Promoting Linguistic Sustainability in *Barayti at Baryasyon ng Wika*: Developing Culturally Anchored Instructional Modules through Learner Perspectives

Neña Vanessa A. Cabiles

College of Education, West Visayas State University, Iloilo City 5000, Philippines

*Correspondence: nvcabiles@wvsu.edu.ph

HOW TO CITE:
Neña Vanessa A. Cabiles (2026). Promoting Linguistic Sustainability in Barayti at Baryasyon ng Wika: Developing Culturally Anchored Instructional Modules through Learner Perspectives. International Journal of Special Education, 41(3s), 309-318.

COPYRIGHT STATEMENT:
Copyright: © 2026 Authors. Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

ABSTRACT:
This study developed and evaluated a culturally embedded instructional module for the Barayti at Baryasyon ng Wika course to improve student comprehension of Filipino language variations and promote linguistic sustainability. Addressing a lack of localized resources and persistent student difficulty in distinguishing sociolinguistic concepts, a qualitative descriptive design was employed. Data gathered through semi-structured interviews, written reflections, and narrative reviews with purposively selected students and educators underwent reflexive thematic analysis. Results revealed: (1) abstract examples cause significant conceptual confusion when students differentiate terms like dialect, sociolect, register, and idiolect; (2) the culturally integrated module improved comprehension by connecting theoretical frameworks to familiar linguistic contexts; and (3) evaluators affirmed the module's clarity, instructional coherence, and cultural resonance in reinforcing Filipino identity. Ultimately, culturally anchored materials not only enhance academic understanding but also foster positive attitudes toward linguistic diversity. This highlights the critical need for localized, research-based resources tailored to the cultural and cognitive needs of Filipino learners, actively supporting linguistic preservation amid rapid societal shifts.

Keywords: Cultural Anchoring; Instructional Module Design; Filipino Language Variation; Learner Viewpoints; Linguistic Vitality

Introduction

Higher education in the Philippines continually adapts to shifting linguistic landscapes and curriculum expectations, necessitating instructional materials that balance cognitive rigor with sociocultural relevance (Chung & Nguyen, 2024). In courses like Barayti at Baryasyon ng Wika, students frequently encounter difficulties grasping the complex variations of the Filipino language due to a notable scarcity of structured, evidence-based teaching resources (Cabiles, 2025; Chavez, Adalia, & Alberto, 2023). Educators in multilingual settings often rely on improvised content, which can lead to inconsistent instructional quality and a fragmented comprehension of core sociolinguistic concepts

(Bulusan, 2025; Chin et al., 2022; Idulog et al., 2023). To bridge this gap, systematically designed learning modules are essential. Methodological frameworks, such as the ADDIE model, transform abstract linguistic theories into digestible, scaffolded units that promote academic autonomy, ensure alignment with national competencies, and standardize instruction across varied classroom settings (Adeoye et al., 2024; Dejene, 2019; Goldman & Pellegrino, 2015; Li & Cheong, 2023).

Mastering language variation requires students to analyze how Filipino transforms across different geographical, institutional, and social domains. Traditional materials frequently fall short by offering decontextualized examples, leaving students unable to distinguish between theoretical constructs like sociolect, dialect, idiolect, and register (Matiwtiw et al., 2023). Conversely, exposing learners to authentic, culturally grounded communicative samples—such as regional texts and everyday community interactions—allows them to contextualize theoretical frameworks within real-world language use (Feldman, 2019; Lamorinas et al., 2025). Research consistently demonstrates that culturally aligned, interactive, and visually supported instructional tools significantly enhance student engagement, retention, and academic confidence by mirroring the students' lived linguistic realities (Autor, 2025; Kozhevnikova, 2014; Rashid, Khanum, & Khan, 2024). Furthermore, utilizing modular approaches allows learners to revisit complex content, accommodating varied learning preferences crucial for linguistic study (Emma, 2025; John, 2025).

Beyond academic proficiency, contemporary Filipino language instruction must address the erosion of linguistic identity fueled by globalization and the pervasive dominance of English in digital media (Olabiyi, John, & Yusuf, 2025). To combat this, scholars advocate for culturally responsive teaching that validates students' diverse regional backgrounds, acknowledges their communicative realities, and fosters a deeper appreciation for their heritage (Domogen, 2023; Khalil & Elkhider, 2016; Sonsaat, 2018). Culturally anchored modules empower learners by showcasing the validity of diverse linguistic varieties, thereby reinforcing positive language attitudes and cultural pride (Adalia et al., 2025; Chavez, 2022; Chavez et al., 2025). Ultimately, these pedagogical strategies are vital for linguistic sustainability—ensuring the continued vitality and intergenerational transmission of the Filipino language (Magno et al., 2024). By embedding cultural narratives alongside scientific accuracy, educational materials transcend their academic function to become crucial platforms for cultivating linguistically aware citizens dedicated to preserving the nation's linguistic diversity (Alamri, 2025; Liang & Huang, 2024; Yu, Guo, & Fu, 2024). Validating these modules through the lived experiences and feedback of both students and educators guarantees their cultural resonance, functional clarity, and lasting instructional effectiveness (Garil et al., 2024; Inoferio et al., 2024).

Methodology

Research Design

To capture the authentic insights, interpretations, and lived experiences of learners utilizing the culturally embedded *Barayti at Baryasyon ng Wika* module, this investigation utilized a qualitative descriptive framework. Such an approach is highly suitable for research seeking to portray participants' viewpoints organically, avoiding the imposition of rigid quantitative metrics or preconceived hypotheses (Lam et al., 2019). This methodology enabled an in-depth exploration of how the instructional material fostered linguistic identity, cultural consciousness, and academic comprehension, drawn directly from the learners' self-reported experiences. By analyzing both written and verbal narratives, the research mapped how specific module features impacted learning. Furthermore, this qualitative stance acknowledged the multifaceted nature of student experiences, operating on the premise that grasping language variation is deeply intertwined with academic, personal, and cultural variables. Relying on reflective outputs and interviews allowed the extraction of nuanced, interpretive data unattainable via statistical evaluation, cementing the appropriateness of this design for assessing culturally anchored pedagogy.

Participants

The participant pool was composed of learners with prior exposure to *Barayti at Baryasyon ng Wika* coursework. As the target demographic for the module, these individuals were chosen for their foundational understanding, enabling them to effectively critique the material's educational utility, cultural resonance, and comprehensibility. From an initial group of 149 students, a purposive sample was deliberately extracted, focusing on individuals who exhibited the availability, willingness, and communicative proficiency to detail their learning journeys. Employing purposive sampling guarantees that informants can provide substantive insights regarding cultural identity and language variation; as Campbell et al. (2020) note, aligning the sample directly with research goals significantly elevates the study's rigor and the reliability of its findings.

Alongside the student cohort, a select group of Filipino language instructors was recruited. Their participation provided an expert counterbalance to the student evaluations, offering professional appraisals of the module's cultural fidelity, factual precision, and logical flow. These educators also gauged the material's practical applicability in real-world teaching scenarios, adding a vital pedagogical lens. Triangulating data from both teachers and learners yielded a comprehensive, multidimensional evaluation of the module's efficacy and potential areas for improvement.

Research Instruments

To obtain comprehensive narratives of the learning process, the researcher utilized a semi-structured interview guide. Ruslin et al. (2022) highlight that semi-structured formats are particularly advantageous in qualitative inquiries, as they enable the extraction of profound insights while maintaining alignment with the research parameters. This tool gave learners the opportunity to pinpoint exact module components that shaped their grasp of Filipino linguistic identity, cultural immersion, and language variation. The adaptable nature of the interviews fostered open-ended responses while keeping the dialogue tethered to the core research aims.

Furthermore, learners submitted written reflections detailing their interactions with the module. These documents offered a window into their cognitive processing, highlighting instances of cultural awakening, specific challenges, and breakthroughs in comprehension. Such reflections act as a vital supplementary data stream, capturing internal reflections often missed during verbal interviews. Finally, educators provided narrative evaluations assessing the module's pedagogical viability, cultural embeddedness, and structural design. These expert reviews served to corroborate the student data, confirming the material's instructional soundness. Table 1 presents the research instruments used in the study.

Table 1. Study Instruments and Objectives

Research Objectives	Corresponding Interview Inquiries
1. Identify specific zones within Barayti at Baryasyon ng Wika where learners exhibit significant conceptual barriers and knowledge deficits.	Q1: What specific elements of the course were the most challenging to grasp, and for what reasons? Q2: Which instructional activities or topics triggered confusion during the learning process? Q3: In what ways do these conceptual hurdles impact your self-assurance in applying language variation theories?
2. Construct a culturally embedded learning tool designed to mitigate conceptual barriers and promote linguistic sustainability.	Q1: What specific module components facilitated a deeper, more practical understanding of Filipino language variations? Q2: How did the instructional material prompt you to link academic concepts with your personal cultural

	and linguistic background? Q3: To what extent did the module elevate your recognition of the need to preserve and sustain the Filipino language in everyday contexts?
3. To investigate educator and learner viewpoints regarding the module's instructional clarity, cultural resonance, and relevance.	Q1: How would you evaluate the structural logic and comprehensibility of the provided lessons and tasks? Q2: Which segments of the material resonated most authentically with your everyday use of the Filipino language? Q3: What specific modifications would enhance the module's cultural responsiveness, engagement level, and ease of use?

Data Procedure

Information gathering adhered to a rigorous and ethical framework. Initially, learners were granted ample time to interact comprehensively with the *Barayti at Baryasyon ng Wika* module, ensuring their critiques were based on substantive engagement rather than a cursory glance. Following this period, participants engaged in interviews via secure digital platforms or in-person meetings. With explicit consent, all dialogues were audio-recorded to guarantee transcription accuracy. Subsequently, learners provided written reflections encapsulating their learning journeys, adding an extra layer of qualitative depth by revealing internal cognitive shifts not easily captured in spoken conversation. Concurrently, educator evaluations were gathered independently following their thorough review of the material. This dual-source approach provided essential data triangulation, fortifying the reliability of the research conclusions.

Data Analysis

The collected information was subjected to reflexive thematic analysis, a robust technique for extracting recurring patterns from qualitative data sets. The analytical procedure commenced with multiple readings of the written reflections and interview transcripts to achieve deep data immersion. Subsequently, preliminary codes were established to categorize notable observations regarding linguistic consciousness, cultural resonance, academic engagement, and comprehension. These initial codes were then aggregated into broader, tentative themes representing the collective experiences of the cohort. Through continuous, iterative refinement, these themes were polished to ensure they faithfully mirrored the raw data and directly addressed the research objectives. Reflexive thematic analysis was explicitly selected because it balances the investigator's interpretive lens with the authentic voices of the participants. The final thematic structure yielded a comprehensive narrative that satisfied the study's goals while authentically presenting the multifaceted nature of the students' insights.

Results and Discussion

Objective 1: Identify specific zones within *Barayti at Baryasyon ng Wika* where learners exhibit significant conceptual barriers and knowledge deficits.

Conceptual Confusion in Differentiating Linguistic Categories

Throughout the interviews, learners consistently expressed difficulty in separating core sociolinguistic terms, specifically idiolect, sociolect, register, and dialect. Participants noted that the highly theoretical presentation of these topics created a disconnect from their everyday realities, hindering their ability to picture how these variations operate in different settings. This observation supports the premise that abstract linguistic concepts require anchoring in culturally relevant contexts to become comprehensible (Borghi et al., 2018).

Furthermore, the fluid boundaries between these linguistic classifications fueled student hesitation. Because instruction often lacked practical, real-world grounding, learners admitted to frequently guessing during categorization exercises. This aligns with findings suggesting that without scaffolded immersion in authentic language scenarios, students struggle to internalize sociolinguistic nuances (Tilahun, Simegn, & Emiru, 2022; Yildiz & Celik, 2020). Ultimately, this ambiguity heavily eroded their academic confidence, particularly in tasks demanding the practical application of variation theories.

> *"I always get confused trying to tell the difference between a dialect, a register, and a sociolect. The lines just blur together."*
>
> *"When we have to classify the different Filipino language variations in a quiz, I honestly just end up guessing because I'm so unsure."*
>
> *"The textbook definitions are just too abstract. Unless I see an example from our actual culture or daily life, it doesn't make sense to me."*

Struggles in Interpreting Real-World Examples of Linguistic Variation

A secondary barrier emerged when students attempted to analyze authentic communicative data. Participants reported that even when they grasped the theories intellectually, translating that knowledge to real-world samples was highly challenging. They expressed frequent doubt over whether a specific phrase represented a situational register, professional jargon, or a regional dialect. This challenge directly mirrors the assertion that learners require dense, contextualized examples to solidify their sociolinguistic comprehension (Yan, 2023).

This hurdle exposes a distinct fracture between academic theory and practical application. Learners recounted feeling overwhelmed when asked to dissect community speech patterns, raw text samples, or conversational transcripts. Without structured guidance on interpreting data shaped by social circles, geography, or occupation, their analytical skills faltered. Culturally embedded exercises are therefore critical in bridging the gap between theoretical knowledge and applied sociolinguistic awareness (Jufriadi, 2024).

> *"It's one thing to memorize the terms, but pointing out the actual variations in a real conversation is incredibly hard for me."*
>
> *"Whenever we analyze reading passages or spoken dialogues, I second-guess myself on which category the words belong to."*
>
> *"The exercises that ask us to look at real-world community data are definitely the most overwhelming part of the whole course."*

Objective 2: Construct a culturally embedded learning tool designed to mitigate conceptual barriers and promote linguistic sustainability.

The Module Improved Comprehension

Feedback overwhelmingly indicated that the newly developed, culturally anchored module elevated students' grasp of Filipino language variations. Learners pointed out that the logical sequencing, familiar situational contexts, and integration of visual aids successfully mitigated cognitive overload. This corroborates the view that structured, visually supported instructional designs drastically improve content retention and clarity (Haq & Madany, 2025). Participants characterized the material as highly accessible, noting that its progressive framework facilitated a steady, manageable accumulation of knowledge.

Crucially, the learners valued how the module contextualized abstract theories. By utilizing community-specific expressions, youth slang, and local dialects as teaching tools, the material allowed students to link academic concepts to their personal linguistic spheres. Contextualized learning tasks actively reinforce both academic confidence and subject mastery (Sambayon et al., 2023). Consequently, students felt markedly more equipped to categorize language varieties—the very competency they had previously identified as their weakest.

> *"The diagrams and structured visuals in the new module really cleared up the concepts that used to confuse me."*

"Seeing examples that use the local dialects and slang I hear every day made the variations so much easier to grasp."

"After using this module, I feel much more capable of breaking down and analyzing how our language changes in different settings."

Increased Awareness of Filipino Linguistic Sustainability

The instructional tool also proved effective in heightening awareness regarding the sustainability of the Filipino language. Activities that prompted students to examine their own linguistic heritage led to profound realizations about the intergenerational evolution of language across communities. Engaging learners in awareness-centric tasks naturally cultivates a stronger commitment to preserving national languages (Brainee, 2024). Through the module, students became acutely aware of how their daily communicative habits impact broader cultural preservation.

Additionally, learners reported that exploring the vast spectrum of Filipino dialects fostered a deeper reverence for their linguistic roots. By framing language variation as a testament to cultural richness rather than a grammatical deviation, the module nurtured highly positive attitudes toward the national language. This dynamic highlights that when learners see their own identities mirrored in their educational materials, their appreciation for the language inherently deepens (Ashrafova, 2024; Liang & Huang, 2024).

"Working through these lessons gave me a profound appreciation for how rich and diverse the Filipino language truly is."

"It made me realize that we have a responsibility to keep our regional languages and native expressions alive for the next generation."

"The cultural examples didn't just teach me grammar; they made me genuinely proud of my own linguistic identity."

Objective 3: Investigate educator and learner viewpoints regarding the module's instructional clarity, cultural resonance, and relevance.

Module's Clarity, Coherence, and Instructional Organization

Educators and learners alike validated the module's logical architecture, coherence, and overall clarity. Both cohorts praised the direct explanations, the seamless transition between topics, and the strong correlation between the theoretical concepts and the provided examples. High-quality organizational structures in learning materials are foundational to maximizing student comprehension (Kabilito, 2024).

From a pedagogical standpoint, teachers observed that the sequential design facilitated smoother classroom facilitation and drastically reduced student bewilderment. Similarly, students reported a sense of stability, noting they rarely felt "lost" due to the material's step-by-step presentation. These shared viewpoints underscore that instructional coherence and structural clarity are non-negotiable elements in successful language education tools (Fiegener & Adams, 2025).

"The layout of the module is incredibly clear, and the lessons flow in a way that just makes sense."

"The straightforward explanations and logical sequencing made it much easier for me to facilitate the discussion without losing the students' attention."

"Because the lessons progressed step-by-step, I never felt lost during the lectures like I used to."

Cultural Resonance of the Module's Content

A defining strength of the module, echoed by both teachers and students, was its profound connection to authentic Filipino communication. The instructional examples were frequently described as deeply relatable, capturing the true essence of the learners' linguistic environments. This high degree of authenticity inherently spikes academic engagement. Utilizing culturally congruent resources is a vital intervention for addressing the chronic lack of localized academic content in the Philippines, successfully linking

theoretical linguistics to the realities of daily interaction (Rentillo, Casalan, & Gustilo, 2024).

Educators confirmed that the module successfully spotlighted linguistic realities frequently ignored by standard textbooks, including community-specific discourse, regional idioms, code-switching behaviors, and youth sociolects. This alignment empowers students to see their own lives reflected in their studies, driving intrinsic motivation and analytical reflection. Instructional materials that validate a student's linguistic background inherently elevate their capacity for comprehension (Busari & Bright, 2025).

Ultimately, this cultural embeddedness fostered a profound respect for linguistic diversity. Rather than viewing language variations as academic hurdles, students began to recognize them as vital markers of cultural identity. By merging deep cultural grounding with academic relevance, the module operates as both a pedagogical asset and a tool for cultural empowerment, reinforcing a lasting pride in the Filipino language (Mendoza, 2024).

> *"This is the first time a textbook actually felt like it was talking about the world I live in."*
>
> *"It perfectly captures the authentic, everyday communication of Filipinos, including the code-switching and slang our students actually use outside the classroom."*
>
> *"The examples weren't just academic theory; they were the exact words and phrases my friends and family use every day."*

Conclusion and Recommendations

This study underscores the transformative impact of culturally anchored educational resources in clarifying complex sociolinguistic theories within the *Barayti at Baryasyon ng Wika* curriculum. By integrating localized linguistic examples, structured visual aids, and familiar communicative scenarios, the developed module successfully dismantled the conceptual ambiguities that traditional materials often fail to resolve. Beyond improving academic comprehension, this culturally responsive approach significantly heightened students' awareness of linguistic sustainability. It fostered a deeper appreciation for Filipino linguistic diversity, proving to be a vital countermeasure against the growing dominance of English and digital media.

To sustain and scale these educational gains, a collaborative effort across the academic ecosystem is essential. Educators—particularly those facilitating *Malayuning Komunikasyon* (MK) and related courses—must be empowered to design and adapt Outcomes-Based Education (OBE) materials that promote self-directed, resilient learning in both physical and digital classrooms. Concurrently, curriculum developers and textbook authors should align their content with these student-centric, localized needs to ensure relevance. At the institutional level, school administrators and Higher Education Institutions (HEIs) are urged to integrate instructional material development into foundational teacher training programs, equipping future educators with the skills to craft culturally responsive tools.

Furthermore, the Commission on Higher Education (CHED) plays a crucial role in evaluating and standardizing these culturally grounded curricula to support nationwide efficacy, aided by the active support of parents in fostering a positive learning environment at home. While the instructional resources developed in this study were rigorously tested and tailored for learners in Western Visayas, the underlying pedagogical framework offers a highly adaptable model. Future researchers are encouraged to conduct longitudinal or mixed-method studies to evaluate the long-term impacts of these tools, explore technology-enhanced multimodal formats, and replicate this culturally embedded design across different regions and subject areas. Ultimately, securing the vitality of the Filipino language requires a unified commitment to educational materials that authentically reflect and validate the learners' lived cultural realities.

Acknowledgements

The author affirms that this study was independently carried out and reflects personal academic effort and critical analysis. All concepts, interpretations, and discussions presented in this paper were carefully developed by the author throughout the research process. Any use of artificial intelligence tools was strictly limited to

minor language refinement, such as improving grammar and clarity of expression. These tools were not involved in developing the research ideas, conducting the analysis, interpreting the findings, or composing the substantive sections of the manuscript. The author fully assumes responsibility for the authenticity, accuracy, and originality of the entire work, including its analyses, interpretations, and conclusions.

References

Abdurasul, R. T., Samilo, P. J. E., Cabiles, N. V. A., et al. (2025). Preservation habits towards sustainable use of the Filipino language. *Forum Linguistic Studies*, *7*, 358–372.

Adalia, H. G., Chavez, J. V., Hayudini, M. A. A., et al. (2025). Relevance of grammar among Gen Z college students using social learning perspectives. *Forum Linguistic Studies*, *7*, 432–450.

Adeoye, M., Wirawan, K., Pradnyani, M., et al. (2024). Revolutionizing education: Unleashing the power of the ADDIE model for effective teaching and learning. *Jurnal Pendidikan Indonesia*, *13*, 202–209.

Alamri, W. (2025). Evaluating the benefits and challenges of using authentic materials in EFL context for listening purpose. *Frontiers in Education*, *10*, 1611308.

Ashrafova, I. (2024). Culturally responsive teaching: Strategies for promoting inclusivity in the classroom. *Global Spectrum: Research in Humanities*, *1*.

Autor, A. (2025). Practices of mother tongue-based multilingual education (MTB-MLE) implementation in Paranas, Samar. *International Journal of Linguistics*, *6*, 48–66.

Borghi, A. M., Barca, L., Binkofski, F., et al. (2018). Abstract concepts, language and sociality: From acquisition to inner speech. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *373*, 20170134.

Brainee, H. (2024). Investigating the impact of cultural awareness on language learners motivation and proficiency. *Journal of Gender, Culture and Society*, *4*, 29–38.

Bulusan, F. (2025). Phenomenologizing Filipino language teachers lived experiences on exposure to destructive leadership via emotion-based doodles. *Discover Education*, *4*, 319.

Busari, M., & Bright, D. (n.d.). *Cultural relevance in designing reading programs for Filipino learners*. Retrieved April 29, 2025.

Cabiles, N. (2025). Module development for Barayti and Baryasyon ng Wika (Variety and variation of language): Analysis of least mastered competencies. *Forum Linguistic Studies*, *7*, 10147.

Campbell, S., Greenwood, M., Prior, S., et al. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, *25*, 652–661.

Chavez, J. V. (2022). Narratives of bilingual parents on the real-life use of English language: Materials for English language teaching curriculum. *Arab World English Journal (AWEJ)*, *13*, 325–338.

Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum Linguistic Studies*, *5*, 15–41.

Chavez, J. V., Quinto, J. B., Samilo, P. J. E., et al. (2025). Intentional learning styles and practices of parents towards their children: Strengthening discipline for language learning. *Environment and Social Psychology*, *10*, 3830.

Chin, J., Ching, G., del Castillo, F., et al. (2022). Perspectives on the barriers to and needs of teachers professional development in the Philippines during COVID-19. *Sustainability*, *14*, 470.

Chung, D., & Nguyen, L. (2024). Language learning through a cultural lens: Assessing the benefits of cultural understanding in language education. *International Journal of Social Science and Human Research*, *7*, 82.

Clement, M., & John, A. (n.d.). *Impact of language diversity on literacy instruction in Philippine classrooms*. Retrieved April 29, 2025.

Dejene, W. (2019). The practice of modularized curriculum in higher education institution: Active learning and continuous assessment in focus. *Cogent Education*, *6*, 1611052.

Domogen, J. (2023). Authenticity in language learning: A study of language materials in public high schools. *OKARA: Jurnal Bahasa dan Sastra*, *17*, 193–211.

Emma, L. (n.d.). *The use of technology to support different learning styles*. Retrieved April 29, 2025.

España, A. C., Adalia, H. G., Quinto, J. B., et al. (2025). English language confidence and self-presentation: Assessing employability appeal to hiring managers in the tourism industry. *Forum Linguistic Studies*, *7*, 839–852.

Feldman, H. M. (2019). How young children learn language and speech. *Pediatrics in Review*, *40*, 398–411.

Fiegener, A. M., & Adams, C. M. (2025). Instructional program coherence: A structural support for teacher psychological needs. *Journal of School Leadership*, *35*, 63–86.

Francisco, W., & Alieto, E. (2022). Language learning in modular set-up: Challenges and coping mechanisms of secondary students. *Basic and Applied Education Research Journal*, *3*, 41–55.

Garil, B. A., Entong, M. B. M., Muarip, V. C., et al. (2024). Language delivery styles in academic trainings: Analysis of speakers emotional connection to audience for lasting learning. *Forum Linguistic Studies*, *6*, 326–342.

Goldman, S., & Pellegrino, J. (2015). Research on learning and instruction. *Policy Insights from the Behavioral and Brain Sciences*, *2*, 33–41.

Haq, T., & Madany, N. (2025). Visual media on language learning: How different visual aids affect comprehension and retention. *QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, *3*, 671–686.

Idulog, M. V., Gadiano, R., Toledo, E., et al. (2023). Filipino students reading abilities: A note on the challenges and potential areas for improvement. *International Journal of Education and Teaching Zone*, *2*, 233–242.

Inoferio, H. V., Espartero, M. M., Asiri, M. S., et al. (2024). Coping with math anxiety and lack of confidence through AI-assisted learning. *Environment and Social Psychology*, *9*, 2228.

Ivushkina, T. (2024). Linguistic diversity in the Philippines. *Linguistics and Polyglot Studies*, *10*, 111–121.

John, B. (n.d.). *A phenomenological study of learners' perspectives on English language learning through the modular approach*. Retrieved April 29, 2025.

Jufriadi, J. (2024). Bridging cultures through language: Developing English-speaking materials for multicultural education contexts. *Elsya: Journal of English Language Studies*, *6*.

Kabilito, I. J. (2024). The influence of instructional materials on students academic achievement. *Research and Invention Journal of Law, Communication and Language*, *3*, 30–33.

Khalil, M. K., & Elkhider, I. A. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education*, *40*, 147–156.

Kozhevnikova, E. (2014). Exposing students to authentic materials as a way to increase students language proficiency and cultural awareness. *Procedia - Social and Behavioral Sciences*, *116*.

Lam, S. K. K., Kwong, E. W. Y., Hung, M. S. Y., et al. (2019). A qualitative descriptive study of the contextual factors influencing the practice of emergency nurses in managing emerging infectious diseases. *International Journal of Qualitative Studies on Health and Well-being*, *14*, 1626179.

Lamorinas, D., Aubrey, J., Bulado, A. J., et al. (2024). Preserving initiatives for the Filipino language: Analysis of language protection through personal efforts among Filipino students. *Environment and Social Psychology*, *9*, 3230.

Lamorinas, D. D., Luna, L. A., Lai, M. N. D., et al. (2025). A general perspective on the factors influencing the low preferences of Gen Z college students towards the Filipino language. *Forum Linguistic Studies*, *7*, 451–466.

Li, H., & Cheong, J. P. G. (2023). Using the ADDIE model to design and develop physical education lessons incorporated with a functional training component. *Frontiers in Public Health*, *11*, 1201228.

Liang, Z., & Huang, J. (2024). Exploring the interplay of language proficiency, use and attitudes: Insights from Shenzhen–Hong Kong cross-border students. *Journal of Multilingual and Multicultural Development*, 1–16.

Magno, J. M., Indal, R. S., Chavez, J. V., et al. (2024). Alternative teaching strategies in learning Filipino language among dominant English speakers. *Forum Linguistic Studies*, *6*, 404–419.

Matiwtiw, T., Kitani, A. B., Estepa, L., et al. (2023). The impact of multilingualism on social studies class and its potential to enhance social cohesion. *Cognizance Journal of Multidisciplinary Studies*, *3*, 71–77.

Mendoza, K. (2024). Influence of cultural background on language comprehension in Philippines. *International Journal of Linguistics*, *5*, 15–28.

Olabiyi, W., John, T., & Yusuf, Q. (n.d.). *The influence of Filipino and English language proficiency on literacy achievement*. Retrieved April 29, 2025.

Rashid, N., Khanum, N., & Khan, F. (2024). The effect of animation as a teaching tool on students learning: An experimental study. *Modern Language and Applied Research*, *7*, 129–144.

Rentillo, P., Casalan, M., & Gustilo, L. (2024). Regional variability and domain-specific acceptance of Philippine English expressions among younger Filipinos. *Languages*, *9*, 376.

Ruslin, Mashuri, S., Sarib, M., et al. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education*, *12*, 22–29.

Sambayon, J., Luceñara, D., Luceñara, C., et al. (2023). Effectiveness of contextualized learning materials in improving the reading skills and comprehension level of the students. *Psychology and Education*, *7*, 435–444.

Sonsaat, S. (2018). Native and nonnative English-speaking teachers' expectations of teacher's manuals accompanying general English and pronunciation skills books. *The CATESOL Journal*, *30*.

Tilahun, S., Simegn, B., & Emiru, Z. (2022). Using grammar consciousness-raising tasks to enhance students narrative tenses competence. *Cogent Education*, *9*, 2107471.

Wakat, G. S., Paulino, F. B., Cagaoan, S. T., et al. (2023). Of tongues and ties: Surfacing inclusive strategies in linguistically diverse classrooms. *Cogent Education*, *10*, 2268462.

William, B., Kunle, D., & Afeez, I. (n.d.). *Bridging the gap: Addressing reading comprehension difficulties among elementary pupils*. Retrieved April 29, 2025.

Yan, J. (2023). The role of sociolinguistics in English teaching and how to develop sociolinguistics competences of future teachers. *Lecture Notes in Education Psychology and Public Media*, *7*, 140–145.

Yildiz, Y., & Celik, B. (2020). The use of scaffolding techniques in language learning: Extending the level of understanding. *International Journal of Social Sciences & Educational Studies*, *7*, 148–153.

Yu, B., Guo, W. Y., & Fu, H. (2024). Sustainability in English language teaching: Strategies for empowering students to achieve the Sustainable Development Goals. *Sustainability*, *16*, 3325.