

CHALLENGES OF NON-TAGALOG STUDENT TEACHERS AND THEIR LEVEL OF TAGALOG LANGUAGE PROFICIENCY AND TEACHING COMPETENCY IN FILIPINO SUBJECT

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ABSTRACT

This study examined the challenges experienced by Non-Tagalog (Binisaya) student teachers, their level of Tagalog language proficiency, and their teaching competency in Filipino. Using a descriptive-correlational research design, the study involved 77 Filipino major student teachers from Saint Joseph College, Maasin City, Southern Leyte. Data were gathered through a researcher-made questionnaire and analyzed using weighted mean, standard deviation, and Pearson's r . The instrument was found reliable based on Cronbach's Alpha results: 0.929 for challenges, 0.922 for language proficiency, and 0.959 for teaching competency. Findings revealed that respondents experienced challenges in learning and teaching Filipino, particularly in grammar, vocabulary, pronunciation, and confidence in speaking. However, they showed a proficient level in Tagalog language skills and were generally competent in teaching Filipino. Results also showed a weak but significant relationship between challenges and Tagalog proficiency, no significant relationship between challenges and teaching competency, and a strong significant relationship between Tagalog proficiency and teaching competency. The study recommends the implementation of the GABAY-FIL Program to strengthen both language proficiency and pedagogical competence among Non-Tagalog student teachers.

Keywords: Non-Tagalog student teachers, Tagalog proficiency, teaching competence, language challenges, Filipino instruction, language pedagogy