



## Readiness, Challenges, and Strategies in the Transition from English to Filipino Medium of Instruction in Araling Panlipunan

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### Abstract

The study examines the readiness, challenges, and strategies of Social Studies teachers in teaching English-medium instructions to Filipino-medium teaching in Araling Panlipunan. While Social Studies in higher education is primarily taught in English, national policies mandate that it will be taught in Filipino for basic education students. This study is anchored on Cummins' Theory of Linguistic Interdependence, Krashen's Second Language Acquisition Theory, and R.A 10533. The study employed a convergent parallel mixed-method design. Quantitative data were collected from 113 respondents while qualitative data were collected via focus group discussions (FGDs). Results show high readiness in language fluency ( $M=3.59$ ) and lesson delivery ( $M=3.51$ ), but moderate linguistic ( $M=3.15$ ) and pedagogical ( $M=2.97$ ) challenges. The study concludes that while teachers are confident in teaching Filipino-medium lessons, they still need instructional and peer support to strengthen their linguistic and pedagogical skills.

**Keywords:** Araling Panlipunan, Filipino, Moi, Social Studies, Transition

### 1. Introduction

English has been widely used as a primary medium of instruction, specifically in higher education (Lasagabaster, 2022) <sup>[22]</sup>. However, in the case of Social Studies or Araling Panlipunan on the side of pre-service teaching, pre-service teachers are taught in English medium instruction in their early years in higher education. Still, upon transitioning to teaching in practicum, they are required to shift to teaching in Filipino instruction following national language policy. A study by Tupas and Lorente in 2014 reveals the challenges pre-service teachers who are taught English often face upon teaching in Filipino instruction, which commonly involves explaining English concepts to Filipinos, translating technical terms, and constructing lesson plans in Filipino (Tupas & Lorente, 2014) <sup>[45]</sup>. Amidst these findings, there is still a significant gap when it comes to subject-specific teaching, specifically in Social Studies—teaching the different branches of which will be taught in other year levels in the basic education, particularly in Junior High School during the practicum period. This study aims to fill the gap by examining the challenges faced by Social Studies pre-service and fresh graduates in terms of linguistic and pedagogical aspects during the transition from English instruction to Filipino teaching.

Language is essential to education, not just as a medium of instruction, but more importantly as an instrument for both learning and understanding. In the context of the Philippine education system, both English and Filipino are used in the classroom. Social Studies education is the combination of all disciplines in social science. In essence, Social Studies instructors in higher education use English as a medium of instruction in almost all major courses, which aligns with the program's linkage to the international perspective. This circumstance presents a contradiction, as during the internship stage of the Bachelor of Secondary Education Major in Social Studies, students are required to teach in the Filipino language. In the Commission on Higher Education. (1996). CHED Memorandum Order No. 59, series of 1996: New General Education Curriculum, highlighted the need for the Filipino language to be used in Social Studies, and it is still applicable today. This results in Social Studies majors being unprepared for the demand of using the Filipino language in teaching.

In the international context, studies have shown that language transitions can be beneficial in the education sector. Lenkiu (2017) shared that language transition can be helpful as it allows people to communicate better rather than being restricted to one language (Lenkiu, 2017) <sup>[24]</sup>. In a similar context of study, Shahat *et al.* (2025) revealed that language transition enhances professional competencies, and at the same time, learning in English while your major has to be taught in a different language could provide you with access to international resources (Shahat *et al.*, Year unknown) <sup>[43]</sup>. Gianini (2024) from UNESCO highlighted that language transition promotes inclusivity and, at the same time, improves the quality of education, and that multilingual instruction is the solution to the learning crisis of learning poverty in the education system. These studies have shown positive effects of learning a program in one language but teaching it in another language, as long as proper guidance and mechanisms can be followed.

While in the international context, studies highlight the benefits of language transitions in education, the national context shows a different angle, wherein educators, including student teachers and fresh graduates, struggle to properly practice their teaching using the Filipino language, as they are taught using the English language, especially in the subject Araling Panlipunan, as it is mandated in DepEd Order No. 31, s. In 2012, the institution adopted the national language as its medium of instruction. (Education Department, 2012) <sup>[12]</sup>. In the study of Delos Reyes *et al.* (2023) <sup>[11]</sup>, student teachers who encounter courses that are taught in English are mostly struggling in Filipino, such as with grammar, spelling, and pronunciation, resulting in a lack of motivation, conflict in their studies, and energy to practice teaching properly (Delos Reyes *et al.*, 2023) <sup>[11]</sup>. These existing studies are essential in determining and properly examining the different parts of language challenges.

In the Philippines, where the subject Araling Panlipunan is being taught in Filipino, educators are having a hard time adapting to the changes in the language shift in teaching the subject. Chavez *et al.* (2023) mentioned that language shift—

English to Filipino—can cause limitations and cultural problems that can affect their teaching performance as subject teachers (Chavez *et al.*, 2023) <sup>[7]</sup>. Ararao, F. (2022) highlighted that Araling Panlipunan (AP) teachers struggle to share the lessons properly and may experience mental health issues during their practice teaching because of the lack of training and preparations in Filipino-medium teaching (Ararao, 2022) <sup>[2]</sup>.

Few studies have explored the readiness, challenges, and strategies of teaching interns and fresh graduates in Araling Panlipunan transitioning from English instruction to Filipino teaching. Previous studies have primarily focused on language learners and teachers of basic and secondary education, but not on fresh graduates and pre-service teachers. Regardless of the Philippines being a bilingual country, it is still mandated in DepEd Order No. 31, s. 2012, to teach the subject Araling Panlipunan (AP) in Filipino, but there are still educators, in general, who are taught in English; hence, the issue of language transition (Education Department, 2012) <sup>[12]</sup>, according to Sumili, C. J. D., *et al* (2024) (Sumili *et al.*, 2024) <sup>[44]</sup>. Many problems arise because of the limited exposure and training, which affect their teaching performance and motivation. The findings may improve the training of teachers by recognizing the actual issues of pre-service teachers and fresh graduates in the language transition from learning to actual teaching.

## 2. Theoretical-Conceptual Framework

This study is anchored on Cummins' Theory of Linguistic Interdependence, Krashen's Second Language Acquisition Theory, and Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 (Cummins, 1979) <sup>[9]</sup> (Krashen, 1982) <sup>[19]</sup> (Republic Act No. 10533, 2013) <sup>[37]</sup>. These foundations provide insight into how language development, instructional preparedness, and educational policy intersect in the context of pre-service and fresh graduate Social Studies teachers. The figure below presents the theoretical-conceptual framework that guided this investigation.

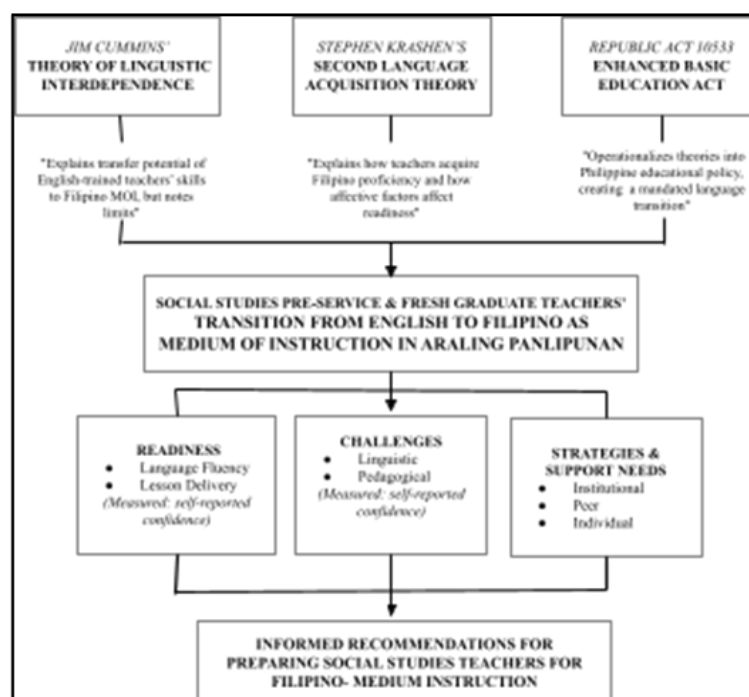


Fig 1: Theoretical-Conceptual Framework

### Jim Cummins' Theory of Linguistic Interdependence

Cummins' LIH (1979) posits that proficiency in a second language can be supported by cognitive and academic skills developed in a first language through a Common Underlying Proficiency (CUP) (Cummins, 1979) <sup>[9]</sup>. In the Philippine context, this means that Social Studies teachers who were primarily emphasizes the need for sustained, comprehensible exposure to the target language, while the Affective Filter Hypothesis explains how low confidence and anxiety can hinder language performance. The Monitor Hypothesis further notes that excessive focus on self-correction can slow down lesson delivery (Krashen, 1982) <sup>[19]</sup>. Thus, teachers' readiness in terms of trained in English may transfer specific pedagogical skills, such as lesson organization, questioning techniques, and conceptual explanation, when shifting to Filipino as the medium of instruction. However, as Bernardo (2004) and Nolasco (2010) observed, such transfer is often constrained both language fluency and pedagogical delivery is shaped not only by their prior training but also by the quality and quantity of Filipino language input they receive, as well as the affective climate in which they teach.

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### Stephen Krashen's Second Language Acquisition Theory

About this, Krashen's SLA Theory (1982) provides insight into how teachers acquire proficiency in Filipino as a second language (Krashen, 1982) <sup>[19]</sup>. The Input Hypothesis gaps, grammatical difficulties, translation issues) or pedagogical (e.g., lesson planning, instructional strategies not directly tied to language skills).

Guided by these theoretical and policy foundations, the present study examines three key aspects, (1) teachers' readiness, measured in terms of both self-reported confidence and actual competence in language fluency and lesson delivery; (2) challenges encountered in the shift to Filipino MOI, classified into linguistic and pedagogical domains; and (3) support strategies employed or needed, including institutional, peer, and individual interventions. Through this

framework, the study aims to generate evidence-based recommendations for teacher training, curriculum design, and policy enhancement in multilingual education contexts.

### Republic Act No. 10533 – Enhanced Basic Education Act of 2013

Operationalizing these theories, RA 10533 mandates Mother Tongue-Based Multilingual Education (MTB-MLE) in Kindergarten to Grade 3 and Filipino as the MOI for Araling Panlipunan in Grades 4 to 10. Consequently, English-trained Social Studies teachers are now expected to deliver lessons in Filipino, a shift that requires both linguistic adjustment and pedagogical adaptation. This transition presents potential challenges that may be classified as linguistic (e.g., vocabulary).

### 3. Statement of the Problem

This study examined the readiness, challenges, and support needs of pre-service and fresh graduate Social Studies teachers being taught in English into using Filipino as the medium of instruction in teaching Araling Panlipunan. Specifically, it seeks to answer the following questions:

1. What is the level of readiness of pre-service Social Studies teachers in teaching Araling Panlipunan in Filipino, based on their self-reported confidence in:
  - Language fluency
  - Lesson delivery
2. What challenges do pre-service and fresh graduate Social Studies teachers encounter in transitioning to teaching Araling Panlipunan in Filipino, particularly in terms of:
  - Linguistic challenges – difficulties in vocabulary, grammar, pronunciation, and translating academic concepts.
  - Pedagogical challenges – difficulties in lesson planning, instructional strategies, and methods.
3. What types of support strategies (institutional, peer, and individual) do pre-service and fresh graduate Social Studies teachers identify as necessary to improve their readiness in teaching Araling Panlipunan in Filipino?

### 4. Methodology

#### 4.1. Research Design

This study utilized a convergent parallel mixed-method design. This implies that both quantitative and qualitative data are collected at the same time, but are analyzed separately. This method worked best for this study because it captured quantifiable levels of readiness and multifaceted personal lived experiences at the same time, thus creating a well-balanced and thorough understanding of the study's focus. After analyzing the data, the researchers merged and compared the findings to conclude. This aims to provide distinct but complementary data to address the research topic.

#### 4.2. Sampling Design, Research Respondents & Environments

Purposive sampling was employed in selecting the respondents for the study. Thirty (30) Social Studies teachers will be the respondents of the research. These respondents are currently teaching Social Studies or Araling Panlipunan in the basic education field in a public or private institution. Their responses were collected through a validated questionnaire. Twelve (12) respondents were also selected

from the initial thirty (30) respondents who underwent a semi-structured interview for the Focus Group Discussion (FGD).

#### 4.3. Research Instrument

A twenty (20) item Likert Scale Questionnaire was used as the research instrument for obtaining the quantitative data needed for the research. Reverse coding was employed for some items in the questionnaire to ensure consistency in interpreting the results and in scoring. The researchers collected the qualitative data from the questionnaires. A Focused Group Discussion (FGD) was conducted through a semi-structured interview to obtain the qualitative data needed for the research.

#### 4.4. Data Gathering Procedure

Data collection for this study begun by securing ethical clearance, followed by obtaining digital permission from Cebu Normal University to administer questionnaires to pre-service Social Studies teachers. Upon approval, the

researchers distributed the questionnaire, which were validated using Cronbach's Alpha, via email. The instrument included a consent form and sections on participant demographics and relevant teaching experiences.

The results show that the participants are in the age range for college students who are in their last year of college and are finishing their internship. The results indicate that most social studies interns who participated in the survey are between the ages of 20 and 24 years old. Most of them are 21 years old (55.2%), followed by 22 years old (34.5%), with only 3.4% of the participants aged 20, 23, and 24. The results showed that social studies interns are in the age group completing their pre-service teaching internships in their teaching programs, showcasing both diversity and unity in terms of age range for professional teaching.

Table 2 presents the descriptive analysis of social studies interns' level of readiness in terms of language fluency. The results determine the level of fluency in using the Filipino language in teaching, reflecting their overall readiness for the teaching profession.

**Table 1:** Social Studies Pre-Service Teachers Descriptive Analysis on Language Fluency under Level of Readiness

Level of Readiness	Mean	SD	Description
<b>Language Fluency</b>			
1. I am fluent in Filipino and am able to communicate in it with confidence.	3.73	.640	Neutral
2. I am able to explain advanced concepts in Social Studies in Filipino.	3.47	.776	Agree
3. I am able to code switch between English and Filipino with ease while teaching.	3.97	.964	Agree
4. I am able to recall relevant Filipino academic terms in Araling Panlipunan.	3.33	.758	Neutral
5. I am able to motivate and elicit students' participation using Filipino.	3.33	.844	Neutral
Language Fluency Average	3.59	.594	Agree

Once the desired number of respondents was reached, the Google Form was closed, and participants will be provided with a token of appreciation for their time and effort. Teachers who consent to further participation will be invited to a focus group discussion (FGD) via Google Meet, for which they also received incentives.

#### 4.5. Data Analysis

The data gathered from the survey and focus group discussions was analyzed by the researchers using descriptive statistics and thematic analysis. For the quantitative part, descriptive statistics was applied to determine the level of readiness of pre-service and fresh graduate Social Studies teachers. For the qualitative part, thematic analysis with in vivo coding was used to capture participants' exact words.

#### 4.6. Ethical Considerations

The ethical considerations were secured before the conduct of the study to ensure adherence to research protocols. The respondents were informed that all data collected will remain confidential and will not be used for purposes beyond the scope of the study or in any way that might identify them. The purpose and procedure of the study was clearly explained to the respondents and detailed within the Google form.

#### 5. Results and Discussion

Table 1 presents the age distribution of social studies pre-service interns. This determines that most social studies interns belong to a specific college age range, which indicates that they have a relatively uniform and young age group preparing for the teaching profession.

**Table 2:** Social Studies Pre-Service Teachers' Age

Description	Category	Frequency	Percentage
Age	20	1	3.4%
	21	16	55.2%
	22	10	34.5%
	23	1	3.4%
	24	1	3.4%

Results showed that social studies interns agreed that they have the language fluency to teach Araling Panlipunan in Filipino. The results revealed that participants generally agreed that they were competent enough and they possessed the ability to deliver lessons using the Filipino language. However, there are neutral responses in terms of confidence in communicating using Filipino, recalling terms to make the

discussion more relatable while teaching social studies, and lacking the confidence to motivate the students in answering in Filipino. Wright and Domke (2019) agreed that language is an important aspect of students' learning and engagement in any subject (Wright & Domke, 2019) <sup>[50]</sup>. Additionally, Singh and Laiphrakpam (2025) also stated that language mastery helps the students not just in understanding the



contents but also assists the students' awareness of the world around them (Singh & Laiphrakpam, 2025) <sup>[42]</sup>. It is therefore suggested that teaching programs need further support in developing the language ability to strengthen content delivery and student engagement to address limited skills in communication and recalling terms while teaching.

Table 3 presents the descriptive analysis of Social Studies interns' level of readiness in terms of lesson delivery. The results show their ability to present, explain, and facilitate learning effectively, reflecting their overall preparedness to implement engaging and meaningful Social Studies instruction.

**Table 3:** Social Studies Pre-Service Teachers Descriptive Analysis on Lesson Delivery under Level of Readiness

Level of Readiness	Mean	SD	Description
<b>Lesson Delivery</b>			
6. I am confident in using the Filipino language when teaching Social Studies/Araling Panlipunan.	3.60	.070	Agree
7. I am able to clearly explain Social Studies concepts in Filipino without losing meaning	3.27	.785	Neutral
8. I am able to undertake lectures and discussions in Filipino with clarity and coherency	3.33	.844	Neutral
9. I am able to determine the students' level of understanding by using guide(s) and instruction(s) in Filipino.	3.73	.691	Agree
10. I apply the appropriate teaching methods when I am teaching Araling Panlipunan using Filipino.	3.63	.718	Agree
Lesson Delivery Average	3.51	.653	Agree

The findings indicated that Social Studies interns agreed they were capable of delivering Araling Panlipunan lessons in Filipino. Most participants expressed confidence in their competence and ability to teach effectively using the Filipino language. However, some respondents remained neutral regarding their confidence in communicating in Filipino, recalling appropriate terms to make lessons more relatable, and encouraging students to respond in Filipino. Bruner (1966) asserted that effective lesson delivery enables learners to relate abstract Social Studies concepts to real-life situations, thereby deepening their understanding (Bruner, 1966) <sup>[5]</sup>. Similarly, Martorella (1994) pointed out that an

interactive and dynamic approach to lesson delivery promotes inquiry, critical thinking, and active citizenship among learners (Martorella, 1994) <sup>[28]</sup>. It is therefore suggested that Social Studies interns further enhance their lesson delivery skills by incorporating interactive, student-centered approaches that promote dialogue, critical thinking, and active engagement in Filipino.

Table 4 presents the descriptive analysis of Social Studies interns' linguistic challenges under challenges. The result demonstrates how much the interns struggle with translating Filipino words, switching language, and keeping Filipino language in all the interactions occurring in the classroom.

**Table 4:** Social Studies Pre-Service Teachers Descriptive Analysis on Linguistic Challenges under Challenges

Challenges	Mean	SD	Description
<b>Linguistic Challenges</b>			
11. I find it difficult to translate Social Studies terms from English into Filipino.	3.07	.015	Neutral
12. I find it challenging to switch my language from English to Filipino in discussions.	2.97	.999	Neutral
13. I lack adequate Filipino academic vocabulary.	2.50	.731	Neutral
14. I find it challenging to use Filipino consistently when responding to students' spontaneous questions.	3.03	.066	Neutral
15. I tend to revert to English when I am unsure how to express a concept in Filipino.	4.17	.020	Agree
Linguistic Challenges Average	3.15	.781	Neutral

The results showed that Social Studies interns either find it difficult or easy to use the Filipino language during their teaching demonstrations, resulting in a neutral response. The result presents that Social Studies interns are capable of utilizing Filipino as their medium of instruction during teaching demonstrations. They can translate and switch English to Filipino language, have a wide-array of academic vocabulary in Filipino words, and can consistently use the Filipino language even when responding to students' spontaneous questions. However, the result also indicates that they tend to revert to the English language once they are unsure on how to explain a concept using the Filipino language. In a study conducted by Cabuga *et al.* (2023), it was found that the experiences of Social Studies pre-service teachers in using the Filipino language as their medium of

instruction revealed that they are prepared and ready to use the Filipino language in their teaching demonstrations in teaching Araling Panlipunan (Cabuga *et al.*, Year unknown) <sup>[6]</sup>. Mangila (2018) agreed that switching or reverting from one language to another is an important practice that should be observed, as this serves as a pedagogical strategy and function that a teacher should possess (Mangila, 2018) <sup>[27]</sup>. With the result showing that Social Studies interns are either experiencing difficulty or ease in using Filipino language in their teaching demonstrations, it is recommended that the teacher education must provide more institutionalized programs and opportunities for pre-service Social Studies teachers in learning the Filipino language as a preparatory undertaking for their internship.

**Table 5:** Social Studies Pre-Service Teachers Descriptive Analysis on Pedagogical Challenges under Challenges

Challenges	Mean	SD	escription
<b>Pedagogical Challenges</b>			
16. I find it challenging to avoid switching between Filipino and English while ensuring that learners fully comprehend the lesson and avoid confusion.	3.40	.894	Neutral
17. I find it difficult to promote and support the use of Filipino when students express their thoughts and ideas.	2.93	.172	Neutral
18. I struggle to integrate Filipino media resources to enhance learners' familiarity with the Filipino language in the context of Social Studies.	2.67	.922	Neutral
19. I have limited training in delivering lessons in Filipino.	2.73	.868	Neutral
20. I experience challenges in modifying teaching methods originally designed for English instruction into Filipino.	3.10	.094	Neutral
<b>Pedagogical Challenges Average</b>	<b>2.97</b>	<b>.766</b>	<b>Neutral</b>
<b>Overall Average</b>	<b>3.31</b>	<b>.492</b>	<b>Neutral</b>

**Range of Values Description**

1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

The findings showed that when teaching Araling Panlipunan in Filipino, social studies interns encountered pedagogical difficulties at the neutral level. This indicates that although the interns did not have severe problems, they did have some difficulty juggling English and Filipino in the classroom. Respondents frequently struggled to maintain comprehension without switching codes. The integration of Filipino-based media and materials in the school still requires improvement. These outcomes are consistent with Gorgonio's (2011) research, which demonstrated that social studies education may be given in both Filipino and English (Gorgonio, 2011) <sup>[15]</sup>. However, to guarantee that learners understand, language use must be consistent. In a similar study, Ablao (2024) found that teachers' ability to adapt to students' linguistic skills significantly affects the effectiveness of the medium of instruction (Ablao *et al.*, Date unknown) <sup>[1]</sup>. This suggests that language choice should enhance rather than restrict instructional tactics. To enhance fluency and instructional consistency, it is advised that teacher education programs improve pre-service teachers' linguistic competency and provide additional training in conducting Social Studies classes in Filipino.

**Enhancing Teacher Preparation for Filipino-Taught Araling Panlipunan Through School Strategies**

In this study, three (3) emergent themes were identified, namely: (1) adoption of Filipino language as Medium of Instruction in major courses, (2) promotion of independent language learning, and (3) enhancing learner-centered pedagogical practices

**Theme 1: Adoption of Filipino Language as Medium of Instruction in Major Courses**

This refers to the integration and consistent use of the Filipino language as the medium of instruction in major and professional courses, particularly in Araling Panlipunan. It emphasizes that teaching in Filipino strengthens pedagogical fluency and teacher preparedness for actual classroom contexts in the Philippines.

*"Once we immerse ourselves in teaching, lahi ang gamiton na language, which is Filipino. I think there is a need for courses in Social Studies that use Filipino so we can practice our pedagogy." Once we immerse ourselves in teaching, the language used is different, which is Filipino. I think there's a need for Social Studies courses taught in Filipino so we can practice our pedagogy. – P1*

*"I think CNU can better prepare me to teach AP in Filipino effectively if and only if other subjects, especially majors and GEs, also use Filipino. However, the medium of instruction used today is English." – P2*  
*"I think CNU could do better if they have one course that requires Filipino as a medium of instruction. Wala'y mixing. We need to be strict in implementing rules using Filipino only." No mixing of languages. We need to strictly implement the use of Filipino only. – P4*  
*"The school or teachers must impose strict language implementation to students and also to the teachers. AP teachers must also use Filipino as a medium in teaching Araling Panlipunan." – P5*

The findings align with Civan and Coskun (2021) who explained that after students build general language skills, they need specific language support in their field to understand lessons better (Civan & Coskun, 2016) <sup>[8]</sup>. This connects to Ablao *et al.* (2024), who found that students learned Social Studies better when taught in Filipino (Ablao *et al.*, Date unknown) <sup>[1]</sup>. Likewise, Villegas *et al.* (2021) said using Filipino helped students understand and comprehend the lessons more (Villegas *et al.*, 2021) <sup>[47]</sup>. Together, these studies show that using Filipino as a medium of instruction can help Social Studies majors prepare for real classroom teaching.

The participants of this study acknowledge that there is a gap between instruction and practice when it comes to language use. Understanding that Araling Panlipunan should be taught in Filipino in Junior High School, most of the major courses in their university are still delivering instructions in English. They highlighted that there is a need for policy consistency in language instruction. The collective responses reflect the institutional challenge in aligning curriculum design with the language requirements of the discipline. If the Filipino language will be used as the medium of instruction in major courses in B.S.Ed. Social Studies, this can help pre-service teachers bridge cultural and linguistic gaps and therefore promote effective communication and learning in Araling

Panlipunan.

**Theme 2: Promotion of Independent Language Learning**  
This theme refers to pre-service teachers' initiative to develop their Filipino language skills through personal effort and self-directed learning.

*"It's more on the self-training sad. Lisod sa school mu-adapt og Filipino language sa Social Studies. Since the program's name is in English, the instruction is in English." It's more on self-training. It's difficult for the school to adapt to using Filipino in Social Studies since the program itself is in English. – P1*

*"I can say that I've trained myself during internship with this. Pag-teach nako nakaingon ko nga di pako hasa sa pagstroya." I can say that I trained myself during internship. When I started teaching, I realized I wasn't yet fluent in speaking. – P3*

This theme is supported by Salihoğlu (2010), who emphasized that language learning becomes more effective when learners take initiative and study independently (Salihoğlu, 2010) <sup>[39]</sup>. This reflects the participants' experiences of training themselves to improve their Filipino fluency during internship. Similarly, Sert and Boynuegri (2017) highlighted that while self-directed learning is important, teachers still play a key role in guiding students toward autonomy (Sert & Boynuegri, 2017) <sup>[41]</sup>. Furthermore, Lai *et al.* (2022) explained that learners must go beyond basic strategies and develop higher-order skills to achieve lasting language proficiency, reinforcing the idea that self-training should be continuous and supported by effective teaching approaches (Lai *et al.*, 2022) <sup>[20]</sup>.

Participants expressed that the lack of structured Filipino language instruction in their major courses compelled them to take personal responsibility for improving their fluency. This self-training often happens during teaching internships where they encounter the practical need to communicate lessons in Filipino on ILS. The responses reveal a gap in institutional language preparation and highlight the role of learner initiative in addressing this need.

**Theme 3: Enhancing Learner-Centered Pedagogical Practices**

This theme highlights the importance of learner-centered teaching in preparing pre-service teachers to effectively teach Araling Panlipunan in Filipino. It also highlights how engaging, hands-on, and feedback-oriented approaches can strengthen both teaching competence and language proficiency.

*"I can say na naay ma-make ang CNU kay it can do better than traditional teaching. Naa may mga professor na mag-hands-on sa students and learner-centered but I think professors kay ing-ana jud ang ilang approach sa student." I can say that CNU has the potential to improve beyond traditional teaching. There are professors who use hands-on and learner-centered approaches, but not all professors do so. – P3*

*"Also, kana ganing mga textbooks, mga materials, videos, kay dapat i-encourage gani ang mga interns nga mu-use jud ana na mga materials and also, like we can also learn from experience like mag-offer ba og feedback sessions kung unsaman, okay ra ba ang*

*students sa ilang pag-teach sa Filipino language or unsa ba." Also, textbooks, materials, and videos should be encouraged for interns to use. We can also learn from experience through feedback sessions on whether students are doing well in teaching in Filipino. – P9*

Moyo and Namphande (2022) found that Social Studies teachers can use learner-centered methods effectively if they receive proper training and support (Moyo & Namphande, 2022) <sup>[32]</sup>. Likewise, Darsih (2018) stated that teachers should act as guides and facilitators, give feedback, and use different teaching methods to help students learn better (Darsih, 2018) <sup>[10]</sup>. These studies support the participants' view that proper training and feedback help teachers apply learner-centered teaching effectively.

Participants recognized the importance of shifting away from traditional, lecture-based instruction toward interactive, learner-centered strategies. They believe that hands-on practice, use of educational materials, and constructive feedback can enhance their readiness to teach in Filipino. Encouraging learner-centered pedagogy in teacher education can help pre-service teachers become more confident and adaptive educators.

Building Professional Competence and Language Mastery through Peer Collaboration in Teaching Araling Panlipunan  
In this study, four (4) emergent themes were identified, namely: (1) peer feedback, (2) peer learning, (3) observation during co-interns' demonstration, and (4) practicing Filipino through peer interaction.

**Theme 4: Peer Feedback**

Peer feedback is an interactive learning approach in which students actively exchange constructive comments with one another to enhance understanding, refine performance, and promote continuous learning (Hoo *et al.*, 2001). This strategy not only helps teaching interns identify their strengths and areas for improvement but also fosters critical thinking, communication, and a sense of shared responsibility in the learning process.

*"Dayon, kuan sad, kaning if naay masayop, like mga words lang, kay naa jud mi mismo, or naa sila mismo para mokuan, para mocorrect sa imoha". - R1*

*"Tapos akoang tapad, which is akong friend, kay mo butt-in na siya, like kanang if naa koy sayop or kanang mag-struggle ko, makapause ko inig ka-sturya nako, kay siya ang mohelp nako — kanang mosay sa akong nalimot nga word"- R3* *"During my off-campus practice, I also had friends who were Filipino majors that helped and suggested ways to improve my use of the language." - R5*

R1, R3, and R5 highlighted that peer feedback provided them with real-time correction and constructive suggestions, allowing them to improve their accuracy and confidence in using Filipino as a medium of instruction. Their experiences demonstrate how peer feedback fosters collaborative learning by creating an environment where teaching interns learn from one another's strengths and address each other's weaknesses. This is supported by Hoo *et al.* (2021), who found that peer feedback promotes self-reflection, critical thinking, and active engagement by enabling teaching interns to assess performance and provide meaningful input for improvement (Hoo *et al.*, 2021) <sup>[17]</sup>. The study emphasizes that effective

feedback enhances academic performance, communication, and interpersonal skills. According to these findings, incorporating peer feedback into teacher preparation enhances professional development by promoting self-awareness, accountability, and ongoing development via productive peer collaboration.

#### Theme 5: Peer Learning

Peer learning is a learning approach where students actively participate in sharing knowledge, ideas, and experiences with each other to deepen their understanding and develop new skills (Edith Cowan University, n.d.). It emphasizes collaboration, mutual support, and active participation, allowing teaching interns to take on both teaching and learning roles while building confidence, communication, and teamwork skills in the process.

*“So with the help of my peers, mao to mapractice-practice namo kung unsay dapat itabi nako diri, dapat itabi nako diha nga dili negative sa ears sa mga bata”.*  
- R2

*“We shared tips on how to use simple Filipino words so students could understand better. We also helped each other in translating lessons.”* - R5

*“The most helpful part was when we practiced teaching together since mo attend jud mi every demo sa among kauban.”* - R5

*“Another practice that we observe is that we often practice delivering certain topics in Filipino together.”*  
- R9

R2, R5, and R9 expressed that through collaboration and shared practice, they were able to learn from one another through sharing strategies, practicing lesson delivery together, and refining language use to make lessons more understandable for students, and gain confidence in teaching. Their experiences highlight that peer learning created an environment of support where they could freely exchange ideas and provide constructive feedback. This finding aligns with the study of Boud *et al.* (2001), which confirmed that peer learning promotes deeper understanding, reflective thinking, and improved communication skills through cooperative engagement and feedback exchange (Boud *et al.*, 2001) [4]. The study emphasizes that students involved in peer learning not only enhance their individual competence but also develop collective responsibility for each other's learning. These experiences imply that integrating peer learning into teaching internships encourages mutual support, constructive feedback, and a sense of collective growth in preparing for classroom teaching.

#### Theme 6: Observation during Co-Interns' Demonstration

Peer observation is a structured process in which one or more educator observes another during their teaching demonstration with the explicit goal of enhancing instructional practice. It promotes critical reflection, supports improved student learning, and benefits both the observer and the teacher being observed.

*“When one of our blocmates, will have her demonstration, we need to be there; we need to be at the back to provide support. So well, usahay maka-ana mi*

*usahay na “Hala uy, nganong kanang moapil pa man mi na magprepare pa unta mi sa among lesson pud?” But I get this idea na it's like hitting two birds with one stone*

*— so we provide support, at the same time, we also learn from our blocmates.”* - R4

*“Kay while sila nag-demo, kami naminaw man mi sa ilang demonstration, at the same time naka-learn mi giunsa nila pagstart ilang lesson, unsa ilang mga terminologies gigamit when they presented their energizer, and giunsa nila pagdeliver ilahang lesson using Filipino as a medium of instruction.”* - R4

*“One of the guidance or learnings that I got from my peers is, even though it is online or face-to-face during the on-campus, we can join the classes so we can see how the demonstrator delivers the lesson.”* - R8

R4 and R8 emphasized that peer observation allowed them to gain valuable teaching insights, improve lesson delivery, and support their peers simultaneously. Their reflections indicate that observing others' teaching demonstrations heightens awareness of effective instructional practices and nurtures professional collaboration among co-interns. This aligns with Santos (2020), who confirmed that peer observation serves as a meaningful professional development approach that enhances pedagogical competence and mutual support among teaching interns (Santos, 2020) [40]. These insights collectively imply that incorporating peer observation into teacher education programs cultivates a culture of shared learning, collaboration, and self-improvement among future educators.

#### Theme 7: Practicing Filipino Through Peer Interaction

Peer interaction is essential in language learning as it allows individuals to use new language skills in authentic communication. Through collaboration and dialogue, learners improve fluency, confidence, and understanding while developing social and cooperative skills that support overall language growth (Blog, 2025) [3].

*“Like before mi mag-demo, magka-sturya-sturya dayon mig Filipino”* - R1

*“With the help of my peers, my classmates, ang amo jug buhaton if naay mo-demo ani nga day or kani nga week, magtabi-tabi gyud mi ana sa kanang sa amoang station, then mag-share-share kung unsay adlib nimo diring dapita.”* - R2

*“What we would always do is, every time they are about to have their teaching demo, we would speak to each other in Filipino to practice our Filipino language speaking skills.”* - R7

R1, R2, and R7 emphasized that consistent communication in Filipino with peers allowed them to develop fluency and confidence in using the language. Their interaction served as a form of language immersion, enabling them to learn naturally through authentic conversation and peer support. This finding aligns with Swain *et al.* (2002), who asserted that peer-peer dialogue is a valuable means of second language learning because it encourages learners to negotiate meaning, reflect on their language use, and co-construct understanding. Through such collaborative dialogue, learners not only enhance their linguistic competence but also develop greater metalinguistic awareness and communicative



confidence. These responses imply that integrating peer interaction in teacher education programs can foster not only language proficiency but also collaboration, cultural awareness, and prepare pre-service teachers to use Filipino confidently and competently as a medium of instruction. Strategies in Teaching Araling Panlipunan using Filipino as the Medium of Instruction

In this study, six (6) emergent terms were identified: (1) Rehearsal, (2) Translation of Terms, (3) Lesson Plan Outline, (4) Filipino Multimedia, (5) Continuous use of the Filipino language, and (6) Localization of Content.

#### Theme 8: Rehearsal

A rehearsal in the context of performance refers to the repetition or recalling before performing a certain planned action or a practice exercise (Merriam-Webster, n.d.). The participants of the study in majority respond that rehearsals are the best strategy in preparation for teaching Araling Panlipunan and is supported by the following statements:

*"For me, days before my demonstration I practice the topic that I am about to teach, especially if it's about history." - R1*

*"I rehearse my explanations, practice how I introduce my topics by connecting it to real life situations." - R8*

*"Like the other participants, to prepare myself in teaching Araling Panlipunan, I also prepare the instructional materials, rehearse, translate, and review." - R9*

R1, R8, and R9 give highlights on rehearsal as preparation helped them prepare themselves in teaching Araling Panlipunan as a whole. Their experience allowed them not only to improve their knowledge and enhance it but also to acquaint themselves with speaking the Filipino language. Such practice allows them to actively recall their topics, repeat their flow of presentation, and ensure that lapses in the discussion are compensated. Such practices align with the findings of Wæge and Fauskanger (2021) that demonstrated the effectiveness of rehearsal in preparing for a discussion (Wæge & Fauskanger, 2021) <sup>[49]</sup>. In their study, in-service teachers used rehearsals in practicing their teaching style, lesson delivery, and instructional strategies before going to the actual classroom discussion. This implies that through rehearsing, especially for neophyte teachers, this can help them master the flow of the lesson and the way in speaking through repetition.

#### Theme 9: Translation of Terms

Araling Panlipunan is a basic education subject in the Philippines covering Social Studies topics but delivered in the Filipino language. Translation of terms in linguistics refers to the transfer of knowledge from one way of understanding to another and can mean from one language to another (Johnson, 2020) <sup>[18]</sup>. Various participants point out that translating terms from English to Filipino or finding synonym words for difficult Filipino words helps them prepare in teaching Araling Panlipunan effectively in the Filipino language.

*"I jot the terms down and search its synonyms so that in my discussion, I won't be lost in vocabulary since I know relative words of the key terms*

*discussed." - R3*

*"I prefer using Filipino-language references since it is already hard if I still translate*

*English references to Filipino. However, if only English references are present, I translate them to Filipino." - R7*

*"I always make sure to review the slides ensuring that English terminologies are translated to Filipino." - R8*

R3, R7, and R8 points out that translating from English to Filipino or finding synonyms of key terms in Filipino help them prepare for their delivery of their Araling Panlipunan lessons in Filipino language. They show strong preference in using such strategy, ensuring the accuracy of the translation of key terminology during the discussion proper and proper comprehension of the topics discussed regardless of the difference in the language of instruction. The respondents also indicate their preference of Filipino-language references and finding synonyms for key terms, however if English-language references are the only ones available, they translate it to Filipino. In employing direct translation, the respondents can connect their existing linguistic knowledge to new concepts which as emphasized by Perfecto (2020), teachers use this strategy to teach concepts to their students ensuring comprehension and clarity despite the difference in languages (Perfecto, 2020) <sup>[33]</sup>. Although the study focuses on Mother Tongue Based-Multilingual Education, such strategies observed in the study can be related to this strategy of the respondents in preparing themselves in teaching Araling Panlipunan in Filipino. This theme shows that translation of terms does not merely change the language of instruction, but helps teachers as well in ensuring the comprehensiveness of the material as well as in bridging the gap between languages.

#### Theme 10: Lesson Plan Outline

Outlining their lesson plan has been the key step for the preparation of teaching Araling Panlipunan in Filipino for most of the respondents as it guides them through the flow of the lesson. By creating or outlining lesson plans, the respondents can align their teaching strategies, objectives, and flow of discussion. Lesson planning allows teachers to sequence activities, select appropriate learning materials, and anticipate instructional challenges during the lesson (Rojo, 2021) <sup>[38]</sup>.

*"What I did was 3-4 days before my demonstration, I practiced these discussions and outlined my lesson plan." - R1*

*"Before teaching, I reviewed lesson plans, made scripts bisag dili jud masunod sometimes and I also practiced how to deliver them clearly in Filipino." - R4*

*"I do prepare materials needed and read my Lesson Plan content in advance, for me to have ideas on what to discuss on the day of my demonstration." - R5*

R1, R4, and R5 mention that preparing their lesson plan outline is key preparation for teaching Araling Panlipunan in Filipino as these outline the flow of their discussion. With the mentioned Rehearsal strategy in Theme 1, lesson planning goes side by side with that strategy as respondents claim that outlining the lesson plan helps them organize their lessons, as well as use this as a guide for practice. Since the lesson plans are in the Filipino language, the respondents use this as an opportunity to practice their speaking skills in the Filipino

language ensuring that key terms are well articulated in the Filipino language as written in their lesson plans. Such statements align with Rojo (2021) in her research that notes that teachers who carefully prepare their lesson plans better understand their content and keep it aligned to the lesson objective, maintain logical flow, and adapt to instructional challenges (Rojo, 2021) <sup>[38]</sup>. In this way, the respondents give themselves ample opportunity to understand the flow of the lesson, as well as correct any linguistic errors found on their lesson plan as they teach Araling Panlipunan in Filipino. Lesson Plan outlining not only helps teachers prepare the flow and content of the lesson, but also the linguistic accuracy before going for the discussion.

#### Theme 11: Filipino Multimedia

For respondents with difficulty in speaking Filipino, they use multimedia in Filipino language through films, telenovelas, audiobooks, etc. to enhance their speaking skills in Filipino through these multimedia tools as preparation for teaching Araling Panlipunan in Filipino. Multimedia is a combination of more than one media type such as symbol, text, audio, and video for the purpose of enhancing memorization or understanding (Guan *et al.*, 2018) <sup>[16]</sup>.

*"I also utilize tele-dramas and read Filipino literature to acquaint myself with the Filipino Language." - R2*

*"I also watched educational videos and listened to Filipino news to improve my vocabulary and pronunciation." - R4*

*"I also utilize youtube videos related to my topics and preferably, those videos explain the topic in Filipino." - R7*

Multimedia had been a tool utilized by R2, R3, and R7 to acquaint themselves with the Filipino language through exposure of videos in the Filipino language. These practices allow the respondents to further expand their knowledge in terms of vocabulary and pronunciation of certain words. Ramenazali and Faez (2019) confirms this use of multimedia as multimodal exposure contributes in language retention and fosters more effective vocabulary learning. These responses show the influence of multimedia in reviewing and widening the respondent's knowledge of the Filipino language. This implies the overall purpose of multimedia in education where various modes of expression ensure knowledge retention for learners.

#### Theme 12: Continuous use of the Filipino language

The continuous use of a language refers to the persistent use and socially sustained application of a language as a tool for thinking and learning (Vygotsky, 1978) <sup>[48]</sup>. Respondents who pointed out difficulty in speaking the Filipino language shared the following statements as preparation for their discussion of Araling Panlipunan lessons in Filipino:

*"To prepare myself to teach Araling Panlipunan using Filipino as the medium of instruction, I practiced speaking Filipino every day" - R4*

*"My training grounds in speaking Filipino is through socializing with people from different parts of the Philippines." - R5*

*"One thing that really helps me prepare myself in speaking the Filipino language for my teaching demo is simply speaking Filipino with my friends and relatives." - R9*

R1, R4, and R5 experienced the continuous use of the Filipino language while preparing for their lessons or in their everyday lives to acquaint themselves with the language for a more natural flow of speaking it. As a subject taught in the Filipino language in accordance with the standards of the Philippine basic education system, a teacher's competence in speaking the Filipino language would greatly affect the flow of classroom instructions and continuous practice would improve such ability in speaking Filipino. Lantolfe and Thorne (2006) confirms that the mastery of a second language does not necessarily limit language learning in the internalization of linguistic forms but is a socially mediated process through interaction and human activity. This shows that the respondents find this strategy useful because aside from the repetition of vocabulary, they are also able to improve their language skills through socialization. This implies that continuous use of the language improves the language skill and confidence of the individual in using the language through continuous practice and socialization.

#### Theme 13: Localization of Context

Contextualization refers to placing a certain topic or event in a specific context (Merriam-Webster, n.d.). The respondents stated in their strategies that in preparation in teaching Araling Panlipunan, localization of context in lessons in creating the lesson plan help them align the goals of the lesson easily as well as to alleviate the difficulty in finding the Filipino translation of specific Social Studies terms due to the availability of Filipino equivalent in regards to the vocabulary due to the localization of content.

*"To make things more simple and easy flowing, examples or contents in discussions must be localized. Relate your topic to the happenings in your locality. It is easier to speak in Filipino and prepare the content if you use localized context in your discussion." - R3*

*"I rehearse my explanations, practice how I introduce my topics by connecting it to real life situations. I would use local and real examples to make my topics more meaningful, situations that my students can relate to." - R8*

R3 and R8 uses localized context in planning and preparing for their lessons in Araling Panlipunan to ensure a smoother flow and more meaningful discussions that will align student understanding and ensure content quality and accuracy linguistically. Garrido and Niez (2025) affirms that the usage of localized materials better suit classroom instructions despite the presence of standardized materials (Garrido & Niez, 2025) <sup>[14]</sup>. This shows that the usage of localized context in lesson planning helps bridge the gap between expected outcomes and student learning and promotes the understanding of the topics discussed. This implies that in Araling Panlipunan education, localization helps learners not only acquaint themselves with Social Studies terminology translated into Filipino but also in understanding the concept behind the lesson.

## 6. Conclusion

The findings of this study reveal that Social Studies interns have a high-level of readiness in teaching Araling Panlipunan in terms of language fluency and lesson delivery – showing a strong and improvable confidence in both areas. Amidst the high levels under readiness, interns still face struggles on the pedagogical and linguistic aspect of teaching – indicating that pre-service teachers are in need of institutional support to improve their teaching on this aspect. To improve the level of readiness and to overcome indicated challenges, peer collaboration, institutional support and individual capacity building are recommended as vital strategies to help Social Studies interns valuably and confidently transition teaching Araling Panlipunan in Filipino. It is also revealed that various strategies are used to address such pedagogical and linguistic challenges for their preparation in teaching Araling Panlipunan such as the usage of multimedia to acquaint themselves with the language and the localization of contexts in the learning contents to bridge the understanding of students towards the topic.

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