang pakikilahok, interes, at akademikong pagganap ng mga mag-aaral at maging mas masaya at makabuluhan ang proseso ng pagkatuto
A35	2025	Teaching Practices and Challenges in the Filipino Language Instruction: Insights from Teachers and Students	Irene D. Lumanta at Ma. Gloria E. Liquido, PhD	Suriin ang mga kasanayan sa pagtuturo (teaching practices) at mga hamong kinakaharap ng mga guro sa pagtuturo ng wikang Filipino, at alamin ang kaugnayan ng mga ito sa pananaw ng mga guro at mag-aaral upang makapagmunghang ng mga hakbang sa pagpapahusay ng pagtuturo	Quantitative	Survey questionnaire	Teachers and Secondary	• Napatunayang epektibo ang mga guro sa pamamahala ng klase at pagtataya ng pagkatuto, kabilang ang malinaw na paglalalatag ng inaasahan at pag-uugnay ng pagtataya sa mga layunin ng aralin. • Kabilang sa mga pangunahing hamon ang kakulangan ng oras sa paghahanda ng aralin, kahirapan sa lokalisadong pagtuturo, pamamahala ng inklusibong	Palakasin ang teacher training, magbigay ng mas mahusay na suporta sa kurikulum, at bumuo ng mas maraming instructional resources upang higit na mapabuti ang pagtuturo ng wikang Filipino.

								silid-aralan, at pagbuo ng angkop na mga kagamitan sa pagtataya.	
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APPENDIX C – Intercoder Coding and Agreement

Item	Result
Total abstracts independently coded	35
Initial agreements	34
Initial disagreement	1
Percentage agreement	97.14%
Cohen's Kappa	0.965
Disputed study	A29
Researcher initial code	T8
Second coder initial code	T6
Final reconciled code	T6 – Instructional Materials

Note. The second coder independently coded all 35 abstracts using the finalized coding categories and decision rules. The single disagreement involving A29 was reviewed using the established coding framework and reconciled as T6 – Instructional Materials.